Changes to the Prescribed examination

Consultation analysis report

August – September 2026

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Summary

ARB is revising the Prescribed Examination so that it aligns with the new education and registration framework and assesses applicants against the Academic Competency Outcomes rather than the historic Part 1 and Part 2 qualification structure. The consultation sought views on the proposed eligibility requirements, examination format, evidence requirements and changes to the Registration Rules. We received 136 unique responses.

Overall, respondents supported the proposed examination model. Support was strongest for providing written feedback to unsuccessful applicants, at 95%, and there was also clear support for the separate Review and Interview stages, the use of self-assessment and portfolio evidence, and online interviews. The examination will therefore retain the proposed three-stage structure and overall assessment format.

The greatest level of concern related to eligibility. While 60% of respondents supported requiring applicants to hold a qualification equivalent to UK Level 7 (RQF), 34% disagreed, with many raising concerns that this could exclude competent professionals whose education or professional recognition does not align neatly with the UK qualification framework. In response, ARB will widen the eligibility criteria so that, in addition to applicants holding an appropriate Level 7 qualification, certain applicants who are registered, or eligible to be registered, in another country may also be able to undertake the examination. Applicants holding a UK Part 3 or Practice Outcomes qualification at Level 7 will also be eligible.

The consultation also identified a need for clearer guidance on what may constitute a relevant discipline. The Eligibility Guidance will therefore be revised to provide further clarity while retaining a non-exhaustive and flexible approach. Professional experience was raised by a significant minority of respondents, but it will not be introduced as an alternative eligibility route through this reform. That issue will be considered separately as part of ARB's wider work on possible experience-based routes to registration.

The Rules will also be amended in limited areas to improve clarity. However, ARB does not propose to place detailed eligibility criteria, examination format or other operational matters in the Rules. These matters are better set out in policy and guidance so that the examination can be refined over time without requiring formal Rule changes and further consultation for minor operational amendments.

Other feedback has informed the final development of the examination. Applicants will be encouraged to provide the most up-to-date evidence available to them, with additional supporting evidence permitted where the portfolio alone does not demonstrate all required

outcomes. ARB will also introduce appropriate checks and controls in response to concerns about the use of artificial intelligence.

The consultation did not identify any issue requiring a fundamental change to the overall examination model. It has, however, resulted in important refinements to the eligibility framework, guidance, Rules and evidence requirements. These changes are intended to ensure that the revised Prescribed Examination is proportionate, accessible and capable of providing a fair route for applicants who may be able to demonstrate the required academic competence but do not hold an ARB-prescribed qualification.

Chapter one: Purpose of the consultation

The Architects Act 1997 allows ARB to prescribe qualifications for entry to the Register. It also allows ARB to require applicants who do not hold prescribed qualifications, but who may have achieved equivalent academic competence, to pass a prescribed examination.

ARB is reforming its education and registration framework. Under the new framework, applicants will be assessed against ARB's Academic Outcomes rather than being required to follow the historic Part 1 and Part 2 qualification structure.

October 2025 to February 2026, ARB consulted on reforms to its international routes to registration. Respondents supported aligning those routes with ARB's new approach to UK initial education and training and improving access to the Register for people with qualifications from outside the UK who can demonstrate the required competence. This included simplifying the examination process and removing unintended complexity and barriers.

As a result of the education and registration framework changes and alongside the outcome of the previous consultation, we have proposed to replace the current Part 2 Prescribed Examination with a revised examination aligned with the new framework.

The proposed revised examination would retain several features of the current process:

- assessment against defined outcomes;
- a self-assessment and portfolio of evidence;
- an online interview;
- and written feedback for applicants who are unsuccessful.

It would also introduce changes intended to simplify the process, broaden access and improve the applicant experience:

- require applicants to hold a qualification equivalent to UK Level 7(RQF);
- allow applications from people with qualifications in architecture or another relevant discipline;
- introduce a staged Application, Review and Interview process;
- require applicants to pass each stage before progressing;
- replace panels of three examiners with two examiners;
- remove referrals to lead examiners and handbacks between stages;
- record interviews for quality-assurance purposes;
- and introduce staged fees so that applicants pay only for the parts of the examination they progress to.

The changes aim to make the examination clearer, more proportionate and easier to navigate. In particular, they are intended to widen access for applicants whose relevant Level 7 (RQF) qualification is not specifically in architecture; avoid requiring applicants to undertake and pay for later stages where they have not successfully completed an earlier stage and provide clearer decision points and feedback. This in turn should reduce delay and complexity and ensure that the examination is cost effective.

The consultation sought views on our proposals for the Prescribed examination to help meet these aims.

There were 136 unique responses.

Chapter two: Eligibility requirements

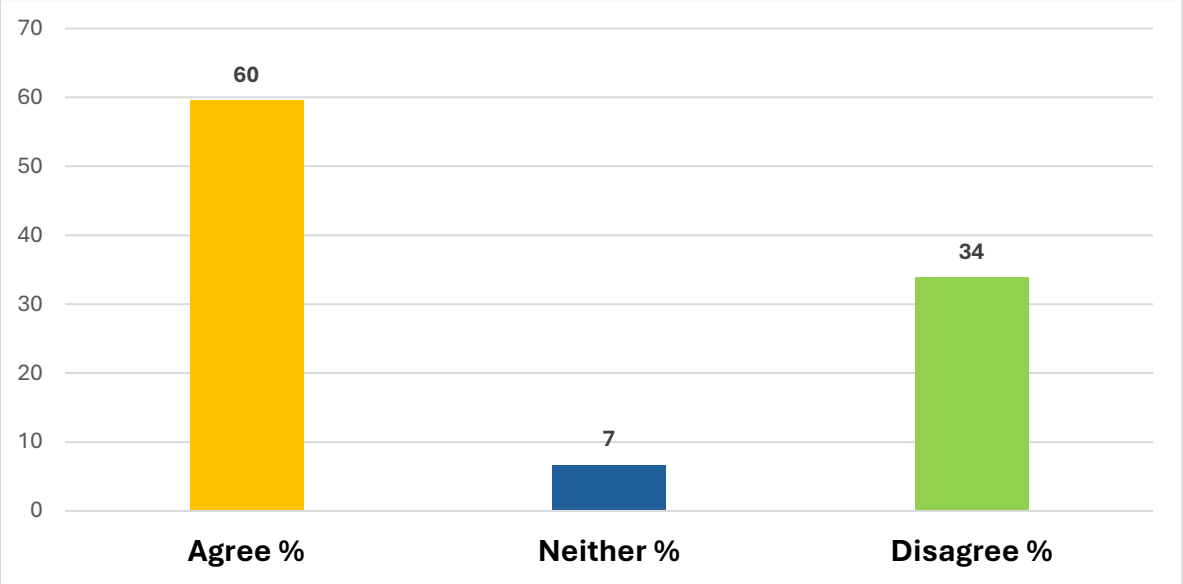
The proposed draft Eligibility guidance identifies who would be eligible to sit the revised prescribed examination.

We propose that applicants should be eligible to take the Prescribed Examination where they hold a qualification equivalent to the UK Level 7 (RQF) in architecture or a relevant discipline.

Eligibility criteria

We asked respondents whether they agreed that applicants should be required to hold a qualification equivalent to a UK Level 7 (RQF). The most common response was agree (81, 60%). 46, 34% disagreed while 9, 7% neither agreed nor disagreed.

Figure 1: To what extent do you agree that applicants should be required to hold a qualification equivalent to a UK Level 7 (RQF)?



There was agreement across all roles of those who responded with academic respondents (88% of academics who responded) with the most support for requiring applicants for the examination to hold a qualification equivalent to Level 7 (RQF). The least support was from Trainees or those in other roles.

The qualitative responses suggest those who disagreed with the proposal for applicants to hold a Level 7 qualification were concerned that this requirement will be a barrier for professionals from different educational systems which do not align with the UK levels but were recognised as an architect in another country.

> 'Eligibility should not be defined so narrowly that competent professionals are excluded from the assessment before their architectural knowledge and abilities have even been considered.'
>
> *Architectural assistant, designer or consultant (not Part 3 qualified), London and South East*

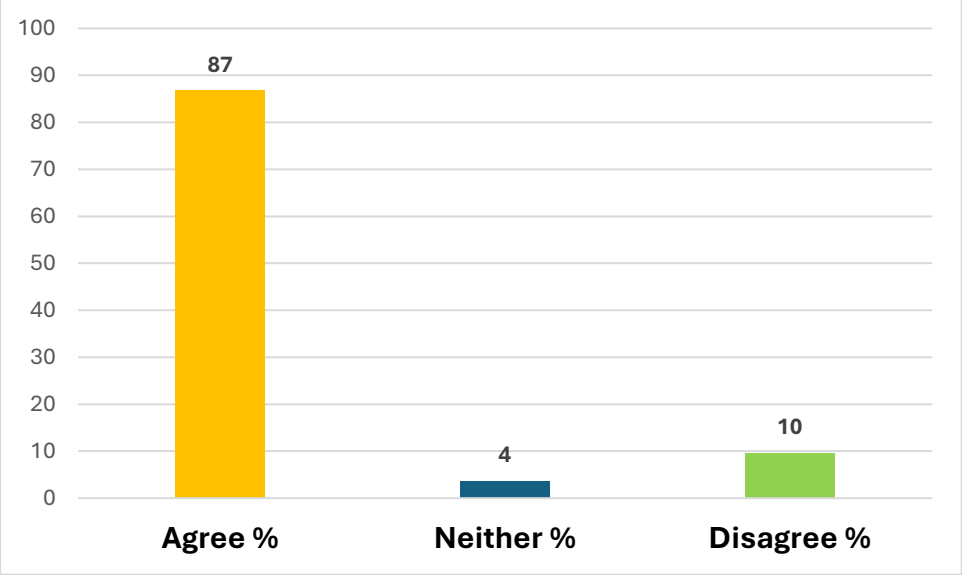
Qualification discipline

The respondents were then asked whether they agreed that an applicant's qualification should be in architecture or a relevant discipline. The majority of respondents agreed with this proposal (118, 87%). A small number disagreed with this proposal, 13, 10% and 5, 4% neither agreed nor disagreed.

Those who disagreed offered one of three reasons for disagreeing with the proposal:

- Only architecture qualifications should be accepted (6)
- The discipline should be open as the importance is on meeting the competency outcomes and not the background of the applicants (5).
- The relative disciplines accepted should accepted should be narrow not wide ranging (1)

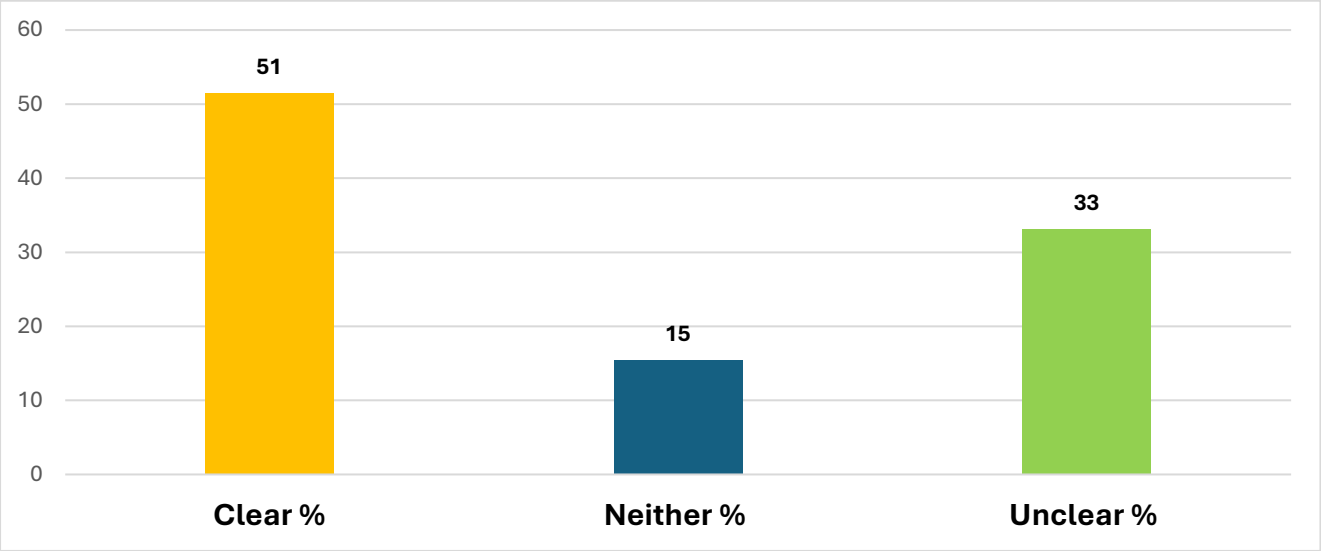
Figure 2 To what extent do you agree that an applicant's qualification should be in architecture or a relevant discipline?



Eligibility guidance

The consultation last question asked whether the draft Eligibility Guidance was sufficiently clear about who would be eligible to take the Prescribed Examination. More respondents identified the guidance as clear (70, 51%) than unclear (45, 33%), while 21, 9% said that it was neither clear nor unclear.

Figure 3 Is the draft Eligibility Guidance sufficiently clear about who would be eligible to take the Prescribed Examination?



Qualitative analysis of the free-text responses shows that 11 respondents recommend more clarity be provided in the guidance on which disciplines would be considered relevant to architecture. There were 15 recommendations for degree which could be considered relevant by ARB and a further 10 suggestions on which skills should be covered by relevant disciplines. One respondent felt that only qualifications in architecture should be eligible.

The draft eligibility guidance inadvertently included information indicating that professional experience could be used as an alternative eligibility criterion to holding a qualification equivalent to Level 7. While we are exploring potential routes to the Register based on professional experience, this is not part of the proposed revised Prescribed Examination eligibility criteria.

Nevertheless, professional experience was raised by 40 respondents (29%), many of whom expressed support for it being recognised as an alternative form of eligibility evidence. This feedback will be considered separately as part of our wider work exploring potential routes to the Register through professional experience.

Conclusion

It remains our view that requiring applicants to hold a qualification equivalent to Level 7 (RQF) is an appropriate approach to ensuring that applicants have the necessary level of understanding to undertake the Prescribed Examination.

However, the Prescribed Examination should provide a pathway for competent professionals who do not hold an ARB-prescribed qualifications to demonstrate the required competencies and where successful gain entry to the UK Register. It is the examination itself that determines whether an applicant can demonstrate the required competency outcomes. The eligibility criteria should therefore not unnecessarily prevent individuals who may be able to demonstrate those outcomes from undertaking the examination.

On this basis, we will expand the eligibility to include applicants who are registered in another country that does not have a recognition agreement with ARB. Applicants using this route will be required to provide evidence of their registration, together with evidence of the qualification(s) on which that registration is based. We will also accept those who could be qualified in another country; they would need to provide a statement from their home country confirming they meet the requirements to be registered and evidence of the qualifications needed to be registered in that country. Finally, we will accept applicants with a UK Part 3 or Practice Outcomes qualification. Applicants would need to provide evidence from the UK provider who awarded them their Part 3/Practice Outcomes qualification that the qualification is recognised on the FHEQ as Level 7.

The proposed requirement for the qualification to be in architecture or a relevant discipline will remain. We will continue to provide a non-exhaustive list of disciplines that may be considered relevant. Applicants should consider the content of their qualification against the subject areas typically covered by architecture degrees and determine whether it has provided sufficient knowledge and understanding to enable them to develop the competencies assessed by the Prescribed examination.

Although a small majority of respondents considered the eligibility guidance to be clear, we will review the feedback from all respondents and make amendments where this indicates that further information of clarification is needed.

The inclusion of professional experience as a potential eligibility criterion was not intended to form part of the proposed eligibility requirements. However, the consultation responses provide evidence of support for recognising professional experience as an alternative form of eligibility evidence to an academic qualification. This is a point that may warrant further consideration as the examination and its eligibility requirements develop.

Chapter three: Format of the examination

Format and stages

The revised examination proposed format is a three-stage process; Stage 1 – application, Stage 2- Review and Stage 3 – Interview.

The revised examination format is proposed as a three-stage process: Stage 1 – Application, Stage 2 – Review and Stage 3 – Interview.

Applicants will apply and submit their documents for Stage 2 at the same time as their Stage 1 application. The fees for Stages 1 and 2 will also be paid at the same time.

Applicants will only be required to undertake the additional work and incur the additional cost associated with Stage 3 – Interview where the outcome of Stage 2 – Review confirms that they have demonstrated sufficient outcomes to progress to the final stage.

Respondents were asked whether they agreed with the proposed separation of Stage 2 – Review and Stage 3 – Interview.

Over three quarters of respondents (77%) supported the proposal. Nineteen respondents (14%) disagreed with separating the examination into these stages, while 12 respondents (9%) neither agreed nor disagreed.

We found no evidence of a clear concentration of disagreement among those who disagreed with the separation of the stages, and no particular professional role, location or ethnic group was disproportionately represented among those who did not support the proposal. One respondent's feedback suggests that they had misunderstood the purpose of the revised examination, believing it to be an alternative to the outgoing Part 2 and Part 3 qualifications. The revised examination assesses applicants against the new Academic Competency Outcomes and replaces the examination that assessed applicants against the Part 2 criteria. Another respondent considered that three stages were unnecessary and that the process should instead be completed in two stages. The remaining respondents who disagreed did not provide a reason for their response.

Evidence required to provide

The proposed evidence applicants submit for Stage 2- Review are: a completed self-assessment against all the academic competency outcomes and a portfolio of evidence.

Respondents showed support for the required evidence proposal with 72% agreeing with the self-assessment and 71% agreeing with the portfolio of evidence.

The same number didn't agree as those who neither agreed or disagree with the proposal for a self-assessment, 14%per response. While more neither agreed or disagreed with the proposal for a portfolio for evidence, 17% compared to those who disagreed with this evidence requirement proposal 13%

There was no clear common theme stated by the respondents in the free-text box as to why they disagreed with having a self-assessment. Two noted that there was a risk that applicants could provide fake responses for the self-assessment with an AI tool. Another stated it was because they felt it was too much to ask of the applicants, especially if the applicant had successfully completed the education and training in another country and were recognised as an architect there. Two noted that it could be difficult for applicants to have the rights to use or have access to using design projects in their portfolio. They noted this could be because they no longer work at the company the work was done for or too much time has passed since they did the work to still have evidence. The remaining respondents who did not agree with the self-assessment did not specify their reasons.

Feedback, resits and review arrangements

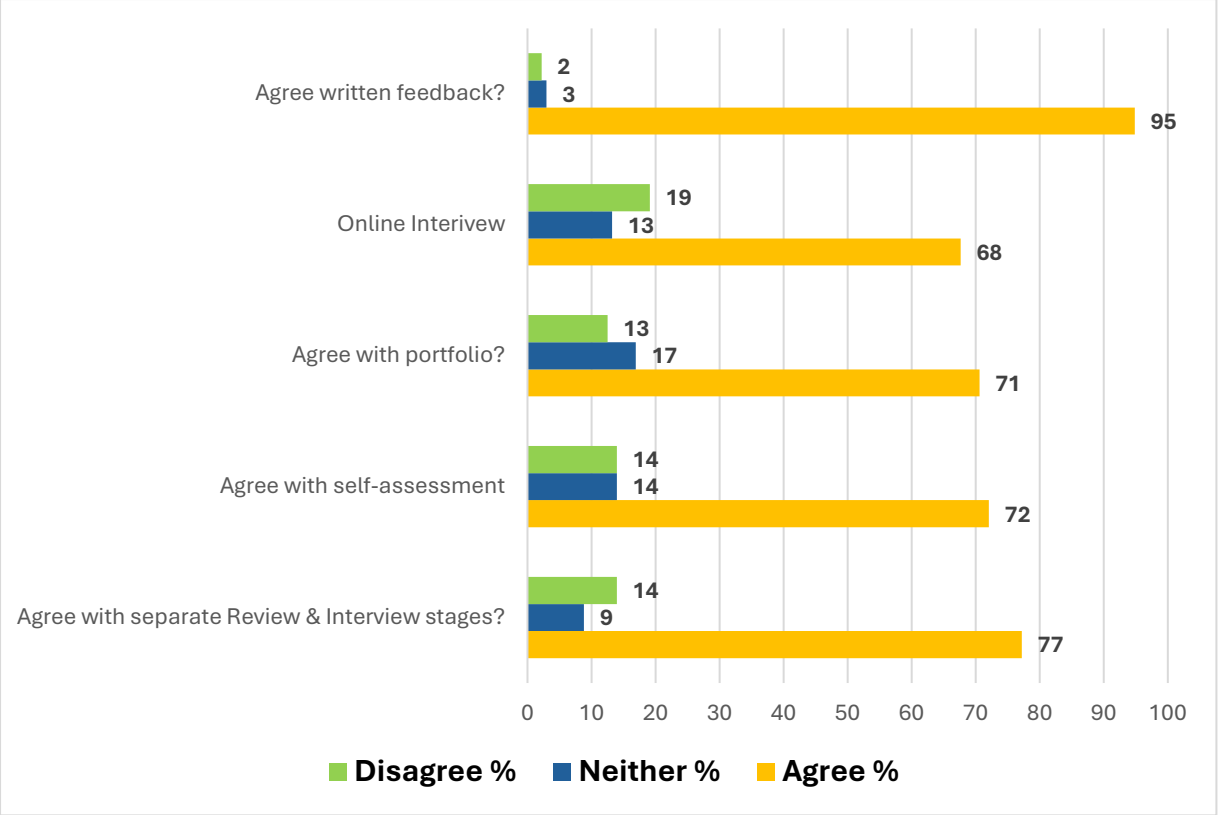
We proposed that Stage 3 – Interview will be online and recorded. Recording the interviews will support ARB quality assurance process and recording may be of value should a procedural review is requested.

A majority of respondents supported the idea of an online interview, 68%. 26 respondents 19% disagreed with this proposal while 13% of respondents neither agreed nor disagreed.

The proposal is also for applicants who are unsuccessful at either Stage 2 - Review or Stage 3 – Interview would receive written feedback. The purpose of the feedback is to help applicants understand which competency outcomes need further development or evidence before they resit the stage where they were unsuccessful.

The consultation asked whether respondents agreed with written feedback being provided to those who were unsuccessful at either Stage 2 – Review or Stage 3- Interview. There was strong support with this proposal with 129 respondents, 95% supporting this proposal. More neither agreed or disagreed than disagreed with this proposal, 3% and 2% respectively. These respondents did not clarify their reasons for their views.

Figure 4 To what extent do you agree with the proposed examination format?



'The process is an improvement on the current arrangements. The changes are subtle, but significant.'

APSA (Association of Professional Studies in Architecture)

Conclusion

We will retain the proposed format and three-stage structure for the examination.
We will also retain the proposed self-assessment and portfolio of evidence. We have considered the concerns raised by respondents that the evidence requirements may be disproportionate for the examination and that applicants may have difficulty accessing older design projects. However, the examination must assess applicants against a standard equivalent to that expected of candidates undertaking postgraduate courses aligned to the Academic Competency Outcomes. Applicants therefore need to provide sufficient evidence to demonstrate that they have met the required outcomes. A portfolio is also an established means by which architects demonstrate their knowledge, skills and experience.

To address concerns about access to older material, applicants will be asked to provide the most up-to-date evidence available to them. Older evidence should only be included

where the applicant does not have more recent evidence that demonstrates the relevant competency.

Further research has also demonstrated that applicants may not be able to evidence all of the required outcomes through their portfolio alone. In addition to the self-assessment and portfolio, applicants will therefore be required to provide a supporting evidence bundle. This will allow applicants to provide additional evidence where a competency cannot be sufficiently demonstrated through their portfolio.

We will retain online interviews, as this approach supports the efficient management of the time and costs associated with the examination. We recognise the concerns raised regarding the potential use of artificial intelligence (AI) and will introduce appropriate checks and controls to help mitigate this risk.

The written feedback was strongly supported by respondents and will remain a feature of the revised examination.

Chapter four: Rules

The Registration Rules set out ARB's policies and processes relating to registration matters, including the requirements and process for individuals applying to join the Register for the first time.

Draft amendments to the Rules were provided as part of the consultation to give effect to the proposals for the revised Prescribed Examination.

Respondents were asked whether they had any comments on the proposed amendments and whether they considered that the Rules clearly and accurately reflected the proposed examination arrangements.

Ten respondents provided suggestions or comments on the draft Rules. These included three architectural assistants, designers or consultants who were not Part 3 qualified, two registered architects, two other built environment professionals and two respondents in other roles.

The suggestions covered a range of issues. Respondents could raise more than one suggestion, so the themes below are not mutually exclusive:

- **Nine suggestions** called for additional detail to be included in specific Rules.
- **Three suggestions** related to including professional experience recognition with the Rules.
- **suggestions to add the assessment criteria to the Rules**

- **Two suggestions to include in the Rules that the decision on Procedural Reviews is made independently.**
- **One suggestion** that the Rules specify that the written feedback included why an applicant failed to demonstrate a competency
- **One suggestion** that the Rules required the Registrar to explain the decision on a Procedural Review request in writing.
- **One suggestion** that the Rules included the format of the examination
- **One suggestion** that the Rules included clarification that the assessment of a applicant's professional experience had equal wight as their qualifications to evidence their ability to demonstrate the Academic Competency Outcomes.
- **One suggestion** for wording change
- **One suggestion** proposed greater transparency about examiners, including who they are, how they are recruited and their professional backgrounds.

  One suggestion that the Rules exempted those who hold a Part 1 and Part 3 qualification from having to sit the Prescribed Examination**.**

Conclusion

The suggestions will be considered as part of the final review of the Rules. Where appropriate, amendments will be made to improve clarity and ensure that the Rules accurately reflect the revised examination arrangements.

We will not include detailed eligibility criteria or the examination format in the Rules. This will allow us to adapt the examination arrangements where necessary without having to amend and consult on the Rules each time. Including these details could create unnecessary delays to the examination process and, ultimately, to competent professionals accessing the examination.

We will also not include information about individual examiners in the Rules. ARB already provides a 'Meet the Examiners' page on its website, which includes a short biography of each current examiner. This provides an appropriate and more flexible way of making this information available and can be updated as examiners change. Including examiner information in the Rules would not be practical or proportionate, as any changes to examiner appointments or requirements could otherwise require an amendment to the Rules.

Chapter five: Other questions

Impact on people with protected characteristics and different educational or professional backgrounds

Respondents were asked to identify any potential impact that the proposed eligibility, evidence or assessment arrangements could have on people with protected characteristics or people from different educational or professional backgrounds, and to identify any action they considered ARB should take to address these impacts.

Four respondents (3%) considered that the proposals could have a negative impact on people with protected characteristics, while 21 respondents (15%) considered that the proposals could have a negative impact on people from different educational or professional backgrounds.

Two respondents considered that the examination requirements could have an impact on applicants whose first language is not English. One respondent considered that the documentation required for the Stage 2 – Review could have an impact on applicants with conditions that affect their ability to write, such as dyslexia. Another respondent anticipated that the majority of applicants would be from the Global South and considered that the proposals could have a negative impact on these applicants but did not provide further detail on how or why the proposals would have this impact.

Of the 21 respondents who identified a potential negative impact on people from different educational or professional backgrounds, 81% identified the requirement to hold a qualification equivalent to Level 7 as the reason for their concern. One respondent identified the financial requirements as a potential barrier, while another considered that the evidence required for Stage 2 – Review could have a negative impact. Two respondents did not provide further information about how or why they considered that the proposals could negatively affect people from different educational or professional backgrounds.

Three respondents (2%) considered that the proposals could have a positive impact on people with protected characteristics. They considered that the proposals could widen access to the Register for people with protected characteristics.

A further 14 respondents (10%) considered that the proposals could have a positive impact on people from different educational or professional backgrounds. Ten considered that the proposals would widen access for people from different educational or professional backgrounds. The remaining four respondents considered that access would be further widened if professional experience were recognised as an eligibility criterion.

Further comments

Respondents were also asked whether there was anything further they would like to tell us in relation to the consultation. Eighty-three respondents provided further comments. Respondents could raise more than one point, so the themes identified below are not mutually exclusive.

Theme	Number of times raised
Comments not related to the Prescribed Examination or consultation	15
Proposals considered a barrier to people from different educational and/or professional backgrounds	14
Comments supporting the proposals	13
Support for professional experience to be recognised as an eligibility criterion	11
Requests for further guidance to be published	9
Concerns regarding examination fees	8
Comments demonstrating a misunderstanding of the proposals	5
Comments that the proposals do not meet the stated objectives	5
Comments that the proposals lower standards	4
Views that an examination should not be required and that professionals should be able to proceed directly to the final qualification	2
Concerns that reducing the number of examiners to two would negatively affect the process	2
Comments regarding relevant disciplines	2
Questions about whether the respondent would be eligible for the revised examination	2
Comments identifying the risk of artificial intelligence (AI)	1
Comment regarding the written feedback proposal	1

Conclusion
The potential impacts raised by respondents have been considered alongside the Equality Impact Assessment undertaken before the consultation. The Equality Impact Assessment will be reviewed in light of the consultation responses and any changes made to the

examination proposals. Where the review identifies a need for further mitigation or amendment, the proposals will be updated accordingly.

Two respondents raised concerns about the potential impact of the English language requirements on applicants whose first language is not English. The examination will require applicants to demonstrate English language proficiency at C1 level of the Common European Framework of Reference for Languages (CEFR). This requirement is intended to ensure that applicants have sufficient English language proficiency to understand and complete the examination and demonstrate the required competency outcomes.

A respondent also raised concerns about the potential impact of the Stage 2 – Review evidence requirements on applicants with conditions that affect their ability to write. The evidence requirements are comparable with the level of evidence expected of candidates undertaking postgraduate education aligned to the Academic Competency Outcomes. Applicants will also have flexibility over when they submit their examination application and evidence and should only apply when they consider themselves ready and have prepared their submission.

The concerns raised in the further comments regarding the Level 7 eligibility requirement have been considered earlier in this report, particularly in Chapter 2. The comments regarding recognition of professional experience have also been addressed in that chapter and will be considered separately as part of ARB's wider work on potential routes to the Register through professional experience.

Further guidance is being developed and will be published when the revised examination goes live. The requests for additional guidance will be considered as part of this work to ensure that the guidance addresses the areas identified through the consultation.
The concerns regarding examination fees have also been noted. ARB has committed to reducing the fee for the Prescribed Examination to help reduce the financial burden on applicants.

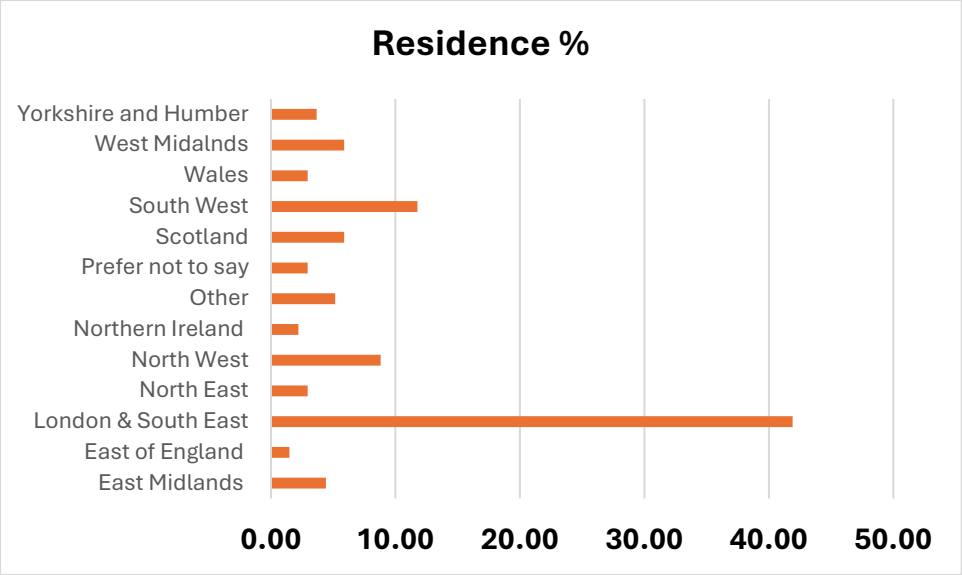
All remaining comments will be reviewed as part of the final development of the revised Prescribed Examination, and any further amendments considered necessary will be made before the examination is implemented.

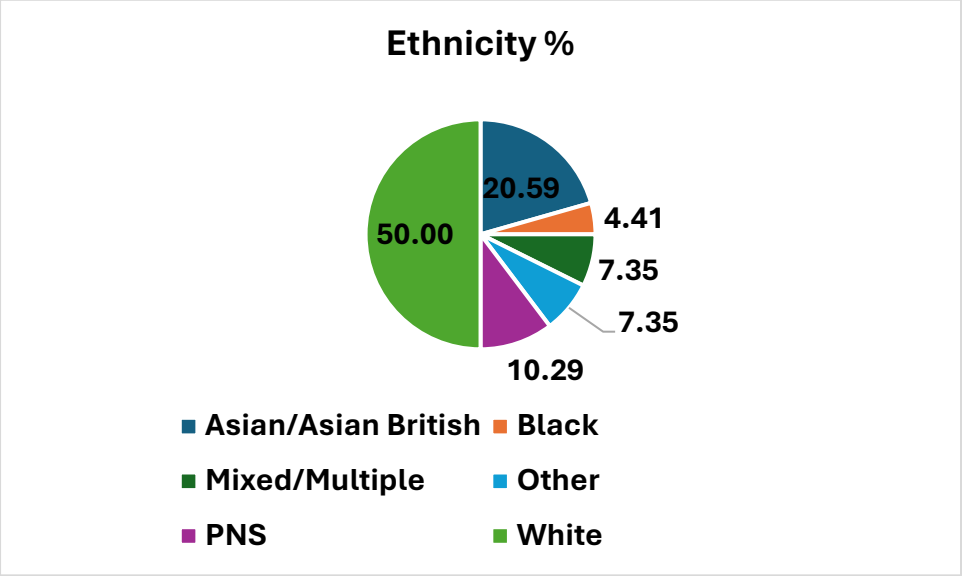
Annexe A - Who responded

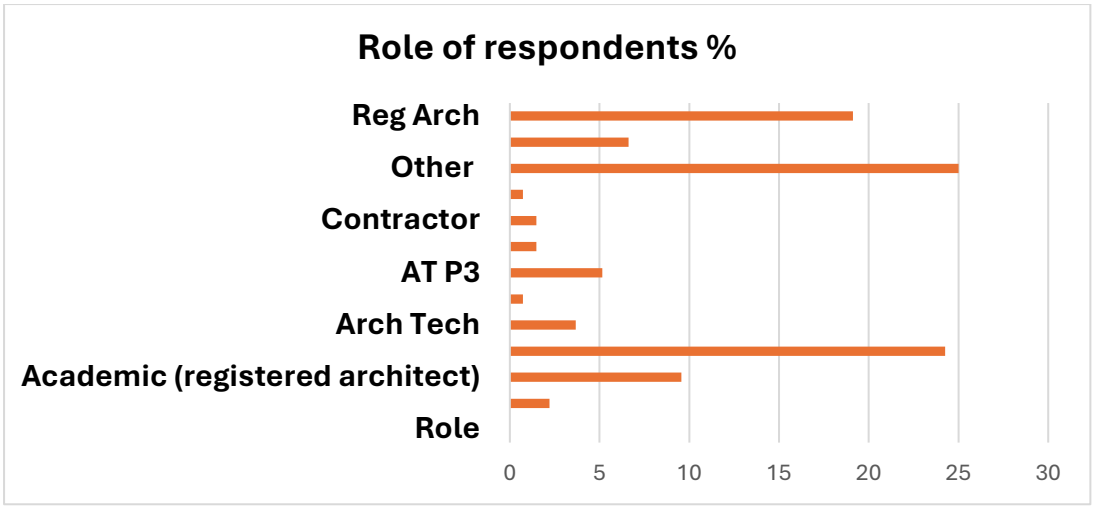
The consultation was open between 5 August and 25 September 2026. We received 136 unique responses.

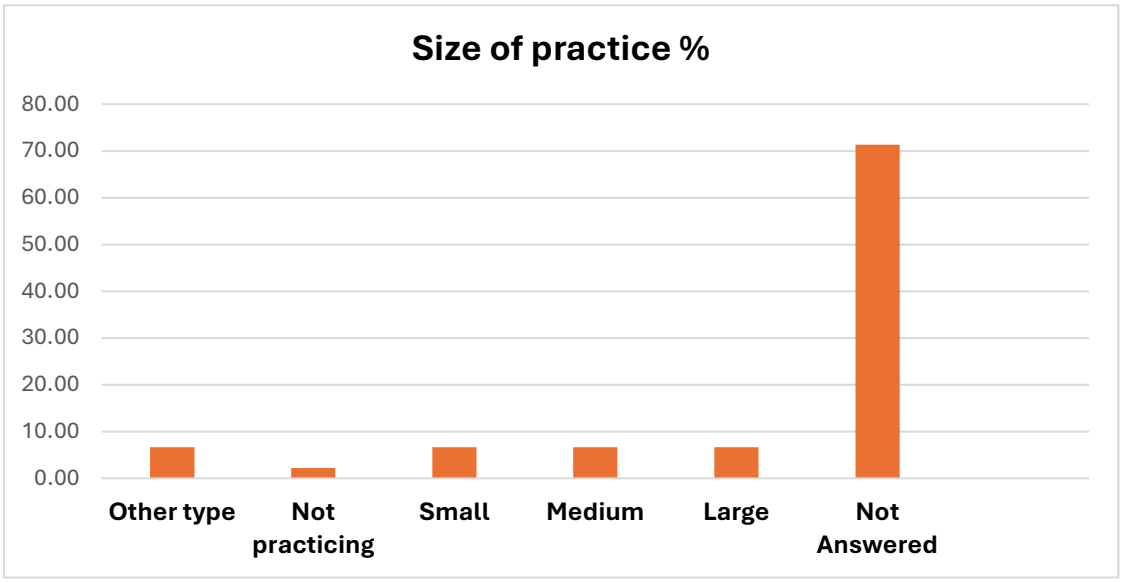
The data shows that we received responses from a wide demographic. 112 respondents were based in the UK. There were 4 respondents who did preferred not to say where they were based and one respondent each from the EU, Hong Kong, India/Japan, Malasia, Saudi Arabia, UAE and USA.

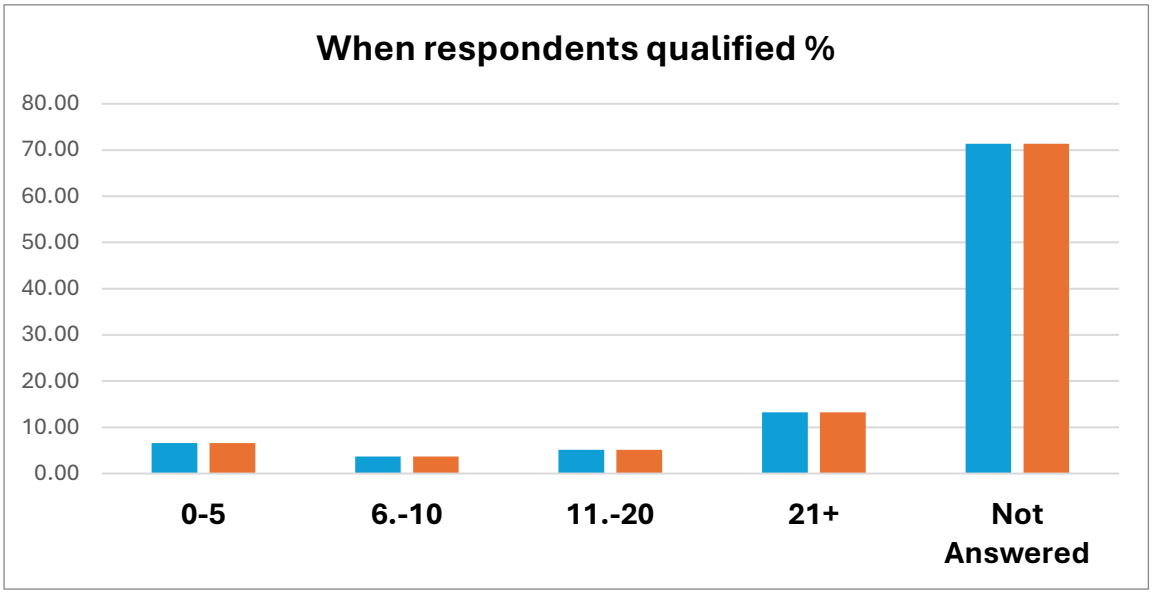
The following charts demonstrate the respondents' demographic background:






Role of respondents %
Reg Arch
Other
Contractor
AT P3
Arch Tech
Academic (registered architect)
Role
0
5
10
15
20
25
30


Size of practice %
80.00
70.00
60.00
50.00
40.00
30.00
20.00
10.00
0.00
Other type
Not practicing
Small
Medium
Large
Not Answered


When respondents qualified %
80.00
70.00
60.00
50.00
40.00
30.00
20.00
10.00
0.00
0-5
6.-10
11.-20
21+
Not Answered

Annexe B – Questions and respondents

Questions we asked respondents

Eligibility to sit the examination

- To what extent do you agree that applicants should be required to hold a qualification equivalent to a UK Level 7 (RQF)?
- Please explain your responses
- To what extent do you agree that an applicant's qualification should be in architecture or a relevant discipline?
- Please explain your responses, including any disciplines you consider should be included or excluded
- Is the draft Eligibility Guidance sufficiently clear about who would be eligible to take the Prescribed Examination?

Format of the examination

- To what extent do you agree with the proposed examination format?
    - Separate Review and Interview stages
    - Self-assessment against the competency outcomes
    - Portfolio of evidence
    - Online Interview
    - Written feedback for those who are unsuccessful at either the Review or Interview Stages

  Please explain your responses

Rules

- Do you have any comments on whether the proposed amendments to the Registration Rules clearly and accurately give effect to the proposed examination arrangements?

Other

- Please explain any impact you think the proposed eligibility, evidence, or assessment may have on people with protected characteristics or from different educational or professional backgrounds, and any action ARB should take to address it.
- Is there anything further you would like to tell us in relation to this consultation?

List of respondents

There were 43 respondents who gave permission for their responses to be published in full, with a further 75 wishing to be published anonymously. Of those who wished for their

responses to be published in full, 5 were registered architects, 4 of them were also academics, 12 were academic assistant, designer or consultant (not Part 3 qualified), two were architectural technologists, two were architecture trainee – Part 3 candidate, one was an architecture trainee – undergraduate, one was a construction contractor, 4 were other built environment professional and 12 were other

10 responses were made on behalf of organisations, with 6 agreeing to be published in full.

The names of all individuals and organisations published in full are listed below.

- Aditya Vinod Buchinger
- AG Architecture Studio
- Agostina Denis Lopez
- Ahmet Ismail Kizilca
- Aida Teimouri
- ALAUKIKA YOGESH TIWARI
- Alvaro Costa de Jesus
- APSA (Association of Professional Studies in Architecture)
- AU YEUNG Sun Hei
- Ayca Mrs. Vural Cutts
- Ban Betson
- Blair
- Carl Meddings
- Carolina Gulberti
- Derek Siemens
- DESIGNFORMULA STUDIO LTD
- Dilara Temel
- ELIANE SCHMIDT
- Erda
- Gizem Dogan
- Glen Smith Partnership Ltd
- Green Van Gogh
- James McConnell
- Katica Puga
- Luiza Furia Costa
- Mal Guite
- Matheus Vanelli Torres
- Michael Patrick Sathorar
- Mohammad Hafaridzuan Harun
- Nanami Sakimura
- Oriana Fernandez
- Philip Viveash-Brainch
- Pierre Marais
- Royal Institute of British Architects (RIBA)
- Royal Society of Ulster Architects (RSUA)
- Sakshi Khare
- sherine zaiady
- SIMON GILLESPIE
- Solomon
- Stephen McCusker
- Tiera Lindsey
- Wendy Colvin
- Zhipeng Han

Annex C: Qualitive analysis coding framework

To what extent do you agree that applicants should be required to hold a qualification equivalent to a UK Level 7 (RQF)? - Eligibility	
Tag	**Meaning**
Prof Exp	Support for professional experience to be accepted as an alternative to or combined with a qualification for eligibility. Eligibility should be based on the applicant's competencies and/or knowledge not a qualification Applicants should complete a pre-test to be eligible to sit the exam.
Clarity-Prof	More information on how professional experience would be assessed for eligibility/Question about eligibility
Barrier	Asking for a L7 qualification will create a barrier to Register / should ask for an L6 qualification / L7 is too high a level to ask for/ 5 yr degrees should be accepted/ Unfair / blocks/ disadvantaged to those who hold 5 yr degree / Take into account other countries pathways to architecture as don't align with UK Undergrad + Masters + Prof Qual pathway
Lowers standards	The proposed examination weakens the profession/process to become an architect and risks lowering the standards of the Register
To what extent do you agree that an applicant's qualification should be in architecture or a relevant discipline? - Degree discipline	
Tag	**Meaning**
Clarity-D	More information is needed on which alternative disciplines would be considered 'relevant'/ Question on what relevant discipline would be More clarity needed on what 'substantial engagement with matters relevant to architecture or the built environment' means
Suggest - Rel	Suggested what a 'relevant degree' should cover /include in syllabus to be recognised as a relevant degree / identifies which skills and/or competencies a relevant discipline may develop
Suggest - D	Suggested disciplines which could be considered relevant.
To what extent do you agree with the proposed examination format? - Exam format - Separate Review and Interview stages **To what extent do you agree with the proposed examination format? - Exam format - Self-assessment against the competency outcomes** **To what extent do you agree with the proposed examination format? - Exam format - Portfolio of evidence** **To what extent do you agree with the proposed examination format? - Exam format - Online Interview** **To what extent do you agree with the proposed examination format? - Exam format - Written feedback for those who are unsuccessful at either the Review or Interview Stages**	
Suggest - G	Suggestion for changes to make the guidance on [what part of the format does the guidance cover?]
Clarity - G	More information needed in the guidance / Questions on details not included in guidance

	Example self-assessment and portfolios should be provided
In person option	Applicants should be able to choose to be interviewed in person – eg because the applicant might find it easier to demonstrate their competence that way
In person ONLY	The interview should ONLY be in person – eg because of concerns about cheating online or because it helps assessors to assess accurately
Two examiners	Concern with having 2 examiners instead of 3 e.g. how is it settled if each think a different outcome?
Unfair	Not having a referral to lead is unfair to applicants Having to resit rather than have an option to resubmit to lead is unfair to those who are close to passing mark
Suggest -F	Other suggestions on the format e.g. what should be included in the written feedback
Evidence Issue	The portfolio of evidence is a barrier in some way- eg evidence may not be accessible, or they do not have the right to use it in their own portfolio, or the evidence is from long ago because of confidentiality / access/ copyright issues
Advice	ARB should provide more advice or guidance to applicants as part of the format, eg a mentor/guide/ pre-checker to help applicants know how to complete their Stage 2 documents.
Do you have any comments on whether the proposed amendments to the Registration Rules clearly and accurately give effect to the proposed examination arrangements? - Rule comments	
Clarity - R	A specific part of the wording of the Rules is not clear - *only to the wording of the Rules - do not include if it's only about the policy changes that the Rules are implementing*
Suggest-R	Suggestions on specific changes/amendments to the wording of t the Rules. - *only to the wording of the Rules - do not include suggestions for the policy changes that the Rules are implementing*
Please explain any impact you think the proposed eligibility, evidence, or assessment may have on people with protected characteristics or from different educational or professional backgrounds, and any action ARB should take to address it. - EDI comments	
Neg - EDI	The proposed exam will have a negative impact on people with protected characteristics
Pos - EDI	The proposed exam will have a positive impact on people with protected characteristics / widens access to the exam/Register
Pos – prof background	The proposed exam will have a positive impact on people with from different educational or professional backgrounds
Neg – prof background	The proposed exam will have a negative impact on people with from different educational or professional backgrounds
Is there anything further you would like to tell us in relation to this consultation? - Final comments	
Cost	Cost of the process is too high / could be a barrier – eg Proving the qualification is a L7 and/or having an ENIC statement of compatibility will make the exam too costly

Mis	Misunderstanding about the proposals (beyond simply uncertainty or wanting clarity) – e.g. the exam allows someone straight onto the Register, no evidence required to prove qualification is L7 or require evidence of English language level, exam replaces old P1, P2&P3
Other suggestions	The respondent has suggested a change to the proposals that is not covered by any of the areas above e.g. once a degree has been accepted this should set a precedent. Anyone who is recognised as an architect in any other country should be recognised in the UK without having to do more exams. or they should just do the RfukP or anyone in a charted/regulated UK role e.g. architect technician