

profiles of the graduates

from European
schools of architecture

Expectations of professional architects

An inquiry on the competences and learning outcomes

9th meeting of heads of schools of architecture in Europe 2006

02-05/Sept.06 | chania | crete

A five-step process of preparing the list of competences



Recording

Evaluating

Pilot circulation of the Questionnaires

Recording of problems

Diffusion of the final Questionnaires

Recording

A working group prepares the list of competences taking into account:
The Tuning project experience
The specificities of architecture as a creative discipline
The existing institutional framework

Evaluating

Inputs on the question of competences from the previous meetings of Heads and more specifically from the 7th Meeting

Pilot circulation of Questionnaire

A small number of teachers and professionals (about 34) from different Countries contributes to the inquiry

Recording of problems

Technical Problems and solutions
Content issues and new strategies

Diffusion of the final Questionnaire

Process in progress
Data Processing and results

Bachelor Masters PhD

Generic
Competences

20
Competences

20
Competences

20
Competences

Specific
Competences
on Profession

23
Competences

23
Competences

23
Competences

Specific
competences
on Research

18
Competences

18
Competences

18
Competences

Questionnaire addressed to Professionals
combination of the generic and the specific competences

competences
combination of the generic and the specific



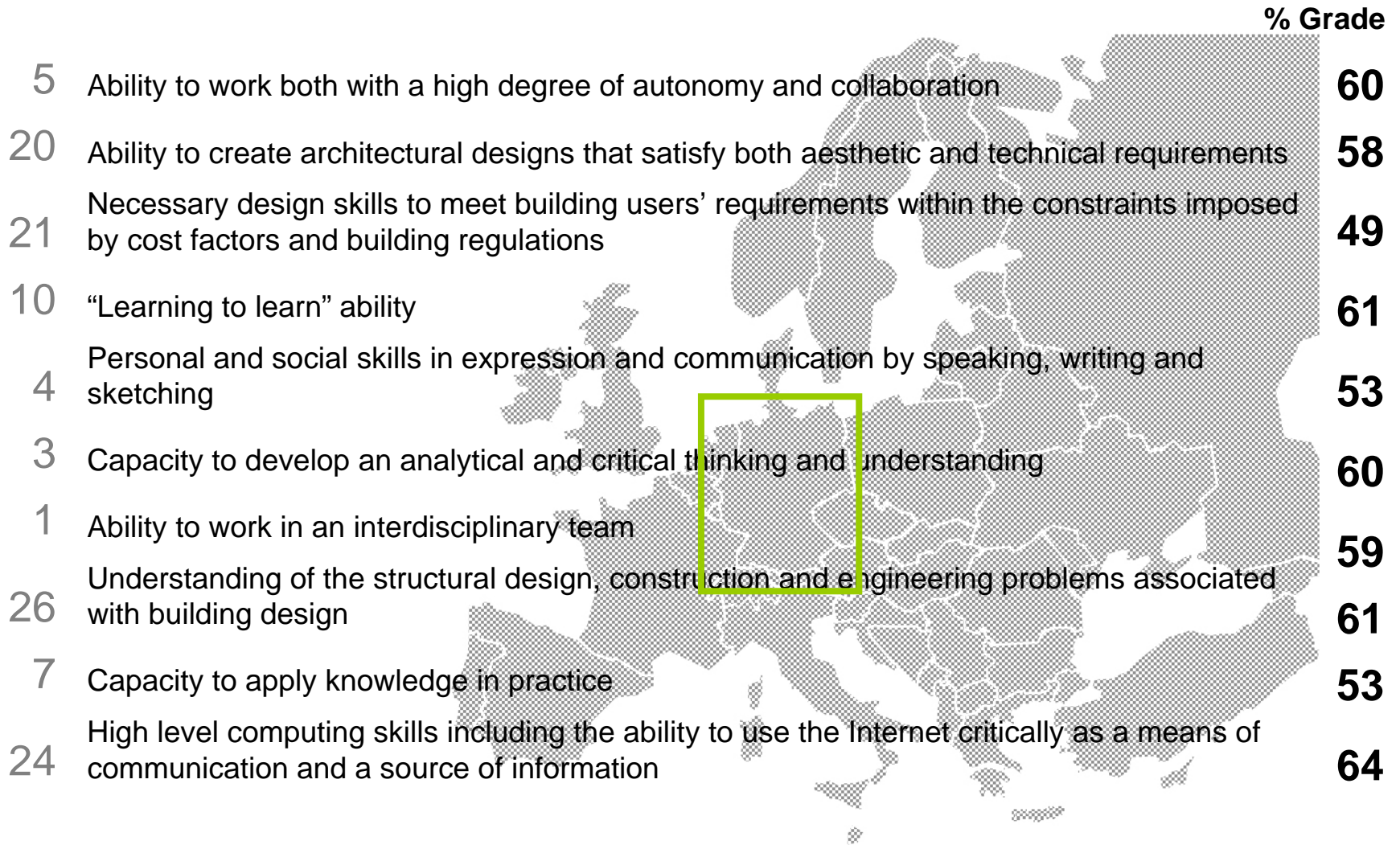
% Grade

3	Capacity to develop an analytical and critical thinking and understanding	66
4	Personal and social skills in expression and communication by speaking, writing and sketching	61
1	Ability to work in an interdisciplinary team	58
5	Ability to work both with a high degree of autonomy and collaboration	62
20	Ability to create architectural designs that satisfy both aesthetic and technical requirements	57
7	Capacity to apply knowledge in practice	52
21	Necessary design skills to meet building users' requirements within the constraints imposed by cost factors and building regulations	47
11	Ability to evaluate evidence and draw appropriate conclusions	57
10	"Learning to learn" ability	62
6	Ability to develop a trans-disciplinary understanding	53

Ranking of competences
Ten most popular

% Grade of
successful
development by the
Schools

Average grade
57,52%



Ranking of competences Germany

% Grade of
successful
development by the
Schools

Average grade

57,73%



Ranking of competences Sweden

% Grade of
successful
development by the
Schools

Average grade

61,25%



	% Grade
19 Planning and time management skills	47
7 Capacity to apply knowledge in practice	44
18 Decision – making and management skills	53
1 Ability to work in an interdisciplinary team	61
11 Ability to evaluate evidence and draw appropriate conclusions	56
20 Ability to create architectural designs that satisfy both aesthetic and technical requirements	53
21 Necessary design skills to meet building users' requirements within the constraints imposed by cost factors and building regulations	56
26 Understanding of the structural design, construction and engineering problems associated with building design	56
33 Adequate knowledge of the industries, organizations, regulations and procedures involved in translating design concepts into buildings and integrating plans into overall planning	53
2 Ethical commitment	61

Ranking of competences

Austria

% Grade of
successful
development by the
Schools

Average grade

53,89%



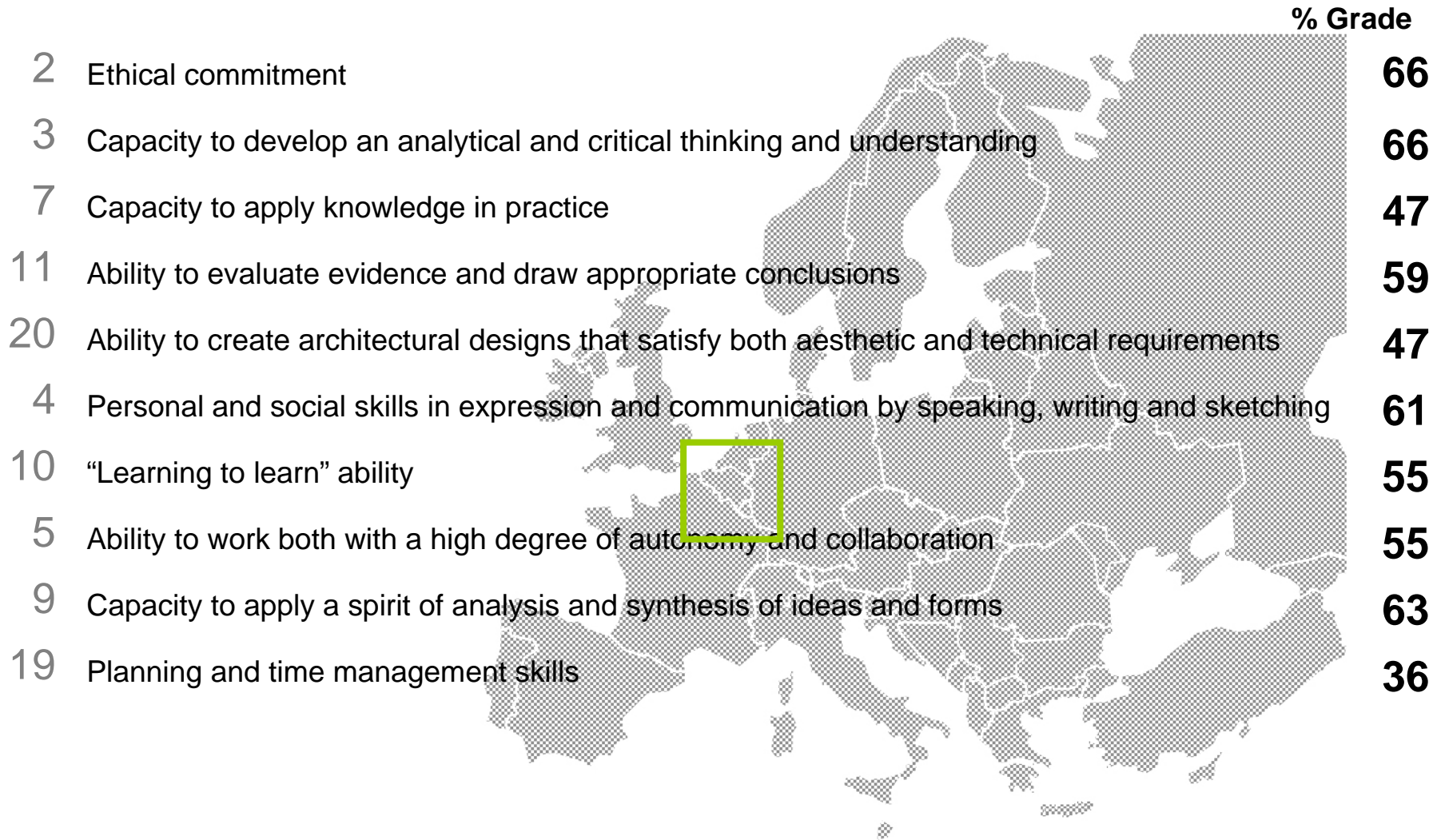
Ranking of competences

Greece

% Grade of
successful
development by the
Schools

Average grade

57,74%



Ranking of competences Belgium

% Grade of
successful
development by the
Schools

Average grade
55,31%



% Grade

2	Ethical commitment	45
3	Capacity to develop an analytical and critical thinking and understanding	65
4	Personal and social skills in expression and communication by speaking, writing and sketching	65
17	Basic knowledge of all the professional applications of the discipline of architecture	53
1	Ability to work in an interdisciplinary team	43
7	Capacity to apply knowledge in practice	53
13	Ability to receive and respond to a variety of information sources (textual, numerical, verbal and graphical)	55
16	Critical awareness of the political and financial motivations behind clients' briefs and building regulations so as to develop an ethical framework for decision making within the built environment	43
20	Ability to create architectural designs that satisfy both aesthetic and technical requirements	58
33	Adequate knowledge of the industries, organizations, regulations and procedures involved in translating design concepts into buildings and integrating plans into overall planning	45

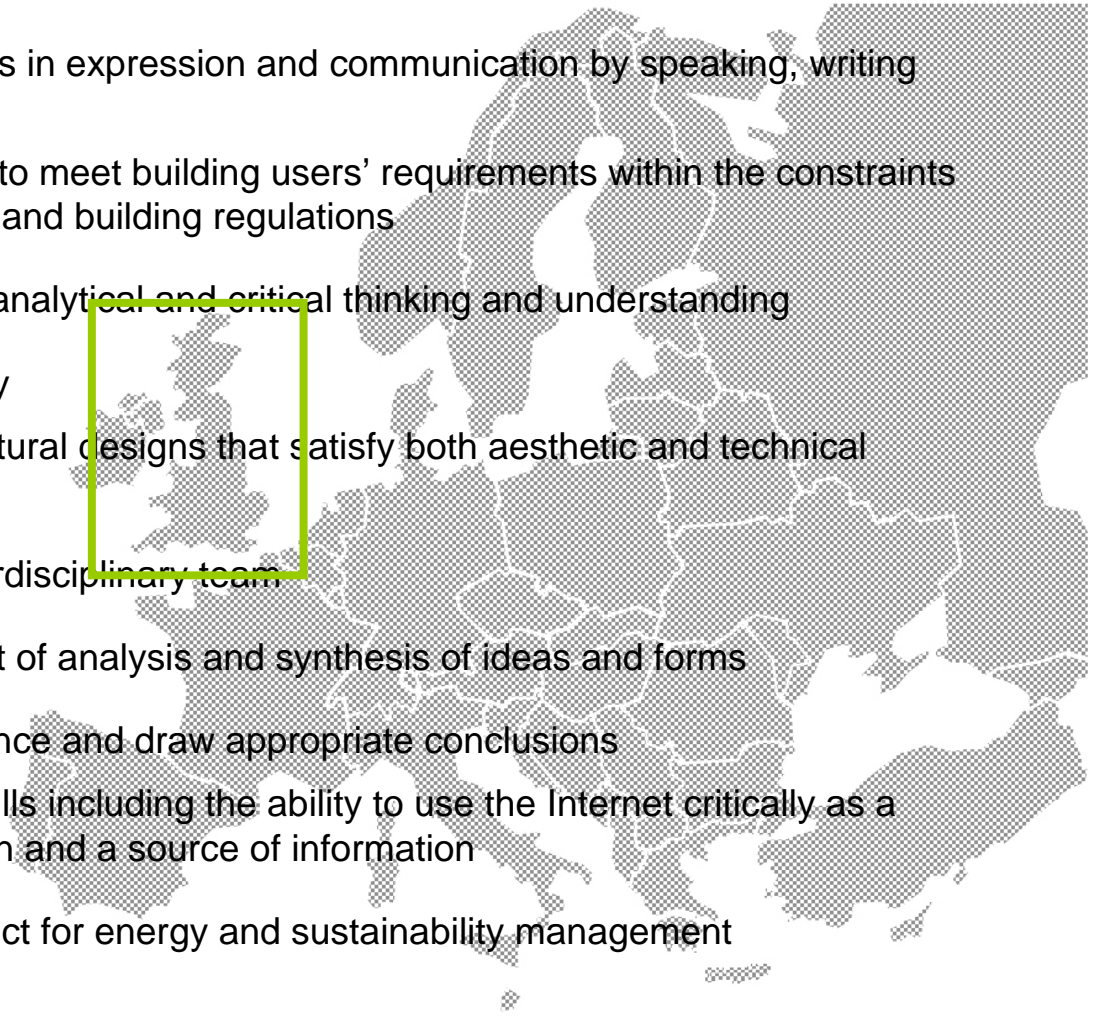
Ranking of competences Ireland

% Grade of
successful
development by the
Schools

Average grade
52,25%



% Grade



4	Personal and social skills in expression and communication by speaking, writing and sketching	62
21	Necessary design skills to meet building users' requirements within the constraints imposed by cost factors and building regulations	42
3	Capacity to develop an analytical and critical thinking and understanding	69
10	"Learning to learn" ability	67
20	Ability to create architectural designs that satisfy both aesthetic and technical requirements	54
1	Ability to work in an interdisciplinary team	40
9	Capacity to apply a spirit of analysis and synthesis of ideas and forms	63
11	Ability to evaluate evidence and draw appropriate conclusions	54
24	High level computing skills including the ability to use the Internet critically as a means of communication and a source of information	77
28	Awareness of and respect for energy and sustainability management	60

Ranking of competences

U.K.

% Grade of
successful
development by the
Schools

Average grade

55,85%

Ranking of competences
Germany

Average grade
57,73%

Ranking of competences
Sweden

Average grade
61,25%

Ranking of competences
Austria

Average grade
53,89%

Ranking of competences
Greece

Average grade
57,74%

Ranking of competences
Belgium

Average grade
55,31%

Ranking of competences
Ireland

Average grade
52,25%

Ranking of competences
U.K.

Average grade
55,85%



		% Grade
7	Capacity to apply knowledge in practice	54
20	Ability to create architectural designs that satisfy both aesthetic and technical requirements	62
3	Capacity to develop an analytical and critical thinking and understanding	73
21	Necessary design skills to meet building users' requirements within the constraints imposed by cost factors and building regulations	49
4	Personal and social skills in expression and communication by speaking, writing and sketching	63
1	Ability to work in an interdisciplinary team	62
5	Ability to work both with a high degree of autonomy and collaboration	66
19	Planning and time management skills	51
18	Decision – making and management skills	49
2	Ethical commitment	67

< 30

Ranking of competences under 30

% Grade of
successful
development by the
Schools

Average grade
59,63%



		% Grade
1	Ability to work in an interdisciplinary team	60
3	Capacity to develop an analytical and critical thinking and understanding	68
4	Personal and social skills in expression and communication by speaking, writing and sketching	65
7	Capacity to apply knowledge in practice	55
5	Ability to work both with a high degree of autonomy and collaboration	63
20	Ability to create architectural designs that satisfy both aesthetic and technical requirements	63
11	Ability to evaluate evidence and draw appropriate conclusions	62
6	Ability to develop a trans-disciplinary understanding	57
21	Necessary design skills to meet building users' requirements within the constraints imposed by cost factors and building regulations	51
28	Awareness of and respect for energy and sustainability management	60

>60

Ranking of competences over 60

% Grade of
successful
development by the
Schools

Average grade
60,31%

Typologies of competences

Comparison ranked per country and age



Think

Act

Know

Behave

Ethics