INTERNATIONAL UNION OF ARCHITECTS

Draft Guidance for the Development of a System of Continuing Professional Development for Architects,

May 2021

"THE INTERNATIONAL UNION OF ARCHITECTS,
by facilitating and furthering free contact between architects, irrespective of nationality, race, religion, professional training and architectural doctrines, has as its purpose and intent the creation among them of relations of friendship, understanding and mutual esteem, to enable them to compare their ideas and concepts, profit by their mutual experiences, broaden their knowledge and enrich each other through differences existing between them.

They shall thereby be in a position to participate more effectively in the improvement of man's living conditions by the reconstruction of devastated cities and villages, the elimination of slums, the advancement of less developed regions, and the raising of housing standards by making their contribution to a better understanding between men and peoples by continually striving for the fulfilment of their aspirations for material and spiritual well-being; in collaboration with the other professional and cultural international organisations, they are resolved to contribute to the progress of human society and to the strengthening of peace."

Extract from the Articles and Byelaws of the International Union of Architects

Prepared jointly by the UIA Education Commission, the UIA Professional Practice Commission and UIA Sustainable Development Commission

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INTRODUCTION

As the world enters the Decade of Action to deliver the UN 2030 Agenda for Sustainable Development, it has never been more important for architects and other built environment professionals to equip themselves with the necessary skills to make an effective contribution to the challenges we face. The changing nature of practice and the demands placed upon it by technology, climate science, rapid urbanisation etc, require built environment professionals to commit to a lifetime of continuous learning.

It was for these reasons that the UIA Sustainable Development Commission undertook a survey of its members in 2020, to better understand the knowledge of UIA Member Sections and their members about sustainable development and the ways in which they can help to deliver the Goals.

Completed surveys were received from 69 organisations in 42 countries, representing 60% of the world's population. Responses were received from a diverse range of countries including some of the largest and most heavily polluting (eg China, India, Japan, Russia and the USA) together with many of those which are urbanising most rapidly (eg Angola, Botswana, Cote D'Ivoire, Democratic Republic of the Congo, Gabon, Kenya, Madagascar, Namibia, Nepal, Nigeria, Senegal, Uganda and Zambia, (all of which are urbanising at a rate of more than 3% per annum).

The following were among the survey's key findings:

- 62% of respondents cited lack of ongoing professional education as one of the top 3 barriers to learning about the SDGs
- 45% of respondent institutions do not require their members to undertake any form of compulsory CPD
- 60% of respondents acknowledged that they do not adequately support their members with guidance on the SDGs
- 69% of respondents consider Continuing Professional Development to offer the most effective form of Member engagement, ie: teaching material which can be accessed by the user in a form to suit their needs and at a time to suit their schedule.
- 90% of respondents support the provision of guidance/training from other national/international membership organisations.
- 95% of respondents would like to provide further guidance for their members on sustainable development and the UN2030 SDGs

On the basis of the above, the UIA Sustainable Development Commission convened a working group comprising representatives from the UIA Education and Professional Practice Commissions to update the UIAs guidance on Continuing Professional Development[1] in the hope that this will provide a useful resource for Members Sections who may wish to develop and/or review their current CPD offer.

UIA SUSTAINABLE DEVELOPMENT GOALS COMMISSION
May 2021

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[1] This document supersedes the UIA Guidance approved by UIA Council in Vancouver, Canada, on 18 June 2006.

GUIDANCE FOR THE DEVELOPMENT OF A SYSTEM OF CONTINUING PROFESSIONAL DEVELOPMENT FOR ARCHITECTS

The following guidance is intended for use by those who may wish to establish a system of Continuing Professional Development (CPD) for architects

1. PURRPOSE OF CPD

1.1. Maintaining competence
The purpose of continuing professional development is to help practicing members of the profession improve their professional knowledge and skills and maintain competence throughout their careers; the minimum levels of competence required having been defined by the appropriate regulatory body and expressed in its criteria.

1.2. Demonstrating competence
In order to meet the requirement for continuing professional registration and/or ongoing membership of their respective national association, members of the profession may be required to demonstrate competency, and this may often be achieved, in part at least, by participation in a programme of Continuing Professional Development.

2. CPD SYSTEM

2.1. Responsible authority
Responsibility for developing and managing a system of Continuing Professional Development varies from one jurisdiction to another and may reside with the regulator or with the professional membership association. In some cases, the regulator may be responsible for defining the overall parameters while the professional association may be responsible for developing, delivering, and administering a system of Continuing Professional Development.

Where no such responsible authority currently exists, it is suggested that the UIA Member Section seeks agreement from the regulator to develop, operate and maintain such a system.

2.2. Core competencies
It will be necessary to determine whether or not to define a set of core competencies i.e., subject areas in which the individual is obliged to maintain competency. These may commonly refer to the criteria used to regulate entry into the profession or to a subset thereof.

2.3. Qualifying activities
It will be necessary to identify what sort of activities fall within the definition of Continuing Professional Development. This may include time spent in practice, teaching, reading, writing, or voluntary activity. It will also most probably include structured activity which has defined learning aims and outcomes and is taught by someone, or informal activity, which may be self-selected and self-directed.

2.4. Accruing credits and types of credit
Each jurisdiction will determine the way in which CPD is accrued, the currency to be adopted (typically hours or credits) and the value attributable to different types of activity, e.g., whether an hour spent attending a structured programme is regarded as equivalent to an hour spent in some form of informal activity.

2.5. Availability, affordability, and accessibility
Consideration should be given to the development of structured CPD material that will engage with the core competencies. Such material should be affordable and readily accessible to members and may include access by means of an online, web-based platform.

2.6. Number of hours per annum:

Each jurisdiction will determine the number of hours per annum it considers necessary to demonstrate competency and how excess hours/shortfalls are to be treated, i.e., whether excess hours can be carried forward and whether shortfalls can be made up in the next period.

2.7. Recording and monitoring system

Members will typically be required to maintain a record of their CPD activity throughout the course of each qualifying period as evidence of compliance. Such records will typically include details of the members learning objectives, their learning activities (including format and duration) together with learning outcomes. The recording system may make use of a standard pro-forma which will either be paper-based or else made available online. Monitoring is typically undertaken on a randomised basis.

2.8. Link to Code of Conduct and sanctions

In order to ensure its effectiveness, the requirement for members to undertake a programme of CPD will frequently be referenced in Codes of Conduct, with sanctions available for non-compliance which may include suspension.

2.9. Regular review of CPD system

In order to ensure that the CPD System remains effective and that CPD Material remains relevant to the changing needs of members and the profession, it should be subject to regular review by suitably qualified and experienced subject matter experts.

3. CPD CURRICULUM

3.1. Curriculum

Consideration may be given to the development of a model curriculum to serve as a guide for those responsible for the development of CPD Material and in order to help achieve alignment between CPD activity and Core Competencies. The curriculum may be more or less formal and may be set out in the form of a syllabus outlining a range of topics to be studied.

3.2. Core curriculum

Each responsible authority, having regard to its prevailing local conditions and levels of market maturity, may wish to consider whether it would be useful to prescribe a Core Curriculum and whether this should be regarded as mandatory.

While it is for each responsible authority to determine its own core curriculum, the UIA recognises climate literacy as a subject of universal importance and has confirmed its support for the 'Climate Framework'[2], a cross-industry initiative to build capacity for effective climate action.

3.3. Defining learning outcomes

When contemplating any form of CPD activity, learning outcomes should be defined that will describe the knowledge and skills a person should be expected to acquire, demonstrate, and apply upon completion. The learning outcomes should align with the required competencies, should be objective, measurable and action oriented.

3.4. Regular review of CPD Curriculum

In order to ensure that the CPD Curriculum remains effective and relevant to the changing needs of members, it should be subject to regular review by suitably qualified and experienced subject matter experts.

4. CPD MATERIAL

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[2] https://www.climateframework.com/

4.1. Appropriate having regard to the required competencies
CPD Material should be provided which is appropriate having regard to the required Core Competencies and intended learning outcomes.

4.2. Accurate and appropriate for context in which it is to be delivered
CPD Material should be accurate and appropriate for the context in which it is to be delivered, having regard to the prevailing local context and levels of market maturity in terms of culture, climate, and context.

4.3. Currency of information
The currency of material should be regularly monitored to ensure that the content remains relevant and reflects prevailing standards.

4.4. Delivery methods
It is recognised that teaching may be delivered, and learning achieved in a variety of different formats: in-person, in writing, online etc, and in more or less formal ways but that these may not be of equivalent value.

4.5. Method of assessment
Should the responsible authority decide to endorse externally generated CPD Material, it is recommended that this should first be reviewed by an independent expert panel comprising a blend of practitioners, academics, and others to verify that this is of the required standard and capable of delivering the desired learning outcomes.

4.6. Educational vs. promotional material
While engagement with the private sector is to be encouraged, care should be taken to ensure that CPD Material delivers valid learning outcomes and that it is not simply being used for promotional purposes.

4.7. Regular review of CPD material
In order to ensure that the CPD Material remains effective and relevant to the changing needs of members, it should be subject to regular review by suitably qualified and experienced subject matter experts.

5. Guidance for the Individual

5.1. Identifying future learning needs
Each individual is responsible for establishing their own learning needs and structuring their own learning activities to ensure their basic level of competence, and that competencies for their own chosen areas of practice are also maintained at the appropriate level.

5.2. Planning how learning needs are to be met
Each individual is responsible for planning how their learning needs are to be met, including the activities to be undertaken and the necessary resources needed.

5.3. Recording and evaluating learning activities that have been undertaken
It is the responsibility of the individual to ensure that they record their learning activities and evaluate the effectiveness of their learning outcomes.

APPENDICES

Appendix I, Examples of established CPD systems & comparative analysis

Appendix I, Examples of established CPD systems

UIA Region	Country	Institute	Abbr.	Inst	Reg	Mandatory?	Core Competencies / Mandatory Topics	Credits Min	Credits Units	Notes
1	UK	Royal Institute of British Architects	RIBA	Y		Yes	Architecture for social purpose, Health, safety and wellbeing, Business, clients and services, Legal, regulatory and statutory compliance, Procurement and contracts, Sustainable architecture, Inclusive environments, Places, planning and communities, Building conservation and heritage, Design, construction and technology	35	hours/annum	Min 50% structured Min 20 hrs in core curriculum Min 100 learning points 1 point: you learned little 2 points: your awareness increased generally, through a one to two-hour activity 3 points: you gained a great deal of detailed insight, through a half to one-day activity 4 points: you acquired expertise or specialist knowledge on a subject, from a course of two Must be recorded
1	UK	Architects Registration Board	ARB		Y	Yes		-	Not stated	Broadly defined, accepts RIBA provisions
	UK	Institution of Civil Engineers	ICE	Y		Yes		n/a	n/a	No minimum requirement
3	USA	American Institute of Architects	AIA	Y		Yes	Health, Safety and Welfare	18	learning units/annum	1 x l/unit=1hr from registered CPD provider 12 units in health, safety and welfare
4	Australia	Australian Institute of Architects	RAIA	Y		Yes	Design, Documentation, Project Delivery, Practice Management	20	hours/annum	1 x point/hr of involvement (formal/informal) Min 10 hrs formal, min 2 x competency units
4	China	National Administration Board of Architect Registration	ASC		Y	Yes		80	hrs elective/2 yrs	40hrs elective and 40hrs compulsory every 2 years NABAR responsible for reviewing CPD courses. Members responsible for recording
4	Hong Kong PRC	Hong Kong Institute of Architects	HKIA	Y		Yes		25	credits/annum	1 credit = 1 hour
4	Malaysia	Lembaga Arkitek Malaysia	LAM		Y	Yes		10	credits/annum	5 of which architecturally related Detailed credit points table for diff activites
4	Pakistan	Pakistan Council of Architects and Town Planners	PCATP		Y	In Draft		6	credits/annum	Detailed credit points table for diff activites, see Annexure-A of the PCATP guidelines
5	South Africa	South African Institute of Architects	SAIA	Y		Yes		25	credits/5 years	Cat 1 credit: Non-interactive, 10 credits/day Cat 2 credit: 1credit/400hrs practice etc Cat 3 credit: 1 credit/year study/writing etc