



THE  
**UNESCO-UIA  
VALIDATION SYSTEM**  
PROCEDURES MANUAL  
FOR STUDY PROGRAMMES  
AND SYSTEMS

REVISED EDITION

JULY 2023

INTERNATIONAL UNION OF ARCHITECTS



## TABLE OF CONTENTS

- 0. Introduction by President of UIA, updated July 2023
- I. Overview of UNESCO-UIA Validation
- II. New Enquiries: Initial Validation of Study Programmes
  - 1. Submissions to the VCAE
  - 2. Initial Validation of a Study Programme: Eligibility, Candidacy and Full Recognition
  - 3. Report Group Visit
  - 4. Costs
  - 5. Timetable
  - 6. Preliminary Visit Report
- III. How UNESCO-UIA Report Groups Work
- IV. Revalidation: Full Report Group Visits
- V. Supporting Arrangements
- VI. Suspension of a Report Group
- VII. Review and Appeals Procedure
- VIII. Changes to Recognized Study Programmes
- IX. Formal Approval of Reports
- X. Appendices
  - 1. UNESCO-UIA Validation Criteria
  - 2. Preliminary Visit Report Template
  - 3. Explanatory Notes Describing Information Required
  - 4. Timetable for Preliminary Report Group Visit
  - 5. Timetable for Full Report Group Visit
  - 6. Validation protocol for multicampus University sharing a common architecture study program
  - 7. Checklist
  - 8. Glossary of Terms

## 0. INTRODUCTION BY PRESIDENT OF UIA

José Luis Cortés, 2023

The *UNESCO-UIA Charter for Architectural Education* celebrated its 20<sup>th</sup> anniversary in 2016. Now approaching its 30<sup>th</sup> year, the Charter has withstood the test of time and proven to be relevant and useful in establishing a benchmark to guide institutions of higher learning that conduct the professional education and training of students in architecture. It assures the desired outcomes where graduates acquire a holistic knowledge in design, technology, social, cultural, and practical application of their resultant skills set.

To complement this Charter, the *UNESCO-UIA Validation System Manual* has been formulated to validate programs that desire the recognition to conform to the *UNESCO-UIA Charter for Architectural Education*. It is a manual to guide schools of architecture in framing the content syllabus, subjects and conduct of their architecture programmes. It also means that the staff and physical resources dedicated to architecture education need to be commensurate with the number of students in the study programs. Hence there is the opportunity for a school to conduct its own self-assessment using this manual.

While it is acknowledged that conditions vary across countries in terms of their socio-economic, cultural, and environmental aspects, the manual, in conjunction with the Charter, provide the overall framework for the development of a pedagogy that responds to local needs. The 16 UNESCO-UIA Architectural Education Objectives of the Charter must be met as a prerequisite for validation. The learning outcomes from lectures and studio work will manifest themselves in the projects undertaken by the students. The students' products, reports, and projects will be the subjects of assessment by the visiting panel during a validation visit.

It is also acknowledged that there are other internationally recognised validation systems such as the RIBA and the mutually recognised signatories to the Canberra Accord, in which UNESCO-UIA participates. However, the UNESCO-UIA Validation system has unique merits for being fundamentally aligned to the internationally recognised UNESCO-UIA Charter for Architectural Education. The Validation Council is confident that this manual assures the desired quality of education, training and outcomes that is consistent with the qualification of an Architect.

We wish to thank the members of the UIA Education Commission and the UNESCO-UIA Validation Council who have worked tirelessly to review and redraft this manual and those individuals who have contributed directly or indirectly to its formulation. It is the Council's desire that the revised manual will make it more expeditious and affordable to those schools and programmes that wish to attain an internationally recognized validation.

## I. OVERVIEW OF UNESCO-UIA VALIDATION

### I.1. Education and UNESCO-UIA Validation

This document is to be read in conjunction with the UNESCO-UIA Charter for Architectural Education. The UNESCO-UIA Validation process should be viewed as one which promotes a culture of constructive, external third-party review with a view to the continued improvement and success of a programme that strives to promote excellence in architecture.

### I.2. Schools and Programmes of Architecture and the UNESCO-UIA Validation Criteria:

The UIA recognises that study programmes in architecture vary, sometimes considerably, in terms of duration of study, delivery structures, and programme content. Thus, although the model preferred as prerequisite for registration/licensing/certification to practice and for full recognition under the UNESCO-UIA validation system is, normally, a combination of a minimum five (5) years of full-time study (or its part time equivalent) plus two (2) years professional practice experience (PPE), the UIA Validation Council for Architectural Education (VCAE) will consider a range of programmes as eligible for validation. Acceptable variations in the overall format of a study programme will be considered in the eligibility stage of the validation process.

The UNESCO-UIA Validation System allows for two (2) main ways to obtain recognition/validation:

1. **Recognition by the UNESCO-UIA Validation System of architectural study programmes of an individual institution.**
  - 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. This process is comprised of four stages: eligibility, candidacy and validation and then sub-sequent revalidation.
2. **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. This process is comprised of two stages: recognition and renewal of recognition. There is no eligibility, candidacy and/or preliminary stage in Systems Recognition.

In both instances systems and programmes will be assessed against the following Validation Criteria in Appendix 10.1.:

### **I.3. Benefits of Recognition**

1. Recognition of architecture study programmes by UNESCO-UIA is against defined benchmarks for quality in architecture education, and lies at the heart of the UIA's ethos. The longevity and international reach of the organisation (and variety of schools/countries recognised by the UIA) is proof that those benchmarks are respected and credible.
2. UNESCO-UIA recognition provides evidence of robust peer group review of programmes in architecture by distinguished and highly experienced practitioners, academics, and students/graduates of architecture; report groups are formed from individuals with a broad constituency of interests, expertise, and background working to defined procedures and acting in an entirely unpartisan manner.
3. The 16 criteria used for validation include the 11 points of the European Directive for Architects; these form the basis for other well-established validation systems working internationally, including those of the Royal Institute of British Architects (RIBA) and the Commonwealth Association of Architects (CAA).
4. However, the additional five (5) validation criteria used by UNESCO-UIA form a further level of interrogation of academic standards and learning outcomes, and include consideration of heritage, conservation, as well as attitudes to the development of resource-efficient and sustainable architecture.
5. UNESCO-UIA validation is an evidence-based/outcomes-based process, i.e., the work produced by students of architecture provides the key items from which a report group develops its recommendations; it is this evidence-based approach that places students and their work at the centre of UNESCO-UIA validation.
6. UNESCO-UIA validation contributes to the creation of a global network of schools of architecture, and their staff and students.
7. UNESCO-UIA has a significant overview of the Canberra Accord, the global system for recognising substantial equivalence of validation systems.

## II. NEW ENQUIRIES: INITIAL VALIDATION OF STUDY PROGRAMMES

### II.1 Submissions to the VCAE:

All submissions, both for Programme Validation and System Recognition are initiated through written communication with the UNESCO/UIA VCAE Secretariat. The Regional Representatives and/or the Co-Directors of the VCAE present all new enquiries to the council. Upon acceptance of this enquiry, arrangements for a preliminary visit are coordinated with the programme by the UNESCO/UIA VCAE Secretariat and the System Operator/ Validation Manager.

### II.2 Initial Validation of a Study Programme: Eligibility, Candidacy and Full Recognition:

There are two stages through which a study programme must progress before being considered for full recognition. These are eligibility and candidacy.

#### II.2.1 Eligibility

Eligibility of a study programme in architecture will be verified by the regional member on the Validation Council, and is normally defined as follows:

- a. The programme must be internally validated by the host university, nationally accredited school or equivalent recognized higher education institution.
- b. The programme must be validated/accredited by an appropriate national body.
- c. Architecture must be the principal component of the study programme.
- d. The curriculum must maintain a balance between the theoretical and practical aspects of architectural education.
- e. The programme must guarantee students' acquisition of knowledge, skills, and competences mapped against the 16 UNESCO-UIA Objectives of Architectural Education
- f. The programme should offer a total of at least five years of full-time study (or part time equivalent), leading to successful completion of a university level degree.
- g. The programme must have graduated at least one cohort of students from their programme of study.

If a study programme applies to the UIA for recognition, the first stage in the recognition process is to establish their eligibility. **A programme is considered eligible if it meets at least 6 of the 7 criteria stated above;** this is established through a preliminary submission of documents to the UIA VCAE (outlined in APPENDIX 1: EXPLANATORY NOTES DESCRIBING INFORMATION REQUIRED FOR ELIGIBILITY REQUEST, PRELIMINARY VISIT and FULL VISIT). Confirmation by the UIA VCAE of eligibility attracts a fee, which is communicated through the UIA Secretariat.

Once eligibility has been confirmed, the period of eligibility of a study programme is for not more than two (2) years from the date of the VCAE meeting confirming this. Before, or at the end of this period, the university hosting the study programme must either:

- State that it does not intend to pursue its request for UNESCO-UIA recognition or
- Request the UIA to convene a preliminary report group visit

The date for the preliminary report group visit will usually be not more than 12 months after the request made by the university. Confirmation of a date by the VCAE for a preliminary report group visit attracts a fee which is communicated through the UIA Secretariat.

### II.2.1. Candidacy

The outcomes of a preliminary report group visit may be:

#### a. The Study Programme Is Awarded ‘UNESCO-UIA Candidacy.’

UNESCO-UIA candidacy means that the study programme has the potential to meet the following:

- The General Considerations set out in Section I of the current revision of the UNESCO-UIA Charter for Architectural Education
- Most critically, the Objectives of Architectural Education set out in Section II of the UNESCO-UIA Charter for Architectural Education (current revision).
- The Conditions and Requirements of a Validated School set out in Section III of the UNESCO-UIA Charter for Architectural Education

**UNESCO-UIA candidacy is not the same as full recognition**, and schools receiving candidacy must ensure that all staff, students, and external stakeholders are advised of this; online and hard copy promotion must make clear the distinction between candidacy and full recognition.

UNESCO-UIA candidacy is extended for a maximum period of two (2) years after the date of the preliminary report group visit. If the study programme awarded candidacy has not agreed the date of a full report group visit within this two-year period or made a full and formal representation to the UNESCO-UIA Validation Council for Architectural Education as to why a period of candidacy should be extended, candidacy will be revoked.

#### b. The Study Programme Is Not Awarded ‘UNESCO-UIA Candidacy.’

This means that the study programme is **not** currently considered to have the potential to meet the requirements of the UNESCO-UIA Charter for Architectural Education.

If the study programme is not awarded candidacy, the report group may recommend one of three options:

- That, on the basis of the evidence reviewed at the visit, the study programme is unlikely in the foreseeable future to meet the requirements of the UNESCO-UIA Charter for Architectural Education and will be required to make a new application for UNESCO-UIA recognition.
- That the study programme engages a nominated UNESCO-UIA education consultant to advise on the changes to course structure, content, and delivery likely to better prepare the programme for recognition (fee chargeable)
- That the study programme implements the recommendations of the preliminary report group and agrees to a specific date for a revisit.

### II.2.2. Recognition

If a study programme is awarded candidacy, a full report group will usually visit the school no earlier than 12 months after the date of the preliminary report group visit, at a date agreed with the school and UIA VCAE. This is to allow time for the programme to react to the recommendations of the preliminary report group. Confirmation by the VCAE of a date for a full report group visit attracts a fee which is communicated through the UIA Secretariat.

The outcomes of a full report group visit may be:

#### a. The Candidate Study Programme Is Awarded ‘UNESCO-UIA Recognition’

- UNESCO-UIA recognition means that the study programme meets all the requirements of the UNESCO-UIA Charter for Architectural Education
- UNESCO-UIA recognition is usually for a period of five years after the date of the full report group visit.
- The exception to this is that the initial Validation is normally for three years.
- At the discretion of the report group, a shorter period of recognition may be given, e.g., in the case of initial validation

## **b. The Candidate Study Programme is Not Awarded ‘UNESCO-UIA Recognition’**

This means that, for reasons clearly defined in the report group report, the study programme has not implemented the programme as anticipated and does not meet the requirements of the UNESCO-UIA Charter for Architectural Education.

If a candidate study programme is not awarded recognition, the report group may recommend the following:

- That, as the study programme has not met the requirements of the UNESCO-UIA Charter for Architectural Education, the school will agree a date for a full report group revisit (usually within 12-18 months of the full report group visit); and/or
- That the study programme engages a nominated UNESCO-UIA education consultant to advise the programme on those measures needed for full recognition (fee chargeable and to be communicated through the UIA Secretariat).

### **II.2.3. Removal of Candidacy Due to Time**

If a candidate study programme has not agreed to the date of a full report group visit within the two-year period of candidacy or made a full and formal representation to the UIA VCAE as to why the period of candidacy should be extended, candidacy will be removed.

## **II.3 Report Group Visit**

As a rule, the visit to an institution responsible for a study programme shall last no less than three days, on a full-time basis and to a standard timetable. This 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.

This student work should be organised in **student portfolios**, which should each include all the work prepared by a student (preparatory and final), for all the subjects studied for the entire academic year immediately preceding the visit. Samples of these portfolios should be made available to the team for inspection and would normally constitute up to 10% of the enrolled student body but will be agreed in detail before the visit. These samples should normally include work from all year levels and represent work from high, middle, and low pass portfolios. Grade information for the entire enrolled student body should also be made available to the visiting team. An exhibition of the teachers’ design and research work would also be welcomed.

During the visit, the report group shall conduct private meetings with teachers and students in each year of study, architects graduated from the school, members of local professional associations, and may also meet with the institution’s senior academic managers.

While a Report Group Visit should always ordinarily take place in person, in exceptional circumstances, if agreed in advance by the UNESCO-UIA Validation Council (VCAE) and the Validation manager, a visit can take place virtually. Should this be the case, the report group visit will be mirrored, to as best an extent as possible, using digital student portfolios and a video tour of Institutional facilities. The details of a virtual visit will be agreed with the Validation Manager, with the agreement of VCAE, in advance.

All report group visits, virtual or in person, should take place in English. The Institution is responsible for the provision of translation if required.

### **II.3.1. Documents/Material Required Prior to the Visit:**

UNESCO-UIA Validation is an evidence-based, outcomes-based process. Accordingly, study programmes are required to prepare a data report prior to the visit, as well as evidence of quality of students’ work, and its conformity to the fundamental objectives defined in Article II.3 of the UNESCO-UIA Charter for Architectural Education. This is demonstrated through the following requirements:



Data report to be prepared by the programme and submitted to the report group 10 weeks prior to the visit date. Typically, this report should not exceed 20no A4 single spaced pages, in double sided copy. This data report should include:

- a. INTRODUCTORY INFORMATION**  
Name and address of the institution. Name of the study programme responsible for the course(s)/subject(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.
- b. DESCRIPTION OF INSTITUTION**  
A brief description of the institution and its history.
- c. STUDY PROGRAMME HISTORY**  
A brief history of the study programme.
- d. STUDY PROGRAMME AIMS AND OBJECTIVES**  
A statement on how the program conceptually positions itself to address the aspirations of the UNESCO-UIA Charter of Architectural Education, and how that is supported by the staff/faculty scholarship, research, and practice.
- e. STUDY PROGRAMME STRUCTURE**  
Brief description of the study programme framework including graduation requirements. Lecture syllabi for all courses/subjects, including studio and non-studio work, reading lists for each course/subject, and full details of the assessment method for each course/subject should be included in an appendix. Copies of the study programme handbook(s) and catalogue(s) are also to be submitted.
- f. ADMINISTRATIVE STRUCTURE**  
Decision making processes, including the structure in which the study programme evolves.
- g. STAFF PROFILES**  
Teaching staff's bios, curricula vitae, academic commitments, and non-teaching activities such as research, publications, community involvement and practice. These can be included in full in an appendix. (*See also: k. Statistical Information*)
- h. STUDENT POPULATION**  
A comprehensive description of the student population (*See also: k. Statistical Information*) and a statement indicating any characteristics in the backgrounds of the students that might influence the nature of the course. Inclusion of admission policies, rate of retention of students and patterns of cohort graduation is preferable.
- i. 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, sport facilities, daycare, and student/staff accommodation.
- j. SELF APPRAISAL**  
A statement mentioning:
  - Issues raised in panel and/or external examiners' reports.
  - Changes introduced to the programme since the last visit if applicable.
  - Effects of changes in resource provisions since the last visit if applicable.
  - Critical evaluation of study programme objectives in relation to the state and institutional education policy and registration board requirements.

- Special features of the study programme.
- Institutional review and continuous improvement processes.
- Financial support: resource allocation directly supporting teaching and learning.

**k. STATISTICAL INFORMATION**

Student numbers (full-time and part-time) and demographics; first year, number of graduates during the last three years; staff numbers and demographics, staff-student ratio, gender balance, and numbers of staff that are practicing architects and their scale and areas of expertise.

**l. QUALITY ASSURANCE PROCEDURES**

The method of internal monitoring and appraisal of the study programme and the outcomes expected of that programme.

**II.3.2. Material to be Provided on Site for the Duration of the Visit:**

**II.3.2.a. Academic Portfolios and their Sampling:**

Academic portfolios are the primary means of assessing students' work and its conformity to the 16 fundamental objectives of the UNESCO-UIA Charter for Architectural Education.

The objective of a portfolio is to demonstrate both the depth and breadth of a single students' work across all modules taught in a single academic year, as demonstrated by their progress throughout these modules/courses. It should be considered the primary source of evidence of the program's ability to achieve the criteria against which they are being validated throughout this process. There is an expectation that within the academic portfolio, there will be an extended structured and properly referenced piece of written work on a subject reflecting the student's own interests, typically in the form of a dissertation. It is anticipated that this is something that typically takes place in the senior years of study.

The portfolio sample will be decided upon by the system operator in advance of the visit. It is the responsibility of the institution to ensure the communication of this sampling expectation occurs. The portfolio sampling should be a representative example of a culture of curated documentation and representation of student work across the institution. Curation and collation should demonstrate a culture of respect and care in the presentation and representation of the work. The expectation would normally be that material is hard copy but exceptionally, and well in advance, requests to review some material digitally may be considered.

Typically, portfolio samples will focus on median achievement. Typically, no first level portfolios will be required for review, with the majority of the portfolio sample being from the final years of study. A typical sample would be comprised of not more than 40 portfolios overall.

It is suggested that these portfolios should adhere to the following criteria:

- *It should be clearly labeled with student name, ID and date.*
- *It should include all work from all courses attended by the student that academic year.*
- *Work should be organized chronologically.*
- *The portfolio should include all course/module syllabi, assignment outlines, project briefs, rubrics, etc., given to the student from the instructor of the course. It should also include assessment (grade) assigned to each piece of work whenever possible.*
- *It should include a printed grade audit to indicate the performance of that student in the courses included within.*
- *It should include a document indicating which courses/modules the student was registered for, and consequently are included, in the portfolio. This helps navigate where the student is in the program.*
- *Text based work should be organized in an A4 binder, clearly labeled, with appropriate divisions.*
- *Studio work must be curated, edited and presented professionally and clearly labeled.*

- *It is preferable that studio work should follow a standard size- preferably A2. Any work not formatted in this size should be edited to fit without compromising quality of graphic communication should be presented in a professionally bound manner or inserted in a professional sleeved portfolio*
- *Should include final design studio projects*
- *Should include sheets outlining design process and development*
- *Should include drawings, sketches and development work*
- *Should include 3D work (or a professional and complete photographic documentation of this)*
- *Should include structural, constructional and environmental information*
- *Raw progress work- primarily transparencies, may be organized in a separate sleeved folder and clearly labeled “progress work”*

#### **II.3.2.b Exhibition:**

An exhibition of students’ work should be prepared to showcase the ethos of the programme and its various courses/modules. It is suggested that the curation of the exhibition illustrates the structure of the programme, and the scholarly flow of student course work from level to level.

#### **II.3.2.b.Mapping UNESCO-UIA Validation Criteria:**

Each programme must map their curriculum against the UIA’s fundamental objectives defined in Article II.3 of the UNESCO-UIA Charter for Architectural Education. This should be done using the “Curriculum Matrix” provided.

#### **II.4. Costs:**

Validation fee as quoted to the institution by the VCAE Secretariat, and expenses to cover the Report Group travel, accommodation, subsistence, and sundry expenses. The programme will also bear costs to prepare materials for the visit.

#### **II.5. Timetable for Preliminary Report Group Visit:** (See Appendix X.6)

#### **II.6 Preliminary Visit Report:**

- Format (See Appendix X.3)
- Content (See Appendix X.3)

It is normally required that a study programme or system provide the report group with a **Strategic Plan** within 12 months of the preliminary and full visits. This plan should reflect on the visit report and outline the actions taken in response to the commentary provided. This will provide guidance for the subsequent visits.

### **III. HOW UNESCO-UIA REPORT GROUPS WORK**

The UNESCO-UIA Validation, and its report groups, are intended in their essence to be a peer review and should be viewed as a critical and constructive friend of the institution and the programme it offers. Commitment by programmes to this process subsumes a commitment to UIA-UNESCO and its Charter, and to the concept of the value of the ongoing process of review, re-evaluation, and enhancement. There is therefore an expectation that in the interim between preliminary and full report group visits, the programme will have reacted comprehensively to the recommendations and advice of the preliminary report group. Institutions may wish to request an interim visit by a report sub-group to assist their preparation.

### **III.1 Types of Report Groups**

#### **III.1.1. Report Groups for Validations of Programmes:**

##### **III.1.1.a. Preliminary Report Group for a preliminary visit to a study programme.**

This will normally be comprised of three (3) members:

- Two (2) members nominated by UNESCO-UIA, including one (1) from the region of the candidate programme
- One (1) member nominated by the System Operator. Reportage of the visit will usually be carried out by the System Operator nomination.

##### **III.1.1.b. Full Report Group for an initial/ renewal validation visit to a study programme.**

This will normally be comprised of five (5) members, including:

- Two (2) members nominated by the UNESCO-UIA Validation Council with one designated by the Council as chair of the group.
- One (1) regional representative, either a practitioner or academic
- Two (2) members nominated by the System Operator, one of whom will usually be the reporter/ Report Group Secretary.

#### **III.1.2. Report Groups for Recognition of Validation Systems**

The composition shall consist of three (3) teams similar to that of a full report group for an initial/ renewal validation visit to a study programme outlined above, but the members will be nominated by the Council of the UNESCO-UIA Validation System, by the UIA Member Section concerned (and by the applicant validation system. 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 team shall normally consist of the following persons:

- Three (3) persons nominated by the UNESCO-UIA Validation Council
- Two (2) persons from System Operator

#### **III.1.3. Report Group Secretary**

Reportage of validation visits will usually be carried out by one of the System operator's nominations.

#### **III.1.4. 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.

### **III.2. The UNESCO-UIA Validation Panel**

The UNESCO-UIA Validation Panel (report group) consists of a group of qualified experts from the practical and academic fields with knowledge and expertise in the process of validation. These members are nominated by their Regional Representatives to the VCAE and are reviewed and approved by the VCAE at their bi-annual meetings. Periodic training by the System Operator as well round tables moderated by the VCAE are organized, typically at the triennial Congress and other VCAE meetings. These are open for attendance by all nominated and eligible members of the Validation Panel.

### **III.3 Responsibilities of Report Group Members**

As a rule, 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.

This student work should be organized in student portfolios, which should each include all the work prepared by a student (preparatory and final), for all the subjects studied for the entire academic year immediately preceding the visit. Samples of these portfolios should be made available to the team for inspection, in numbers agreed before the visit. These samples should normally include work from all year levels and represent work from high, middle, and low pass portfolios. Grade information for the entire enrolled student body, indicating specifically the students selected for sampling, should also be made available to the visiting team. An exhibition of the teachers' work would be welcomed.

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

#### **IV. REVALIDATION: FULL REPORT GROUP VISITS**

##### **IV.1. Full Revalidation Report Group Visit**

The revalidation process is normally conducted at a date determined in the initial validation. This is normally three (3) years after the prior full visit in the case of initial validations, but can be extended to five (5) years at the discretion of the report group and the ratification of the VCAE Council. Subsequent revalidations are normally at intervals of five (5) years. The report group, with the approval of the Council, can recommend shorter intervals. The revalidation process, report group formation, documents required, and preparations are similar to those of an initial validation full visit.

##### **IV.2. Documents/Material Required**

Please refer to xxx "Report Group Visit": documents/material required; material to be provided on site for the duration of the visit. Particular attention should be given during Revalidation to the self-appraisal portion of these documents (see Appendix xxx: Explanatory Notes Describing Information Required For Eligibility Request, Preliminary Visits, Full Visits And Revalidation Visits). This self-appraisal should reflect on the commentary provided by the previous report group, outlining actions taken as a result and indicating the evidence of those actions.

##### **IV.3. Costs**

Revalidation attracts a fee that will be communicated to the programme or system by the UIA Secretariat

##### **IV.4. Outcomes of Full Visit and Revalidation Visit:**

There are three possible outcomes of a full visit or revalidation visit:

**Unconditional validation:** This is awarded normally for five (5) years with the exception of initial validation which is normally for three (3) years but can, at the recommendation of the report group and ratification of the VCAE Council, be awarded for five (5) years.

**Conditional validation:** This is awarded when the study programme is seen to have met the very minimal requirements of validation, but the report group has found significant concerns that must be addressed prior to full validation. A second remedial visit will be required at a date not earlier than 12 months from the initial visit and normally within 18 months of the full visit. These concerns are communicated to the programme by the report group and should be addressed prior to the consequent remedial visit. The possible outcomes of this consequent visit are only unconditional validation or no validation. A second conditional validation cannot be awarded. The remedial visit attracts a fee to be communicated by the UIA Secretariat.

**No Validation** (in the case of initial visits) or **Withdrawal of Validation** (in the case of revalidation)

**IV.5. Timetable for a full report group visit:** See Appendix 10.6

**IV.6. Full visit report:** See Appendix 10.3

## **V. SUPPORTING ARRANGEMENTS**

### **V.1. Base Room for Report Group**

A base room for report groups must be provided. It should be lockable and should include: Supporting documentation such as portfolio samples; the data report; supporting student information such as grade sheets or course files; a computer; a printer; basic office supplies for note-taking; refreshments.

### **V.2. Studios**

Report groups will need to visit the physical premises of the institution with particular attention to the physical resources made available to the students of the programme. Studio spaces are considered by many to be the primary space of learning and critical discourse in architectural education, although technology has afforded alternative means of such discourse, which should also be demonstrated to the report group. It is normally preferable that there be a provision for an individual dedicated workspace in studio for each student enrolled in the programme. It is preferable that these visits coincide with student activity within different studios. This can include student presentations, crits, individual work and lectures.

### **V.3. Workshops**

All labs, model-making workshops, fabrication studios, etc., should be made available to the report group during the visit.

### **V.4. Library and Research**

A central part of student-centered learning research and the libraries that support them should be well demonstrated to the report group. All technology, databases, special collections, and archives should also be demonstrated to the report group. Particular attention should be given to the core architectural resources, as well as those from supporting disciplines.

## **VI. SUSPENSION OF A REPORT GROUP**

### **VI.1. Reasons for Suspending a Visit**

In rare cases the chairman of the report group in consultation with the members of the report group, the systems operator or VCAE Co-Directors may suspend a visit. Reasons for this may include:

- Illness or other emergency personal situations that may render a member of the group unavailable. Every effort will be made to replace that member, but a visit may be re-scheduled as soon as is convenient for all parties.
- Failure of payment of fees or other visit expenses such as, but not limited to, travel and accommodation of group members.
- Lack of sufficient preparation of materials on site. This includes portfolios and exhibition at the standard and to the specifications outlined in this document.
- Unanticipated crisis in the location of the programme, such as natural disaster or unsafe conditions for travel.
- Failure to receive data report prior to the visit.

### **VI.2. Outcomes Arising from Suspension**

Should a suspension be necessary, the visit will be re-scheduled as soon as the issue necessitating suspension is addressed and resolved. Pending availability of the report group, a new visit will be coordinated and determined by the system operator at a date convenient to all parties.

### VI.3. Costs of Revisit/Remedial Visit

In the case of Conditional Validation and revisit or remedial visit will be required. This visit attracts a fee to be communicated by the UIA Secretariat. All expenses of the report group will be covered, similar to that of full visits.

## VII. REVIEW AND APPEALS PROCEDURES

### VII.1. Review of a Full Visiting Board Report

All full visiting board reports are shared with and presented to the VCAE Council for review and ratification. The Council may require additional clarification from report group members. The Council is ultimately responsible for ensuring that procedure was followed, transparency was assured and that the outcome of the report fairly represents the quality of the programme or system being reviewed. It is responsible for assuring that validated programmes and recognized systems uphold the qualities and aspirations set forth in the UNESCO/UIA Charter for Architectural Education. The VCAE Council ultimately is the body to award validation of programmes and recognition of systems.

### VII.2. Appeal Against Report

Should programmes or systems disagree with the recommendation of the VCAE Council they can appeal the decision. Appeals must be made within 60 days of the VCAE decision. Programmes may provide documentation to support their appeal within those 60 days.

Appeals are accepted based on the following:

- There is evidence that procedures were not followed
- There is evidence that materials provided to the report group were not considered
- There is evidence of conflict of interest. This includes:
  - A member of the report group served as a consultant for the programme or system
  - A member of the report group has an undisclosed professional or personal relationship with the programme or system's staff, faculty, administration or other affiliated members

The VCAE will consider the appeal at its next meeting.

## VIII. CHANGES TO RECOGNISED STUDY PROGRAMMES

As part of the process of continuous improvement in education it is anticipated that changes will be made to programmes and systems. Should these changes be significant they should be communicated to the VCAE Council by communication by the programme to the UIA Secretariat and System Operator. It is expected that such changes may be in response to commentary by report groups at various validation and recognition visits. **Should this be the case these changes should be clearly outlined in the Strategic Plan developed by the programme or system and presented to the system operator prior to subsequent visits.**

Changes requiring such communication can include, but are not limited to:

- Changes to award titles
- Significant changes to study programmes: These can include changes related to content, structure, and delivery of the curriculum. They may also include changes to the procedures such as admission policies or programme resources, both human and physical
- Approval of changes to study programmes: Should these changes potentially alter the quality of the programme as defined by the UNESCO-UIA Charter on Architectural Education and consequently the validation status of the program, they will be considered by the VCAE Council as represented by their Co-Directors. Based on that consideration the VCAE Council can recommend an earlier validation visit or advise that these changes be reviewed at the subsequent validation visit.

## IX. FORMAL APPROVAL OF REPORTS

All reports from visiting groups are shared with the VCAE Council and presented at their bi-annual meetings for discussion, evaluation, and ratification. **The Council has the authority to uphold, revise or reject the recommendations of the report group. Report Group recommendations are not final until ratified by the Council.** Council decisions can be appealed as outlined in this Manual.

## X. APPENDICES

### X.1. UNESCO-UIA VALIDATION CRITERIA

#### X.1.1. 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.

#### X.1.2. Agreement to the Principle of Reciprocity

##### X.1.2.a. 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.

##### X.1.2.b. 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.

#### X.1.3. Qualitative Criteria: i.e., Conformity of the Study Programmes with the Following:

X13aU **University Level Education**, as a rule, of no less than five (5) years with a curriculum dedicated mainly to architecture and illustrating 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 principal 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 and environmental values, and the technical capacities of construction.

#### X.1.3.b.T Teaching Requirements:

Programmes are required to fulfill all the fundamental objectives defined in *Article II.3 of the UNESCO-UIA Charter for Architectural Education*. Failure to meet threshold standards in any of these 16 points, as demonstrated through the evidence provided to the report group, will result in failure to receive full validation, and the programme will, usually, be validated with conditions. As a guide to report groups this should be demonstrated through the mapping of the programme’s curriculum against the following 16 points using the “Curriculum Matrix” template provided online and as an appendix to this document.

1. Ability to create architectural designs that satisfy both aesthetic and technical requirements.
2. Adequate knowledge of the history and theories of architecture and the related arts, technologies, and human sciences.
3. Knowledge of the fine arts as an influence on the quality of architectural design.
4. Adequate knowledge of urban design, planning, and the skills involved in the planning process.
5. 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. 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. Understanding of the methods of investigation and preparation of the brief for a design project.
8. Understanding of the structural design, constructional, and engineering problems associated with building design.
9. 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. Design skills necessary to meet building users’ requirements within the constraints imposed by cost factors and building regulations.
11. Adequate knowledge of the industries, organisations, regulations, and procedures involved in translating design concepts into buildings and integrating plans into overall planning.
12. Understanding of professional and disciplinary responsibilities toward human, social, cultural, urban, architectural, and environmental values, as well as architectural heritage –including the health, safety, and welfare of the public; and the physiological and psychological aspects of public health and well-being. These responsibilities also include a commitment to equity, diversity, and inclusivity in both the content and the context of architectural instruction.
13. Knowledge of the means of achieving ecologically sustainable design and environmental conservation and rehabilitation, with a focus on relevant aspects of the 17 United Nations Sustainable Development Goals (*Reference: <https://sdgs.un.org/goals>*).
14. Ability to demonstrate a creative competence in building techniques, founded on a comprehensive understanding of the disciplines and construction methods related to architecture.
15. Knowledge of project financing, project management, and cost control and methods of project delivery.
16. Understanding of research and pedagogical methodologies, including those of transdisciplinary knowledge action and knowledge transferability as inherent parts of architectural learning, for both students and teachers.

### **XI3cC Capabilities to be Acquired by the Student During the Study Programme:**

Whilst these learning outcomes are not specifically the focus of a UNESCO-UIA report group, it is anticipated that all the work provided by a school will provide both implicit and explicit evidence that students have acquired these competencies.

#### **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.
- Understanding the implications of the UN Sustainable Development Goals for architecture education. (*Reference: <https://sdgs.un.org/goals>. See also 4.2.2 Social + 4.2.3 Environmental Studies, below*)

##### **B2. Social Studies**

- Ability to act with knowledge of society, and to work with clients, and users, that represent society's needs.
- 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 these are 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.
- Awareness of the impact of geotechnical conditions on construction
- Understanding of the impact of climate on urban and architectural design 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 and experimentation of design theory and methods.
- Ability to integrate disparate areas of knowledge through design.
- Understanding of design procedures and processes.
- Knowledge of design precedents and architectural criticism.
- Ability to work effectively across scales.

**B6. Professional Studies**

- Understanding of the leadership role of architects in the creation of the built environment.
- Understanding of different forms of procurement of architectural services.
- Understanding of the fundamental workings of the construction and development industries, such as finance, real estate investment, and facilities management.
- Understanding of the potential roles of architects in conventional and new areas of activity and in an international context.
- Understanding of the role of the architect in responding to the public health, safety and welfare conditions that arise from conflict and/or natural disaster.
- 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. SKILLS**

- Ability to work in collaboration with other architects and members of interdisciplinary teams.
- Ability to act and to communicate ideas through collaboration, speaking, numeracy, writing, drawing, modeling, and evaluation.
- Ability to utilise manual, electronic, digital, 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.

**X.1.3.d. 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 practicing architects, who experience the profession in its multiple and varied aspects.

#### **X.1.3.e. Teaching Developed from Project-Based Learning: (Project-based education)**

Realised individually and in teams, under the personal guidance of teachers, these projects should be the principal 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.

#### **X.1.3.f. 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.

#### **X.1.3.g. Resources:**

Buildings, teaching areas, and equipment must be adequate to fulfill the needs of a study programme and must provide good technical support for this programme. It is normally preferable that there be a provision for an individual dedicated workspace in studio for each student enrolled in the programme.

#### **X.1.4. Recommended Quantitative Indicators:**

*Key Guidelines:*

- As a rule, the balanced acquisition of subjects and capabilities cited above requires a period of not less than five (5) years of full-time studies in an accredited/validated Study Programme at a University or equivalent institution. Where possible, within the curricula of architecture education, students should be afforded opportunities for internship/placement/engagement with a range of professional practice modalities.
- As a rule, the minimum length of professional practice experience (PPE) shall be not less than two (2) years in a suitable practice setting, of which one (1) year may be obtained prior to the conclusion of academic studies.
- As a rule, graduates of accredited/ validated architecture programmes will be required to have completed at least two (2) years of acceptable experience/ training/ internship, prior to registration/ licensing/certification to practice as an architect, of which one (1) year may be obtained prior to the conclusion of academic studies, while allowing flexibility for the regulatory requirements of their national contexts.

*The UIA offers the following guidelines for professional practical experience (PPE) that should, desirably, meet the following minimum criteria:*

- *A period of at least 24 months employed in an appropriately remunerated, clearly defined, and well-structured role, within a professional consultancy connected to the design and implementation of architectural projects*
- *The minimum period of PPE to be considered eligible is three (3) months full time employment where full-time employment is defined as at least 20 hours work/week*
- *PPE should be clearly recorded in an agreed and consistent format, and regularly reviewed by a qualified design professional/mentor within the consultancy*

*During their PPE, students/graduates will develop an understanding of:*

- *The work stages connected to design, building production information, and site operations*
- *The structure, remit, and responsibilities of the professional design team to:*
  - *The co-professionals in the design team*
  - *Their clients*
  - *The end users of architectural design projects*
  - *The communities and individuals impacted by architectural design projects*
  - *The range of business models underpinning the ethical and professional practice of architectural design*

## X.2. PRELIMINARY VISIT REPORT TEMPLATE

**The UNESCO-UIA Validation System** [managed by the RIBA]

UNESCO-UIA VALIDATION SYSTEM  
STUDY PROGRAMME VISIT REPORT

Name of Institution/Programme

Date

**Name of institution**

Name of Institution

Address

**Name of study programme**

Name of Study Programme

Date received by the UNESCO-UIA Validation Council or Regional Committee

This report is issued for the purpose of making a recommendation to the relevant UNESCO-UIA Regional Validation Committee or the UNESCO-UIA Validation Council for Architectural Education

**UNESCO-UIA PRELIMINARY VISIT TO **Name of Institution**: VISIT AND INSPECTION OF THE **Name of Programme** STUDY PROGRAMME, **Date****

This report is to be read with reference to these following UIA documents:

- the UNESCO-UIA Charter for Architectural Education (revised edition, Tokyo 2011)
- the UNESCO-UIA Validation System for Architectural Education Document (revised edition, Paris 2011) with particular reference to
  - Section V. ANALYSIS OF CRITERIA
  - Section IX. RECOGNITION/VALIDATION PROTOCOL
  - APPENDIX A. ASSESSMENT PROCEDURES

**Background to Visit**

**Introduction and Commentary**

In carrying out this visit, the report group considered the following points:

- Is the operation and structure of the programme sufficiently rigorous to ensure programme quality across all areas of the curriculum covered by the 16 points of the UNESCO-UIA validation criteria?
- Do student outputs show evidence of the integration of intellectual ability and practical understanding in both design projects and written taught course submissions?
- Are the programme threshold standards for students' achievement compatible with those established by UNESCO-UIA?
- In a global economy where students and graduates may elect to receive their education in a number of institutions, will the attributes of the programme graduates facilitate their entry to other major international schools of architecture?
- In a global economy where architects practice internationally, can the profile of graduates from the programme be successfully benchmarked against international standards for professional practice?

## Exhibition and portfolios: overview of student work

### Meeting with academic staff **DATE**

### Meeting with students **Date**

## Commentary on work related to objectives described in UNESCO-UIA Charter for Architectural Education:

### First Recommendations

Where no extended comment against an objective is offered, the report group considered that, on the evidence of the work seen, the criterion was being met. In each case where commentary is offered, this is followed by a proposal for the action/s the programme team should actively consider undertaking to further enhance standards.

- 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 account of 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, construction 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, organizations, regulations and procedures involved in translating design concepts into buildings and integrating plans into overall planning*
  
- 12 *Understanding of professional and disciplinary responsibilities toward human, social, cultural, urban, architectural, and environmental values as well as architectural heritage --including the health, safety, and welfare of the public; and the physiological and psychological aspects of public health and well-being. These responsibilities also include a commitment to equity, diversity, and inclusivity in both the content and the context of architectural instruction.*
  
- 13 *Knowledge of the means of achieving ecologically sustainable design and environmental conservation and rehabilitation with a focus on relevant aspects of the 17 United Nations Sustainable Development Goals (Reference: <https://sdgs.un.org/goals>).*



*14 Ability to demonstrate a creative competence in building techniques, founded on a comprehensive understanding of the disciplines and construction methods related to architecture*

*15 Knowledge of project financing, project management, cost control and methods of project delivery*

*16 Understanding of research and pedagogical methodologies, including those of transdisciplinary knowledge action and knowledge transferability, as inherent parts of architectural learning, for both students and teachers*

## Further recommendations

### Recognition status for Preliminary Validation Visits

Candidacy [    ]  
 No Candidacy [    ]

**Date:**  
 Valid till:

### Recognition status for Full Validation and Revalidation report groups

Validation [    ]  
 No Validation [    ]

**Date:**  
 Valid till:

### Signatures of Report Group Members

1. Chair (**Name**)
2. Vice chair (**Name**)
3. Member/secretary (**Name**)
4. Signature of head of study programme (**Name**)

## Appendices

### a Report group members

The profile of the report group is to comply with Section IX.3 of the UNESCO-UIA Validation System Procedures Document.

Name, position, and organisation

1 *Chair*

2 *Vice-chair*

3 *Member/sec*

### b Documentation provided prior to report group visit

Refer to explanatory notes on page 6 of this document and as noted in appendix A, section A.3 *Information required from study programmes* of the UNESCO-UIA Validation System document.

1.	Introductory information	[	]
2.	Description of institution	[	]
3.	Study Programme history	[	]
4.	Study Programme aims & objectives	[	]
5.	Study Programme structure	[	]
6.	Administrative structure	[	]
7.	Staff profiles	[	]
8.	Student population	[	]
9.	Physical resources	[	]
10.	Self-appraisal	[	]
11.	Statistical information (refer to questionnaire on page 7)	[	]
12.	Quality assurance procedures	[	]

### c Additional information supplied prior to the visit

### d Additional documentation provided during the visit

### **X.3. APPENDIX 1: EXPLANATORY NOTES DESCRIBING INFORMATION REQUIRED FOR ELIGIBILITY REQUEST, PRELIMINARY VISITS, FULL VISITS AND REVALIDATION VISITS**

#### **1. INTRODUCTORY INFORMATION**

Name and address of the institution. Name of the study programme responsible for the course(s)/subject(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.

#### **2. DESCRIPTION OF INSTITUTION**

A brief description of the institution and its history.

#### **3. STUDY PROGRAMME HISTORY**

A brief history of the study programme.

#### **4. STUDY PROGRAMME AIMS AND OBJECTIVES**

The study programme's approach to education, teaching and learning.

#### **5. STUDY PROGRAMME STRUCTURE**

Brief description of the study programme framework including graduation requirements. Lecture syllabi for all courses/subjects, including studio and non-studio work, reading lists for each course/subject, and full details of the assessment method for each course/subject. Copies of the study programme handbook(s) are also to be submitted.

#### **6. ADMINISTRATIVE STRUCTURE**

Decision making processes, including the structure in which the study programme evolves.

#### **7. STAFF PROFILES**

Teaching staff's curricula vitae, academic commitments, and non-teaching activities such as research, publications, community involvement and practice.

#### **8. STUDENT POPULATION**

A comprehensive description of the student population (numbers, sex, full-time, or part-time) and a statement indicating any characteristics in the backgrounds of the students which might influence the nature of the course.

#### **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.

10. **SELF APPRAISAL** A statement of approximately 3000 words mentioning:

- a) Issues raised in panel and/or external examiners' reports.
- b) Changes introduced to the course since the last visit.
- c) Effects of changes in resource provisions since the last visit.
- d) Critical evaluation of 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.
- g) financial support

#### **11. STATISTICAL INFORMATION**

Student numbers (full-time and part-time), first year, number of graduates during the last three years, staff numbers and staff-student ratio. This should include biographical information related to teaching staff/academics, students, and administration.

#### **12. QUALITY ASSURANCE PROCEDURES**

The method of internal monitoring and appraisal of the study programme and the outcomes expected of that Programme.

#### X.4. TIMETABLE FOR PRELIMINARY REPORT GROUP VISIT

##### UNESCO-UIA VALIDATION - timetable for a preliminary visit to an architecture study programme

###### Day 1 – preliminary visit

TIME	ACTIVITY	VENUE	NOTES
time varies	arrival at airport	airport	
	transfer to hotel		collect report group from airport
18.00-19.30	report group briefing meeting	hotel	report group prepares questions for day 2; members to attend all
19.30-22.00	dinner	hotel	

###### Day 2 - preliminary visit

TIME	ACTIVITY	VENUE	NOTES
09.00-09.30	transfer report group by car to faculty	hotel	collect report group from hotel
09.30-10.00	report group establishes base room	base room	lockable base room; computer, internet, printer, telephone, light refreshments
10.00-10.30	meeting with Dean	faculty	
10.30-11.30	meeting with staff	faculty	the head of study programme should not be present
11.30-13.00	premises tour	faculty	studios, lecture rooms, workshops, media, and computer rooms etc.; faculty to provide student for report group
13.00-14.00	lunch with staff	faculty	light buffet lunch preferred
14.00-16.00	review exhibition and folios	faculty	
16.00-18.30	consider initial observations; start drafting report headlines	base room	
18.30-19.00	return to hotel		faculty to hotel transfer report group by car to hotel
20.00-22.00	dinner with faculty	restaurant	

**Day 3- preliminary visit**

<b>TIME</b>	<b>ACTIVITY</b>	<b>VENUE</b>	<b>NOTES</b>
09.00-09.30	transfer report group by car from hotel to faculty	hotel	collect report group from hotel
09.30-10.00	report group considers questions for day 3	base room	
10.00-11.00	review exhibition and folios	faculty	
11.00-12.00	further questions to course leaders	base room	
12.00-13.00	student meeting	faculty	students from all levels of the programme should be invited to attend
13.00-14.00	lunch with students	faculty	
14.00-17.30	continue drafting report	base room	
17.30-18.30	present report to head of study programme and senior staff; sign copies	faculty	
18.30-19.00	return to hotel	faculty to hotel	collect report group from faculty
19.30-22.00	private summary meeting of report group; dinner	restaurant	

**Day 4 - preliminary visit**

<b>TIME</b>	<b>ACTIVITY</b>	<b>VENUE</b>	<b>NOTES</b>
12.00 (or earlier)	check out	hotel	transfer report group by car to airport

## X.5. TIMETABLE FOR FULL REPORT GROUP VISIT

### UNESCO-UIA VALIDATION - full report visit to an architecture study programme

#### Day 1 - full report

time	activity	guidance for report group	guidance for school
18.00 hotel conference room	report group's first private meeting	introductions and chair's briefing	
18.15	review previous relevant documentation	identify issues for clarification and investigation during visit	
	review school's documentation	consider self-appraisal; identify matters for clarification and investigation during visit	
19.00	prepare for meetings with head of architecture, course leaders	identify topics for discussion; agree and allocate questions to report group members	prior to visit, senior academics to be briefed re. purpose of visit, and scope of school and studio introductions
19.15	prepare for meeting with students	discussion of academic delivery, standards, facilities, external links to other schools, practice etc.	prior to visit, students to be briefed re. role and remit of report group
19.30-20.00	allocate tasks for first day of visit	report group considers all levels of course equally: <ul style="list-style-type: none"> <li>▪ design studio projects at all levels</li> <li>▪ technology and communication submissions</li> <li>▪ dissertations and other written work</li> <li>▪ practice, management, and law case studies and other written work related to professional practice/practical training</li> </ul>	prior to visit, staff to be briefed re. role and remit of report group
20.00 hotel	private dinner	continued informal discussion of visit and key points arising from documentation	

**Day 2 full report**

<b>morning</b>	<b>activity</b>	<b>guidance for report group</b>	<b>guidance for school</b>
09.00	report group arrives at school	establish base	provide base room for private discussion: <ul style="list-style-type: none"> <li>▪ private, acoustically secure</li> <li>▪ telephone and internet access</li> <li>▪ simple catering</li> <li>▪ adequate size</li> </ul>
09.30	meet head of architecture	clarify school's academic mission; consider issues arising from school's documentation	head of architecture to introduce school's academic agenda and coursework offer, highlighting relevant issues for report group
10.30	meet course leaders	review exhibition, and sample folios; initial consideration of work	course leaders introduce exhibition and folios
11.30	break	consider initial questions arising from introduction to exhibition and academic folios	
12.00	report group private view of exhibition and folios	private discussion to consider requirement for additional material	report group may ask course leaders to further clarify work

<b>afternoon</b>	<b>activity</b>	<b>guidance for report group</b>	<b>guidance for school</b>
13.00	buffet lunch with students	completion by 13.45 essential; return to base room for short discussion	informal, with no discussion of progress of visit; completion by 13.45 essential
13.45	inspect facilities	visit studios, workshops, IT, library, and research facilities	nominate student guides to assist board in locating facilities
14.45	report group private meeting	prepare for student meeting; generate agenda from student course appraisal; nominate student member to facilitate meeting	
15.15	meet students	explain purpose of report group visit; encourage all students to contribute	ensure students attending represent all years of the course; no staff members to be present
16.45	report group private meeting	discuss student meeting; consider questions for staff meeting	
17.00	report group private meeting	review work against criteria; report group discusses preliminary headlines; chair and secretary draft key points	
18.30	complete first full day of visit	clarify need for additional meetings, and/or material	cars arrive to return report group to hotel
20.00 hotel	report group private dinner	informal discussions continue	private event



**Day 3 full report**

<b>morning</b>	<b>activity</b>	<b>guidance for report group</b>	<b>guidance for school</b>
09.00	report group arrives at school	establish base	provide base room for private discussion: <ul style="list-style-type: none"> <li>▪ private, acoustically secure</li> <li>▪ telephone and internet access</li> <li>▪ simple catering</li> <li>▪ adequate size</li> </ul>
09.30	report group private meeting	prepare questions for head of institution	
10.00	meet head of institution	discuss school's self-appraisal, resources, future plans	person or persons attending meeting to have overall financial/strategic responsibility for architecture
10.45	meet external assessors and examiners	discuss role of external assessors and examiners; assessors'/examiners' reports, and school response	>50% of external assessors and examiners required to attend
11.45	break	prepare for meeting with registration body/bodies	
12.00	meet registration body/bodies	discuss national/local licensing procedures for architects; links with schools	brief registration body/bodies on purpose of report group's visit
12.45	report group private meeting	discuss key points arising from meetings	

<b>afternoon</b>	<b>activity</b>	<b>guidance for report group</b>	<b>guidance for school</b>
13.00	buffet lunch with staff	completion by 13.45 essential; return to base room for short discussion	informal, with no discussion of progress of visit; completion by 13.45 essential
13.45	meet academic staff	encourage broad discussion, with staff raising issues and replying to report group questions	head of architecture and head of institution should not be present at meeting
15.15	report group private meeting	discuss key points arising from meetings	
15.30	report group private meeting	review work against criteria; consider need for additional meetings, and/or material	all work remains available for inspection
16.00	report group private meeting	report group discusses key points; chair and secretary draft key recommendations and commentary against criteria	all work remains available for inspection
18.00	complete second full day of visit		cars arrive to return report group to hotel
20.00	report group dinner		

**Day 4 full report**

<b>morning</b>	<b>activity</b>	<b>guidance for report group</b>	<b>guidance for school</b>
09.00	prepare for meeting with practitioners	consider connections between academic work and professional practice	
9.30	meet national and regional practitioners	discuss national and regional context of professional practice; workload, employment levels, graduate skills	invite broad cross section of local and national practitioners representing small, medium, and large practice
10.30	meet course leaders responsible for professional practice	review work related to professional practice/ practical training; consider connections between academic work and professional practice/practical training	display professional practice/practical training submissions separately; course leader introduces work
11.15	break	private discussion; consider need for additional meeting/s	brief key course members to be available if required
11.30	report group private meeting	consider requirement for additional material, and/or clarification by academic staff	all work remains available for inspection

<b>afternoon</b>	<b>activity</b>	<b>guidance for report group</b>	<b>guidance for school</b>
13.00	report group private lunch	discuss findings for reporting back to school	light buffet lunch served in base room; completion by 13.45 essential
13.45	report group private meeting	chair and secretary complete report headlines for discussion with report group	all work remains available for inspection
14.15	report group private meeting	chair and secretary complete remainder of report in discussion with report group	all work remains available for inspection
17.00	present report to school	present report to senior academics; copy and sign report	head of institution, head of architecture, and course leaders to be present; agree to distribute report to all academic staff for discussion following completion of visit
18.00	complete visit	chair and report group leave school	cars arrive to return report group to hotel
20.00	report group dinner		

## **X.6. VALIDATION PROTOCOL FOR MULTICAMPUS UNIVERSITY SHARING A COMMON ARCHITECTURE STUDY PROGRAM**

The Campus, Schools, or educational institutions, sharing formally a common Architecture study program; can be classified as follows:

1. The Campuses are established in different nations, countries or states, such architectural practice is regulated by different professional regulations: it is recommended to maintain the existing Validation protocol, without considering any adaptation. The protocol would be then normally applied to every School or institution requiring Validation.
2. The Campuses are sited in different locations, of the same country, such that future architects are intended to work under the same regulations: The protocol for validation could be simplified, in order to avoid unneeded task repetition on the same process for the common study program. In any case the report visiting group would dedicate to every Campus offering a different Diploma, with a visit of not less than two days in duration.
3. The Campuses are established in different states or regions from the same country. There exists, nevertheless, evidence of cultural, social or geographically differentiated identities, and in every differentiated region there exists an academically leading Campus, connected with smaller schools or institutions, running in complete or partial way (two or three first years) the shared Architecture study program: Consider every regional organization as a whole system, where the leading Campus would take the main place, being visited, during three days for visit, by the visiting report groups. The Other campus, offering Diploma, Certificate or Title in Architecture should be visited for not less than two days, each one, for report visit, in order to analyze its particular identity.

### **Visiting groups members' nomination criteria for Multicampus Sharing Study program**

For all the three identified cases of Multicampus Universities or Educational Institutions sharing the same Architecture Study program, it should be convenient:

- \* To nominate a same nuclear team for all the Campus and particularly to maintain the President and Reporter.
- \* When the Study program is given in a UIA official language (English, French, Russian, Spanish), not less than two of the three members (if possible President and Reporter), would be able to use, or at less fluently understand, the normal University language.
- \* The visit group report and recommendations would be written in one of the UIA official Validation Council languages (English, French, Spanish, Russian) in order to be easily transmitted to the School authorities for information, and translated to English for approval or modification by the UNESCO-UIA Validation Council.

### X.7. CHECKLIST:

- Eligibility of program confirmed
- Preliminary request for Validation sent to the UIA Secretariat
- Response received from UIA Validation Council for Architectural Education (VCAE) and Preliminary Visit/Full Visit or Consultancy date set
- Data Report and Curriculum Matrix prepared and sent to report group 10 weeks prior to visit date
- Student portfolios prepared to conform with guidelines set within this document, and with a sample as agreed upon with the report group
- Exhibition prepared
- Base room prepared
- Visit itinerary confirmed and relevant faculty, staff and students informed

### X.8. GLOSSARY OF TERMS:

- **Eligibility:** the programme of study has met the preliminary requirements to proceed with the validation process as outlined in this document. This is the first step towards full Validation/Recognition
- **Candidacy:** the programme has successfully fulfilled the requirements, and conducted a preliminary visit, and found to be a potential candidate for full Validation/Recognition
- **Validation:** this refers to the successful review of study programmes. a process which is primarily evidence-based that ensures higher education quality, specifically that the programme in question has fulfilled all the requirements to meet the benchmarks set forth by the UNESCO-UIA Charter for Architectural Education. Refer to 1.3 “Benefits of recognition” in this document
- **Recognition:** this term refers to the successful review of systems. It represents the successful fulfillment of UNESCO-UIA Architectural Education Requirements. Refer to 1.3 “Benefits of recognition” in this document
- **Report Group:** can be preliminary or full and represents a group of nominated independent individuals with no conflict of interest with the programme or system in question
- **PPE (Professional Practice Experience):** placement and employment, typically with a stipend or salary, of a graduate of an architectural study programme prior to licensure. This typically is required for licensure and ideally would be for a period of no less than 2 years.
- **System Operator:** a partner that administers the Validation System on behalf of the UIA





INTERNATIONAL UNION OF ARCHITECTS /UIA

TOUR MAINE MONTPARNASSE

33, AVENUE DUMAINE

BP 158

75755 PARIS CEDEX 15 FRANCE

TEL: +33 1 45 24 36 88 FAX: +33 1 45 24 02 78

E-MAIL : [UIA@ARCHITECTES.ORG](mailto:UIA@ARCHITECTES.ORG)

[WWW.UIA-ARCHITECTES.ORG](http://WWW.UIA-ARCHITECTES.ORG)