

The logo for the Royal Institution of Architects (RIAI) is a dark blue square containing the letters "RIAI" in a white, serif, all-caps font.

RIAI

Architecture Standard Review

RIAI Education Taskforce

Review of the RIAI Standard of Knowledge, Skill and
Competence for Practice as an Architect

Introduction

The RIAI is in the uniquely positive position of being both the Professional and Regulation Body for Registered Architects in Ireland. The architectural profession has a pivotal role to play in addressing the current and future complex societal and environmental challenges that face us all. This challenge can be met through the design of high-quality architecture and a sustainable built environment. It is time to explore the possibilities that this position gives us to chart our future course.

We are at a time of great change and scrutiny and need to respond and plan for our collective future. We need to look over the horizon and form a Framework for our Architectural Future that is sustainable and supports our members and the schools of architecture with an overall goal of setting of new coordinates for an old profession.

The need for a new standard is driven by several key factors: the **increasing impact of technology**, particularly **artificial intelligence**, the urgent demands of **climate change**, and the **shifting expectations of societal roles** in professional practice. These forces necessitate a thorough examination and updating of the core skills and competencies that architects must possess.

Building on the foundation laid by the existing RIAI Standard of Knowledge, Skill, and Competence for Professional Practice as an Architect (2009), and in recognition of RIAI's recent custodianship of the QQI Awards Standards for Architecture, the updated draft standard aims to serve as a comprehensive framework. This framework aligns with both national and international regulatory requirements, including the Building Control Act 2007 and Directive 2005/36/EC on the Recognition of Professional Qualifications, whilst integrating contemporary educational and professional developments.

The new draft standard has been developed to guide architectural education, professional examinations, registration, and lifelong learning for architects in Ireland, **setting a benchmark that supports the profession's future trajectory and safeguards its legacy.**



Context - Legislation

Building Control Act 2007

Provides for the statutory protection of the title architect by restricting the use of the title to persons on the Register for Architects. The Act provides that **the RIAI shall establish and administer the register** and sets out the eligibility criteria for admission to the register including for persons holding approved qualifications. The Act also provides that the RIAI, as the registration body, is the **competent authority in the State** for architects.

Directive 2005/36/EC on the Recognition of Professional Qualifications

Establishes a **common minimum training standard** for the recognition of architects in Europe. This common standard comprises **11 points** and forms the basis of the **RIAI Standard of Knowledge Skill and Competence for Practice as an Architect**.

S.I. No. 8/2017

European Union (Recognition of Professional Qualifications) Regulations 2017 transposing **Directive 2005/36/EC to Irish Law:**

“The competent authority in the State for architects shall ensure that training of architects in the State satisfies the requirements of Article 46 or 47 of the Directive.”



Number 21 of 2007

BUILDING CONTROL ACT 2007

ARRANGEMENT OF SECTIONS

PART 1

PRELIMINARY AND GENERAL

Section 8 Architect

▼M19

Article 46 Training of architects

1. Training as an architect shall comprise:
 - (a) a total of at least five years of full-time study at a university or a comparable teaching institution, leading to successful completion of a university-level examination; or
 - (b) not less than four years of full-time study at a university or a comparable teaching institution leading to successful completion of a university-level examination, accompanied by a certificate attesting to the completion of two years of professional traineeship in accordance with paragraph 4.
2. Architecture must be the principal component of the study referred to in paragraph 1. The study shall maintain a balance between theoretical and practical aspects of architectural training and shall guarantee at least the acquisition of the following knowledge, skills and competences:
 - (a) the ability to create architectural designs that satisfy both aesthetic and technical requirements;
 - (b) adequate knowledge of the history and theories of architecture and the related arts, technologies and human sciences;
 - (c) knowledge of the fine arts as an influence on the quality of architectural design;
 - (d) adequate knowledge of urban design, planning and the skills involved in the planning process;
 - (e) 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;



STATUTORY INSTRUMENTS.

S.I. No. 8 of 2017

EUROPEAN UNION (RECOGNITION OF PROFESSIONAL QUALIFICATIONS) REGULATIONS 2017

Context - Architectural Standards

Qualifications or Examinations leading to Registration as an Architect are currently accredited against the following standards:

Article 46 of Directive 2005/36/EC on the Recognition of Professional Qualifications

Establishes a **common minimum training standard** for the recognition of architects in Europe. The standard comprises **11 points** and forms the basis of the **RIAI Standard of Knowledge Skill and Competence for Practice as an Architect**

RIAI Standard of Knowledge, Skill and Competence for Professional Practice as an Architect (2009)

Describes the areas and levels of knowledge, skill and competence required of an architect at the professional level (capable of independent practice).

The Standard is **applied in all RIAI examinations and routes for admission to the Register of Architects** and **provides the framework for Continuing Professional Development**.

QQI Awards Standards - Architecture

The Awards Standards are used by providers when **designing new programmes** and establishing minimum intended programme learning outcomes, by awarding bodies when **validating new programmes** and by the RIAI as **an element of the accreditation process**.

The Awards Standards are relatively broad statements to guide programme developers and validation panels while facilitating diversity and future developments.

In 2023, QQI transferred ownership of the QQI Awards Standards - Architecture to the RIAI.

RIAI are the first Professional Regulatory Body to be granted ownership of the national standard for a profession in Ireland.

A representative of QQI participates in the RIAI Education Taskforce.



Article 46

Training of architects

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 - (c) knowledge of the fine arts as an influence on the quality of architectural design;
 - (d) adequate knowledge of urban design, planning and the skills involved in the planning process;
 - (e) 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;

Standard of Knowledge, Skill and Competence for Practice as an Architect

Award Standards - Architecture				
	Level 5	Level 6	Level 7	Level 8
Knowledge - Design	Basic theoretical knowledge of a broad area	Specialist knowledge across a variety of areas	Advanced knowledge and understanding of the theory, practice and methods of the discipline	Expert knowledge and understanding of the discipline, including the ability to teach and supervise others
Knowledge - Theory	Basic theoretical concepts and abstract thinking, with application to a broad area	Advanced knowledge and understanding of the theory, practice and methods of the discipline	Advanced knowledge and understanding of the theory, practice and methods of the discipline	Expert knowledge and understanding of the discipline, including the ability to teach and supervise others
Knowledge - Practice	Basic awareness of the relationship between practice and theory, including the ability to apply theory to practice	Advanced knowledge and understanding of the theory, practice and methods of the discipline	Advanced knowledge and understanding of the theory, practice and methods of the discipline	Expert knowledge and understanding of the discipline, including the ability to teach and supervise others
Knowledge - Research	Basic awareness of the relationship between practice and theory, including the ability to apply theory to practice	Advanced knowledge and understanding of the theory, practice and methods of the discipline	Advanced knowledge and understanding of the theory, practice and methods of the discipline	Expert knowledge and understanding of the discipline, including the ability to teach and supervise others
Knowledge - Professional Practice	Basic awareness of the relationship between practice and theory, including the ability to apply theory to practice	Advanced knowledge and understanding of the theory, practice and methods of the discipline	Advanced knowledge and understanding of the theory, practice and methods of the discipline	Expert knowledge and understanding of the discipline, including the ability to teach and supervise others

Accreditation of Qualifications and Examinations in Architecture

RIAI accredits the following qualifications and examinations leading to entry to the Register of Architects:

4 BArch programmes

SAUL
SETU Waterford
TU Dublin
ATU Sligo (Provisional Accreditation)

4 MArch programmes

CCAIE
TU Dublin
UCD
SETU Waterford (Provisional Accreditation)

2 Professional Practice Examinations

Professional Diploma in Architectural Practice, TU Dublin
Professional Diploma (Architecture), UCD

1 Register Admissions Examination

ARAE



HCI Building Change Project

The six Schools of Architecture in the Republic of Ireland, TU Dublin, UCD, UL, SETU, ATU and CCAE have formed a national strategic partnership to deliver **BuildingChange: Designing a Resilient Future through Architecture Education**.

RIAI is an important project partner in this project which is funded through the Higher Education Authority Human Capital Initiative. The project is a transformative process, examining **how the architecture curriculum can be revised** and reconfigured to **empower future graduates** with the knowledge, skills and mind-set to address the sustainability challenges faced by society.

A key related goal of **BuildingChange** is to engage with the RIAI towards the **revision of the accreditation requirements for architecture degree programmes to incorporate the necessary sustainability concepts** and requirements.

Members of the Building Change Steering Board are active within the RIAI, including within the Education Taskforce appointed to review the RIAI standards for architecture.

The two bodies are working together to **ensure the effectiveness of each project is maximised** and to gain a mutual understanding of the timelines to achieve our respective, and complementary, aims.



SETU Students at a workshop in Saarbruecken in Germany, travel funded by Building Change, a HCI funded project.

RIAI Education Taskforce

The process of reviewing the standard began in 2021 with a series of meetings, workshops and a conference on the topic **Education + Practice: A Symbiotic Relationship**. These sessions considered the need for a symbiotic relationship between architectural practice and education, with the shared aim of supporting the culture of architecture in Ireland.

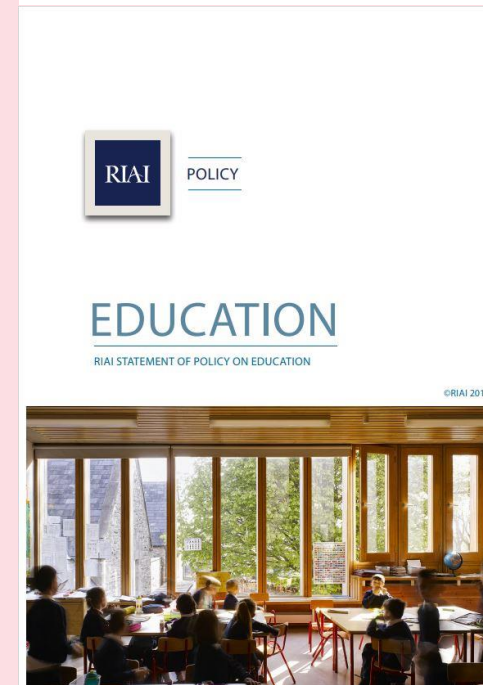
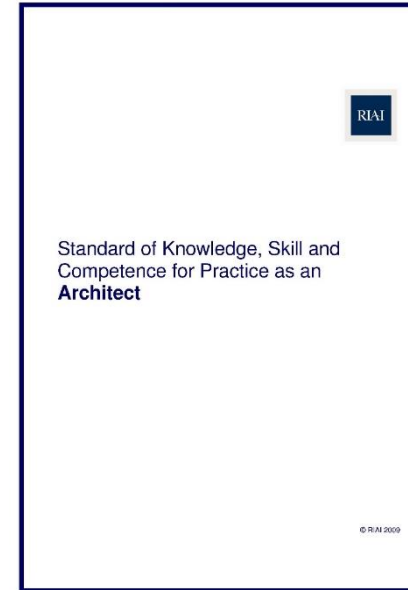
In December 2022, RIAI Council appointed an **Education Taskforce**.

Initial Remit of Education Taskforce

- To review the **RIAI Standard of Knowledge Skill and Competence for Practice as an Architect (2023 – 2024)**.

Subsequent Remit of Education Taskforce

- To review the **RIAI Statement of Policy on Education (2025)**.

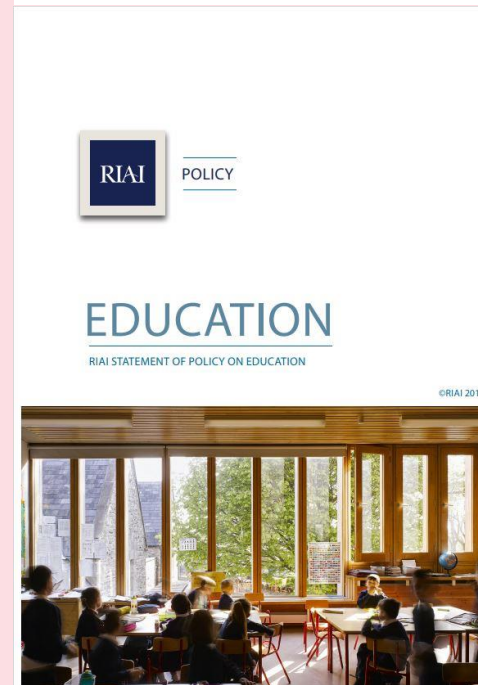
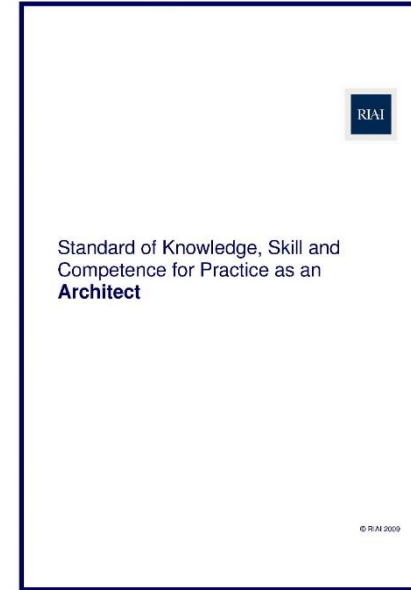


RIAI Education Taskforce

Aims

The Education Taskforce set the following aims for this review:

1. To **produce one single document describing the standard** required at the principal stages of architectural education and practice
2. To make **Stakeholders' feedback the main driver** for the review
3. To **prioritise transparency and traceability**



Stakeholder Feedback Workshops

In 2023, the Education Taskforce facilitated a **series of in-person workshops to gather feedback from Stakeholders** on the standards of knowledge, skill and competence required for practice as an Architect.

These workshops gathered feedback from **a range of stakeholder cohorts** including:

- Architectural Educators
- RIAI Committees and Taskforces
- Client bodies and external organisations
- Students and Graduates

5 main themes or 'learning areas' were identified:

- **Design**
- **Climate**
- **Ethics**
- **Communication**
- **Technology**

Stakeholders' feedback was gathered in a **Traceability Matrix** organised under these 5 themes.

Each item of feedback was allocated an **individual code** enabling it to be tracked throughout the review process. These codes are visible in the draft standard presented for review.

RIAI Education Taskforce: Traceability Matrix			
ET Theme Ref.	Feedback Item	New Theme	Document
CLIM1	Provide contextual teaching around the significant issue of climate change	Climate	Standard
CLIM2	Social impact of projects, considering the effect on people, the environment	Climate	
CLIM3	Comprehensive education in areas such as physics	Climate	Standard
CLIM4	Importance of collaboration, team leadership, and the value of creativity in addressing climate challenges and enhancing project delivery	Climate	
CLIM5	The focus on climate literacy should shift toward practical application in studio projects	Climate	Standard
CLIM6	Treat research as a theme in itself integrate research themes into studio learning activities	Communication	Standard
COMM01	Emphasise the importance of contract administration	Communication	
COMM02	Business management & communication skills	Communication	Standard
COMM03	Emphasise leadership ; leading teams, managing projects, chairing meetings, etc.	Communication	Standard
COMM04	Emphasise importance of clear and effective skills for communication with non-architects	Communication	Standard
COMM05	Delineate the responsibilities of all parties involved in a project, both public and private	Communication	
COMM06	Understanding of responsibilities including contract administration, coordination, and budgeting		
COMM07	Address the relationship between clients and architects and understanding of the dynamics	Communication	Standard
COMM08	Comprehensive education in areas such as leadership	Communication	
COMM09	Better equip architects to navigate their roles amidst complex projects	Communication	
COMM10	Address educational gaps regarding the delineation of a design team	Communication	Standard
COMM11	Importance of collaboration , team leadership, and the value of creativity in addressing climate challenges and enhancing project delivery	Communication	Standard
COMM12	Leadership should be adaptive, providing vision and direction, rather than asserting authority	Communication	
COMM13	Focus on design delivery processes, fostering adaptive leadership skills and creativity	Communication	
COMM14	Business management training and procurement should form part of architectural education	Communication	Standard
COMM15	Skills in property economics and commerce might be further developed in student curricula	Communication	Standard

Development of the Standard

Step 1

The Taskforce established an initial framework for the standard around **3 pillars** reflecting an Architect's obligations to:

- The Profession
- Design
- Society

Step 2

Acknowledging RIAI's recent custodianship of the QQI Standard, and Article 46 of Directive as the minimum threshold standard for architects in the EU, the Taskforce mapped:

- Article 46 of Directive 2005/36/EC on the Recognition of Professional Qualifications, and
- NFQ Level 8 of the QQI Standard
- Current RIAI Standard of Knowledge Skill and Competence for Practice as an Architect

to the 5 key themes or 'learning areas':

- Design
- Climate
- Ethics
- Communication
- Technology

and to each element of feedback listed in the **Traceability Matrix**, creating **sub-themes** under each theme.

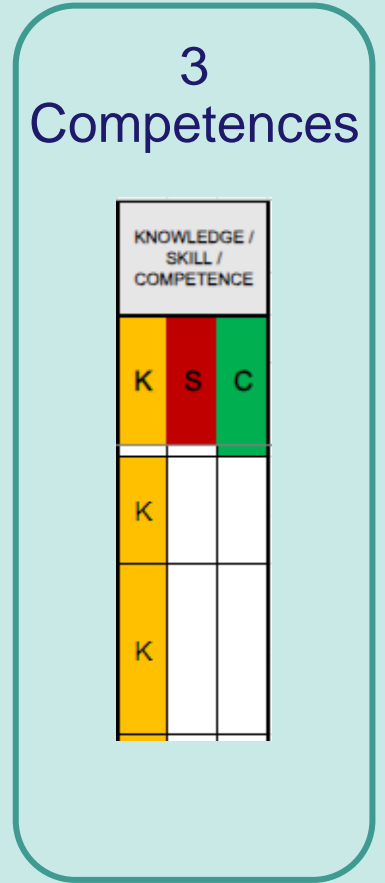
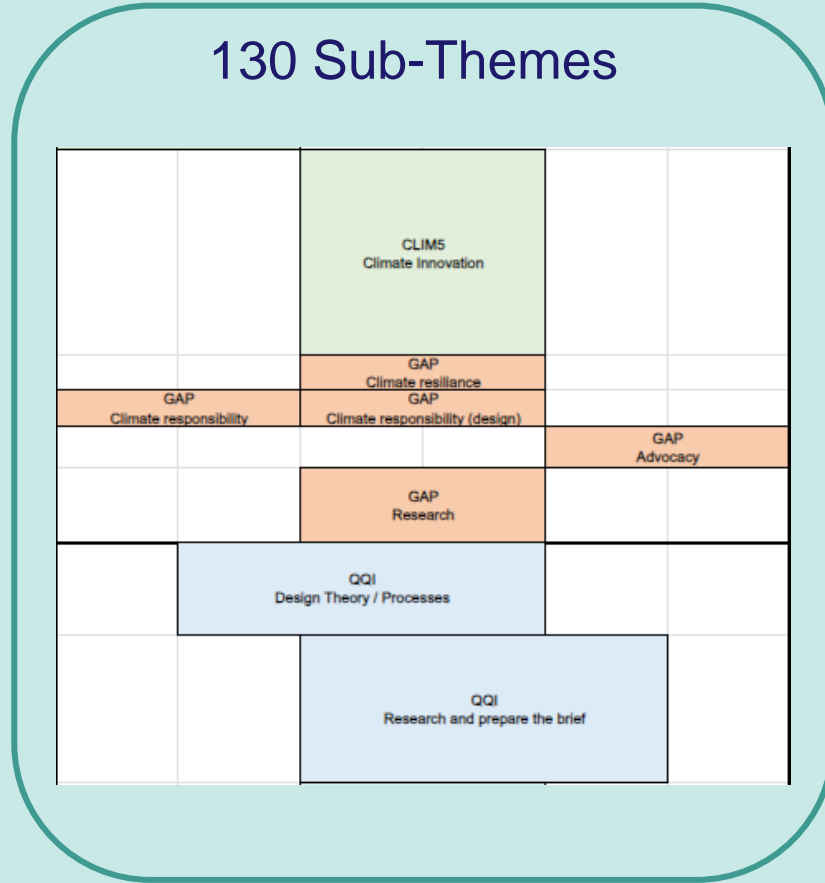
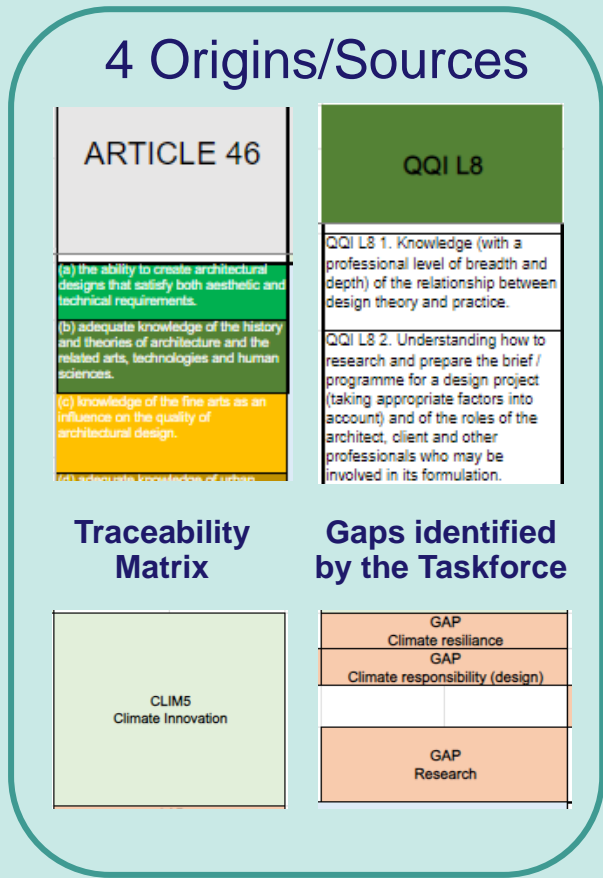
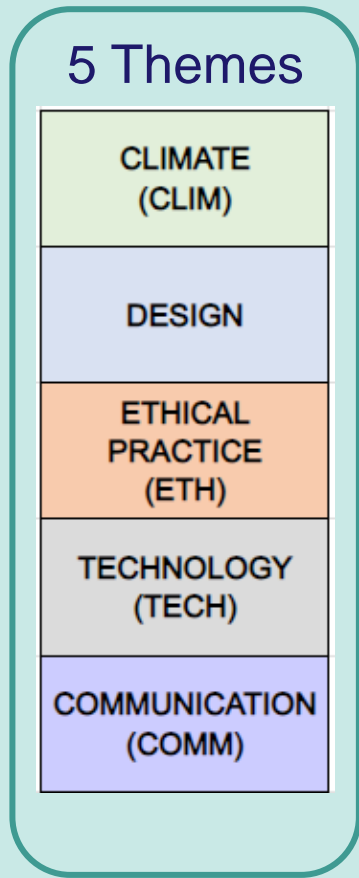
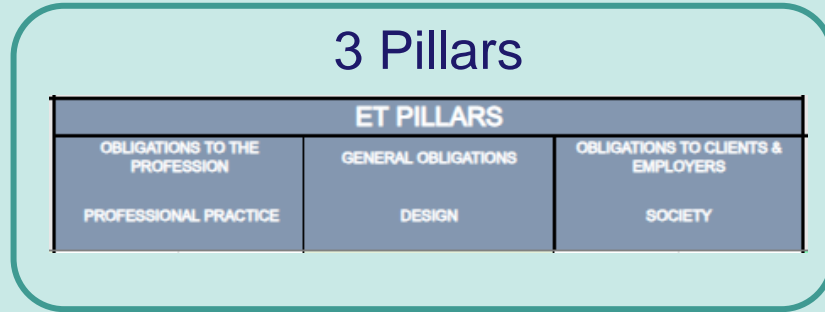
Step 3

A gap analysis was conducted to identify any **gaps in competency**.

ARTICLE 46	ET THEMES	QQI STANDARD LEVEL 8 + STAKEHOLDER FEEDBACK			DRAFT STANDARD	KNOWLEDGE / SKILL / COMPETENCE			QQI LB	
		ET PILLARS				Proposed High-level Descriptors	K	S		C
		OBLIGATIONS TO THE PROFESSION PROFESSIONAL PRACTICE	GENERAL OBLIGATIONS DESIGN	OBLIGATIONS TO CLIENTS & EMPLOYERS SOCIETY						
			CLIM2 Climate Justice		Consideration of the consequences of design on vulnerable communities			C		
			CLIM3 Climate Neutrality (Building performance)		Climate Neutrality: Ability to design, detail and procure in response to climate hierarchy principles		S			
			GAP Systems Thinking		Ability to design, detail and procure in response to climate mitigation, adaptation and resilience principles	K	S	C		
		CLIM4 Climate Leadership			Approach a climate problem from all sides to consider time space and context in order to understand how elements interact within relevant systems					
			CLIM5 Climate Innovation		Demonstrating cross-disciplinary leadership through climate action in a professional context			C		
			GAP Climate resilience		Division alternative sustainable future by imagining and developing alternative scenarios and identifying the steps needed to achieve a preferred sustainable future (European Commission GreenComp) Measure current emissions profile	K	S			
		GAP Climate responsibility	GAP Climate responsibility (design)		Understand the innovation, implement change mitigation	K	S	C		
			GAP Research	GAP Advocacy						
					Quantitative and Qualitative Research			C		
				QQI Design Theory/ Processes	Knowledge of design processes and theories. Understanding how to use different methods to explore design and challenge design processes	K			QQI LB 1. Knowledge (with a professional level of breadth and depth) of the relationship between Design theory and practice	
				QQI Research and prepare the brief	Understanding how to research and prepare the brief/ programme for a design project (taking appropriate factors into account) and of the role of the architect, client and other professionals who may be involved in its formulation	K			QQI LB 2. Understanding how to research and prepare the brief/ programme for a design project (taking appropriate factors into account) and of the role of the architect, client and other professionals who may be involved in its formulation	
				QQI Innovation and research	Knowledge of innovation and research methods appropriate in the culture and practice of architecture	K			QQI LB 12. Knowledge of innovation and research methods appropriate in the culture and practice of architecture	
				GAP Innovation and research in cognate disciplines	Awareness of innovation and research methods in cognate disciplines	K				
		DES4 Design Leadership			Leadership skills for multidisciplinary collaboration			S		
				QQI Critical Judgement	Identify and evaluate information, apply critical judgement and formulate objective strategies for action, innovating where appropriate			S	QQI LB 14. Identify and evaluate information, apply critical judgement and formulate objective strategies for action, innovating where appropriate	
				GAP Value Judgement	Ability to engage in increasingly complex understanding and consciousness, both internally and externally, through the process of reflection on experience. Insight involves the integration of the other strands of knowledge, skill and competence with the learner's attitudes, motivation, values, beliefs, cognitive style and personality.			S	QQI Competence – insight: Insight refers to ability to engage in increasingly complex understanding and consciousness, both internally and externally, through the process of reflection on experience. Insight involves the integration of the other strands of knowledge, skill and competence with the learner's attitudes, motivation, values, beliefs, cognitive style and personality. This integration is made clear in the learner's mode of interaction with social and cultural structures of his/her community and society, while also being an individual cognitive phenomenon. A learner's	
					Produce, promote and				QQI LB 15. Analyse, prioritise and	

Development of the Standard

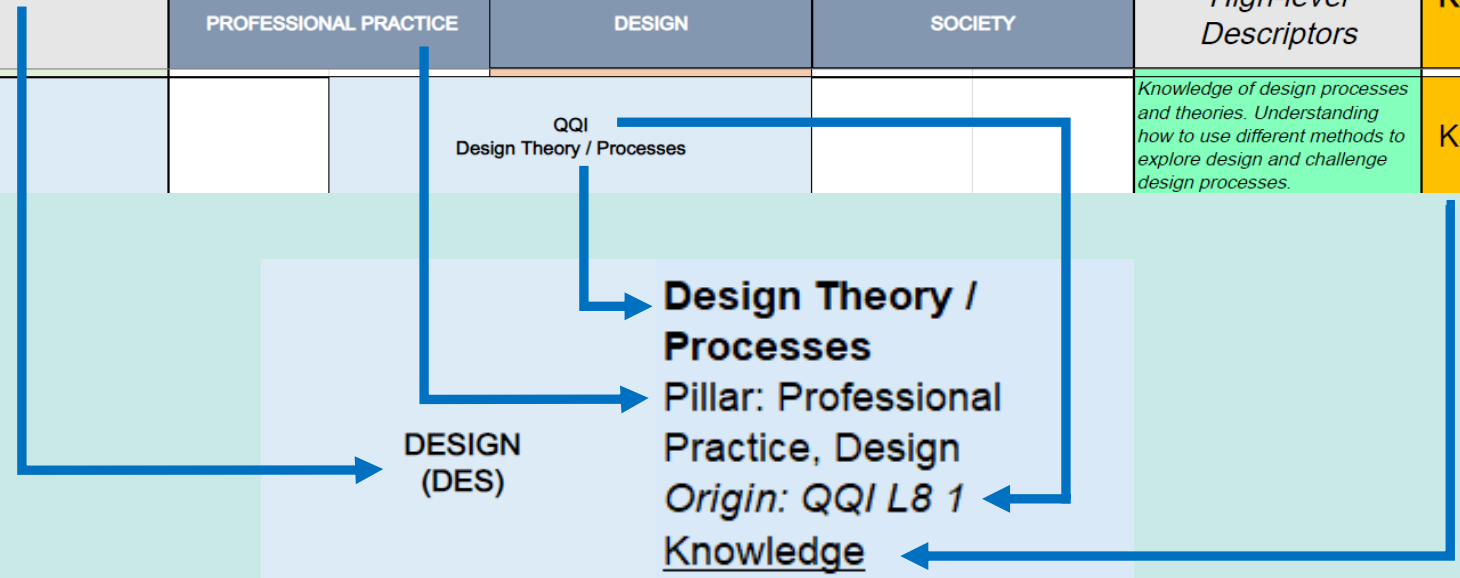
Steps 1 – 3 produced:



Development of the Standard

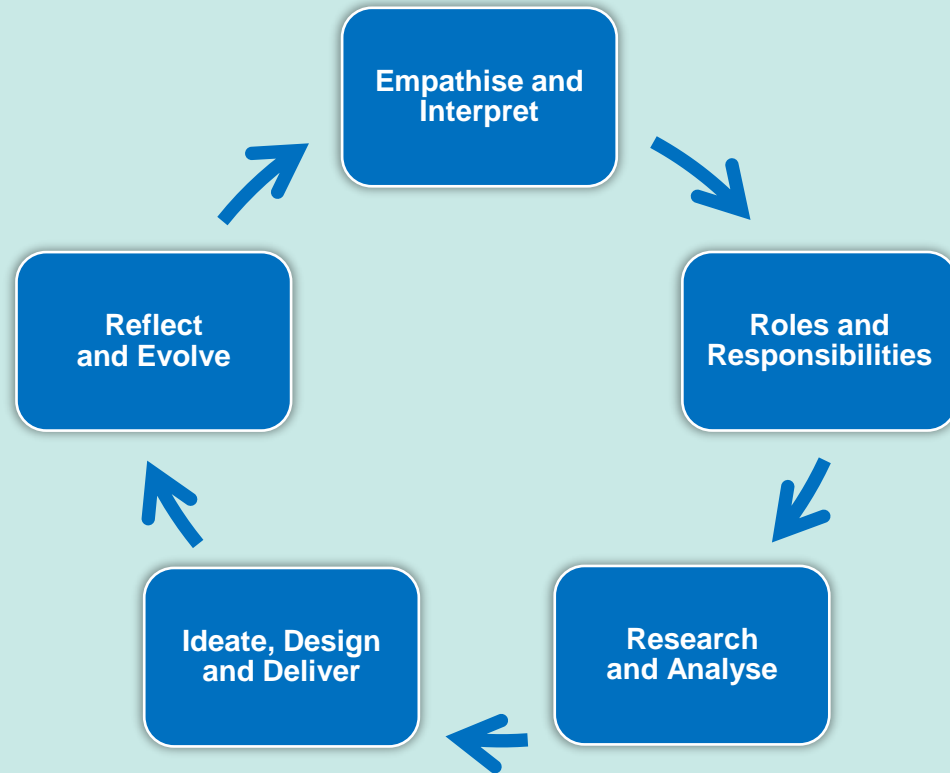
Step 4 The Taskforce abbreviated and 'tagged' the characteristics of each sub-theme under 'Pillar', 'Origin' and 'Competency Type'.

		QQI STANDARD LEVEL 8 + STAKEHOLDER FEEDBACK			DRAFT STANDARD	KNOWLEDGE / SKILL / COMPETENCE		
ARTICLE 46	ET THEMES	ET PILLARS				Proposed High-level Descriptors	K	S
		OBLIGATIONS TO THE PROFESSION PROFESSIONAL PRACTICE	GENERAL OBLIGATIONS DESIGN	OBLIGATIONS TO CLIENTS & EMPLOYERS SOCIETY				
(a) the ability to create architectural designs that satisfy both aesthetic and technical requirements.			QQI Design Theory / Processes		Knowledge of design processes and theories. Understanding how to use different methods to explore design and challenge design processes.	K		



Development of the Standard

Step 5 Sub-themes were organised under each theme in a format mimicking **the Design Cycle** reinforcing the **iterative nature of architectural practice and project work** and ensuring that architects are equipped with the skills necessary to navigate the complexities of the profession.



THEME	STAGE
CLIMATE (CLIM)	Empathise & Interpret
	Roles & Responsibilities
	Research & Analyse
	Ideate, Design and Deliver
	Reflect & Evolve

Development of the Standard

Step 6 The **130 sub-themes** were synthesised to produce approximately **40 statements** of competency focusing initially on the level of competence required at the point of registration as an Architect.

THEME	STAGE	SUB-THEMES	HIGH LEVEL DESCRIPTOR	KEY ELEMENTS	SYNTHESIS (REGISTRATION)	ARTICLE 46 MAPPING
CLIMATE (CLIM)	Research & Analyse	Research Pillar: Design Origin: GAP Competence	Quantative and Qualitative Research	Ability to conduct quantative and qualitative research	Ability to conduct quantative and qualitative research using systems thinking supporting outcome based evaluations to produce optimum solutions	(g) understanding of the methods of investigation and preparation of the brief for a design project;
		Systems Thinking Pillar: Design Origin: GAP Knowledge, Skill, Competence	Approach a cilmate problem from all sides to consider time space and context in order to understand how elements interact within between systems.	Systems Thinking		
		Climate Innovation Pillar: Professional Origin: CLIM5 Knowledge, Skill	Envision alternative sustainable futures by imagining and developing alternative scenarios and identifying the steps needed to achieve a preferred sustainable future (European Commission GreenComp) -Measure current emissions profile. -Understand the innovations. -Implement change.	Outcome based evaluations for optimum solutions		

Development of the Standard

Step 7 The taskforce drafted the competency required at:

- National Framework of Qualifications (NFQ) Level 8 i.e., BArch
- Professional Practice Examination level
- Registration/CPD

THEME	STAGE	SUB-THEMES	LEVEL 8 On completion of 5 years of architectural education an architectural graduate should be able to:	PROFESSIONAL PRACTICE EXAMINATION On completion a professional practice examination an architectural graduate should be able to:	REGISTRATION A registered architect should be able to:	ARTICLE 46 MAPPING	RIAI STANDARD MAPPING
CLIMATE (CLIM)	Research & Ideate	<p>Research Pillar: Design Origin: GAP Competence</p> <p>Systems Thinking Pillar: Design Origin: GAP Knowledge, Skill, Competence</p> <p>Climate Innovation Pillar: Professional Origin: CLIM5 Knowledge, Skill</p>	Conduct quantitative and qualitative research, using systems thinking, considering both current and future scenarios.	Process data driven evaluations for the preparation of the design brief, to establish optimum evidence-based design solutions.	Conduct relevant quantitative and qualitative research and consider both current and future scenarios using a systems thinking approach for the preparation of a detailed design brief.	(g) understanding of the methods of investigation and preparation of the brief for a design project;	g1 Design Ability to undertake appropriate investigation for the preparation of the design brief for a project.
	Ideate, Design & Deliver	<p>Conditions of comfort Pillar: Design Origin: QQI L8 9 Knowledge</p> <p>Conditions of comfort Pillar: Design Origin: QQI L8 16 Skill, Competency</p> <p>Climate Neutrality (Building performance) Pillar: Design Origin: CLIM3 Skill</p> <p>Climate Resilience Pillar: Design Origin: GAP Knowledge, Skill, Competence</p>	Design building works, including retrofit , in line with climate literacy, climate mitigation, adaptation and resilience principles, to create appropriate conditions of comfort and and minimise impact on the environment.	Produce Detail designs in line with climate literacy, climate mitigation, adaptation and resilience principles, to create appropriate conditions of comfort and minimise impact on the environment.	Design and detail building works, including retrofit , in line with climate literacy, climate mitigation, adaptation and resilience principles, to create appropriate conditions of comfort and and minimise impact on the environment.	(i) 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, in the framework of sustainable development.	i2 Technology Ability, through design technology, to manage the impact of structures, when built and in their ongoing operation, on the physical and natural environments.

THEME	STAGE	SUB THEMES	THRESHOLD 1 ARCHITECTURAL EDUCATION On completion of 5 years of architectural education an architectural graduate should be able to:	THRESHOLD 2 PROFESSIONAL PRACTICE EXAMINATION On completion a professional practice examination an architectural graduate should be able to:	REGISTRATION + PRACTICE A registered architect should maintain competencies to be able to:
CLIMATE (CLIM)	Empathise & Interpret	Climate Literacy Pillar: Design Origin: CLIM1 Knowledge, Skill, Competence	Evaluate the interdependencies and interrelationship between humans, climate, and the environment, and critically assess the consequences of design on vulnerable communities and ecosystems.	<i>This competency is demonstrated on completion of 5 years of architectural education.</i>	Produce designs that consider the interdependencies and the interrelationship between humans, climate, and the environment, and take account of the design impact on vulnerable communities and ecosystems.
		Climate justice Pillar: Society Origin: CLIM2 Skill			
	Roles & Responsibilities	Climate Responsibility Pillar: Professional Practice, Design Origin: GAP	Understand the responsibility of architects towards building users and society, to advocate for climate action	Demonstrate cross-disciplinary leadership and collaboration skills, through climate action, to enhance project delivery.	Recognise the responsibility of architects to demonstrate cross-disciplinary leadership, collaboration and advocacy, for climate action through project delivery.
		Climate Leadership Pillar: Professional Practice Origin: CLIM4 Competence			
		Collaboration Pillar: Professional Practice Origin: COMM09			
		Advocacy Pillar: Society Origin: GAP			
	Research & Analysis	Research Pillar: Design Origin: GAP Competence	Conduct quantitative and qualitative research, using systems thinking, considering both current and future conditions.	Process data driven evaluations for the preparation of the design brief to establish a clear design brief.	Conduct relevant quantitative and qualitative research and consider both current and future thinking approach to establish a clear design brief.
		Systems Thinking Pillar: Design Origin: GAP Knowledge, Skill, Competence			
		Climate Innovation Pillar: Professional Origin: CLIM5 Knowledge, Skill			
	Ideate, Design & Deliver	Conditions of comfort Pillar: Design Origin: QQI L8 9 Knowledge	Design building works, including retrofit, in line with <i>climate literacy</i> *, climate mitigation, adaptation and resilience principles, to create appropriate conditions of comfort and minimise impact on the environment.	Produce Detail designs in line with <i>climate literacy</i> *, climate mitigation, adaptation and resilience principles, to create appropriate conditions of comfort and minimise impact on the environment.	Design and detail building works, including retrofit, in line with <i>climate literacy</i> *, climate mitigation, adaptation and resilience principles, to create appropriate conditions of comfort and minimise impact on the environment.
Conditions of comfort Pillar: Design Origin: QQI L8 16 Skill, Competence					
Climate Neutrality (Building performance) Pillar: Design Origin: CLIM3 Skill					
Climate Resilience Pillar: Design Origin: GAP Knowledge, Skill, Competence					
Reflect & Evolve	Skills for learning from experience Pillar: Professional Practice, Design, Society Origin: QQI L8 27 Competence	Carry out critical self-appraisal and formulate evidence based evaluations of the work of others, recognising areas for improvement, and take the necessary steps to update one's own knowledge and skillset.	Regularly review personal performance against good and innovative practice, recognise limitations of knowledge, expertise and performance and take the necessary steps to seek advice, enhance and update professional competency, and make good any deficiencies.	Regularly review personal performance against good and innovative practice, carry out critical self-appraisal, recognise limitations of knowledge, expertise and performance and take necessary steps to seek advice, update knowledge and make good any deficiencies.	

Theme: Climate, Design, Ethics, Technology, or Communication
Design Cycle Stage: Empathise an interpret / Roles and Responsibilities / Research and Analyse / Ideate, Design, and Deliver / Reflect and Evolve

Sub Theme
Pillar: Professional / Design / Social
Origin: Stakeholder Feedback / QQI standard / Gap identified by the Taskforce
Competency Type: Knowledge / Skill / Competence

Development of the Standard

Step 7 The taskforce drafted the competency required at:

- National Framework of Qualifications (NFQ) Level 8 i.e., Barch
- Professional Practice Examination level
- Registration/CPD

Structure of the Standard

The new RIAI Standard of Knowledge, Skill, and Competence framework will be structured to provide clear guidance on the competencies required at various stages of an architect's career - from academic education to professional practice. The document will be divided into three primary sections:

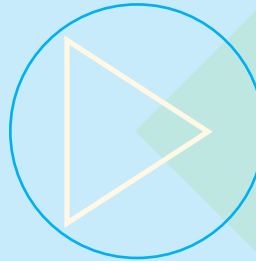
Section 1: Introduction, Content, and Themes – Outlining the purpose, scope, overarching themes, and the role of sub-themes within the standard.

Section 2: Competence Descriptions – Providing detailed descriptions of the competencies required at each stage of architectural education and practice, corresponding to National Framework of Qualifications (NFQ) levels, the Professional Practice Examination, and Registration.

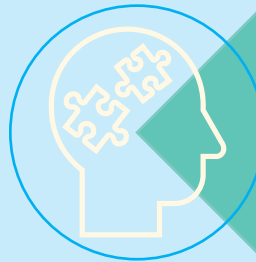
Section 3: Toolkit and Stakeholder Guidance – Offering practical tools and guidance for educators, registered architects, graduates, and students to apply the standard in various contexts.

In addition to the five key themes, the draft standard emphasises two higher-level themes that underpin the competencies and guide the professional conduct of architects:

- 1. Critical Judgement** – Architects are required to exercise critical judgement throughout their practice, from the conceptualization of design ideas to the execution and evaluation of projects.
- 2. Responsible Design** – The principle of responsible design reflects an architect's duty to society, the environment, and future generations.



Introduction, Content, and Themes



Competence Descriptions



Toolkit and Stakeholder Guidance

Proposed Timeline

9 September 2024	Section 2 of draft standard issued to Stakeholders via email
18 September 2024	In-person Stakeholder Consultation Workshop at the RIAI
2 October 2024	Section 2 of draft standard issued to Board of Architectural Education (BAE) for decision on recommendation to Council
20 October 2024	Section 2 of draft standard issued to Council for ratification
Q4 2024 – Q2 2025	Selected Schools of Architecture 'road test' the draft standard and provide feedback Development of: Section 1: <i>Introduction, Content, and Themes</i> Section 3: <i>Toolkit for Educators and Stakeholder Guidance</i>
Date TBA 2025	Sections 1 – 3 of the standard presented to BAE and Council for ratification Publication of the standard on the RIAI website
Date TBA with Stakeholders	Standard apply to 1 st year of Qualifications in Architecture, Professional Practice Examinations, Register Admission Examinations, and routes to Registration

Input from external stakeholders may impact this timeline.

Council, BAE and other stakeholders will be updated regularly.



Stakeholder Consultation

As the first draft of the new standard comes together, the Education Taskforce wishes to gather feedback from key stakeholders, particularly those who participated in the Stakeholders' Workshops at the outset of the process in 2023.

Section 2 of the draft standard document will be circulated to key stakeholders in early September.

The Education Taskforce invites interested stakeholders to review Section 2 of the draft standard and attend the **in-person Stakeholders' Workshop** at the RIAI on **Wednesday 18th September 2024**.

R.S.V.P. education@riai.ie to reserve a place at the workshop. Capacity is limited and **advance reservation is essential**.



Acknowledgements

This revision of the RIAI Standard of Knowledge, Skill, and Competence for Practice as an Architect is possible thanks to the extraordinary efforts of the dedicated RIAI Education Taskforce.

This taskforce, comprising a diverse group of educators, practitioners, recent graduates, and QQI, brought together a wealth of experience and perspectives to ensure the revised standard reflects the evolving needs of the architectural profession.

Their collaborative work has been instrumental in aligning the standard with contemporary challenges, placing stakeholder engagement at the heart of the revision process.

The RIAI also acknowledges the significant contribution by all those who offered feedback at the Stakeholder Workshops in 2023.



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