Definition and Evaluation of the Necessary Competences for Graduates of Architectural Engineering Programs

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Abstract

This research provides an analysis of the opinions of architectural education stakeholders in the Eastern Mediterranean and North African countries. Stakeholders involved are academicians, practitioners, freshly graduates, and students of architectural schools. A questionnaire was used to establish the importance of a number of educational competences, and the degree at which educational programs are capable of delivering these competences to students. Subjects were also asked to rank the five most important competences out of all given.

The study showed strong agreement among the four groups of stakeholders about the importance of the given competences; it also showed that there is an agreement that schools are not delivering these competences to an acceptable level of satisfaction. More significant was the agreement on the most important competences students need. Stakeholders emphasized competences related to socio-cultural issues, contemporary architectural thought, environmental concerns, and contemporary technological and engineering capabilities. It is remarkable that stakeholders have gone beyond the typical framework of the profession to concentrate on sensitive contemporary issues. Reached results provide a positive indication related to a new awareness of the role of architecture in today's life; this awareness is to hopefully be soon reflected on architectural education and practice.

Keywords: architectural education, evaluation of architectural education, competence, development of educational programs.