



## Summary

The Institute believes that architectural education is the essential foundation of the profession. The quality of tertiary education of architects is a key factor in determining the capacity of architectural graduates to achieve professional standards and to contribute to an improved built environment for all Australians. Architecture has a crucial role to play in addressing the challenges of sustaining and enhancing human life.

In this context, the contribution of academics and practicing architects who lecture, tutor and mentor undergraduates is vital in shaping Australia's future. The Institute's student programmes and prizes, its Archivision workshops, and its participation in the joint accreditation and recognition process – all work towards improving standards, and encouraging an effective interface between architectural education and the profession.



## Background

Architecture education in Australia takes place within an international context of:

- Recognition of academic qualifications
- Recognition of professional standing
- International cultural and economic exchange.

Deriving from their university and wider education, architects have a major role in shaping all aspects of the built environment, including sustainability, use and maintenance of existing buildings, and the recognition and conservation of cultural values.

Architects contribute to the making of highly-valued places. They do so through their ability to synthesize complex and often competing fields of technical, social, and artistic endeavour. A high standard of architectural education is therefore an essential component in the procurement of quality built environments.

The Institute recognizes that education, with the tertiary phase at its core, will continue throughout architects professional lives, in the form of continuing professional development.



## What Governments need to do

Australian architectural education must respond to the international context and prepare students adequately for practice within Australia and abroad.

Governments and universities must, for students:

- Provide funding and policy environments in architectural education that place Australian schools of architecture in an internationally competitive position
- Provide studio learning environments that are in line with international best practice

Governments and universities must, for the architectural educators:

- Provide career paths that are responsive to the measures of quality and performance of architecture as a professional discipline
- Recognise and reward research endeavour that is valued by the profession and the discipline
- Offer remuneration commensurate with that available in professional practice, particularly for leadership positions.



## What Institute members need to do

Participate in National and State Visiting Panels.

- Participate in the National and Chapter Education

Committees:

- Respond to calls for comment on key issues
- Be involved in development of performance criteria for architectural educators
- Monitor and contribute to the development of architecture courses
- Be aware of and foster close working relationships with other architecture education stakeholders.
- Engage with the Australian and international architecture program accreditation and validation bodies.
- Engage with the Universities by acting as their advocates and being available to them for:
  - Seasonal and permanent academic appointments
  - Representation on University Professional/External Advisory Panels.
  - Assistance with on-going architectural research

In your practice:

- Provide work experience, part-time employment and work-integrated learning opportunities for students enrolled in recognised professional tertiary degrees.
- Support the Institute's Graduate Program (information available from your Chapter).
- Support the Institute Mentor Scheme (information available from your Chapter)



## Institute initiatives and Activities

The Institute is committed to developing and maintaining standards, for the tertiary education of architects, which are responsive to the changing needs of society, the profession and architectural educators. It supports this commitment through:

- National and Chapter Education Committees
- Education prizes and scholarships including the: Lysaght Research Scholarship; Sisalation Prize; Design for Lockwood; Dulux Study Tour; Australian Institute of Architects BlueScope Steel Glenn Murcutt Student Prize; Australian Institute of Architects & COLORBOND® steel Student Biennale; Australian Institute of Architects Neville Quarry Architectural Education Prize; Australian Institute of Architects Student Prize for the Advancement of Architecture, and Institute National and Chapter awards programs
- Chapter and National Visiting Panels refer Australian Institute of Architect's /AACA joint Accreditation and Recognition Procedures [www.architecture.com.au/i-cms?page=198](http://www.architecture.com.au/i-cms?page=198)
- Archivision – an annual profession/academia roundtable
- Support of SONA – a representative body for students enrolled in recognised tertiary professional degrees <http://www.architecture.com.au/i-cms?page=1.23.2153.1440>
- Engagement with the international architecture accreditation and validation bodies
- Encouragement of student involvement in Institute National and Regional Conferences
- Collaboration with other professional bodies on educational initiatives



## Further Information and Links

The Institute's Policy on Tertiary Education of Architects – Standards for Programs in Architecture sets out the standards for the recognition and accreditation of architecture programs leading to professional registration.

Australian Institute of Architects Policy on Tertiary Education of Architects – Standards for Programs in Architecture.

<http://www.architecture.com.au/i-cms?page=542>

Australian Institute of Architect's Research Policy.

<http://www.architecture.com.au/i-cms?page=542>

Australian Institute of Architect's Policy on Continuing Professional Development <http://www.architecture.com.au/i-cms?page=1.17.3577.5947>

International architecture accreditation and validation information: UNESCO/UIA –

<http://www.unesco.org/most/uiachart.htm> and [http://www.uia-architectes.org/image/PDF/Systeme\\_eng.pdf](http://www.uia-architectes.org/image/PDF/Systeme_eng.pdf);

Commonwealth Architects Association –

[http://www.comarchitect.org/val\\_main.htm](http://www.comarchitect.org/val_main.htm)

Royal Institute of British Architects --

<http://www.architecture.com/EducationAndCareers/BecomingAnArchitect/BecomingAnArchitect.aspx>



National Architectural Accrediting Board (USA) --

[http://www.naab.org/documents/home\\_origin.aspx?path=Public+Documents%5cAccreditation](http://www.naab.org/documents/home_origin.aspx?path=Public+Documents%5cAccreditation);

Canadian Architectural Certification Board -

[http://cacb.ca/index.cfm?Repertoire\\_No=660386109&Vair=menu\\_list\\_e3&M=1357](http://cacb.ca/index.cfm?Repertoire_No=660386109&Vair=menu_list_e3&M=1357).