



Modernising initial education and training

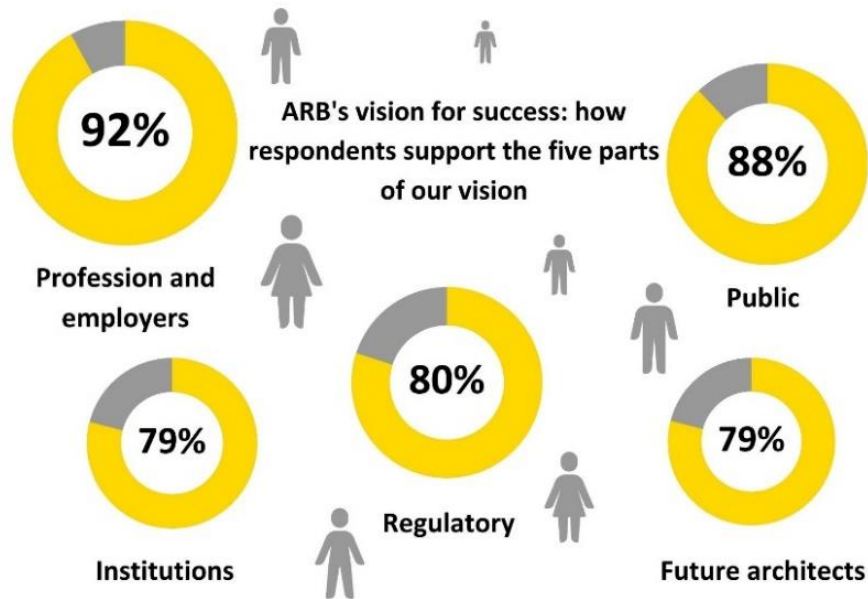
**Analysis report on ARB's IET survey
2 October 2021 to 10 January 2022**

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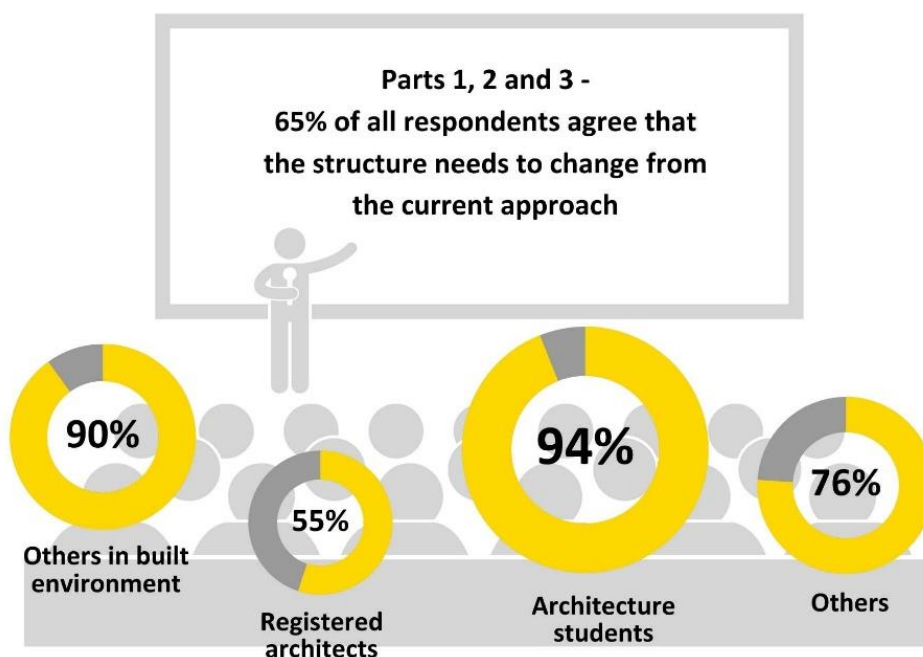
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Executive Summary

- As the regulator for architects, we are responsible for setting the standards for registration as an architect. We have legislative responsibility for accrediting UK architecture qualifications which provide individuals access to the UK Register of Architects and allows them to legally use the title Architect in the UK.
- In October 2021, we launched a survey to invite views on our proposals for modernising education and training. In the paper we set out our vision for a modern regulatory system of educating and training new architects and described how we would like to change regulatory requirements around the structure of initial education and training (specifically the current three-part pre-registration model) and the move to an outcomes-based approach.
- We received 711 unique responses in total. Registered architects accounted for 69% of survey respondents, and this included those who work as academics. Fifteen per cent of responses were from other professionals working in the built environment, including those who are architectural consultants and assistants. Nine per cent of respondents were students.
- Each of the five aspects of ARB's vision for success received high levels of support. These were:
 - 1 **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.
 - 2 **Profession and employers** – Provide future architects with skills, knowledge, experience and behaviours that they can develop and apply throughout their career.
 - 3 **Institutions** - Allow for flexibility and innovation by bodies that provide education and training, ensuring the UK remains an attractive place to study.
 - 4 **Future architects** - Enable anyone with the right competencies to become an architect by a route that is right for them.
 - 5 **Regulatory** - Through an effective and proportionate quality assurance model, give clarity about the accountability of ARB, the institutions, and students.
- The most popular aspect of our vision was the need to provide future architects with skills, knowledge, experience, and behaviours that they can develop and apply throughout their careers (which was supported by 92% of respondents). Those on institutions and future architects both supported by 79% of respondents, the lowest proportion of support and still a clear majority.



- Our proposal to move from a rules-based approach of the [current Criteria](#) to an outcomes-based approach received strong support. Eighty per cent of respondents either strongly agree or agree that the best way to describe the competencies architects need would be to describe what an architect must know, what they must be able to do, and how they must behave.
- Sixty-five per cent of all respondents agreed that the structure of education and training needs to change from the current approach of Parts 1,2 and 3. The extent of the agreement differed between stakeholder groups. Architecture students were most likely to agree with the need for change (94%) followed by related professionals working in the built environment (90%). Fifty-five per cent of architects agreed with the need to change the structure, a lower majority of other stakeholder groups.



- Respondents were able to provide text answers to some questions, to raise topics and suggestions in their own words. Forty-three per cent of respondents took the opportunity to raise important factors they believe ARB should consider as part of structural change. Our qualitative analysis identified four recurring themes: the way the requirement for professional practical experience is structured; more flexible ways of learning and training; the need to reduce the cost of training, and the need to reduce the time it takes to qualify. Only seven per cent of respondents said that no structural change is needed.
- Respondents also raised areas of architects' competence that should be considered as part of our review. These were: business skills (including skills such as time management, professional competence, and general preparedness for working in a practice); professionalism and ethics; climate change and sustainability; and health and safety. Business skills were the most popular area of competency that respondents suggested should be addressed and strengthened by our review.

Respondents raised four important areas of competency:



- Respondents also raised concerns about working conditions, mistreatment, and that the current system disproportionately affects or counts against women, transgender or non-binary people, people from a minority ethnic group, or people from a lower socio-economic background. These points are analysed in detail in this report.
- The insights gained through this survey are invaluable in informing how we will work with the sector to modernise initial education and training. We are pleased at the high level of support for the broad framework proposed. We will continue to develop the outcomes-based approach as well as more specific proposals on how we can reform the current regulatory requirements around the current three-part structure to enable more innovation, flexibility and support diversity. We will do this through extensive two-way engagement with institutions, architects, and other relevant organisations. Once we have proposals for a new structure, we will run a public consultation on both the proposed structure and its phased implementation, so that all interested stakeholders have the opportunity to help shape it.

Chapter One: Introduction

ARB's role

- 1.1 Architects play a crucial role in creating a built environment that is safe, sustainable and where everyone in society can live well.
- 1.2 ARB is an independent professional regulator, established by Parliament as a statutory body, through the Architects Act, in 1997. We are accountable to government. The law gives us a number of 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 significantly below the required standards of conduct or competence.
 - We protect the legally restricted title 'architect' and take action against those who use the title but are not registered with ARB.

Our proposals

- 1.3 In October 2021 we published a discussion paper on the modernisation of initial education and training of architects.¹ The paper presented evidence that has led us to conclude that the current model of Parts 1, 2 and 3 needs modernising, and we described how we would like to change the structure and the move to an outcomes-based approach. It set out our vision for a modern regulatory system of educating and training new architects and the steps we will take to deliver it.
- 1.4 The five-point vision for success set out in the paper was as follows:
- 1 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.
 - 2 Profession and employers** – Provide future architects with skills, knowledge, experience and behaviours that they can develop and apply throughout their career.
 - 3 Institutions** - Allow for flexibility and innovation by bodies that provide education and training, ensuring the UK remains an attractive place to study.

¹ The discussion paper is available on ARB's website at <https://arb.org.uk/wp-content/uploads/Modernising-architectural-education-and-training-2021-1.pdf>

4 Future architects - Enable anyone with the right competencies to become an architect by a route that is right for them.

5 Regulatory - Through an effective and proportionate quality assurance model, give clarity about the accountability of ARB, the institutions, and students.

1.5 The survey invited respondents to share their comments and views on our vision, outcomes-based approach and whether they agree with us that structural changes are necessary.

How we analysed responses

1.6 The survey was comprised of five questions. Two were 'open' questions inviting a written response, and three were a mixed format in which respondents could answer a multiple-choice element to indicate the extent to which they agreed or disagreed with our proposal and also share their views in a written response. The questions are reproduced in order below.²

Question 10. Chapter 4 of the discussion paper sets out the evidence we have analysed to date, and the conclusions we've reached. Is there anything you believe is missing from these conclusions, that we should also take into account as we start developing the outcomes-based approach?

Respondents were invited to write a response into an open text box.

Question 11: Chapter 5 of the discussion paper sets out the vision for our new regulatory approach. To what extent do you agree with our vision? Please feel free to explain your view, and make any suggestions as to what is missing.

1. Public
2. Profession and employers
3. Institutions
4. Future architects
5. Regulatory

Respondents were invited to select one of the following options for each vision: Strongly agree, Agree, Neither agree nor disagree, Disagree or Strongly disagree. Respondents were also invited to write a response into an open text box.

Question 12: To enable institutions to innovate and to promote diversity, we think that the structure needs to change from the current approach of Parts 1, 2 and 3. What are your views on this?

Respondents were invited to select one of the following options for each vision: Strongly agree, Agree, Neither agree nor disagree, Disagree or Strongly disagree. Respondents were also invited to write a response into an open text box.

² 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 13: We believe that the best way to describe the competencies architects need may be to describe what an architect must KNOW, what they must be able to DO, and how they must BEHAVE. To what extent do you agree?

Respondents were invited to select one of the following options for each vision: Strongly agree, Agree, Neither agree nor disagree, Disagree or Strongly disagree. Respondents were also invited to write a response into an open text box.

Question 14: Are there any other views you would like to share with us about this work?

Respondents were invited to write a response into an open text box.

- 1.7 We undertook quantitative analysis of all closed, multiple-choice questions. This provided insight into the proportions of respondents that agreed with our five-part vision, our move to an outcomes-based approach, and our belief that the structure of education and training needs to change. We also analysed variation in these responses between different groups of respondents.
- 1.8 We used qualitative research methods to analyse the responses to the questions that allowed respondents to provide written responses. This involved identifying, and then applying, a list of themes that we noted as recurring across responses. The list of themes was generated by the respondents; we did not have any predetermined topics that we wanted to analyse, and instead based our analysis on the topics and suggestions most commonly raised in written responses. In this summary report, when we say that a topic was raised a certain number of times or refer to instances of that topic being discussed, the numbers refer to the number of respondents who raised that topic, not how many times that respondent may have raised it.
- 1.9 The themes commonly raised by respondents are listed in **Annex C: Qualitative analysis coding framework**. The topics raised by respondents are discussed in Chapter Four in the following broad areas:
- Comments on whether and how the structure should change
 - Topics and competency areas
 - General comments on the review including views on equality, diversity, and inclusivity

Chapter Two: Who responded

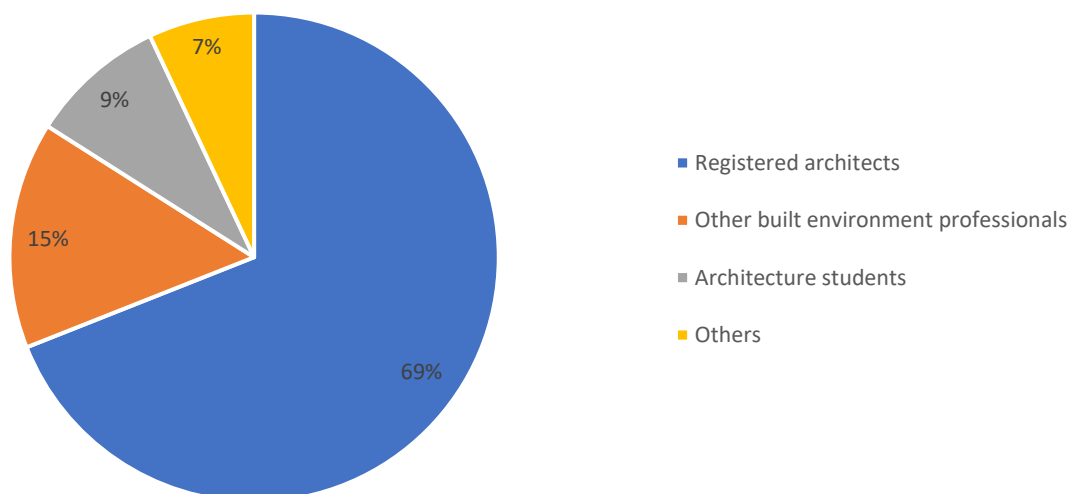
2.1 We received 711 unique responses in total.

2.2 Respondents were asked to identify themselves across eleven categories, including demographic information and their practice. Most responses were from architects (488), and this includes those who work as academics (67), so that architects accounted for 69% of survey responses. Fifteen per cent of responses were from other professionals working in the built environment, including those who are architectural consultants and assistants. Nine per cent were students. There were three student categories for respondents to choose from: Undergraduate architecture student studying Part 1 (one per cent); architecture graduate studying Part 2 (four per cent); and architecture student – Part 3 candidate (four per cent).

2.3 We categorised respondents into four stakeholder groups. These are listed below, along with their respective composition of the survey (see Figure 2.1)

- Architects, including those who work as academics
- Architecture students, which includes Part 1 students, Part 2 students and Part 3 candidates
- Other built environment professionals which include architectural assistants, designers, or consultants (not Part 3 qualified) and other built professionals
- Others which include members of the public, academics and others.

Figure 2.1 Survey respondents by stakeholder groups (% of respondents)



2.4 There were 86 (12%) responses made on behalf of organisations. The majority of these were architectural practices, but we did receive some responses from universities and professional bodies.

2.5 There were six responses made on behalf of representative bodies and organisations. Those that gave permission for their response to be published are listed below:

- Royal Society of Ulster Architects (RSUA)
- The Royal Incorporation of Architects in Scotland (RIAS)
- Royal Institute of British Architects (RIBA)
- Association of Professional Studies in Architecture (APSA)
- Architects Climate Action Network Education
- The Northern Architectural Association

2.6 A full list of all respondents who agreed to be identified is included in **Annex A**.

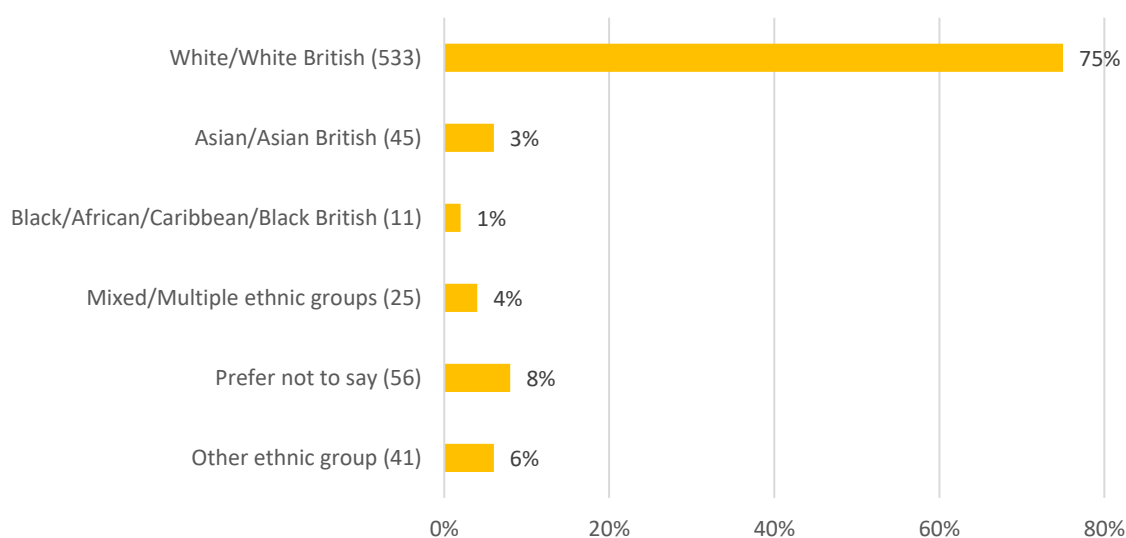
Gender

2.7 Respondents were asked to describe their gender. Two hundred and forty-eight (35%) respondents identified as female and 421 (59%) were male. Two respondents described their gender as non-binary, three respondents selected other, and 37 (five per cent) respondents chose not to disclose it. The profile of respondents was therefore slightly more diverse than that of architects. At present only 30% of architects are female.

Ethnicity

2.8 Respondents were asked which ethnic group they belong to. Most (75%) respondents said they were White/White British (see Figure 2.3). This proportion is slightly lower than that of architects who have chosen to share their ethnicity with us, which indicates that 82% of architects are White.³ Some groups were higher than their proportion of the Register, such as those who said they are mixed or an ‘other ethnic group’.

Figure 2.2: Survey respondents by ethnicity (% of respondents)



³ Available on ARB's website at <https://arb.org.uk/about-arb/equality-diversity/data/>

Geographic spread of respondents

2.9 Respondents were asked to identify the UK country or region that most closely described their place of residence. We received responses from people in each region, but the majority were based in London and the South East (see Figure 2.4). Respondents living in Scotland (65) were the second highest category, followed closely by the South West (56).

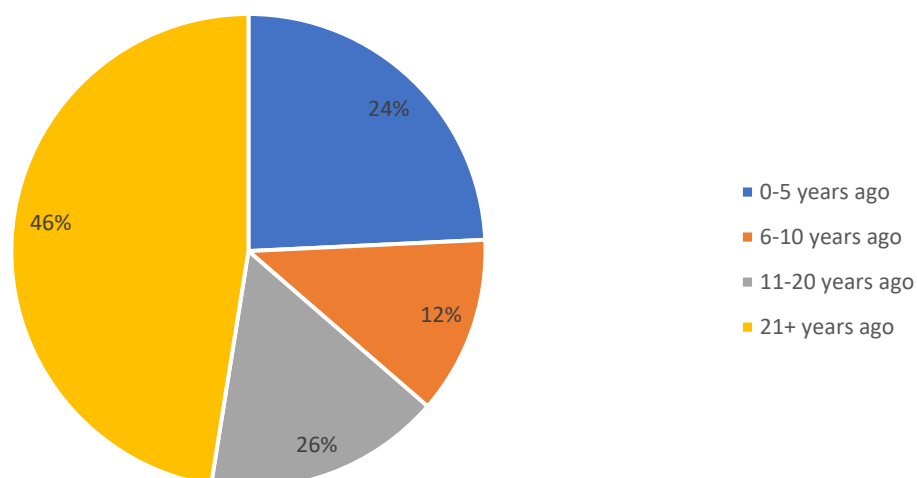
Figure 2.3: Respondents by geographic region (% of responses)



Architects

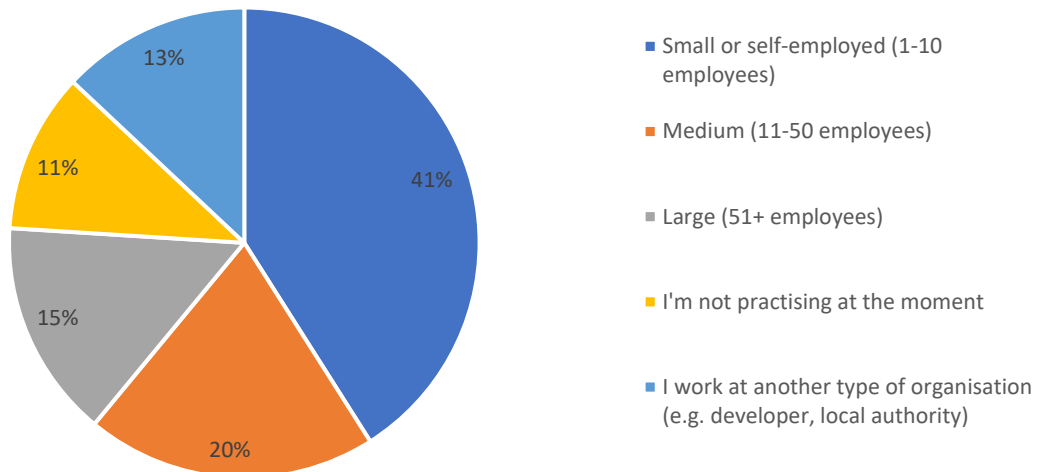
2.10 Of the 488 architects who responded to the survey, a significant proportion (47%) were architects who qualified 21 or more years ago. Almost a quarter had recently qualified (see Figure 2.5).

Figure 2.4: Time since qualification of architect respondents



2.11 Architects working in small or self-employed practices with between 1-10 employees made up the largest proportion when it came to type/size of practice, with 41% working in this size of practice (see Figure 2.6).

Figure 2.5: Type/size of practice of architect respondents



Conclusion

The modernisation of initial education and training could be its most significant change in 50 years and will therefore impact the whole profession, especially future architects. The large number of responses and the wide range of views and comments shared has enabled us to draw some broad conclusions and develop detailed analysis. Many of the ideas shared will directly feed into the development of more detailed proposals and further engagement work.

The feedback received goes beyond the profession, with respondents reflecting those who work alongside architects, architecture students trying to access the profession, academics, and others from across the built environment sector. Looking at the gender and ethnicity of respondents, we were able to reach a more diverse group than is reflected on the Register of Architects. Although the majority of respondents are from London and the South East, we were pleased that all nations and regions are well represented.

Of the architects responding, we received responses from across the profession, covering architects at varying stages in their career and working in practices of different sizes. The profile of respondents and registrants differed from those who responded to our recent CPD survey. We successfully reached those with recent and/or relevant experience, particularly younger architects, and more academics. Of the 69% of respondents who are architects, 14% are also academics compared to four per cent of architects responding to the CPD survey. 24% of architects qualified 0-5 years ago compared 15% of architects responding to the CPD survey.

Chapter Three: Quantitative results

Support for the vision

3.1 Question 11 asked respondents to indicate the extent to which they agree with our five-part proposed vision by selecting *Strongly agree*, *Agree*, *Neither agree nor disagree*, *Disagree* or *Strongly disagree*. The vision is set out in the chapter above and includes the following five areas:

- 1 Public
- 2 Profession and employers
- 3 Institutions
- 4 Future architects
- 5 Regulatory

3.2 The proportion of respondents strongly supporting or supporting each principle was high for all five parts of our vision, with no principle dropping below an 75% combination of *Strongly agree* and *Agree* (see Figure 3.1).

Figure 3.1: Support ARB’s IET five-part vision (% of respondents)

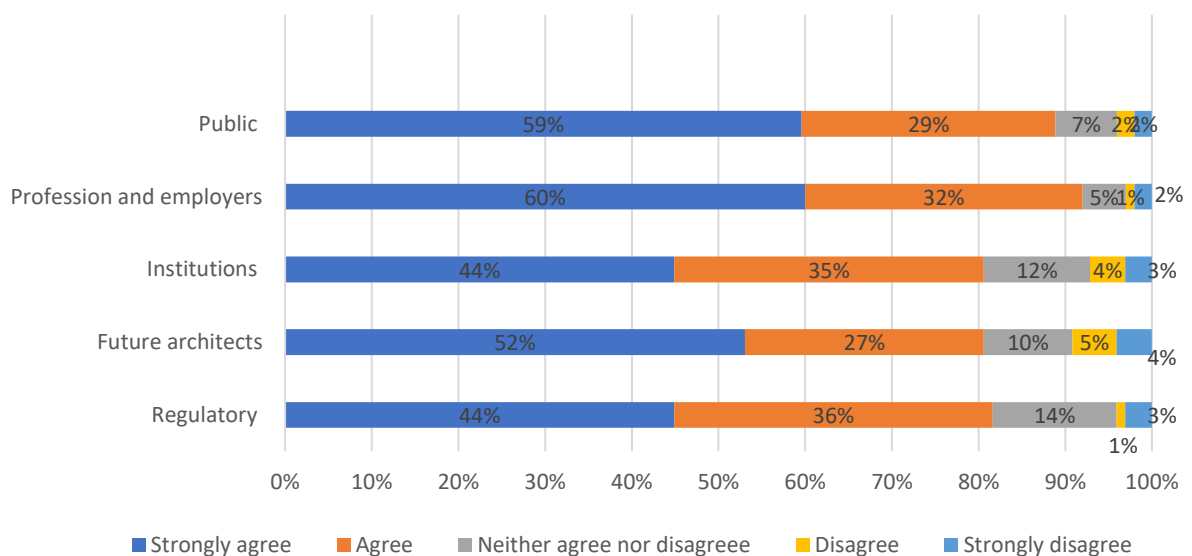
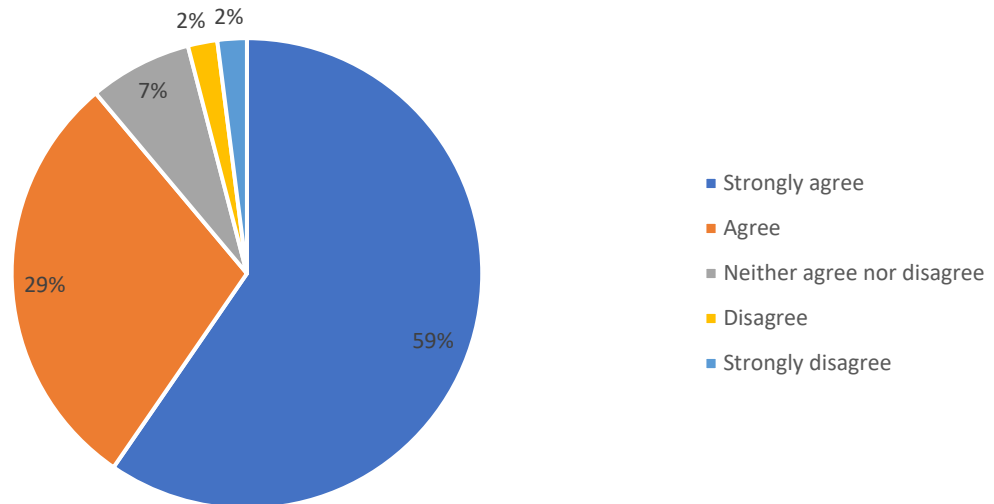


Figure 3.2: Support for IET vision - Public (% of respondents)

“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.”



3.3 Six hundred and twenty-eight (88%) of respondents expressed they strongly agreed or agreed with the **public**-focused aspect of our vision (see Figure 3.2).

3.4 The aspect of vision addressing the future for the **profession and employers** received the highest proportion of respondents expressing strongly agreed and agreed, with 625 (92%) doing so (Figure 3.3). Four hundred and twenty-seven (60%) respondents strongly agreed with this aspect of our vision and a further 225 (32%) respondents agreed with this vision.

Figure 3.3: Support for IET vision - Profession and employers (% of respondents)

“Provide future architects with skills, knowledge, experience and behaviours that they can develop and apply throughout their career.”

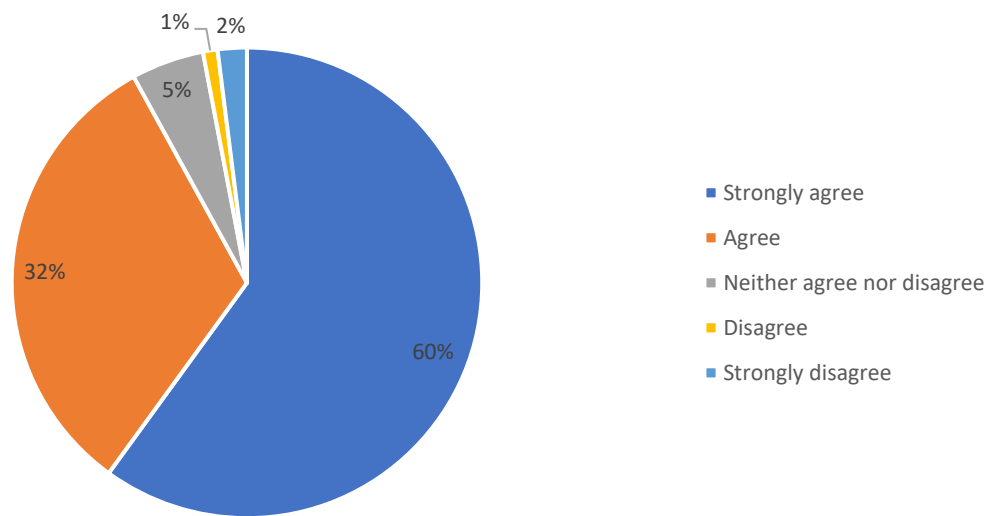
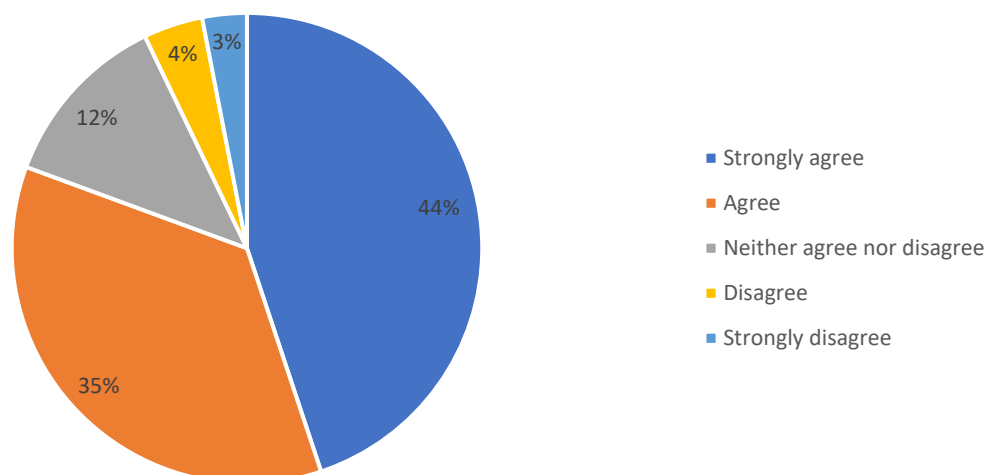


Figure 3.4: Support for IET vision - Institutions (% of respondents)

“Allow for flexibility and innovation by bodies that provide education and training, ensuring the UK remains an attractive place to study.”

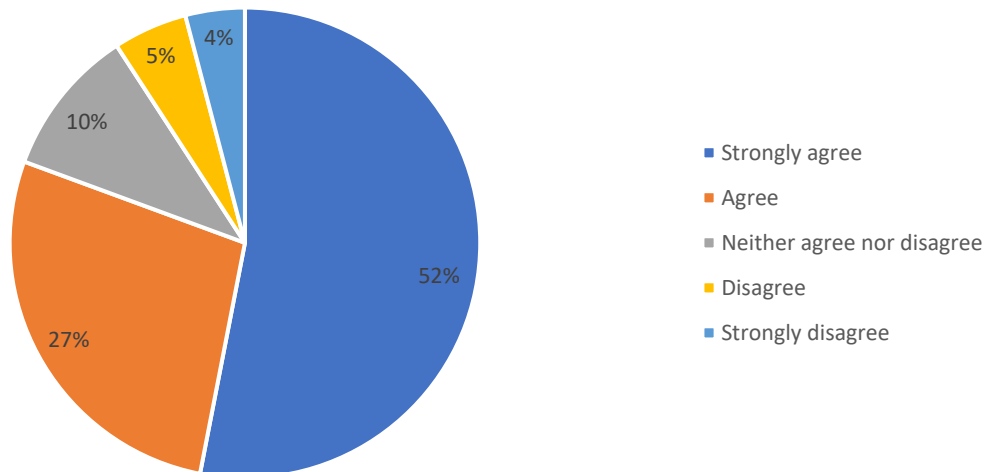


3.5 Five hundred and sixty-four (79%) respondents either strongly agreed or agreed with our description of what success would look like for **institutions** (Figure 3.4). There was also strong support among respondents who were students. Ninety-three per cent of the part 3 candidates strongly agreed or agreed, as said 90% of part 1 and 2 students.

3.6 Thirty-eight out of 50 (76%) of the respondents who strongly disagreed or disagreed with this vision for Institutions were architects.

Figure 3.5: Support for IET vision - Future architects (% of respondents)

“Enable anyone with the right competencies to become an architect by a route that is right for them.”



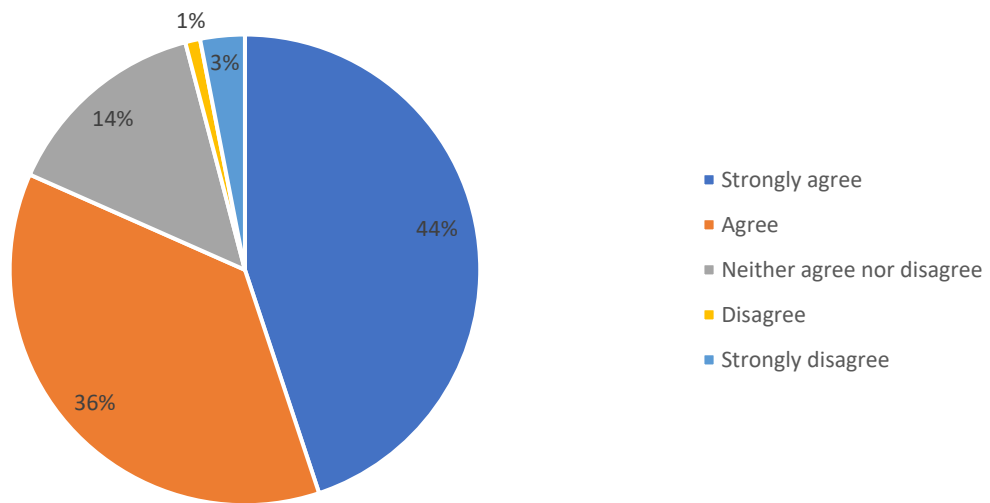
3.7 Five hundred and sixty-one (79%) respondents either strongly or agreed with the aspect of our vision that described what we wanted to achieve for **future architects** (Figure 3.5).

3.8 All the 10 architecture students (part 1) who responded to this consultation strongly agreed or agreed with this vision. Twenty-three out of 29 (79%) of architecture students (part 2) who responded to this consultation strongly agreed or agreed with this vision. Twenty-four out of 27 (89%) of architecture students (part 3 candidates) who responded to this consultation strongly agreed or agreed with this vision.

3.9 Seventy-six out of 87 (87%) of the architectural assistants, designers, or consultants (not part 3 qualified) who responded to this consultation strongly agreed or agreed with this vision.

Figure 3.6: Support for IET Vision - Regulatory (% of respondents)

“Through an effective and proportionate quality assurance model, give clarity about the accountability of ARB, the institutions, and students.”



3.10 Five hundred and seventy-three (81%) of respondents Strongly agreed or agreed with the **regulatory** aspect of our vision. (Figure 3.6). This included 385 (79%) of the architects who responded to the survey.

3.11 Eleven respondents (2%) strongly disagreed with each of the five aspects of the vision. Of these, four also strongly disagreed with the hypothesis that the structure of education and training needs to change. Whilst this is a very small group and therefore too small to discern any trends, the 11 respondents represented a range of different stakeholder groups, places of residence, gender and ethnic groups.

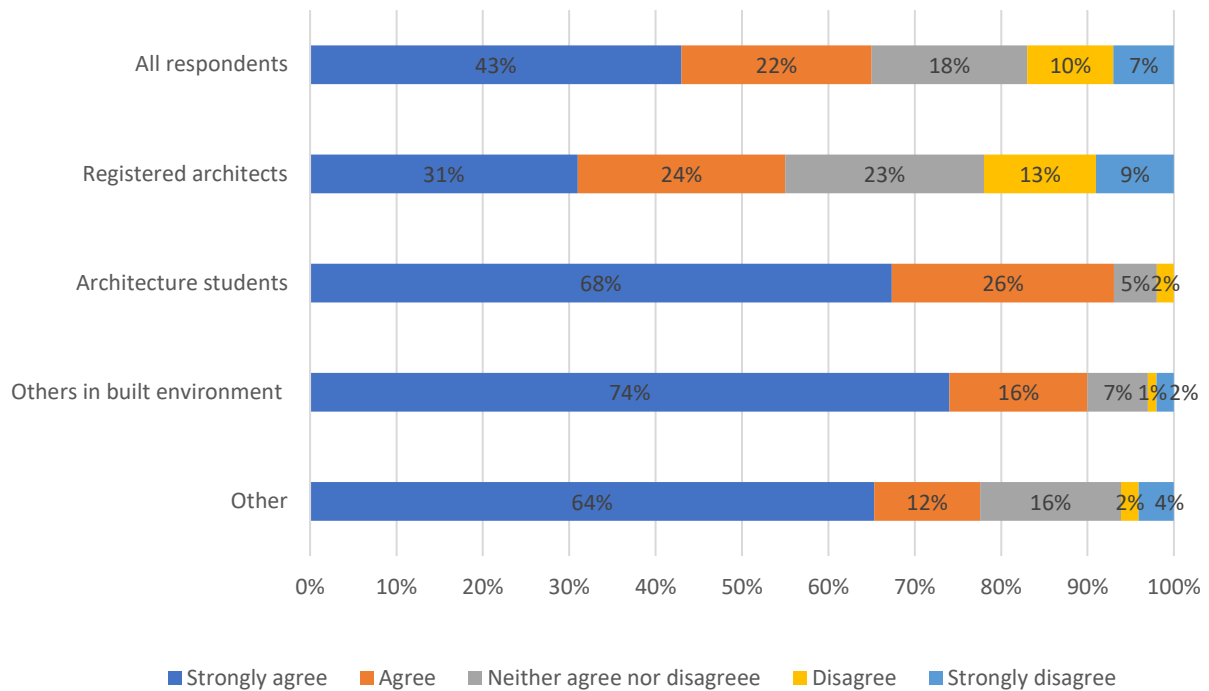
Conclusion

A significant majority of respondents supported all five parts of ARB’s vision. This support was consistent across all groups, including respondents who are currently students. The Board therefore intends to adopt the five-part vision and use will use it to underpin the modernisation of initial education and training.

Support for changing the structure of initial education and training

3.12 Question 12 asked respondents to indicate the extent to which they agree that the structure needs to change from the current approach of Parts 1,2 and 3. Respondents expressed their opinion towards the principle through a closed multiple-choice scale, by selecting *Strongly agree, Agree, Neither agree nor disagree, Disagree or Strongly disagree*.

Figure 3.7: Support for change to the Parts 1, 2 and 3 structure (% of respondents)



3.13 Overall, 65% of respondents expressed support for changes to the Parts 1, 2 and 3 structure. The highest level of support was from architecture students, at 94%. A strong majority (90%) of those working in other built environment professionals, including those working as architectural designers or consultants, also indicated their support. Architects also supported structural change although their majority was lower, at 55%.

Conclusion

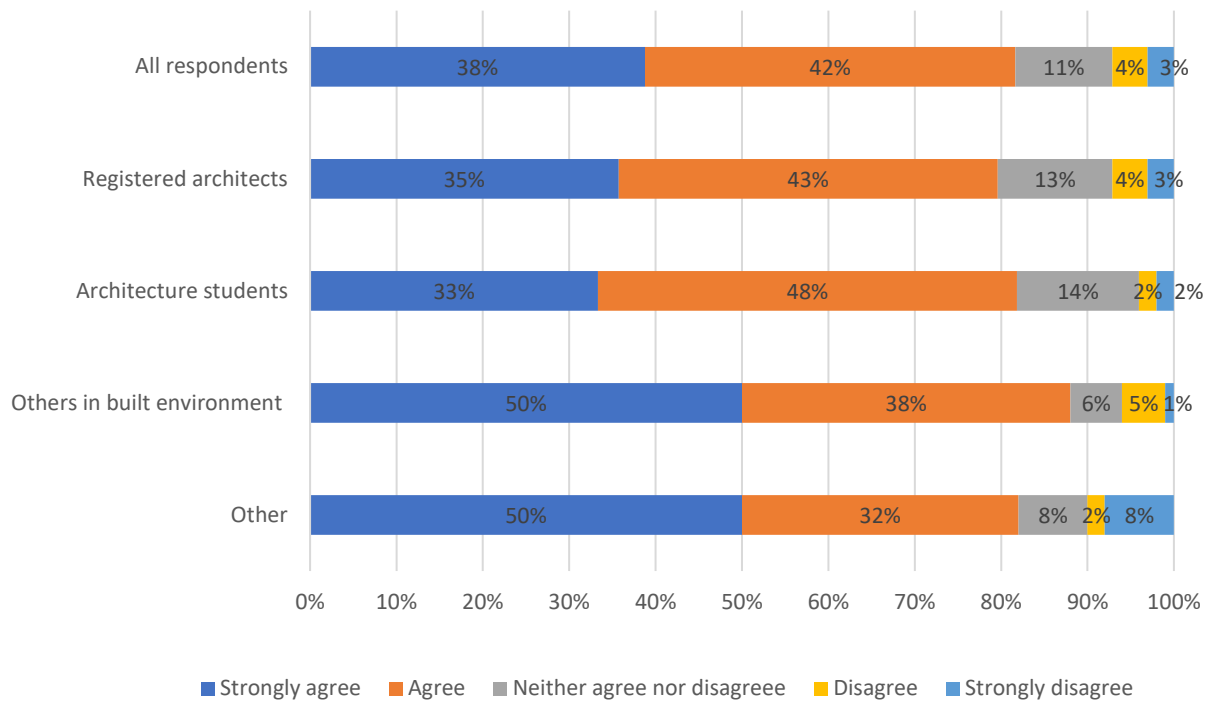
There is support for the Board to modernise the Parts 1,2 and 3 structure. Whilst the proportion of respondents supporting change varied by stakeholder group, a majority were in support across every group. We therefore intend to now explore how the structure could be modernised and improved.

Noting that the majority was lower amongst those who have already qualified (with 55% of architects indicating support), it will be important for us to continue to work with architects and their employers to ensure the changes we make work for the architecture profession.

Support for an outcomes-based approach

3.14 Question 13 asked respondents to indicate the extent to which they agree with our outcomes-based approach. Respondents expressed their opinion towards the principle through a closed multiple-choice scale, by selecting *Strongly agree*, *Agree*, *Neither agree nor disagree*, *Disagree* or *Strongly disagree*.

Figure 3.8: Support for ARB’s outcomes-based approach (% of respondents)



3.15 There was strong support for the new outcomes-based approach, with 80% of respondents expressed strong support or support for it (see Figure 3.7).

3.16 This was also consistent across stakeholders. The highest level of support was from other professionals in the built environment, with 88% doing so. The lowest support was from architects, but this was still high at 78%.

Conclusion

There is strong support for the new outcomes-based approach, consistent across all stakeholder groups. The Board therefore intends to continue to develop reforms to education and training based on its view that most important consideration is what a newly qualified architect knows, what they can do and how they behave, not how they got there.

Chapter Four: Qualitative analysis

- 4.1 This chapter sets out each of the recurring topics that were raised by respondents and analysed. Our qualitative analysis process is summarised in Chapter One and our coding framework is published in **Annex C**.

Views on the structure of initial education and training

- 4.2 The most common topic raised by respondents in their written answers was the structure of initial education and training, and suggestions about how it could be improved. In our analysis we identified four categories of suggestions for how the structure should change. These were changes to the practical experience element, flexible access, the cost of training and the time it takes to train. Some respondents also suggested there should be no change, and these were recorded.
- 4.3 In addition to those recurring suggestions, 188 respondents made other recommendations on what the new educational structure could look like. These were also analysed.
- 4.4 Of the total 711 respondents to the survey, 308 (43%) proactively called for structural change in their written responses, raising at least one of the four themes we identified.

Changes to the practical experience requirement

- 4.5 A total of 134 (19%) respondents described the need to change the practical experience or training requirements as they are currently set up in the regulatory structure. This theme was the most popular amongst those who called for structural changes.
- 4.6 Eighty-two of the respondents (61%) who raised this were architects but those who qualified longer ago were less likely to do so: 40% the 82 architects (33) qualified 21+ years ago, compared to them being 47% of the architects who completed the survey. Women were more likely to raise the need to change the practical experience requirement; they accounted for 44% of respondents raising this point, but only 35% of all survey respondents.

“I agree with the conclusions [...] However I think there must be some evaluation of the method of content delivery and the timing of the delivery. For example, 'technical detail' and 'Professional Practice' modules are often crammed into the final year of undergrad studies. These modules could be better spread throughout the year, or even better delivered in a practice based setting during a semester of University. In this case, there could be a greater incentive for employers to be involved in content delivery, and better preparing students for employment. This would also help students access some level of professional experience, through short term employment integrated into their architectural education.”

Student (Part 3 Candidate), London and South East

Flexible access

- 4.7 One hundred and thirty-two respondents (19%) used their comments to suggest there should be more flexible ways of studying and training. Their comments included the suggestion that part-time, or sandwich options would be more flexible.

“I agree that there should be a more flexible approach to entering the profession, with an enlarged focus on non-standard (university) routes. This will help with accessibility and attainment.”

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

- 4.8 Just over half (51%) of the respondents were architects, which is lower than their composition of all survey respondents (69%). Other professionals in the built environment made up 26% of the respondents who raised flexible access. This is higher than their composition of all survey respondents (15%). One hundred and five (80%) of the respondents were White/White British and this is higher than their survey composition of 75%.

Reduce cost

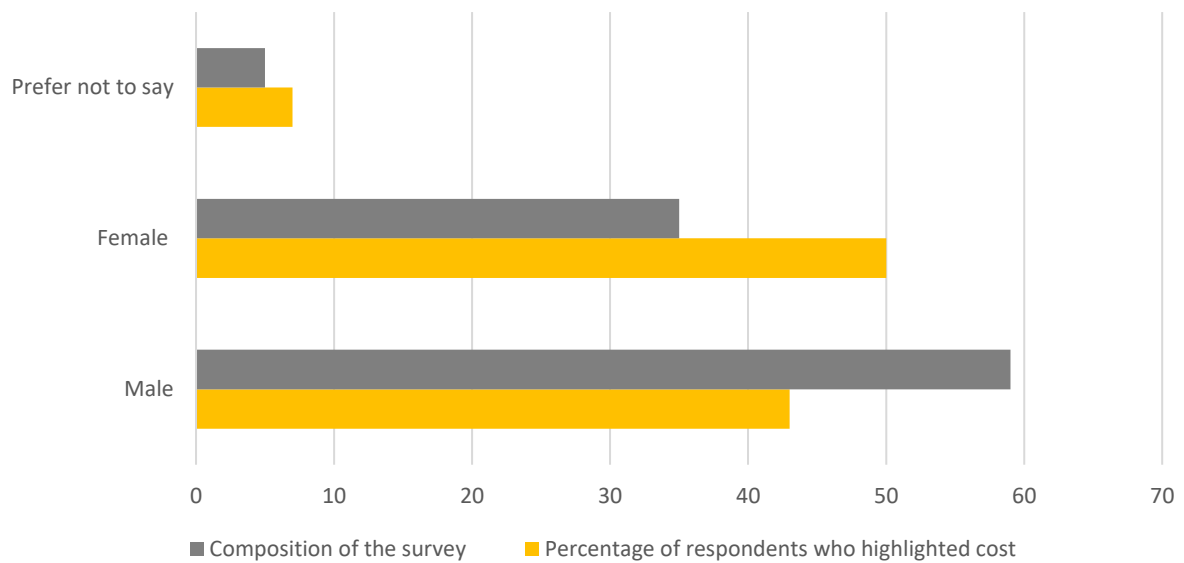
- 4.9 A total of 132 (19%) respondents expressed the view that the cost of Parts 1, 2 and 3 is an issue. They raised the cost of university, fees, and the impact of related debt. Although this was the same number of respondents as flexible access, there is not a complete overlap between the two groups.
- 4.10 Seventy-four (56%) of the respondents who highlighted cost were architects. Of this group, those who qualified more recently were the most likely to do so. Thirty-six per cent of the architects who did so qualified 0-5 years ago – this is significantly higher than their overall survey composition of 24%.

“...OF COURSE this is going to lead to a lack of diversity. How could someone who doesn't have the external financial support look at this and think "this looks like a good way to invest the next ten years of my life.”

**Architectural assistant, designer or consultant
(not Part 3 qualified), Scotland**

- 4.11 Twenty-three (17%) of respondents who raised concerns about cost were architecture students, compared to their survey composition of nine per cent. White/White British respondents were slightly less likely to raise cost as a deterrent when compared to their composition of the survey: 72% were White/White British compared to their survey composition of 75%. Cost was most likely to be raised by women: 50% of the respondents raising this structural issue were women and 43% were men (see Figure 4.1).

Figure 4.1: Respondents highlighting cost (% of respondents)



“Having to pay for 7 years of education, although extremely valuable, is exclusive.”

Architecture Student – graduate (studying Part 2), London and South East

Reduce length

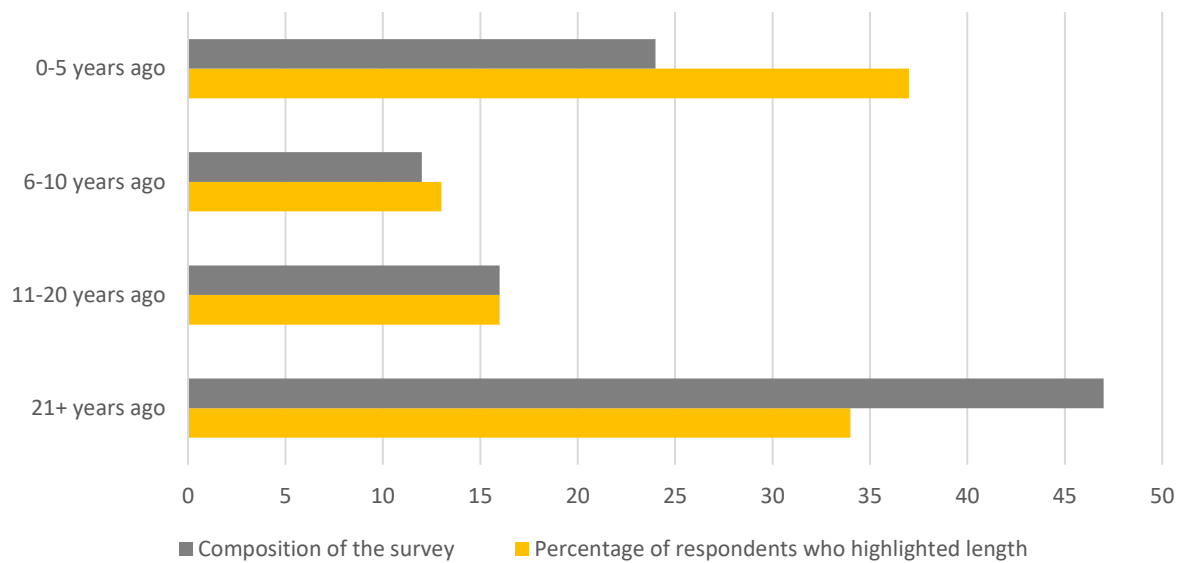
4.12 One hundred and four (15%) respondents expressed the view that the length of the current educational requirements is a deterrent to them completing it. Women were more likely to raise this issue. They accounted for 44% of respondents who did so, and this is more than their total composition in the survey (35%).

4.13 Fourteen (13%) respondents who raised concerns were architecture students, compared to their survey composition of 66 (9%). Architects accounted for 60% (62) of the respondents, with those who qualified more recently being more likely to raise it (see Figure 4.2).

“The length of study and intensity of the course structure makes architecture elitist. Students from more deprived background might not apply due to concerns over debt and it is hard to work part time and study due to course demands.”

Registered architect, Scotland

Figure 4.2: Respondents highlighting length (% of respondents)



Recommendations

4.14 One hundred and eighty-eight respondents (26%) made specific recommendations about how we should change the structure of initial education and training. Some respondents made more than one recommendation. Our secondary analysis of these recommendations revealed three broad categories:

- More flexible entry points
- Remove, combine, or change Parts 1 and 2
- Remove, combine, or change Part 3

4.15 These are summarised below, along with other suggestions that were made.

4.16 Most recommendations made were in relation to more flexible entry points into the profession, with 112 suggestions made.

“I agree that the individuals should be able to choose their own route into the profession, but believe that certain characteristics of the profession need to be taught to all those who qualify regardless of their route, such as through conversion courses.”

Architectural assistant, designer or consultant, South West

4.17 The suggestions made included apprenticeship schemes, conversion courses for professionals trained in other fields, new routes that enable other professionals with relevant experience to qualify as architects, and practice-based routes that would be distinct from university-based routes.

“As someone who has recently been through this experience, I feel that parts 1 and 2 should be merged to form a single qualification. With the first 2 years preparing the student for life in practice, a 1 year sandwich placement arranged by the student or the institution, and then a 1 year project based approach, which should be marked at the level of a planning application, or similar for the given brief. During this, they will be able to show their competency in design, management and regulations as they will need to comply with all of the Statutory guidance documents, as used in the real world.”

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

- 4.18 Forty-three suggestions were about removing, combining, or changing Parts 1 and 2. Respondents recommended combining Parts 1 and 2, removing Part 1, removing Part 2, or restructuring one or both of them. An example of the rationale given for this recommendation can be seen in the quote below.

“I think it is important to know why Part 3 takes much longer for most people than two years. Personally, I have met no one to complete the last part in two years and I believe the main reason for it is how recently graduated part 2 assistants are treated in most practices. More often than not they are essential 'cad monkeys' and are not tasked with something more educational. Quite often Part 1 and 2 assistants work long hours (very often with no paid overtime, which is also a big issue which also needs to be addressed), and do not have enough time to work on their PEDRs. I think it is important to perhaps work with RIBA to improve the way Part 3 is structured.”

**Architecture Student – graduate (studying Part 2),
London and South East**

- 4.19 Twelve per cent (23) of the recommendations made were to remove, combine, or change Part 3. They included the combination of Parts 2 and 3 and restructuring Part 3 content, such as moving topics from Part 3 to Parts 1 or 2.
- 4.20 Twenty other suggestions were made and, while they didn't recur as regularly, these suggestions include:
- Part-time courses
 - Raising awareness during secondary education and post-16 education
 - Revising requirements for exams (includes restricting the exams process)
 - Creating or developing international routes⁴

⁴ ARB is currently developing a number of Mutual Recognition Agreements with other international regulators, which we will be able to implement in due course following Royal Assent of the Professional Qualifications Act

“Innovation and diversity is not inherently hampered by the current Parts 1+2+3 system, it is the funding and delivery of these that does. Changes should be made to increasing the delivery systems, i.e., not just full-time university based education, but also accessible and affordable 'earn-as-you-learn' apprenticeship and part-time schemes.”

Registered architect, London and South East

No structural change is necessary

- 4.21 Forty-nine respondents (seven per cent) suggested there is no need for any structural change. Among their comments was the view that the current competencies, criteria, and structure already works well.
- 4.22 The majority of these respondents (90%) were architects. Architects who qualified longer ago were more likely to say that structural change isn't necessary, with 57% (25) of the 44 architects qualifying 21+ years ago.

“The existing structure provides fantastic opportunities in further education for people, who may not be completely set on becoming an architect, to experience a broad, varied and exciting curriculum in Part 1, which may encourage them to progress to Part 2 and beyond. If they decide not to progress, they have under their belt an excellent foundation for exploring other careers. The existing structured approach, in my view, is a huge positive which should not discourage anyone from embarking on a Part 1 course. The focus in Part 2 however needs to be ensure future architects enter their Part 3 workplace experience aware of the practical constraints we face in delivering projects (health & safety, financial, programme, logistics, structural performance, BS EN compliance, regulatory compliance in particular life safety).”

Registered architect, London and South East

Conclusion

Responses to our quantitative survey questions showed there was strong support for our hypothesis that the current Parts 1, 2 and 3 structure need modernising, with 65% of respondents agreeing with this (see section 3.18). This was even higher among architecture students (94%).

Our further qualitative analysis builds on this by helping us to understand the reasons why respondents want the structure to change, and what they think should be different. With 44% of respondents proactively suggesting that changes are needed in their written responses to the survey, and 26% making specific recommendations for change, the survey has proved incredibly useful in helping us understand the extent of the opportunity for modernising initial education and training.

The most common request was for the practical experience requirements of education and training to be improved. Respondents told us more flexible access to the profession would be helpful in supporting

more people to join it. This is a key focus of our work, and we believe that different routes to registration will help widen access and increase diversity within the profession.

Respondents also regularly highlighted the cost and length of education and training. They told us they act as barriers and that improvements here could therefore support access to the profession.

In addition, we noted a common theme that respondents thought Parts 1 and 2 have a lot of overlap and that we could consider altering regulatory requirements so that institutions could combine, remove, or reduce elements of them.

ARB will now start to develop proposals for a modernised structure, using the evidence and ideas that survey respondents have shared with us. We want to reiterate that the ideas and suggestions reported in this document are derived from survey respondents and are not at this stage final proposals from ARB. Structural change will take time, and we intend to develop our proposals through proper two-way engagement with all relevant audiences and further public consultation once we have some detailed proposals to share.

Topics and competency areas

4.23 Some respondents highlighted specific topics or competency areas in their written answers to the survey. This was sometimes prompted by our question on the outcomes-based approach, which asked respondents to think about what architects need to be able to know and do. The topics we identified were proactively raised by respondents as topics that they thought were important. As the quotes demonstrate, some respondents suggested the topic area needed a greater focus in education and training, and others were simply raising its continued importance.

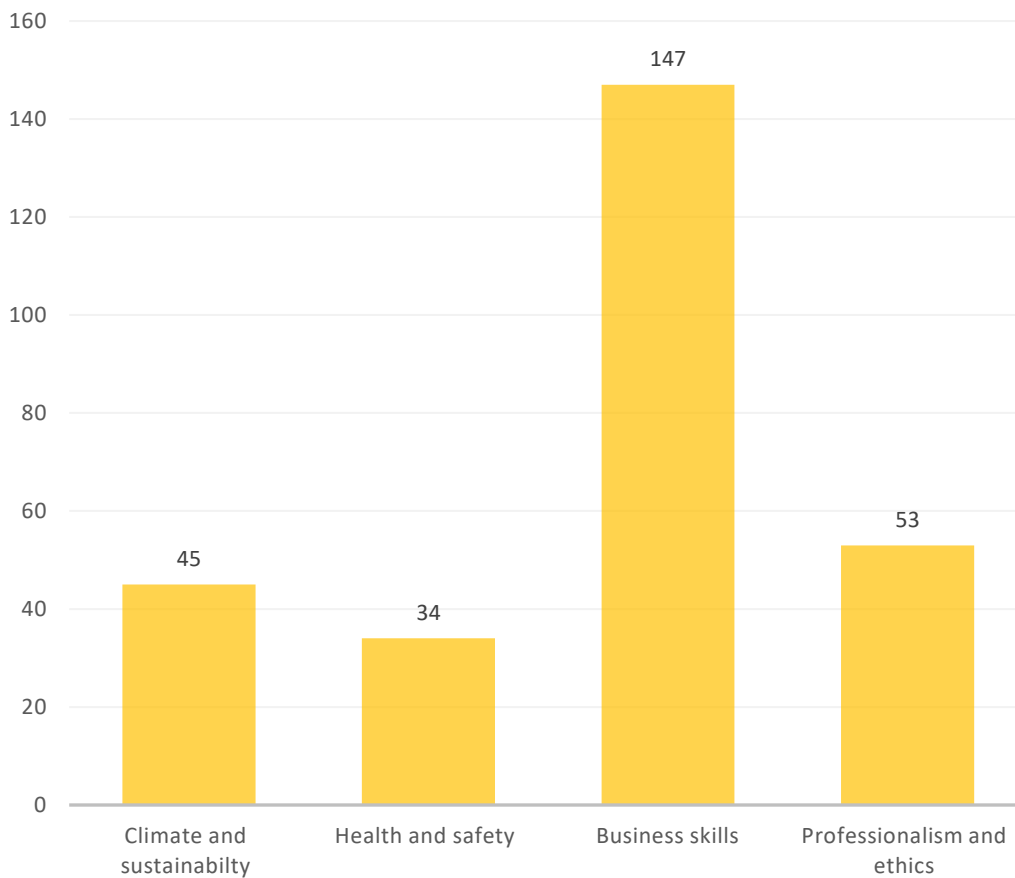
4.24 We identified four recurring topics as being raised the most frequently. These were:

- Business skills
- Professionalism and ethics
- Climate and sustainability
- Health and safety

Business skills

4.25 The most common topic raised was business skills, which was raised by 147 (21%) respondents (see Figure 4.4). This category includes comments on professional competence, running a business, time management, and on students not being adequately prepared for practice.

Figure 4.3: Topics and competences raised by respondents

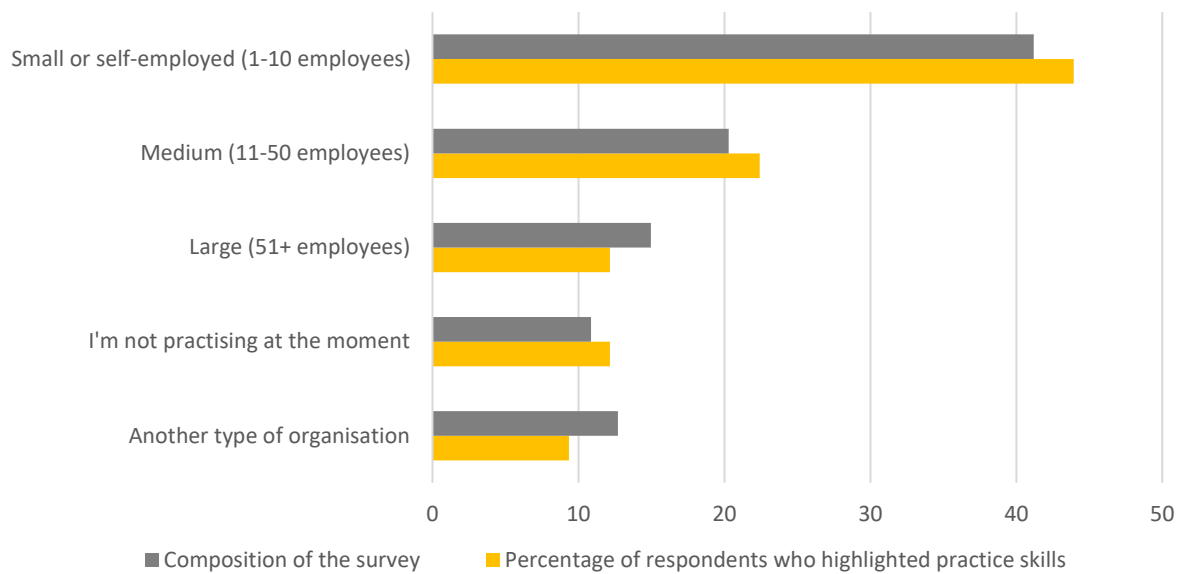


4.26 The majority of respondents raising business skills as a topic were architects. One hundred and seven architects raised it, accounting for 72% of respondents raising this point compared to their composition of 69% of all survey respondents. Thirty-one (34) of these architects qualified up to five years ago, compared to their composition of the survey of 24% of all architect respondents. Architects who were self-employed or working at small or medium practices were more likely to highlight this, while those working at larger practices or not practising at all were less likely to do so (see Figure 4.4).

“I welcome this discussion document and the general direction of travel. Architects still qualify with a poor understanding of managerial issues and a poor appreciation of whole life costing. The majority do not have the confidence or skills to demonstrate leadership; and they should. There needs to be greater focus on the issues identified in your report, especially leadership, ethics and teamwork. I would also add the need to be able to manage design and projects, which is missing from the majority of educational programmes.”

Academic (Registered architect), South West

Figure 4.4: Respondents highlighting business skills (% of respondents)



Professionalism and ethics

4.27 Fifty-three (seven per cent) of respondents raised professionalism and ethics as important. Thirty-three (62%) of these respondents were architects, which is less than their composition of survey respondents. Architects who qualified less than five years ago and more than 21 years ago were more likely to highlight it.

“I agree with the principle aims set out. The one aspect which should be emphasised more within the 'core set of generic skills' is what I can only label as socio/ cultural, an expansion of the 'ethics and leadership' values but importantly directs the aim away from the physical aspect of architecture as building toward architecture as socio/cultural enablement.”

Academic (Registered architect), London and South East

Climate and sustainability

4.28 Forty-five (six per cent) respondents used their responses to mention climate and sustainability. Twenty-four of these respondents were architects and this was 53% of respondents who mentioned it. This is lower than the proportion of architects who responded as a whole but, among this group, architects who qualified over 21 years ago were slightly more likely to. They were 58% of these architects, compared to their survey composition of 47%.

Health and safety

4.29 Five per cent (34) of respondents suggested health and safety, as an important topic. This included fire and life safety. Eighty-two per cent (28) of the respondents who suggested this topic were architects – higher than their composition of the survey.

Other topics

4.30 We also looked at the other topics being raised outside of the main four. Other topics being raised by respondents included:

- Knowledge about the construction sector, sites, and day to day processes
- Building and material science
- Heritage and restoration, including in contrast to a focus on new buildings
- Interdisciplinary knowledge and more awareness of what others in the sector do

Conclusion

We must ensure that initial education and training equips architects to practise effectively. In addition to considering a new structure for initial education and training, we also proposed moving to an outcomes-based focus that will entail the development of updated 'outcomes' or competencies for architects. It was therefore helpful that respondents raised the topics that they consider important.

It is important to recognise that the majority of architects work in small or medium sized practices and perhaps unsurprisingly raise the importance of issues such as business skills.

It was perhaps also unsurprising and positive to see sustainability and health and safety (including fire safety) being raised by respondents.

We noticed that respondents raised new topics (business skills and ethics for example,) and we will need to consider these as we develop detailed proposals.

We will develop 'outcomes' for architects that cover all the topics raised by respondents and also raised in other research we have done. We will consult experts as we develop the outcomes, and we will publicly consult on the detail of them before introducing any changes.

General comments

4.31 As part of our analysis, we also noted other more general comments that recurred among respondents. These were comments about:

- Universities
- Working conditions
- Standards among the profession
- ARB's prescription process
- Specialism
- Diversity in the profession

Universities

4.32 Eighty-nine respondents (13%) commented on the way that universities operate and raised a range of issues that they suggested could exacerbate or otherwise interact with our review

and its aims. While these comments varied, a common theme between them was that we should consider how the operational models of institutions, or in some cases the constraints they face, could have affect the way in which architects are trained and educated.

- 4.33 An example of one of the issues was the way in which research is assessed in the performance of universities, and whether this is compatible with the teaching of courses that require some practical expertise. An example given was that practising architects may not have research publications that will aid a university's national ranking.
- 4.34 Another example concerned funding models and the way in which fee and income structures may influence the type of courses and teaching that universities are able to provide.

“...there needs to be a robust interface with Universities and other providers because there are other pressures coming from the higher education sector. We are seeing the move towards block teaching, for example, which does not often work well in design projects that require synthetic knowledge that is accrued.”

Registered architect, East of England

- 4.35 Twelve of the 89 respondents who commented on universities were architects who were also academics. They account for nine per cent of survey respondents but 13% of respondents who raised this topic, meaning they are slightly more likely to have raised this. Architecture students were also more likely to raise it; they accounted for 20% (18) of respondents but only nine per cent of respondents overall.

Working conditions and mistreatment

- 4.36 Ninety-five respondents raised issues about the conditions in which architects work or study. Seventy-nine of these respondents (11%) raised concern that the conditions of employment for architects were problematic in some way. Some respondents explained that they saw the working conditions as a deterrent to people joining the profession. Some thought that salaries can be too low to support the initial investment in their education to be able to qualify as architects. Others also mentioned that a poor work-life balance made the profession undesirable.
- 4.37 Twenty-six (four per cent) respondents raised concerns about mistreatment, often for those who are just starting careers in architecture and/or still studying. 10 respondents raised both of these worries.

“There is a need to specifically target and overcome barriers to perceiving the architectural profession as a viable career. This includes the high economic cost / risk of joining the profession through education, when contrasted with low returns via wages, as well as the perceived value, purpose and intersectionality of the profession. Targeted action is needed to overcome the perception of the profession as a predominantly white, middle class field.”

Registered architect, London and South East

4.38 Poor working conditions were more likely to be raised by women, people from a minority ethnic group, and those who work in architecture but are not (or not yet) qualified as architects. For example, whilst women accounted for 35% of survey respondents, they accounted for 44% of respondents raising concerns about working conditions.

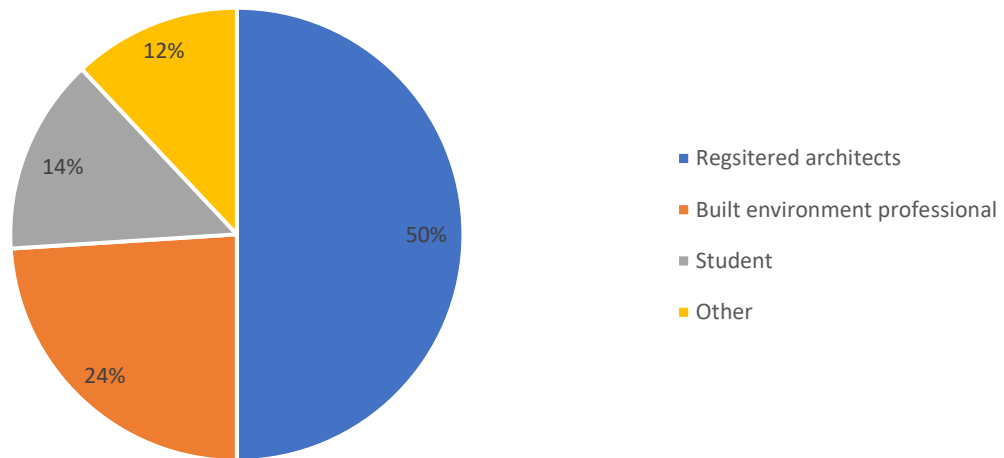
4.39 Half the respondents raising poor conditions of employment were architects, a lower proportion than the overall proportion of survey respondents who were Architects (see Figure 4.5). However, of the 40 architects raising this point, 48% (19) qualified 0-5 years ago. This was much higher than their proportion of the survey (24%).

“The way the industry pushes architecture students to have as little social life as possible is highly toxic. Tutors do not take into consideration that just because students have a lot of time that does not mean that it should all be used on uni work. Mental health issues should be taken more seriously”

Architecture Student – graduate (studying Part 2), Yorkshire and Humber

4.40 Poor working conditions were slightly less likely to be raised by white respondents (they were 71% raising this topic but 75% of stakeholders overall), and slightly more likely to be raised by respondents identifying as belonging to another ethnic group, including Asian, Black and mixed or multiple ethnic groups.

Figure 4.5: Respondents raising concerns about working conditions (% of respondents)



Unclear proposals

- 4.41 Sixty respondents (eight per cent of respondents) expressed the view that our proposals could be clearer. Whilst our discussion document went into some detail on our rationale for modernising initial education and training, it did not go into detail on the specific solutions. Our intention is to develop these with input from a range of audiences, including the respondents to our survey. However, some respondents suggested that more clarity was needed and that for some, it was difficult for them to respond to the survey at this stage in our work.
- 4.42 Architects working as academics were more likely to express this view; they accounted for nine per cent of survey respondents overall but 18% of the respondents raising this perspective.

“It is unclear how a move to an outcomes-based approach is any different from the current approach in meeting core Criteria... Some clarity on terminology would be helpful. The terminology being used is vague and it is unclear how the words used are defined for this purpose. Competency that incorporates outcomes that are then measured? How will these be measured? Behaviours that are measured as part of the outcomes? Is behaviour another word for professional judgment? How can this be measured and assessed?”

Association of Professional Studies in Architecture (APSA)

Preserve the standards of the profession

- 4.43 Seventy-six respondents urged us to preserve the standard of the architects' profession as part of any reforms. Often this was expressed as a desire to retain certain aspects of the profession's training or that we don't lower entry standards as part of improving access. Our discussion document described the need for ARB to improve access to the profession, but we want to do this without reducing the role or expertise of the architect. This is especially important in light of our statutory role: it is important that clients of architects, and those using the buildings and spaces they design, can have confidence that architects have appropriate skills, knowledge and expertise.

"I think to make the profession more inclusive fees should be reduced or removed so those from poorer backgrounds can access. The system needs changing but not for making easier to employers or making it easy for people to join the register. The study is long because is necessary to be a safe pair of hands. All the extra requirements will remove many people from the profession, what is the point?"

Academic (Registered architect)

- 4.44 The majority of respondents raising the importance of high standards in the profession were architects, including those who work as academics – accounting for 65 of the 76 (86%) respondents raising this view (when this group accounted for 69% of respondents overall). Architects who qualified within the last 10 years were slightly less likely to feel strongly about preserving the standard of the profession: they accounted for 23% of architects who raised this point but were 36% of all architects responding to the survey.

Accreditation requirements

- 4.45 Part of ARB's role is to approve the qualifications required to join the UK Register of Architects. We do this via an accreditation process, defined in law as prescription and some respondents included unprompted comments about the requirements ARB sets as part of this process.
- 4.46 Sixty respondents expressed the view that ARB should be **less detailed** in specifying how courses should be delivered, or that we should provide more flexibility to universities. 57% (34) of these respondents are architects (including five who are also Academics), with respondents spread across different groups of time since qualification. 29 respondents expressed the view that requirements should be **more detailed** - this represents four per cent of respondents.

Specialism

- 4.47 Twenty-five (four per cent) respondents expressed the view that specialism in architecture **shouldn't happen before** the point of registration, while 18 (three per cent) respondents expressed the view that it **should**. Architects were more likely to raise both of these views compared to other groups (accounting 88% of the respondents doing so).

“I am happy to see architectural education take any form that develops the right knowledge and skillsets applicable to a particular specialisation. For example, a specialisation in conservation may warrant a more practical approach to learning such as work placements with specialist contractors etc.”

Registered architect, London and South East

The model discriminates against some groups

4.48 Sixty-four respondents (nine per cent) made comments that the current system disproportionately affects or discriminates against some groups, including:

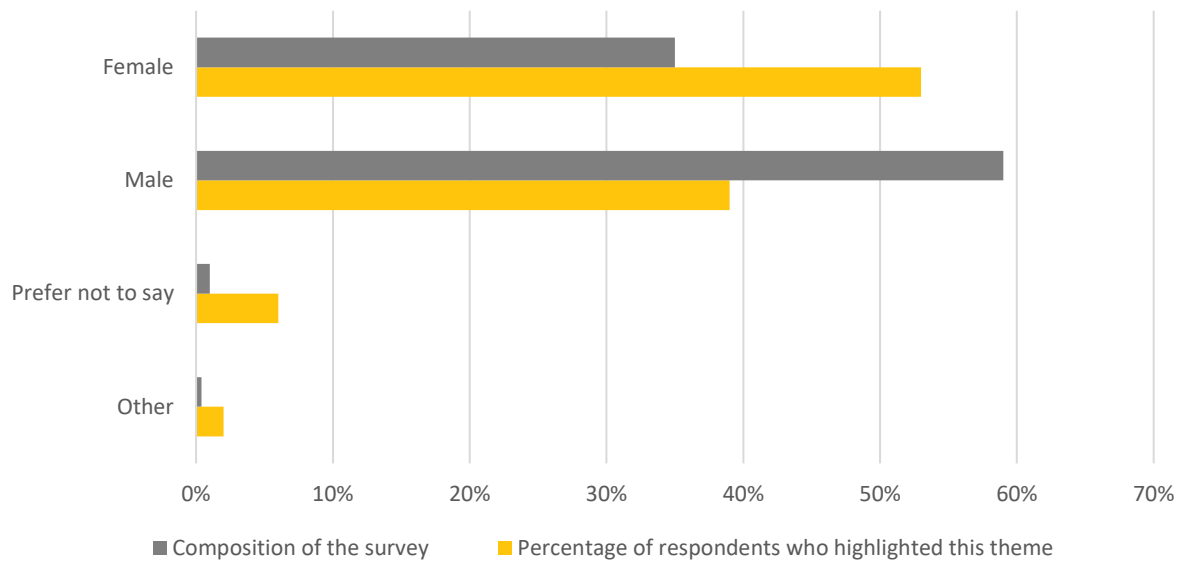
- Women and/or trans/non-binary people
- People from a minority ethnic group
- People from a lower socio-economic background

4.49 Although 64 respondents means we are looking at relatively smaller numbers, it is notable that women were significantly more likely to raise discrimination compared to men. Fifty-three per cent of respondents who expressed the model discriminates against some groups were women whereas 29% were men (see Figure 4.6).

“The length of time it takes to qualify discriminates against women, who are unlikely to continue full time work when having a family. The length of education requires students in the UK to take on huge amounts of debt, which is disproportional to their earning potential.”

Registered architect, London and South East

Figure 4.6: Respondents suggesting the current model discriminates against some groups (% of respondents)



4.50 Seventy-two per cent of respondents were White/White British. This is slightly lower than their proportion of the overall survey. Alongside this, three per cent of respondents were Black/African/Caribbean/Black British and this is slightly higher than their proportion of the overall survey of two per cent.

4.51 Conversely, 20 respondents expressed caution about aiming to improve diversity within the profession. This included views that diversity is already improving.

“Diversity is a political subject. Architects are now a reasonably diverse bunch and becoming more so. The biggest impediment to diversity is Brexit and the ARB should get on with professional rather than political concerns.”

Registered architect, London and South East

4.52 Architects made up a substantial majority of respondents expressing this view, 19 of the 20 doing so. The remaining one respondent worked in another built environment profession.

Conclusion

All the topics raised by respondents and analysed in this report will help to shape the new approach, and we’re grateful to have so much rich detail at this early stage in the process. As we start to develop detailed proposals we will continue to work with architects, academic institutions, students, and those working in the architecture sector. We won’t be able to solve every problem within the scope of this review, but we will keep all the ideas and concerns raised by respondents in mind as we work towards a new model.

Roughly one in ten respondents proactively suggested the current model discriminates against some groups. This was unprompted and underlines how important it is for us to get this right. We

want the profession to be inclusive and one that better reflects society. That will mean developing a system that supports that to happen.

Building on the concerns raised about the way the structure of education and training can be discriminatory, it was concerning to read the worries raised about mistreatment, particularly towards those just beginning their careers. We will bear in mind the examples raised by respondents, recognising that while we don't regulate practices, we do have a number of levers. These include the forthcoming review of our Code of Conduct for architects; this provides us with another opportunity to consider how we articulate the requirements for fair and professional behaviour towards communities, clients, and all colleagues including employees. We will also consider professional behaviours as part of the development of new learning outcomes, standards for institutions as well as wider regulatory policy work including the new CPD framework.

Feedback on our prescription process, the level of detail it should include, and universities was also helpful. This is something we'll consider as our plans develop, and we'll continue to be mindful of the impact that our regulation has on universities and those who work in them. We'll also use our conversations with universities to explore these further.

We're also grateful for respondents' honesty in saying when our proposals could be clearer. It is our intention to develop clear proposals further along in the process. At this early stage we wanted to seek views on our decision to modernise initial education and training and our vision for doing so, before we started developing detailed proposals. We'll consider how we can improve clarity, not just for this work but for future consultations we run.

Chapter Five: Next steps

- 5.1 The survey has resulted in useful feedback on our plans to modernise initial education and training of architects. The survey results demonstrate widespread support for our early ideas and vision for change, and we have begun the next phase of engagement and policy development.
- 5.2 We will now start to develop new outcomes for the initial education and training of architects and consider what changes to the structure of education will best meet our vision – to provide wider access to architecture without compromising on the quality of architects. We will not develop our proposals in isolation. We will consult experts and continue to share our ideas as they evolve, listening to the views of architects, academics, students, and others working in the architecture sector. We will launch a full public consultation once our proposals are more developed.
- 5.3 We have been told that change is needed. If that change is to be effective, then it will take time to get right. We expect to run the full consultation on new learning outcomes, new standards for institutions as well as any proposals for changes to the regulatory requirements relating to the structure of initial education and training towards the end of 2022 or early in 2023. As part of our consultation on our proposals we will ask for feedback on a proposed phased timeline for implementation and will invite views as to whether the phases will allow sufficient time for universities and other providers to update programmes and quality assurance mechanisms. We will be particularly keen to hear from institutions that will need to make changes to their educational programmes over the coming months as we begin more detailed policy development work.

Annex A: List of respondents

One hundred and seventy-nine respondents gave permission for their response to be published in full, with another 408 wishing to be published anonymously.⁵

Of those who wished for their responses to be published in full, 125 were architects or Academics (Registered Architect), 17 were architecture students, 18 were other built environment professionals and 19 were other groups.

Of the 408 who wanted their responses to be published anonymously, 266 were architects or Academics (Registered Architect), 40 were architecture students, 76 were other built environment professions and 26 were other groups.

One hundred and twenty-four respondents said they did not want their responses to be published. Of these, 97 were architects or Academics (Registered Architect), nine were architecture students, 13 were other built environment professions and five were other groups.

There were 86 responses made on behalf of an organisation, with 38 agreeing to be published in full.

The names of all the organisations who agreed to have their responses published in full are listed below.

- 39 Goodwin Drive
- Aali Rashid Architects
- ACAN Education,
- Alan Piper Consultancy
- APG Architecture
- Architecture Design Limited
- ASP Architects London Ltd
- Association of Professional Studies in Architecture (APSA)
- BW Architecture
- Centred Architecture
- CK Architecture
- Clare Nash Architecture
- Cloudfields
- Cook
- Council on Training in Architectural Conservation
- DIZ Architects Limited
- Drawing Inc Ltd
- Iain Exley Limited (Architects)
- Lancaster University
- MacAusland Design Ltd
- Marius Barran Architect
- Narrative Practice Limited
- Neil Ferguson Chartered Architect
- Noel Wright Architects
- OWLarchitecture.com
- Oxford Architects
- Prewett Bizley Architects
- Qarchlab
- Queen's University Belfast
- Renga Design
- Robert Adam Architectural Consultancy
- Royal Institute of British Architects
- Royal Society of Ulster Architects
- Sang Yong Engineering
- SAWA
- The Northern Architectural Association
- The Royal Incorporation of Architects in Scotland (RIAS)
- Timecroft Ltd
- TobysmithArchitecture
- XSITE Architecture LLP

⁵ Published responses will be accessible here: <https://arb.citizenspace.com/policy-and-communications/initial-routes-to-education-and-training/>

Annex B: Survey data

Option	Total	Per cent
Academic (registered architect)	67	9.42%
Academic (other)	7	0.98%
Registered Architect	421	59.21%
Architectural assistant, designer or consultant (not Part 3 qualified)	87	12.24%
Architecture Student – undergraduate (studying Part 1)	10	1.41%
Architecture Student – graduate (studying Part 2)	29	4.08%
Architecture Student – Part 3 candidate	27	3.80%
Member of the public	7	0.98%
Other built environment professional	20	2.81%
Other	36	5.06%

Option	Total	Per cent
Female	248	34.88%
Male	421	59.21%
Non-binary	2	0.28%
Prefer not to say	37	5.20%
Other	3	0.42%

Option	Total	Per cent
Asian/ Asian British	45	6.33%
Black/ African/ Caribbean/ Black British	11	1.55%
Mixed/Multiple ethnic groups	25	3.52%
White/ White British	533	74.96%
Prefer not to say	56	7.88%
Other ethnic group	41	5.77%

Option	Total	Per cent
East of England	38	5.34%
East Midlands	26	3.66%
London & South East	314	44.16%
North East	18	2.53%
North West	46	6.47%
South West	56	7.88%
West Midlands	25	3.52%

Yorkshire & Humber	35	4.92%
Northern Ireland	15	2.11%
Scotland	65	9.14%
Wales	13	1.83%
Republic of Ireland	5	0.70%
Prefer not to say	11	1.55%
Other	44	6.19%

Table B5: Architects – When qualified

Option	Total	Academic (registered architect)	Registered architect
0-5 years ago	117 (24%)	3	114
6-10 years ago	60 (12%)	6	54
11-20 years ago	80 (16%)	13	67
21+ years ago	231 (47%)	45	186

Table B6: Architects - Size of practice

Option	Total	Academic (registered architect)	Registered architect
Small of self-employed (1-10 employees)	201 (41%)	27	174
Medium (11-50 employees)	99 (20%)	3	96
Large (51+ employees)	73 (15%)	0	73
I work at another type of organisation (e.g. developer, local authority)	62 (13%)	22	40
I'm not practising at the moment	53 (11%)	15	38

Table B7: What types of architecture do Architects have the most experience in?

Option	Total	Academic (registered architect)	Registered architect
Commercial (including office and retail)	267	30	237
Community or non-residential institution	131	19	112
Defence and security	31	3	28
Education	165	26	139
Healthcare	102	9	93
Heritage and Conservation	205	30	175
Housing: single dwelling (new build or refurbishment)	302	45	257
Housing: multiple dwellings (excluding high rise)	253	31	222

Housing: high rise residential buildings	100	7	93
Housing: institutional (including care homes, hostels, student accommodation)	88	12	76
Hospitality (including hotels and restaurants)	113	10	103
Inclusive design	66	11	55
Masterplanning or large-scale mixed use	128	19	109
Infrastructure	34	6	28
Sustainable design	155	28	127
Transport (including aviation and rail)	52	7	45
Other	48	8	40

Table B8: Chapter 5 of the discussion paper sets out the vision for our new regulatory approach. To what extent do you agree with our vision?

Public

Option	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
Total	420 (59.07%)	208 (29.25%)	48 (6.75%)	12 (1.69%)	14 (1.97%)
Academic (registered architect)	41 (5.77%)	18 (2.53%)	4 (0.56%)	1 (0.14%)	2 (0.28%)
Academic (other)	4 (0.56%)	1 (0.14%)	0	1 (0.14%)	1 (0.14%)
Registered architect	242 (34.04%)	127 (17.86%)	35 (4.92%)	8 (1.13%)	7 (0.98%)
Architectural assistant, designer or consultant (not Part 3 qualified)	63 (8.86%)	19 (2.67%)	2 (0.28%)	0	1 (0.14%)
Architecture Student – undergraduate (studying Part 1)	6 (0.84%)	3 (0.42%)	0	1 (0.14%)	0
Architecture Student – graduate (studying Part 2)	16 (2.25%)	11 (1.55%)	1 (0.14%)	0	1 (0.14%)
Architecture Student – Part 3 candidate	16 (2.25%)	10 (1.41%)	0	0	0
Member of the public	2 (0.28%)	2 (0.28%)	1 (0.14%)	1 (0.14%)	0
Other built environment professional	12 (1.69%)	6 (0.84%)	1 (0.14%)	0	0
Other	18 (2.53%)	11 (1.55%)	4 (0.56%)	0	2 (0.28%)

Table B9: Chapter 5 of the discussion paper sets out the vision for our new regulatory approach. To what extent do you agree with our vision?

Profession and employers

Option	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
Total	427 (60.06%)	225 (31.65%)	33 (4.64%)	6 (0.84%)	13 (1.83%)
Academic (registered architect)	41 (5.77%)	22 (3.09%)	2 (0.28%)	0	1 (0.14%)
Academic (other)	5 (0.70%)	1 (0.14%)	0	0	1 (0.14%)
Registered architect	248 (34.88%)	141 (19.83%)	20 (2.81%)	4 (0.56%)	8 (1.13%)
Architectural assistant, designer or consultant (not Part 3 qualified)	60 (8.44%)	21 (2.95%)	3 (0.42%)	1 (0.14%)	0
Architecture Student – undergraduate (studying Part 1)	7 (0.98%)	2 (0.28%)	1 (0.14%)	0	0
Architecture Student – graduate (studying Part 2)	14 (1.97%)	12 (1.69%)	2 (0.28%)	0	1 (0.14%)
Architecture Student – Part 3 candidate	16 (2.25%)	9 (1.27%)	1 (0.14%)	0	0
Member of the public	2 (0.28%)	2 (0.28%)	1 (0.14%)	1 (0.14%)	0
Other built environment professional	14 (1.97%)	5 (0.70%)	0	0	0
Other	20 (2.81%)	10 (1.41%)	3 (0.42%)	0	2 (0.28%)

Table B10: Chapter 5 of the discussion paper sets out the vision for our new regulatory approach. To what extent do you agree with our vision?

Institutions

Option	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
Total	312 (43.88%)	252 (35.44%)	85 (11.95%)	28 (3.94%)	22 (3.09%)
Academic (registered architect)	29 (4.08%)	23 (3.23%)	7 (0.98%)	3 (0.42%)	3 (0.42%)
Academic (other)	4 (0.56%)	1 (0.14%)	1 (0.14%)	0	1 (0.14%)
Registered architect	158 (22.22%)	168 (23.63%)	60 (8.44%)	18 (2.53%)	14 (1.97%)

Architectural assistant, designer or consultant (not Part 3 qualified)	52 (7.31%)	19 (2.67%)	8 (1.13%)	4 (0.56%)	1 (0.14%)
Architecture Student – undergraduate (studying Part 1)	7 (0.98%)	2 (0.28%)	1 (0.14%)	0	0
Architecture Student – graduate (studying Part 2)	13 (1.83%)	13 (1.83%)	1 (0.14%)	1 (0.14%)	1 (0.14%)
Architecture Student – Part 3 candidate	16 (2.25%)	9 (1.27%)	1 (0.14%)	0	0
Member of the public	4 (0.56%)	1 (0.14%)	0	1 (0.14%)	0
Other built environment professional	11 (1.55%)	5 (0.70%)	3 (0.42%)	0	0
Other	18 (2.53%)	11 (1.55%)	3 (0.42%)	1 (0.14%)	2 (0.28%)

Table B11: Chapter 5 of the discussion paper sets out the vision for our new regulatory approach. To what extent do you agree with our vision?

Future architects

Option	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
Total	367 (51.62%)	194 (27.29%)	73 (10.27%)	37 (5.20%)	31 (4.36%)
Academic (registered architect)	25 (3.52%)	27 (3.80%)	8 (1.13%)	2 (0.28%)	4 (0.56%)
Academic (other)	4 (0.56%)	1 (0.14%)	0	1 (0.14%)	1 (0.14%)
Registered architect	188 (26.44%)	130 (18.28%)	53 (7.45%)	24 (3.38%)	22 (3.09%)
Architectural assistant, designer or consultant (not Part 3 qualified)	65 (9.14%)	11 (1.55%)	3 (0.42%)	5 (0.70%)	1 (0.14%)
Architecture Student – undergraduate (studying Part 1)	8 (1.13%)	2 (0.28%)	0	0	0
Architecture Student – graduate (studying Part 2)	16 (2.25%)	7 (0.98%)	2 (0.28%)	3 (0.42%)	1 (0.14%)

Architecture Student – Part 3 candidate	18 (2.53%)	6 (0.84%)	2 (0.28%)	0	0
Member of the public	4 (0.56%)	1 (0.14%)	1 (0.14%)	0	0
Other built environment professional	17 (2.39%)	2 (0.28%)	0	1 (0.14%)	0
Other	22 (3.09%)	7 (0.98%)	4 (0.56%)	1 (0.14%)	2 (0.28%)

Table B12: Chapter 5 of the discussion paper sets out the vision for our new regulatory approach. To what extent do you agree with our vision?

Regulatory

Option	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
Total	316 (44.44%)	257 (36.15%)	99 (13.92%)	8 (1.13%)	20 (2.81%)
Academic (registered architect)	28 (3.94%)	24 (3.38%)	11 (1.55%)	0	3 (0.42%)
Academic (other)	4 (0.56%)	0	2 (0.28%)	0	1 (0.14%)
Registered architect	166 (23.35%)	167 (23.49%)	64 (9.00%)	7 (0.98%)	13 (1.83%)
Architectural assistant, designer or consultant (not Part 3 qualified)	57 (8.02%)	21 (2.95%)	8 (1.13%)	0	0
Architecture Student – undergraduate (studying Part 1)	5 (0.70%)	4 (0.56%)	0	1 (0.14%)	0
Architecture Student – graduate (studying Part 2)	11 (1.55%)	15 (2.11%)	2 (0.28%)	0	1 (0.14%)
Architecture Student – Part 3 candidate	14 (1.97%)	9 (1.27%)	3 (0.42%)	0	0
Member of the public	3 (0.42%)	1 (0.14%)	2 (0.28%)	0	0
Other built environment professional	10 (1.41%)	5 (0.70%)	3 (0.42%)	0	0
Other	18 (2.53%)	11 (1.55%)	4 (0.56%)	0	2 (0.28%)

Table B13: To enable institutions to innovate and to promote diversity, we think that the structure needs to change from the current approach of Parts 1, 2 and 3. What are your views on this?

Option	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
Total	305 (42.90%)	157 (22.08%)	130 (18.28%)	68 (9.56%)	47 (6.61%)
Academic (registered architect)	21 (2.95%)	23 (3.23%)	8 (1.13%)	7 (0.98%)	6 (0.84%)
Academic (other)	5 (0.70%)	2 (0.28%)	0	0	0
Registered architect	128 (18.00%)	94 (13.22%)	103 (14.49%)	58 (8.16%)	37 (5.20%)
Architectural assistant, designer or consultant (not Part 3 qualified)	62 (8.72%)	16 (2.25%)	6 (0.84%)	1 (0.14%)	2 (0.28%)
Architecture Student – undergraduate (studying Part 1)	8 (1.13%)	1 (0.14%)	1 (0.14%)	0	0
Architecture Student – graduate (studying Part 2)	21 (2.95%)	6 (0.84%)	1 (0.14%)	1 (0.14%)	0
Architecture Student – Part 3 candidate	16 (2.25%)	10 (1.41%)	1 (0.14%)	0	0
Member of the public	3 (0.42%)	0	2 (0.28%)	0	2 (0.28%)
Other built environment professional	17 (2.39%)	1 (0.14%)	2 (0.28%)	0	0
Other	24 (3.38%)	4 (0.56%)	6 (0.84%)	1 (0.14%)	0

Table B14: We believe that the best way to describe the competencies architects need may be to describe what an architect must KNOW, what they must be able to DO, and how they must BEHAVE. To what extent do you agree?

Option	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
Total	272 (38.26%)	301 (42.33%)	81 (11.39%)	27 (3.80%)	23 (3.23%)
Academic (registered architect)	20 (2.81%)	27 (3.80%)	10 (1.41%)	4 (0.56%)	4 (0.56%)

Academic (other)	1 (0.14%)	4 (0.56%)	1 (0.14%)	1 (0.14%)	0
Registered architect	151 (21.24%)	185 (26.02%)	52 (7.31%)	16 (2.25%)	13 (1.83%)
Architectural assistant, designer or consultant (not Part 3 qualified)	44 (6.19%)	33 (4.64%)	5 (0.70%)	4 (0.56%)	1 (0.14%)
Architecture Student – undergraduate (studying Part 1)	4 (0.56%)	4 (0.56%)	2 (0.28%)	0	0
Architecture Student – graduate (studying Part 2)	8 (1.13%)	15 (2.11%)	4 (0.56%)	1 (0.14%)	1 (0.14%)
Architecture Student – Part 3 candidate	10 (1.41%)	13 (1.83%)	3 (0.42%)	0	0
Member of the public	1 (0.14%)	1 (0.14%)	1 (0.14%)	0	4 (0.56%)
Other built environment professional	10 (1.41%)	8 (1.13%)	1 (0.14%)	1 (0.14%)	0
Other	23 (3.23%)	11 (1.55%)	2 (0.28%)	0	0

Annex C: Qualitative analysis coding framework

Theme or topic raised	Context and further detail about the theme
Changes to the structure View about whether and/or how the structure of initial education and training and/or routes need to change	
Length	The time it takes to do Parts 1, 2 and 3 is a deterrent.
Cost	The cost of Parts 1, 2 and 3 is a deterrent (including the cost of university and fees and the related debt).
Flexible access	There should be more flexible ways of studying (part time, sandwich courses).
Recommendations about structure	<p>This tag includes any type of recommendation about structural change. Examples include:</p> <ul style="list-style-type: none"> • There should be other points of access other than Part 1 i.e. for technicians, or similar to a ‘law conversion’ course. • Apprenticeships can help solve the problems identified through the review. • Recommendations about specific changes to the structure of Parts 1, 2 and 3 i.e. Part 1 could become generalised, Part 2 could be removed, the Part 1 examination for people who already have a part 2. <p>This list is not exhaustive.</p>
Practical experience	<p>Comments about the practical experience or training element of the IET structure.</p> <p>Examples include:</p> <ul style="list-style-type: none"> • The proposals should improve the practical experience requirements. • There are great variations in quality of support during time in practice. • During economic downturns it’s harder to get this type of employment. • Architects-in-training have employment contracts / different structure to other professions that have trainee placements (i.e., employers aren’t bound to train certain things). <p>This list is not exhaustive.</p>
No change	<p>Expressing the view that the current competences / criteria / structure already work well.</p> <p>This includes the view that whilst contexts have changed, the role and core competencies of the architect have not.</p>
Topics Topic areas (such as skills and competencies) that need to be addressed and/or strengthened by our review	
Climate	Importance of climate change / emergency as a topic architects must address and/or that must form part of education.
Safety and health	Importance of safety, health and safety, fire and life safety as a topic architects must address and/or that must form part of education.
Business skills	<p>Need for improvement in business skills as a topic architects must address and/or that must form part of education.</p> <p>This category also includes comments on professional competence, running a business, time management, and on students not being adequately prepared for practice.</p>
Ethics and culture	Need to promote inclusivity / ‘collective creation’ or healthy work/life balance as a topic architects must address and/or that must form part of education.
Other	Any other topic suggested as something that should be covered more during education.

EDI	
Cautious about, or disagrees with, the need to improve the diversity	Expressing the view that there isn't a problem with diversity or that diversity is already improving (i.e., cautious about our aims).
The current system discriminates against one or more groups or types of people	<p>Comments related to this include views that:</p> <p>The current system disproportionately affects / counts against:</p> <ul style="list-style-type: none"> • women and/or trans / non-binary people • people from a minority ethnic group • people from a lower socio-economic background <p>Includes a view that the current approach to professionalism and behaviours discriminates against some groups or types of people.</p> <p>This list is not exhaustive.</p>
General comments	
Unclear	ARB's approach is unclear, and respondents don't understand what we're trying to do.
Preserve	Preserve the standard of architects / 'don't dumb down' (including retain theoretical and design training).
Specialism later	Specialism shouldn't happen before the point of registration.
Specialism pre-registration	Specialism should happen before the point of registration.
University problems	<p>There are problems with the expectations placed / business model of universities that exacerbate the issue of initial education and training and/or must be considered in the solution we develop.</p> <p>Examples might include:</p> <ul style="list-style-type: none"> • Universities are encouraged to focus on research over architectural practice. • The funding provided by government to universities is insufficient. • There are other types of cost constraints on universities. <p>This list is not exhaustive.</p>
Conditions of employment	<p>Expresses concerns about the conditions of employment for architects.</p> <p>Examples might include:</p> <ul style="list-style-type: none"> • Salaries are too low to support the amount of education needed. • Work/life balance for architects is poor and/or is a deterrent for joining the profession.
Mistreatment	<p>A concern that employers treat people training to become architects badly (i.e., students and candidates at Parts 1, 2 and 3)</p> <p>This theme differs from the one above as it refers to pre-Reg experience.</p>
Requirements on schools need to be more prescriptive	ARB should be more rigorous or prescriptive in how courses should be delivered, or more robust in how they accredit courses/universities.
... Need to be less prescriptive	ARB should be less prescriptive in how courses should be delivered or provide more flexibility to universities.