



European
Council of
Interior
Architects

European Charter of Interior Architecture Training 2020

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A note on wording

This Charter uses the terms 'Interior Architect' and 'Interior Architecture' as the common description in most of Europe for the profession. In some European countries the title 'Interior Architect' is regulated. In these countries the profession is registered, and there are specific chambers for this registration. Some other countries restrict the use of the title 'Architect', including all prefixes. In those countries the general description for the profession is 'Interior Design', and where applicable 'Interior Architect(ure)' should be read as 'Interior Design(er)' or vice versa.

For the sake of readability this document uses gender-neutral forms where possible. Any masculine reference shall also apply to females and transgender readers and any feminine reference shall also apply to males and transgender readers.

1. Introduction

Background

At the 2018 General Assembly in Antwerp the ECIA National Organisations (NO-s) agreed to make a review of the 2013 European Charter of Interior Architecture Training. The agreement was based on commissioning a series of workshops where the task was to question and re-define the ECIA's role in the development of Interior Architectural training.

The main purpose of the revision was to clarify the requirements for the training of an Interior Architect from the perspective of practice, check if these were appropriately pictured and ensure that changes in society were reflected in the necessary qualifications, as described in an upgraded charter.

The "European Charter of Interior Architecture" has 20 years of history. The first version of this document was signed and published in 2000. The document has been periodically updated throughout the following years. After the European countries agreed to the Bologna declaration, the charter was restructured in accordance with the new structure of bachelor and master programmes.

The original objective of the European Charter of Interior Architecture Training was to describe the entry level to the profession. This has not changed, but in addition the charter can be used for national discussions on education politics, curricula development in educational institutions and recognition processes in the individual national organisations.

In 2019 the ECIA board established a working group on education. One of the most important tasks for the 2019 working group was to clarify and make a clear presentation of both practice and academic education in the training of an interior Architect.

The 2020 Charter Working Group

The working group consisted of two ECIA board members and external experts from both practice and education.

The 2020 Charter Revision

Human relation to space is the main focus of the profession of Interior Architecture. Since 2013 there have been several important developments in society, education, technology and the profession itself. The most significant changes are the need to design with an awareness of environmental issues, increased social responsibility and the use of digital technology. The definition of the profession of Interior Architect used in the 2013 charter has been re-worked and expanded in the 2020 charter in order to reflect the work and position of the profession today.

Two major changes in the 2020 charter define the shift in the current mind-set:

1. The training is based on the concept of the phenomenology of space.¹

2. As in the 2013 charter, the combination of 'education' and 'practice' is referred to as 'training'.

The 2020 charter extends this notion of 'training' by opening a third level that is divided into two parts:

Part one - a recommendation for a two-year period of professional traineeship or practice experience supervised by a qualified mentor and documented to reflect this experience. This is a requirement in those countries where the profession is registered and follows the 5 + 2 year model of the 2013 charter.

Part two - is an addition in the 2020 charter and allows for a level of research beyond the entry level to the profession. This part of the third level follows the structure of the Bologna Agreement, where the aim is to contribute to new knowledge within the profession, and should result in a documented form that can be peer reviewed and lead to profound expertise in the field of Interior Architecture. This could either be carried out in a university as a PhD or as practice-based research. Again, it is important to point out that the requirements for awarding a doctorate varies from country to country, thus entry levels should be checked by the PhD applicant in the country in which the application is made.

The Recognition Programme

It was decided at the 2020 general assembly, on the recommendation from the working group on education, that ECIA recognition program should be discontinued.

There was very little demand from European educators and universities, as most education institutions have national accreditation systems.

In addition, the working group found that the recognition programme was difficult to administer and that the ECIA as an organisation did not have the competence or capacity to make a proper evaluation of the curriculum of those Universities that applied for ECIA recognition.

The ECIA board could see more value in helping the national organisations to establish their own national accreditation and registration programmes and a new working group within the ECIA has been set up to this end.

¹ Fundamental studies of space conducted by philosophers, where human existence is connected primarily to space, appeared in the 1960s when the first English translations were published: G. Bachelard, *The Poetics of Space* (1958), O. F. Bollnow, *Human Space* (1963), chapter on space M. Merleau-Ponty, *The Phenomenology of Perception* (1962), preceded by M. Heidegger, *Being and Time* (1962). Juhani Pallasmaa's *The Eyes of the Skin – Architecture and the Senses* (1996) developed out of the collected work *Questions of Perception: Phenomenology of Architecture* (1994) and has become a basic text for the phenomenological treatment of architecture.

2. Interior Architecture: A definition

Context

Interior Architecture is about the relationship we have to the human-made spaces we live in and use through the course of our lives. The central theme of interior architecture is the human interaction with space. Contemporary critical spatial practice is created on three layers: physical space (perceived environment), mental space (imagined, designed & planned) and social space (human activities & communication). Interior Architecture is also defined by the concept of space design – space within the built environment, ephemeral space that appears and disappears, and meta-space that only exists in digital form.

Profession

The interior Architect profession acts as an agent in creating the world around us and specialises in producing aesthetically appropriate, compelling and successful spaces. The field of practise is to understand human needs and wills in relation to atmosphere, security and well-being with the responsibility for the future of the environment.

The discipline of Interior Architecture² interacts within the field of design, art and the applied arts, and operates in the field of Architecture.

Interior Architect

Cultural, social and environmental awareness and research are the fundamental competencies for the practice of Interior Architecture. Interior Architects create relevant environments for human activities. The methodology of adding to, interating, and making incremental adjustments are tools for developing a concept and testing form. The practice of Interior Architecture often engages work on already existing environments, where adaptive re-use and a knowledge of architectural strategies are necessary for re-designing existing space. Interior Architecture projects are also often part of new buildings, and here the ability to work in a cross professional team is essential. The process of design in Interior Architecture is based on critical thinking through design, the creative process and rethinking what has previously been understood. Creativity is not named specifically as a point in chapter 6 where the required competencies are described.

It is understood that creativity relates to an underlying set of competences present in several aspects of the interior architect profession.

² The ECIA is a professional interior architects' association. Therefore, the charter focuses on the profession and professional development of the field. In the introduction, the charter refers to the discipline of Interior Architecture to position its width, range and depth, but in the core text of the charter, any sentence or wording has a clear professional focus. This focus assumes a diverse and open field for the professional development of interiors architects, from design studios to companies, and from educational institutions to research centres.

3. Aims and objectives

The aims and objectives of the 2020 ECIA Charter of Interior Architecture Training are to define the training (knowledge, skills and attitudes) necessary for a qualified practitioner to fully understand the concept of spatial researcher and engage in the practice with a scientific, humanistic and academic (studying) approach to the discipline.

Interior Architecture training should ensure that qualified practitioners have proper professional competence in the field, including knowledge of technical systems and requirements and the ability to seek a balance between health, safety and ecology. They should also promote the cultural, intellectual, historical, social, economic and environmental context of interior architecture and comprehend their role and responsibility in society. One of the challenges in writing a European Charter for Education concerns the differences between the ECIA member countries and their requirements for entry to the profession. On the one hand, it is important to use, wherever regulation is possible, the standard and level for the profession that is described in the EU and implemented by the individual countries (for example, Germany). On the other hand, this level should also be used to encourage those countries where the profession is less regulated to adopt this standard. In this revision we use the last amendment of the EU directive as a reference³, see appendix D.

The first step in creating an upgraded model for Interior Architectural training was to use sociologists' and philosophers' approach, where space is defined in three conceptual areas: physical space (perceived environment), mental space (imagined, designed & planned) and social space (human activities & communication).

To reflect the complexity of an interior architect's training, an extended 3 dimensional model of Bloom's Taxonomy⁴ is used to create a hierarchy of training activities. The model visualises the area and depth of knowledge, as well as the skills and competences, expected at each of the three levels of training. The process of improving is more a matter of adding layers and increasing the depth of the cognitive process than simply learning new things.

In the discipline of Interior Architecture it is necessary to foster creation, discussion and reflection on the profession's theoretical corpus. The 2020 charter extended the description of requirements for higher education to a third level profession based on research (both expertise and PhD programmes).

The intention is that the 2020 charter's reference table and 3D models can be used as an inspiration to construct build up educational courses for Interior Architects at all three levels.

³ DIRECTIVE 2013/55/EU OF THE EUROPEAN PARLIAMENT AND OF THE COUNCIL
20 November 2013

⁴ REVISED BLOOM'S TAXONOMY:
Churches, A. 2012. Bloom's Digital Taxonomy.
<http://burtonslifelearning.pbworks.com/f/BloomDigitalTaxonomy2001.pdf>
<https://www.niallmcnulty.com/2017/11/blooms-digital-taxonomy/>
<https://www.celt.iastate.edu/teaching/effective-teaching-practices/revise-blooms-taxonomy/>
Site visited on 12.05.2020

4. Entry level to the profession of Interior Architect

4.1

The training of an Interior Architect focuses on the human relation to space. It must ensure at a minimum the acquisition of knowledge and skills in the following 6 areas: design and communication of interior space, use of design methodology in the research process, understanding architecture in an aesthetic and cultural context, understanding design from a human and social perspective, understanding the management and economic requirements of an interior project and insight into building technology and building regulations. The list of competences in paragraph 4.2 are areas of competence that professional practice considers important to the training of an Interior Architect. At the same time it is also understood that it is unlikely that any single student will become competent in all of these areas. The intention is for individual universities to choose which of these areas they will focus on when planning their bachelor and master degrees.

4.2

The training must therefore ensure the acquisition of the following:

1. A critical understanding of, and ability to critically think about, design principals and an ability to express them through design and other media including verbal communication. (Gestaltungskompetenz)
These skills can include crafting and artistic skills such as, sculpting, drawing, painting.
2. An awareness of the social and ethical responsibility in the profession of Interior Architecture.
Under this point a knowledge of the UNs 17 Sustainable Development Goals is essential.
The following goals are particularly relevant to the profession of interior architecture:
 - Goal 3 - Good Health and Well-being
 - Goal 9 – Industry, Innovation and Infrastructure
 - Goal 11 – Sustainable Cities and Communities
 - Goal 12 – Sustainable Consumption and Production
 - Goal 13 – Climate change
 - Goal 15 – Life on Land
 - Goal 17 – Partnerships for the Goals
3. Familiarity with critical reflection and the practice of the designerly way of thinking.
4. Knowledge of the principles of building processes
5. Familiarity with research methods for everyday design problem and knowledge of the differences within scientific research methods.
6. A critical understanding of the history, theory and aesthetics of Interior Architecture, Architecture and related arts.
7. KA knowledge of the principles of Interior Architecture theory.
8. Familiarity with the code of ethics and environmental ethics in the area of activity in the profession.
9. A basic knowledge of ergonomic principles, inclusive architecture and user related design.
10. Familiarity with social and anthropological models used to create user centred projects.
11. Basic knowledge of the processes in projects and buildings and familiarity with management, project leadership, finances and their organisation.
12. An understanding of the technical demands and technology of constructions.
13. A basic understanding of building laws and regulations.
14. The ability to characterise and distinguish different types of buildings.
15. The ability to characterise spaces, building structures, materials and their lifecycles in ecological and economic factors.

5. Structure of the training

Admission requirements for educational courses

Schools offering course studies in Interior Architecture recruit candidates with university admission. Students must have the minimum academic level required by the school to enter a bachelor (1. Level) study. Admission of candidates is subject to an evaluation based on the level of general education, as well as motivation and specific aptitudes for the practice of Interior Architecture. This evaluation may take place upon entrance to the educational institutions and/or during the first year of study. It is up to the schools to define this evaluation.

Structure of education and practice requirements

The ECIA charter refers to “a Taxonomy for Learning, Teaching, and Assessing. A Revision of Bloom’s Taxonomy of Educational Objectives”.⁵ This taxonomy provides a framework for determining and clarifying learning objectives.

The ECIA as a professional organisation does not define learning objectives but rather thresholds for the entry to the profession.

The Bologna Declaration (1999) defines three consecutive levels in higher education⁶. These are used in the entry level to the profession as described in Chapter 4 of this charter.

The first level qualifies as a Bachelor of Science or Bachelor of Arts in Interior Architecture.

The second level builds consecutively on the first level and qualifies as a Master of Science or a Master of Arts in Interior Architecture.

In Britain and Ireland a BA Hons carrying 240 ECTS is accepted as the minimum academic requirement for entry to the profession. Here it is recommended that the missing years of education are supplemented with documented practice.

The third level consists of two parts:

Part one - a two year period of professional traineeship or practice experience supervised by a qualified mentor and documented to reflect this experience. This is a requirement in the countries where the profession is registered and follows the 5 + 2 year model of the 2013 charter.

Part two - is an addition to 2020 charter and allows for a level of research beyond the entry level to the profession. This part of the third level follows the structure of the Bologna Agreement where the aim is to contribute to new knowledge within the profession and should result in a documented form that can be peer reviewed and should lead to profound expertise in the field of Interior Architecture. This could either be carried out in a university as a PhD or as research within practice of a practical nature.

⁵ Bloom, B. S.; Engelhart, M. D.; Furst, E. J.; Hill, W. H.; Krathwohl, D. R. (1956). Taxonomy of educational objectives: The classification of educational goals. Handbook I: Cognitive domain. New York: David McKay Company.

⁶ THREE-CYCLE SYSTEM
<http://www.ehea.info/page-three-cycle-system>
Site visited on 12.05.2020

Level 1 Equivalent to 180 ECTS

Level 1 is built as the base of a three level consecutive education in Interior Architecture.
At least three years on a full-time basis, at a university or comparable educational institution.
The curriculum, of which Interior Architecture is the principal component, must maintain a balance between theoretical and practical aspects of Interior Architecture.
A professional of Interior Architect is aware of the core of the profession, the human relation to space and can distinguish mental, social and physical space and orientate their work in these fields.
Level 1 leads to the first formal qualification in the profession.

Level 2 Equivalent to 300 ECTS

Level 2 builds consecutively on level 1 and consists of two years study on a full-time basis at a university or comparable educational institution.
The curriculum must maintain a balance between theoretical and practical aspects of Interior Architecture and guarantee the acquisition of the knowledge and skills as set forth in chapter 6 of this Charter.
A professional of Interior Architect is aware of the core of the profession, the human relation to space and can analyse and critical mental, social and physical space and orientate their theoretical and practical work in these fields.

Level 2 leads to a formal qualification in the profession.
The intention of the charter is that level 2 is required for the title of Interior Architect.

Level 3

Level 3 consists of two parts:
Part one - a two year period of professional traineeship or practice experience supervised by a qualified mentor and documented to reflect this experience.

Part two is an academic path that includes theory and research as postgraduate study and leads to the possibility of a PhD.
This level can also be carried out within practice.
The work should include a social dimension, gather knowledge and add something new to the existing knowledge in the profession and make it available and transferable to others within and outside the profession. The practitioner should be able to reflect independently in this work. The work should have a creative element and must be able to be explained.

NB! In some European countries supplementary practical training is needed to maintain membership in the national organisation of Interior Architects.

Lifelong learning

Interior Architecture training should never be considered as a finished process; Interior Architects should participate in the practice of life-long learning. Here we refer to the European Qualifications Framework EQF⁷, see Appendix D.

The aim of life-long learning is for an interior architect to continuously expand the knowledge, skills and competences in the three areas of the human relation to space (mental space, social space and physical space). Life-long learning is absolutely critical and should be understood as a part of their continuous training. ECIA encourages the member organisations to advocate continuing professional development as a prerequisite for continued membership in the professional body. Continuing professional development does not refer to formal education that leads to a more advanced degree but to a life-long learning process that maintains, enhances, or increases the knowledge and skills of Interior Architects. The post-graduate market for education has increased in the last 10 years and is an integral and important part of the available educational courses. It is also important for the further development of the Interior Architecture discipline.

Quality control

To assure the standard of the study programmes, the educational institution must have accredited their courses to include a system of continuous quality control. This should have a formal status and be transparent to staff and students as well as other relevant stakeholders. The quality control system should include a 'right of complaint'.

To ensure the quality of the Interior Architects programme, ECIA can recommend experts and peers for accreditation processes in all European countries.

⁷ European Qualifications Framework EQF
<http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=COM:2001:0678:FIN:EN:PDF>

6. Knowledge, skills and competences

To acquire the entry level of the profession as described in Chapter 4 of this charter subsequent steps in academic and practical training are required. Educational institutions in Europe offer a broad scope of Interior Architecture courses, with different content, length and degree levels. This chapter describes the competences necessary for Interior Architects to play an independent and self-assured role in their distinct field of the architectural and design professions.

The approach of the 2020 revision is from the perspective of professional practice, and the intention is that each educational institution will use these required competences to ensure that the student has the training and knowledge that enables Interior Architects to enter the profession or continue studies after the completion of obligatory training.

In this revision of the charter the field of Interior Architecture is categorised in a series of sets and subsets. The whole field of the profession is understood as the human relation to space. This field space can then be divided into three categories: physical space (perceived environment), social space (imagined, designed & planned) and mental space (human activities & communication). These categories are not clearly separated but the understanding of these three areas of space gives room for a wider interpretation of the profession.

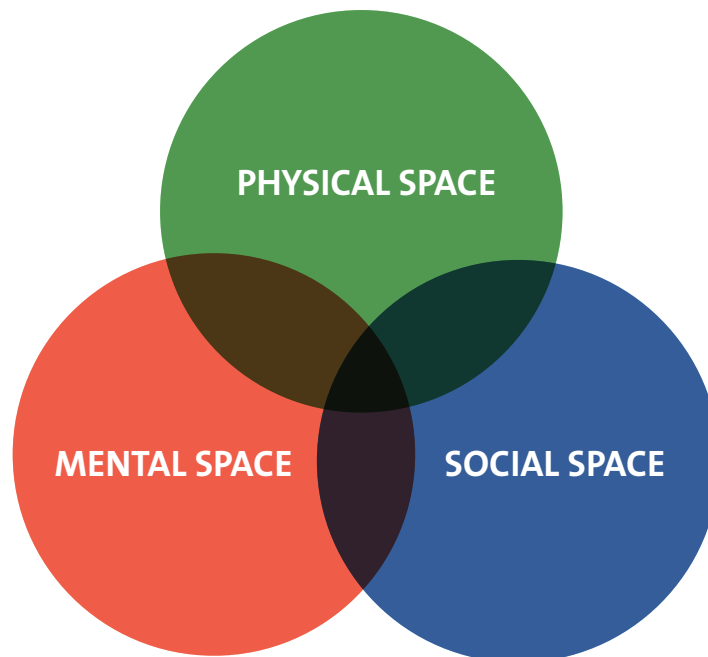


Diagram 1 shows the relationship of these three areas of space.

The six main sub areas of study and practice in the profession of Interior Architecture

- A. Acting and Design (Communication)
- B. Research
- C. Context (Aesthetics and Culture)
- D. Human and Social
- E. Business (Economics and management)
- F. Building (technology and regulations)

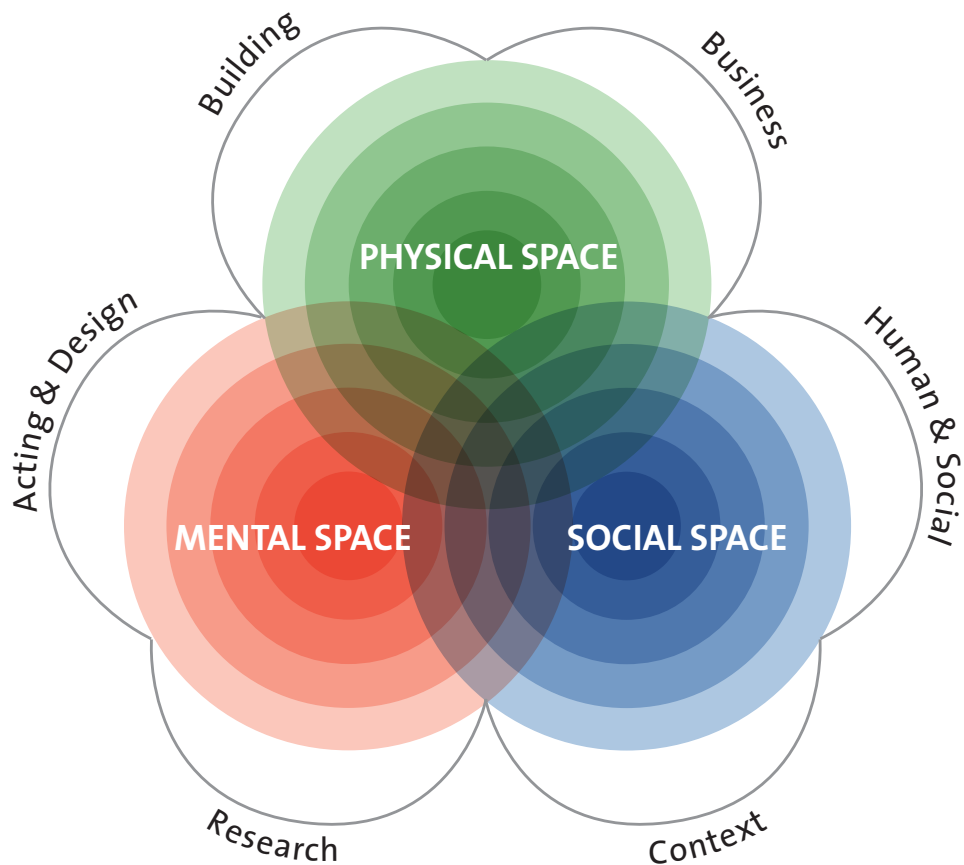


Diagram 2 shows the relationship of these three areas of space and the six sub areas of study and practice in the interior architecture profession.

The 15 points of competence in Interior Architecture

These 6 areas of study are divided into a further 15 points of competence. The training of an Interior Architect should cover all these 15 points of competence and they are applied at all three levels of study.

- Point 1 - Inner attitude
- Point 2 - Relational attitude
- Point 3 - Critical thought in design
- Point 4 - Building process
- Point 5 - Research methods
- Point 6 - External references
- Point 7 - Internal references
- Point 8 - Ethics
- Point 9 - Human dimension
- Point 10 - Social dimensions
- Point 11 - Project and building process
- Point 12 - Architectural construction
- Point 13 - Laws and Regulations
- Point 14 - Typology and Building
- Point 15 - Building Materials

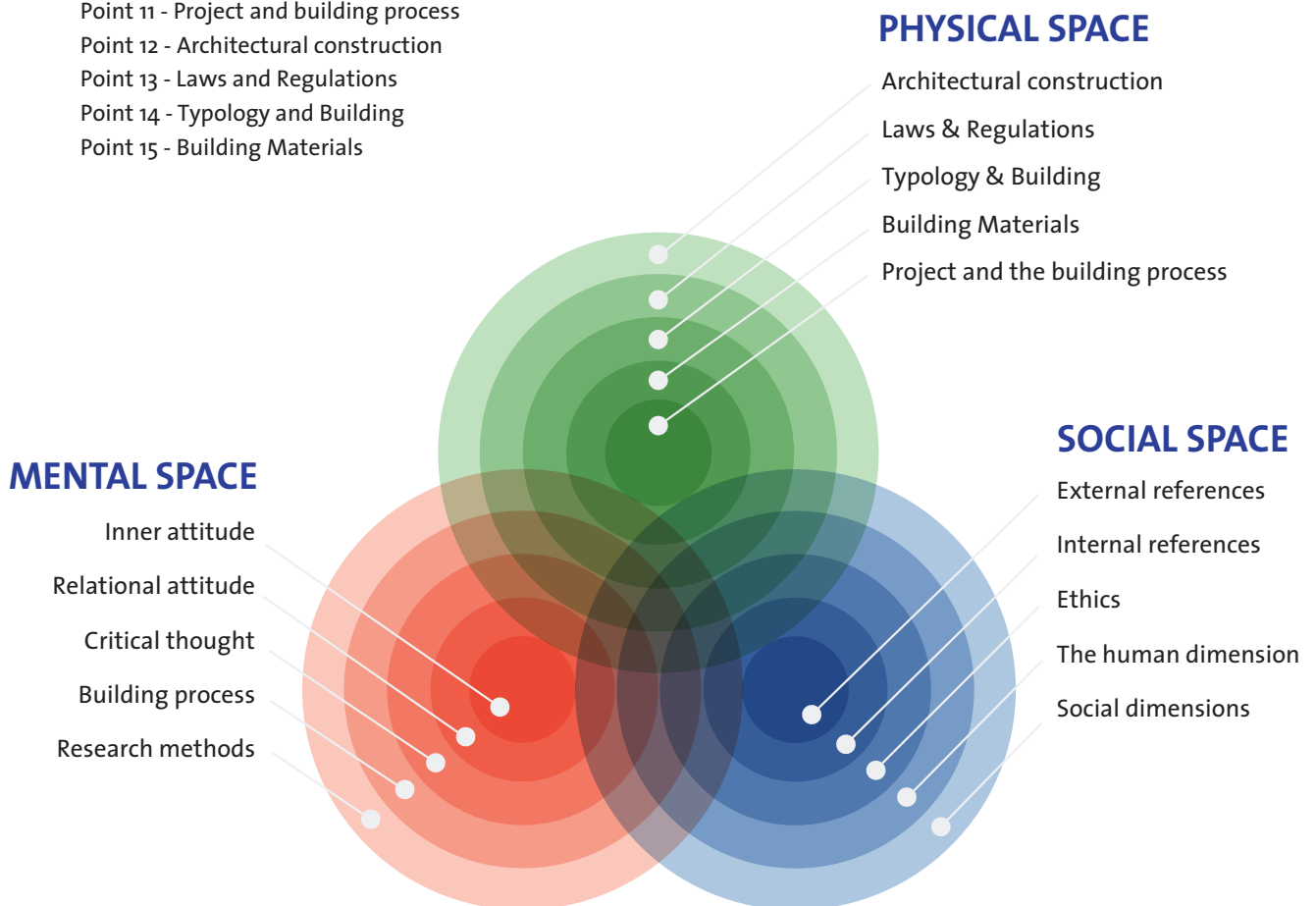


Diagram 3 shows the 15 areas of competence placed in the diagram.

In the following passages these 15 points of competence are described in more detail for each of the three levels of training for the profession of Interior Architecture.

Level 1 - Bachelor

Point 1 - Inner attitude

Design objects using knowledge of design principles and with understanding of the profession's architectural tools.

Express ideas visually and communicate form.

Use a sensory approach to materials and surfaces where haptics and auditive and olfactory senses are important additions to the visual sense.

Point 2 - Relational attitude

Have knowledge of professional ethical communication both within the profession and with other actors in the building industry.

Have knowledge of visual communication and architectural conventions in the production and presentation of drawings plans and tender documents.

Point 3 - Critical thought in design

Use the principles of a designly way of thinking and critical reflection in the development of conceptual and practical design projects.

Have basic knowledge of critical thinking in a design process to classify, define and understand interior architecture as a profession

Point 4 - Building process

Identify the basic skills needed to conceptualise, visualise and present an interior architecture project.

Have basic knowledge of the structure and development of an interior architecture project.

Point 5 - Research methods

Understand and apply design methods to achieve a project brief or find a solution for the project. In addition to the scientific research methods, be able to use competently the profession's classic research methods such as sketching, drawing, painting and sculpting.

Point 6 - External references

Understand the larger field of architecture, design theory and art history and the main art and design movements throughout the history of the built environment.

Recognise, discuss, identify and explain interior architecture within the wider context of architectural and art and design theory.

Point 7 - Internal references

Understand interior architecture theory and identify and discuss theory in relation to a specific project.

Use current interior architecture and design theory as a reference for personal design projects.

Point 8 – Ethics

Have knowledge of the applicable code of ethics. Identify and discuss theory in relation to a specific project. Have basic knowledge of the principles of sustainable design and how this can be recognised in the design process.

Have knowledge of social and economic guidelines regarding the work of an interior architect.

Point 9 - The human dimension

Understand anthropometry and implement this to create good spaces for the activities that the areas are designed for.

Understand universal design and inclusive architecture for all users and ages and be able to implement these in an interior architecture project.

Understand and implement ergonomic principles in an interior architecture project.

Point 10 - Social dimensions

Understand an interior architect's responsibility for creating a contemporary and appropriate built and social environment.

Have knowledge of the UN's 17 sustainable development goals and be able to implement these goals in architectural projects.

Understand and be able to implement the principles of relevant design to create appropriate spaces for liveable social interaction

Point 11 - Projects and the building process

Understand the financial constraints of a building project.

Understand the complexity and organisation of the many stakeholders involved in a building project.

Understand and be able to identify the organisation and management of an interior architecture project.

Point 12 - Architectural construction

Understand the construction systems, techniques and processes of a building.

Have basic knowledge of building technology.

Understand the technical demands of a building's different layers (site, structure, skin, services).

Point 13 - Laws and Regulations

Have basic knowledge of national regulations and standards within the area of interior architecture.

Apply basic building laws and regulations to a building project.

Understand and locate up to date information relating to national building regulations.

Point 14 - Typology and Building

Recognise and describe basic typological building characteristics.

Understand and classify the basic characteristics of different building typologies

and apply these in the rehabilitation of existing buildings.

Point 15 - Building Materials

Understand the life cycle of materials and composition of materials and be able to identify, classify and select suitable materials and suitable treatment of materials for an interior architecture project.

Analyse, select and use materials to achieve expected goals in relation to function, economics, aesthetics, maintenance and environmental impact.

Level 2 - Master

Point 1 - Inner attitude

Apply and combine design principles to create new ideas.

Relate to design and develop new concepts using experiments, iteration and prototypes.

Investigate, construct and create new ideas using the collective knowledge of design.

Point 2 - Relational attitude

Use visual and verbal communication at an advanced level to describe ideas and technical solutions.

Evaluate and relate ethical responsibility in work with clients and other stakeholders in the building industry.

Use a sensory approach to materials and surfaces where haptics and auditory and olfactory senses are important additions to the visual sense.

Point 3 - Critical thought in design

Analyse and critically reflect on the design process in relation to a project and create new connections between different positions in the field.

Argue for new ideas with reference to established thinking within the profession.

Point 4 - Building process

Have advanced knowledge to implement the practical skills needed to execute the functional and aesthetic ideas behind an interior architecture project.

Implement the wider field of crafts and skills used to plan and present an interior project.

Combine skills from other fields (historical epochs and geographical areas) to create new insights within the field of interior architecture.

Point 5 - Research methods

Differentiate, abstract and concretise inputs and outputs in complex design processes.

Determine, operate and even transform design methods.

Apply scientific research methods.

In addition to the scientific research methods, be able to develop and research the profession's classic research methods such as sketching, drawing, painting and sculpting.

Point 6 - External references

Analyse the broader field of art and design and architecture theory to judge and evaluate the built environment.

Critique and appraise personal projects from the wider perspective of architecture and design theory.

Point 7 - Internal references

Analyse, contrast and critique interior architecture theory.

Experiment with interior architecture theory when developing a project.

Create new spaces that challenge current interior architectural theory.

Point 8 – Ethics

Use and interpret the ethical guidelines of the profession in architectural and design projects.

Create new functional and ethical solutions to interior projects from the perspective of environmentally responsible design.

Work in a multi-professional team with environmental design as the main focus to create change.

Develop real and theoretical projects with ethical and environmental values as the main driving force to create systemic change.

Point 9 - The human dimension

Evaluate the principles of design and user functionality in complex architectural and design projects.
Analyse, examine and test new ideas with regard to health and safety and inclusive architecture.

Point 10 - Social dimensions

Argue and create proposals for good architecture and human space to stimulate interaction between the space's users.
Evaluate, examine and test the role of interior architecture in a wider social and economic perspective.

Point 11 - Projects and the building process

Schedule, organise and document a design project using the appropriate drawing and design tools.
Estimate, compare and balance the costs and benefits of interior architectural interventions.

Point 12 - Architectural construction

Implement the knowledge of building construction to experiment with form and structure in new or existing buildings.
Evaluate and argue for the use of new technology and materials in an interior architecture project.

Point 13 - Laws and Regulations

Understand and apply the regulatory steps necessary to achieve planning approval.
Understand the roles of related professions (other consultants) whose competence is required to make a successful building application.

Point 14 - Typology and Building

Analyse and apply knowledge of building types to create a desired aesthetic or functional effect.
Imitate building typologies in adaptive re-use of buildings or in new building projects to create new interactive spaces.
Analyse existing building typologies and combine these in a design process to develop a new understanding of the built environment.

Point 15 - Building Materials

Deconstruct and investigate materials' properties to develop new applications and apply these materials in a new context.
Experiment on and evaluate materials' characteristics and life cycles.
Be aware of the potentiality of new materials and production processes.

Level 3 - Expertise & PhD

Point 1 - Inner attitude

Create new expression, reflect on and develop new ways of communicating form and ideas.
Carry out critical self - reflection when working on aspects of the profession of interior architecture.
Question the discipline and position it in the larger field of science and knowledge.

Point 2 - Relational attitude

Develop and formulate new areas of social responsibility within the profession.
Argue for changes in the ethical guidelines for the profession as a result of new knowledge or social change.
Reflect on thinking and design and personal creative work from a metacognitive perspective.
Develop and research a sensory approach to materials and surfaces where haptics and auditive and olfactory senses are important additions to the visual sense.

Point 3 - Critical thought in design

Assemble and formulate current thinking within the field of design
and use this knowledge to develop new aesthetic and functional form.

Point 4 - Building process

Integrate emerging technology and skills in the process to create new
and unexpected outcomes within the profession.

Point 5 - Research methods

Create new methods of research and presentation in practice-based research and discipline-based research.
Develop the core design methods of sketching, drawing, painting and sculpting as a means of documentation
and communication.

Point 6 - External references

Develop new interior architectural theory that can contribute to the wider debate within the profession.
Create new knowledge within the wider fields of arts, aesthetics, architecture and design.

Point 7 - Internal references

Contribute to new knowledge within the field of interior architecture theory.
Develop practice-based research to contribute to building interior architecture theory.

Point 8 – Ethics

Formulate arguments based on ethical codes to raise the level of action in the profession
in relation to ethical and environmental design.
Reflect on ethical and environmental issues and personal creative work from a metacognitive perspective.

Point 9 - The human dimension

Create exemplary interior architecture with health safety and well-being as the main focus.
Contribute to the field of interior architecture with written and visualised investigations
of space with inclusive architecture as the main focus.

Point 10 - Social dimensions

Construct new social models within an interior architectural context.
Question, investigate and formulate new approaches to the profession from a current
or emerging social perspective.

Point 11 - Projects and the building process

Carry out practice-based research and reflect on the nature of interior architecture management and economic issues.

Point 12 - Architectural construction

Deconstruct and investigate on a high level of abstraction in relation to architectural construction and technical demands.

Evaluate, analyse and implement new technology to create functional and aesthetic investigations and experiments.

Point 13 - Laws and Regulations

Reflect on thinking and design and personal work in relation to existing regulations from a metacognitive perspective.

Point 14 - Typology and Building

Formulate, construct and appraise contemporary buildings with reference to an established understanding of building typology.

Investigate building typologies from a historical and geographic perspective and use these to develop prototypes for new building typologies.

Point 15 - Building Materials

Analyse and investigate the origins, production, treatment and waste management of materials to gain insight into new areas of use.

Create new materials and design new production processes.

Appendices:

Appendix A - MATRIX

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Appendix D - MEMBERS OF THE WORKING GROUP

Appendix A - The matrix

The purpose of the matrix is to show in a tabular form the following:

The three types of space - Mental, Social and Physical.

The 6 areas of work- A - Acting B - Research C - Context D - Human & Social, E - Business F- Building.

There are 15 points describing competencies in each of the three levels of education - Bachelor, Master and Expertise & PhD. The matrix is reproduced here in this appendix in written form - It can also be found in its original tabulatory form which is easier to read and available on application from the ECIA.

Mental space

Acting & Design

INNER ATTITUDE

Design environments, ability to design, decision making, expression, to question

Level 1 - Bachelor

Design objects using knowledge of design principles and with understanding of the professions architectural tools.

Express ideas visually and communicate form.

Use a sensory approach to materials and surfaces where haptics and auditive and olfactory senses are important additions to the visual sense.

Level 2 - Master

Apply and combine design principles to create new ideas.

Relate to design and develop new concepts using experiments, iteration and prototypes.

Investigate, construct and create new ideas using the collective knowledge of design.

Level 3 - Expertise & PhD

Create new expression, reflect on and develop new ways of communicating form an ideas.

Carry out critical self reflection in working on aspects of the profession of interior architecture.

Question the discipline and position it in the larger field of science and knowledge.

Mental space

Acting & Design

RELATIONAL ATTITUDE

Professional ethics, social responsibility and communication

Level 1 - Bachelor

Have knowledge of professional ethical communication both within the profession and with other actors in the building industry.

Have knowledge of visual communication and architectural conventions in production and presentation of drawings plans and tender documents.

Level 2 - Master

Use visual and verbal communication at an advanced level to describe ideas and technical solutions.

Evaluate and relate the ethical responsibility in work with clients and other stakeholders in the building industry.

Use a sensory approach to materials and surfaces where haptics and auditive and olfactory senses are important additions to the visual sense.

Level 3 - Expertise & PhD

Develop and formulate new areas of social responsibility within the profession.

Argue for changes in the ethical guidelines for the profession as a result of new knowledge or social change.

Reflect on design and own creative work from a metacognitive perspective.

Develop and research a sensory approach to materials and surfaces where haptics and auditive and olfactory senses are important additions to the visual sense.

Mental space

Acting & Design

CRITICAL THOUGHT IN DESIGN

Critical reflection, designerly way of thinking

Level 1 - Bachelor

Use the principles of designerly way of thinking and critical reflection in the development of conceptual and practical design projects.

Have basic knowledge of critical thinking in a design process to classify, define and understand interior architecture as a profession.

Level 2 - Master

Analyze and critically reflect on the design process in relation to a project, and create new connections between different positions in the field.

Argue for new ideas with reference to established thinking within the profession.

Level 3 - Expertise & PhD

Assemble and formulate current thinking within the field of design and use this knowledge to develop new aesthetic and functional outcomes.

Mental space

Acting & Design

BUILDING PROCESS

Craft and hacking - small incremental changes or adaptations to change the system or the whole

Level 1 - Bachelor

Identify the basic skills needed to conceptualize, visualize and present an interior architecture project.

Have basic knowledge of the structure and development of an interior architecture project.

Level 2 - Master

Have advanced knowledge to implement the practical skills needed to execute the functional and aesthetic ideas behind an interior architecture project.

Implement the wider field of crafts and skills used to plan and present an interior project.

Combine skills from other fields (historical epochs and geographical areas) to create new insights within the field of interior architecture.

Level 3 - Expertise & PhD

Integrate emerging technology and skills in the process to create new and unexpected outcomes within the profession.

Mental space

Research

RESEARCH METHODS

Design methodology, difference between abstraction and concretization

Level 1 - Bachelor

Understand and apply design research methods to achieve a project brief or find a solution in the project.

In addition to the scientific research methods, be able to use competently the profession's classic research methods such as sketching, drawing, painting and sculpting.

Level 2 - Master

Differentiate, abstract and concretize inputs and outputs in complex design processes.

Determine, operate and even transform design methods.

Apply scientific research methods.

In addition to the scientific research methods, be able to develop and research the profession's classic research methods such as sketching, drawing, painting and sculpting.

Level 3 - Expertise & PhD

Create new methods of research and presentation in practice based research and discipline based research.

Develop the core design methods of sketching, drawing, painting and sculpting as a means of documentation and communication.

Social space

Context

EXTERNAL REFERENCES

Architecture and related arts, history and aesthetics

Level 1 - Bachelor

Understand the larger field of architecture and design theory and art history and the main art and design movements through the history of the built environment.

Recognize, discuss, identify and explain interior architecture within the the wider context of architecture, art and design theory.

Level 2 - Master

Analyze the broader field of art, design and architecture theory to judge and evaluate the built environment.

Critique and appraise personal projects from the wider perspective of architecture and design theory.

Level 3 - Expertise & PhD

Develop new interior architectural theory that can contribute to the wider debate within the profession and.

Create new knowledge within the wider fields of arts, aesthetics, architecture and design.

Social space

Context

INTERNAL REFERENCES

Interior architecture theory

Level 1 - Bachelor

Understand interior architecture theory and identify and discuss theory in relation to a specific project.

Use current interior architecture and design theory as a reference for personal design projects.

Level 2 - Master

Analyze, contrast and critique interior architecture theory.

Experiment with interior architecture theory when developing a project.

Create new spaces that challenge current interior architectural theory.

Level 3 - Expertise & PhD

Contribute to new knowledge within the the field of interior architecture theory.

Develop practice based research to contribute to build interior architecture theory.

Social space

Context

ETHICS

Code of ethics and environmental ethics

Level 1 - Bachelor

Have a knowledge of the applicable code of ethics.

Have a basic knowledge of the principles of sustainable design and how this can be recognised in the design process.

Have a knowledge of social and economic guidelines in the work of an interior architect.

Level 2 - Master

Use and interpret the ethical guidelines of the profession in architectural and design projects.

Create new functional and ethical solutions to interior projects from the perspective of environmentally responsible design.

Work in a multi professional team with environmental design as the main focus to create change.

Develop real and theoretical projects with ethical and environmental values as the main driving force to create systemic change.

Level 3 - Expertise & PhD

Formulate arguments based on ethical codes to raise the level of action in the profession in relation to ethical and environmental design.

Reflect on ethical and environmental issues and own creative work from a metacognitive perspective.

Social space

Human & Social

HUMAN DIMENSIONS

Safety, health and well being, inclusive architecture, user related design

Level 1 - Bachelor

Understand anthropometry and implement it to create appropriate spaces for the precise activities.

Understand universal design and inclusive architecture for all users and ages and be able to implement these in an interior architecture project.

Understand and be able to implement ergonomic principles in an interior architecture project.

Level 2 - Master

Evaluate the principles of design and user functionality in architectural and design complex projects.

Analyze, examine and test new ideas with regard to health and safety and inclusive architecture.

Level 3 - Expertise & PhD

Create exemplary interior architecture with health safety and well being as the main focus.

Contribute to the field of interior architecture with written and visualised investigations of space with inclusive architecture as the main focus.

Social space

Human & Social

SOCIAL DIMENSIONS

Understand social and anthropological models to create user space

Level 1 - Bachelor

Understand interior architects' responsibility for creating a contemporary and appropriate built and social environment.

Have knowledge of the UN's 17 sustainable development goals and be able to implement these goals in architectural projects.

Understand and be able to implement the principles of relevant design to create appropriate spaces for liveable social interaction.

Level 2 - Master

Argue and create proposals for good architecture and human space to stimulate interaction between the spaces users.

Evaluate, examine and test the role of interior architecture in a wider social and economic perspective.

Level 3 - Expertise & PhD

Construct new social models within an interior architectural context.

Question, investigate and formulate new approaches to the profession from a current or emerging social perspective.

Physical space

Business

PROJECT AND BUILDING PROCESS
Management, finance and organization

Level 1 - Bachelor

Understand the financial constraints of a building project.

Understand the complexity and organization of the many stakeholders involved in a building project.

Understand and be able to identify the organization and management of an interior architecture project.

Level 2 - Master

Schedule, organize and document a design project using the appropriate drawing and design tools.

Estimate, compare and balance cost and benefits of interior architectural interventions.

Level 3 - Expertise & PhD

Carry out practice based research and reflect on the nature of interior architecture management economic issues.

Physical space

Building

ARCHITECTURAL CONSTRUCTION

Technology and technical demands

Level 1 - Bachelor

Understand the construction systems, techniques and processes of a building.

Have a basic knowledge of building technology.

Understand the technical demands of a building's different layers (site, structure, skin, services).

Level 2 - Master

Implement the knowledge of building construction to experiment with form and structure in new or existing buildings.

Evaluate and argue for the use of new technology and materials in an interior architecture project.

Level 3 - Expertise & PhD

Deconstruct and investigate on a high level of abstraction in relation to architectural construction and technical demands.

Evaluate, analyze and implement new technology to create functional and aesthetic investigations and experiments.

Physical space

Building

LAWS AND REGULATIONS

Level 1 - Bachelor

Have basic knowledge of national regulations and standards within the area of interior architecture.

Apply the basic building laws and regulations to a building project.

Understand and locate up to date information relating to national building regulations.

Level 2 - Master

Understand and apply the regulatory steps necessary to achieve planning approval.

Understand the roles of related professions (other consultants) whose competence is required to make a successful building application.

Level 3 - Expertise & PhD

Reflect on thinking, design and personal work in relation to existing regulations from a metacognitive perspective.

Physical space

Building

TPOLOGY AND BUILDING

Level 1 - Bachelor

Recognize and describe basic typological building characteristics.

Understand and classify the basic characteristics of different building typologies and apply these in the rehabilitation of existing buildings.

Level 2 - Master

Analyze and apply knowledge of building types to create a desired aesthetic or functional outcome.

Imitate building typologies in adaptive re-use of buildings or in new building projects to create new interactive spaces.

Analyze existing building typologies and combine these in a design process to develop a new understanding of the built environment.

Level 3 - Expertise & PhD

Formulate, construct and appraise contemporary buildings with reference to established understanding of building typology.

Investigate building typologies from a historical and geographic perspective and use these to develop prototypes for new building typologies.

Physical space

Building

BUILDING MATERIALS

Characteristics, and life cycle of materials

Level 1 - Bachelor

Understand the life cycle of materials and composition of materials and be able to identify, classify and select suitable materials and suitable treatment of materials for an interior architecture project.

Analyze, select and use materials to achieve expected goals in relation to function, economics, aesthetics, maintenance and environmental impact.

Level 2 - Master

Deconstruct and investigate materials' properties to develop new applications and apply these materials in a new context.

Experiment on, and evaluate materials characteristics and life cycles.

Be aware of the potentiality of the use of new materials and production processes.

Level 3 - Expertise & PhD

Analyse and investigate the origins, production, treatment and waste management of materials to gain insight into new areas of use.

Create new materials and design new production processes.

Appendix B - ECIA general information

The European Council of Interior Architects is the representative body for European professional organisations in Interior Architecture and design. Founded in 1992, ECIA currently represents 16 members-national organisations, with over 14000 professionals Interior Architects/Designers.

ECIA provides a common platform for the exchange of information on best professional practice. It endorses minimal common standards of education and professional profile for the associated Interior Architects/designers in the member organisations.

The profession of interior architect enhances the full spectrum of interior architecture, which can be as much about furniture designs as small-scale architecture. The ECIA was established to intensify the European network of interior architects/designers and constantly develop and intensify the profession. This is accomplished through intensive communication about the profession, sharing views and maintaining a permanent dialogue with the members, partners, and sister organisations, institutions and the European parliament itself.

One of our tasks is to endorse minimal common standards of education and a professional profile for the associated interior architects/ designers of our member organisations. Furthermore, we wrote the ECIA Code of Conduct, a professional ethics that sets standards for the Associated Interior Architects/designers regarding their approach and responsibilities within the profession and towards clients, society, and the environment.

We intensively worked on these themes and developed our mission:

“ECIA is a European platform to represent and promote the qualified profession of interior architect/designer.”

The profession has various embeddings in the different member countries. These are different by law, type of protection, professional requirements and education. We thereby want to achieve a general recognition of the profession by the public and legislative bodies at the local, national and EU level. We embrace the diversity within the profession, but developed a vision in which:

“There is a common view of the profession of interior architects/designer as a vital part of society, culture and economics.”

We are committed to the wide cultural diversity in Europe.

ECIA Members

AinB - Associatie van Interieurarchitecten van België - Association des Architectes d'Intérieur de Belgique asbl - België - Belgium – Belgique

AIPi - Associazione Italiana Progettisti in Architettura di Interni - Italia - Italy - Italie

BDIA bdia - bund deutscher innenarchitekten- Deutschland - Germany – Allemagne

BAK – Bundesarchitektenkammer - Deutschland - Germany – Allemagne

BÖIA - Bund Österreichischer Innenarchitekten - Österreich - Austria – Autriche

BNI - Beroepsvereniging Nederlandse Interieurarchitecten - Nederland – the Netherlands – Pays Bas

BA - Bureau Architectenregister - Nederland - the Netherlands - Pays Bas

CFAI - Conseil Français des Architectes d'Intérieur - France

CGDI - Consejo General De Los Colegios Oficiales De Decoradores Diseñadores De Interior - España - Spain - Espagne

ESL - Eesti Sisearhitektide Liit - Eesti – Estonia - Estonie

FHI - Félag húsgagna - og innanhússarkitekta - Ísland - Iceland - Islande

MIDA - Malta Interior Design Association - Malta (observer member)

NIL - Norske interiør-arkitekters og møbeldesigneres landsforening - Norge - Noreg - Norway - Norvege

RAIA - Romanian Association of Interior Architects - Romania - (observer member)

SAR - Sveriges Arkitekter - Sverige - Sweden - Suede

SIO - Sisustusarkkitehdit - Finnish Association of interior architects - Finland

SBID - Society of British Interior Design - United Kingdom - Angleterre

VSI-ASAI - Vereinigung Schweizer Innenarchitekten/architektinnen Association Suisse des Architectes d'Intérieur Associazione Svizzera degli Architetti d'Interni - Schweiz - Suisse - Svizzera - Switzerland

Appendix C - Resources and further reading

Fachliche Kriterien für die Akkreditierung von Studiengängen der Innenarchitektur
3. Auflage 2018

This is also available in English.

Special Standards for the Validation of Interior Architecture Study programmes:

Manual Interior architecture, third edition – 2018151.34 kB

Translation: Caroline Ahrens, Hamburg, info@caroline-ahrens.de

www.asap-akkreditierung.de

Site visited on 12.05.2020

EUROPEAN COMMISSION:

Directorate General Internal Market and Services

DIRECTIVE 2013/55/EU OF THE EUROPEAN PARLIAMENT AND OF THE COUNCIL

Last revision Brussels, 20 November 2013

Amending Directive 2005/36/EC on the recognition of professional qualifications and Regulation (EU)

No 1024/2012 on administrative cooperation through the Internal Market Information System
(‘the IMI Regulation’)

https://ec.europa.eu/growth/single-market/services/free-movement-professionals/qualifications-recognition_en

Site visited on 12.05.2020

COUNCIL RECOMMENDATION of 22 May 2017 on the European Qualifications Framework for lifelong learning and repealing the recommendation of the European Parliament and of the Council of 23 April 2008 on the establishment of the European Qualifications Framework for lifelong learning (2017/C 189/03)

<https://www.cedefop.europa.eu/en/publications-and-resources/publications/9065>

<http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=COM:2001:0678:FIN:EN:PDF>

Site visited on 12.05.2020

BOLOGNA PROCESS:

Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG). (2015). Brussels, Belgium.

http://enqa.eu/wp-content/uploads/2015/11/ESG_2015.pdf

Site visited on 12.05.2020

European Higher Education Area and Bologna Process

<http://www.ehea.info/>

Site visited on 12.05.2020

THREE-CYCLE SYSTEM

<http://www.ehea.info/page-three-cycle-system>

Site visited on 12.05.2020

INTERNATIONAL:

International Union of Architects (UIA):

UIA Accord on Recommended International Standards of Professionalism in Architectural Practice

Adopted by the XXI UIA Assembly

Beijing, China, June 28, 1999

Preamble Adopted by XXII UIA Assembly

Berlin, Germany, July 27, 2002

Ammended August 2014 at the XXVI General Assembly (Durban, South Africa)

Ammended September 2017 at the XXVII General Assembly (Seoul, South Korea)

https://www.uia-architectes.org/webApi/uploads/ressourcefile/412/uia_accord___updated_2017.pdf

Site visited on 12.05.2020

BLOOM'S TAXONOMY:

Bloom, B. S.; Engelhart, M. D.; Furst, E. J.; Hill, W. H.; Krathwohl, D. R. (1956). Taxonomy of educational objectives: The classification of educational goals. Handbook I: Cognitive domain. New York: David McKay Company.

A taxonomy for learning, teaching, and assessing : a revision of Bloom's taxonomy of educational objectives / editors, Lorin W. Anderson, David Krathwohl ; contributors, Peter W. Airasian ... [et al.]. New York: Longman; c2001

REVISED BLOOM'S TAXONOMY:

Churches, A. 2012. Bloom's Digital Taxonomy.

<http://burtonslifelearning.pbworks.com/f/BloomDigitalTaxonomy2001.pdf>

<https://www.niallmcnulty.com/2017/11/blooms-digital-taxonomy/>

<https://www.celt.iastate.edu/teaching/effective-teaching-practices/revised-blooms-taxonomy/>

Site visited on 12.05.2020

Appendix D - Members of the Working Group

Marianne Daepf (CH) Interior Architect in her own company. 2013 – 2019 board member of ECIA, former board member of VSI.ASAI. Former expert for (CTI – Swiss research and innovation fund) and former member of the governmental commission for the recognition of the University of Applied Sciences and different Design and Architectural programs.

Albert Fuster i Marti (ES) Architect and PhD in History of Art and Architecture by ETSAB-UPC, Barcelona. He is Academic Director of ELISAVA, Barcelona School of Design and Engineering since 2014 and has lectured in the history of art, design and architecture and project methodology at various schools. He has collaborated with the Ferran Adrià and elBulli team since 2013 in the project for the new creative lab in the elBulli restaurant in Cala Montjoi (Catalunya). He is the Director of the Master in Creative Process by Elisava and elBullifoundation. He coordinates the platform Design for City Making with Ezio Manzini.

René Damian Pier (D) – Co-Owner of SCHIENBEIN PIER PARTG MBB INNENARCHITEKTEN, Stuttgart. Member of the Executive Board, Architects' Chamber Baden-Württemberg AKBW. Member of the board, Bund Deutscher Innenarchitekten bdia BW, Lecturer at Hochschule für Technik HFT International Master of Interior-Architectural Design (IMIAD). Consultant at AQUIN, accreditation agency.

Prof. Tüüne-Kristin Vaikla, PhD (EST) is a spatial researcher and an interior architect who explores the social and artistic dimensions of space. She holds the academic positions Head of Department at Interior Architecture/Faculty of Architecture/Estonian Academy of Arts & Interior Design/School of Architecture and Urban Design/ RMIT University Melbourne. She is editor-in-chief of the SISU-LINE Interior Architecture Research Journal, a board member of ECIA, a board member of ESL and founder/partner at VAIKLA Studio & Kordon Art Residency.

Jeremy Williams MNIL (NO) – Chair of the 2020 European Charter of Interior Architecture Training Working Group, a board member ECIA, a former board member of NIL (Norwegian Association of Interior Architects and Furniture Designers) and professor in Interior Architecture at Kristiania University College.