DRAFT 1

# Subject Area Report for Architecture

## First Draft

Tuning Project – Middle East and North Africa
3rd Meeting, Cyprus
February 14, 2015

DRAFT 1

# Suggested Outline for Subject Area Report

Tuning

Third General Meeting
Nicosia, 15-19 February 2015

## SUBJECT AREA REPORT - REFERENCE POINTS (TASK 2)

### TASK DESCRIPTION

Task 2 (GROUP) - Elaboration of draft version of Subject Area report (Reference Points). The content of the report should include:

1) Introduction
- Presentation of the countries involved in the SAG
- Presentation of the Members/Universities

2) Definition of generic competences- A thematic perspective
- Brief analysis of the generic competences from subject area perspective.
- Description of the process followed at the beginning to define a proposal for generic competences from the SAG perspective.
- Highlight some particular aspects considered and/or not considered in the final agreed list of generic competences for MEDA.

DRAFT 1

# Suggested Outline for Subject Area Report

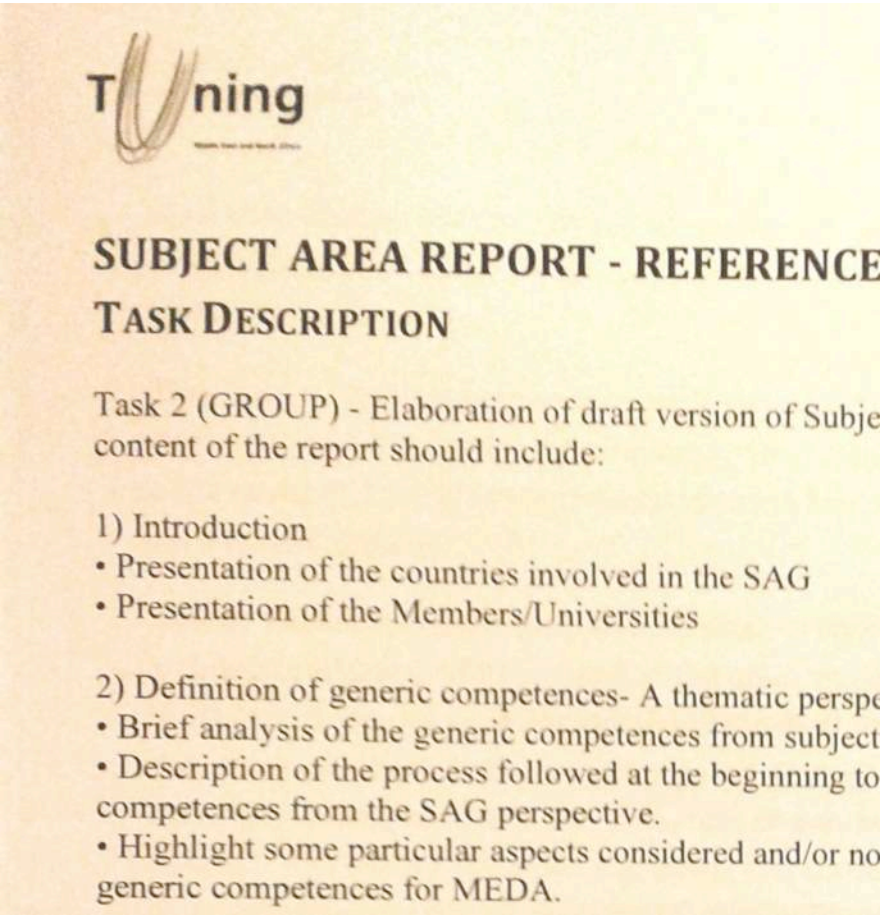
3) Identification of specific competences
- Presentation of the subject specific competences agreed in the group.
- Explanation of the process followed to achieve the list of subject specific competences.
- Institutional/national/subregional/continental/international references which SAG took into account to achieve the list of subject specific competences.

4) Consultation and reflections
- Presentation of analysis of the results of generic competences survey (in relation to SAG perspective).
- Presentation of analysis of the results of subject specific competences survey
- Interpretation of the results.

5) Elaboration of Meta-Profiles
- Description of the process followed by the SAG to agreed a meta- profile.
- Presentation of the meta –profile as a graphic.
- Explanation of the main components/elements of the Meta – profile and how it is linked to the previous steps (generic and subject specific competences agreed).

DRAFT 1

# Architectural and Suggested Reports



Tuning

**SUBJECT AREA REPORT - REFERENCE**

**TASK DESCRIPTION**

Task 2 (GROUP) - Elaboration of draft version of Subje
content of the report should include:

1) Introduction
• Presentation of the countries involved in the SAG
• Presentation of the Members/Universities

2) Definition of generic competences- A thematic perspe
• Brief analysis of the generic competences from subject
• Description of the process followed at the beginning to
competences from the SAG perspective.
• Highlight some particular aspects considered and/or no
generic competences for MEDA.

Tuning for the Middle East and North Africa

Architecture

1. Introduction:
   a. Idea of tuning
   b. Process
   c. Definitions
2. Participating Countries and Delegates
3. Work Plan
4. Nature of Architectural Programs of Participating Universities
5. Development of Competences
   a. Generic Competences: Process and Generation
   b. Specific Competences: Process and Generation

DRAFT 1

# Architectural and Suggested Reports

3) Identification of specific competences
• Presentation of the subject specific competences
• Explanation of the process followed to achieve t
• Institutional/national/subregional/continental/int
account to achieve the list of subject specific com

4) Consultation and reflections
• Presentation of analysis of the results of generic
perspective).
• Presentation of analysis of the results of subject
• Interpretation of the results.

5) Elaboration of Meta-Profiles
• Description of the process followed by the SAG
• Presentation of the meta –profile as a graphic.
• Explanation of the main components/elements o
previous steps (generic and subject specific compe

6. **Evaluation of Competences (Consultation with Stakeholders)**
   a. **Evaluation of Generic Competences**
   b. **Evaluation of Specific Competences**
7. **Development of a Meta-Profile**
   a. **Guidelines from Questionnaire**
   b. **Process of Development**
   c. **The Meta-Profile**
8. **Comparison of Meta-Profile with Individual Architectural Programs**
   a. **Sample Study of Comparison**
   b. **A comprehensive evaluation of the participating architectural programs**

DRAFT 1

# The Introduction

1. Introduction:
   a. Idea of tuning
   b. Process
   c. Definitions

**. Definitions:**

| | |
|---|---|
| T-MEDA: | Tuning Middle East and North Africa. |
| The Project: | Tuning project for the Middle East and North Africa. |
| SAG: | Subject Area Group which were four in T-MEDA, architecture, law, nursing, and tourism. |
| Architectural SAG: | Architectural subject area group which consisted of all delegates from participating universities and worked on the Project in the area of architecture. |
| Competence: | What graduates will know, understand and be able to do by the time they have successfully completed their program of study. |
| Generic Competences: | Competences which every university graduate should acquire. |
| Specific Competences: | Competences related to the specialty of the student and should be acquired. |
| Meta-Profile list: | The agreed upon comprehensive list of competences which a graduate of a field of study should acquire; the list is a compilation and amalgamation of the general and specific competences. |
| Meta-Profile: | A group's representation of the structure and combination of competences which gives identity to a thematic area. |

DRAFT 1

# Participating Universities

**Table 1: List of countries, universities, and delegates participating in the Project**

| Country | University | Delegate |
|---|---|---|
| Algeria | Universite Mouloud Mammeri de Tizi Ouzou | Mohand Hamizi |
| Cyprus | University of Cyprus | Marios C. Phocas |
| Egypt | Cairo University | Emad Alyeldin Abdelshafi El Sherbiny |
| Egypt | Suez Canal University | Ahmed Mohamed Amin Ahmed |
| Greece | Aristotle University of Thessaloniki | Constantin Spiridonidis |
| Jordan | Hashemite University | Alhusban Ahmad Abidrabbu Al-Sa'ed |
| Jordan | Jordan University of Science and Technology | Hussain Alzoubi |
| Lebanon | Beirut Arab University | Hesham Elarnaouty |
| Libya | University of Omar Almukhtar | Omer R. El Zaroug |
| Morocco | University Mohammed First | Abderrahime Bouali |
| Palestine | Islamic University of Gaza | Ahmed S. Muhaisen |
| Syria | Arab International University | Tamer Alhajeh |
| Syria | International University for Science and Technology | Rafee Hakky |

DRAFT 1

# Work Plan

**3. Work Plan:**

The Project went through a number of stages that can be summarized as follows:

a. First Meeting, May 2-5, 2014, Dead Sea, Jordan:
   1. Delegates of the four subject area groups (SAG) (architecture, law, nursing, and tourism) were introduced to the project, its goals, and its methodology.
   2. The four subject area groups (SAG) met individually and formulated two sets of competences; general and specific competences.
   3. Coordinators of the four groups developed one set of general competences.

b. In-term Period:
   1. Competences were evaluated through a questionnaire administered in all participating universities.
   2. Results of questionnaires were analyzed by the International Tuning Academy in Bilbao.

c. Second Meeting, September 27 – October 2, 2014, Bilbao, Spain:
   1. Results of the questionnaires were presented and discussed.
   2. Each of the four subject groups developed its own Meta-Profile.

d. In-term Period:

DRAFT 1

# Nature of Participating Architectural Schools

**4. Nature of Architectural Programs of Participating Universities:**

The early discussions of the Architectural SAG shed a light on a rather important issue that had a clear bearing on the development of competences and the Meta-Profile. This issue was the different views about what an architectural program should teach. In more specific words, what is the main objective of architectural programs? Three main directions were found:

a. Providing architectural education concentrating on the creativity aspect of architecture.
b. Providing architectural education striking a balance between the creativity and engineering aspects of architecture.
c. Providing architectural engineering education concentrating on the practical aspect of the building industry.

DRAFT 1

# Generic Competences

1. **Process**
2. **List of Competences**
3. **Discussion**

**This lengthy process benefited the development of the list in a number of ways:**

1. It aided the process, validated the results, and saved time through the utilization of earlier lists of competences developed in earlier Tuning projects.
2. It insured that listed competences were appropriate to Middle Eastern and North African college education through the different opportunities of discussion and modification.
3. It insured that listed competences were appropriate at least for the four involved areas of study (architecture, law, nursing, and tourism), again due to the number of reviews and discussions administered by the coordinators and members of all groups.
4. Since this list of generic competences was formulated by academicians of very different backgrounds looking for general qualities and capabilities of a university graduate, it could be suggested that the list would be acceptable in other fields.

DRAFT 1

# Specific Competences

1. **Process**
2. **List of Competences**
3. **Discussion**

The final list, therefore, came out to be well balanced in a number of ways such as, firstly being general enough to include all participating programs, yet specific to the conditions of the region. Secondly, it considered contemporary trends of architectural practice in terms of theory and construction, at the same time it respected the history and heritage of the region. Thirdly, the list balanced the technical and artistic aspects of architecture; and fourthly, it emphasized two important concerns of present architectural practice; namely, social issues and sustainability. The list of specific competences is presented in table 3.

DRAFT 1

# Evaluation of Competences (Consultation with Stakeholders):

**Generic:** Introduction
Presentation
Discussion

**Table 4: Number of respondents of the four groups of stakeholders**

| Competences | Academicians | Employers | Students | Graduates | Total |
|---|---|---|---|---|---|
| Generic | 172 | 124 | 237 | 161 | 694 |
| Specific | 137 | 112 | 190 | 123 | 562 |

**Table 5: Correlations among groups in terms of generic competences' importance**

| | Academics | Employers | Students | Graduates |
|---|---|---|---|---|
| Academics | 1.0000 | | | |
| Employers | 0.7816 | 1.0000 | | |
| Students | 0.7434 | 0.9211 | 1.0000 | |
| Graduates | 0.8864 | 0.8585 | 0.8723 | 1.0000 |

DRAFT 1

# Evaluation of Competences (Consultation with Stakeholders):

**Introduction**
**Presentation**
**Discussion**

**a. Evaluation of Generic Competences:**

Graph 1 shows results in connection with the importance of the proposed generic competences as seen by the four architectural groups. A number of points can be observed. Firstly, the graph exhibits clearly that most competences are rated over 3; this is a strong indication that competences generated by the architecture SAG were appropriate.

Only four competences out of 28 ones got a score lower than 3 points; these were: (8) lead effectively; (9) work autonomously; (16) empower others; and (23) sense of dedication. Out of the four, two have lower score than 3 by all four groups: (9) lead effectively, and (16) empower others. Moreover, all four competences are related to personality; (9) and (16) are more in the area of leadership. Hence, it might be a culture thing that personal issues and in particular issues related to leadership are not of great value to the working force. This may tell something about the culture more than about the validity of the competences developed by the Architecture SAG.

DRAFT 1

# Evaluation of Competences (Consultation with Stakeholders):

**Introduction**
**Presentation**
**Discussion**

**Table 7: The five highest ranking generic competences**

| Rank | Academics | Employers | Students | Graduates |
|---|---|---|---|---|
| 1 | 1 | 1 | 1 | 1 |
| 2 | 14 | 4 | 4 | 4 |
| 3 | 4 | 5 | 5 | 5 |
| 4 | 5 | 6 | 14 | 14 |
| 5 | 10 | 3 | 3 | 10 |

The highest ranking competences were (1) manage time effectively, (4) have critical thinking, analysis and synthesis, and (5) identify and resolve problems. In a bit lower ranking came: (14) be innovative and creative, (3) maintain continuous education, (10) maintain quality of work, and (6) make logical decisions. These competences reflect a number of important issues: firstly, stakeholders are in agreement on the importance of time, hard work, and critical and creative thinking as qualities to be present in any architect. Secondly, emphasizing these points in particular is a cultural statement; although they

DRAFT 1

# Evaluation of Competences (Consultation with Stakeholders):

## Specific

Introduction

Presentation

Discussion

**Table 8: Correlations among groups in terms of specific competences' importance**

| | Academics | Employers | Students | Graduates |
|---|---|---|---|---|
| Academics | 1.0000 | | | |
| Employers | 0.5697 | 1.0000 | | |
| Students | 0.7420 | 0.4530 | 1.0000 | |
| Graduates | 0.6658 | 0.5446 | 0.7408 | 1.0000 |

All four groups agreed that achievement of the competences is much lower than their importance. Yet, the all seemed to locate achievement still above average; between values 2 and 3 (graph 4). It is interesting to note that the gap between importance and achievement is smallest in four competences which are (4) Knowledge of history and theory of Architecture

**Table 10: The five highest ranking specific competences**

| Rank | Academics | Employers | Students | Graduates |
|---|---|---|---|---|
| 1 | 1 | 1 | 1 | 1 |
| 2 | 3 | 3 | 3 | 3 |
| 3 | 4 | 4 | 4 | 6 |
| 4 | 14 | 16 | 2 | 10 |
| 5 | 2 | 10 | 5 | 4 |

DRAFT 1

# Development of the Meta-Profile

**Evaluation of the questionnaire's results** led to a number of points that can be summarized here:

a. Results of all four groups were relatively close as presented in the previous discussion of the generic and specific lists of competences.
b. Almost all competences were considered of high importance; all competences were rated over 3. Therefore, eliminating competences was not an easy task. Instead, combining competences was the strategy to go with.
c. Achievement was considerably below importance, but this was not taken to mean that competences were not important. It simply meant that more effort should be exerted to achieve the competences.
d. Ranking was helpful to eliminate a limited number of competences which were found to have very low ranking.

DRAFT 1

# Development of the Meta-Profile

**In order to produce the meta-profile, the following steps were adopted:**

a. Formulating main groups of competences: Related competences from both lists, generic and specific, were combined in groups and given titles. The groups reflect the main issues or schemes to be emphasized in architectural education. These groups are closely tied with the main concerns of today's practice related to proper design that is based on sensitivity to socio-cultural and environmental issues, proper utilization of contemporary construction technology and materials, and refined professional practice. Five groups were reached:

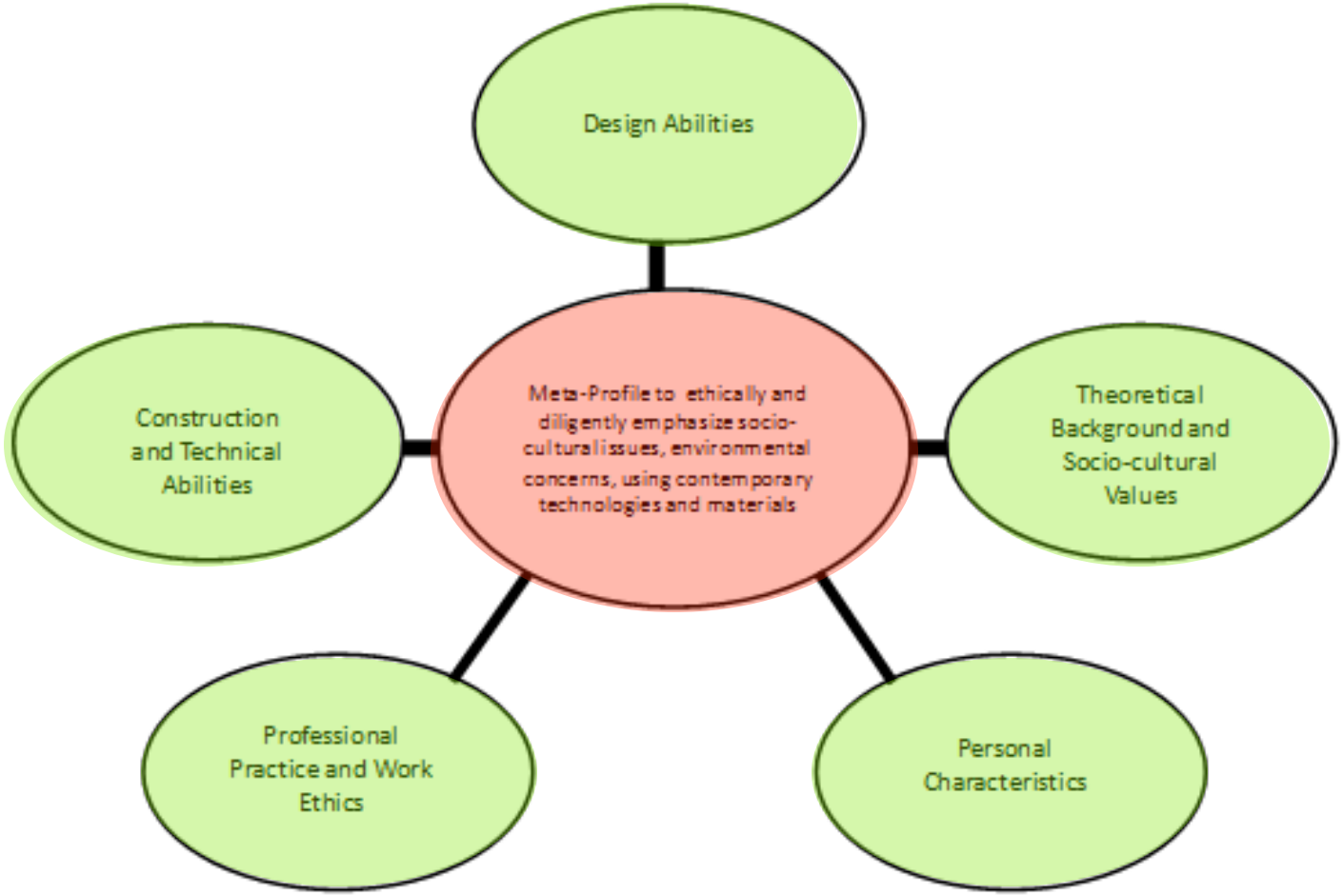
1. Design abilities
2. Construction and Technological Abilities
3. Theoretical Background and Socio-cultural Values
4. Professional Practice and Work Ethics
5. Personal Characteristics

# Development of the Meta-Profile

b. Distributing competences in the matching group. This step meant regrouping and even renaming of the groups until the final give groups were reached.
c. Testing and reevaluating the grouping: After the first distribution of competences, an overall view of the results led to some modifications in terms of grouping and competences included in every group.
d. Finalizing first draft: At this step, some competences were eliminated based on the results of the questionnaire in terms of importance and ranking.
e. Matching and combining competences: Competences from both lists were combined forming the meta-profile. The meta-profile consisted of the five groups; each group includes a number of competences which combine all relevant competences from both lists, generic and specific (table 11).

DRAFT 1

# Development of the Meta-Profile



DRAFT 1

# Development of the Meta-Profile

DRAFT 1

# Comparison of Meta-Profile with Individual Architectural Programs

**In connection with the courses of the Architectural Engineering Program at IUST:**

1. A good number of them fulfill the META-Profile competencies.
2. Nevertheless, the following competencies are **not addressed** in courses:
   - Ability to analyze and incorporate relevant precedents into architectural design projects.
   - Act ethically pertaining issues related to architectural design and practice.
   - Knowledge and ability to apply legal framework, safety regulations and technical codes controlling activities of the profession.
   - Ability to work within, or lead constructively interdisciplinary teams.
   - Demonstrate organizational skills
   - Possess a high level of interpersonal skills
3. The following competencies are **not well addressed**:
   - Awareness of current architectural ideas and practices at local and global levels.

DRAFT 1

# Comparison of Meta-Profile with Individual Architectural Programs

In conclusion, Competencies related to DESIGN ABILITIES as well as CONSTRUCTION AND TECHNOLOGICAL ABILITIES are all almost well covered in the Program's courses.

Competencies of THEORETICAL BACKGROUND AND SOCIO-CULTURAL VALUES, PROFESSIONAL PRACTICE AND WORK ETHICS, and PERSONAL CHARACTERISTICS are either not introduced or not sufficiently addressed in the Program's courses.

It is to be stated that the Program has a strong structural component that the META-Profile does not emphasize as much.

**b. A comprehensive evaluation of the participating architectural programs**

**(To be written later)**

DRAFT 1

# Thank You!

