



Architects
Registration
Board

Consultation Report

**Analysis report on ARB's consultation on education
and training reforms**

February 2023 – May 2023

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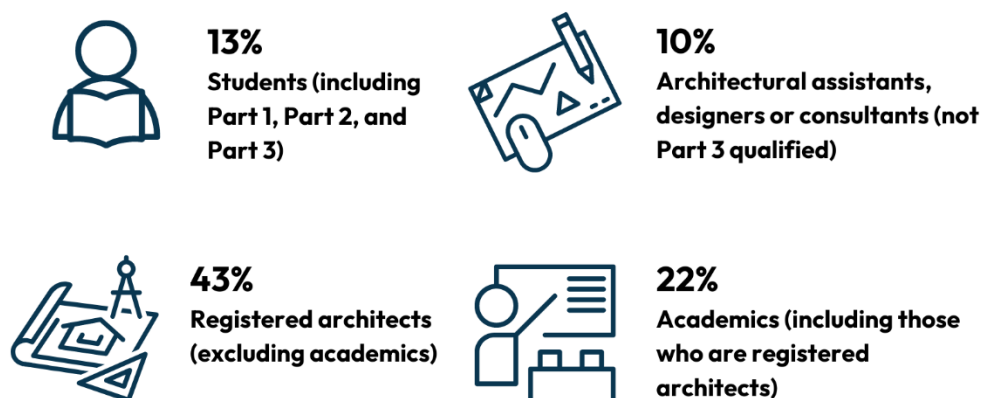
Executive summary

- As the regulator of architects in the UK, ARB ensures only those who are suitably competent are allowed to practise as architects. We do this by approving the qualifications required to join the Register of Architects.
- Whilst the current regulatory framework for education and training has produced thousands of excellent architects, it's also created significant barriers to some people becoming architects at all. We want to modernise the initial education and training of architects and carried out two years of detailed policy development, including focus groups, surveys and events. After a 2021 survey showed strong support for our vision, we carried out further policy development. Then, between 8 February and 10 May 2023 we consulted on a fundamental overhaul of the regulatory framework for the education and training of architects.
- Our consultation invited views on a new regulatory framework, new competency outcomes, new standards for learning providers and new plans for quality assurance. We proposed that:
 - **The regulatory framework for educating and training architects should change from the current approach (Parts 1, 2 and 3) to require only two accredited qualifications**, which reflect the academic study and practical experience that must be met. This means we would no longer accredit undergraduate degrees¹.
 - **Qualifications accredited by ARB should be based on a new set of competency outcomes, so that they are based on what architects can do, not what they are taught.** They are based on five core competency domains (Professionalism and Ethics, Design, Research and Evaluation, Contextual and Architectural Knowledge, and Management Practice and Leadership) which cover important elements of architectural practice, including environmental sustainability, fire and life safety, and ethical practise.
 - **Clear standards should be required of universities and all learning providers delivering ARB-accredited qualifications.** We published the draft standards that universities and all other providers offering ARB-accredited qualifications must meet.
 - **ARB should introduce a new proportionate and risk-based quality assurance of qualifications.** This would guide decisions made on behalf of the Board by the new Accreditation Committee that ARB will be establishing, and which will replace the Prescription Committee. We published the draft Rules that should govern this new committee. We also published other changes to our General Rules for consultation at the same time.
 - Should our proposals be approved, anyone setting out to become an architect from September 2027 onwards should be trained and educated through the new, improved framework and assessed using the new competence outcomes. We published a draft transition timetable as part of the consultation.

¹ By undergraduate degrees we mean qualifications equivalent to a Level 6 within England or 9 in Scotland and commonly referred to as the 'Part 1'

- We received 672 unique responses through our online consultation portal. We also received eight additional responses in another format². The 672 responses we received demonstrated a wide reach across different roles, regions, and respondent characteristics.

The 672 responses we received demonstrated a wide reach across different roles, regions, and respondent characteristics



Conclusions and next steps

- Whilst some aspects of our proposals received strong support, others received mixed feedback with some compelling challenges raised by respondents. We conclude that some of our proposals can be implemented straight away while others require further development or, in some cases, revision to address the concerns and ideas raised through the consultation. By addressing consultee feedback, we can create a stronger and ultimately more successful regulatory framework for education that meets our statutory obligations while maintaining educational standards, the integrity of the Register, and the quality within the architects' profession.

The framework

- There were mixed views about the proposed regulatory framework, with 40% agreeing that it would meet our aim and 43% disagreeing. Students were more likely to agree, as were architectural designers and consultants, but academics were less likely to.
- More respondents agreed that our proposals will improve access (43%) than disagreed (36%). Groups currently underrepresented in the profession were slightly more likely to agree with this view. Many respondents agreed that the proposals would enable innovation and flexibility, as well as increase access for underrepresented groups.

² See 2.6 for why these additional responses were not included in our full analysis.

ARB's regulatory framework

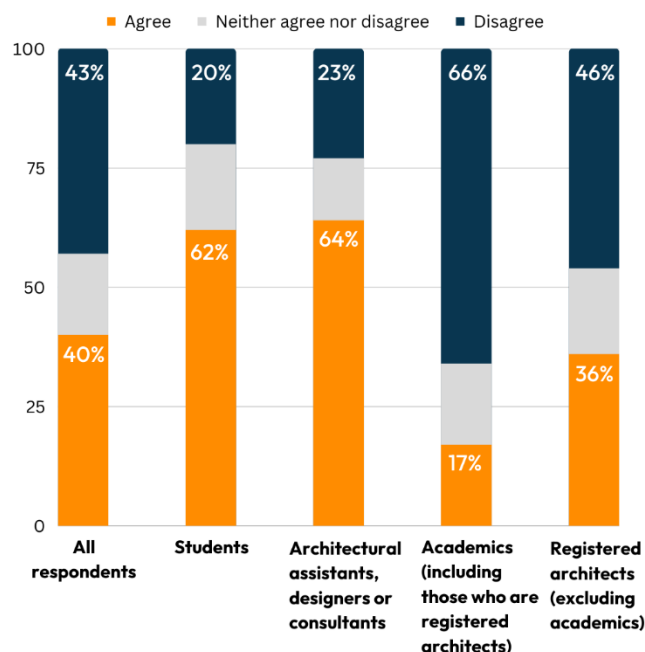
40% agreed that it would meet our aim and help to achieve our vision, and **43% disagreed**



Students were more likely to agree (62% of them)



Academics or architect academics were more likely to disagree (66% of them)

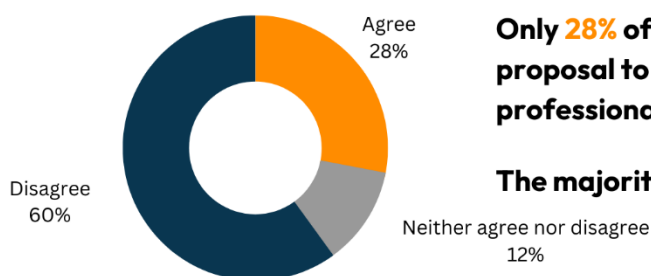


- When we analysed the reasons people disagreed with the framework, we found that there was little alignment in the concerns people expressed or the alternative framework they suggested. One concern (raised by 14% of respondents in their written feedback) was that it could reduce standards; the reason given for this concern often related to our proposals for the practical experience element. Another concern raised was funding, and whether our changes would have adverse financial impacts on students and on learning providers. In terms of alternative suggestions for our reforms, 12% of respondents wrote that we should continue to accredit undergraduate degrees and 4% wrote that we should stop the reforms altogether.
- We will make some important modifications to our proposed regulatory framework before introducing it. Our consultation has not identified another viable framework that would deliver our vision; our regulatory role is to assure ourselves of the competencies of those joining the Register, in a proportionate way that enables innovation, and the arguments to allow students to enter a Master's-level qualification (equivalent to Level 7, or Scottish Level 11) from alternative routes remain strong. It is our hope that universities and other learning providers will be able to design, and propose accreditation for, a range of new routes that could be designed in accordance with the new outcomes and accreditation model. These could include Master's courses that could start at undergraduate level or that provide a transition for those with degrees in related subjects, as well as the potential for courses to be delivered in new ways.
- It is absolutely crucial that our reforms maintain educational standards and the integrity of the Register. We will issue guidance clarifying that to access an accredited qualification, students will need to have appropriate undergraduate qualifications or relevant work experience. We will also revisit our proposals for practical experience, as described below. Our proposals should not have an adverse impact on the financial support made available to students. Extensive

discussions we have had with UK and devolved governments have reassured us that our proposals will not change the funding status of students, but this is something we will keep under review as a priority and will work with learning providers to communicate to their students as needed.

Professional practical experience

- As part of the new outcomes-based approach to professional practical experience, we proposed to no longer require a minimum of two years of employment in architecture, but instead focus on the outcomes that must have been met, rather than the time spent to achieve them. This was to improve flexibility so that future architects can gain experience in ways that work for them.
- The majority of respondents (60%) disagreed with our proposal and one in ten said they found it unclear. We learned through the responses that removing the minimum duration of experience will not address the problems that arise for those looking to gain the experience, that it may create further uncertainty for employers and students, and that it could have the unintended consequence of weakening the standards of the architects' profession. We also received a wide range of ideas and concerns about the role of practices in our proposals, and the impact our proposals would have on them.



Only 28% of respondents agreed with our proposal to remove the minimum duration of professional practical experience.

The majority (60%) disagreed with our proposal.

- Our proposals for professional practical experience will be reconsidered. We will retain the existing two year minimum duration while continuing to consider short-term modifications like additional flexibility about the types of experience which are deemed relevant. This could include allowing time in practice as part of a Master's-level qualification to count towards the minimum requirement in circumstances where it currently can't.
- We will appoint a Commission with an independent Chair to provide options and advice to ARB on the key challenges of professional practice experience identified through the consultation. The Commission will be appointed in late 2023 and report to ARB by the end of 2024.

Competency outcomes

- Our draft Academic and Practice outcomes outlined the threshold competencies required for registration as an architect. In our proposed new structure, skills, knowledge, experience and behaviours are defined through five competency areas: Professionalism and Ethics, Design, Research and Evaluation, Contextual and Architectural Knowledge, and Management Practice and Leadership.

- There were high levels of support for each of these competency areas, ranging from 74% agreement for Professionalism and ethics, to 64% for Research and evaluation.

There were high levels of support for all the proposed competency areas



Professionalism and ethics:
74% agreed



Design:
73% agreed



Research and evaluation:
64% agreed



Management practice and leadership: 65% agreed



Contextual and architectural knowledge: 71% agreed

■ Agree ■ Neither agree nor disagree ■ Disagree

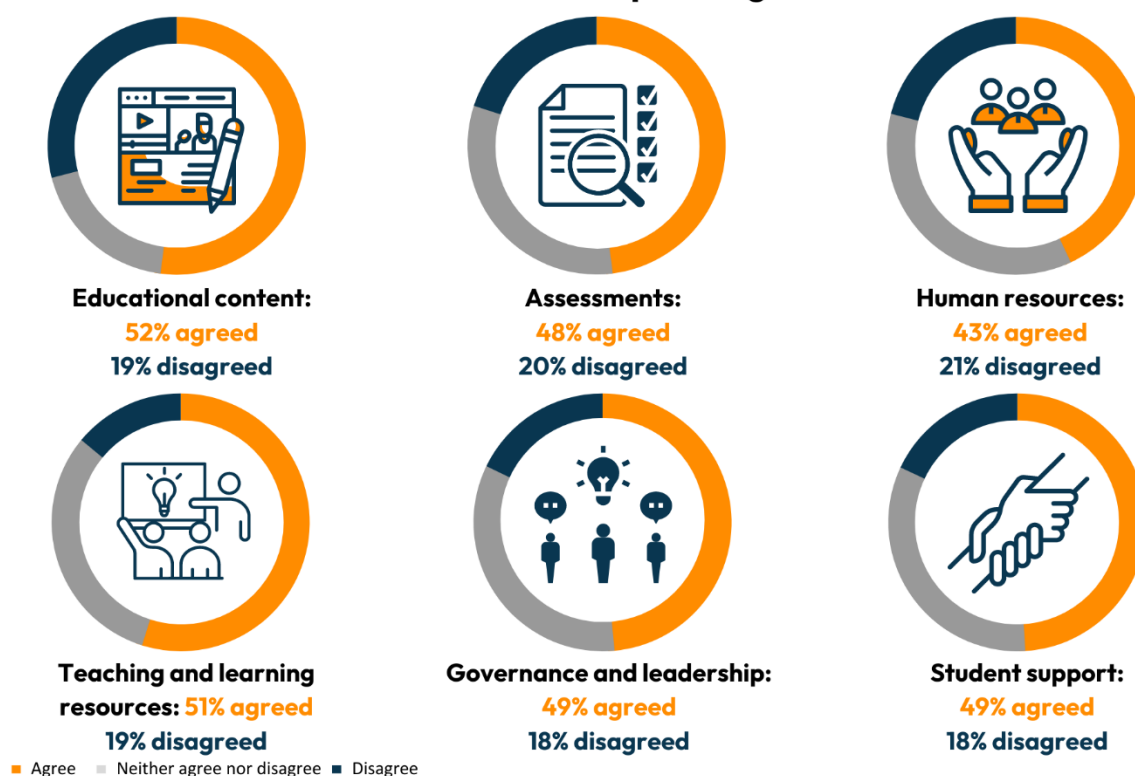
- We received a wide range of views about the content of the competencies, extensive helpful suggestions for drafting changes to improve clarity and feedback from respondents about the number of competencies presented, along with suggestions for additional competency outcomes. The most common topics people expected to see more of were building technology, safety and sustainability. We also received feedback through our engagement meetings that some of the language used to express the outcomes candidates must demonstrate (e.g. 'knows how', 'shows how') could be better aligned with current academic terminology.
- We will introduce the new Academic and Practice outcomes with some drafting amendments based on suggestions raised by respondents. This will include removing duplication from some of the outcomes, clarifying the outcomes that a student must achieve to be considered competent, and modernising the language to better reflect architectural practice. We will also strengthen the outcomes in respect of building physics and performance, and review our current detailed guidance in support of the building safety and sustainability outcomes.

Accreditation and transition

- Under our proposals, we said that clear standards should be required of universities and all learning providers delivering ARB-accredited qualifications. Universities and all other providers offering ARB-accredited qualifications must meet our published standards.

- When compared to the competencies, a higher proportion of respondents neither agreed nor disagreed with the standards for learning providers. However, more respondents agreed than disagreed with each one. Regarding the transition arrangements, the most common view expressed was that we should be clearer and offer more detail about our plans. There were no common suggestions as to what a more achievable timetable would look like, with some saying it was too rushed and some saying it was too slow.

More respondents agreed than disagreed with every standard, with a third not expressing a view



- We will implement our proposed changes to the accreditation of qualifications, and we will proceed to finalise the proposed standards, with some drafting changes based on detailed suggestions. The updated standards will be published in September 2023. We will also produce a handbook for providers that will contain guidance on how the standards can be met. Alongside this, we will be establishing an Education Transition Reference Group to maintain engagement with the sector as the transition progresses. We will publish a roadmap setting out the transition timeline and how it may affect different cohorts of students. We will also improve the information we have published so that it is clearer.

Chapter One: Introduction

ARB's role

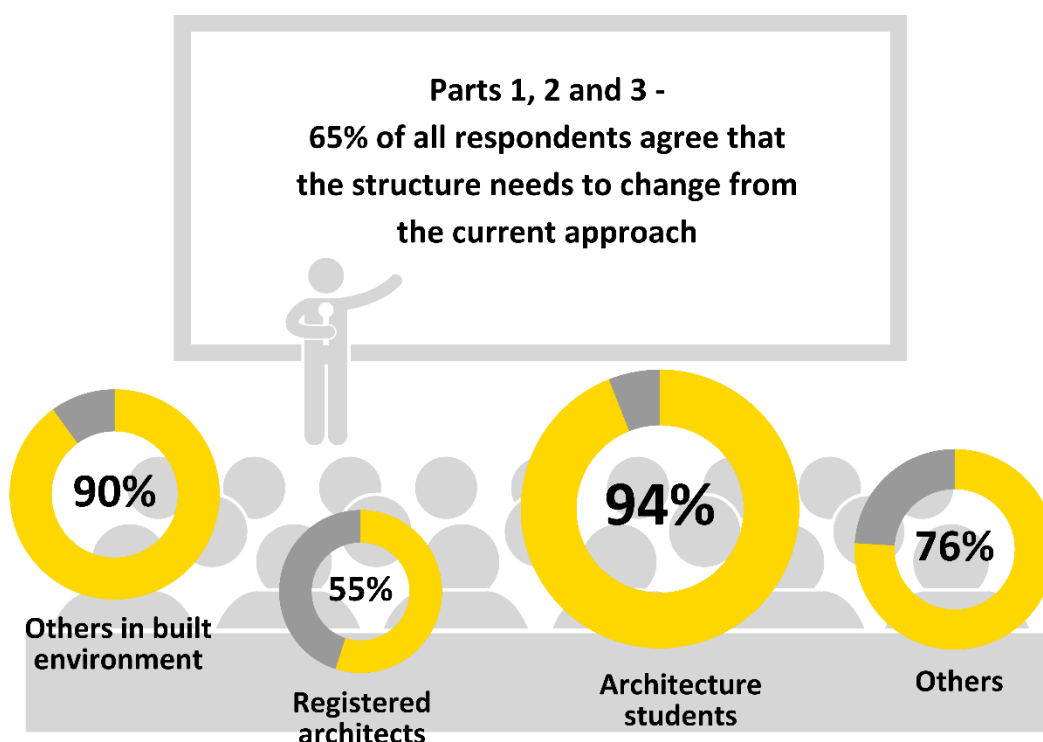
- 1.1** ARB is an independent professional regulator, established by Parliament as a statutory body through the Architects Act, in 1997. We are accountable to government.
- 1.2** The law gives us several core functions:
- To ensure only those who are suitably competent are allowed to practise as architects. We do this by approving the qualifications required to join the UK Register of Architects.
 - We maintain a publicly available Register of Architects so anyone using the services of an architect can be confident that they are suitably qualified and are fit to practise.
 - We set the standards of conduct and practice the profession must meet and take action when any architect falls below the required standards of conduct or competence.
 - We protect the legally restricted title 'architect'.

Changing context

- 1.3** UK architectural education is globally respected and attracts students from all over the world, but the regulatory framework is inflexible and hasn't changed in over fifty years. Learning providers need a framework that allows for flexibility and innovation and helps students achieve the competencies required to face emerging and future challenges, including the climate emergency. We are also aware that whilst the current regulatory framework for education has produced thousands of excellent architects, there are significant barriers to some people becoming architects at all. We have heard that people from less affluent backgrounds or without established networks in the industry face difficulties due to the cost of education and the need for job experience.
- 1.4** As the professional regulator, ARB's main function is to ensure all those who are on the UK Register are competent. Our research and engagement with stakeholders over two years of detailed policy development have shown that change is required if regulation is to support ongoing innovation in the Higher Education sector and if the UK is to maintain its reputation for excellence. As a result of this, ARB proposed a fundamental overhaul of the regulatory framework for the education and training of architects, to change the way in which we ensure those who study and train in the UK have demonstrated the necessary competencies to become architects.
- 1.5** In 2021, we proposed a vision for modernising the initial education and training of architects, and invited views in a public survey. The survey³ showed:

³ The 2021 survey can be accessed here: <https://arb.org.uk/wp-content/uploads/ARB-Education-Survey-Report-June-2022.pdf>

- A flexible and innovative approach was recognised as vital by respondents: 79% agreed with ARB’s vision for institutions, namely that ARB should allow for flexibility and innovation by bodies that provide education and training, ensuring that the UK remains an attractive place to study.
- Different routes into the profession would be welcomed: 79% also agreed with ARB’s vision for future architects, namely that changes should enable anyone with the right competencies to become an architect by a route that is right for them.
- Proposals for a new outcomes-based approach was welcomed across all the stakeholder groups that responded – 80% of respondents either strongly agreed or agreed.
- Sixty-five percent of all respondents agreed with the proposal that the structure of education and training needs to change from the current approach of Parts 1,2 and 3. Architecture students were most likely to agree with the need for change.



- Respondents described the need to change the practical experience or training requirements as they are currently set up, to help improve the development opportunities for future architects, and to improve access to these opportunities. Respondents also expressed a desire for more flexible ways of learning and training, and the need to explore how to reduce the cost and time it takes to qualify.

Our proposals

- 1.6 Following the survey in 2021 and the support we received for our vision, we developed our proposals further. This included engaging with experts, architects, academics, students and others:



1.7 In February 2023 we launched a new consultation on our approach to the way architects are trained and educated. The consultation invited views on a new regulatory framework, new competency outcomes, new standards for learning providers and new plans for quality assurance.⁴ Under our proposals:

- **The regulatory framework for educating and training architects should change from the current approach (Parts 1, 2 and 3) to require only two accredited qualifications.** These reflect the academic study and practical experience that must be met and are equivalent to a Master's-level qualification, followed by a qualification gained through professional practical experience. This flexible framework should introduce new entry points and enable a range of pathways for future architects. We published a summary of the new framework.
- **Qualifications accredited by ARB should be based on a new set of competency outcomes, so that they are based on what architects can do, not what they are taught.** They are based on five core competency domains (Professionalism and Ethics Design, Research and Evaluation, Contextual and Architectural Knowledge, and Management Practice and Leadership) which cover important elements of architectural practice, including environmental sustainability, fire and life safety, and ethical practise. We published the draft competency outcomes that architects should achieve through ARB-accredited qualifications.
- **Clear standards should be required of universities and all learning providers delivering ARB-accredited qualification.** We published the draft standards that universities and all other providers offering ARB-accredited qualifications must meet.
- **ARB should introduce a new proportionate and risk-based quality assurance of qualifications.** This would guide decisions made on behalf of the Board by the new Accreditation Committee that ARB will be establishing, which will replace the Prescription Committee. We published the draft Rules that should govern this new committee. We also published other changes to our General Rules for consultation at the same time.
- If our proposals are approved, anyone setting out to become an architect from September 2027 onwards should be trained and educated through the new, improved framework and assessed using the new competence outcomes. We invited views on this and published a draft transition timetable as part of the consultation.

1.8 The consultation was open for three months, between 8 February and 10 May 2023. It invited views on these proposals and whether they will deliver our aims. Our analysis of the responses we received is now published in this report.

How we analysed responses

1.9 In addition to some gateway questions to help us understand the types of stakeholders responding, the consultation was comprised of twelve questions. Four were 'closed' multiple choice questions, with an 'open' free-text element where respondents could provide more insights into their views. Six were comprised of free-text written response only, and two

⁴ The detailed plans can be accessed here: <https://arb.org.uk/tomorrows-architects/>

were 'closed' multiple choice only. All questions were optional to complete so that respondents could focus on areas that matter to them. The questions are reproduced in order below.⁵

New Regulatory Framework

Question 13: To what extent do you agree that ARB's proposed regulatory framework will meet our aim and help to achieve our vision?

Multiple choice with optional written response

Professional practical experience

Question 14: To what extent do you agree with ARB's proposal to no longer require a minimum duration of practical experience?

Multiple choice with optional written response

Competency Outcomes

Question 15: To what extent do you agree that each competency area accurately reflects the skills, knowledge, experience and behaviours someone must demonstrate in order to practise as an architect?

Multiple choice with optional written response

Question 16: Is there anything missing from our draft outcomes?

Written response

Standards for learning providers

Question 17: To what extent do you agree that each standard will deliver ARB's aims?

Multiple choice with optional written response

Question 18: Is there anything in our draft standards that you particularly like or dislike, could be improved, or is missing?

Written response

General Rules and Accreditation Committee Rules

Question 19: Do you have any suggestions about how we can improve the draft rules?

Written response

Transitioning to the new framework

Question 20: Are there any risks or opportunities you would like to raise about our implementation date for the new framework?

Written response

Question 21: Is there any additional guidance you would like ARB to provide?

Written response

Inclusivity of the proposals

Question 22: To what extent do you agree that our proposals will help to widen access to the profession?

Multiple choice

⁵ The question numbers are taken directly from the survey. Earlier numbered questions asked respondents for details about who they are, demographic information, and details about how we could handle their response.

Question 23: To what extent do you agree that our proposals will help strengthen oversight of learning providers to create a better learning environment for students?

Multiple choice

Question 24: Is there any feedback you wish to give about a positive or negative impact on equality, diversity and inclusion within our proposals?

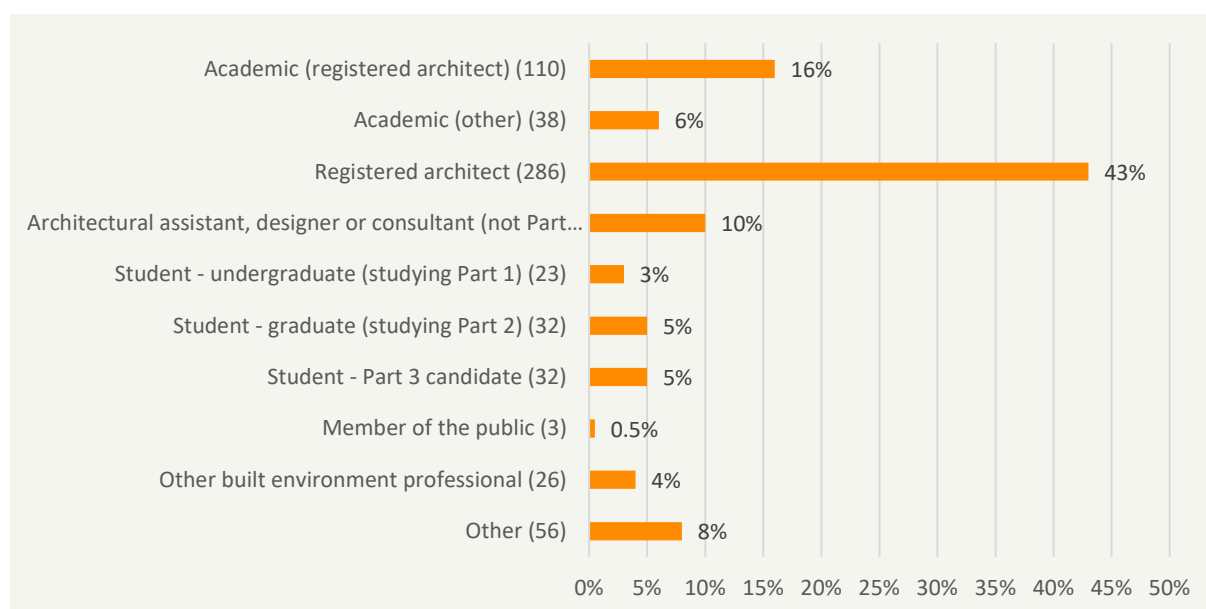
Written response

- 1.10** Quantitative analysis of the closed questions provided insight into the proportions of respondents that agreed or disagreed with our proposals. We also analysed variation in these responses between different stakeholder groups.
- 1.11** We used qualitative research methods to analyse the responses to the ten questions that allowed respondents to provide free-text responses. This involved identifying, and then applying, a list of themes that we generated by reading responses and assessing recurring topics. When we say that a topic was raised a certain number of times, the numbers refer to the number of respondents who raised that topic, not how many times that respondent raised it.
- 1.12** For qualitative sections where respondents provided free-text views, we compared the composition of respondents who raised a particular sentiment to the composition of the overall consultation. This enabled us to identify whether the sentiment was more likely to be raised by certain groups of respondents.
- 1.13** When analysing responses, we separated academics who are architects from other registered architects, and instead combined them with other academics. This was to help inform analysis between groups who are more directly involved in education and those who aren't.
- 1.14** The themes commonly raised by respondents are listed in **Annex C: Qualitative analysis coding framework**. The views raised by respondents are discussed in Chapter Three, Chapter Four, Chapter Five and Chapter Six, organised by their topics, and covering the following areas:
- Views expressed on the regulatory framework proposals
 - Views expressed on accessibility
 - Views expressed on professional practical experience proposals
 - Views expressed on proposed competencies
 - Views expressed on proposed standards for learning providers
 - Views expressed on transition arrangements

Chapter Two: Who responded

- 2.1** We received 672 unique responses to the consultation. Respondents were asked to identify themselves across seven categories, including demographic information and their type of work or size of practice. Most responses (59%) were from registered architects (396). One hundred and ten of these (16% of total respondents) were also academics.
- 2.2** Eighty-seven students responded (13%) and they could identify their stage of education and training: undergraduate architecture student studying Part 1 (23, 3%); architecture graduate studying Part 2 (32, 5%); and architecture student – Part 3 candidate (32, 5%).
- 2.3** In addition to the 110 academics (16%) who are registered architects, a further 38 (6%) respondents were other academics. This meant the total number of academics responding was 148 (22%).
- 2.4** There were a further 66 respondents (10%) who selected architectural assistant, designer or consultant (not Part 3 qualified). Three (0.5%) respondents were members of the public, 26 (4%) were other built environment professionals and 56 (8%) were other types of respondents including international architects, architectural technology students, and retired architects.

Figure 2.1: Consultation respondents organised by role (% of responses)



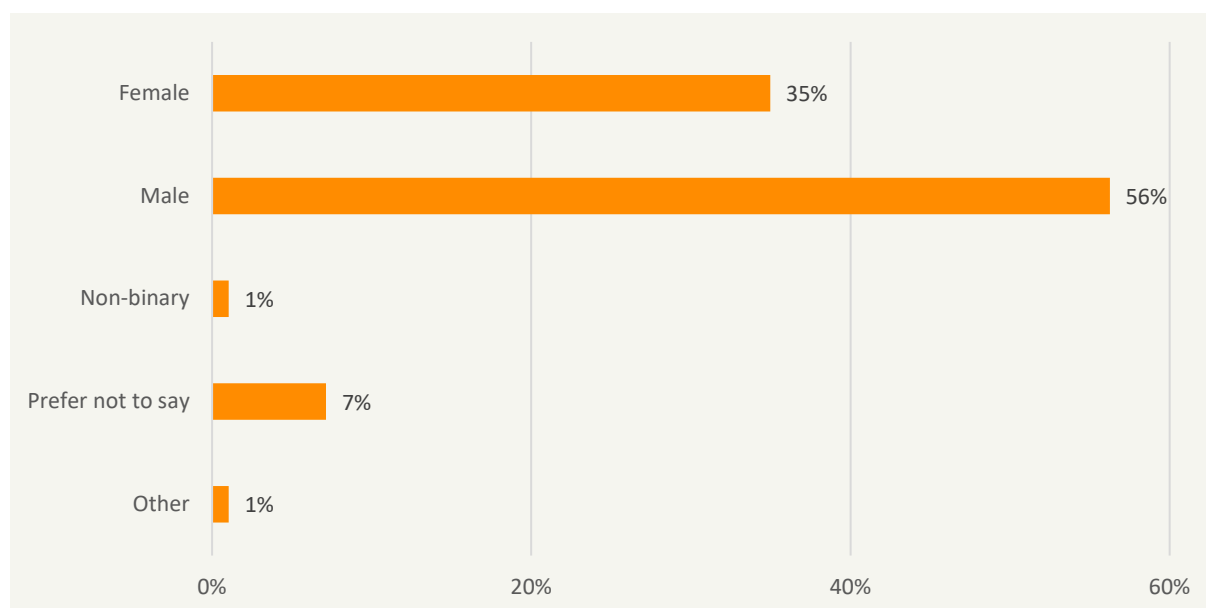
Organisations

- 2.5** There were 86 responses on behalf of organisations, which accounted for 13% of all responses to the consultation. The majority of these were architectural practices but we also received responses from universities, education networks, and professional bodies. A full list of respondents who agreed to be identified is included in **Appendix A: List of respondents**.
- 2.6** We also received some responses in another format outside of our consultation portal. These have not been included in the full statistical or qualitative analysis but have been read and considered. This is because our quantitative and qualitative analysis relies on software embedded in the survey platform and on the ability to compare responses. For example, there are important questions in the survey that will help us understand the demographics of respondents, their areas of professional expertise and how we can use the data they are sharing with us.

Gender

- 2.7** Respondents were asked to identify their gender. Two hundred and thirty-five (35%) respondents identified as female and 378 (56%) as male. Four respondents (0.6%) identified as non-binary, 7 selected other (1%) and 48 (7%) chose not to state their gender. The proportion of female respondents is slightly higher than the demographics of the Register (which is 31%), with the proportion of men responding falling below their proportion on the Register (69%).⁶

Figure 2.2: Consultation respondents organised by gender (% of responses)

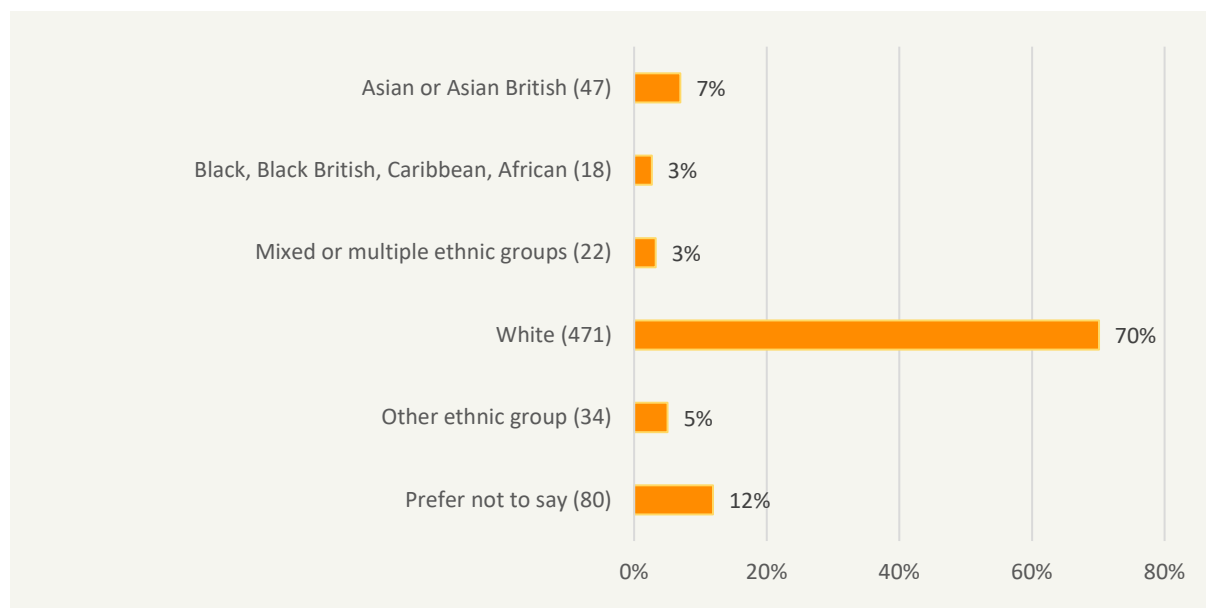


⁶ Register data is as of June 2023. Further information is available on ARB's website at <https://arb.org.uk/about-arb/equality-diversity/data>. Further detailed analysis on the Register as of June 2022 and trends is available here: <https://arb.org.uk/architects-today>.

Ethnicity

2.8 Respondents were asked which ethnic group they belong to. Most respondents (471, 70%) were white. This is lower than the demographics of the Register (81%), with black, mixed and others being higher than their percentage of the Register.⁷

Figure 2.3: Consultation respondents organised by ethnicity (% of responses)



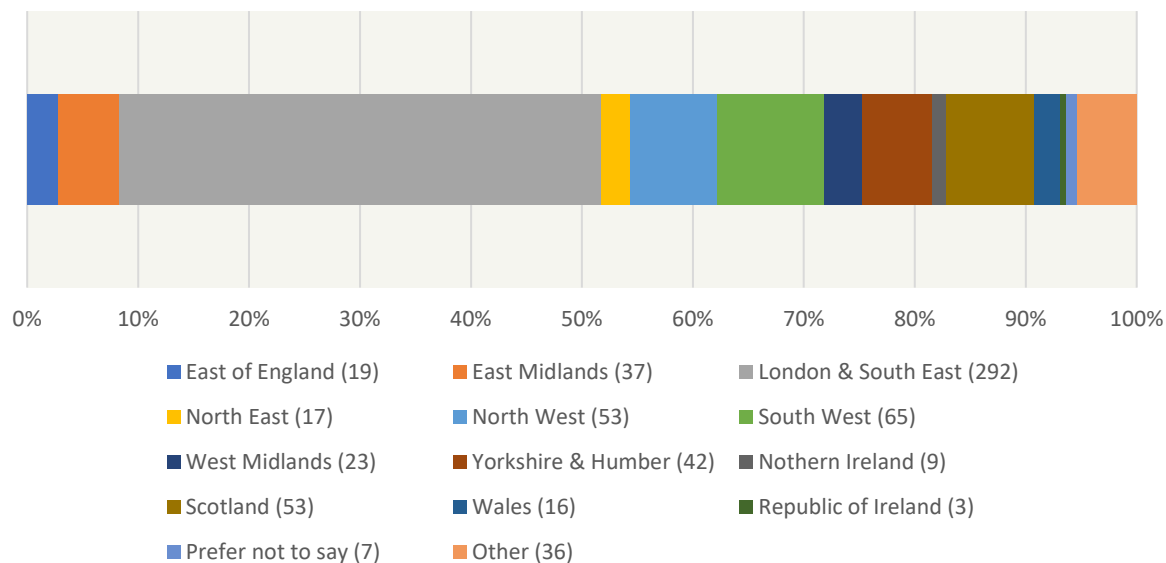
Geographic spread of respondents

2.9 Respondents were asked to identify the nations and regions that most closely described their place of residence. We received responses from each region, but the highest group were based in London and the South East (292, 43%).

2.10 Respondents living in the South West were the second highest category (65, 9%), followed closely by respondents based in the North West (53, 7%) and Scotland (53, 7%). Other locations included the USA, Australia, New Zealand, France, Germany, Greece, Luxembourg, Hong Kong and India.

⁷ Register data is as of June 2023. Further information is available on ARB's website at <https://arb.org.uk/about-arb/equality-diversity/data>. Further detailed analysis on the Register as of June 2022 and trends is available here: <https://arb.org.uk/architects-today>.

Figure 2.4: Respondents by place of residence



Health

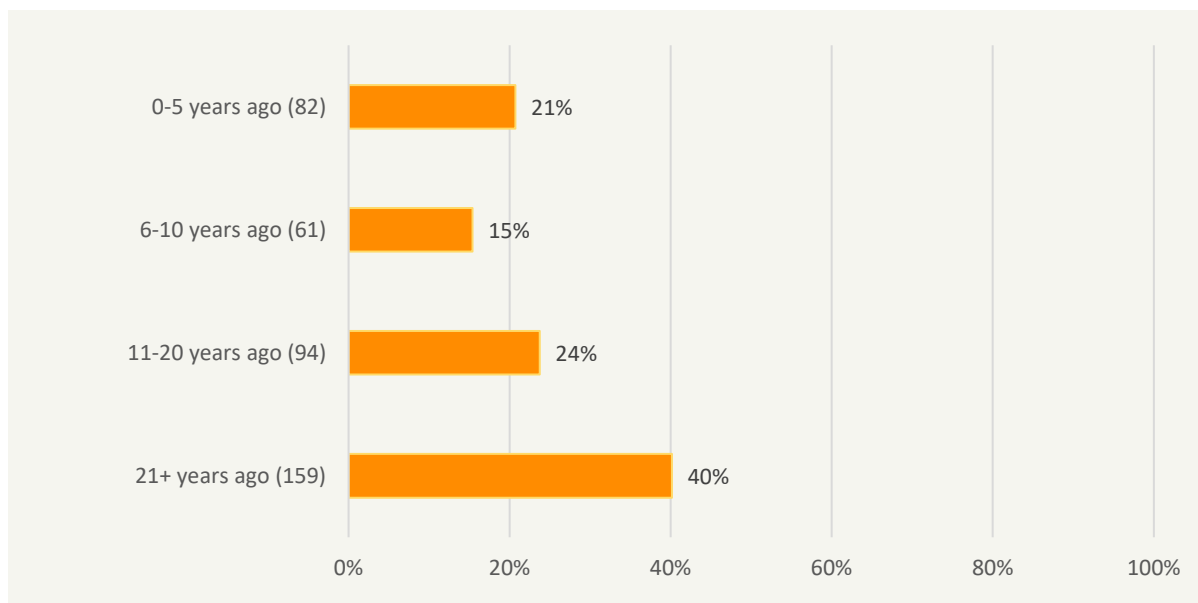
2.11 We asked respondents whether they have any physical or mental health conditions or illness lasting or expected to last 12 months or more. Eight percent said they do, 82% do not and 10% preferred not to say. Conditions mentioned included mental health, depression, anxiety, dyslexia and physical impairments.

Registered architects

2.12 The 396 registered architects provided details of when they qualified and the size of their practice. The biggest group (159, 40%) were those who qualified 21 or more years ago. This was followed by architects who qualified between 11 and 20 years ago (94, 24%). Architects who had recently been through their initial education and training (e.g., those who qualified between 0 and 5 years ago) accounted for 21% of responses (see Figure 2.5).

2.13 Compared to our survey in 2021, we received a lower proportion of responses from architects who qualified more than 21 years ago (40% in this consultation compared to 47% in the previous survey) and those who qualified between 0 and 5 years ago (21% in this compared to 24% in the previous survey). We received a higher proportion from those in other groups: 15% compared to 12% for 6-10 years ago and 24% compared to 16% for 11-20 years ago. This means this survey demonstrated a more balanced representation of the profession across different qualification periods.

Figure 2.5: Registered architects by time since qualified (%)

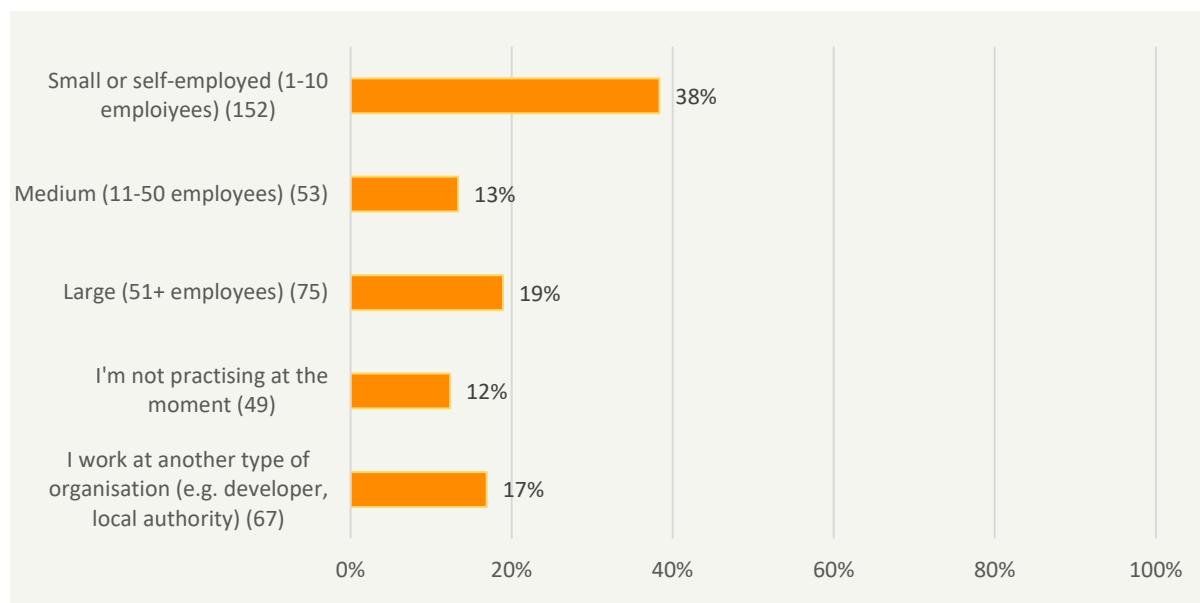


2.14 Architects working in small or self-employed practices with between 1-10 employees made up the biggest group by size of practice. Thirty-eight percent of respondents work in this size of practice (see Figure 2.6).

2.15 Our consultation received responses from a broader distribution of the architectural profession compared to the survey in 2021. The percentage of architects working in small or self-employed practices with between 1-10 employees slightly decreased from 41% in the first survey to 38% in this consultation, and the composition of architects in medium size practices (11-50 employees) decreased from 20% in the first survey to 13% in this consultation.

2.16 However, there was an increase in the representation of architects in larger size practices (51+ employees), rising from 15% in the previous survey to 19% in this consultation. Furthermore, the percentages of architects not practising at the moment were at 11% and 12% respectively. In addition, architects working at other organisations rose from 13% in the first survey to 19% in this consultation. This means that a more even distribution of practice types and sizes were represented this time.

Figure 2.6: Registered architects by type/size of practice (%)



Conclusion

We promoted the consultation to every architect on the Register through email, and to stakeholders through email and on our social media.

Most responses we received were from registered architects, including those who are also academics. This was consistent with previous surveys and consultations that ARB has carried out. Other prominent groups were academics and students at different stages in initial education and training and, given the subject matter, this was helpful in informing our analysis because these respondents were able to share perspectives gained from their own study experiences and teaching.

The consultation respondents were slightly more diverse than the composition of the Register of Architects. There were fewer male and white respondents, while some groups that are underrepresented on the Register were slightly better represented amongst consultation respondents.

Whilst the majority are from London and the South East (as is the case with the Register of Architects) the breadth of locations meant we obtained views from different nations and regions.

We're confident that we have heard from a range of stakeholders from across the sector.

Chapter Three: Regulatory framework

KEY FINDINGS

- **There were mixed views about the proposed regulatory framework**, with 40% agreeing that it would meet our aim and 43% disagreeing. Students were more likely to agree, as were architectural designers and consultants, but academics were less likely to.
- There was little alignment between those who disagree with the framework: 12% of respondents said we should continue to accredit undergraduate degrees and 4% said we should stop the reforms altogether.
- **More respondents agreed that our proposals will improve access (43%) than disagreed (36%).** Groups currently underrepresented in the profession were slightly more likely to agree that access would be improved.
- One common concern (raised by 14% of respondents) was that the reforms could risk reducing standards; this was often raised in relation to our proposed changes to professional practical experience. Another concern was funding, and whether our changes would have adverse financial impacts on students and learning providers.



Regulatory framework: extent of agreement

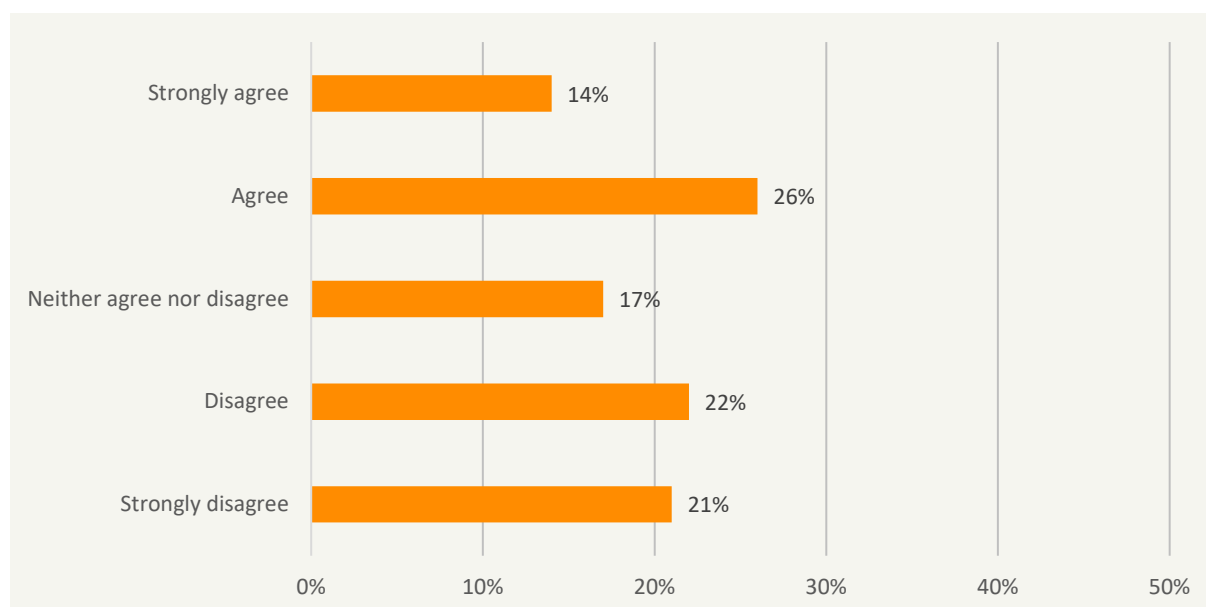
- 3.1** Our proposed framework for educating and training architects was to move to an outcomes-based approach in which our regulatory focus is on what architects can do, not what they are taught. Our proposals were that the regulatory framework should change from the current approach (Parts 1, 2 and 3) to require only two accredited qualifications. These reflect the academic study and practical experience that must be met and are equivalent to a Master's-level qualification, followed by a qualification gained through professional practical experience.
- 3.2** Removing the regulatory requirement for accreditation of undergraduate degrees means that to embark upon the path to becoming an architect, people could have different undergraduate degrees rather than a specific, accredited degree in architecture. Some people may not have a degree at all but be able to demonstrate professional experience that a learning provider deems appropriate and sufficient to enable them to achieve the competence outcomes. We believe that this approach would help widen access to the profession.

3.3 The proposals in this consultation followed a previous 2021 survey on our vision, which was in five parts, with each receiving high levels of support from the respondents to that survey. The five parts were:

- Public – Ensure that anyone joining the Register is equipped to design a built environment that reflects the needs of society so that people can be safe and live well and helps to tackle the fundamental challenges our planet faces.
- Profession and employers – Provide future architects with skills, knowledge, experience, and behaviours that they can develop and apply throughout their career.
- Institutions – Allow for flexibility and innovation by bodies that provide education and training, ensuring the UK remains an attractive place to study.
- Future architects – Enable anyone with the right competencies to become an architect by a route that is right for them.
- Regulatory – Through an effective and proportionate quality assurance model, give clarity about the accountability of ARB, the institutions, and students.

3.4 Question 13 asked respondents to indicate the extent to which they agree or disagree that ARB’s proposed regulatory framework will meet our aim and help to achieve our vision. Respondents expressed their opinion towards the proposal through an open text option and a closed multiple-choice scale, by selecting *Strongly agree*, *Agree*, *Neither agree nor disagree*, *Disagree*, *Strongly disagree*.

Figure 3.1: To what extent do you agree that ARB’s proposed regulatory framework will meet our aim and help to achieve our vision? (%)



3.5 Six hundred and sixty-seven respondents provided an answer to this question. A total of 267 respondents (40%) either strongly agreed or agreed with the proposed regulatory framework. Students were more likely to agree, with 54, (62% of them) doing so, as were

architectural assistants, designers or consultants (45, 64% of them). Thirty-six percent (101) of registered architects (excluding academic architects) strongly agreed or agreed.

- 3.6** On the other hand, 287 respondents (43%) either strongly disagreed or disagreed with the proposed regulatory framework. This included 66% of academics or architect academics (97) who strongly disagreed or disagreed with the proposal, along with 20% of students (54) and 23% of architectural assistants, designers or consultants (15). Forty six percent (132) of architects (excluding academics) disagreed or strongly disagreed. A further 17% of respondents (113) neither agreed nor disagreed with the proposal. Five respondents did not respond to this question.

ARB's regulatory framework

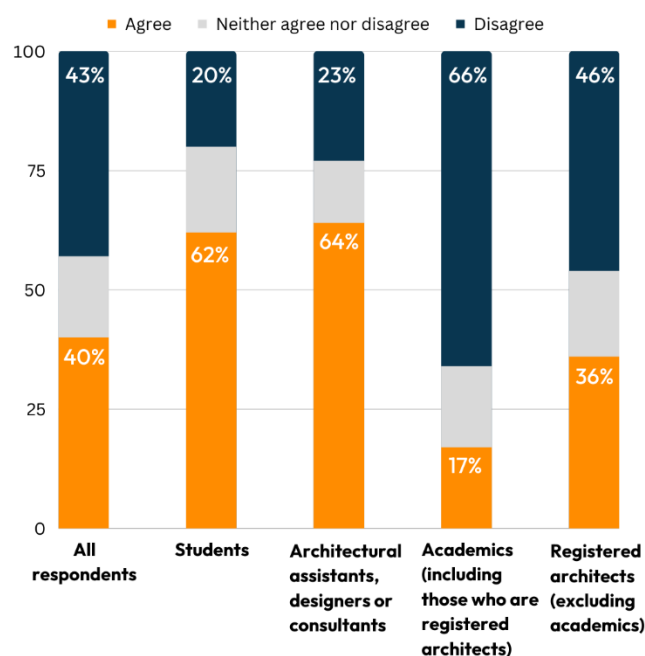
40% agreed that it would meet our aim and help to achieve our vision, and 43% disagreed



Students were more likely to agree (62% of them)



Academics or architect academics were more likely to disagree (66% of them)



- 3.7** Across the responses towards the proposed regulatory framework, there were 53 respondents who strongly agreed or agreed with *all* the proposals. Most of these respondents were other professionals including architectural assistants and designers (29, 55%). Twenty-three percent of these were students (12), followed by 13% being non-academic architects (7) and 8% academics (4, none were academic architects).

- 3.8** In comparison, there were 24 respondents who strongly disagreed or disagreed with *all* the proposals. Among these respondents, 46% were academics including architect academics (11), and 42% were other registered architects (10). Only one student entirely disagreed with all the proposals.

Views expressed on the regulatory framework proposals

- 3.9** Ninety-seven respondents (14%) used the open questions to express concern that the framework would lower professional standards. Architects were more likely to raise this point; 54 of the respondents raising it were non-academic registered architects (55%), which is higher than the proportion of consultation respondents who were non-academic architects (43%). A quarter of those raising it (22) were academics and 6% (6) were students. Among architects there was little variation by time since qualified.

“Shortening the duration of architectural training, would result in less equipped architects in the market and damaged our professional reputation. We need more rigorous training to make high-standard architects establish our role in the industry.”

Academic (registered architect), London & South East

“I think the overall approach is exactly right. I have long advocated reform of the criteria and procedures to allow a greater variety of routes to registration. Defining the competences that an individual must possess at the point of registration and ending the mandatory three part formation process are essential steps towards that goal.”

Other (retired architect), Wales

- 3.10** The suggestion that ARB should keep accrediting Part 1 qualifications was raised by 78 respondents (12%). Academics were more likely to raise this suggestion; 35% of respondents saying this were academics (27), which was higher than their composition of the consultation respondents (22%). Students were less likely; only 4% were students (3), which was lower than their composition of respondents (13%).

- 3.11** In addition to this, 25 respondents (4%) requested that ARB stop the reforms and not change anything. Thirty two percent of these were academics (9) and no students said this.

“I strongly disagree with ARB not accrediting the Under Graduate Degree. The profession needs rigour and guidance. I DO NOT agree that entry can be given to those holding a different degree or relevant professional experience. Architecture is a vocation and needs more than a simple degree to a) understand the profession and b) to hone individual skills as to how to approach a design.”

Registered architect, East Midlands

“The potential new change to the route of becoming an architect would be huge, and it would tempt me into staying into the sector and becoming accredited. I am strongly for this proposed change, it is refreshing and a step in the right direction!”

Architectural assistant, designer or consultant, London and South East

- 3.12** There were 43 respondents (6%) raising concerns that our proposed regulatory framework would be too expensive for learning providers. Some comments linked the cost of ARB accreditation and meeting RIBA validation at the same time. Academics (including both architect academics and other academics) were 75% of those raising concerns about costs for learning providers, which is higher than their respondent composition of 59%.
- 3.13** Sixty-six respondents (10%) were concerned that the changes would be too expensive for students. Academics were also more likely to raise this, accounting 44% of those who did so but only 22% of consultation respondents. Only one student expressed this concern.

“The consequences for student funding require more examination, as the impacts of these changes on the current 5 years of undergraduate funding are not certain if the Part 1 is no longer required. The issue of funding for the 2 year Masters level programmes, especially for students with undergraduate degrees in other disciplines, also needs to be more thoroughly examined.”

Academic (registered architect), Scotland

- 3.14** We recorded 66 respondents mentioning innovation and flexibility related to the proposed regulatory framework. Thirty-nine respondents (6%) said that under this new framework, innovation and flexibility would be improved, with 27 respondents (4%) saying that it would be stifled. Most of the latter were academics (56% of those who expressed this view).
- 3.15** Some respondents raised other, more general concerns about the new Master’s-level qualification. Fifty-one respondents (8%) wondered how it will work in practice. Academics were much more likely to be concerned about this (57% of respondents raising this were academics, higher than their consultation respondent composition of 22%). Students were also more likely to say this (22% of those doing, higher than their respondent composition of 13%).
- 3.16** Twenty-four respondents (4%) raised their concerns about how learning providers would be setting entry requirements for courses under the new structure. Academics were more likely to share these concerns (50% of those who did, whilst accounting for 22% of all respondents), with students being slightly more likely to be concerned about it (16% of those who did, and 13% of all respondents). Concerns about the knowledge of students who entered the Master’s level through alternative routes were raised by four respondents (1%).

“The 49 proposed Academic Outcomes that need to be covered in the March course to facilitate this ambition would overload the content and scope of a 2 year course, effectively require the course to repeat design learning criteria that students with architectural degrees have attained, or otherwise requiring an introductory year for students from other disciplines.”

Academic (registered architect), London & South East

3.17 Fifty-six respondents (8%) also requested that there should be more practical or work-based routes available, with academics being slightly less likely to say this (16% of respondents but 22% of the consultation). There were 23 respondents (3%) saying that the framework should be internationally compatible, with 5 respondents (1%) saying that the framework should be more interdisciplinary. Furthermore, there were 15 respondents (2%) who said the new qualifications would take too long to complete.

3.18 There were 112 respondents (17%) who used their responses to make specific recommendations on the framework. The most common of these was a request for more clarification and examples of routes to qualification and entry to the profession (raised by seven respondents). Other specific recommendations included clarification on entry points for international architects and other built environment professionals, a recommendation to review and simplify Part 2 later, and removing the requirement for a Master's and instead relying on an undergraduate degree. Concerns about the implications for the cost of education and funding were raised by 12 respondents.

"I believe the core issue lies within the Part I and this should be more integrated with practice."

Registered architect, East Midlands

"Given that the ARB is solely responsible for handling this situation, proper precautions should be taken to guarantee that no providers are put in danger."

Academic (other), Scotland

"There still needs to be some form of assessment or agreed requirements for those taking 'alternative' routes instead of an accredited architecture degree to demonstrate that they have the requisite knowledge and experience to even commence a Part II course."

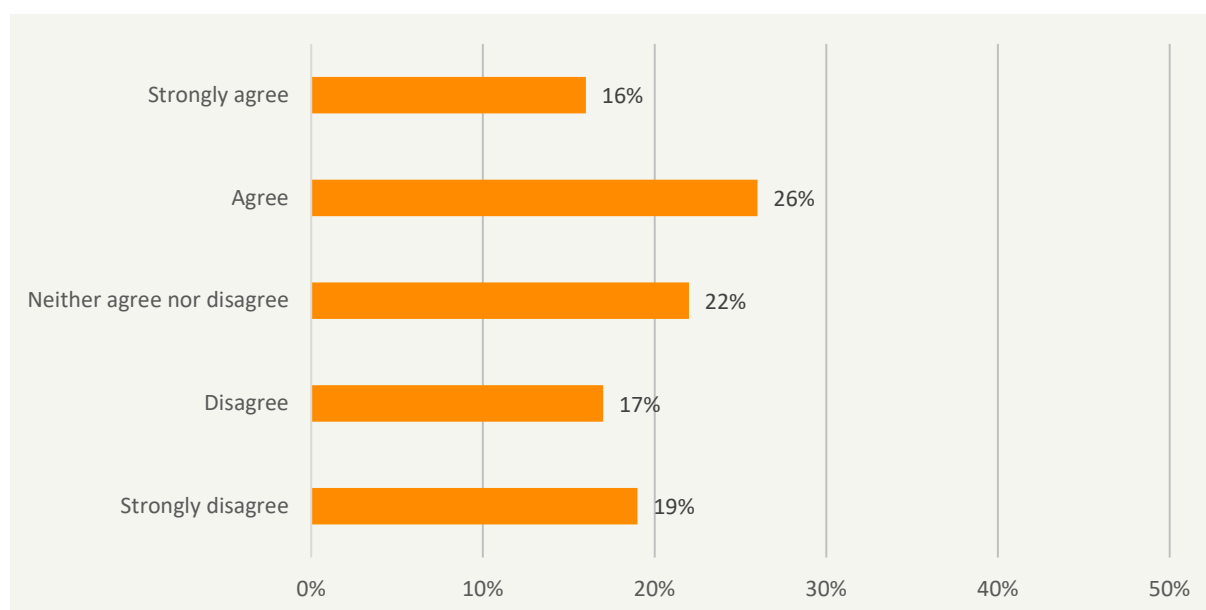
Academic (registered architect), London & South East

Widening access to the profession: extent of agreement

3.19 We believe our proposed regulatory framework, which includes a new wider range of entry points, would widen and improve access to the profession. Not only would students with relevant experience or qualifications be able to access a Master's-level qualification without having to 'return' to the start of an accredited undergraduate course, but it would allow learning providers to use their expertise to design courses that meet the diverse demands that tomorrow's architects will face.

3.20 Question 22 asked respondents to indicate the extent to which they agree or disagree that our proposals will help to widen access to the profession. This question included a quantitative element. Respondents expressed their opinion through a multiple-choice scale, by selecting *Strongly agree*, *Agree*, *neither agree nor disagree*, *Disagree*, *Strongly disagree*.

Figure 3.2: To what extent do you agree that our proposals will help to widen access to the profession? (%)



3.21 The results and percentages are based on 662 respondents who provided an answer to this question. Respondents' views on this were mixed but more agreed than disagreed: 282 respondents (43%) either strongly agreed or agreed, compared to 236 respondents (36%) who either strongly disagreed or disagreed. A further 144 (22%) respondents neither agreed nor disagreed with the proposal.

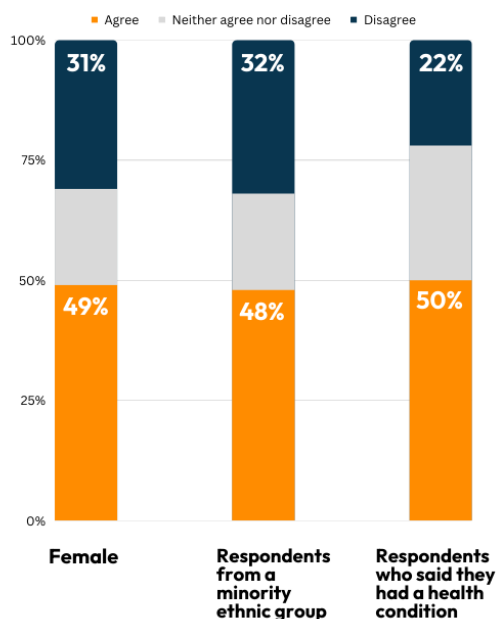
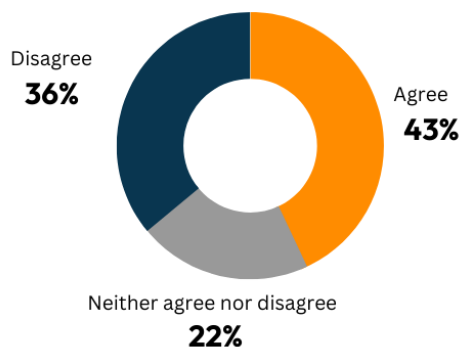
3.22 Groups currently underrepresented in the profession were slightly more likely to agree that our proposals will help to widen access to the profession. Forty-nine percent of female respondents (113), 48% of respondents who are not white (57) and 50% of respondents who said they had a health condition (27) either agreed or strongly agreed.

"I think the changes will enable people from a range of backgrounds and socio-economic circumstances to enter into architecture that had been put off or blocked out up until now, due to the intensive time and financial resource required to register."

Member of the public, North West

More respondents agree that our proposals will widen access to the profession (43%) than disagree (36%)

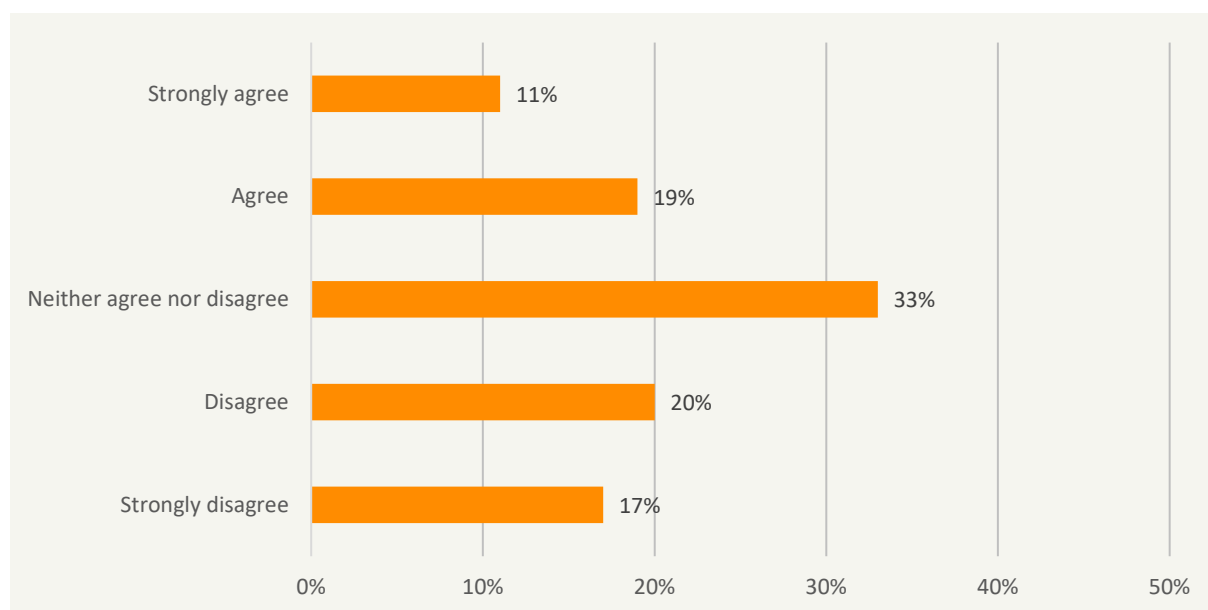
Groups currently underrepresented in the profession were slightly more likely to agree



Creating a better learning environment: extent of agreement

3.23 Question 23 asked respondents to indicate the extent to which they agree or disagree that our proposals will help strengthen oversight of learning providers to create a better learning environment for students. This question included a quantitative element. Respondents expressed their opinion through a multiple-choice scale, by selecting *Strongly agree*, *Agree*, *neither agree nor disagree*, *Disagree*, *Strongly disagree*.

Figure 3.3: To what extent do you agree that our proposals will strengthen oversight of learning providers to create a better learning environment for students? (%)



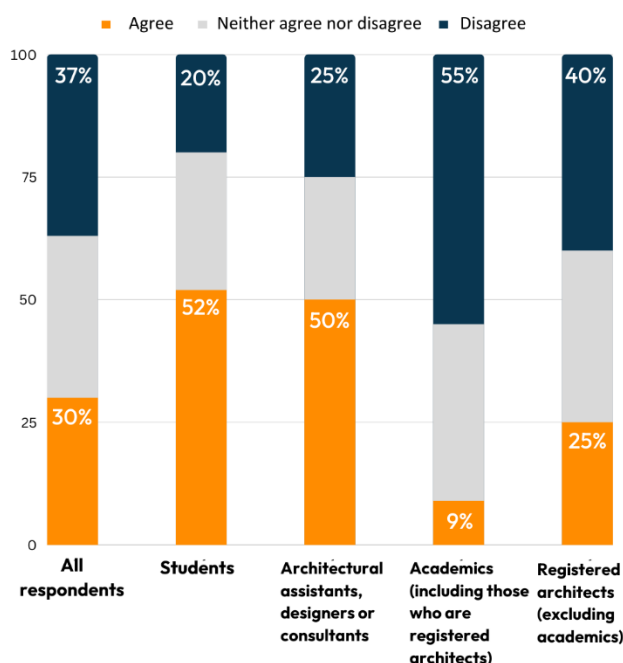
3.24 The results and percentages are based on 658 respondents who provided an answer. Two hundred respondents (30%) either strongly agreed or agreed that our proposals will help strengthen oversight of learning providers to create a better learning environment for students. Analysis showed that 9% of academics or architect academics (14) and 25% of other architects (69) strongly agreed or agreed. In addition, there were higher levels of agreement from two groups: 52% of students (45), along with 50% of architectural assistants, designers or consultants (33).

3.25 On the other hand, 243 respondents (37%) either strongly disagreed or disagreed. Among the 243 respondents, we received slightly higher levels of disagreement from two groups: 55% of academics or architect academics disagreed or strongly disagreed, as did 40% of other registered architects. Additionally, 20% of students (17) and 25% of architectural assistants, designers or consultants (16) strongly disagreed or disagreed. A further 215 respondents (33%) neither agreed nor disagreed.

37% of respondents either strongly disagreed or disagreed that our proposals will help strengthen oversight of learning providers to create a better learning environment for students

A further 33% of respondents neither agreed nor disagreed

30% of respondents either strongly agreed or agreed



Views expressed on accessibility

3.26 We analysed recurring sentiments in this area that were included in respondents’ free-text responses. There were 128 respondents (19%) who used their comments to say that the proposals would improve access. In comparison, 86 respondents (10% of 672 respondents) said that the proposals would not improve or would undermine access.

- 3.27** Among the 128 respondents suggesting that the proposals would improve accessibility, 20 were students, meaning they were slightly more likely to say this (students accounted for 13% of all respondents but 16% of those raising this point). Fourteen percent were academics (18).
- 3.28** Among the 86 respondents saying that the proposals would not improve, or would undermine access, 47% were academics (40) and 6% were students (5). Academics were therefore much more likely to say this, as they accounted for 47% of respondents raising this but 22% of all respondents.

“It’s true that people from less affluent backgrounds are unlikely to have existing networks in this (or any other) profession, but is curtailing their education helpful? In my considerable experience of teaching undergraduates in an exceptionally diverse university, such students need more, not less time to adapt to higher educations, for a variety of reasons, none of which have even been touched on by arb.”

Academic (registered architect), London & South East

“I believe the changes will have a positive impact on equality, diversity, and inclusion as they would offer more chances for people to qualify as an architect, and they would be more flexible and open.”

Architectural assistant, designer or consultant, London and South East

Conclusion and next steps

There were mixed views about the proposed regulatory framework. Forty percent agreed that it would meet our aim and help to achieve our vision, and 43% disagreed. Agreement varied between different stakeholder groups: students were more likely to agree (62%), as were architectural designers and consultants (64%), but academics were less likely to do so (17%).

More respondents agreed that our proposals will improve access (43%) than disagreed (36%). Groups currently underrepresented in the profession were slightly more likely to agree with this view. Many respondents agreed that the proposals would enable innovation and flexibility, as well as increase access for underrepresented groups.

There was little alignment in the concerns people expressed when explaining why they did not agree with the proposed regulatory framework or the alternative framework they suggested. One concern (raised by 14% of respondents in their written feedback) was that it could reduce standards. Respondents saying this explained that it was due to shortening the duration of training and removing the understanding and experience gained through an undergraduate degree and related work experience. Another concern raised was funding, and whether our changes would have adverse financial impacts on students and on learning providers. In terms of alternative suggestions for our reforms, 12% of respondents wrote that we should continue to accredit undergraduate degrees and 4% wrote that we should stop the reforms altogether.

We will make some important modifications to our proposed regulatory framework before introducing it. Our consultation has not identified another viable framework that would deliver our vision; our regulatory role is to assure ourselves of the competencies of those joining the Register, in a proportionate way that enables innovation. The arguments to allow (not mandate) students to enter a Master's-level qualification from alternative routes remain strong. It is also difficult to justify the current situation that prevents the registration of individuals with both Part 2 and Part 3 qualifications (but not Part 1) qualifications. We further believe that requiring international architects to take a Prescribed Examination in both Parts 1 and 2 before enrolling in a Part 3 course is unreasonable and a barrier to diversity and access⁸. The argument about proportionality is further supported when considering that up to 40% of students do not continue beyond an accredited undergraduate degree.

Our proposals should not have an adverse impact on the financial support made available to students. Extensive discussions we have had with UK and devolved governments have reassured us that our proposals will not change the funding status of students, but this is something we will keep under review as a priority.

It is crucial that our reforms maintain professional standards and the integrity of the Register. We will issue guidance clarifying that to access an accredited qualification, students will need to have appropriate undergraduate qualifications or relevant work experience. We will also revisit our proposals for practical experience, as described in the next chapter. There is currently confusion about what possible cognate and non-cognate⁹ routes may be available and we will do more to provide guidance in this area.

⁸ Other routes are available to international architects looking to join the UK Register: <https://arb.org.uk/international-routes/>

⁹ Cognate or non-cognate refers to whether the subject is related to architecture.

Chapter Four: Professional practical experience

KEY FINDINGS

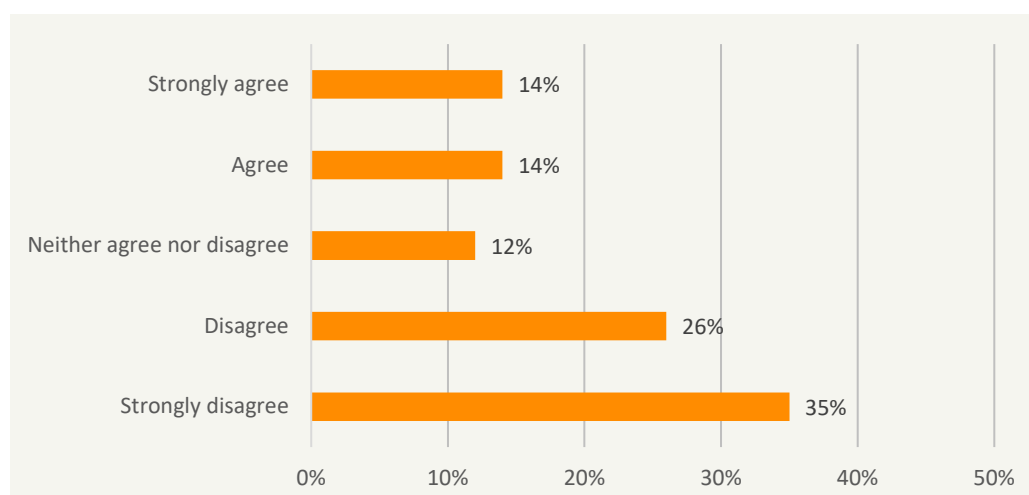
- The majority of respondents (60%) disagreed with our proposal to remove the minimum duration of practical professional experience and one in ten said they found it unclear.
- While we noted agreement with wanting to improve this, we heard that **removing the minimum duration of experience will not address the problems** that arise for those looking to gain the experience, that it may create further uncertainty for employers and students, and that it could have the unintended consequence of weakening the standards of the architects' profession.

No longer requiring a minimum duration: extent of agreement

4.1 As part of the new outcomes-based approach to professional practical experience (PPE), we proposed to no longer require a minimum of two years of employment in architecture but instead focus on the outcomes that must have been met, rather than the time spent to achieve them. This was to improve flexibility so that future architects can gain experience in ways that work for them.

4.2 Question 14 asked respondents to indicate the extent to which they agree or disagree with the proposal to no longer require a minimum duration of practical experience. Respondents expressed their opinion towards the proposal through an open text option and a closed multiple-choice scale, by selecting *Strongly agree*, *Agree*, *Neither agree nor disagree*, *Disagree*, *Strongly disagree*.

Figure 3.2: To what extent do you agree with ARB's proposal to no longer require a minimum duration of practical experience? (%)



- 4.3** The results and percentages were based on 666 respondents who provided an answer. One hundred and five (28%) respondents either strongly agreed or agreed with this proposal to no longer require a minimum duration of practical experience. Fifty-one percent of students (44) either strongly agreed or agreed with this proposal, as well as 49% of architectural assistants, consultants and designers (32), and 18% of academics or architect academics (26).
- 4.4** The majority of respondents (402, 60%) either strongly disagreed or disagreed with this proposal. Seventy percent of academics or architect academics (102) either strongly disagreed or disagreed, along with 41% of students (35), and 29% of architectural assistants, designers or consultants (19). Seventy-nine respondents (12%) neither agreed nor disagreed with the proposal.

Views expressed on professional practical experience

- 4.5** Respondents were invited to share further views or suggestions on the proposal for professional practical experience through the free-text part of this question. Here and across their other written responses, many respondents raised concerns or made suggestions about the requirements that would be placed on practices, or about how learners would access practice to gain their experience.
- 4.6** Concerns or suggestions about the role of, or impact on, practices were proactively raised by 20% of respondents in their written answers (134). Half of those were registered architects (67, 50%), comparing to their respondent composition of 43%, and 22% were academics (30), having the same respondent composition of 22%. Of these 134 respondents, 75% also disagreed with the overall proposal to remove the minimum duration.
- 4.7** Concerns raised included that practices will need more support and guidance on their role, how practices might take advantage of those they're training, and the financial implications for smaller practices if training forms part of their role. Recommendations that practices should take a more active role in training were also raised. There were also suggestions made regarding students' access to practical experience, with some respondents saying students needed more support from their learning providers or from ARB. In addition, some suggested that ARB should incentivise employers or suggest guidelines about how they work with future architects.

"...ultimately there will be no part 1 or part 2 assistants so practices will restructure and this is likely to impact fees, resourcing, amount of lower experienced people being able to actual attain jobs in the first place."

Architecture Student – Part 3 candidate, North West

Often the "minimum duration of professional practical experience" is not rewarded by the employer, who may take advantage of the worker's indefinite qualification.

Registered architect, London & South East

“RSUA believes ARB must provide support and guidance to the professional practices who are training future architects. For example, ARB could provide a list of the requirements that professional practices need to fulfil when training future architects, or ARB could provide financial assistance to support smaller practices in fulfilling practice outcomes required.”

The Royal Society of Ulster Architects

- 4.8** There were also requests for more flexibility in when to gain practical experience. Some responses commented in particular about parents and carers, who may not enter the workplace immediately after gaining a qualification. Additionally, 69 respondents (10%) said there was a lack of clarity to the proposals for professional practical experience, and the practice qualification.

“Care for parents under ethics. Huge issues for carers in this industry with many leaving for jobs in more flexible environments post baby, or with an illness in the family. No time limit on when the practice requirements can be met so people can achieve this part time and over a few years.”

Architectural assistant, designer or consultant (not Part 3 qualified), South West

- 4.9** Nine respondents suggested that there should be taught material in the final stage of qualifying, which would make the proposed practice qualification more similar to the current Part 3. Some respondents also said that while professional practical experience was essential, the full two year period could be reduced rather than removed entirely.

“The 12 months before the exams build character as an Architect and allows the candidate to experience different types of projects. However, I do agree that the minimum of 24 months in total is a bit excessive.”

Other built environment professional, London & South East

“The most learning is done in practice, you learn regulatory information, deal with planning and building regulations. Much more than a university can. To reduce this will be providing the industry with qualified Architects, who could set up as an independent Architect with dangerously limited amount of practical experience.”

Registered architect, East Midlands

“RSUA requests that ARB provides additional guidance on how learning providers should access professional experience and competency relating to the learning outcomes where there are no academic qualifications.”

The Royal Society of Ulster Architects

Conclusion and next steps

The majority of respondents (60%) disagreed with our proposal to remove the minimum duration of professional practical experience (PPE), which is currently two years. Of all our proposals, reducing the duration of PPE had the strongest disagreement among respondents. One in ten respondents said they found our proposals unclear. We also noted that respondents did not identify that one of our objectives was to recognise different forms of PPE under the proposals.

This was a common area of the consultation where respondents chose to use the open, free-text questions outline their views, with 20% doing so. We received a wide range of ideas and concerns about the role of practices in our proposals, and the impact our proposals would have on them.

We have learned through the responses that removing the minimum duration of experience will not address the problems that arise for those looking to gain the experience, that it may create further uncertainty for employers and students, and that it could have the unintended consequence of weakening the standards of the architects’ profession.

We will reconsider our proposals for professional practical experience and will retain the current requirements (and therefore retain the two year minimum). We will consider short-term modifications, including additional flexibility about the types of experience which are deemed relevant. This could include accepting time in practice as part of a Master’s-level qualification as counting towards the minimum requirement in circumstances where it currently can’t.

We will also appoint a Commission, with an independent Chair appointed by ARB, to conduct a comprehensive review of the current landscape of practical experience available to architecture students across the UK. It would do this over a 12-month period and would then make recommendations for improving access, delivery, quality assurance and funding of professional practical experience. We will appoint the Commission later this year to publish its report by end of 2024.

Chapter Five: Competencies

KEY FINDINGS

- **There were high levels of support for each proposed competency area:** Professionalism and Ethics, Design, Research and Evaluation, Contextual and Architectural Knowledge, and Management Practice and Leadership. This ranged from 64% - 74% agreement from respondents.
- We received a wide range of views about the content of the competencies, extensive helpful suggestions for drafting changes to improve clarity and feedback from respondents about the number of competencies presented.
- Respondents suggested topics that they thought were of particular importance; the most common were building technology, safety and sustainability.

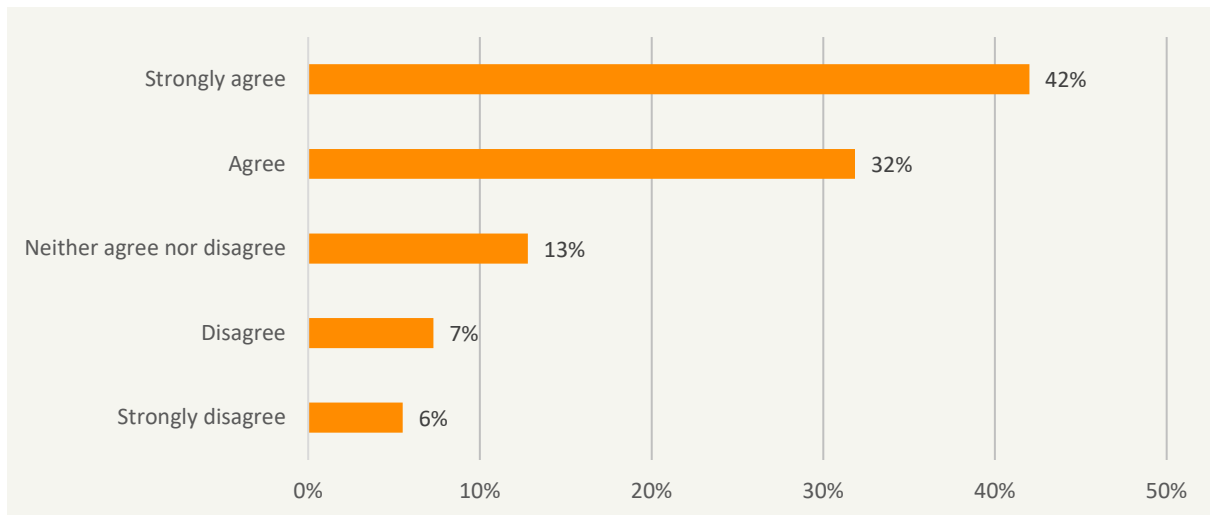


- 5.1** Competence is a professional's ability to carry out their role successfully. Our draft competency outcomes outlined the threshold competencies required for registration as an architect. We proposed a new structure where skills, knowledge, experience and behaviours should be defined through five competency areas:
- Professionalism and Ethics
 - Design
 - Research and Evaluation
 - Contextual and Architectural Knowledge
 - Management Practice and Leadership
- 5.2** These five core competency domains cover important elements of architectural practice, including environmental sustainability, fire and life safety, and ethical practise. As part of the consultation, we published a document setting out these draft competency outcomes in full.
- 5.3** Question 15 asked respondents to indicate the extent to which they agree or disagree that each competency area accurately reflects the skills, knowledge, experience, and behaviours someone must demonstrate in order to practise as an architect. Respondents expressed their opinion towards the proposal through an open text option and a closed multiple-choice scale, by selecting *Strongly agree*, *Agree*, *Neither agree nor disagree*, *Disagree*, *Strongly disagree*. We then analysed the results by each individual competency area.

Extent of agreement on each competency area

Professionalism and ethics

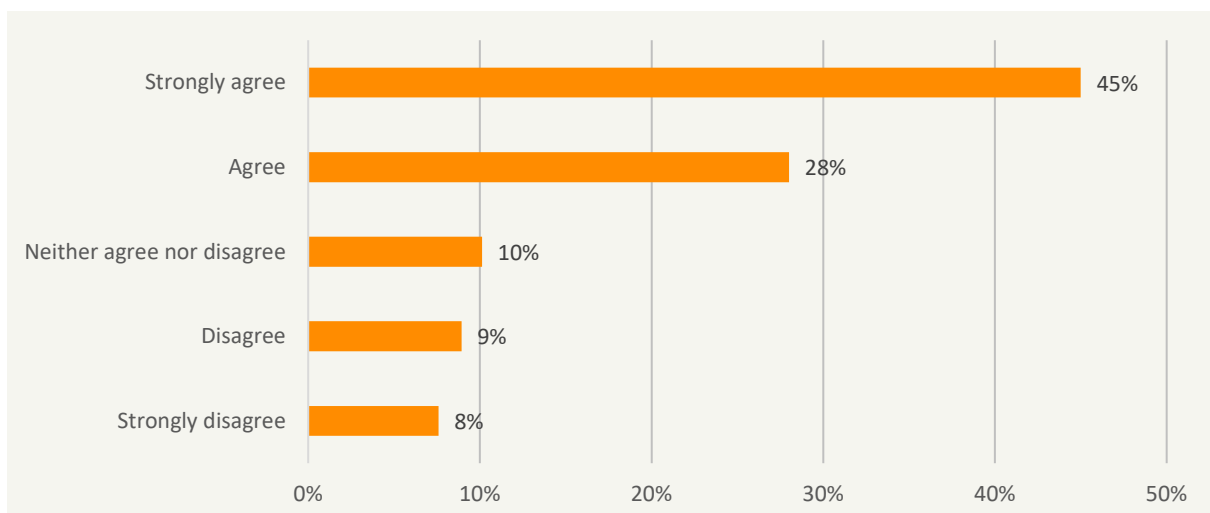
Figure 5.1: To what extent do you agree that each competency area accurately reflects the skills, knowledge, experience and behaviours someone must demonstrate in order to practise as an architect? – Professionalism and Ethics (%)



5.4 Most respondents (490, 74%) either strongly agreed or agreed that the area of Professionalism and ethics accurately reflects the skills, knowledge, experience, and behaviours someone must demonstrate in order to practise as an architect. Thirteen percent of respondents (86) either strongly disagreed or disagreed with the proposed competency and outcome. A further 13% of respondents (86) neither agreed nor disagreed.

Design

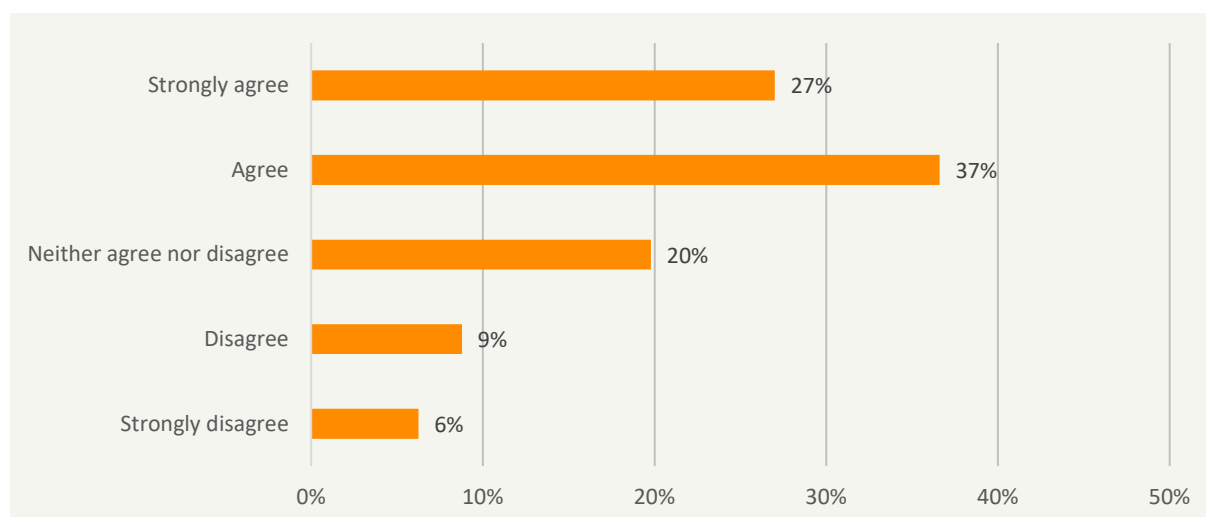
Figure 5.2: To what extent do you agree that each competency area accurately reflects the skills, knowledge, experience and behaviours someone must demonstrate in order to practise as an architect? – Design (%)



5.5 Most respondents (479, 73%) either strongly agreed or agreed that the area of Design accurately reflects the skills, knowledge, experience, and behaviours someone must demonstrate in order to practise as an architect. Seventeen percent of respondents (111) either strongly disagreed or disagreed with the proposed competency and outcome. A further 10% of respondents (68) neither agreed nor disagreed.

Research and evaluation

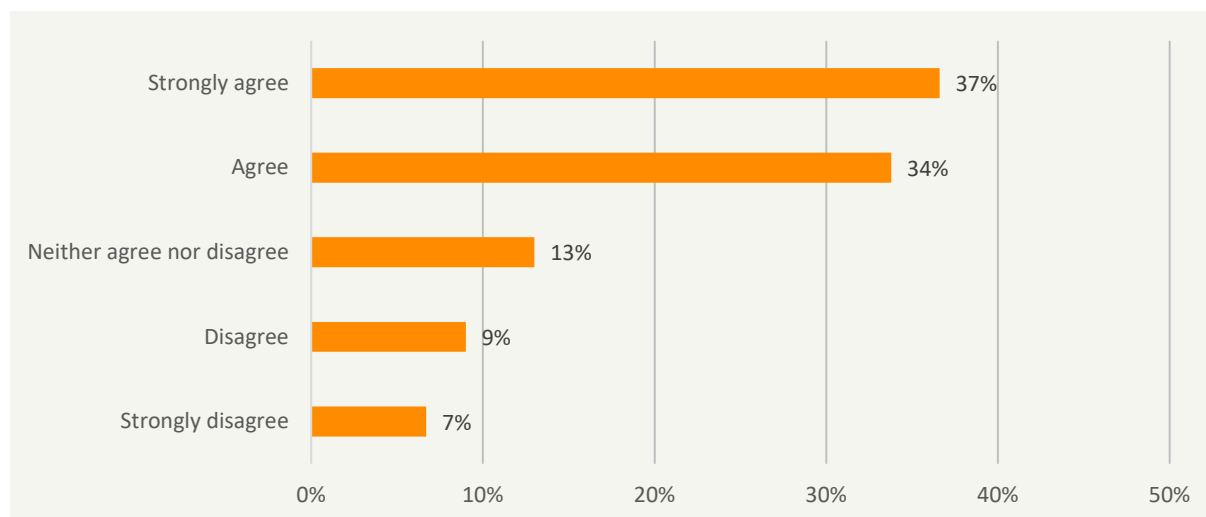
Figure 5.3: To what extent do you agree that each competency area accurately reflects the skills, knowledge, experience and behaviours someone must demonstrate in order to practise as an architect? – Research and Evaluation (%)



5.6 Most respondents (423, 64%) either strongly agreed or agreed that the area of Research and evaluation accurately reflects the skills, knowledge, experience and behaviours someone must demonstrate in order to practise as an architect. Fifteen percent of respondents (101) either strongly disagreed or disagreed with the proposed competency and outcome. A further 20% of respondents (133) neither agreed nor disagreed.

Contextual and architectural knowledge

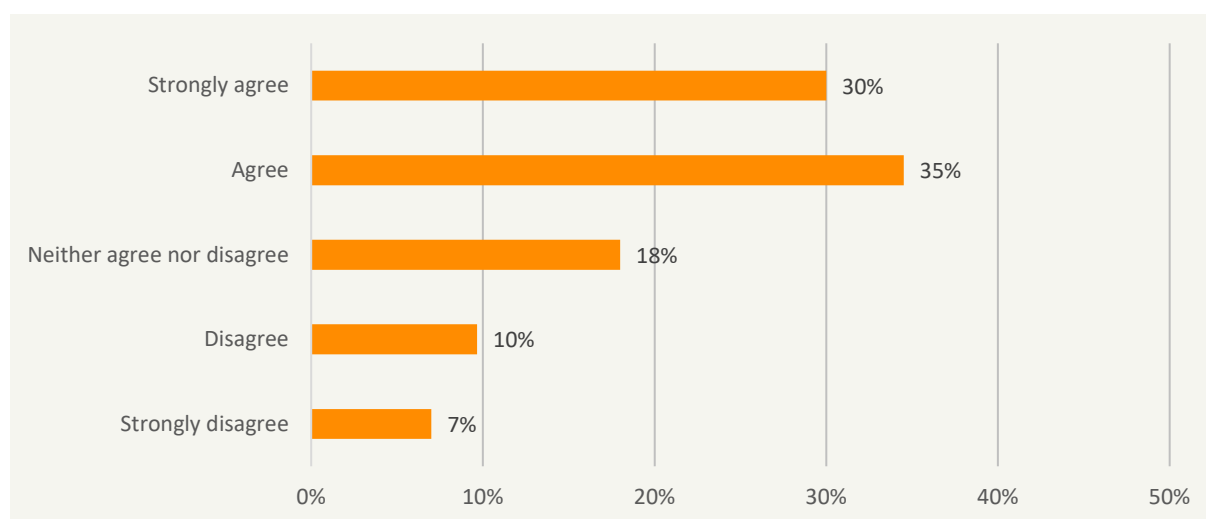
Figure 5.4: To what extent do you agree that each competency area accurately reflects the skills, knowledge, experience and behaviours someone must demonstrate in order to practise as an architect? – Contextual and Architectural Knowledge (%)



5.7 Most respondents (473, 71%) either strongly agreed or agreed that the area of Contextual and architectural knowledge accurately reflects the skills, knowledge, experience and behaviours someone must demonstrate in order to practise as an architect. Sixteen percent of respondents (102) either strongly disagreed or disagreed with the proposed competency and outcome. A further 13% of respondents (83) neither agreed nor disagreed.

Management practice and leadership

Figure 5.5: To what extent do you agree that each competency area accurately reflects the skills, knowledge, experience and behaviours someone must demonstrate in order to practise as an architect? – Management Practice and Leadership (%)



- 5.8** Most respondents (431, 65%) either strongly agreed or agreed that the area of Management practice and leadership accurately reflects the skills, knowledge, experience, and behaviours someone must demonstrate in order to practise as an architect. Seventeen percent of respondents (108) either strongly disagreed or disagreed with the proposed competency and outcome. A further 18% of respondents (117) neither agreed nor disagreed.

Views expressed on proposed competencies

- 5.9** Question 16 invited respondents to tell us what might be missing from our draft outcomes. Three hundred and twenty-seven respondents provided responses.

- 5.10** In their written responses, 39 respondents (6%) said the competencies were too detailed or too prescriptive, or that there were too many outcomes. The majority of respondents who raised this opinion were academics (30 respondents, 78%), which was much higher than their respondent composition (22%), meaning they were more likely to raise this concern. Eighteen percent of the respondents were other registered architects (7), which was lower than their respondent composition (43%), and so they were less likely to say this.

“These needs to be revised, made more subject-specific and quantifiable. At the moment a lot of these vague and confusing. There are also too many which add to the confusion. These needs to be simplified.”

Academic (other), Yorkshire & Humber

- 5.11** Academics were also more likely than other groups to say that the proposed competencies were not detailed enough or were too generic. There were 29 respondents (4%) who said this, including 14 who were academics (48%, compared to their respondent composition of 22%). In addition, there were 12 respondents (2%) saying the competencies risked lowering the standards of the profession. All 12 of them were registered architects, with three also working as academics.
- 5.12** There were 163 respondents (24%) who shared unprompted suggestions about how we should improve the competencies by making specific topics more prominent. This showed the wide range of views about the content of the competencies. We tracked the five most common topic areas that respondents raised: building technology and technical topics (34, 5%), sustainability (29, 4%), leadership (18, 3%), safety (9, 1%), and equality, diversity and inclusion (EDI; 7, 1%).
- 5.13** The most common topic suggested was building technology and technical topics, which were raised by 5% (34) of respondents. Eight respondents (24%) saying this were working in the sector but are not registered architects. Four of them were architectural assistants, designers or consultants (not Part 3 qualified), 1 was another built environment professional and 3 were other respondents.

“Design is a welcome competency area, which is currently only assessed at parts 1 and 2. The part 3 qualification has been distanced from this fundamental area of practice in its current form, and I personally welcome this more integrated approach.”

Registered architect, East Midlands

- 5.14** Twenty-five respondents asked for more clarity on the wording of the outcomes. Requests for more clarity on how the outcomes should be assessed were also raised nine times. More integration between academic education and practical experience was suggested six times. There were also respondents suggesting that some competencies shouldn't be required for registration and instead should depend on individual students and their interests. Twelve respondents said the outcomes should align more with other institutions' criteria and six said that the outcomes should be more compatible with international qualifications.

“The language of “Miller’s Triangle” (a triangle with four corners?!) is relatively novel, so it may just require time to become used to it. It has the advantage of being less obscure than Bloom’s taxonomy which is commonly used, but at this point it seems hard to conceive how the ‘knows’, ‘knows how’, ‘shows how’ and ‘does’, would be specified/ quantified and assessed?”

Academic (registered architect), North East

“We feel the competency outcomes are relevant, valid and are sufficiently flexible to respond to changes in legislation, policy and industry / societal needs. Anything more prescriptive could hinder innovation in the growth of alternative learning pathways.”

Registered architect, London and the South East

“The outcomes are in some cases over prescriptive, in others vague and difficult to apply. The basic approach is not in alignment with current educational best practice, where small sets of learning outcomes, in clear specific language are the objective.”

Academic (registered architect), Scotland

Conclusion and next steps

There were high levels of support for every competency area, ranging from 74% (Professionalism and ethics) to 64% (Research and evaluation). Of all our proposals, the competencies had strongest agreement amongst respondents.

We received a wide range of views about the content of the competencies, extensive helpful suggestions for drafting changes to improve clarity and feedback from respondents about the number of competencies presented, along with suggestions for additional competency outcomes. The most common topics people expected to see more of were building technology, safety and sustainability. We also received feedback through our engagement meetings that some of the language used to express the outcomes candidates must demonstrate (e.g. 'knows how', 'shows how') could be better aligned with current academic terminology.

We will introduce the new Academic and Practice outcomes with some drafting amendments based on suggestions raised by respondents. This will include removing duplication from some of the outcomes, clarifying the outcomes that a student must achieve to be considered competent, and modernising the language to better reflect architectural practice. We will also strengthen the outcomes in respect of building physics and performance, and review our current detailed guidance in support of the building safety and sustainability outcomes.

Chapter Six: Accreditation

KEY FINDINGS

- **More respondents agreed than disagreed with each proposed standard for learning providers**, from 52% (Educational content) to 43% (Human resources).
- When compared to the competencies, a higher proportion of respondents chose not to express a view about (as in, neither agreed nor disagreed with) the standards for learning providers. This was between 29% and 36% for each one.
- **The most common view on the transition was that we should be clearer and offer more detail about our plans**, with 17% of respondents asking for this. There were no common suggestions as to what a more achievable timetable would look like, with some saying it was too rushed and some saying it was too slow. We received little feedback about the wording of the proposed draft Rules that will govern the new Accreditation Committee and the proposed changes to our General Rules.



6.1 Under our proposals, clear standards should be required of universities and all learning providers delivering ARB-accredited qualification. We published a draft document of these standards and invited views on these. The standards were in six areas:

- Standard 1 – Educational content
- Standard 2 – Assessments
- Standard 3 – Human resources
- Standard 4 – Teaching and learning resources
- Standard 5 – Governance and leadership
- Standard 6 – Student support

6.2 Prior to this consultation, new legislation has allowed ARB's Board to decide that there should be a new Accreditation Committee, replacing the existing Prescription Committee. Alongside this change, our consultation included proposals for a new proportionate and risk-based quality assurance of qualifications, with decisions made on behalf of the Board by the new Accreditation Committee. We published the draft Rules that should govern this new committee. We also published related changes to our General Rules for consultation at the same time.

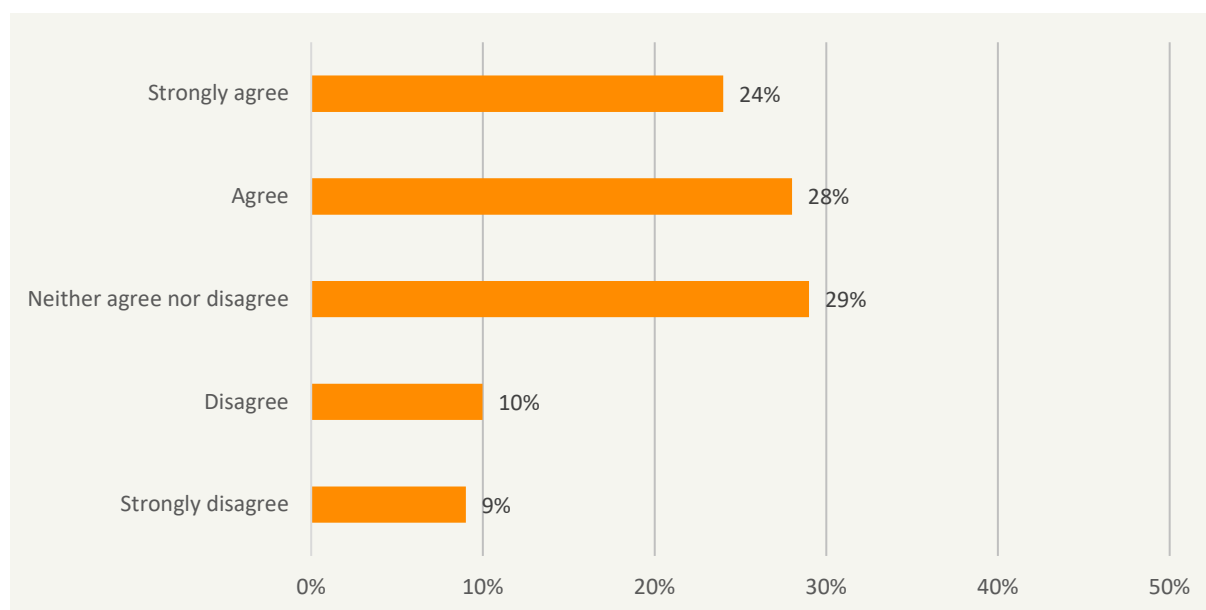
6.3 If our proposals are approved, anyone setting out to become an architect from September 2027 onwards should be trained and educated through the new framework and assessed using the new competence outcomes. We published an illustrative timetable alongside the consultation to help obtain views on this transition.

Extent of agreement on each standard for learning providers

6.4 Question 20 asked respondents to indicate the extent to which they agree or disagree that each standard will deliver ARB’s aims. Respondents expressed their opinion towards the proposal through an open text option and a closed multiple-choice scale, by selecting *Strongly agree, Agree, Neither agree nor disagree, Disagree, Strongly disagree*. As with the competencies, we analysed responses to each standard area individually.

Educational content

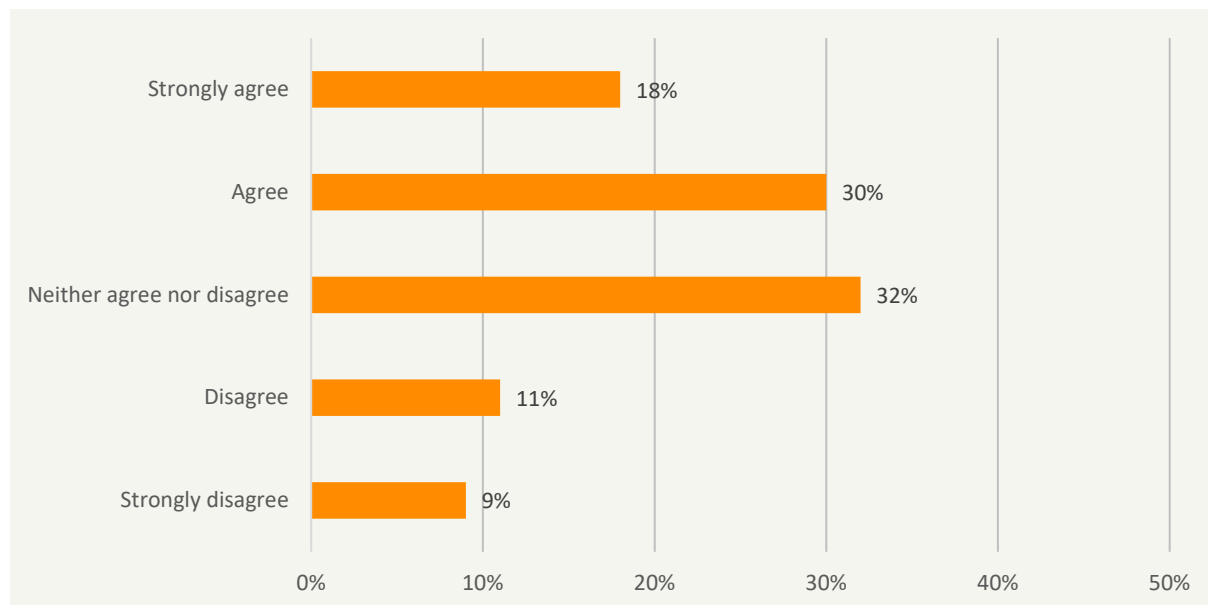
Figure 6.1: To what extent do you agree that each standard will deliver ARB’s aims? – Educational content (%)



6.5 Most respondents (334, 52%) either strongly agreed or agreed that the educational content standard will deliver ARB’s aim. Nineteen percent of respondents (124) either strongly disagreed or disagreed with this draft standard. A further 29% of respondents (188) neither agreed nor disagreed.

Assessments

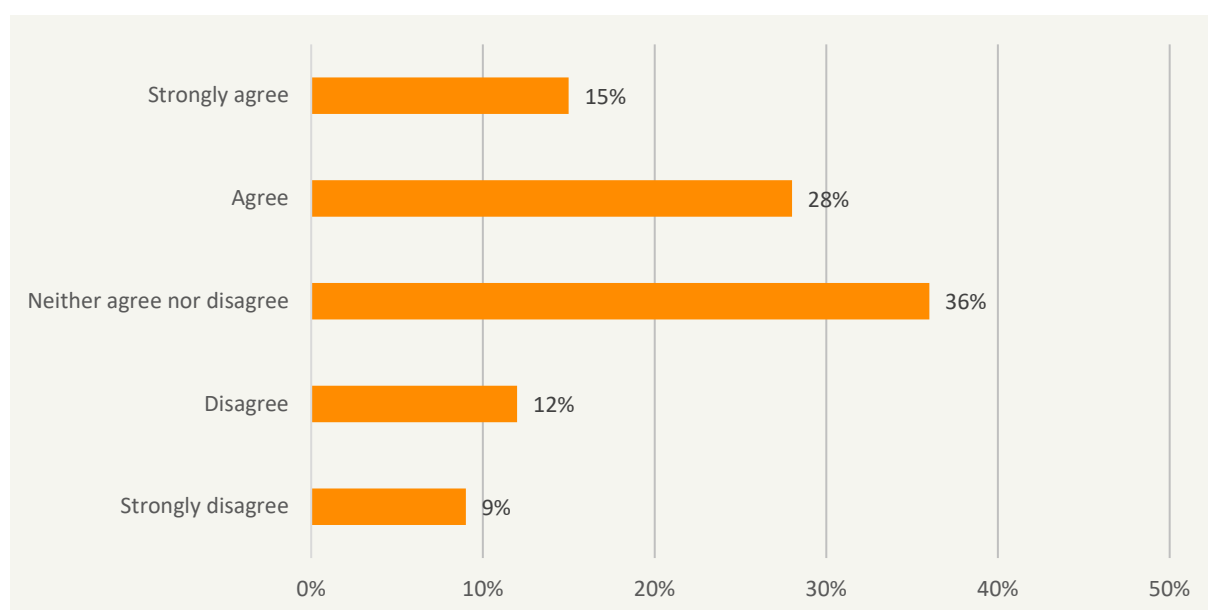
Figure 6.2: To what extent do you agree that each standard will deliver ARB’s aims? – Assessments (%)



6.6 More respondents strongly agreed or agreed that the assessments standard will deliver ARB’s aim (314, 48%) than strongly disagreed or disagreed (124, 20%). A further 32% of respondents (208) neither agreed nor disagreed.

Human resources

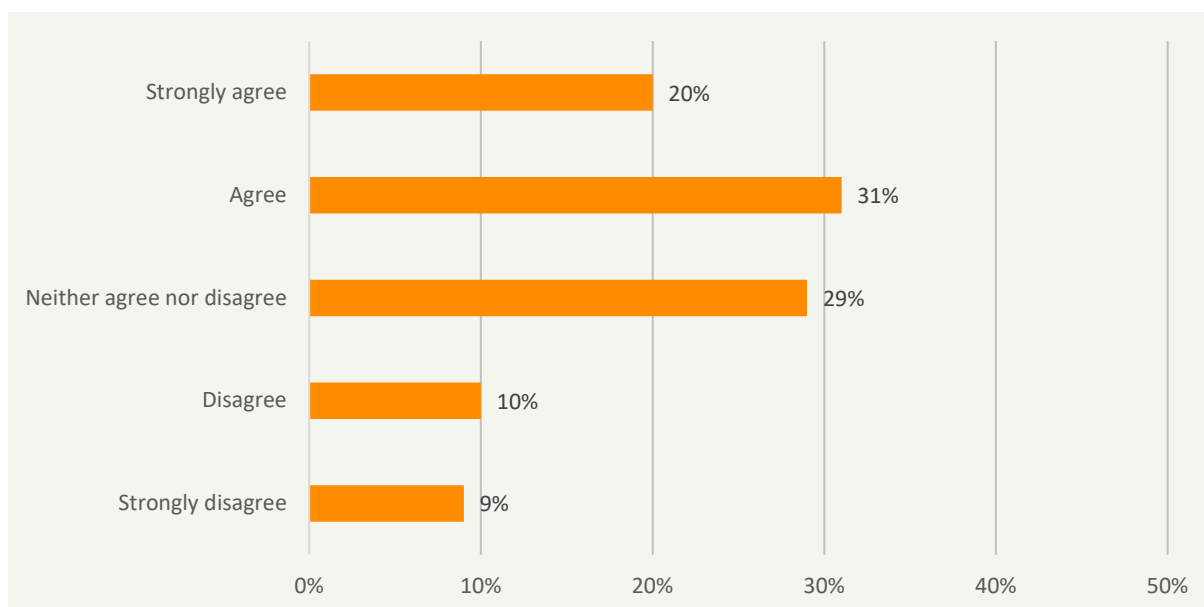
Figure 6.3: To what extent do you agree that each standard will deliver ARB’s aims? – Human resources (%)



6.7 Forty-three percent of respondents (276) who either strongly agreed or agreed that the standard of Human resources will deliver ARB’s aim. Twenty-one percent of respondents (135) either strongly disagreed or disagreed with the draft standard. A further 36% of respondents (233) neither agreed nor disagreed.

Teaching and learning resources

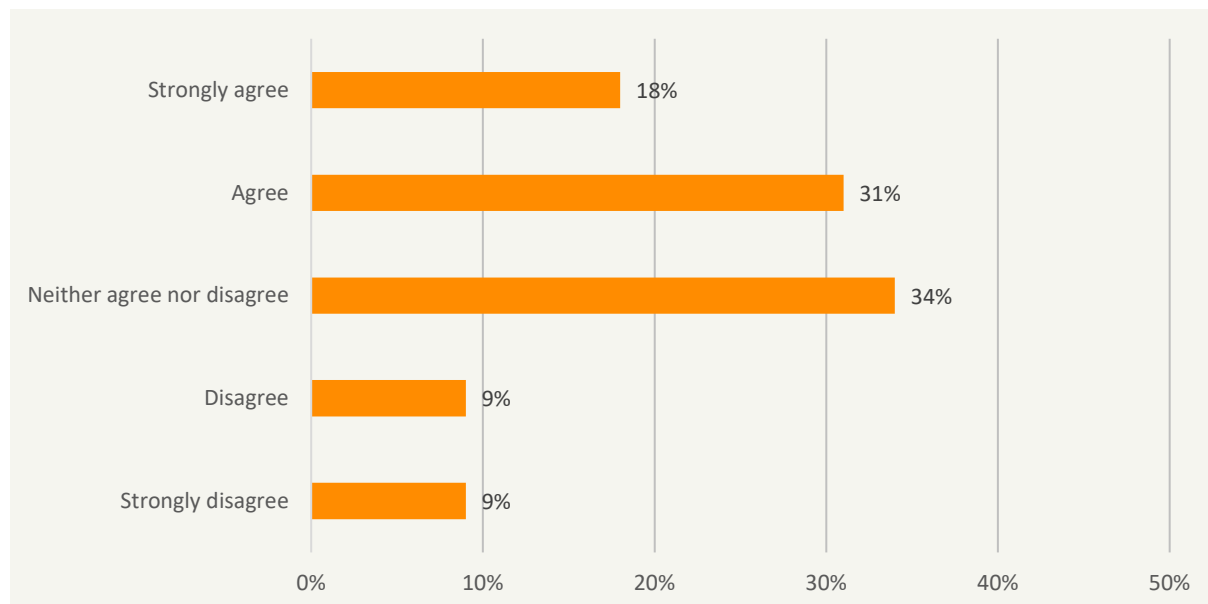
Figure 6.4: To what extent do you agree that each standard will deliver ARB’s aims? – Training and learning resources (%)



6.8 Most respondents (331, 51%) either strongly agreed or agreed that the standard on training and learning resources will deliver ARB’s aim. Nineteen percent of respondents (125) either strongly disagreed or disagreed this draft standard. A further 29% of respondents (189) neither agreed nor disagreed.

Governance and leadership

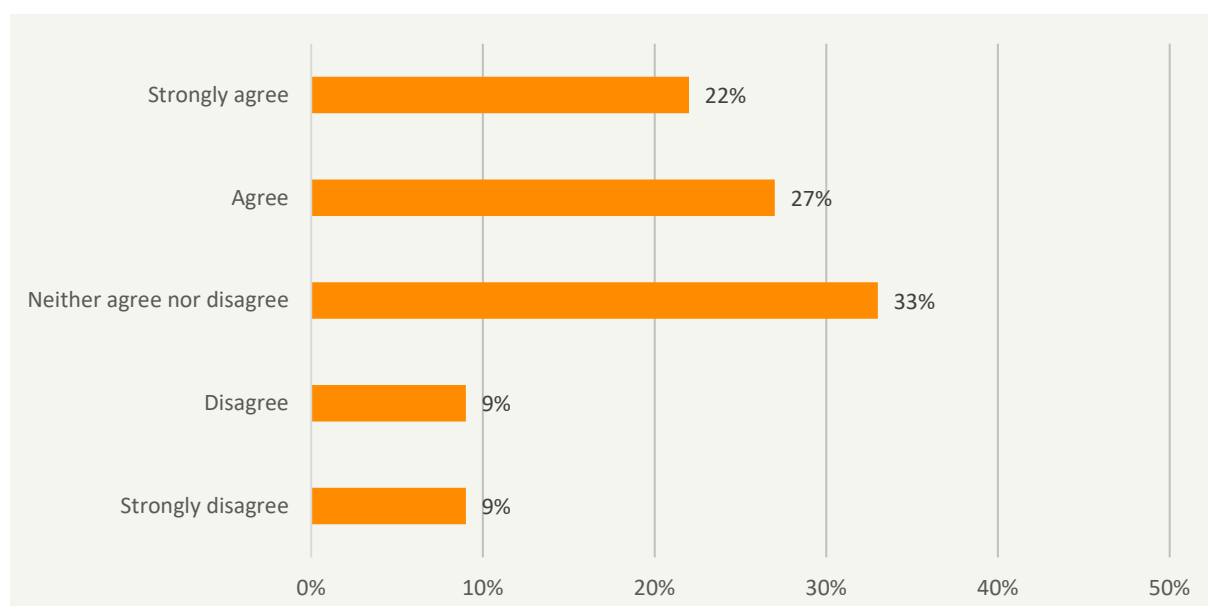
Figure 6.5: To what extent do you agree that each standard will deliver ARB’s aims? – Governance and leadership (%)



6.9 Forty-nine percent of respondents (310) either strongly agreed or agreed that the governance and leadership standard will deliver ARB’s aim. Eighteen percent of respondents (115) either strongly disagreed or disagreed with this draft standard. A further 34% of respondents (218) neither agreed nor disagreed.

Student support

Figure 6.6: To what extent do you agree that each standard will deliver ARB’s aims? – Student support (%)



- 6.10** Forty nine percent of respondents (312) also either strongly agreed or agreed that the standard on Student support will deliver ARB’s aim. Eighteen percent of respondents (120) either strongly disagreed or disagreed with this draft standard. A further 33% of respondents (211) neither agreed nor disagreed.

Views expressed on standards for learning providers and accreditation

- 6.11** Question 17 allowed free-text comments for respondents to express their opinion towards the proposal. Question 18 also provided an open text for respondents to answer whether there is anything in our draft standards that they particularly like or dislike, could be improved, or is missing. Question 19 invited respondents to raise any suggestions about what we can improve about the draft rules. We analysed recurring sentiments in this area that were included across these and respondents’ other free-text responses.
- 6.12** Seventy-five respondents (11%) suggested that the draft standards should be aligned with other bodies, including RIBA and Ofqual, to reduce duplication for providers. Forty-four of those who raised this suggestion were academics (59%, which was higher than their respondent composition of 22%). Twenty of those were other registered architects (27%, which was lower than their respondent composition of 43%).

“I make a genuine plea for a more collaborative and constructive approach to the redesign of the route to qualification which involves the RIBA and SCOSA to harmonise and align the ARB and RIBA criteria and to fully understand and mitigate the funding, administrative and burdens that the current proposals introduce for providers.”

Academic (registered architect), London & South East

“I think stronger emphasis needs to be made in student support during learning. It is currently a very toxic and unhealthy environment for students to study architecture and this needs to radically change. The proposal does not state any major changes than what is already considered in place at university.”

Architecture Student – graduate (studying Part 2), East Midlands

- 6.13** There were 34 respondents (5%) suggesting that ARB should monitor learning providers better to identify mistreatment or poor education outcomes. Twelve of those respondents were registered architects (35%), which was slightly lower than the proportion of consultation respondents who were registered architects (43%). Ten who suggested this were students (29%), which was higher than the composition of consultation respondents (13%).

- 6.14** Some respondents commented on the level of detail within the standards. Thirty respondents (4%) said that they were not detailed enough, too general, or too broad. Over half of these respondents also disagreed with our minimum duration of practical experience proposal and disagreed with our aims and vision. In comparison, there were five respondents (0.74%) saying that proposed learning provider standards are too detailed, too prescriptive, or too bureaucratic.

“These standards seem to set very general expectations and broad quality control requirements that are outside of ARBs remit or skill set. Learning institutions will already have such requirements with internal reviews and protocols. This just adds more administration for no extra value and to no effect.”

Academic (registered architect), East of England

- 6.15** There were 62 respondents (9%) who made specific recommendations. These included a recommendation for more integration between academia and practices, including comments that providers should do more to help students search for opportunities. There were also respondents requesting that ARB do more to help students gain practical experience and for more practising architects to be in learning providers’ teaching teams. As with other areas of the consultation, respondents asked for more clarity. In this case it was in how these standards are written, including on how providers will be assessed against them. Other points raised included:

- More regulation of how education is provided, its quality and how ARB will review and monitor teaching
- More consistency with how practical experience is provided within practices
- Implementing documents for providers and employers to sign off to help direct students’ learning
- More standards for pastoral care and health support for students
- That ARB should regulate a staff to student ratio

“Very key that pastoral care is considered in framework. To help combat the architectural culture of overwork and burn-out. There needs to be a consolidated approach from the ARB to ensure that this opportunity to change the educational model provides a step change for architectural discourse as a whole... it starts here for the next generation.”

Architecture Student – Part 3 candidate, West Midlands

“Staff to student ratios need to have specific set limits to ensure that design studio is taught effectively.”

Architecture Student – undergraduate (studying Part 1), London & South East

6.16 Sixty-four respondents (10%) said the Rules were unclear as currently drafted and 24 of these were academics (37%, higher than their consultation composition of 22%). In addition, there were 44 respondents (7%) who made specific recommendations about the proposed Rules. The recommendation that ARB should encourage more input from other bodies (particularly universities) and collaborate with them more was raised seven times. Other points raised included:

- Asking for clarification on accreditation of overseas qualifications and schools
- Ensuring in-person visits as part of the accreditation processes
- Worries that visits would be too much work for universities
- Asking that schools have more time to notify ARB of their plans
- Concerns that schools might provide incorrect information as part of ARB’s quality assurance
- Asking ARB to align data requirements that other bodies ask for

“The accreditation process must include an in person visit, not by remote electronic means alone. Ongoing visits at intervals by accreditation teams are essential regardless of whether or not specific information is received that may suggest the need for a visit.”

Registered architect, Yorkshire & Humber

“We would suggest these are expanded to offer greater clarity generally on expected information [...]

We would welcome clarification on what constitutes a ‘robust resource allocation model’ [...]

Protected Characteristics – we would ask that these are aligned with wider HESA dataset that is gathered as a matter of course by all institutions.”

Academic (registered architect), East Midlands

Views expressed on transition arrangements

6.17 Stakeholder feedback in the lead-up to our consultation was consistent that they would welcome clarity about the period of transition from the current requirements to new requirements. There was also support for implementing the new structure as quickly as is practicable and safe. In our consultation we set out a timeline for transition to the new structure and Rules. We proposed to set a deadline of September 2027 for teaching to have commenced on new Master’s-level qualification that would be mapped to the new competence outcomes. This took into account feedback from learning providers that it will take a minimum of two years to develop a course. Under those plans, the last cohort of current Part 2 qualifications should therefore begin in September 2026. All existing qualifications should have prescription extended to September 2027.

6.18 Through the consultation, we gathered respondents' views on whether the timetable for transition is practicable, or whether there are specific issues we should consider further. Question 20 provided a free-text option to invite respondents to raise any risks or opportunities about our implementation date for the new framework. Question 21 also invited respondents to tell us any additional guidance they would like.

6.19 There were 116 respondents (17%) asking for more clarity or detail on the transition. Thirty-one percent of these were academics (36), followed by 22% being other registered architects (25), and 19% students (22).

"Please publish details about the plans as soon as possible after the consultation period. For those of us looking to start this year this information is critical in our decision making process and we have deadlines to respond to universities about which places we are accepting."

Other built environment professional (architectural technology student), West Midlands

6.20 Regarding the transition timelines, there were 60 respondents (9%) who said that it might be too rushed and that more time is needed. Most of these respondents who raised this concern were academics (42, 70%). Eleven were other registered architects (18%).

6.21 In comparison, there were 17 respondents (3%) who said that the transition timeline might be too slow. Five of those were registered architects (35%), five were students (29%) and one was an academic.

"The timeline for the implementation date for the new framework seems short given the large impact on university degrees and education systems. The programme does not currently allow for extensive consultation with practice and academic institutions, pilot testing of the new system and does not recognise cycles of re-accreditation."

Academic (registered architect), London & South East

6.22 Respondents made other specific requests. These included asking for more clarity for students already progressing through the current framework, querying funding opportunities post-2027, wanting retrospective assessments and guidance on non-academic requirements. Furthermore, there were 54 respondents (8%) who made specific recommendations related to the transition. These included providing more guidance, Q&As and discussions on the changes and what they'll mean. It was suggested that ARB should trial or pilot courses under the new framework and that materials such as roadmaps and flow charts should be developed to show different routes and the time they will take.

6.23 Concerns about the impact on those already progressing through their education were raised by 14 respondents, and we read responses to identify any particular cohorts or circumstances that might be adversely affected by our transition plans. There was not a recurring theme to these but concerns about the impact on Level 6 or 7 apprentices were raised three times.

“It would be better if the guidance more clearly explained pathways for existing cohorts of students; for example, I’ve finished the first year of my Part 2 course. Assuming I therefore sit my Part 3 by 2027, it should still be the ‘old’ Part 3 which I sit? This is somewhat unclear in the transition timeline phrasing.”

Architecture Student – graduate (studying Part 2), Scotland

“Clearly, carrying this process out too quickly will have dangers, but it would be good to see some ‘front runners’ leading the process as soon as possible. Pushing forward with all institutions at the same time has a much greater risk of failure – it would be better to seek out Universities who have the flexibility and vision needed to initiate the change and then any unexpected issues that arise will have less impact and can be resolved more easily due to the smaller number of people involved.”

Registered architect, North West

Conclusion and next steps

More respondents agreed than disagreed with each standard for learning providers. When compared to the competencies, a higher proportion of respondents chose not to express a view on (as in, neither agreed nor disagreed with) the standards. This was between 29% and 36% of respondents for each standard. Students were more likely to agree that the standards would create a better learning environment, and academics were more likely to disagree with this.

Regarding the transition arrangements, the most common view expressed (written by 17% of respondents) was that we should be clearer and offer more detail about our plans. There were no common suggestions as to what a more achievable timetable would look like, with some saying it was too rushed and some saying it was too slow.

We will publish a roadmap setting out the transition timeline and how it may affect different cohorts of students. We will also improve the information we have published so that it is clearer.

We will implement our proposed changes to the accreditation of qualifications and we will proceed to finalise the proposed standards, with some drafting changes based on detailed suggestions. The updated standards will be published in September 2023.

We will produce a handbook for providers that will contain guidance on how the standards can be met. Alongside this, we will be establishing an Education Transition Reference Group to maintain engagement with the sector as the transition progresses.

Chapter Seven: Summary of next steps

- 7.1** Whilst some aspects of our proposals received strong support, others received mixed feedback with some compelling challenges raised by respondents. We conclude that some of our proposals can be implemented straight away while others require more development to address the concerns and ideas raised through the consultation. By addressing these points, we can develop a stronger and ultimately more successful regulatory framework for education.
- 7.2** We will implement the reforms for architect education and training, with some important modifications detailed below. Anyone setting out to become an architect from September 2027 onwards will have to be trained and educated through the new, improved framework and assessed using the new competence outcomes. Our priority is to now ensure that the useful challenges and ideas raised by respondents are addressed and to make sure that our reforms meet our statutory obligations while maintaining educational standards, the integrity of the Register, and the quality within the architects' profession.

Framework

- 7.3** We will proceed with the proposed regulatory framework for architect education and training, with important modifications. We will accredit qualifications at Master's level (Level 7, or Scottish Level 11) that meet the new Academic Outcomes and accredit the practice qualification which will assess the new Practice Outcomes. Extensive discussions we have had with UK and devolved governments have reassured us that our proposals will not change the funding status of students, but this is something we will keep under review as a priority and will work with learning providers to communicate to their students as needed. In addition, we will issue guidance clarifying that to access an accredited qualification, students will need to have appropriate undergraduate qualifications or relevant work experience.

Professional practical experience

- 7.4** Our proposals for professional practical experience will be reconsidered. We will retain the existing two year minimum duration while continuing to consider short-term modifications like additional flexibility about the types of experience which are deemed relevant. This could include allowing time in practice as part of a Master's-level qualification to count towards the minimum requirement in circumstances where it currently can't.
- 7.5** We will appoint a Commission with an independent Chair to provide options and advice to ARB on the key challenges of professional practice experience identified through the consultation. The Commission will be appointed in late 2023 and report to ARB by the end of 2024.

Competencies

- 7.6** We will introduce the new Academic and Practice outcomes with some drafting amendments based on suggestions raised by respondents. This will include removing duplication from some of the outcomes, clarifying the outcomes that a student must achieve to be considered competent, and modernising the language to better reflect architectural practice. We will also strengthen the outcomes in respect of building physics and performance and review our current detailed guidance in support of the building safety and sustainability outcomes.

Accreditation and transition

- 7.7** We will implement our proposed changes to the accreditation of qualifications and we will proceed to finalise the proposed standards, with some drafting changes based on detailed suggestions. The updated standards will be published in September 2023.
- 7.8** We will produce a handbook for providers that will contain guidance on how the standards can be met. Alongside this, we will be establishing an Education Transition Reference Group to maintain engagement with the sector as the transition progresses.
- 7.9** We will publish a roadmap setting out the transition timeline and how it may affect different cohorts of students. We will also improve the information we have published so that it is clearer.

Annex A: List of respondents

There were 164 respondents who gave permission for their responses to be published in full, with a further 376 wishing to be published anonymously.¹⁰ Of those who wished for their responses to be published in full, 89 were registered architects, including 32 who were also academics.

There were 86 responses made on behalf of organisations, of which 47 agreed to be published in full. The names of all individuals and organisations that gave permission to be published in full are listed below.

- Aditya Vinod Buchinger, Registered Architect
- Alastair Blyth, Academic (registered architect)
- Albion Architecture & Surveying
- Alex Winter, Registered Architect
- Alexandra Stara, Academic (other)
- Amanda Montiel, Other
- Andrew Harper, Registered Architect
- Andy James-Culley, Architectural assistant, designer or consultant (not Part 3 qualified)
- Anurag Verma, Architectural assistant, designer or consultant (not Part 3 qualified)
- APSA (Association of Professional Studies in Architecture)
- Architects Climate Action Network
- Architectural Association School of Architecture
- Architectural Practice
- Asiya Habib, Architectural assistant, designer or consultant (not Part 3 qualified)
- Association of architectural educators
- Austin Williams, Academic (registered architect)
- Ax Designed
- Ben Green, Registered Architect
- Ben Stagg, Registered Architect
- Ben Vickery, Registered Architect
- Betty Owoo, Architectural assistant, designer or consultant (not Part 3 qualified)
- Beverley Poole, Academic (registered architect)
- Bijal Mehta, Registered Architect
- Birmingham School of Architecture & Design, BCU
- Blauel Architects
- Catherine Davis, Registered Architect
- Central Saint Martins UAL
- Centre for Alternative Technology
- Charles Parrack, Academic (other)
- Christian Frost, Academic (registered architect)
- Cityzen Limited
- Collective Works
- Colum MULHERN, Registered Architect
- Counterbalance XYZ Ltd
- Cristina Gonzalez-Longo Architect
- Daneel Starr, Registered Architect
- Daniel Dyer, Registered Architect
- David, Other built environment professional
- David Bayliss, Other
- David Steel, Registered Architect
- Dayle Lennon, Registered Architect
- Deniece John, Architecture Student – undergraduate (studying Part 1)
- Dieter Bentley-Gockmann, Registered Architect
- Dipun Gandhi, Architectural assistant, designer or consultant (not Part 3 qualified)
- Ella Howard, Other
- Elona Alexander, Architectural assistant, designer or consultant (not Part 3 qualified)
- Emily Crompton, Academic (registered architect)
- Eoin Shaw, Architecture Student – undergraduate (studying Part 1)
- Eva Frederick Parada, Other
- Eyad Kablan, Architecture Student – graduate (studying Part 2)

¹⁰ Published responses will be available here: <https://arb.citizenspace.com/policy-and-communications/tomorrows-architects-arb-consultation/>

- Fiona Stevenson, Academic (registered architect)
- Frances J Robertson, Academic (registered architect)
- Future Architects Front
- Gareth Brown, Registered Architect
- Garry Lupton, Other
- Gary Wells-Lakeland, Other
- Ghazal Hajijafari, Other
- Gibb Architects Ltd
- Glasgow School of Art, Mackintosh School of Architecture
- Gordon Tebay, Registered Architect
- Harry Cox, Academic (other)
- Haruhito Tomi, Architectural assistant, designer or consultant (not Part 3 qualified)
- Helen Taylor, Registered Architect
- Holly Pickersgill, Architecture Student – undergraduate (studying Part 1)
- Hugh Jenkins, Registered Architect
- Hugo Hardy Architect
- Ian Hurlstone, Registered Architect
- Ian Parkes, Academic (registered architect)
- Jake Owen, Architecture Student – graduate (studying Part 2)
- Jake Scargill, Architecture Student – Part 3 candidate
- James Dalley, Registered Architect
- James Holmes-Siedle, Registered Architect
- James Tait, Registered Architect
- Jason Taylor, Academic (other)
- Jflemay Architecture and Design
- Jo McLean, Architecture Student – Part 3 candidate
- John Lyall, Registered Architect
- John Peter Cambridge, Other
- Jonathan Greenfield, Registered Architect
- Jon Holland, Architectural assistant, designer or consultant (not Part 3 qualified)
- Jon Wallsgrove, Registered Architect
- Joris Matthijs Vreeswijk, Architecture Student – graduate (studying Part 2)
- Justin Lunn, Academic (registered architect)
- Karen Anderson, Registered Architect
- Kent School of Architecture and Planning
- Kevin Drayton, Registered Architect
- Leyla Scarlatella, Architecture Student – graduate (studying Part 2)
- Felix Rothermel, Other
- Mark Wildish FCIAT, Other
- MicroArchitecture
- Miranda Terry, Academic (registered architect)
- Murran Alice Porter, Other
- Naomi Gibson, Academic (registered architect)
- Neil Andrew Wilding, Registered Architect
- Neil Barker Associates Limited
- Nick Smith, Registered Architect
- Nicolas Pauwels, Architecture Student – undergraduate (studying Part 1)
- Oliver Lowrie, Registered Architect
- OLJ Designs Ltd
- Omar, Architecture Student – graduate (studying Part 2)
- Pamela Cole, Academic (registered architect)
- Paolo Zaide, Academic (registered architect)
- Partner Studios - Architectural Designers
- Pascale Ghanem, Other
- Patrick Lewis Architects Ltd
- Paul Butler Architects Ltd.
- Paul Crosby, Academic (registered architect)
- Peter Jackson, Other
- Phil Cooksey, Academic (registered architect)
- Philip Allsopp, Other built environment professional
- Professor Harry Charrington, Academic (registered architect)
- Professor Henrik Schoenefeldt, Academic (other)
- Project Orange / London School of Architecture
- Reishin Kunishima Watabe, Architecture Student – graduate (studying Part 2)
- RIAS Education Committee
- Richard Henry James White, Registered Architect
- Richard Parnaby, Other
- Richard Payne Harbord, Other
- Robert Aspey, Other built environment professional
- Robert O'Leary, Registered Architect

- Lush Alexander, Registered Architect
- Mackintosh School of Architecture
- Mandy Franz, Registered Architect
- Robin Philpott, Architecture Student – Part 3 candidate
- Robin Webster, Registered Architect
- Rosemary Fieldson, Academic (registered architect)
- Royal Institute of British Architects
- Royal Society of Architects in Wales
- R-tectural
- Rural Space Architecture
- Sam Sam Hui Architect Ltd
- Samuel Okoh, Architecture Student – Part 3 candidate
- Scott Batty, Academic (registered architect)
- Shadi Lebbos, Architecture Student – graduate (studying Part 2)
- Sonia Sasi Stephen, Other
- Sophia Boyd, Registered Architect
- Stephen Brookhouse, Academic (registered architect)
- Stephen Gage, Academic (registered architect)
- Stephen McCusker, Other
- Studio Cirrus
- Studio map ltd
- Swansea School of Architecture - University of Wales Trinity Saint David
- Tahmineh Hooshyar Emami, Academic (registered architect)
- The Royal Society of Ulster Architects
- Thomas Waddicor, Registered Architect
- Tim Clark, Registered Architect
- Timothy Brittain-Catlin, Academic (registered architect)
- Tom Partridge, Registered Architect
- Tony Smith, Registered Architect
- Umi Baden-Powell, Other
- University of Greenwich
- University of Kent
- University of Leeds
- University of Portsmouth
- University of Sheffield School of Architecture
- V, Architecture Student – graduate (studying Part 2)
- Wei Li Choong, Registered Architect
- Wendy Colvin, Academic (registered architect)
- Wilfred Achille, Academic (registered architect)
- Will Bloom, Architectural assistant, designer or consultant (not Part 3 qualified)
- William Tindall, Architecture Student – undergraduate (studying Part 1)
- Wong Vito, Architecture Student – graduate (studying Part 2)
- Yorke Architecture Ltd
- Yuan Mccabe, Architecture Student – Part 3 candidate

Annex B: Consultation data

The full consultation data is below. Some questions are optional and we have included the numbers of respondents who chose not to answer each question. In the main report, respondents who did not answer were not included for the analysis for each section.

Option	Total	Percent
Academic (registered architect)	110	16.37%
Academic (other)	38	5.65%
Registered Architect	286	42.56%
Architectural assistant, designer or consultant (not Part 3 qualified)	66	9.82%
Architecture Student – undergraduate (studying Part 1)	23	3.42%
Architecture Student – graduate (studying Part 2)	32	4.76%
Architecture Student – Part 3 candidate	32	4.76%
Elected political representative e.g. councillor or MP	0	0
Member of the public	3	0.45%
Other built environment professional	26	3.87%
Other	56	8.33%

Option	Total	Percent
Female	235	34.97%
Male	378	56.25%
Non-binary	4	0.6%
Prefer not to say	48	7.14%
Other	7	1.04%

Option	Total	Percent
Asian/Asian British	47	6.99%
Black/Black British/Caribbean/African	18	2.68%
Mixed/Multiple ethnic groups	22	3.27%
White	471	70.09%
Other ethnic group	34	5.06%
Prefer not to say	80	11.9%

Option	Total	Percent
East of England	19	2.83%
East Midlands	37	5.51%
London & South East	292	43.45%
North East	17	2.53%
North West	53	7.89%
South West	65	9.67%

West Midlands	23	3.42%
Yorkshire & Humber	42	6.25%
Northern Ireland	9	1.34%
Scotland	53	7.89%
Wales	16	2.38%
Republic of Ireland	3	0.45%
Prefer not to say	7	1.04%
Other	36	5.36%

Table B5: Registered architects (including academics) – When qualified

Option	Total
0-5 years ago	82 (20.71%)
6-10 years ago	61 (15.40%)
11-20 years ago	94 (23.74%)
21+ years ago	159 (40.15%)

Table B6: Registered architects (including academics) – Size of practice

Option	Total
Small or self-employed (1-10 employees)	152 (38.38%)
Medium (11-50 employees)	53 (13.38%)
Large (51+ employees)	75 (18.94%)
I'm not practising at the moment	49 (12.37%)
I work at another type of organisation (e.g. developer, local authority)	67 (16.92%)

Table B7: Respondents – Health

Option	Total
Yes	55 (8.18%)
No	549 (81.70%)
Prefer not to say	68 (10.12%)

Table B8: IET Proposal ranking matrix – Regulatory framework – Meet our vision – likert – To what extent do you agree

Option	Total	Academic (registered architect)	Academic (other)	Registered Architect	Architectural assistant, designer or consultant (not Part 3 qualified)	Architecture Student – undergraduate (studying Part 1)	Architecture Student – graduate (studying Part 2)	Architecture Student – Part 3 candidate	Member of the public	Other built environment professional	Other
Strongly agree	91 (13.54%)	5 (0.74%)	5 (0.74%)	25 (3.72%)	18 (2.68%)	5 (0.74%)	7 (1.04%)	8 (1.19%)	2 (0.30%)	5 (0.74%)	11 (1.64%)
Agree	176 (26.19%)	12 (1.79%)	3 (0.45%)	76 (11.31%)	24 (3.57%)	9 (1.34%)	13 (1.93%)	12 (1.79%)	0	12 (1.79%)	15 (2.23%)
Neither agree nor disagree	113 (16.82%)	19 (2.83%)	5 (0.74%)	50 (7.44%)	9 (1.34%)	6 (0.89%)	8 (1.19%)	2 (0.30%)	0	4 (0.60%)	10 (1.49%)
Disagree	144 (21.43%)	37 (5.51%)	11 (1.64%)	61 (9.08%)	6 (0.89%)	0	1 (0.15%)	8 (1.19%)	0	5 (0.74%)	15 (2.23%)
Strongly disagree	143 (21.28%)	36 (5.36%)	13 (1.93%)	71 (10.57%)	9 (1.34%)	3 (0.45%)	3 (0.45%)	2 (0.30%)	1 (0.15%)	0	5 (0.74%)
Not answered	5 (0.74%)	1 (0.15%)	1 (0.15%)	3 (0.45%)	0	0	0	0	0	0	0

Table B9: Architects' views on IET Proposed regulatory framework – Meet our vision – When qualified

Option	Total	0-5 years ago	6-10 years ago	11-20 years ago	21+ years ago
Strongly agree	30 (7.58%)	6 (1.52%)	7 (1.77%)	8 (2.02%)	9 (2.27%)
Agree	88 (22.22%)	19 (4.80%)	13 (3.28%)	22 (5.56%)	34 (8.59%)
Neither agree nor disagree	69 (17.42%)	14 (3.54%)	13 (3.28%)	17 (4.29%)	25 (6.31%)
Disagree	98 (24.75%)	18 (4.55%)	19 (4.80%)	18 (4.55%)	43 (10.86%)
Strongly disagree	107 (27.02%)	24 (6.06%)	9 (2.27%)	28 (7.07%)	46 (11.62%)
Not answered	4 (1.01%)	1 (0.25%)	0	1 (0.25%)	2 (0.51%)

Option	Total	Small or self-employed (1-10 employees)	Medium (11-50 employees)	Large (51+ employees)	I'm not practising at the moment	I work at another type of organisation (e.g. developer, local authority)
Strongly agree	30 (7.58%)	9 (2.27%)	3 (0.76%)	10 (2.53%)	2 (0.51%)	6 (1.52%)
Agree	88 (22.22%)	30 (7.58%)	20 (5.05%)	18 (4.55%)	5 (1.26%)	15 (3.79%)
Neither agree nor disagree	69 (17.42%)	24 (6.06%)	9 (2.27%)	13 (3.28%)	13 (3.28%)	10 (2.53%)
Disagree	98 (24.75%)	37 (9.34%)	11 (2.78%)	15 (3.79%)	20 (5.05%)	15 (3.79%)
Strongly disagree	107 (27.02%)	50 (12.63%)	9 (2.27%)	18 (4.55%)	9 (2.27%)	21 (5.30%)
Not answered	4 (1.01%)	2 (0.51%)	1 (0.25%)	1 (0.25%)	0	0

Option	Total	Academic (registered architect)	Academic (other)	Registered Architect	Architectural assistant, designer or consultant (not Part 3 qualified)	Architecture Student – undergraduate (studying Part 1)	Architecture Student – graduate (studying Part 2)	Architecture Student – Part 3 candidate	Member of the public	Other built environment professional	Other
Strongly agree	90 (13.39%)	3 (0.45%)	2 (0.30%)	16 (2.38%)	20 (2.98%)	7 (1.04%)	12 (1.79%)	9 (1.34%)	2 (0.30%)	8 (1.19%)	11 (1.64%)
Agree	95 (14.14%)	9 (1.34%)	12 (1.79%)	28 (4.17%)	12 (1.79%)	6 (0.89%)	5 (0.74%)	5 (0.74%)	0	8 (1.19%)	10 (1.49%)
Neither agree nor disagree	79 (11.76%)	13 (1.93%)	5 (0.74%)	31 (4.61%)	14 (2.08%)	2 (0.30%)	3 (0.45%)	2 (0.30%)	0	2 (0.30%)	7 (1.04%)
Disagree	171 (25.45%)	35 (5.21%)	6 (0.89%)	76 (11.31%)	13 (1.93%)	3 (0.45%)	10 (1.49%)	9 (1.34%)	0	6 (0.89%)	13 (1.93%)
Strongly disagree	231 (34.38%)	49 (7.29%)	12 (1.79%)	134 (19.94%)	6 (0.89%)	4 (0.60%)	2 (0.30%)	7 (1.04%)	1 (0.15%)	2 (0.30%)	14 (2.08%)

Not answered	6 (0.89%)	1 (0.15%)	1 (0.15%)	1 (1.15%)	1 (0.15%)	1 (0.15%)	0	0	0	0	1 (0.15%)
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Table B12: Architects' views on minimum duration of practical experience – When qualified

Option	Total	0-5 years ago	6-10 years ago	11-20 years ago	21+ years ago
Strongly agree	19 (4.80%)	7 (1.77%)	4 (1.01%)	4 (1.01%)	4 (1.01%)
Agree	37 (9.34%)	5 (1.26%)	8 (2.02%)	11 (2.78%)	13 (3.28%)
Neither agree nor disagree	44 (11.11%)	10 (2.53%)	4 (1.01%)	17 (4.29%)	13 (3.28%)
Disagree	111 (28.03%)	20 (5.05%)	20 (5.05%)	28 (7.07%)	43 (10.86%)
Strongly disagree	183 (46.21%)	40 (10.10%)	25 (6.31%)	32 (8.08%)	86 (21.72%)
Not answered	2 (0.51%)	0	0	2	0

Table B13: Architects' views on minimum duration of practical experience – Size of practice

Option	Total	Small or self-employed (1-10 employees)	Medium (11-50 employees)	Large (51+ employees)	I'm not practising at the moment	I work at another type of organisation (e.g. developer, local authority)
Strongly agree	19 (4.80%)	10 (2.53%)	0	5 (1.26%)	1 (0.25%)	3 (0.76%)
Agree	37 (9.34%)	14 (3.54%)	6 (1.52%)	11 (2.78%)	4 (1.01%)	2 (0.51%)
Neither agree nor disagree	44 (11.11%)	18 (4.55%)	5 (1.26%)	8 (2.02%)	6 (1.52%)	7 (1.77%)
Disagree	111 (28.03%)	33 (8.33%)	15 (3.79%)	21 (5.30%)	17 (4.29%)	25 (6.31%)
Strongly disagree	183 (46.21%)	76 (19.19%)	27 (6.82%)	30 (7.58%)	21 (5.30%)	29 (7.32%)
Not answered	2 (0.51%)	1 (0.25%)	0	0	0	1 (0.25%)

Option	Total	Academic (registered architect)	Academic (other)	Registered Architect	Architectural assistant, designer or consultant (not Part 3 qualified)	Architecture Student – undergraduate (studying Part 1)	Architecture Student – graduate (studying Part 2)	Architecture Student – Part 3 candidate	Member of the public	Other built environment professional	Other
Strongly agree	276 (41.07%)	22 (3.27%)	8 (1.19%)	121 (18.01%)	43 (6.40%)	11 (1.64%)	17 (2.53%)	20 (2.98%)	1 (0.15%)	8 (1.19%)	25 (3.72%)
Agree	214 (31.85%)	29 (4.32%)	10 (1.49%)	104 (15.48%)	15 (2.23%)	9 (1.34%)	11 (1.64%)	10 (1.49%)	0	12 (1.79%)	14 (2.08%)
Neither agree nor disagree	86 (12.80%)	27 (4.02%)	5 (0.74%)	28 (4.17%)	4 (0.60%)	2 (0.30%)	3 (0.45)	0	1 (0.15%)	4 (0.60%)	12 (1.79%)
Disagree	49 (7.29%)	18 (2.68%)	9 (1.34%)	12 (1.79%)	1 (0.15%)	0	1 (0.15%)	2 (0.30%)	1 (0.15%)	2 (0.30%)	3 (0.45%)
Strongly disagree	37 (5.51%)	10 (1.49%)	5 (0.74%)	16 (2.38%)	3 (0.45%)	1 (0.15%)	0	0	0	0	2 (0.30%)
Not answered	10 (1.49%)	4 (0.60%)	1 (0.15%)	5 (0.74%)	0	0	0	0	0	0	0

Option	Total	0-5 years ago	6-10 years ago	11-20 years ago	21+ years ago
Strongly agree	143 (36.11%)	44 (11.11%)	22 (5.56%)	34 (8.59%)	43 (10.86%)
Agree	133 (33.59%)	22 (5.56%)	26 (6.57%)	31 (7.83%)	54 (13.64%)
Neither agree nor disagree	55 (13.89%)	6 (1.52%)	8 (2.02%)	11 (2.78%)	30 (7.58%)
Disagree	30 (7.58%)	3 (0.76%)	5 (1.26%)	11 (2.78%)	11 (2.78%)
Strongly disagree	26 (6.57%)	4 (1.01%)	0	5 (1.26%)	17 (4.29%)
Not answered	9 (2.27%)	3 (0.76%)	0	2 (0.51%)	4 (1.01%)

Option	Total	Small or self-employed (1-10 employees)	Medium (11-50 employees)	Large (51+ employees)	I'm not practising at the moment	I work at another type of organisation (e.g. developer, local authority)
Strongly agree	143 (36.11%)	60 (15.15%)	23 (5.81%)	36 (9.09%)	9 (2.27%)	15 (3.79%)
Agree	133 (33.59%)	43 (10.86%)	15 (3.79%)	32 (8.08%)	15 (3.79%)	28 (7.07%)
Neither agree nor disagree	55 (13.89%)	22 (5.56%)	5 (1.26%)	3 (0.76%)	14 (3.54%)	11 (2.78%)
Disagree	30 (7.58%)	12 (3.03%)	2 (0.51%)	3 (0.76%)	6 (1.52%)	7 (1.77%)
Strongly disagree	26 (6.57%)	12 (3.03%)	7 (1.77%)	0	3 (0.76%)	4 (1.01%)
Not answered	9 (2.27%)	3 (0.76%)	1 (0.25%)	1 (0.25%)	2 (0.51%)	2 (0.51%)

Option	Total	Academic (registered architect)	Academic (other)	Registered Architect	Architectural assistant, designer or consultant (not Part 3 qualified)	Architecture Student – undergraduate (studying Part 1)	Architecture Student – graduate (studying Part 2)	Architecture Student – Part 3 candidate	Member of the public	Other built environment professional	Other
Strongly agree	296 (44.05%)	20 (2.98%)	9 (1.34%)	141 (20.98%)	35 (5.21%)	14 (2.08%)	19 (2.83%)	21 (3.12%)	1 (0.15%)	10 (1.49%)	26 (3.87%)
Agree	183 (27.23%)	22 (3.27%)	10 (1.49%)	84 (12.50%)	21 (3.12%)	5 (0.74%)	9 (1.34%)	7 (1.04%)	0	10 (1.49%)	15 (2.23%)
Neither agree nor disagree	68 (10.12%)	21 (3.12%)	2 (0.30%)	23 (3.42%)	5 (0.74%)	2 (0.30%)	1 (0.15%)	3 (0.45%)	1 (0.15%)	4 (0.60%)	6 (0.89%)
Disagree	60 (8.93%)	25 (3.72%)	9 (1.34%)	12 (1.79%)	3 (0.45%)	0	3 (0.45%)	1 (0.15%)	1 (0.15%)	1 (0.15%)	5 (0.74%)
Strongly disagree	51 (7.59%)	17 (2.53%)	6 (0.89%)	20 (2.98%)	2 (0.30%)	1 (0.15%)	0	0	0	1 (0.15%)	4 (0.60%)

Not answered	14 (2.08%)	5 (0.74%)	2 (0.30%)	6 (0.89%)	0	1 (0.15%)	0	0	0	0	0
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Table B18: Architects' views on competency areas – Design – When qualified					
Option	Total	0-5 years ago	6-10 years ago	11-20 years ago	21+ years ago
Strongly agree	161 (40.66%)	39 (9.85%)	31 (7.83%)	40 (10.10%)	51 (12.88%)
Agree	106 (26.77%)	23 (5.81%)	15 (3.79%)	31 (7.83%)	37 (9.34%)
Neither agree nor disagree	44 (11.11%)	8 (2.02%)	6 (1.52%)	5 (1.26%)	25 (6.31%)
Disagree	37 (9.34%)	1 (0.25%)	7 (1.77%)	10 (2.53%)	19 (4.80%)
Strongly disagree	37 (9.34%)	6 (1.52%)	2 (0.51%)	6 (1.52%)	23 (5.81%)
Not answered	11 (2.78%)	5 (1.26%)	0	2 (0.51%)	4 (1.01%)

Table B19: Architects' views on competency areas – Design – Size of practice						
Option	Total	Small or self-employed (1-10 employees)	Medium (11-50 employees)	Large (51+ employees)	I'm not practising at the moment	I work at another type of organisation (e.g. developer, local authority)
Strongly agree	161 (40.66%)	67 (16.92%)	28 (7.07%)	38 (9.60%)	7 (1.77%)	21 (5.30%)
Agree	106 (26.77%)	36 (9.09%)	12 (3.03%)	27 (6.82%)	12 (3.03%)	19 (4.80%)
Neither agree nor disagree	44 (11.11%)	17 (4.29%)	5 (1.26%)	2 (0.51%)	11 (2.78%)	9 (2.27%)
Disagree	37 (9.34%)	11 (2.78%)	0	5 (1.26%)	12 (3.03%)	9 (2.27%)
Strongly disagree	37 (9.34%)	18 (4.55%)	6 (1.52%)	2 (0.51%)	4 (1.01%)	7 (1.77%)
Not answered	11 (2.78%)	3 (0.76%)	2 (0.51%)	1 (0.25%)	3 (0.76%)	2 (0.51%)

Option	Total	Academic (registered architect)	Academic (other)	Registered Architect	Architectural assistant, designer or consultant (not Part 3 qualified)	Architecture Student – undergradua te (studying Part 1)	Architecture Student – graduate (studying Part 2)	Architecture Student – Part 3 candidate	Member of the public	Other built environment professional	Other
Strongly agree	177 (26.34%)	12 (1.79%)	5 (0.74%)	66 (9.82%)	29 (4.32%)	8 (1.19%)	14 (2.08%)	13 (1.93%)	1 (0.15%)	9 (1.34%)	20 (2.98%)
Agree	246 (36.61%)	24 (3.57%)	13 (1.93%)	124 (18.45%)	23 (3.42%)	10 (1.49%)	12 (1.79%)	15 (2.23%)	0	11 (1.64%)	14 (2.08%)
Neither agree nor disagree	133 (19.79%)	36 (5.36%)	5 (0.74%)	55 (8.18%)	10 (1.49%)	3 (0.45%)	3 (0.45%)	2 (0.30%)	1 (0.15%)	3 (0.45%)	15 (2.23%)
Disagree	59 (8.78%)	20 (2.98%)	7 (1.04%)	17 (2.53%)	2 (0.30%)	0	3 (0.45%)	2 (0.30%)	1 (0.15%)	3 (0.45%)	4 (0.60%)
Strongly disagree	42 (6.25%)	13 (1.93%)	6 (0.89%)	18 (2.68%)	2 (0.30%)	1 (0.15%)	0	0	0	0	2 (0.30%)
Not answered	15 (2.23%)	5 (0.74%)	2 (0.30%)	6 (0.89%)	0	1 (0.15%)	0	0	0	0	1 (0.15%)

Option	Total	0-5 years ago	6-10 years ago	11-20 years ago	21+ years ago
Strongly agree	78 (19.70%)	24 (6.06%)	11 (2.78%)	22 (5.56%)	21 (5.30%)
Agree	148 (37.37%)	36 (9.09%)	23 (5.81%)	37 (9.34%)	52 (13.13%)
Neither agree nor disagree	91 (22.98%)	9 (2.27%)	16 (4.04%)	16 (4.04%)	50 (12.63%)
Disagree	37 (9.34%)	4 (1.01%)	9 (2.27%)	10 (2.53%)	14 (3.54%)
Strongly disagree	31 (7.83%)	4 (1.01%)	2 (0.51%)	7 (1.77%)	18 (4.55%)
Not answered	11 (2.78%)	5 (1.26%)	0	2 (0.51%)	4 (1.01%)

Option	Total	Small or self-employed (1-10 employees)	Medium (11-50 employees)	Large (51+ employees)	I'm not practising at the moment	I work at another type of organisation (e.g. developer, local authority)
Strongly agree	78 (19.70%)	38 (9.60%)	9 (2.27%)	16 (4.04%)	5 (1.26%)	10 (2.53%)
Agree	148 (37.37%)	51 (12.88%)	26 (6.57%)	36 (9.09%)	10 (2.53%)	25 (6.31%)
Neither agree nor disagree	91 (22.98%)	33 (8.33%)	8 (2.02%)	14 (3.54%)	17 (4.29%)	19 (4.80%)
Disagree	37 (9.34%)	14 (3.54%)	2 (0.51%)	6 (1.52%)	9 (2.27%)	6 (1.52%)
Strongly disagree	31 (7.83%)	13 (3.28%)	6 (1.52%)	2 (0.51%)	5 (1.26%)	5 (1.26%)
Not answered	11 (2.78%)	3 (0.76%)	2 (0.51%)	1 (0.25%)	3 (0.76%)	2 (0.51%)

Option	Total	Academic (registered architect)	Academic (other)	Registered Architect	Architectural assistant, designer or consultant (not Part 3 qualified)	Architecture Student – undergraduate (studying Part 1)	Architecture Student – graduate (studying Part 2)	Architecture Student – Part 3 candidate	Member of the public	Other built environment professional	Other
Strongly agree	246 (36.61%)	15 (2.23%)	9 (1.34%)	110 (16.37%)	35 (5.21%)	11 (1.64%)	16 (2.38%)	18 (2.68%)	1 (0.15%)	8 (1.19%)	23 (3.42%)
Agree	227 (33.78%)	27 (4.02%)	10 (1.49%)	109 (16.22%)	20 (2.98%)	7 (1.04%)	12 (1.79%)	12 (1.79%)	0	12 (1.79%)	18 (2.68%)
Neither agree nor disagree	83 (12.35%)	25 (3.72%)	3 (0.45%)	31 (4.61%)	7 (1.04%)	3 (0.45%)	3 (0.45%)	1 (0.15%)	1 (0.15%)	3 (0.45%)	6 (0.89%)
Disagree	57 (8.48%)	25 (3.72%)	8 (1.19%)	11 (1.64%)	1 (0.15%)	0	1 (0.15%)	1 (0.15%)	1 (0.15%)	3 (0.45%)	6 (0.89%)
Strongly disagree	45 (6.70%)	13 (1.93%)	6 (0.89%)	19 (2.83%)	3 (0.45%)	1 (0.15%)	0	0	0	0	3 (0.45%)
Not answered	14 (2.08%)	5 (0.74%)	2 (0.30%)	6 (0.89%)	0	1 (0.15%)	0	0	0	0	0

Option	Total	0-5 years ago	6-10 years ago	11-20 years ago	21+ years ago
Strongly agree	125 (31.57%)	34 (8.59%)	25 (6.31%)	28 (7.07%)	38 (9.60%)
Agree	136 (34.34%)	32 (8.08%)	21 (5.30%)	36 (9.09%)	47 (11.87%)
Neither agree nor disagree	56 (14.14%)	7 (1.77%)	9 (2.27%)	11 (2.78%)	29 (7.32%)
Disagree	36 (9.09%)	0	5 (1.26%)	9 (2.27%)	22 (5.56%)
Strongly disagree	32 (8.08%)	4 (1.01%)	1 (0.25%)	8 (2.02%)	19 (4.80%)
Not answered	11 (2.78%)	5 (1.26%)	0	2 (0.51%)	4 (1.01%)

Option	Total	Small or self-employed (1-10 employees)	Medium (11-50 employees)	Large (51+ employees)	I'm not practising at the moment	I work at another type of organisation (e.g. developer, local authority)
Strongly agree	125 (31.57%)	54 (13.64%)	20 (5.05%)	28 (7.07%)	6 (1.52%)	17 (4.29%)
Agree	136 (34.34%)	45 (11.36%)	21 (5.30%)	36 (9.09%)	11 (2.78%)	23 (5.81%)
Neither agree nor disagree	56 (14.14%)	24 (6.06%)	5 (1.26%)	4 (1.01%)	13 (3.28%)	10 (2.53%)
Disagree	36 (9.09%)	11 (2.78%)	0	4 (1.01%)	11 (2.78%)	10 (2.53%)
Strongly disagree	32 (8.08%)	15 (3.79%)	5 (1.26%)	2 (0.51%)	5 (1.26%)	5 (1.26%)
Not answered	11 (2.78%)	3 (0.76%)	2 (0.51%)	1 (0.25%)	3 (0.76%)	2 (0.51%)

Option	Total	Academic (registered architect)	Academic (other)	Registered Architect	Architectural assistant, designer or consultant (not Part 3 qualified)	Architecture Student – undergradua te (studying Part 1)	Architecture Student – graduate (studying Part 2)	Architecture Student – Part 3 candidate	Member of the public	Other built environment professional	Other
Strongly agree	199 (29.61%)	13 (1.93%)	6 (0.89%)	92 (13.69%)	25 (3.72%)	8 (1.19%)	12 (1.79%)	15 (2.23%)	0	9 (1.34%)	19 (2.83%)
Agree	232 (34.52%)	30 (4.46%)	11 (1.64%)	110 (16.37%)	20 (2.89%)	8 (1.19%)	14 (2.08%)	11 (1.64%)	1 (0.15%)	10 (1.49%)	17 (2.53%)
Neither agree nor disagree	117 (17.41%)	33 (4.91%)	2 (0.30%)	44 (6.55%)	13 (1.93%)	3 (0.45%)	2 (0.30%)	3 (0.45%)	1 (0.15%)	5 (0.74%)	11 (1.64%)
Disagree	65 (9.67%)	22 (3.27%)	11 (1.64%)	15 (2.23%)	3 (0.45%)	2 (0.30%)	2 (0.30%)	2 (0.30%)	1 (0.15%)	1 (0.15%)	6 (0.89%)
Strongly disagree	43 (6.40%)	6 (0.89%)	6 (0.89%)	19 (2.83%)	5 (0.74%)	1 (0.15%)	2 (0.30%)	1 (0.15%)	0	1 (0.15%)	2 (0.30%)
Not answered	16 (2.38%)	6 (0.89%)	2 (0.30%)	6 (0.89%)	0	1 (0.15%)	0	0	0	0	1 (0.15%)

Option	Total	0-5 years ago	6-10 years ago	11-20 years ago	21+ years ago
Strongly agree	105 (26.52%)	34 (8.59%)	15 (3.79%)	26 (6.57%)	30 (7.58%)
Agree	140 (35.35%)	29 (7.32%)	24 (6.06%)	36 (9.09%)	51 (12.88%)
Neither agree nor disagree	77 (19.44%)	8 (2.02%)	15 (3.79%)	16 (4.04%)	38 (9.60%)
Disagree	37 (9.34%)	3 (0.76%)	7 (1.77%)	9 (2.27%)	18 (4.55%)
Strongly disagree	25 (6.31%)	3 (0.76%)	0	5 (1.26%)	17 (4.29%)
Not answered	12 (3.03%)	5 (1.26%)	0	2 (0.51%)	5 (1.26%)

Option	Total	Small or self-employed (1-10 employees)	Medium (11-50 employees)	Large (51+ employees)	I'm not practising at the moment	I work at another type of organisation (e.g. developer, local authority)
Strongly agree	105 (26.52%)	43 (10.86%)	15 (3.79%)	28 (7.07%)	6 (1.52%)	13 (3.28%)
Agree	140 (35.35%)	48 (12.12%)	19 (4.80%)	35 (8.84%)	14 (3.54%)	24 (6.06%)
Neither agree nor disagree	77 (19.44%)	30 (7.58%)	8 (2.02%)	7 (1.77%)	17 (4.29%)	15 (3.79%)
Disagree	37 (9.34%)	16 (4.04%)	2 (0.51%)	2 (0.51%)	8 (2.02%)	9 (2.27%)
Strongly disagree	25 (6.31%)	12 (3.03%)	7 (1.77%)	2 (0.51%)	1 (0.25%)	3 (0.76%)
Not answered	12 (3.03%)	3 (0.76%)	2 (0.51%)	1 (0.25%)	3 (0.76%)	3 (0.76%)

Option	Total	Academic (registered architect)	Academic (other)	Registered Architect	Architectural assistant, designer or consultant (not Part 3 qualified)	Architecture Student – undergraduate (studying Part 1)	Architecture Student – graduate (studying Part 2)	Architecture Student – Part 3 candidate	Member of the public	Other built environment professional	Other
Strongly agree	154 (22.92%)	9 (1.34%)	5 (0.74%)	62 (9.23%)	26 (3.87%)	10 (1.49%)	6 (0.89%)	15 (2.23%)	1 (0.15%)	9 (1.34%)	11 (1.64%)
Agree	180 (26.79%)	20 (2.98%)	10 (1.49%)	71 (10.57%)	22 (3.27%)	4 (0.60%)	16 (2.38%)	9 (1.34%)	0	9 (1.34%)	19 (2.83%)
Neither agree nor disagree	188 (27.98%)	39 (5.80%)	9 (1.34%)	89 (13.24%)	8 (1.19%)	5 (0.74%)	7 (1.04%)	6 (0.89%)	2 (0.30%)	5 (0.74%)	18 (2.68%)
Disagree	67 (9.97%)	21 (3.12%)	10 (1.49%)	22 (3.27%)	6 (0.89%)	1 (0.15%)	2 (0.30%)	1 (0.15%)	0	2 (0.30%)	2 (0.30%)
Strongly disagree	57 (8.48%)	13 (1.93%)	2 (0.30%)	32 (4.76%)	3 (0.45%)	2 (0.30%)	0	1 (0.15%)	0	1 (0.15%)	3 (0.45%)
Not answered	26 (3.87%)	8 (1.19%)	2 (0.30%)	10 (1.49%)	1 (0.15%)	1 (0.15%)	1 (0.15%)	0	0	0	3 (0.45%)

Option	Total	0-5 years ago	6-10 years ago	11-20 years ago	21+ years ago
Strongly agree	71 (17.93%)	21 (5.30%)	12 (3.03%)	15 (3.79%)	23 (5.81%)
Agree	91 (22.98%)	19 (4.80%)	17 (4.29%)	27 (6.82%)	28 (7.07%)
Neither agree nor disagree	128 (32.32%)	22 (5.56%)	22 (5.56%)	25 (6.31%)	59 (14.90%)
Disagree	43 (10.86%)	8 (2.02%)	8 (2.02%)	11 (2.78%)	16 (4.04%)
Strongly disagree	45 (11.36%)	7 (1.77%)	2 (0.51%)	12 (3.03%)	24 (6.06%)
Not answered	18 (4.55%)	5 (1.26%)	0	4 (1.01%)	9 (2.27%)

Option	Total	Small or self-employed (1-10 employees)	Medium (11-50 employees)	Large (51+ employees)	I'm not practising at the moment	I work at another type of organisation (e.g. developer, local authority)
Strongly agree	71 (17.93%)	28 (7.07%)	15 (3.79%)	16 (4.04%)	4 (1.01%)	8 (2.02%)
Agree	91 (22.98%)	30 (7.58%)	10 (2.53%)	21 (5.30%)	9 (2.27%)	21 (5.30%)
Neither agree nor disagree	128 (32.32%)	47 (11.87%)	16 (4.04%)	27 (6.82%)	18 (4.55%)	20 (5.05%)
Disagree	43 (10.86%)	17 (4.29%)	4 (1.01%)	3 (0.76%)	11 (2.78%)	8 (2.02%)
Strongly disagree	45 (11.36%)	23 (5.81%)	5 (1.26%)	6 (1.52%)	4 (1.01%)	7 (1.77%)
Not answered	18 (4.55%)	7 (1.77%)	3 (0.76%)	2 (0.51%)	3 (0.76%)	3 (0.76%)

Option	Total	Academic (registered architect)	Academic (other)	Registered Architect	Architectural assistant, designer or consultant (not Part 3 qualified)	Architecture Student – undergraduate (studying Part 1)	Architecture Student – graduate (studying Part 2)	Architecture Student – Part 3 candidate	Member of the public	Other built environment professional	Other
Strongly agree	117 (17.41%)	6 (0.89%)	3 (0.45%)	53 (7.89%)	16 (2.38%)	7 (1.04%)	4 (0.60%)	9 (1.34%)	1 (0.15%)	6 (0.89%)	12 (1.79%)
Agree	197 (29.32%)	19 (2.83%)	11 (1.64%)	77 (11.46%)	27 (4.02%)	6 (0.89%)	15 (2.23%)	12 (1.79%)	0	13 (1.93%)	17 (2.53%)
Neither agree nor disagree	208 (30.95%)	41 (6.10%)	8 (1.19%)	94 (13.99%)	14 (2.08%)	5 (0.74%)	10 (1.49%)	10 (1.49%)	2 (0.30%)	6 (0.89%)	18 (2.68%)
Disagree	69 (10.27%)	24 (3.57%)	9 (1.34%)	22 (3.27%)	5 (0.74%)	3 (0.45%)	2 (0.30%)	0	0	1 (0.15%)	3 (0.45%)
Strongly disagree	55 (8.18%)	13 (1.93%)	5 (0.74%)	29 (4.32%)	3 (0.45%)	1 (0.15%)	0	1 (0.15%)	0	0	3 (0.45%)
Not answered	26 (3.87%)	7 (1.04%)	2 (0.30%)	11 (1.64%)	1 (0.15%)	1 (0.15%)	1 (0.15%)	0	0	0	3 (0.45%)

Option	Total	0-5 years ago	6-10 years ago	11-20 years ago	21+ years ago
Strongly agree	59 (14.90%)	15 (3.79%)	12 (3.03%)	12 (3.03%)	20 (5.05%)
Agree	96 (24.24%)	22 (5.56%)	16 (4.04%)	27 (6.82%)	31 (7.83%)
Neither agree nor disagree	135 (34.09%)	23 (5.81%)	23 (5.81%)	27 (6.82%)	62 (15.66%)
Disagree	46 (11.62%)	8 (2.02%)	8 (2.02%)	11 (2.78%)	19 (4.80%)
Strongly disagree	42 (10.61%)	9 (2.27%)	2 (0.51%)	12 (3.03%)	19 (4.80%)
Not answered	18 (4.55%)	5 (1.26%)	0	5 (1.26%)	8 (2.02%)

Option	Total	Small or self-employed (1-10 employees)	Medium (11-50 employees)	Large (51+ employees)	I'm not practising at the moment	I work at another type of organisation (e.g. developer, local authority)
Strongly agree	59 (14.90%)	25 (6.31%)	11 (2.78%)	14 (3.54%)	2 (0.51%)	7 (1.77%)
Agree	96 (24.24%)	30 (7.58%)	15 (3.79%)	24 (6.06%)	8 (2.02%)	19 (4.80%)
Neither agree nor disagree	135 (34.09%)	52 (13.13%)	17 (4.29%)	26 (6.57%)	21 (5.30%)	19 (4.80%)
Disagree	46 (11.62%)	17 (4.29%)	2 (0.51%)	2 (0.51%)	11 (2.78%)	14 (3.54%)
Strongly disagree	42 (10.61%)	20 (5.05%)	5 (1.26%)	7 (1.77%)	4 (1.01%)	6 (1.52%)
Not answered	18 (4.55%)	8 (2.02%)	3 (0.76%)	2 (0.51%)	3 (0.76%)	2 (0.51%)

Option	Total	Academic (registered architect)	Academic (other)	Registered Architect	Architectural assistant, designer or consultant (not Part 3 qualified)	Architecture Student – undergraduate (studying Part 1)	Architecture Student – graduate (studying Part 2)	Architecture Student – Part 3 candidate	Member of the public	Other built environment professional	Other
Strongly agree	96 (14.29%)	4 (0.60%)	3 (0.45%)	39 (5.80%)	14 (2.08%)	8 (1.19%)	4 (0.60%)	8 (1.19%)	0	6 (0.89%)	10 (1.49%)
Agree	180 (26.79%)	22 (3.27%)	10 (1.49%)	63 (9.38%)	22 (3.27%)	7 (1.04%)	16 (2.38%)	10 (1.49%)	1 (0.15%)	11 (1.64%)	18 (2.68%)
Neither agree nor disagree	233 (34.67%)	40 (5.95%)	9 (1.34%)	115 (17.11%)	18 (2.68%)	5 (0.74%)	7 (1.04%)	12 (1.79%)	2 (0.30%)	6 (0.89%)	19 (2.83%)
Disagree	80 (11.90%)	25 (3.72%)	9 (1.34%)	29 (4.32%)	8 (1.19%)	1 (0.15%)	2 (0.30%)	1 (0.15%)	0	3 (4.46%)	2 (0.30%)
Strongly disagree	55 (8.18%)	12 (1.79%)	5 (0.74%)	30 (4.46%)	1 (0.15%)	1 (0.15%)	1 (0.15%)	1 (0.15%)	0	0	4 (0.60%)
Not answered	28 (4.17%)	7 (1.04%)	2 (0.30%)	10 (1.49%)	3 (0.45%)	1 (0.15%)	2 (0.30%)	0	0	0	3 (0.45%)

Table B36: Architects' views on standards – Human resources – When qualified					
Option	Total	0-5 years ago	6-10 years ago	11-20 years ago	21+ years ago
Strongly agree	43 (10.86%)	17 (4.29%)	6 (1.52%)	7 (1.77%)	13 (3.28%)
Agree	85 (21.46%)	14 (3.54%)	14 (3.54%)	27 (6.82%)	30 (7.58%)
Neither agree nor disagree	155 (39.14%)	26 (6.57%)	27 (6.82%)	32 (8.08%)	70 (17.68%)
Disagree	54 (13.64%)	12 (3.03%)	11 (2.78%)	13 (3.28%)	18 (4.55%)
Strongly disagree	42 (10.61%)	8 (2.02%)	3 (0.76%)	11 (2.78%)	20 (5.05%)
Not answered	17 (4.29%)	5 (1.26%)	0	4 (1.01%)	8 (2.02%)

Table B37: Architects' views on standards – Human resources – Size of practice						
Option	Total	Small or self-employed (1-10 employees)	Medium (11-50 employees)	Large (51+ employees)	I'm not practising at the moment	I work at another type of organisation (e.g. developer, local authority)
Strongly agree	43 (10.86%)	19 (4.80%)	7 (1.77%)	9 (2.27%)	4 (1.01%)	4 (1.01%)
Agree	85 (21.46%)	32 (8.08%)	13 (3.28%)	15 (3.79%)	7 (1.77%)	18 (4.55%)
Neither agree nor disagree	155 (39.14%)	56 (14.14%)	19 (4.80%)	38 (9.60%)	20 (5.05%)	22 (5.56%)
Disagree	54 (13.64%)	17 (4.29%)	5 (1.26%)	7 (1.77%)	10 (2.53%)	15 (3.79%)
Strongly disagree	42 (10.61%)	21 (5.30%)	6 (1.52%)	4 (1.01%)	5 (1.26%)	6 (1.52%)
Not answered	17 (4.29%)	7 (1.77%)	3 (0.76%)	2 (0.51%)	3 (0.76%)	2 (0.51%)

Option	Total	Academic (registered architect)	Academic (other)	Registered Architect	Architectural assistant, designer or consultant (not Part 3 qualified)	Architecture Student – undergraduate (studying Part 1)	Architecture Student – graduate (studying Part 2)	Architecture Student – Part 3 candidate	Member of the public	Other built environment professional	Other
Strongly agree	129 (19.20%)	6 (0.89%)	5 (0.74%)	58 (8.63%)	21 (3.12%)	7 (1.04%)	7 (1.04%)	9 (1.34%)	1 (0.15%)	5 (0.74%)	10 (1.49%)
Agree	202 (30.06%)	21 (3.12%)	10 (1.49%)	74 (11.01%)	22 (3.27%)	8 (1.19%)	18 (2.68%)	14 (2.08%)	0	13 (1.93%)	22 (3.27%)
Neither agree nor disagree	189 (28.12%)	39 (5.80%)	7 (1.04%)	89 (13.24%)	17 (2.53%)	5 (0.74%)	4 (0.60%)	6 (0.89%)	2 (0.30%)	6 (0.89%)	14 (2.08%)
Disagree	66 (9.82%)	23 (3.42%)	8 (1.19%)	22 (3.27%)	4 (0.60%)	2 (0.30%)	1 (0.15%)	1 (0.15%)	0	2 (0.30%)	3 (0.45%)
Strongly disagree	59 (8.78%)	13 (1.93%)	6 (0.89%)	32 (4.76%)	1 (0.15%)	1 (0.15%)	1 (0.15%)	2 (0.30%)	0	0	3 (0.45%)
Not answered	27 (4.02%)	8 (1.19%)	2 (0.30%)	11 (1.64%)	1 (0.15%)	0	1 (0.15%)	0	0	0	4 (0.60%)

Option	Total	0-5 years ago	6-10 years ago	11-20 years ago	21+ years ago
Strongly agree	64 (16.16%)	22 (5.56%)	11 (2.78%)	9 (2.27%)	22 (5.56%)
Agree	95 (23.99%)	20 (5.05%)	17 (4.29%)	30 (7.58%)	28 (7.07%)
Neither agree nor disagree	128 (32.32%)	20 (5.05%)	19 (4.80%)	27 (6.82%)	62 (15.66%)
Disagree	45 (11.36%)	7 (1.77%)	11 (2.78%)	9 (2.27%)	18 (4.55%)
Strongly disagree	45 (11.36%)	8 (2.02%)	3 (0.76%)	14 (3.54%)	20 (5.05%)
Not answered	19 (4.80%)	5 (1.26%)	0	5 (1.26%)	9 (2.27%)

Option	Total	Small or self-employed (1-10 employees)	Medium (11-50 employees)	Large (51+ employees)	I'm not practising at the moment	I work at another type of organisation (e.g. developer, local authority)
Strongly agree	64 (16.16%)	25 (6.31%)	14 (3.54%)	13 (3.28%)	4 (1.01%)	8 (2.02%)
Agree	95 (23.99%)	32 (8.08%)	12 (3.03%)	23 (5.81%)	8 (2.02%)	20 (5.05%)
Neither agree nor disagree	128 (32.32%)	46 (11.62%)	16 (4.04%)	29 (7.32%)	18 (4.55%)	19 (4.80%)
Disagree	45 (11.36%)	19 (4.80%)	3 (0.76%)	3 (0.76%)	9 (2.27%)	11 (2.78%)
Strongly disagree	45 (11.36%)	23 (5.81%)	5 (1.26%)	5 (1.26%)	7 (1.77%)	5 (1.26%)
Not answered	19 (4.80%)	7 (1.77%)	3 (0.76%)	2 (0.51%)	3 (0.76%)	4 (1.01%)

Option	Total	Academic (registered architect)	Academic (other)	Registered Architect	Architectural assistant, designer or consultant (not Part 3 qualified)	Architecture Student – undergraduate (studying Part 1)	Architecture Student – graduate (studying Part 2)	Architecture Student – Part 3 candidate	Member of the public	Other built environment professional	Other
Strongly agree	113 (16.82%)	8 (1.19%)	3 (0.45%)	44 (6.55%)	13 (1.93%)	9 (1.34%)	10 (1.49%)	8 (1.19%)	1 (0.15%)	8 (1.19%)	9 (1.34%)
Agree	197 (29.32%)	22 (3.27%)	11 (1.64%)	72 (10.71%)	30 (4.46%)	5 (0.74%)	15 (2.23%)	13 (1.93%)	0	11 (1.64%)	18 (2.68%)
Neither agree nor disagree	218 (32.44%)	44 (6.55%)	9 (1.34%)	104 (15.48%)	18 (2.68%)	5 (0.74%)	4 (0.60%)	10 (1.49%)	2 (0.30%)	5 (0.74%)	17 (2.53%)
Disagree	57 (8.48%)	16 (2.38%)	9 (1.34%)	22 (3.27%)	1 (0.15%)	1 (0.15%)	2 (0.30%)	0	0	2 (0.30%)	4 (0.60%)
Strongly disagree	58 (8.63%)	13 (1.93%)	4 (0.60%)	32 (4.76%)	2 (0.30%)	2 (0.30%)	0	1 (0.15%)	0	0	4 (0.60%)
Not answered	29 (4.33%)	7 (1.04%)	2 (0.30%)	12 (1.79%)	2 (0.30%)	1 (0.15%)	1 (0.15%)	0	0	0	4 (0.60%)

Option	Total	0-5 years ago	6-10 years ago	11-20 years ago	21+ years ago
Strongly agree	52 (13.13%)	18 (4.55%)	10 (2.53%)	7 (1.77%)	17 (4.29%)
Agree	94 (23.74%)	18 (4.55%)	13 (3.28%)	31 (7.83%)	32 (8.08%)
Neither agree nor disagree	148 (37.37%)	24 (6.06%)	27 (6.82%)	28 (7.07%)	69 (17.42%)
Disagree	38 (9.60%)	8 (2.02%)	7 (1.77%)	8 (2.02%)	15 (3.79%)
Strongly disagree	45 (11.36%)	9 (2.27%)	4 (1.01%)	14 (3.54%)	18 (4.55%)
Not answered	19 (4.80%)	5 (1.26%)	0	6 (1.52%)	8 (2.02%)

Option	Total	Small or self-employed (1-10 employees)	Medium (11-50 employees)	Large (51+ employees)	I'm not practising at the moment	I work at another type of organisation (e.g. developer, local authority)
Strongly agree	52 (13.13%)	20 (5.05%)	9 (2.27%)	11 (2.78%)	3 (0.76%)	9 (2.27%)
Agree	94 (23.74%)	35 (8.84%)	12 (3.03%)	22 (5.56%)	7 (1.77%)	18 (4.55%)
Neither agree nor disagree	148 (37.37%)	52 (13.13%)	21 (5.30%)	32 (8.08%)	23 (5.81%)	20 (5.05%)
Disagree	38 (9.60%)	17 (4.29%)	2 (0.51%)	1 (0.25%)	8 (2.02%)	10 (2.53%)
Strongly disagree	45 (11.36%)	20 (5.05%)	6 (1.52%)	6 (1.52%)	5 (1.26%)	8 (2.02%)
Not answered	19 (4.80%)	8 (2.02%)	3 (0.76%)	3 (0.76%)	3 (0.76%)	2 (0.51%)

Table 44: IET Proposal ranking matrix – Standards – likert – Student support

Option	Total	Academic (registered architect)	Academic (other)	Registered Architect	Architectural assistant, designer or consultant (not Part 3 qualified)	Architecture Student – undergradua te (studying Part 1)	Architecture Student – graduate (studying Part 2)	Architecture Student – Part 3 candidate	Member of the public	Other built environment professional	Other
Strongly agree	140 (20.83%)	11 (1.64%)	3 (0.45%)	46 (6.85%)	24 (3.57%)	13 (1.93%)	11 (1.64%)	9 (1.34%)	1 (0.15%)	10 (1.49%)	12 (1.79%)
Agree	172 (25.60%)	21 (3.12%)	12 (1.79%)	75 (11.16%)	17 (2.53%)	2 (0.30%)	10 (1.49%)	12 (1.79%)	0	8 (1.19%)	15 (2.23%)
Neither agree nor disagree	211 (31.40%)	42 (6.25%)	8 (1.19%)	100 (14.88%)	16 (2.38%)	4 (0.60%)	5 (0.74%)	9 (1.34%)	2 (0.30%)	6 (0.89%)	19 (2.83%)
Disagree	60 (8.93%)	16 (2.38%)	8 (1.19%)	22 (3.27%)	4 (0.60%)	2 (0.30%)	4 (0.60%)	1 (0.15%)	0	1 (0.15%)	2 (0.30%)
Strongly disagree	60 (8.93%)	12 (1.79%)	5 (0.74%)	32 (4.76%)	3 (0.45%)	1 (0.15%)	1 (0.15%)	1 (0.15%)	0	1 (0.15%)	4 (0.60%)
Not answered	29 (4.32%)	8 (1.19%)	2 (0.30%)	11 (1.64%)	2 (0.30%)	1 (0.15%)	1 (0.15%)	0	0	0	4 (0.60%)

Table B45: Architects' views on standards – Student support – When qualified

Option	Total	0-5 years ago	6-10 years ago	11-20 years ago	21+ years ago
Strongly agree	57 (14.39%)	20 (5.05%)	12 (3.03%)	8 (2.02%)	17 (4.29%)
Agree	96 (24.24%)	19 (4.80%)	14 (3.54%)	32 (8.08%)	31 (7.83%)
Neither agree nor disagree	142 (35.86%)	23 (5.81%)	25 (6.31%)	30 (7.58%)	64 (16.16%)
Disagree	38 (9.60%)	9 (2.27%)	6 (1.52%)	8 (2.02%)	15 (3.79%)
Strongly disagree	44 (11.11%)	6 (1.52%)	3 (0.76%)	11 (2.78%)	24 (6.06%)
Not answered	19 (4.80%)	5 (1.26%)	1 (0.25%)	5 (1.26%)	8 (2.02%)

Option	Total	Small or self-employed (1-10 employees)	Medium (11-50 employees)	Large (51+ employees)	I'm not practising at the moment	I work at another type of organisation (e.g. developer, local authority)
Strongly agree	57 (14.39%)	23 (5.81%)	11 (2.78%)	10 (2.53%)	5 (1.26%)	8 (2.02%)
Agree	96 (24.24%)	31 (7.83%)	12 (3.03%)	23 (5.81%)	8 (2.02%)	22 (5.56%)
Neither agree nor disagree	142 (35.86%)	52 (13.13%)	18 (4.55%)	32 (8.08%)	17 (4.29%)	23 (5.81%)
Disagree	38 (9.60%)	16 (4.04%)	4 (1.01%)	3 (0.76%)	9 (2.27%)	6 (1.52%)
Strongly disagree	44 (11.11%)	22 (5.56%)	5 (1.26%)	4 (1.01%)	7 (1.77%)	6 (1.52%)
Not answered	19 (4.80%)	8 (2.02%)	3 (0.76%)	3 (0.76%)	3 (0.76%)	2 (0.51%)

Option	Total	Academic (registered architect)	Academic (other)	Registered Architect	Architectural assistant, designer or consultant (not Part 3 qualified)	Architecture Student – undergraduate (studying Part 1)	Architecture Student – graduate (studying Part 2)	Architecture Student – Part 3 candidate	Member of the public	Other built environment professional	Other
Strongly agree	107 (15.92%)	2 (0.30%)	5 (0.74%)	26 (3.87%)	22 (3.27%)	7 (1.04%)	11 (1.64%)	8 (1.19%)	2 (0.30%)	9 (1.34%)	15 (2.23%)
Agree	175 (26.04%)	13 (1.93%)	5 (0.74%)	91 (13.54%)	16 (2.38%)	10 (1.49%)	12 (1.79%)	7 (1.04%)	0	7 (1.04%)	14 (2.08%)
Neither agree nor disagree	144 (21.43%)	32 (4.76%)	3 (0.45%)	64 (9.52%)	10 (1.49%)	2 (0.30%)	7 (1.04%)	9 (1.34%)	1 (0.15%)	5 (0.74%)	11 (1.64%)
Disagree	113 (16.82%)	31 (4.61%)	12 (1.79%)	41 (6.10%)	9 (1.34%)	3 (0.45%)	0	7 (1.04%)	0	3 (0.45%)	7 (1.04%)
Strongly disagree	123 (18.30%)	29 (4.32%)	12 (1.79%)	61 (9.08%)	8 (1.19%)	1 (0.15%)	2 (0.30%)	1 (0.15%)	0	2 (0.30%)	7 (1.04%)
Not answered	10 (1.49%)	3 (0.45%)	1 (0.15%)	3 (0.45%)	1 (0.15%)	0	0	0	0	0	2 (0.30%)

Option	Total	0-5 years ago	6-10 years ago	11-20 years ago	21+ years ago
Strongly agree	28 (7.07%)	8 (2.02%)	8 (2.02%)	3 (0.76%)	9 (2.27%)
Agree	104 (26.26%)	29 (7.32%)	18 (4.55%)	24 (6.06%)	33 (8.33%)
Neither agree nor disagree	96 (24.24%)	15 (3.79%)	11 (2.78%)	30 (7.58%)	40 (10.10%)
Disagree	72 (18.18%)	5 (1.26%)	14 (3.54%)	13 (3.28%)	40 (10.10%)
Strongly disagree	90 (22.73%)	22 (5.56%)	10 (2.53%)	23 (5.81%)	35 (8.84%)
Not answered	6 (1.52%)	3 (0.76%)	0 (0.00%)	1 (0.25%)	2 (0.51%)

Option	Total	Small or self-employed (1-10 employees)	Medium (11-50 employees)	Large (51+ employees)	I'm not practising at the moment	I work at another type of organisation (e.g. developer, local authority)
Strongly agree	28 (7.07%)	12 (3.03%)	4 (1.01%)	7 (1.77%)	0	5 (1.26%)
Agree	104 (26.26%)	36 (9.09%)	21 (5.30%)	24 (6.06%)	10 (2.53%)	13 (3.28%)
Neither agree nor disagree	96 (24.24%)	30 (7.58%)	16 (4.04%)	20 (5.05%)	15 (3.79%)	15 (3.79%)
Disagree	72 (18.18%)	25 (6.31%)	3 (0.76%)	12 (3.03%)	12 (3.03%)	20 (5.05%)
Strongly disagree	90 (22.73%)	46 (11.62%)	8 (2.02%)	11 (2.78%)	11 (2.78%)	14 (3.54%)
Not answered	6 (1.52%)	3 (0.76%)	1 (0.25%)	1 (0.25%)	1 (0.25%)	0

Option	Total	Academic (registered architect)	Academic (other)	Registered Architect	Architectural assistant, designer or consultant (not Part 3 qualified)	Architecture Student – undergraduate (studying Part 1)	Architecture Student – graduate (studying Part 2)	Architecture Student – Part 3 candidate	Member of the public	Other built environment professional	Other
Strongly agree	75 (11.16%)	1 (0.15%)	3 (0.45%)	14 (2.08%)	17 (2.53%)	2 (0.30%)	11 (1.64%)	5 (0.74%)	1 (0.15%)	8 (1.19%)	13 (1.93%)
Agree	125 (18.60%)	6 (0.89%)	4 (0.60%)	55 (8.18%)	16 (2.38%)	9 (1.34%)	9 (1.34%)	9 (1.34%)	0	5 (0.74%)	12 (1.79%)
Neither agree nor disagree	215 (31.99%)	44 (6.55%)	6 (0.89%)	98 (14.58%)	16 (2.38%)	6 (0.89%)	6 (0.89%)	13 (1.93%)	2 (0.30%)	8 (1.19%)	16 (2.38%)
Disagree	132 (19.64%)	34 (5.06%)	11 (1.64%)	56 (8.33%)	10 (1.49%)	4 (0.60%)	5 (0.74%)	3 (0.45%)	0	3 (0.45%)	6 (0.89%)
Strongly disagree	111 (16.52%)	21 (3.12%)	13 (1.93%)	58 (8.63%)	6 (0.89%)	2 (0.30%)	1 (0.15%)	2 (0.30%)	0	2 (0.30%)	6 (0.89%)
Not answered	14 (2.08%)	4 (0.60%)	1 (0.15%)	5 (0.74%)	1 (0.15%)	0	0	0	0	0	3 (0.45%)

Option	Total	0-5 years ago	6-10 years ago	11-20 years ago	21+ years ago
Strongly agree	15 (3.79%)	7 (1.77%)	3 (0.76%)	0	5 (1.26%)
Agree	61 (15.40%)	17 (4.29%)	13 (3.28%)	16 (4.04%)	15 (3.79%)
Neither agree nor disagree	142 (35.86%)	22 (5.56%)	19 (4.80%)	39 (9.85%)	62 (15.66%)
Disagree	90 (22.73%)	15 (3.79%)	15 (3.79%)	17 (4.29%)	43 (10.86%)
Strongly disagree	79 (19.95%)	18 (4.55%)	9 (2.27%)	20 (5.05%)	32 (8.08%)
Not answered	9 (2.27%)	3 (0.76%)	2 (0.51%)	2 (0.51%)	2 (0.51%)

Table B52: Architects' views on creating a better learning environment – Size of practice						
Option	Total	Small or self-employed (1-10 employees)	Medium (11-50 employees)	Large (51+ employees)	I'm not practising at the moment	I work at another type of organisation (e.g. developer, local authority)
Strongly agree	15 (3.79%)	5 (1.26%)	3 (0.76%)	4 (1.01%)	0	3 (0.76%)
Agree	61 (15.40%)	25 (6.31%)	13 (3.28%)	16 (4.04%)	10 (2.53%)	5 (1.26%)
Neither agree nor disagree	142 (35.86%)	50 (12.63%)	23 (5.81%)	24 (6.06%)	15 (3.79%)	26 (6.57%)
Disagree	90 (22.73%)	30 (7.58%)	7 (1.77%)	14 (3.54%)	12 (3.03%)	20 (5.05%)
Strongly disagree	79 (19.95%)	39 (9.85%)	6 (1.52%)	14 (3.54%)	11 (2.78%)	12 (3.03%)
Not answered	9 (2.27%)	3 (0.76%)	1 (0.25%)	3 (0.76%)	1 (0.25%)	1 (0.25%)

Annex C: Qualitative analysis coding framework

Framework	
Theme or Topic	Description
Cost-learning providers	The proposed framework is <i>too expensive</i> or presents too great a financial cost for architecture <i>learning providers</i>
Cost-students	The proposed framework is <i>too expensive</i> or presents too great a financial cost for <i>architecture students</i>
Entry	The respondent has raised a concern around learning providers setting <i>course entry requirements</i>
Access-	The proposed framework will not improve or will <i>undermine access</i> by creating a disadvantage to certain groups
Access+	The proposed framework will help to <i>improve access</i> by helping to benefit to certain groups
Innovation -	The proposed framework will <i>stifle innovation</i> and flexibility
Innovation +	The proposed framework will <i>enable innovation</i> and flexibility
Interdisciplinary	The framework should be more <i>interdisciplinary</i> with other professions
International	The framework should be <i>internationally compatible</i>
Long	The proposed framework mean qualification will take <i>too long</i>
Lower standards	The proposed framework will <i>lower professional standards</i>
Master+	Concern raised around what the changes mean for post-graduate or Master's level qualifications, i.e. the <i>qualifications will need to deliver more/</i> work harder under these proposals
Part 1	ARB should keep regulating the <i>Part 1</i> qualification
Stop	<i>Don't change</i> anything
Work-based routes	There should be more practical / <i>work-based routes</i> available
Unclear	Proposed <i>rules are unclear</i>

Competencies	
Tags	Description
Detail+	Competency proposals are <i>too detailed / too prescriptive/</i> bureaucratic/ have too many outcomes
Detail-	Competency proposals are <i>not detailed enough /</i> too generic/ too broad
EDI	Request to focus more on Equality, Diversity and Inclusion as a competence
Leadership	Request to focus more on <i>leadership</i> skills as a competence
Safety	Request to focus more on <i>safety</i> : life, health, fire as a competence
Standards+	Proposed competency requirements are too demanding and set the bar / <i>standards too high</i> for registration
Standards-	Proposed competency requirements are not strong enough and will <i>undermine the standards</i> of the profession

Sustainability	Request to focus more on environmental sustainability , climate change, use of natural materials etc. as a competence
Building technology	Request to focus more on building technology as a competence. Includes any mention of related technical topics and case studies

Standards for Learning Providers (LP)	
Tags	Description
Align	The standards should be aligned with those of other bodies (e.g., RIBA, Ofqual) to reduce duplication for providers
Detail+	Proposed Learning Provider Standards are too detailed / too prescriptive/bureaucratic
Detail-	Proposed Learning Provider Standards are not detailed enough / too general/ too broad
Monitor	ARB should monitor learning providers better to identify mistreatment or poor education outcomes

Professional Practical Experience (PPE)	
Tags	Description
Clarity	Further clarity is needed from ARB on how the final practice experience qualification will work. This includes questions or a lack of understanding about how ARB will accredit a qualification that relates to practical experience.
Practices	Respondent has raised a concern or suggestion about the requirements of / access to / the impact on / role of practices . This includes specific suggestions about the role of practices and employers (e.g., that ARB should incentivise them, or suggest guidelines, etc)
Taught material	There should be taught material at the PPE stage (as in, more similar to Part 3 which has an academic component)

Transition (T)	
Tags	Description
Clarity	Respondent has asked for more clarity/detail on the transition
Time+	More time is needed: the transition is too rushed
Time-	The transition is too slow and should take place in less time

Recommendations (R)	
Tags	Description
Accreditation	The respondent has made specific recommendations on the accreditation process which ARB should consider
Competencies	The respondent has made specific recommendations on the competencies which ARB should consider
Framework	The respondent has made specific recommendations on the framework which ARB should consider
Standards	The respondent has made specific recommendations on the standards which ARB should consider
Transition	The respondent has made specific recommendations on the transition process which ARB should consider

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- email info@arb.org.uk
- call 020 7580 5861
- write to us at ARB, 8 Weymouth Street. London W1W 5BU

We'll consider your request and get back to you within 14 days.