

Meta-Profile for Architecture

**Tuning, Middle East and North
Africa**

2nd Meeting, Bilbao

28 Sept. – 1st 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.

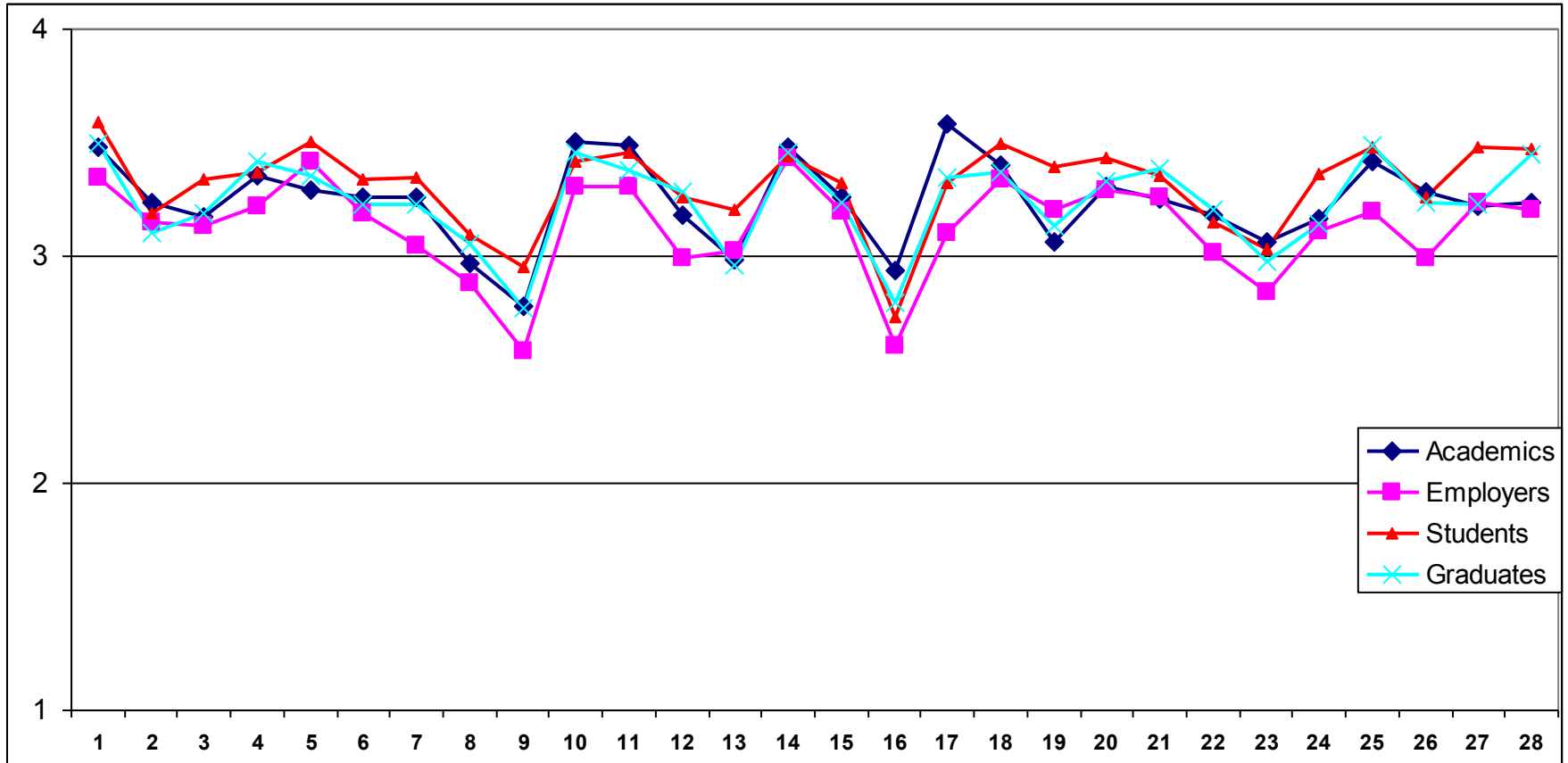
Steps for Developing the Meta-Profile

- 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



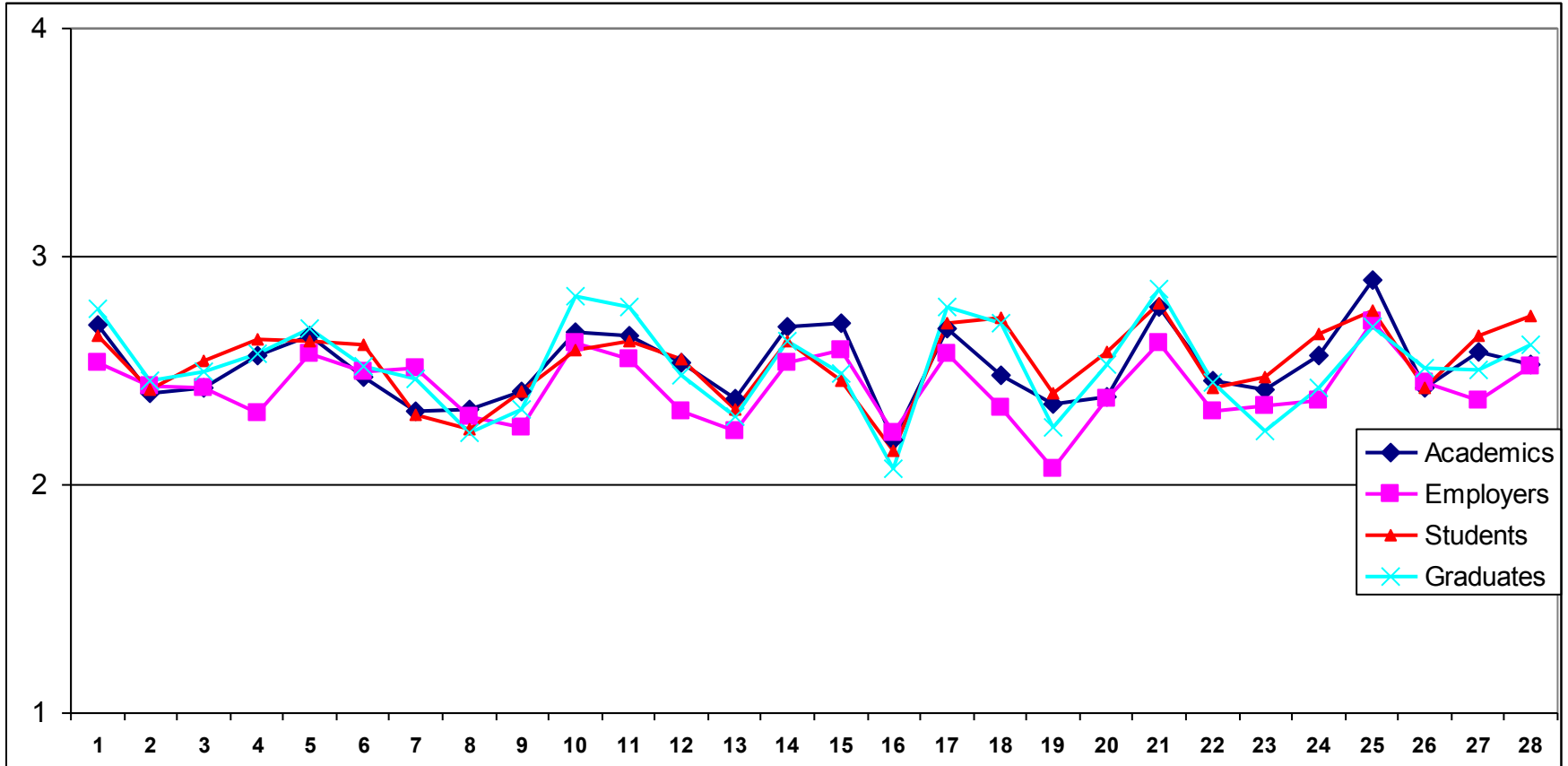
GENERIC competencies

IMPORTANCE

ARCHITECTURE

ALL GROUPS

ratings



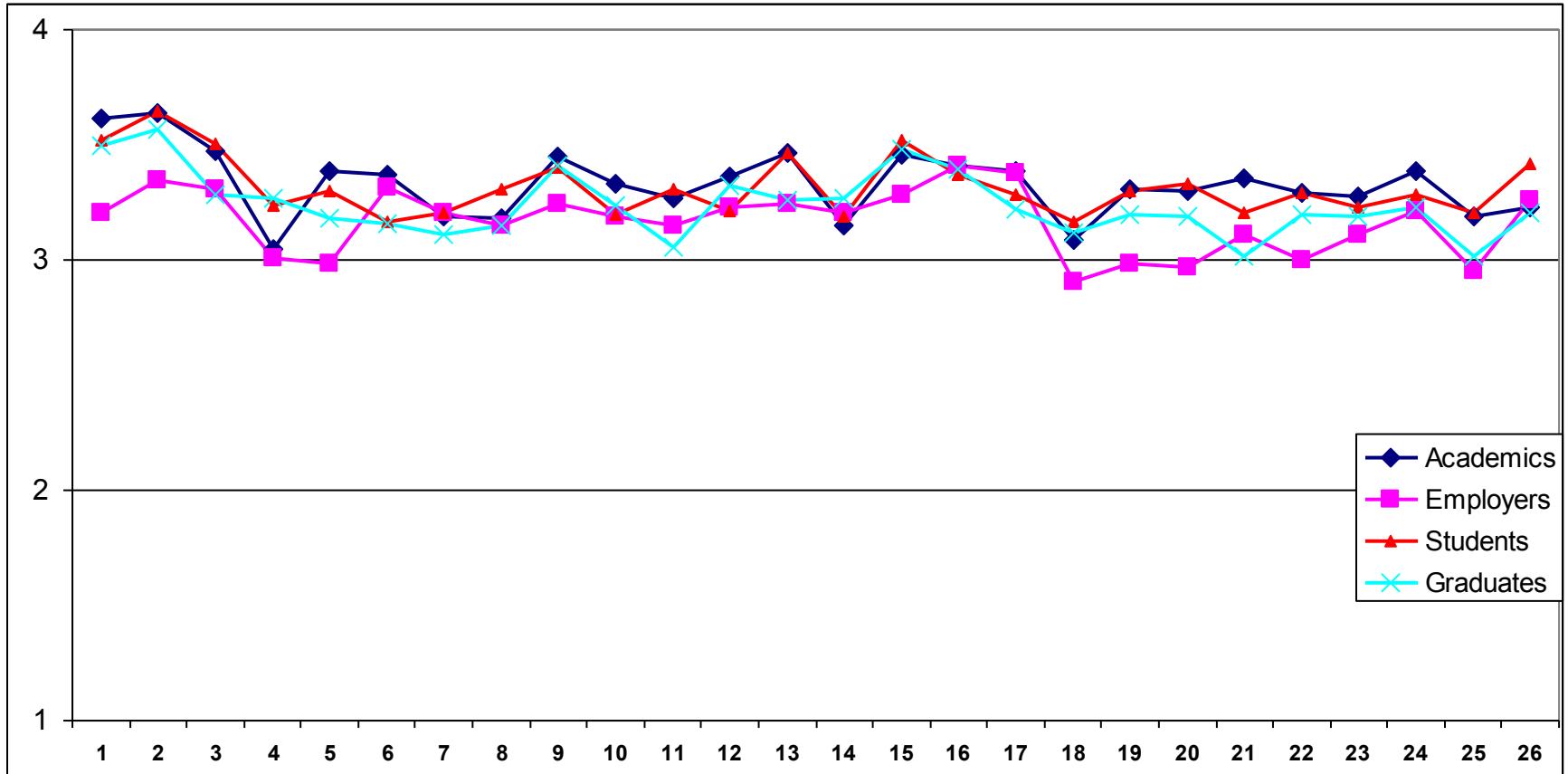
GENERIC competencies

ACHIEVEMENT

ARCHITECTURE

ALL GROUPS

ratings



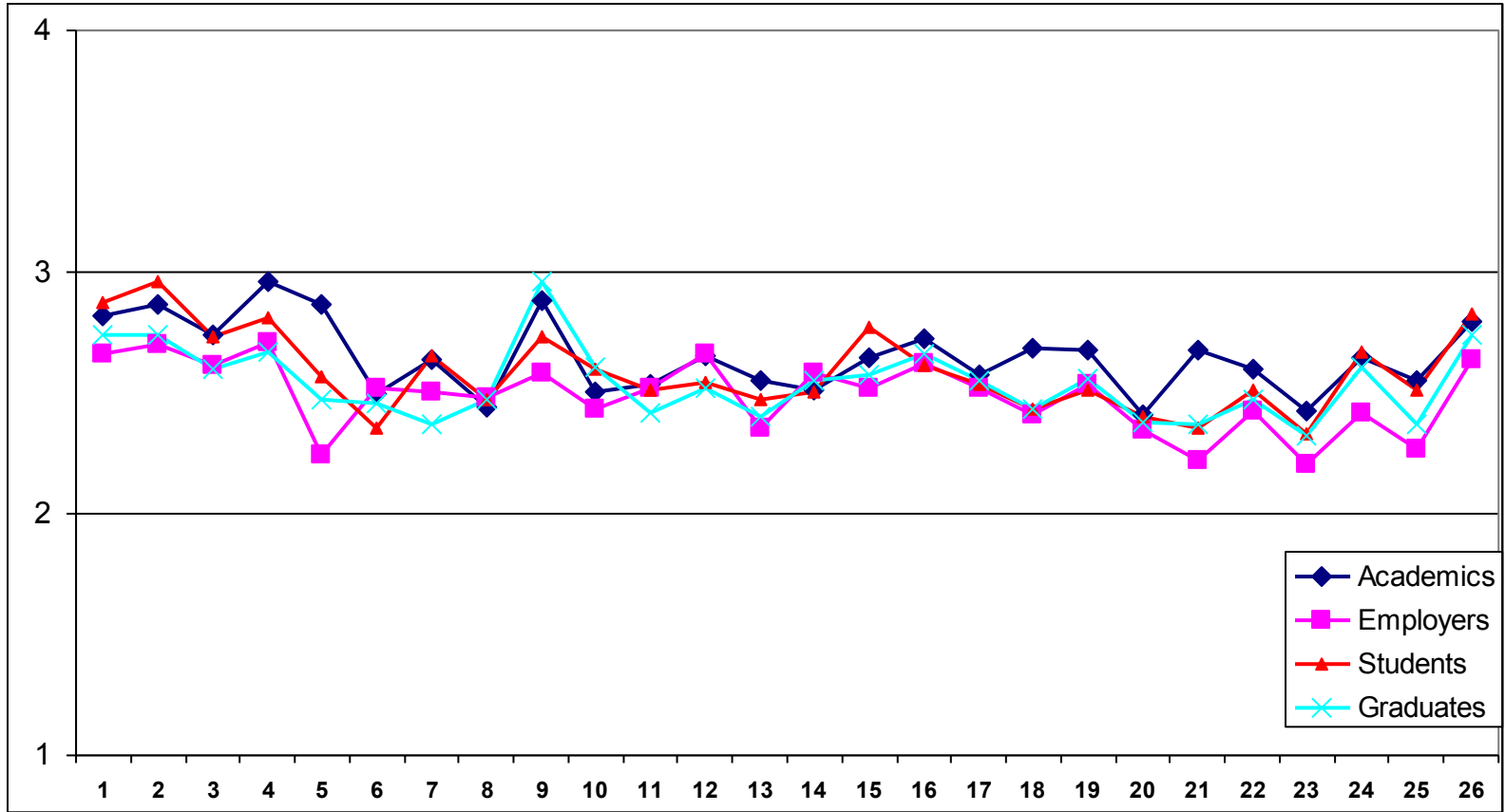
SPECIFIC competencies

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**

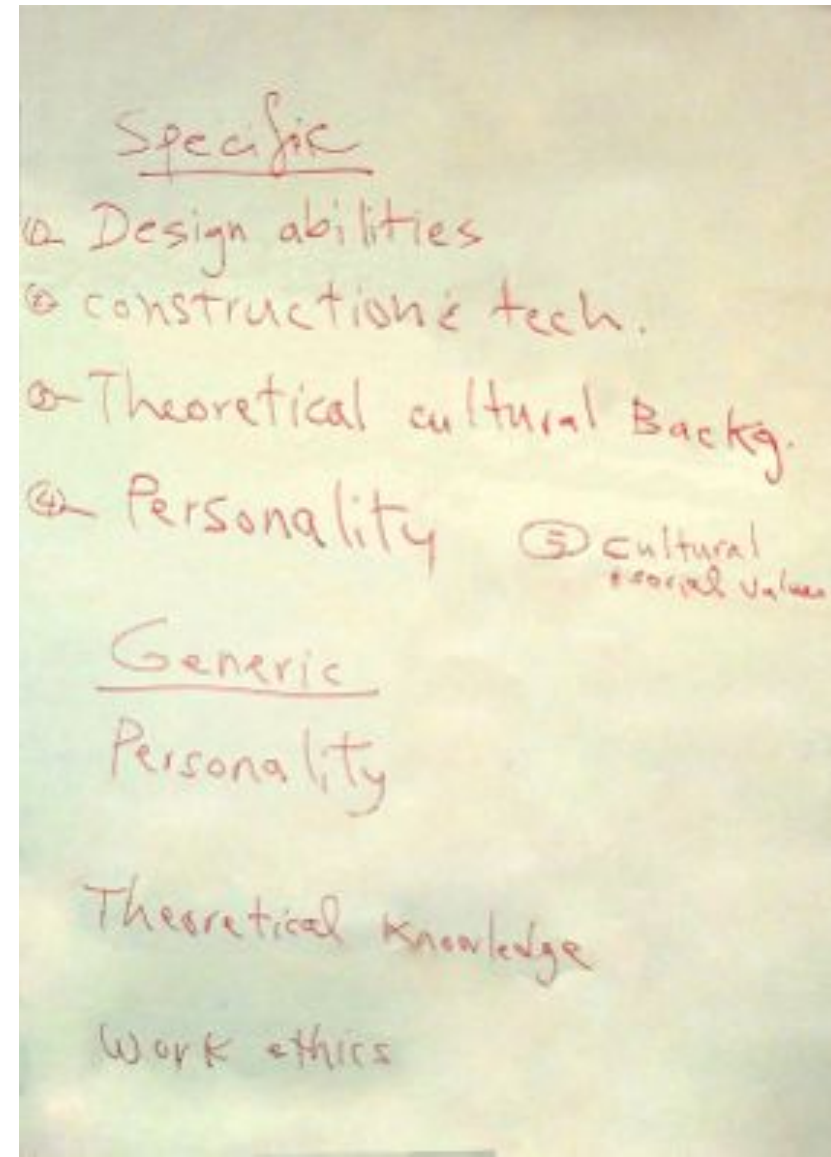
Benefiting from the Questionnaire's Results

- **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:

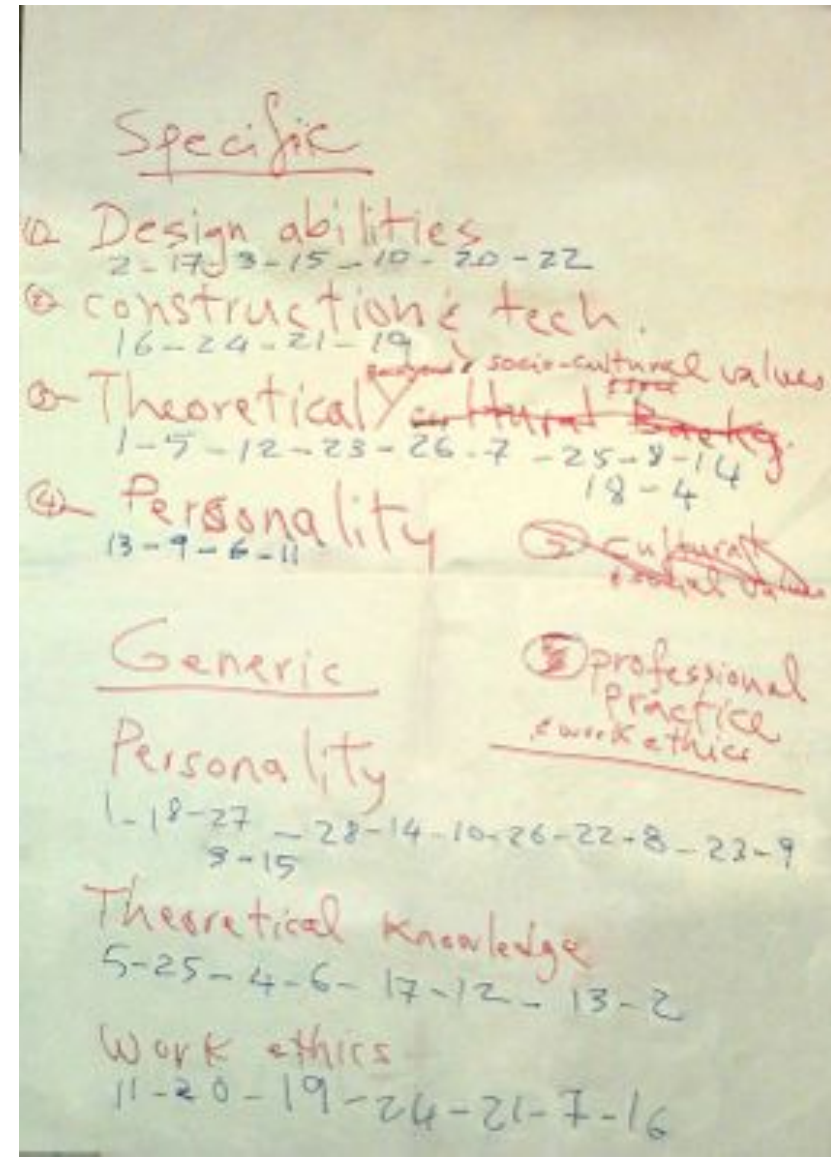
- Design Abilities
- Construction and Technological Abilities
- Theoretical Background and Socio-cultural values
- Professional Practice and Work Ethics
- Personal Characteristics



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

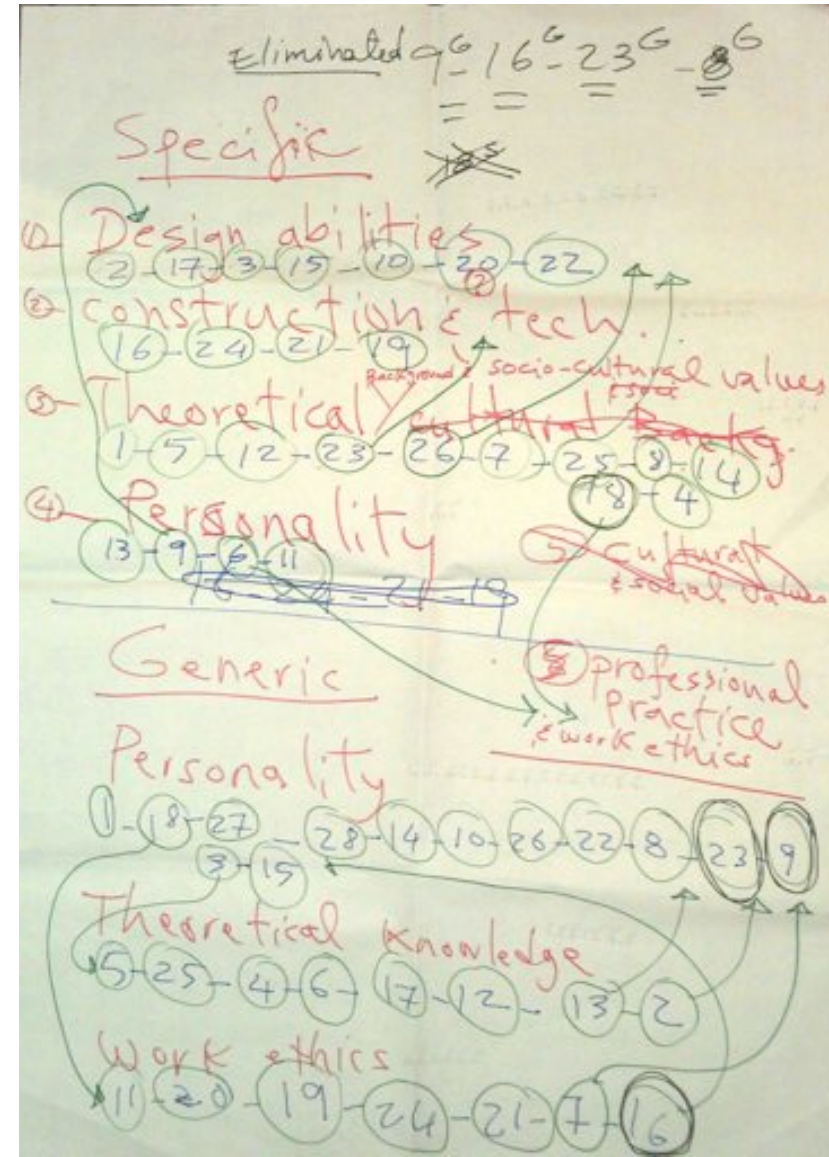
- Relocating competencies
- Regrouping



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

The screenshot shows a Microsoft Excel spreadsheet titled "matching competencies". The spreadsheet is organized into columns for "Specific Competencies" and "Generic Competencies".

| Specific Competencies | | Generic Competencies | |
|-----------------------|--|----------------------|-------------------------|
| NO. | | NO. | META-PROFILE |
| | | | DESIGN ABILITIES |
| 2 S | Ability to design buildings and/or urban development projects that blend with the surrounding environment and fully satisfy local human, social... | | |
| 3 S | Skill in formulating creative and innovative ideas and transforming them into architectural creations and urban planning. | | |
| 9 S | Ability to think, perceive and conceive spaces three dimensionally in different scales. | | |
| 10 S | Skill in reconciling all the factors involved in architectural design and... | | |

The spreadsheet also includes a header row with "NO." and "META-PROFILE" under "Specific Competencies", and "NO." and "Generic Competencies" under "Generic Competencies". The "DESIGN ABILITIES" section is highlighted in red text.

6. Matching Generic and Specific Competencies

The screenshot shows a Microsoft Excel spreadsheet titled "matching competencies". The active cell is B16, containing the text "Ability to conceive and integrate structural, construction, environmental and installation systems to architectural".

The spreadsheet contains a table with the following data:

| | A | B | C | D | E | F | G | H | I | J | K | L | M | N |
|----|-----|--|---|---|---|---|--|-----|---|---|---|---|---|---|
| 21 | | | | | | | | | | | | | | |
| 22 | | | | | | | | | | | | | | |
| 23 | 1 S | Appreciation of the social and cultural role of Architecture. | | | | | Maintain continuous education | 3 G | | | | | | |
| 24 | 4 S | Knowledge of history and theory of Architecture and related human sciences and engineering. | | | | | Have critical thinking, analysis and synthesis | 4 G | | | | | | |
| 25 | 5 S | Awareness of current architectural ideas and practices at local and global levels. | | | | | Identify and resolve problems | 5 G | | | | | | |
| 26 | 7 S | Awareness that investigation and research are essential components of architectural creations. | | | | | Make logical decisions | 6 G | | | | | | |

The text "THEORETICAL BACKGROUND AND SOCIO-CULTURAL VALUES" is written in red across the top of the table area.

6. Matching Generic and Specific Competencies

| No. | Specific Competencies | No. | APTA PROFILE | Score | Percentage | No. |
|------|---|------|--|-------|------------|------|
| 10.1 | Ability to design building projects that align with the surrounding environment and fully satisfy user demand. | 10.1 | Understanding the importance of, and ability to integrate, user and stakeholder needs into a building project. | 10.0 | 100% | 10.1 |
| 10.2 | Ability to formulate creative and innovative ideas and transform them into architectural drawings and specifications. | 10.2 | Understanding of the roles, processes and appropriate application of construction materials resulting from design. | 10.0 | 100% | 10.2 |
| 10.3 | Ability to work, organize and coordinate multiple teams successfully in different settings. | 10.3 | Integration of the social and cultural role of architecture. | 10.0 | 100% | 10.3 |
| 10.4 | Ability to recognize the factors involved in architectural design and urban development. | 10.4 | Knowledge of the history and evolution of architecture and urban development. | 10.0 | 100% | 10.4 |
| 10.5 | Ability to identify and use good or environmentally sensitive building areas. | 10.5 | Ability to recognize the importance of environmental and social sustainability. | 10.0 | 100% | 10.5 |

23

| | | | | | | |
|-------|---|-------|---|------|------|-------|
| 10.6 | Ability to design buildings to accommodate individuals with varying physical abilities. | 10.6 | Ability to design buildings to accommodate individuals with varying physical abilities. | 10.0 | 100% | 10.6 |
| 10.7 | Capacity to manage, supervise, coordinate and manage architectural projects. | 10.7 | Capacity to manage, supervise, coordinate and manage architectural projects. | 10.0 | 100% | 10.7 |
| 10.8 | Ability to identify, evaluate and justify design decisions. | 10.8 | Ability to identify, evaluate and justify design decisions. | 10.0 | 100% | 10.8 |
| 10.9 | Knowledge of the regulatory requirements of the profession. | 10.9 | Knowledge of the regulatory requirements of the profession. | 10.0 | 100% | 10.9 |
| 10.10 | Ability to analyze and incorporate relevant precedents into architectural design proposals. | 10.10 | Ability to analyze and incorporate relevant precedents into architectural design proposals. | 10.0 | 100% | 10.10 |

| | | | | | | |
|-------|---|-------|---|------|------|-------|
| 10.11 | Ability to coordinate and integrate structural, mechanical, electrical and plumbing systems in architectural designs. | 10.11 | Ability to coordinate and integrate structural, mechanical, electrical and plumbing systems in architectural designs. | 10.0 | 100% | 10.11 |
| 10.12 | Capacity to produce comprehensive construction documents. | 10.12 | Capacity to produce comprehensive construction documents. | 10.0 | 100% | 10.12 |
| 10.13 | Knowledge of methods of execution pertinent to architectural projects. | 10.13 | Knowledge of methods of execution pertinent to architectural projects. | 10.0 | 100% | 10.13 |

CONSTRUCTION AND TECHNOLOGICAL SKILLS

| | | | | | | |
|-------|--|-------|--|------|------|-------|
| 10.14 | Understanding the importance of, and ability to integrate, user and stakeholder needs into a building project. | 10.14 | Understanding the importance of, and ability to integrate, user and stakeholder needs into a building project. | 10.0 | 100% | 10.14 |
| 10.15 | Understanding of the roles, processes and appropriate application of construction materials resulting from design. | 10.15 | Understanding of the roles, processes and appropriate application of construction materials resulting from design. | 10.0 | 100% | 10.15 |

| | | | | | | |
|-------|---|-------|---|------|------|-------|
| 10.16 | Integration of the social and cultural role of architecture. | 10.16 | Integration of the social and cultural role of architecture. | 10.0 | 100% | 10.16 |
| 10.17 | Knowledge of the history and evolution of architecture and urban development. | 10.17 | Knowledge of the history and evolution of architecture and urban development. | 10.0 | 100% | 10.17 |
| 10.18 | Ability to recognize the importance of environmental and social sustainability. | 10.18 | Ability to recognize the importance of environmental and social sustainability. | 10.0 | 100% | 10.18 |
| 10.19 | Ability to identify and use good or environmentally sensitive building areas. | 10.19 | Ability to identify and use good or environmentally sensitive building areas. | 10.0 | 100% | 10.19 |

PROFESSIONAL SKILLS AND ATTITUDES

| | |
|---|------|
| Master certificate holder | 10.0 |
| Good critical thinking and problem-solving skills | 10.0 |
| Good oral and written communication skills | 10.0 |
| Team player | 10.0 |
| High knowledge in general education | 10.0 |

| | | | | | | |
|-------|---|-------|---|------|------|-------|
| 10.20 | Ability to coordinate, integrate and produce architectural and other user furniture and fixtures. | 10.20 | Ability to coordinate, integrate and produce architectural and other user furniture and fixtures. | 10.0 | 100% | 10.20 |
| 10.21 | Knowledge of aesthetics and skills, and understanding the role as key factors in the quality of architectural drawing and design. | 10.21 | Knowledge of aesthetics and skills, and understanding the role as key factors in the quality of architectural drawing and design. | 10.0 | 100% | 10.21 |

| | |
|-----------------------------------|------|
| Good oral communication skills | 10.0 |
| Good written communication skills | 10.0 |

| | | | | | | |
|-------|--|-------|--|------|------|-------|
| 10.22 | Understanding of the roles, processes and appropriate application of construction materials resulting from design. | 10.22 | Understanding of the roles, processes and appropriate application of construction materials resulting from design. | 10.0 | 100% | 10.22 |
| 10.23 | Ability to identify, evaluate and justify design decisions. | 10.23 | Ability to identify, evaluate and justify design decisions. | 10.0 | 100% | 10.23 |

PROFESSIONAL PRACTICE AND ETHICS

| | |
|---|------|
| Not ethically well equipped | 10.0 |
| The protection and preservation of the environment | 10.0 |
| Team player | 10.0 |
| Health and safety jurisdiction | 10.0 |
| The preservation of cultural heritage and artifacts | 10.0 |
| Respect for diversity and sustainability | 10.0 |

PERSONAL CHARACTERISTICS

10.0

7. Reaching Conclusions

matching competencies - Microsoft Excel

Home Insert Page Layout Formulas Data Review View

Clipboard Font Alignment Number Styles Cells Editing

D21

| NO. | Specific Competencies | NO. | META-PROFILE | Generic Competencies | NO. |
|-----|---|------------------------|---|--|------|
| | DESIGN ABILITIES | | | DESIGN ABILITIES | |
| 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 creative 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

10:18 PM 9/30/2014

8. Final Presentation

| META-PROFILE | Specific Competencies | Generic Competencies |
|--|---|---|
| DESIGN ABILITIES | | |
| Ability to design buildings and/or urban development projects that blend with the surrounding environment and fully satisfy local human, social... | 2. Ability to design buildings and/or urban development projects that blend with the surrounding environment and fully satisfy local human, social... | |
| | 15. Capacity to design projects assuring environmental, social, cultural and economic sustainability. | |
| | 22. Ability to develop site plans and landscape designs. | |
| | 25. Awareness of the importance of client's role in the design process. | |
| Ability to think, perceive and conceive spaces 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 volumetric al. | 25. Skills in the use of information and communication technologies |



Architectural Meta-Profile