

RIAI Education Taskforce: Traceability Matrix

ET Theme Ref.	Feedback Item	ID	Stakeholder Group	Stages of Education	Ability	Themes	New Theme	Document
CLIM1	Provide contextual teaching around the significant issue of climate change	W2F18	RIAI Committees & Taskforces	Student Learning	Skills	Climate	Climate	Standard
CLIM2	Social impact of projects, considering the effect on people, the environment						Climate	
CLIM3	Comprehensive education in areas such as physics	W3F07	Client Bodies & External Organisations	Student Learning	Skills	Resilience	Climate	Standard
CLIM4	Importance of collaboration, team leadership, and the value of creativity in addressing climate						Climate	
CLIM5	challenges and enhancing project delivery							
CLIM6	The focus on climate literacy should shift toward practical application in studio projects	W4F10	Students and architectural graduates	Student Learning	Skills	Climate	Climate	Standard
COMM01	Treat research as a theme in itself integrate research themes into studio learning activities	W1F05	Architectural Educators	Student Learning	Competency	New theme	Communication	Standard
COMM02	Emphasise the importance of contract administration						Communication	
COMM03	Business management & communication skills	W1F12	Architectural Educators	Graduate Training	Skills	Resilience	Communication	Standard
COMM04	Emphasise leadership ; leading teams, managing projects, chairing meetings, etc.	W2F20	RIAI Committees & Taskforces	Graduate Training	Skills	Resilience	Communication	Standard
COMM05	Emphasise importance of clear and effective skills for communication with non-architects	W2F23	RIAI Committees & Taskforces	Student Learning	Skills	Resilience	Communication	Standard
COMM06	Delineate the responsibilities of all parties involved in a project, both public and private						Communication	
	Understanding of responsibilities including contract administration, coordination, and budgeting							
COMM07	Address the relationship between clients and architects and understanding of the dynamics	W3F01	Client Bodies & External Organisations	Graduate Training	Role	Resilience	Communication	Standard
COMM04	Comprehensive education in areas such as leadership						Communication	
COMM06	Better equip architects to navigate their roles amidst complex projects						Communication	
COMM08	Address educational gaps regarding the delineation of a design team	W3F11	Client Bodies & External Organisations	Graduate Training	Role	Resilience	Communication	Standard
COMM09	Importance of collaboration , team leadership, and the value of creativity in addressing climate	W3F12	Client Bodies & External Organisations	Graduate Training	Role	Resilience	Communication	Standard
	challenges and enhancing project delivery							
COMM04	Leadership should be adaptive, providing vision and direction, rather than asserting authority						Communication	
COMM04	Focus on design delivery processes, fostering adaptive leadership skills and creativity						Communication	
COMM03	Business management training and procurement should form part of architectural education	W4F12	Students and architectural graduates	Student Learning	Competency	Resilience	Communication	Standard
COMM10	Skills in property economics and commerce might be further developed in student curricula	W4F27	Students and architectural graduates	Student Learning	Competency	Resilience	Communication	Standard
COMM11	Formal training in schools on the skill and utility of effective report writing is suggested	W4F25	Students and architectural graduates	Student Learning	Skills	Resilience	Communication	Standard
	Reflect evolving needs and trends in both education and professional practice						Competence Insight	
CXT01	Urban design & place-making						Context	
CXT02	Urban design & place-making						Context	
CXT03	Examine statutory compliance and procurement (money, time, and skillset) as central to student learning	W1F13	Architectural Educators	Student Learning	Skills	Compliance	Context	Standard
CXT04	Examine statutory compliance and procurement (money, time, and skillset) as central to student learning	W1F13	Architectural Educators	Student Learning	Skills	Compliance	Context	Standard
CXT05	Consider housing as a key dedicated area of learning						Context	
CXT06	Recognise the fluidity of the current context	W1F04	Architectural Educators	All Stages	Other	Resilience	Context	Standard
CXT07	Emphasise the importance of contract administration	W2F13	RIAI Committees & Taskforces	Graduate Training	Skills	Compliance	Context	Standard
CXT08	Understanding of public works contracts and CWMF processes	W3F04	Client Bodies & External Organisations	Graduate Training	Skills	Compliance	Context	Standard
CXT09	Understanding of regulatory compliance and clearly define the roles of Assigned and Design	W3F16	Client Bodies & External Organisations	All Stages	Skills	Compliance	Context	Standard
CXT09	A sound understanding of BCAR and planning regulations within the educational framework is	W4F06	Students and architectural graduates	Student Learning	Skills	Compliance	Context	Standard
CXT10	A sound understanding of BCAR and planning regulations within the educational framework is	W4F06	Students and architectural graduates	Student Learning	Skills	Compliance	Context	Standard
CXT11	Business management training and procurement should form part of architectural education						Context	
CXT12	Skills in property economics and commerce might be further developed in student curricula						Context	
CXT13	Delineate the responsibilities of all parties involved in a project, both public and private	W3F03	Client Bodies & External Organisations	Graduate Training	Role	Compliance	Context	Standard
	Understanding of responsibilities including contract administration, coordination, and budgeting							
CXT03	Place-making was also identified as an important area of learning	W4F18	Students and architectural graduates	Student Learning	Competency	Social Dimension	Context	Standard
CXT13	Provide greater understanding of the various roles an architect can take on in practice	W4F24	Students and architectural graduates	Student Learning	Role	Resilience	Context	Standard
DES1	Urban design & place-making	W1F10	Architectural Educators	Student Learning	Skills	Social Dimension	Design	Standard
DES2	Explore secure AI implementation to include process driven tasks and creativity						Design	
DES3	Consider housing as a key dedicated area of learning	W1F17	Architectural Educators	Student Learning	Skills	Social Dimension	Design	Standard
DES4	Leadership skills for multidisciplinary collaboration						Design	
DES5	Focus on design delivery processes, fostering adaptive leadership skills and creativity	W3F14	Client Bodies & External Organisations	Professional Development	Role	Resilience	Design	Standard
DES6	Provide guidance in navigating the shift towards Modern Methods of Construction (MMC)						Design	
DES7								
DES8	Provide more explicit instruction for Universal Design and accessibility considerations						Design	
DES10	Regulatory standards should be viewed as a minimum threshold, promoting excellence in design						Design	

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DES9	Focus on adaptable, innovative designs that prioritize people's needs						Design	
DES10(?)	The focus on climate literacy should shift toward practical application in studio projects						Design	
DES10	Clear learning outcomes around Ethics, Judgment, and Inclusivity are needed within studio projects						Design	
DES1	Place-making was also identified as an important area of learning						Design	
ETH01	Treat research as a theme in itself integrate research themes into studio learning activities						Ethics	
ETH02	Social dimensions & citizenship	W1F08	Architectural Educators	Student Learning	Competency	Social Dimension	Ethics	Standard
ETH03	Teach local governance and citizenship alongside professional roles	W1F14	Architectural Educators	Student Learning	Competency	Social Dimension	Ethics	Standard
ETH04	Clearly identify practitioners' training responsibilities when engaging graduates	W1F26	Architectural Educators	Graduate Training	Role	n/a	Ethics	Policy
ETH05	Emphasise the importance of ethics and business	W2F07	RIAI Committees & Taskforces	All Stages	Competency	Social Dimension	Ethics	Standard
ETH06	Leadership skills for multidisciplinary collaboration						Ethics	
ETH07	Social impact of projects, considering the effect on people, the environment	W2F22	RIAI Committees & Taskforces	Student Learning	Ethics	Social Dimension	Ethics	Standard
ETH08	Delineate the responsibilities of all parties involved in a project, both public and private Understanding of responsibilities including contract administration, coordination, and budgeting						Ethics	
ETH08	Address the relationship between clients and architects and understanding of the dynamics						Ethics	
ETH08	Enhance architect's understanding of their role on projects	W3F02	Client Bodies & External Organisations	Graduate Training	Role	Resilience	Ethics	Standard
ETH06	Comprehensive education in areas such as leadership						Ethics	
ETH09	Importance of collaboration, team leadership, and the value of creativity in addressing climate challenges and enhancing project delivery						Ethics	
ETH06	Leadership should be adaptive , providing vision and direction, rather than asserting authority	W3F13	Client Bodies & External Organisations	Professional Development	Role	Resilience	Ethics	Standard
ETH10	Understanding of regulatory compliance and clearly define the roles of Assigned and Design Certifiers						Ethics	
ETH11	Offer direction around ethical AI usage	W3F18	Client Bodies & External Organisations	All Stages	Skills	Technology	Ethics	Standard
ETH12	Provide more explicit instruction for Universal Design and accessibility considerations	W3F19	Client Bodies & External Organisations	Professional Development	Skills	Social Dimension	Ethics	Standard
ETH10	Regulatory standards should be viewed as a minimum threshold, promoting excellence in design	W3F20	Client Bodies & External Organisations	Student Learning	Skills	Compliance	Ethics	Standard
ETH13	Focus on adaptable, innovative designs that prioritize people's needs	W3F21	Client Bodies & External Organisations	Student Learning	Skills	Social Dimension	Ethics	Standard
ETH14	Engage with other professional bodies to enhance collaboration skills						Ethics	
ETH10	A sound understanding of BCAR and planning regulations within the educational framework is						Ethics	
ETH15	Set out how technology integrates into the design process, to include BIM and AI						Ethics	
ETH16	Set out how technology integrates into the design process, to include BIM and AI						Ethics	
ETH17	Clear learning outcomes around Ethics, Judgment, and Inclusivity are needed within studio projects	W4F13	Students and architectural graduates	Student Learning	Competency	Social Dimension	Ethics	Standard
ETH18	Clear learning outcomes around Ethics, Judgment , and Inclusivity are needed within studio projects	W4F13	Students and architectural graduates	Student Learning	Competency	Social Dimension	Ethics	Standard
	Greater emphasis on ethical considerations in both education and practice is needed	W4F26	Students and architectural graduates	All Stages	Competency	Social Dimension	Ethics	Policy
	Facilitate better engagement with graduates	W1F21	Architectural Educators	Graduate Training	Role	n/a	Policy	Policy
	Structure graduate work and training to bridge educational stages, e.g., the UK's logbook system	W1F24	Architectural Educators	Graduate Training	Levels	All	Policy	Policy
	Clearly identify practitioners' training responsibilities when engaging graduates						Policy	
	Encourage practices to support/foster life-long learning	W2F04	RIAI Committees & Taskforces	Professional Development	Role	n/a	Policy	Policy
	Increased involvement of practitioners in teaching	W2F05	RIAI Committees & Taskforces	Professional Development	Role	n/a	Policy	Policy
	Recognise the fluidity of the current context						Policy	
	More student placements in public offices and community engagements	W2F11	RIAI Committees & Taskforces	Student Learning	Competency	n/a	Policy	Other
	Consider alternative assessment methods for PP Exam e.g. review Case Study prerequisites						Policy	
	Integrate professional placements to provide more consistent learning experiences	W2F15	RIAI Committees & Taskforces	Graduate Training	Levels	n/a	Policy	Policy
	Reflect evolving needs and trends in both education and professional practice	W2F09	RIAI Committees & Taskforces	All Stages	Other	Resilience	Policy	Standard
	Critical role of the RIAI Code of Conduct in promoting CPD	W2F24	RIAI Committees & Taskforces	Professional Development	Competency	n/a	Policy	Other
	Introduce students to the RIAI Standard from the onset of their academic journey	W4F03	Students and architectural graduates	Student Learning	Other	n/a	Policy	Other
	The RIAI Graduate Scheme guidance document should be shared widely with employers and graduates	W4F04	Students and architectural graduates	Graduate Training	Other	n/a	Policy	Other

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	Designate specific training responsibilities to employers	W4F05	Students and architectural graduates	Graduate Training	Levels	All	Policy	Standard
	The 'year out' work experience should be credited towards the mandatory two years of professional practice experience in advance of the Professional Practice Examination	W4F07	Students and architectural graduates	Student Learning	Levels	n/a	Policy	Policy
	Design as a multidisciplinary process could be better reflected in educational settings	W4F20	Students and architectural graduates	Student Learning	Role	Resilience	Policy	Standard
	Provide greater understanding of the various roles an architect can take on in practice						Policy	
	Bridge the gap between academic learning and professional practice						Policy	
	Integrate work experience during studies						Policy	
	Implement a structured learning path during graduate work						Policy	
	Integrate professional placements during study breaks	W2F10	RIAI Committees & Taskforces	Student Learning	Levels	n/a	Policy	Policy
	Introduce graduates' recording of demonstration of competencies and a continual appraisal	W2F14	RIAI Committees & Taskforces	Graduate Training	Other	n/a	Policy	Policy
	Reward or incentivise practices that provide graduates with quality experience	W2F16	RIAI Committees & Taskforces	Graduate Training	Role	n/a	Policy	Policy
	Acknowledge the importance of both lifelong learning and specialization in CPD	W2F25	RIAI Committees & Taskforces	Professional Development	Levels	All	Policy	Policy
	Recognise mentorship as a significant component in lifelong learning	W2F27	RIAI Committees & Taskforces	Professional Development	Role	n/a	Policy	Policy
	Provide early exposure to the practical application of the Standard in architectural education	W3F10	Client Bodies & External Organisations	Student Learning	Role	All	Policy	Policy
	Support interdisciplinary collaboration	W3F22	Client Bodies & External Organisations	Student Learning	Role	Resilience	Policy	Standard
	Engage with other professional bodies to enhance collaboration skills	W3F24	Client Bodies & External Organisations	Professional Development	Other	Resilience	Policy	Other
	Leverage opportunities such as the year-out in undergraduate education for structured learning	W3F23	Client Bodies & External Organisations	Student Learning	Levels	All	Policy	Policy
	The emotional and physical well-being of students and graduates should be a key consideration	W4F09	Students and architectural graduates	All Stages	Other	Resilience	Policy	Other
	Increase opportunities for interdisciplinary collaboration within academic settings	W4F15	Students and architectural graduates	Student Learning	Role	Resilience	Policy	Standard
	Employers to take an active role in graduate education	W4F17	Students and architectural graduates	Graduate Training	Other	n/a	Policy	Policy
	The undergrad 'year-out' should count towards professional practice experience	W4F19	Students and architectural graduates	Student Learning	Levels	n/a	Policy	Policy
	Site visits are crucial for understanding the practical implications of theoretical knowledge	W4F22	Students and architectural graduates	Student Learning	Skills	Resilience	Policy	Standard
	Define assessment criteria for visiting boards to evaluate qualifications	W1F03	Architectural Educators	Student Learning	Other	n/a	Process	Other
	Highlight the importance of studio learning	W1F18	Architectural Educators	Student Learning	Other	n/a	Process	Policy
	Standard as a living part of undergraduate education, focusing on its practical application	W3F05	Client Bodies & External Organisations	Student Learning	Other	n/a	Process	Standard
	Consider alternative assessment methods for PP Exam e.g. review Case Study prerequisites	W2F12	RIAI Committees & Taskforces	Graduate Training	Other	n/a	Process	Policy
	Implement feedback loops to foster an environment of continuous improvement	W2F21	RIAI Committees & Taskforces	All Stages	Skills	n/a	Process	Policy
SKILL01	Emphasise data handling as an essential skill	W1F07	Architectural Educators	Student Learning	Skills	Technology	Skill	Standard
SKILL02	Sketching & drafting	W1F09	Architectural Educators	Student Learning	Skills	n/a	Skill	Standard
SKILL03	Explore secure AI implementation to include process driven tasks and creativity						Skill	
SKILL04	Emphasise resilience as a core competency: keep going, keeping up, keeping together	W1F06	Architectural Educators	Student Learning	Competency	Resilience	Skill	Standard
SKILL05	Leadership skills for multidisciplinary collaboration	W1F11	Architectural Educators	Graduate Training	Skills	Resilience	Skill	Standard
SKILL06	Emphasise the importance of contract administration						Skill	
SKILL07	Business management & communication skills						Skill	
SKILL08	Integrate digitization and technology through horizontal projects						Skill	
SKILL09	Prioritise development of critical thinking skills in brief formulation and problem definition	W2F17	RIAI Committees & Taskforces	Student Learning	Skills	Resilience	Skill	Standard
SKILL10	Emphasise leadership; leading teams, managing projects, chairing meetings, etc.						Skill	
SKILL11	Emphasise importance of clear and effective skills for communication with non-architects						Skill	
SKILL12	Better equip architects to navigate their roles amidst complex projects	W3F09	Client Bodies & External Organisations	Graduate Training	Role	Resilience	Skill	Standard
SKILL13	Leadership should be adaptive, providing vision and direction, rather than asserting authority						Skill	
SKILL14	Focus on design delivery processes, fostering adaptive leadership skills and creativity						Skill	
SKILL15	Engage with other professional bodies to enhance collaboration skills						Skill	
SKILL16	Business management training and procurement should form part of architectural education						Skill	
SKILL17	Drafting software should be a primary element of formal education	W4F21	Students and architectural graduates	Student Learning	Skills	Technology	Skill	Standard
SKILL18	Formal training in schools on the skill and utility of effective report writing is suggested						Skill	
SKILL19	Skills in property economics and commerce might be further developed in student curricula						Skill	
	Clarify educational levels from graduation to practice - current standard focuses on Registration	W1F01	Architectural Educators	All Stages	Levels	Other	Structure	Standard
	Integrated structure	W1F19	Architectural Educators	All Stages	Levels	n/a	Structure	Standard
	Align to Article 46 but allow for flexibility, enabling adaptation and evolution	W1F20	Architectural Educators	All Stages	Levels	n/a	Structure	Standard
	Clearly outline architectural development stages, including professional practice and lifelong	W1F22	Architectural Educators	All Stages	Levels	n/a	Structure	Standard
	Ensure that different stages of education inform one another	W1F23	Architectural Educators	All Stages	Levels	n/a	Structure	Standard
	Establish competency weighting	W1F25	Architectural Educators	Student Learning	Competency	n/a	Structure	Standard
	Determine where to teach ethics and social values	W1F16	Architectural Educators	All Stages	Competency	Social Dimension	Structure	Standard
	Standard to establish a 'meeting ground' between student learning and practice expectation	W2F06	RIAI Committees & Taskforces	Graduate Training	Levels	n/a	Structure	Standard

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	The Standard as a dynamic, adaptable document	W2F08	RIAI Committees & Taskforces	All Stages	Other	n/a	Structure	Standard
	Standard breath is very wide; narrow the focus to reflect the increasing complexity of projects	W3F06	Client Bodies & External Organisations	Graduate Training	Other	n/a	Structure	Standard
	Structure graduate work and training to bridge educational stages, e.g., the UK's logbook system						Structure	
	Clear unambiguous guidance on the defined stages of education and expectations at each stage	W3F08	Client Bodies & External Organisations	All Stages	Levels	n/a	Structure	Standard
	Bridge the gap between academic learning and professional practice	W2F01	RIAI Committees & Taskforces	Graduate Training	Levels	n/a	Structure	Policy
	Integrate work experience during studies	W2F02	RIAI Committees & Taskforces	Graduate Training	Levels	n/a	Structure	Policy
	Implement a structured learning path during graduate work	W2F03	RIAI Committees & Taskforces	Graduate Training	Levels	All	Structure	Policy
	Integrate professional placements during study breaks						Structure	
	Integrate professional placements to provide more consistent learning experiences						Structure	
	Set dedicated CPD requirements for specialists	W2F26	RIAI Committees & Taskforces	Professional Development	Levels	n/a	Structure	Policy
	Provide guidance on interpreting the competencies	W3F17	Client Bodies & External Organisations	All Stages	Other	n/a	Structure	Other
	Refocus of the Standard's scope in light of increasing project complexity and rising expectations	W4F08	Students and architectural graduates	All Stages	Role	Resilience	Structure	Standard
	Clearly distinguish between educational stages: student, graduate, and lifelong learning	W4F02	Students and architectural graduates	All Stages	Levels	n/a	Structure	Policy
	Designate specific training responsibilities to employers						Structure	
	Integrate all identified themes into the project briefs across 5 years of study	W4F14	Students and architectural graduates	Student Learning	Competency	All	Structure	Standard
	Structured learning opportunities for BIM training are needed within practice settings	W4F16	Students and architectural graduates	Student Learning	Skills	Technology	Structure	Standard
	Improve the alignment / interpretation of Article 46	W1F02	Architectural Educators	All Stages	Levels		Structure	
TECH01	Explore secure AI implementation to include process driven tasks and creativity	W1F15	Architectural Educators	Student Learning	Skills	Technology	Technology	Standard
TECH02	Explore secure AI implementation to include process driven tasks and creativity	W1F15	Architectural Educators	Student Learning	Skills	Technology	Technology	Standard
TECH03	Integrate digitization and technology through horizontal projects	W2F19	RIAI Committees & Taskforces	Student Learning	Skills	Technology	Technology	Standard
TECH04	Integrate digitization and technology through horizontal projects	W2F19	RIAI Committees & Taskforces	Student Learning	Skills	Technology	Technology	Standard
TECH05	Integrate digitization and technology through horizontal projects	W2F19	RIAI Committees & Taskforces	Student Learning	Skills	Technology	Technology	Standard
TECH06	Comprehensive education in areas such as physics						Technology	
TECH07	Provide guidance in navigating the shift towards Modern Methods of Construction (MMC)	W3F15	Client Bodies & External Organisations	All Stages	Skills	Technology	Technology	Standard
TECH08	Provide more explicit instruction for Universal Design and accessibility considerations						Technology	
TECH09	Structured learning opportunities for BIM training are needed within practice settings						Technology	
TECH05	Set out how technology integrates into the design process, to include BIM and AI	W4F11	Students and architectural graduates	Student Learning	Competency	Technology	Technology	Standard
TECH10	Focus in schools could lean more toward the practicalities of construction	W4F23	Students and architectural graduates	Student Learning	Skills	n/a	Technology	Standard