

# **Meta-Profile for Architecture**

**Tuning, Middle East and North  
Africa**

**2<sup>nd</sup> Meeting, Bilbao**

**28 Sept. – 1<sup>st</sup> Oct., 2014**

Meta profile



A **Meta-profile** is a group's representation of the structure and combination of competences which gives identity to a thematic area.

The **meta-profiles** are referential elements and they are always mental constructions, destined to reflect and analyse the possible and diverse real degree profiles.

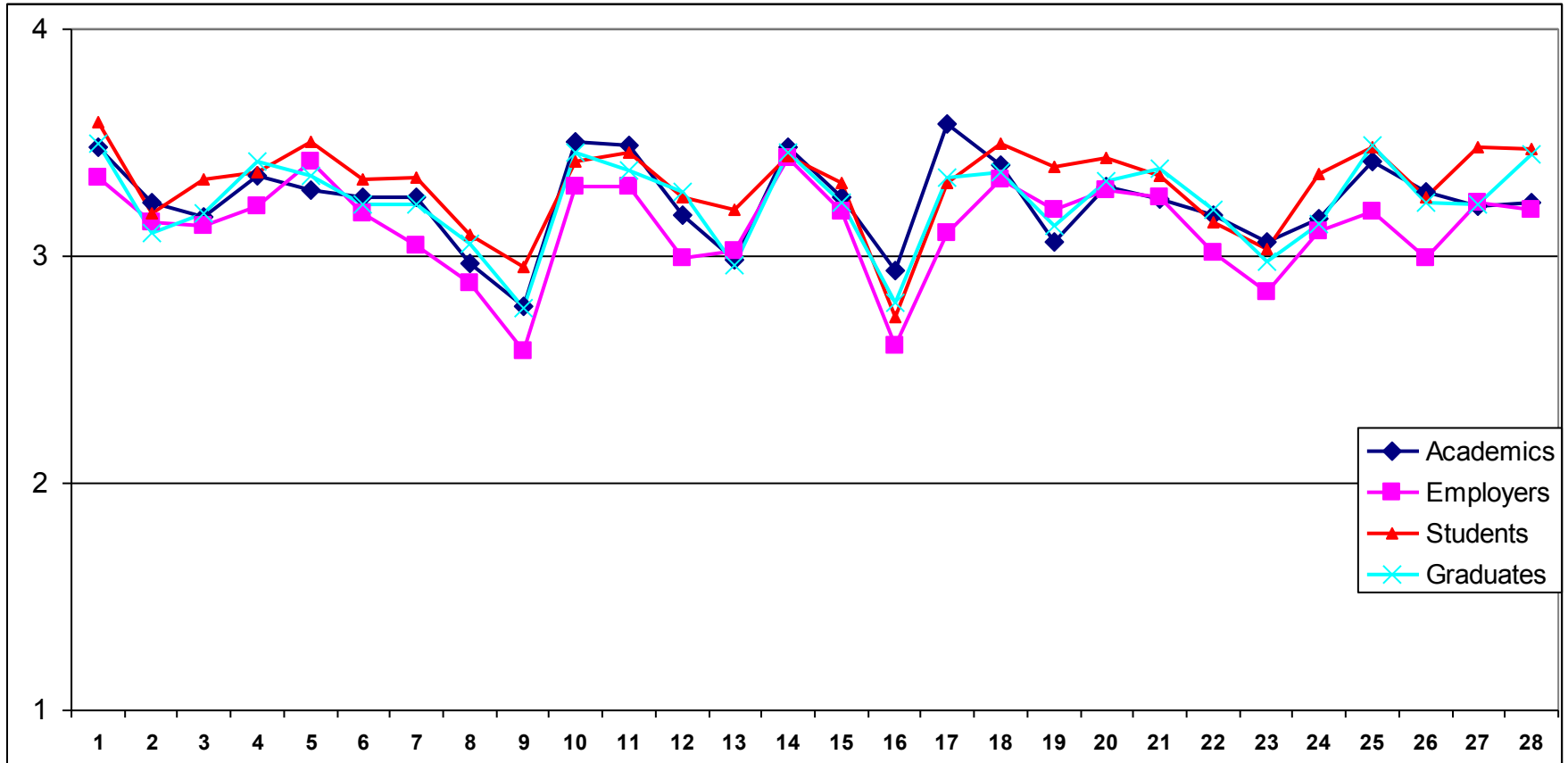
# **Steps for Developing the Meta-Profile**

- 1. Combine competencies into groups**
- 2. Combine – modify – eliminate competencies**
- 3. Merge competencies from both generic and specific sides**
- 4. Evaluate competencies based on results of analysis of questionnaire's results**
- 5. Reach a final structure of grouping that include all agreed upon competencies**

# ARCHITECTURE

ALL GROUPS

ratings



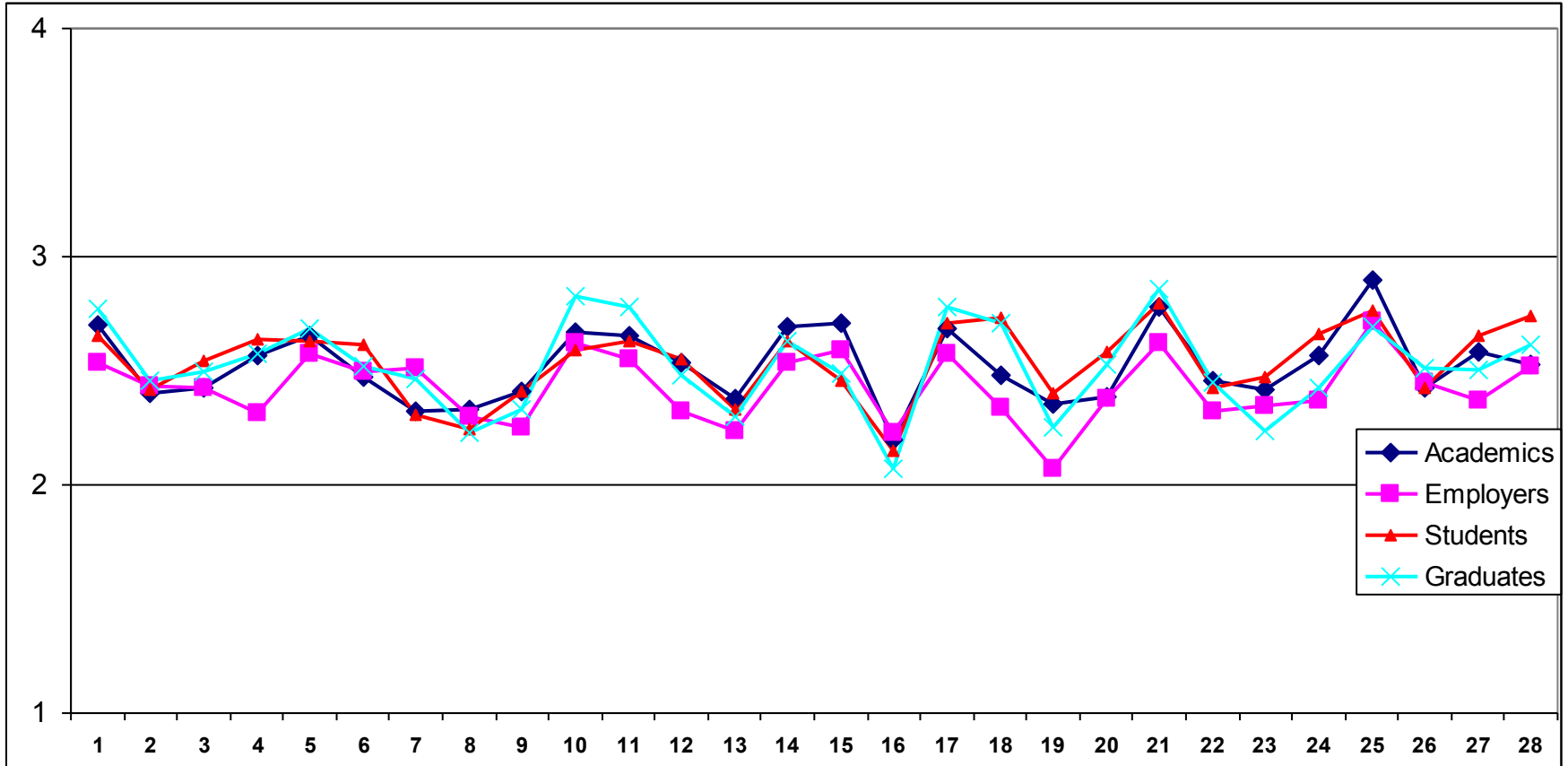
GENERIC competencies

IMPORTANCE

# ARCHITECTURE

ALL GROUPS

ratings



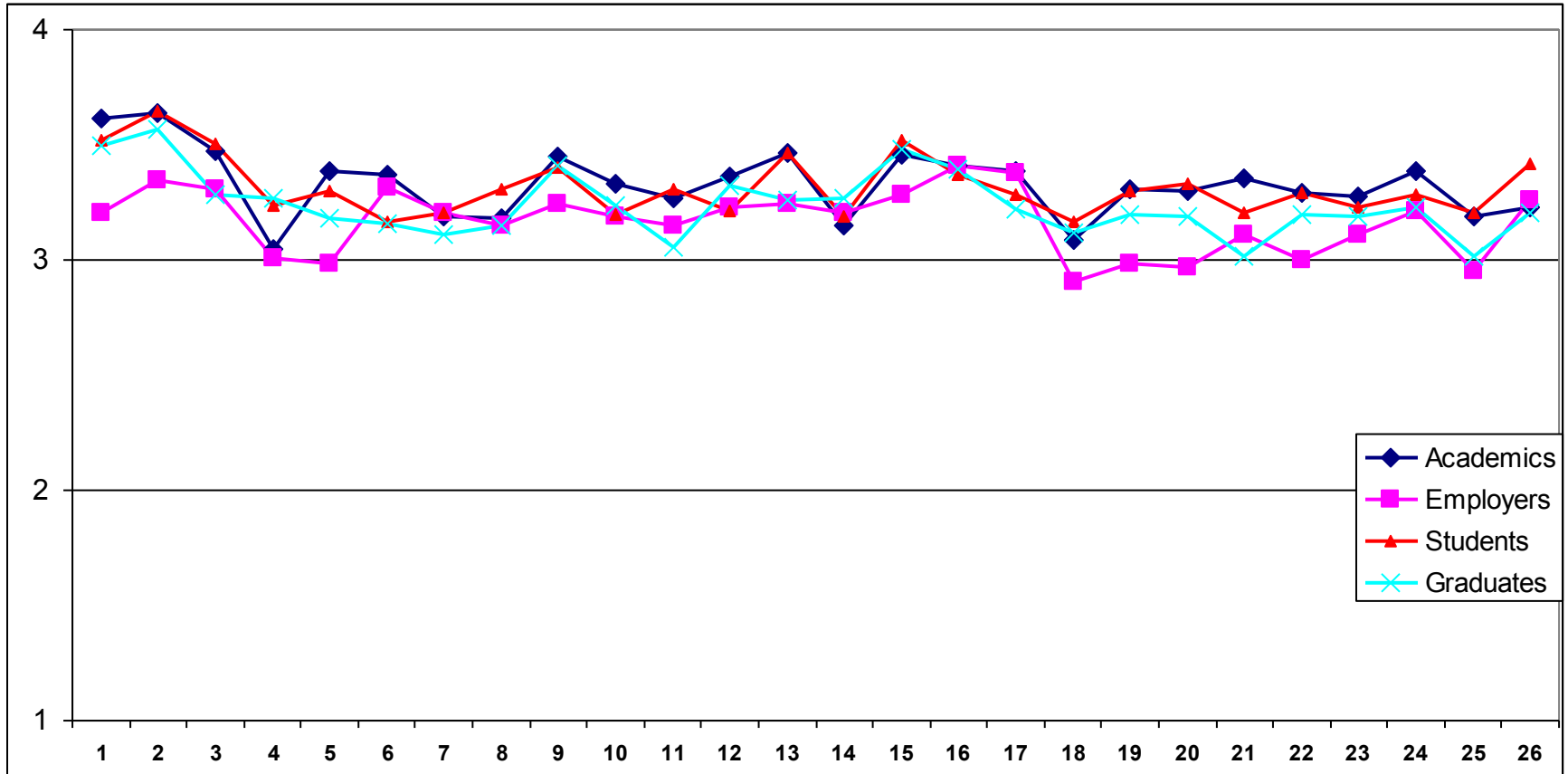
GENERIC competencies

ACHIEVEMENT

# ARCHITECTURE

ALL GROUPS

ratings



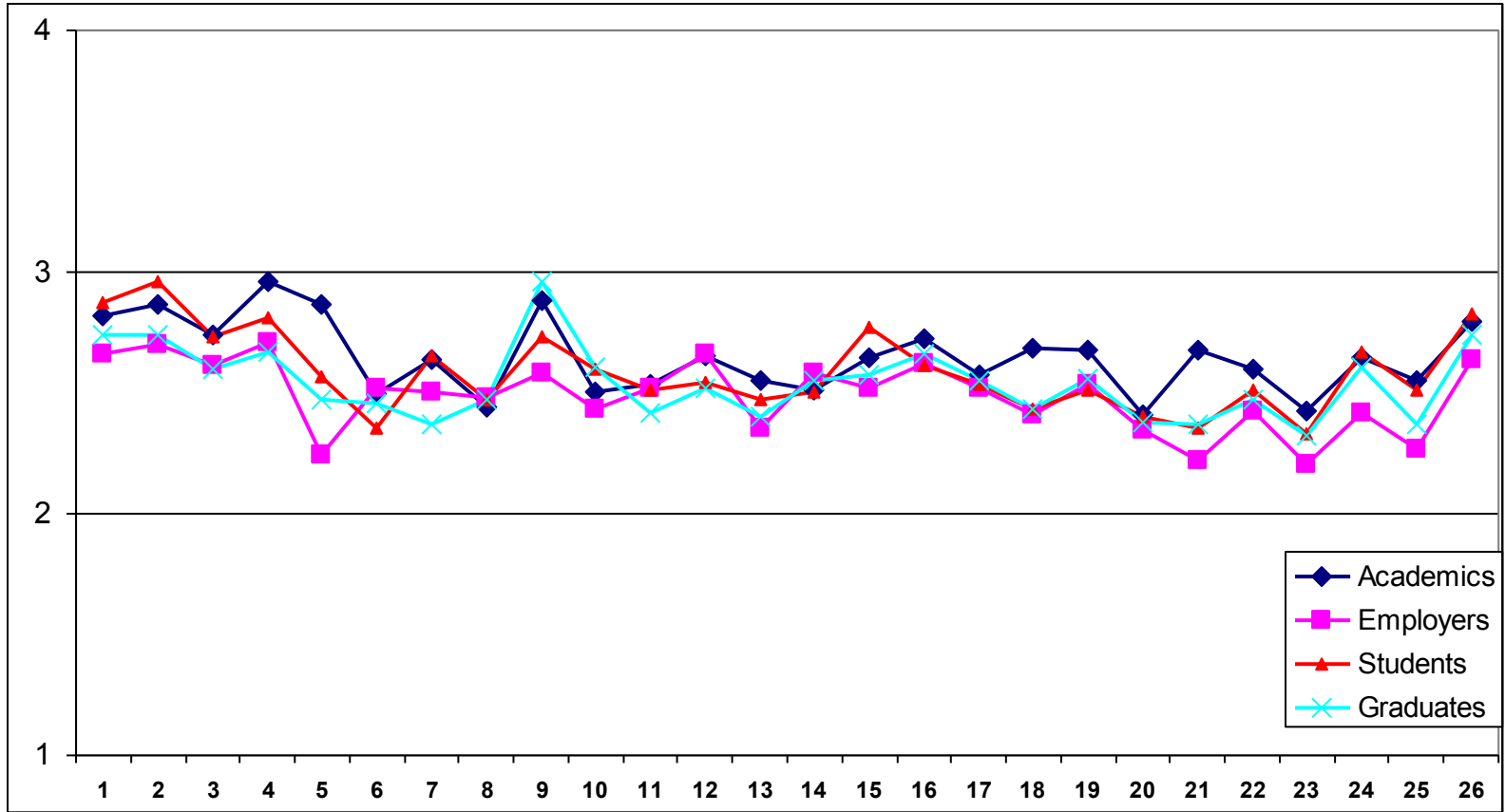
SPECIFIC competencies

IMPORTANCE

# ARCHITECTURE

ALL GROUPS

ratings



SPECIFIC competencies

ACHIEVEMENT

# A View at the Questionnaire's Results

- Results of all groups are relatively close
- Almost all competencies are seen of high importance, therefore **combining and not eliminating will be implemented**
- Achievement is considerably below importance but **this does not lower the importance of the competencies**
- Ranking is only helpful in terms of **eliminating a number of competencies**



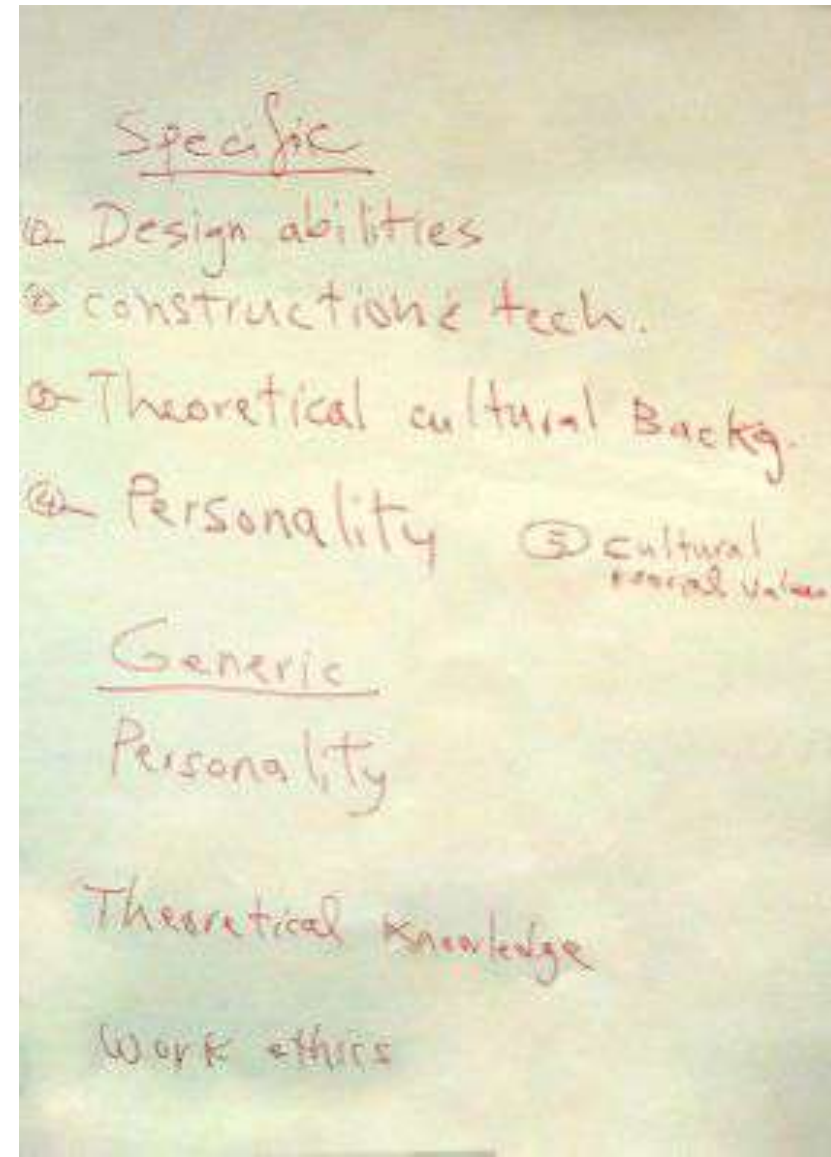
# Benefiting from the Questionnaire's Results

- **Emphasize competencies which were most important**
- **Emphasize competencies which were low in achievement and seen as important**
- **Use ranking to guide in matters of combining or eliminating competencies**

# Development of the Meta-Profile

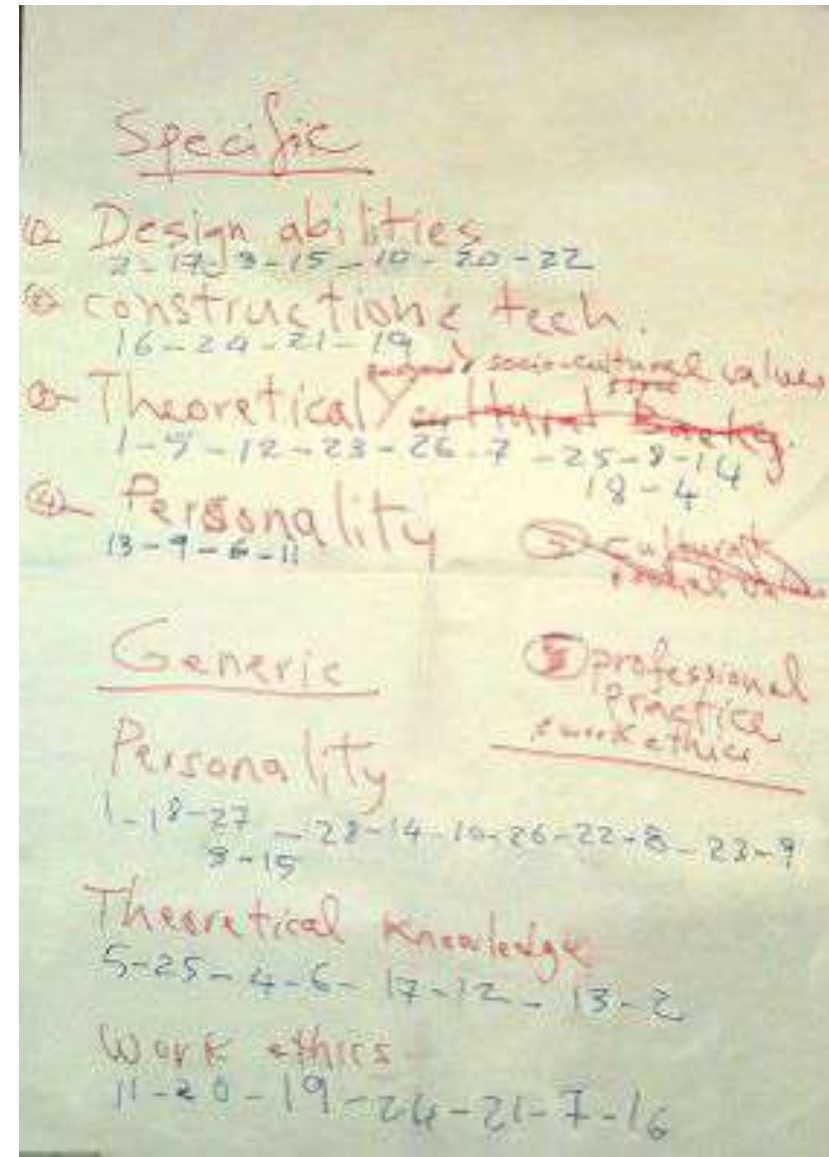
## 1. Formulating main groups of competencies:

- Design Abilities
- Construction and Technological Abilities
- Theoretical Background and Socio-cultural values
- Professional Practice and Work Ethics
- Personal Characteristics



# Development of the Meta-Profile

- 2. Distributing competencies in the matching group
  - Regrouping
  - Renaming of groups



# Development of the Meta-Profile

## 3. Testing and reevaluating the grouping

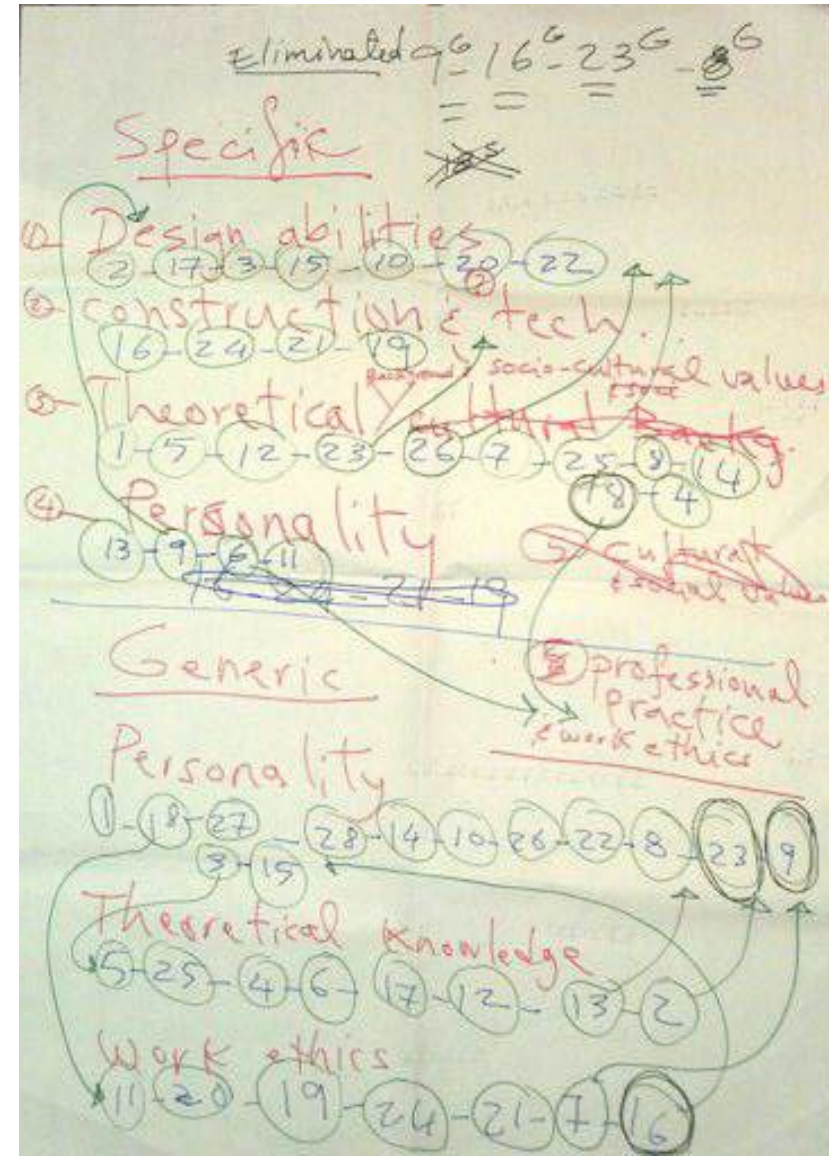
- Relocating competencies
- Regrouping



# Development of the Meta-Profile

## 4. Finalizing first draft

- Eliminating some competencies based on importance and ranking



# Development of the Meta-Profile

## 5. Matching and combining competencies

- Matching and combining specific competencies
- Matching and combining generic competencies

## 6. Matching Generic and Specific Competencies

matching competencies - Microsoft Excel

Home Insert Page Layout Formulas Data Review View

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B16 Ability to conceive and integrate structural, construction, environmental and installation systems to architectural

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
1	NO.	Specific Competencies		NO.	META-PROFILE		Generic Competencies	NO.						
2					DESIGN ABILITIES									
3	2 S	Ability to design buildings and/or urban development projects that blend with the surrounding environment and fully satisfy local human, social,												
4	3 S	Skill in formulating creative and innovative ideas and transforming them into architectural creations and urban planning.												
5	9 S	Ability to think, perceive and conceive spaces three dimensionally in different scales.												
	10 S	Skill in reconciling all the factors involved in												

Ready

BASIC GROUPING MATCHING (2) MATCHING - Sheet2 - Sheet3

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## 6. Matching Generic and Specific Competencies

matching competencies - Microsoft Excel

Home Insert Page Layout Formulas Data Review View

Clipboard Font Background Color Alignment Number Styles Conditional Formatting Format as Table Cell Styles Insert Delete Format Cells Sort & Filter Find & Select Editing

B16 Ability to conceive and integrate structural, construction, environmental and installation systems to architectural

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
21														
22														
23														
24														
25														
26														

THEORETICAL BACKGROUND AND SOCIO-CULTURAL VALUES

1 S	Appreciation of the social and cultural role of Architecture						Maintain continuous education	3 G
4 S	Knowledge of history and theory of Architecture and related human sciences and engineering						Have critical thinking, analysis and synthesis	4 G
5 S	Awareness of current architectural ideas and practices at local and global levels						Identify and resolve problems	5 G
7 S	Awareness that investigation and research are essential components of architectural creations						Make logical decisions	6 G
	Awareness of the							

BASIC GROUPING MATCHING (2) MATCHING Sheet2 Sheet3

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# 6. Matching Generic and Specific Competencies

**Specific Competencies**

6.1	Apply to various situations...
6.2	Apply to various situations...
6.3	Apply to various situations...
6.4	Apply to various situations...
6.5	Apply to various situations...
6.6	Apply to various situations...
6.7	Apply to various situations...
6.8	Apply to various situations...
6.9	Apply to various situations...
6.10	Apply to various situations...

**Specific Competencies**

Handwritten notes and diagrams are present, including a circled '23'.

**Specific Competencies**

6.11	Apply to various situations...
6.12	Apply to various situations...
6.13	Apply to various situations...
6.14	Apply to various situations...
6.15	Apply to various situations...
6.16	Apply to various situations...
6.17	Apply to various situations...
6.18	Apply to various situations...
6.19	Apply to various situations...
6.20	Apply to various situations...

**Specific Competencies**

Handwritten notes and diagrams are present.

**Specific Competencies**

6.21	Apply to various situations...
6.22	Apply to various situations...
6.23	Apply to various situations...
6.24	Apply to various situations...
6.25	Apply to various situations...
6.26	Apply to various situations...
6.27	Apply to various situations...
6.28	Apply to various situations...
6.29	Apply to various situations...
6.30	Apply to various situations...

**Specific Competencies**

Handwritten notes and diagrams are present.

**Specific Competencies**

6.31	Apply to various situations...
6.32	Apply to various situations...
6.33	Apply to various situations...
6.34	Apply to various situations...
6.35	Apply to various situations...
6.36	Apply to various situations...
6.37	Apply to various situations...
6.38	Apply to various situations...
6.39	Apply to various situations...
6.40	Apply to various situations...

**Specific Competencies**

Handwritten notes and diagrams are present.

# 7. Reaching Conclusions

matching competencies - Microsoft Excel

NO.	Specific Competencies	NO.	META-PROFILE	Generic Competencies	NO.
	<b>DESIGN ABILITIES</b>			<b>DESIGN ABILITIES</b>	
2 S	Ability to design buildings, sites, and/or urban development projects in a sustainable manner (socially, culturally, economically, environmentally)	2s, 15s, 20s, 22s, 25s	Ability to design buildings and/or urban development projects that blend with the surrounding environment and fully satisfy local human, social	Search for information from a variety a sources	17 G
3 S	Skill in formulating creative and innovative ideas and transforming them into architectural innovations and	3s, 10s, 14g	Skill in formulating creative and innovative ideas and transforming them into architectural	Skills in the use of information and communication	25 G

Ready

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## 8. Final Presentation

META-PROFILE	Specific Competencies	Generic Competencies
<b>DESIGN ABILITIES</b>		
Ability to design buildings within urban development projects that blend with the surrounding environment and fully satisfy local needs, social...	2. Ability to design buildings within urban development projects that blend with the surrounding environment and fully satisfy local needs, social...	
	15. Capacity to design projects ensuring environmental, social, cultural and economic sustainability	
	22. Ability to develop site plans and landscape design	
	25. Awareness of the importance of client's role in the design process	
Ability to think, perceive and conceive space three dimensionally and communicate verbally, in writing, graphically, and/or volumetrically.	3. Ability to think, perceive and conceive spaces three dimensionally in different scales	1. Communicate orally and in writing with different audiences
	11. Mastery of the media and tools used for communicating verbally, in writing and/or volumetrically	25. Skills in the use of information and communication technologies



## Architectural Meta-Profile