



UNESCO-UIA VALIDATION SYSTEM FOR ARCHITECTURAL EDUCATION

Text adopted by the XXII UIA General Assembly (Berlin, July 2002)*

UNESCO-UIA COUNCIL FOR THE VALIDATION OF ARCHITECTURAL EDUCATION:

W. Tochtermann, *Co-President*, V. Sgoutas, *Co-President*, F. Ramos, *General Reporter*,
B. Colin, K. El Jack, J.C. Riguet, S. Topelson de Grinberg,
P. Hyett, R. Schweitzer / A. Viaro, A. Koudryavtsev/ A. Sandu, V. Slapeta, J.Scheeler,
S. M. Giraldo Mejia/ E. Vivanco Riofrio, L. Cox, N. Furuya, A Adebayo, S. Mouline

* please see page 2

International Union of Architects (UIA)
51, rue Raynouard, 75016, Paris, France
Telephone: 33 (0)1 45 24 36 88
Facsimile: 33 (0)1 45 24 02 78
E-mail: uia@uia-architectes.org

XXII UIA General Assembly (Berlin, Germany, July 2002) :

Resolution No. 13 :

"With one vote against and three abstentions, the Assembly adopted the initial version of the text of the UNESCO-UIA validation system for architectural education document, with the understanding that it would be tested and refined throughout the coming triennium".

98th Session of the UIA Council (Curitiba, Brazil, November 2002) :

Resolution No. 2 :

"The Council decided to bring the modifications asked for by P. Hanna to Resolution No. 13 of the Assembly in Berlin, by adding :

Resolution No. 13: ... in the refinement of the text dealing with the recognition of validation systems, the requirement to have at least three study programmes be reviewed to take account of small countries where they may only be two schools of architecture".

TABLE OF CONTENTS

PREFACE by Wolf Tochtermann, Co-President

PREFACE by Vassilis Sgoutas, Co-President

- 0. Preamble**
- I. Validation of Architectural Education Programmes**
- II. Principle of Reciprocity**
- III. Ways to Obtain Validation**
- IV. Validation Criteria**
- V. Analysis of Criteria**
 - V.1 Conformity with the UNESCO-UIA Charter for Architectural Education
 - V.2 Agreement to the principle of reciprocity
 - V.2.1 By institutions responsible for a system of validation
 - V.2.2 By institutions responsible for study programmes
 - V.3 Qualitative criteria
 - V.3.1 University level education; a curriculum dedicated mainly to architecture; a satisfactory balance between theory and practice
 - V.3.2 Teaching requirements
 - V.3.3 Capabilities to be acquired by the student
 - V.3.4 Teaching staff and architectural practice
 - V.3.5 Teaching based on project realisation
 - V.3.6 Student/teacher ratio
 - V.3.7 Resources
 - V.4 Quantitative indicators
- VI. Academic Portability**
- VII. UNESCO-UIA Recommendations**
- VIII. Updates to the UNESCO-UIA Charter for Architectural Education**
- IX. Recognition/Validation Protocol**
 - IX.1 Recognition of validation systems
 - IX.1.1 Existing systems
 - IX.1.2 New systems
 - IX.2 Validation of study programmes
 - IX.3 Report Groups for study programmes

	IX.3.1	Members of UNESCO-UIA Regional Validation Committees
	IX.3.2	UIA Member Section Appointees
	IX.3.3	Registration Board Representatives
	IX.3.4	Student Representatives
	IX.3.5	Final composition
IX.4		Report Groups for validation systems
IX.5		Additional Report Group members
IX.6		Languages
IX.7		Recognition/Validation Process
	IX.7.1	Opening document
	IX.7.2	Assessment alternatives
	IX.7.3	Decision phase
	IX.7.4	Finances

Appendix A	Assessment Procedures
Appendix B	Glossary
Appendix C	Working Bodies of the UNESCO-UIA Validation System for Architectural Education
Reference Document 1	UNESCO-UIA Charter for Architectural Education (Barcelona, June 1996)
Reference Document 2	UIA Accord on Recommended International Standards of Professionalism in Architectural Practice (Beijing, June 1999)
Reference Document 3	UIA Architectural Education - Reflections and Recommendations (to be presented at the UIA Assembly in Berlin, July 2002)

Preface

Wolf Tochtermann

Co-President of the UNESCO / UIA Validation Committee for Architectural Education

It was certainly not an easy task to draw up a document defining a UNESCO/UIA System of Validation. Of universal significance, this document directly concerns our profession as a whole and is of particular interest to schools of architecture and other institutions responsible for the education of architects in all regions of the world.

This is an ambitious project, the finalisation of which called for countless meetings and necessitated a large volume of continuous work to ensure that it would be ready for the next General Assembly of the International Union of Architects, which will be held in Berlin (Germany), from 27 to 29 July 2002.

I fully appreciate the vastness and complexity of this enterprise and would like to take this opportunity to express my admiration and my sincere thanks to all those who developed the basic principles of the project and produced the document you have before you. Besides, this document proves that the UIA has now included the question of architectural education on a permanent basis, as one of the priorities of its action programme. This document represents the logical follow-up to the *UNESCO/UIA Charter for Architectural Education*, to which it refers directly in various chapters.

Despite the wealth of this document, a series of questions on education and schools of architecture to which the document is unable to answer fully remain outstanding. Do Schools of Architecture prepare young architects for a professional life characterised by increasing and diversified demands? What is the relationship today between education and professional practice? Which are the study programmes and curricula that permit the choice of specific streams leading to clearly defined qualification profiles? Will the young architect be trained to dialogue on an equal basis with representatives of other professions actively involved in design, management and renovation in the field of construction? Will he/she be apt to act within the political movement and participate in the political and administrative decision-making that precede the architect's intervention?

Intellectual awakening should be the primary aim of every school of architecture. They should be capable of educating all students and not only the best amongst them; yet, many schools function in almost total isolation, with a frequently mixed teaching body rarely capable of developing a real programme permitting the student to choose and take courses corresponding to his centres of interest and motivation. Schools of architecture often experience enormous difficulties in building a bridge between the knowledge they are transmitting and the practice of creation. Besides, it is clear that the teaching is not always adapted because it is based solely on the idea of the project, the architectural composition, which proves to be too limiting particularly at a time when the profession is being required to change permanently, in the same way as the society it serves.

The diversification of the profession has been called for frequently and since many years - to the detriment of the architect-generalist. Research and teaching, just like town planning and territorial development, technology and management, redevelopment and conservation are amongst the many subjects of specialisation and diversification for the profession. Consequently, they ought to be reflected in the study programmes. Back in 1928, Le Corbusier wrote: "the profession of architect will never disappear: rather, it will be dispersed and diffused over a considerable number of branches". Almost 75 years later, we are, in my opinion, still far from this vision.

A stronger social engagement is also demanded of the architect, a more extensive role in society and in fields that are outside the realm of the profession. A series of themes launched by the UIA, often in fact with UNESCO support, such as "architecture and water", "architecture and poverty" and "the architect

as enabler” or again a project for the improvement of “kampungs”, which prove that many architects are perfectly prepared to tackle these subjects which are linked to development problems as a whole. It would indeed be useful if they could be made the subject of a specific school curriculum, and that not only in developing countries.

All of that to say that this document, prepared with remarkable commitment, cannot be considered as the final phase in a process that began over six years ago. I consider that the work realised to date ought to be pursued. Apart from the question of validation and equivalence of diplomas, I feel it important to pursue reflection on architectural education, professional practice and the role and responsibility of our profession in society, at a high level. The opportune time, in my opinion, will be when the revision of the UNESCO/UIA Charter for Architectural Education is undertaken.

Preface

Vassilis Sgoutas

Co-President of the UNESCO / UIA Validation Committee for Architectural Education

In the long history of collaboration between the UIA and UNESCO, many important missions have been carried out. Yet, when on May 16, 2000, the Agreement was signed that has led to the document at hand, we all sensed that it was something special, that it was by far the biggest common challenge that our two organisations have faced.

The UNESCO-UIA Validation System for Architectural Education has been instigated to fill a real need.

Globalisation, and the fallout from globalisation on domestic issues, has changed the facts of life for us as architects. Professional practice is becoming increasingly liberalised. But so is architectural education. The UNESCO-UIA Validation System for Architectural Education aims to put order into what could become chaos and in so doing will be buttressing the basic tenet of our mission, which can be none other than to be properly equipped to produce quality architecture that will be of service to society.

It is true that we live in an unequal world. It is also true that architecture is being practised internationally, in a field that is not level, a field where the “competitors” do not have equal means at their disposal – neither comparable education, nor comparable technology.

The task of rendering the practice of architecture more equitable is not an easy one. In the long-term, it is only education that can rectify the imbalance.

For this to become a reality, we need an educational system that will ensure equal opportunities for all and a validation system that will reflect the real merit of each study programme.

We think that the journey we have embarked upon with UNESCO has the potential to become the catalyst for our goals.

Architecture is not practised in a social or economic vacuum. This must be reflected in the study programmes of the schools of architecture.

The Agreement signed between UNESCO and the UIA makes a clear reference to the need to incorporate the human and social sciences into architectural education. Add to this up-to-date technologies, management, and financial skills, and we can see emerging a more all-inclusive education that will give future architects the necessary ammunition to recapture their role as leaders of the multidisciplinary teams that create the components of the built environment.

Although we as architects are best suited to provide this leadership function, it is not our unalienable right. It is a position that we must earn. And we are convinced that this can be achieved through a system of university education, and also of continuing education, that will encompass the goals that UNESCO and the UIA have set.

It is evident that this document is not cast in stone. It will evolve like all living documents should. It will take on board the characteristics of our several cultures and will be all the richer for it. Our intention is to have a framework document that will serve as the starting point for a *modus operandi* adjusted to regional and cultural specificities.

The UIA has always said no to the globalisation of culture. It follows that it also says no to the globalisation of architectural education.

This diversity must, however, be harnessed in a way that will allow for the portability of academic credentials at both the international and regional levels.

This becomes crucial when we envisage a world that will be characterised by a far greater mobility of architects, and also of students. So a system will need to be devised that will ensure portability not only of the final degree but also of the yearly study programmes. Such a system would also be conducive to exchange programmes for students and young architects.

We feel that the UIA, being the only world organisation of architects, is, together with UNESCO and its huge, universal social agenda, best suited to implement this ambitious goal.

The task that lays ahead of us is daunting. But we firmly believe that in this document we have the basis for restructuring architectural education in a way that will bring the architects and student of architecture of the world closer together. Let's make it happen.

0. PREAMBLE

UNESCO

The United Nations Organisation for Education, Science, and Culture is the institution created by the United Nations to extend, develop, and improve Education, Culture, and Science at the local, regional, and international level.

The education of architects as professionals of the built environment has been one of UNESCO's priority research and working topics for many years.

UIA

The International Union of Architects includes architects' professional associations in over 100 countries, and is the only world-wide association of architects.

The founding principles of the UIA confer on it the mission of promoting and developing the education of architects.

UNESCO and UIA collaboration

Since the early 1970's, UNESCO has associated itself with the UIA for its principal actions in the field, making the UIA its partner institution for the implementation and technical follow-up of the activities conducted in Zurich, Lomé, Paris, Chandigarh, etc. The fruits of this collaboration are to be found in the recommendations drawn up at each event.

UNESCO-UIA Charter for Architectural Education

Another result of this collaboration was the creation of the UNESCO-UIA Charter for Architectural Education and its approval during the UIA during its World Congress of Architects in Barcelona, in 1996. This Charter defines a precise framework for architectural teaching that will result in architects who are capable of contributing in a positive manner to meeting the challenges facing 21st Century society.

UNESCO-UIA Validation Committee for Architectural Education

Without in any way restricting the rich variety that exists in architectural education, it seems appropriate that a reference system be made available, in order to provide schools and universities with a balanced evaluation of their architectural education programmes. This system of evaluation must determine conformity with the Charter, validate programmes according to their level of quality, and highlight the specific aspects which

characterise each school. It is also important that the Charter's evolution be guided by geographic and cultural particularities throughout the world.

The desire to ensure a correct interpretation of the Charter and its evolution led UNESCO and the UIA to create the UNESCO-UIA Validation Committee for Architectural Education, through a protocol signed by the two institutions on May 16, 2000. This protocol defines the Committee's aims as:

1. The validation of conformity to the Charter for study programmes and activities carried out by schools and universities, who request it of their own free will.
2. The assessment and validation of these programmes' level of quality, according to previously established, clearly defined criteria.
3. The drawing up of recommendations, at the global and regional, and perhaps local, levels in order to achieve a fuller interpretation of the Charter and to improve the quality of education.
4. Technical support for the development of the content of the Charter.

The present document's intent is to lay out the procedure for implementing the UNESCO-UIA Validation System for Architectural Education.

This is a living document that will be reviewed periodically to ensure the adequate fulfilment of its aims.

I. VALIDATION OF ARCHITECTURAL EDUCATION PROGRAMMES

Validation includes verification of the following aims of UNESCO and the UIA :

- I.1. Conformity of the study programme with the UNESCO-UIA Charter for Architectural Education.
- I.2. Assurance that the study programme provides a high level of quality, based on the required capabilities.
- I.3. Academic portability of the study programme's content at the international, regional, and local levels.

II. PRINCIPLE OF RECIPROCITY

It is the goal of the UNESCO-UIA Validation System that administrations, institutions, universities, schools, and professional associations that request validation of their architectural study programmes, agree to recognise and accept aims I.1, I.2, and I.3 for equivalent study programmes validated by the UNESCO-UIA System.

III. WAYS TO OBTAIN VALIDATION

Two main ways to obtain recognition/validation are foreseen :

- III.1. Recognition by the UNESCO-UIA Validation System of either existing or new systems of validation or accreditation.

New validation systems may be established through agreements between the UNESCO-UIA Validation System and national, academic, or professional administrations.

III.2. Validation may be obtained through direct assessment of the architectural study programmes of an individual institution by the UNESCO-UIA Validation System.

Study programmes that have been refused accreditation by one of the validation systems recognised by UNESCO and the UIA, will not be reconsidered by the UNESCO-UIA Validation System.

IV. VALIDATION CRITERIA

IV.1 . **Conformity with the UNESCO-UIA Charter for Architectural Education** (see Clause V.1)

IV.2. **Agreement to the principle of reciprocity** (see Clause V.2)

IV.3 **Qualitative criteria**

i.e. conformity of the study programmes with the following:

IV.3.1 University level education, with a curriculum dedicated mainly to architecture and illustrating a satisfactory balance between theory and practice (see Clause V.3.1).

IV.3.2 Teaching requirements (see Clause V.3.2).

IV.3.3 Capabilities to be acquired by the student during the study programme (see Clause V.3.3).

IV.3.4 Teaching staff and architectural practice (see Clause V.3.4).

IV.3.5 Teaching based on project realisation (see Clause V.3.5).

IV.4 **Student/teacher ratio** (see Clause V.3.6).

IV.5 **Resources** (see Clause V.3.7)

IV.6. **Quantitative indicators** (see Clause V.4)

V. ANALYSIS OF CRITERIA

V.1 **Conformity with the UNESCO-UIA Charter for Architectural Education**

The validation system or study programme will commit itself to this goal in the document requesting recognition or validation and by the acceptance of the UNESCO-UIA Charter for Architectural Education.

V.2. **Agreement to the principle of reciprocity**

V.2. 1 By institutions responsible for a system of validation.

The principle of reciprocity implies that any institution responsible for a validation system should recognise as an objective of the UNESCO-UIA Validation System the acceptance as equivalent of the academic aspects of comparable study programmes that have been validated by the UNESCO-UIA System. This objective includes the exchange of Report Group members and experiences with the UNESCO-UIA Validation System and, where feasible, with other validation systems recognised by UNESCO and the UIA.

V.2. 2. By institutions responsible for study programmes.

The principle of reciprocity implies that any institution responsible for a study programme should recognise as an objective of the UNESCO-UIA Validation System the acceptance as equivalent of the academic aspects of comparable study programmes validated by the UNESCO-UIA System. This objective includes, where feasible, the exchange of students,

teachers, and experiences with other programmes validated by the UNESCO-UIA Validation System.

V.3. Qualitative criteria

i.e. conformity of the study programme with the following:

V.3.1. University level education; a curriculum dedicated mainly to architecture; a satisfactory balance between theory and practice.

A university level education implies that the student has already obtained a secondary level education (baccalaureate, matriculation, or equivalent diploma) and passed the exams necessary to enter a university or equivalent learning establishment (faculties, *polytechniques*, academies, etc.).

The teaching of architecture as the principle element of the educational programme can be testified to by the following elements of evaluation :

- * a title, degree, diploma, certificate, or equivalent attributed to students who successfully complete the programme
- * the contents of the subjects studied
- * the themes developed in the project workshops/design studio
- * the educational contents in terms of time, resources, and teachers
- * the programme's final project or examination
- * any other criteria that attest to the fact that the primary objective of the study programme is to train competent architects.

A satisfactory balance between theory and practice implies that the study programme addresses the fact that architects cannot limit themselves to conceptual analysis or virtual projects, nor can they stop at purely mechanical construction. Instead, architects must understand that their work resides in the tension between reason, emotion, and intuition, and is at the crossroads between human, social, and cultural values and the technical capacities of construction.

V.3.2 Teaching requirements :

V.3.2.1. All the points defined in Article II.4 of the UNESCO-UIA Charter for Architectural Education

1. An ability to create architectural designs that satisfy both aesthetic and technical requirements.
2. An adequate knowledge of the history and theories of architecture and the related arts, technologies, and human sciences.
3. A knowledge of the fine arts as an influence on the quality of architectural design.
4. An adequate knowledge of urban design, planning, and the skills involved in the planning process.
5. An understanding of the relationship between people and buildings, and between buildings and their environment, and of the need to relate buildings and the spaces between them to human needs and scale.
6. An understanding of the profession of architecture and the role of the architect in society, in particular in preparing briefs that take into account social factors.

7. An understanding of the methods of investigation and preparation of the brief for a design project.
8. An understanding of the structural design, constructional, and engineering problems associated with building design.
9. An adequate knowledge of physical problems and technologies and of the function of buildings so as to provide them with internal conditions of comfort and protection against the climate.
10. The design skills necessary to meet building users' requirements within the constraints imposed by cost factors and building regulations.
11. An adequate knowledge of the industries, organisations, regulations, and procedures involved in translating design concepts into buildings and integrating plans into overall planning.

V.3.2.2 Special points to be considered:

1. Awareness of responsibilities toward human, social, cultural, urban, architectural, and environmental values, as well as architectural heritage.
2. Adequate knowledge of the means of achieving ecologically sustainable design and environmental conservation and rehabilitation
3. Development of a creative competence in building techniques, founded on a comprehensive understanding of the disciplines and construction methods related to architecture.
4. Adequate knowledge of project financing, project management, and cost control
5. Training in research techniques as an inherent part of architectural learning, for both students and teachers.

V.3.3 Capabilities to be acquired by the student during the study programme:

In their study programmes, architecture students need to acquire design abilities, knowledge, and skills in order to become architects that are capable of fulfilling their role as generalists who can co-ordinate interdisciplinary objectives.

A. Design

- Ability to engage imagination, think creatively, innovate, and provide design leadership.
- Ability to gather information, define problems, apply analyses and critical judgement, and formulate strategies for action.
- Ability to think three dimensionally in the exploration of design.
- Ability to reconcile divergent factors, integrate knowledge, and apply skills in the creation of a design solution.

B. Knowledge

B1. Cultural and Artistic Studies

- Ability to act with knowledge of historical and cultural precedents in local and world architecture.
- Ability to act with knowledge of the fine arts as an influence on the quality of architectural design.

- Understanding of heritage issues in the built environment.
- Awareness of the links between architecture and other creative disciplines.

B2. Social Studies

- Ability to act with knowledge of society, clients, and users.
- Ability to develop a project brief through definition of the needs of society, users and clients, and to research and define contextual and functional requirements for different types of built environments.
- Understanding of the social context in which built environments are procured, of ergonomic and space requirements and, issues of equity and access.
- Awareness of the relevant codes, regulations, and standards for planning, design, construction, health, safety, and use of built environments.
- Awareness of philosophy, politics, and ethics as related to architecture.

B3. Environmental Studies

- Ability to act with knowledge of natural systems and built environments.
- Understanding of conservation and waste management issues.
- Understanding of the life-cycle of materials, issues of ecological sustainability, environmental impact, design for reduced use of energy, as well as passive systems and their management.
 - Awareness of the history and practice of landscape architecture, urban design, as well as territorial and national planning and their relationship to local and global demography and resources.
 - Awareness of the management of natural systems taking into account natural disaster risks.

B4. Technical Studies

- Technical knowledge of structure, materials, and construction.
- Ability to act with innovative technical competence in the use of building techniques and the understanding of their evolution.
- Understanding of the processes of technical design and the integration of structure, construction technologies, and services systems into a functionally effective whole.
- Understanding of services systems as well as systems of transportation, communication, maintenance, and safety.
- Awareness of the role of technical documentation and specifications in design realisation, and of the processes of construction cost planning and control.

B5. Design Studies

- Knowledge of design theory and methods.
- Understanding of design procedures and processes.
- Knowledge of design precedents and architectural criticism.

B6. Professional Studies

- Ability to act with knowledge of professional, business, financial, and legal contexts.
- Ability to understand different forms of procurement of architectural services.
- Awareness of the workings of the construction and development industries, financial dynamics, real estate investment, and facilities management.
- Awareness of the potential roles of architects in conventional and new areas of activity and in an international context.

- Understanding of business principles and their application to the development of built environments, project management, and the functioning of a professional consultancy.
- Understanding of professional ethics and codes of conduct as they apply to the practice of architecture and of the architects' legal responsibilities where registration, practice, and building contracts are concerned.

C. Skill

- Ability to act and to communicate ideas through collaboration, speaking, numeracy, writing, drawing, modelling, and evaluation.
- Ability to utilise manual, electronic, graphic and model making capabilities to explore, develop, define, and communicate a design proposal.
- Understanding of systems of evaluation that use manual and/or electronic means for performance assessments of built environments.

V.3.4. Teaching staff and architectural practice

In order for teachers of architecture to guide students in the development of their architectural capabilities, the teachers must remain in close contact with professional practice and its evolution. It is therefore desirable for the majority of teachers to be practising architects, who experience the profession in its multiple and varied aspects.

V.3.5 Teaching based on project realisation

Realised individually and in teams, under the personal guidance of teachers, these projects should be the principle teaching method and are to be viewed as a synthesis of knowledge, aptitudes, and attitudes.

Direct and personalised intervention by teachers/tutors during the development of projects, as well as discussions with the students, are a necessary part of architectural teaching.

V.3.6 Student/teacher ratio

The number of students per workshop should be low enough to ensure the quality and frequency of personalised project supervision by the teaching staff.

V.3.7 Resources

Buildings, teaching areas, and equipment must be adequate to fulfil the needs of a study programme and must provide good technical support for this programme.

V.4 Quantitative indicators

V.4.1. In general, the minimum length of study programmes shall be 5 years, full-time.

V.4.2. In general, the minimum length of professional internships in architectural practice shall be 2 years, of which one year may take place before the end of the study programme.

VI. ACADEMIC PORTABILITY

Because the contexts of architecture and architectural education vary throughout the world, it is necessary to adopt a relatively simple validation structure that allows for flexible communication between institutions, teachers, and students. Even in institutions with very similar programmes, the differences between apparently equivalent subjects can be considerable, and can vary with each academic year.

Therefore, it is not the quantity of knowledge acquired that will be assessed, but rather the level of maturity obtained through the years of study and the projects developed.

It is also necessary to set down conditions for transfer from a study programme that has not been validated by the UNESCO-UIA Validation System, into an accredited programme.

The UNESCO-UIA Validation System is committed to the principle of portability of educational experience. This means that in all the validated programmes architectural education should be provided to a standard and scope that will enable international and regional recognition at each key stage.

VII. UNESCO-UIA RECOMMENDATIONS

An education in architecture represents a professional and socio-cultural challenge in a rapidly evolving world. The Council of the UNESCO-UIA Validation System reserves the right to make recommendations, based on its experience, on the teaching of architecture with an intent to highlight, interpret, and complete

the criteria, objectives, and considerations described in the UNESCO-UIA Charter for Architectural Education.

With this aim in mind, the Council of the UNESCO-UIA Validation System will maintain close contacts with the UIA **Architectural Education** Commission, the UIA **Professional Practice** Commission, the UNESCO institutions concerned with higher education and architecture, and the organisations responsible for systems of accreditation that have been recognised by the UNESCO-UIA Validation System.

VIII. UPDATES TO THE UNESCO-UIA CHARTER FOR ARCHITECTURAL EDUCATION

The Council of the UNESCO-UIA Validation System, formed through a co-operation agreement between UNESCO and the UIA, is given responsibility for the UNESCO-UIA Charter for Architectural Education, and is charged with studying, orienting, and if appropriate, proposing modifications to UNESCO and the UIA, in order to update or improve the current document.

These modifications must be approved by both institutions promoting the Charter.

The normal interval between two propositions for revision of the Charter shall be 6 years.

In order for a proposition for modification to be approved by the Council of the UNESCO-UIA Validation System, it must receive a two-thirds majority of its titular members

IX. RECOGNITION/VALIDATION PROTOCOL

IX.1. Recognition of validation systems

IX.1.1. Existing systems

Independent, statutory, and other systems, often linked to national administrations and/or professional associations, already exist in different countries.

The existing validation systems for architectural education programmes merit careful consideration as active operators in the common effort to improve the quality of architectural education. Existing systems that wish to be recognised by the UNESCO-UIA Validation System, may apply and upon payment of the fee, will be assessed.

When an existing validation system applies for recognition, at least three study programmes that have been accredited by this system will be reviewed, in order to verify the convergence of the qualitative criteria and the quantitative indicators used by the system of validation.

After verification, the Council of the UNESCO-UIA Validation System will accord initial recognition of the validation system, and of the study programmes that have been validated by this system.

In order for its recognition to remain valid, an institution must request re-evaluation by the Council of the UNESCO-UIA Validation System every five (5) years.

IX.1.2. New systems

The UNESCO-UIA Validation system for architectural education also allows for recognition of ad hoc validation systems.

Upon formal request and fee payment by the institution responsible for the new validation system, a Report Group will be designated by the Council of the UNESCO-UIA Validation System to evaluate the proposed system, and to assess at least three study programmes proposed to be accredited by the new validation system.

After verification, the Council of the UNESCO-UIA Validation System will establish the initial recognition of the validation system, and the study programmes validated by this system.

In order for its recognition to remain valid, an institution must request re-evaluation by the Council of the UNESCO-UIA Validation System every five (5) years.

IX.2. Validation of study programmes

Within the scope of the UNESCO-UIA Validation system is the individual validation of institutions' study programmes.

Upon request and fee payment by the administration responsible for the study programme, a Report Group will be designated by the Council of the UNESCO-UIA Validation System to obtain the necessary information about the study programme, visit the institution, and conduct the evaluation.

The Report Group will visit the institution that has requested validation and evaluate its study programme. It will send a written report to the Council of the UNESCO-UIA Validation System, through the UNESCO-UIA Regional Validation Committee, giving reasons for or against the validation proposal.

If appropriate, the Council of the UNESCO-UIA Validation System will establish the initial validation of the study programme.

In order for the validation of a study programme to remain up to date, the institution must request re-evaluation by the Council of the UNESCO-UIA Validation System every five (5) years.

IX.3 Report Groups for study programmes.

Each Report Group will normally consist of :

IX.3.1 Members of UNESCO-UIA Regional Validation Committees

Two members of the UNESCO-UIA Regional Validation Committee designated by the Regional Committee as President and Secretary of the Group.

IX.3.2 UIA Member Section Appointees

One practising architect appointed specifically for each Report Group by the UIA Member Section in the country concerned

plus

One teacher from a study programme other than the one being evaluated, appointed specifically for each Report Group by the UIA Member Section in the country concerned.

IX.3.3. Registration Board Representatives

One or two members of the local registration board, or other architects registered in the jurisdiction.

The relevant registration board, or other body responsible for the registration of architects, if such exists, will be contacted by the relevant UIA Member Section and will be asked to appoint one or two representatives specifically for each Report Group.

IX.3.4. Student Representatives

~~One student member from a study programme other than the one being evaluated shall be appointed specifically for each Report Group by the UIA Member Section in the country concerned.~~

Student representatives should be in their last year of studies.

IX.3.5. Final composition

Each Report Group shall consist of no less than 5 persons.

IX.4 Report Groups for validation systems

The composition shall be the same as under IX.3, but the members will be nominated by the Council of the UNESCO-UIA Validation System (for article IX.3.1) by the UIA Member Section concerned (for article IX.3.2) and by the applicant validation system (for articles IX.3.3, and IX.3.4). The members shall represent as wide a professional spectrum as possible.

The final composition of the Report Group may be negotiated between the UNESCO-UIA Council and the applicant validation system. Each Report Group shall consist of no less than 5 persons.

IX.5. Additional Report Group members

The UNESCO-UIA Council has the right to co-opt additional members for all the Report Groups if the process can afford this or if such members are requested by the validation system or study programme being assessed. These members shall serve in an advisory capacity, and may be specialists in the human and social sciences, external academics, practitioners, or post-graduate and undergraduate students.

IX.6 Languages

Preliminary reports shall be written in one or both of the UNESCO and UIA working languages i.e. English and French, plus, optionally, in any of the other UNESCO and UIA official languages i.e. Spanish, Russian, Chinese, or Arabic.

The Final Report of the UNESCO-UIA Council shall be written in both English and French., plus, optionally, in any other languages deemed appropriate.

The choice of language(s) shall be made by agreement between the UNESCO-UIA Council and the validation system or study programme being assessed.

IX.7 Recognition/Validation Process

IX.7.1. Opening document

The process begins by an opening document which contains :

- A signed agreement between the Council of the UNESCO-UIA Validation System and the institution to be assessed.
- A signed copy of the present document.

IX.7.2 Assessment alternatives

The Council of the UNESCO-UIA Validation System will assess the reports submitted for each case, and make one of the following decisions :

Initial Recognition/Validation (unconditional, for five years)

Conditional Recognition/Validation (for two years, indicating the conditions to be met before the next visit of the Report Group)

Provisional Suspension of Recognition/Validation (suspension of the agreement for one year, indicating the conditions to be met before the next visit by a Report Group)

Refusal of Recognition/Validation

IX.7.3. Decision phase

The proposals made to the Council of the UNESCO-UIA Validation System concerning the recognition of validation systems and those made to the Council by the UNESCO-UIA Regional Validation Committees concerning the validation of study programmes shall be assessed and voted on by the Council. Decisions concerning the recognition of validation systems require an absolute majority of titular members, and those concerning the validation of study programmes a simple majority of those present, with a minimum quorum of half plus one of the titular members of the Council i.e. ten (10) members. In the event of failure to reach a majority, the session's chairperson shall have a casting vote.

The Council of the UNESCO-UIA Validation System shall send to UNESCO and the UIA an annual list of recognitions/validations granted, which will then be published.

If a validation system/study programme fails to obtain recognition/validation, there shall be no limit to future applications for recognition/validation. Any refusals shall offer constructive criticism and also assistance to aid the institution in obtaining recognition/validation in the future.

A pre-visit may be necessary to determine whether the validation system/study programme is ready for a full evaluation. The aim of these pre-visits is to bring out the items that need to be addressed before a full visit is undertaken.

The UNESCO-UIA Council is free to set up an extraordinary Report Group to review and visit any recognised system or validated study programme, if it deems that new circumstances make such a visit necessary.

IX.7.4 Finances

Appropriate financing of the UNESCO-UIA Validation System shall be borne by the applicant validation system or study programme, except for the UNESCO-nominated titular members whose expenses shall be borne by UNESCO.

Efforts shall be made to secure sponsorship in order to reduce the future burden of financing.

APPENDIX A

ASSESSMENT PROCEDURES

A.1 Information base

A document containing all the essential questions to be answered in order to establish an information base shall be sent to the validation system requesting recognition by the Council of the UNESCO-UIA Validation system. For institutions requesting the validation of study programmes, this document will be sent by the UNESCO-UIA Regional Committee concerned.

The institution responsible for the validation system or study programme shall, within four (4) weeks, provide answers to all the questions contained in this document, along with any further information it considers necessary for a better understanding of its validation system or study programme.

The Council of the UNESCO-UIA Validation System, or the Regional Committee as the case may be, shall accept this information as sufficient in order to prepare its visit or ask for supplementary information.

A.2 Information required from validation systems

Before the Report Group visit, the following information shall be made available to the Council of the UNESCO-UIA Validation System:

- A.2.1 Introductory information
Name of the institution administering the validation system. Head of the institution.
Name and position of the main staff members to contact in the case of queries concerning the submission.
- A.2.2 Description of institution
A brief description of the institution and its history.
- A.2.3 Validation system history
A brief description of the history of the validation system and a list of the study programmes validated by it.
- A.2.4 Validation system aims and objectives
A description of the validation system's approach to education.
- A.2.5 Details concerning at least three study programmes selected by the UNESCO-UIA Council for inspection by the Report Group.
The study programmes selected are to be within the jurisdiction of the validation system.

A.3 Information required from study programmes

Before the Report Group visit, the following information must be made available to the Regional Committee of the UNESCO-UIA Validation System :

- A.3.1 Introductory Information
Name and address of the institution. Name of the study programme responsible for the course(s). Head of the study programme. Name and position of the main staff member to contact with queries about the submission, including telephone and fax numbers and E-mail address.
- A.3.2 Description of institution
A brief description of the institution and its history.
- A.3.3 Study programme history
A brief history of the study programme.
- A.3.4 Study programme aims and objectives
The study programme's approach to education, teaching, and learning.
- A.3.5 Study programme structure
Brief description of the study programme framework including graduation requirements. Lecture syllabi for all courses, including studio and non-studio work, reading lists for each course, and full details of the assessment method for each course. Copies of the study programme handbook(s) are also to be submitted.
- A.3.6 Administrative structure
Decision making processes, including the structure in which the study programme evolves.
- A.3.7 Staff profiles
Teaching staff's curricula vitae, academic commitments, and non-teaching activities such as research, publications, community involvement and, practice.
- A.3.8 Student population
A comprehensive description of the student population (numbers, sex, full or part time) and a statement indicating any characteristics in the backgrounds of the students which might influence the nature of the course.
- A.3.9 Physical resources
Details of all facilities exploited by the study programme including studios, teaching space and equipment, workshops, laboratories, computers and information systems, resource centres, libraries, and staff accommodation.
- A.3.10 Self appraisal
A statement of approximately 3000 words mentioning :
- a. Issues raised in panel and or external examiners' reports
 - b. Changes introduced into the study programme since the last visit
 - c. Effects of changes in resource provisions since the last visit
 - d. Critical evaluation of the study programme objectives in relation to the UNESCO-UIA Charter, state and institutional education policy and registration board requirements
 - e. Special features of the study programme
 - f. Auto-evaluation of the study programme.

- A.3.11 Statistical information
Student numbers (full-time and part-time), first year, number graduates during the last three years, staff numbers, and staff-student ratio.
- A.3.12 Quality assurance procedures
The method of internal monitoring and appraisal of the study programme.

A.4 Scheduling a visit

- A.4.1 The Report Group President shall contact the institution responsible for the validation system to be recognised or the study programme to be validated and organise the visit. The Report Group President may also ask for any supplementary information he deems necessary.
- A.4.2 The Report Group President shall, after consultation with the institution concerned, convene the members of the Report Group. Everyone involved must confirm their availability or their impossibility to attend within one week. In the latter case, a substitute, or substitutes, shall be appointed.

A.5 Report Group visits

The visit to an institution responsible for a study programme shall last no less than three days, on a full-time basis. It shall include inspection of the facilities available; an exhibition of a range of student work from all subject areas, completed over the previous twelve months; the curriculum for each year of the course, arranged as far as possible to show the development of the curriculum throughout the course; access to works produced by the students and completed student exams for each year of study, in all subjects, including preparatory work and the assignment, with a range of grades, from excellent to mediocre, for each subject; final student works and projects, and research conducted by teachers. An exhibition of the teacher's work would be welcomed.

During the visit, the Report Group shall conduct private interviews with teachers and students in each year of study, architects recently graduated from the school, members of local professional associations, and may also meet with the institution's Board of Directors.

A.6 Suggested Report Group activities

Preliminary meeting with Head of study programme and senior academic staff

Overview of student work

Meeting with staff

Viewing of student work by year

Discussion with Head of study programme and senior academic staff

Meeting with students

Inspection of study programme facilities

Final meeting with Head of study programme and senior academic staff

Final discussion with the institution authorities

A.7 Preliminary reports

- A.7.1 Each day the Report Group shall write a preliminary report on its activities, including a provisional evaluation of the validation system and/or the study programme.

- A.7.2 During its last session, the Report Group shall formulate its draft final report, including its proposal on whether or not recognition or validation should be accorded. This report must be signed by all members of the Report Group and include recommendations to the institution concerned.
- A.7.3 One week after the end of the visit, the Report Group Secretary, after consulting with the Report Group President, shall send a copy of the draft final report to each member of the Report Group by E-mail. The members of the Report Group shall then have 10 days to respond with their suggestions, proposals, and agreement or disagreement with the document, including the awarding or refusal of recognition/validation.
- A.7.4 Once the report has obtained a majority of votes, or 50% of votes including that of the Report Group President, the Report Group Secretary shall send the entire file, including the individual comments written by each member, to the UNESCO-UIA Council in the case of validation systems, or to the UNESCO-UIA Regional Committee in the case of study programmes. This report must be completed no later than one month after the end of the visit to the institution seeking recognition/validation.

A.8 UNESCO-UIA Regional Validation Committee Report

- A.8.1 For each study programme evaluated in its jurisdiction, the UNESCO-UIA Regional Validation Committee shall formulate a report containing its proposal to award or refuse validation, and submit this report to Council of the UNESCO-UIA Validation System.

A.9 UNESCO-UIA Council Decision

- A.9.1 The Council of the UNESCO-UIA Validation System shall make the final decision for both recognition of validation systems and validation of study programmes.

APPENDIX B

GLOSSARY

B1. Architect:

Refer to the UIA Accord on Recommended International Standards of Professionalism in Architectural Practice, section *Architect*, page 4.

B2. Accreditation/Validation/Recognition:

Refer to the UIA Accord on Recommended International Standards of Professionalism in Architectural Practice, section *Accreditation/Validation/Recognition*, page 6.

B3. Practice of Architecture:

Refer to the UIA Accord on Recommended International Standards of Professionalism in Architectural Practice, section *Practice of Architecture*, page 4.

APPENDIX C

WORKING BODIES OF THE UNESCO-UIA VALIDATION SYSTEM FOR ARCHITECTURAL EDUCATION

A. Committee (57 members)

Consists of the 17 Council members (7 Co-ordination Group members plus 10 Regional Committee Co-Presidents) and the 40 other Regional Committee members.

B. Council (17 members)

Consists of the 2 Co-Presidents, 1 General Reporter, and 4 members, who together constitute the Co-ordination Group, plus 10 Regional Committee Co-Presidents

Wolf Tochtermann.....Co-President
Vassilis Sgoutas.....Co-President
Fernando Ramos.....General Reporter
Brigitte Colin.....Member
Kamal El Jack.....Member
Jean-Claude Riguet.....Member
Sara Topelson de Grinberg.....Member

Regional Committee Co-Presidents

Region I.....Paul Hyett
Region I.....Roland Schweitzer/Alain Viaro
Region II.....Alexandre Koudryavtsev/ Alexandru Sandu
Region II.....Vladimir Slapeta
Region III.....James Scheeler
Region III.....Sara Maria Giraldo/ Enrique Vivanco Riofrio
Region IV.....Louise Cox
Region IV.....Nobuaki Furuya
Region V.....Ambrose Adebayo
Region V.....Said Mouline

C. Regional Committees* (5 Committees with 10 members each)

Each Committee consists of 2 Regional Committee Co-Presidents and 8 members

* The Regional Committees correspond to the following five regions:
Western Europe (I) Eastern Europe and the Middle East (II), North and South America (III),
Asia and Oceania (IV), Africa (V)