EUROPEAN CHARTER OF INTERIOR ARCHITECTURE TRAINING 2013

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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 (Germany, the Netherlands). Some other countries (Great Britain, Italy) 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 any feminine reference shall also apply to males.

**1          INTRODUCTION**

It is the aim of this Charter of Interior Architecture Training to serve as a reference document for the Interior Architecture profession and educational institutions to define objectives and scope of Interior Architecture training, and to describe the entry level to the profession.

The first version of this document, the "European Charter of Interior Architecture Education" was signed and published in 2000 by the ECIA member organizations.
In 2004 the ECIA member organizations agreed to implement common admission standards for individual membership of Interior Architects, based upon the "European Charter of Interior Architecture Education". Subsequently a guest membership was also introduced to support Associated Interior Architects when working, teaching or studying abroad.

In 2007 a complete revision of the original Charter was signed and published by the ECIA member organizations. This "European Charter of Interior Architecture Training 2007" was modeled on the Bologna Declaration[1], and based upon national and international standards and agreements on the entry level in the interior architectural and design professions.
In 2009 ECIA introduced a European Recognition Program for courses in Interior Architecture, offering educational institutions and graduates an international recognition based upon the "European Charter of Interior Architecture Training".

In this 2013 revision of the "Charter" the original objective to describe the entry level of the profession has not changed. The route to acquire the appropriate knowledge

and experience has been clarified with the introduction of a 3 part training structure. Parts 1 and 2, in this document referred to as 'education', reflect what is acquired through the academic study. Part 3, in this document referred to as 'practice', refers to a period of professional practical experience under external guidance. The combination of 'education' and 'practice' is referred to as 'training', used to describe the full competence of an Interior Architect gained through both education and practice.

[1] 'Bologna Declaration' Joint declaration of the European Ministers of Education, 1999

## 2            INTERIOR ARCHITECTURE, A DEFINITION

In 1983 the IFI, International Federation of Interior Architects, formulated the definition of the Interior Architect as follows;

*"Qualified by education, experience and applied skills, the professional Interior Architect/Designer accepts the following responsibilities:*
*identify, research and creatively solve problems pertaining to the function and quality of the interior environment*
*perform services relating to interior spaces including programming, design analysis, space planning, aesthetics and inspection of work on site, using specialized knowledge of interior construction, building systems and components, building regulations, equipment, materials and furnishings*
*prepare schematics, drawings and documents relating to the design of interior space, in order to enhance the quality of life and protect the health, safety, welfare and environment of the public."* [2]

The profession of Interior Architecture is classified in the ISIC[3] and NACE[4] classification system, where the definition of Interior Architects services reads as follows:

*"This industry comprises establishments primarily engaged in planning, designing and administering projects in interior spaces to meet the physical and aesthetic needs of people using them, taking into consideration building codes, health and safety regulations, traffic patterns and floor planning, mechanical and electrical needs, and interior fittings and furniture. Interior Designers and Interior Design consultants work in areas, such as hospitality design, health care design, institutional design, commercial and corporate design, and residential design."* [5]

The objective of Interior Architecture training is to prepare professionals to perform this role in society. This requires creative talent combined with a methodological and functional expertise, and is founded on knowledge of specific areas within the humanities and the applied sciences and techniques.

[2] Revised version as per IFI website www.ifiworld.org 2012
[3] ISIC, International Standard Industrial Classification, Rev. 4, 2008. United Nations Statistical Commission
[4] NACE, "Nomenclature statistique des activités économiques dans la Communauté Européenne", EC Regulation 1893/2006
[5] Source: NAICS, North American Industry Classification System 2012, code 541410

**3**         **AIMS AND OBJECTIVES**

The aims and objectives of the ECIA Charter are to define the skills and the training necessary for a qualified practitioner to competently engage in the profession as of Interior Architecture and by doing so to provide a guideline for the curricula development in the educational institutions.

Interior Architecture training should ensure that qualified practitioners have proper professional competence in Interior Architecture, including knowledge of technical systems and requirements as well as consideration of health, safety and ecological balance; that they understand the cultural, intellectual, historical, social, economic and environmental context of Interior Architecture; and that they comprehend the Interior Architects role and responsibility in society.

It is the aim of an Interior Architecture teaching program to develop the student's sensibilities, knowledge, intellect and skills, all of which should be fused into the ability to design and plan interior space. The inevitable division of a program into areas of knowledge and the subdivision into courses, subjects or topics carries the risk of a fragmentation of the program into separate entities in which the individual outlook and paradigms of teachers of different specialization and background prevails. An Interior Architecture course should be organized in such a way that individual teaching subjects and research activities become interdependent and interwoven.

Schools will differ in the amount of emphasis they put out on areas of knowledge and skills and the associated courses and subjects. Within a Bachelor and Master

level course not all the areas of specific competences, knowledge and skills can be studied at the same depth as the time-consuming development of sensibilities must take place. While the ambition to serve as a general practitioner may still exist, some degree of specialization has become almost inevitable, especially in the advanced level of education. A mixture of compulsory and elective courses may be composed according to the needs arising, and the opportunities presented in different countries.

Some schools may put relative emphasis on interior design at a conceptual level, while others concentrate on spatial and architectural design, often with attention to construction details and specifications. This emphasis also depends on the role of the Interior Architecture and assignments for Interior Architects in different countries. However, the role of the profession as a whole is to span all the skills of operation in planning and design.

Construction is a global industry that influences all architectural related subject areas. A training in Interior Architecture should ensure the achievement of employment related skills that are flexible and transferable to career opportunities in an international context.

The primary objective of the training is to develop a high level of individual ability supported by technological, cultural and critical studies. It is the responsibility of individual Schools of Interior Architecture to organize their course outline, according to circumstances, in a specific way within the overall structure presented in this "European Charter of Interior Architecture Training".

**4        ENTRY LEVEL TO THE PROFESSION OF INTERIOR ARCHITECT**

**4.1**        The training of an Interior Architect has to ensure at least the acquisition of the ability to design interiors that meet aesthetic, functional and technical demands.

**4.2**        The training therefore must ensure the acquisition of:

a.        critical understanding of the history and theory of Interior Architecture, Architecture and related arts, technology and human sciences;

b.        appropriate knowledge of the design methodology for Interior Architecture and Architecture;

c.        skilfulness in the design of objects that interrelate man and space;

d.        appropriate knowledge of and understanding of the characteristics of building– and finishing materials;

e.        insight and skilfulness in involving the relationship between man and space in the design process through attuning the design to human needs and standards and with regard to environmental ethics;

f.        appropriate knowledge and insight in architectural construction and technical systems;

g.      appropriate knowledge of and insight in the factors that safeguard and further the safety, health and well-being of the users of buildings and interiors, and the related laws and regulations;

h.      insight in the profession of Interior Architect and the role of the Interior Architect in society and knowledge of professional ethics;

i.      appropriate knowledge of organizational, financial and legal aspects with regard to the design and the realization thereof;

j.      technical skills as a designer to fulfil the demands of the users of an interior within the limits of budget requirements, building codes and other related regulations;

k.      the ability to communicate a design in words, writing and pictures;

l.      insight in methods of research and preparation of projects and ability to plan and undertake research activity;

m.      appropriate knowledge and insight in procedures and processes of decision making.

5          STRUCTURE OF THE TRAINING

- **Admission requirements for educational courses**

Schools offering course studies in Interior Architecture recruit high school graduates who have obtained the Baccalauréat Degree in any major subject of their choice or, by special dispensations, students holding a secondary level leaving certificate.

Admission of candidates is subject to an evaluation based on level of general education, as well as motivation and specific aptitudes for the practice of Interior Architecture. This evaluation may take place upon entrance in the educational institutions and/or during the first year of study.

- **Education and practice requirements**

ECIA defines three levels in the training of Interior Architects, which must lead to the entry level of the profession as described in Chapter 4 of this Charter:

| Part 1 | 180 ECTS | 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 and guarantee the acquisition of the knowledge and skills as set forth in chapter 6, part 1 of this Charter. |
| --- | --- | --- |
| Part 2 | Min. 60 ECTS | At least one year 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, part 2 of this Charter. |
| Part 3 | Minimum one year if 300 ECTS acquired, two years if 240 ECTS acquired. | Professional Traineeship or practice experience supervised by a qualified mentor and documented, reflecting the experience as set forth in chapter 6, part 3 of this Charter. |

Note: Part 1 and Part 2 may be combined in one complete course over 4 or 5 years.

- **Lifelong learning**

Interior Architecture training should never be considered as a closed process; Interior Architects should demonstrate an attitude to life long learning. To keep abreast with new technologies, methods of practice and changing social and ecological

conditions, Interior Architects "shall strive to continually improve professional knowledge and skill. They shall only accept appointments that are within their competence of performance" [6] ECIA encourages it's member organizations to advocate continuing professional development as a prerequisite to continued membership in a professional body. Continuing professional development does not refer to formal education leading to a more advanced degree, but to a life-long learning process that maintains, enhances, or increases the knowledge and skills of Interior Architects. "Continuing education and training shall ensure that persons who have completed their studies are able to keep abreast of professional developments to the extent necessary to maintain safe and effective practice"[7].

• **Quality control**

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

Degrees and degree programs must be qualified and accredited according to formal national and international standards.[8] Accreditation serves to assure quality when implementing new (ex ante steering) degree programmes and also to monitor existing ones (ex post steering). According to national standards formal accreditation can be 'system-accreditation' or 'program-accreditation'.
ECIA encourages the involvement of acknowledged representatives from schools and universities and from the profession to work as expert peers in the accreditation process.

In addition to formal accreditation on a national level ECIA has established a recognition program to asses and recognize the implementation of this 'European Charter of Interior Architecture Training' in the curriculum and learning outcomes. ECIA Recognition gives a justly and equivalent appraisal of courses and diploma's in different European countries with different cultural and educational backgrounds. The assessment offers a unique opportunity to mirror the schools program to international standards and best practices and to discuss and evaluate the program with recognized independent experts in the field. More information can be found in the 'ECIA Recognition Program' brochure or at www.ecia.net.

[6] "ECIA Model Code of Conduct and Proferssional Ethics for Interior Architects, Article 1.2" Adopted by the General Assembly, Malmö Sweden, 2005
[7] "Directive 2005/36/EC of the European Parliament and the Council on the Recognition of Professional Qualifications" Article 22–b.
[8] "Standards and Guidelines for Qualification Assurance in the European Higher Education Area", European Association for Quality Assurance in Higher Education ENQA, 3rd Edition 2009

**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 level of theoretical knowledge, skills and competences and practical professional experience that enables Interior Architects to play their independent and self-assured role in their distinct field of the architectural and design professions.

The academic criteria are described as learning outcomes distinctive for Part 1 (typical degree: Bachelor of Arts, Bachelor of Science, minimum 180 ECTS) and Part 2 (typical degree: Bachelor with Honours, Master of Arts, Master of Science, minimum 60 ECTS additionally). The learning outcomes are described as cognitive competences (knowledge = *savoir*), functional competences (skills = *savoir faire*) and social and meta competences (competence = *savoir être*). The learning outcomes for Part 1 are divided in General Criteria and Discipline Specific Criteria to enable cross-over acquisition of study points from related fields such as architecture, design or fine-arts, or to a certain degree other studies such as business, humanities, sociology, cultural studies etc. The General Criteria are modeled after the Dublin Descriptors for a general design education.
The allocation of study points (ECTS) in a curriculum to the different learning outcomes defines the profile of an educational institute and is therefor (within boundaries of national guidelines and legislation) left to the institutes.
The professional experience period as described in Part 3 is recorded by the candidate and monitored by a mentor.

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**Part 1, General Criteria**

The graduate of an academic design study at a Part 1 education will demonstrate:

| | |
|---|---|
| **Part 1**<br>**Knowledge** | • General knowledge and understanding of historic and actual developments and theories of design, interiors, furnishings, architecture and related arts, technology and human sciences. |
| | • Understanding of design elements and principles. |
| | • General knowledge and understanding of material, spatial and technical conditions related to purpose of use and human conditions. |
| | • Knowledge and understanding of drafting and visualization techniques. |
| | • General knowledge and understanding of project management, estimating, budget management, coordination, time management, scheduling, and contract administration. |
| **Part 1**<br>**Skills** | • The ability for critical and analytical thinking in a visual and volumetric form. |
| | • Creative thinking (exhibit a variety of ideas, approaches, concepts with originality and elaboration). |
| | • The ability to continuously acquire knowledge, insights and skills regarding design, technology and the humanities. |
| | • Active listening skills leading to effective interpretation of requirements. |
| | • Critical insight into own working methods, processes and |

design outcome.

- Ability to document and file own works.

**Part 1**
**Competences**

- The ability to observe developments and trends in society.
- Ability to understand and creatively and constructively manage artistic and design principles and place them in a broader cultural and social perspective.
- Ability to prepare projects in adequate scale.
- Ability to understand the team nature of work and to purposefully and respectfully manage between the different roles, responsibilities and interests in the design and production process.
- Ability to complete the design process through collaboration between the Designer and the Client.
- Ability to express ideas clearly in presentations and critiques and to visualize concepts.

**Part 1, Discipline Specific Criteria**

In addition to the above-mentioned General Criteria, the graduate at a Part 1 education in Interior Architecture will demonstrate:

| | |
|---|---|
| **Part 1 Knowledge** | • An understanding of theories of human behaviour and ergonomic, universal design and human factors data. |
| | • Understanding and knowledge of elements and principles of spatial (3 dimensional) design. |
| | • Knowledge of principles, theories and systems pertaining to colour, light, acoustics and other sensory aspects. |
| | • General knowledge and understanding of building and interior products, materials, finishes, maintenance, and of the concept of sustainable building methods and materials and ecological aspects. |
| | • General knowledge and understanding of static and theory of strength of materials. |
| | • General knowledge of mechanical and electrical systems to ensure comfort, health and welfare of people, and the impact these systems have on the design of interiors. |
| | • General knowledge and understanding of codes, regulations and standards (including building codes), and the impact of fire- and life saving principles and accessibility requirements on space planning. |

**Part 1**
**Skills**

- Ability to produce and understand furnishings, fixtures, and equipment drawings and specifications.
- Ability to present colour, materials, and furnishings (for example, sample boards, collages, mock-ups, digital representations).
- Ability to communicate clearly in writing in specifications, schedules, contracts and other business-related documents.

**Part 1**
**Competences**

- Ability to identify client and user needs and their responses to the interior environment.
- Ability to prepare and present interior design projects and interior elements of diverse scale, complexity and type in a variety of contexts, using a range of media, and in response to a brief.
- Ability to prepare designs that meet user requirements and comply with appropriate performance standards, health and safety requirements and applicable legislation.
- Ability to integrate physical aspects (heat, moisture, light, sound, air) into the design and ability to cooperate with specialized consultants and contractors.
- An overview of the professional field, the market and the media.

**Part 2**

In addition to the acquisition of the criteria of Part 1, the graduate of a–study at a Part 2 education will demonstrate:

**Part 2**
**Knowledge**

- Knowledge and understanding of professional ethics and the role of ethics in the practice of Interior Architecture.
- Knowledge and understanding of environmental ethics and the role of sustainability in the practice of Interior Architecture.
- Specific knowledge and understanding of information gathering research and analysis.
- Understanding of product and material selections and specifications involving compliance with codes, life safety, building standards, bidding processes, sustainability guidelines, and universal design.
- Understanding of specifications, contract documents, tender procedures, permits, project management, delivery and completion (punch–list, user manuals and guarantees).
- Understanding of business processes and office management (marketing, strategic planning, financial management), certification, licensing, and registration requirements.
- General knowledge and understanding of legal aspects and regulations related to building and interiors.
- Knowledge and understanding of assessment processes (post–occupancy evaluation, productivity, area ratios, life cycle assessment).

**Part 2**
**Skills**

- The ability to engage imagination, think creatively, innovate and provide design leadership.
- Capability to apply methodological research to aspects of the professional field.
- Ability to research organisational and transformation processes.
- Knowledge and ability to independently identify and analyse data and requirements regarding purpose of use, including historical, cultural, actual, psychological, functional, ergonomic and technical aspects.
- Ability to research sensory perceptions in relation to perception of the interior and functional and emotional aspects of space.
- Competent skills in preparing drawings, schedules, and specifications as an integrated system of contract documents, appropriate to project size and scope.

**Part 2**
**Competences**

- Understanding of the relationship between human behavior and the built environment.
- Consciousness of and responsibility for the position of the profession and design in society.
- Understanding of the roles, relationships and responsibilities associated with the delivering of a professional design service.
- Ability to reflect in speech and in writing on the boundaries and challenges of the profession and on the own vision, specialism and technical capabilities.
- Global perspective and approach to thinking and problem solving (viewing design with awareness and respect for cultural and social differences of people; understanding issues that affect global

sustainability; understanding the implications of conducting the practice of design within a world market).

- Ability to assess designs on functionality and artistic values and to take in and subsequently justify design solutions relative to the goals and objectives of the project.
- Ability to contribute in cooperation with other designers or specialists from other disciplines and to communicate and negotiate on different levels with clients and other parties concerned
- Ability to play a professional role in assignments and public enquiries.

**Part 3, Professional Experience**

In addition to the acquisition of the qualifications of Part 1 and Part 2 in academic study, an Interior Architect will have completed a period of professional experience, in which he/she has gained experience and understanding in:

**Part 3**
**Experience**

- Professional conduct and ethics; attributes of integrity, impartiality, reliability and courtesy, role of professional organisations, networks etc.
- Acquisition, selection and legal position; tendering and contracting, fee calculation and negotiation, role division and collaboration, selection criteria, contracts and standard conditions, liability and insurance, copyrights.
- Budgeting and cost-control; insight in choices related to cost and value-for-money ratios, construction methods and contract variations, balancing costs, interests and impacts.
- Building codes, legal preconditions and procedures; knowledge of applicable rules and regulations and understanding of the forces determined by procedures, positions and responsibilities of parties involved.
- Specifications and tenders; understanding of contract documents as quality instrument, interpretation of performance requirements, adaptability, equivalence, quality assurance, guarantees and legal aspects, understanding of tender processes, calculation, collaboration methods, adjustments, estimates etc.

- Organisation and management; time-management, recording, planning and review, understanding of the own role and that of other disciplines, quality assurance, risk management, application of regulations and licenses, internal and external factors.

The professional experience can be gained in a Professional Traineeship or in self employment, but should always be supervised by a qualified mentor.
The course of the professional practice period is recorded in a logbook, which will be made available to the National Professional Organization and/or other stakeholders.

The logbook contains:

- Set-up and structure of the professional practice period
- Projects and events, and experiences and knowledge gained
- Evaluations and recommendations from mentor(s)
- Final report and evaluation by the author

**Appendix A**

**ECIA   GENERAL INFORMATION**

The European Council of Interior Architects is the representative body for the European professional organizations in Interior Architecture and Design. Founded in 1992, ECIA currently represents 17 members-National Professional Organizations, with over 7500 practicing Interior Architects.

ECIA provides a common platform for the exchange of information on best professional practices and has established common minimum standards of educational and professional profile for the Associated Interior Architects in the member organizations.

The national professional organizations of Interior Architects, associated in the European Council of Interior Architects, aim to build the framework for the recognition of the Associated Interior Architects as well trained professionals with high standards of ethics. We work to strengthen the professional profile by harmonizing educational and professional standards, and foster the exchange of students, educators and professionals. We seek to promote Interior Architecture as the expression of our cultural identity and ambition.

ECIA is the common voice of Interior Architects on European and international level, promoting this profession as a vital part of society and economy.

ECIA has the following objectives;

- to generally promote the profession of Interior Architecture.
- to be a representative body of members-national organisations to the EU and internationally.
- to promote study and research, the exchange of knowledge between members-national organizations.
- to cooperate with the European educational institutions with courses in Interior Architecture in defining, developing and evaluating the curricula in accordance with the best practice and high professional standards.
- to stimulate and promote educational exchanges between the member countries
- to define, promote and achieve the recognition of Associated Interior Architects in accordance with the best professional practice and standards of education.

**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**    Bund Deutscher Innen Architekten – *Deutschland – Germany – Allemagne*

**BÖIA**      Bund Österreichischer Innenarchitekten – *Österreich – Austria – Autriche*

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

**CFAI**      Conseil Français des Architectes d'Intérieur – *France*

**CGDI**      Consejo General De Los Colegios Oficiales De Decoradores Diseňadores De Interior – *España – Spain – Espagne*

**ESL**      Eesti Sisearhitektide Liit – *Eesti – Estonia – Estonie*

**FHI**      Félag húsgagna– og innanhússarkitekta – *Ísland – Iceland – Islande*

**IDI**      Institute of Designers in Ireland – *Éire – Ireland – Irelande*

**MIDA**      Malta Interior Design Association – *Malta*

**NIL**      Norske interiør–arkitekters og møbeldesigneres landsforening – *Norge – Noreg – Norway – Norvege*

**Sveriges Arkitekter** – *Sverige – Sweden – Suede*

**SIO**      Sisustusarkkitehdit Inredningsarkitekterna – *Suomi – Finland – Finlande*

**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*

**ZPAP**  Związek Polskich Artystów Plastyków – *Polska – Poland – Pologne*

**Appendix B**

**RESOURCES AND FURTHER READING**

This "European Charter of Interior Architecture Training 2013" does not stand on it's own. Many organizations and institutions both on national and international levels are striving to further the quality of Interior Architecture and Design and adjacent professions, and many papers, guidelines and standards have been published. Some of these papers served as a helpful source and contribution to compiling this document. We like to thank all authors and publishers of these documents, were we where not always able to contact them directly.

We encourage all to take notice of the following publications;

- "Fachliche Standards für die Akkreditierung von Studiengängen der Innenarchitektur", ASAP, 2000, 3rd edition 2004, also available in English.
  www.asap-akkreditierung.de
- The Netherlands: "Ruimte voor Verdieping" Platform Interieur, November 2008
  http://www.hbo-raad.nl/images/stories/competenties/interieurarchitectuur.pdf
- Belgium (Flemish part): "Interieurarchitectuur" Een onderzoek naar de kwaliteit van de academisch gerichte bachelor- en master opleiding Interieurarchitectuur aan de Vlaamse hogescholen, June 2012.
  http://search.nvao.net/files/5073e4bec3a13_rapport%20PHL%20ma%20Master%20of%20Science%20in%20de%20interieurarchitectuur.pdf
- Italian law on non regulated professions: Professioni non regolamentate: Legge 14.01.2013 n° 4 , GU 26.01.2013
  http://www.altalex.com/index.php?idnot=18000

- Spanish law on higher education in design: Contenido básico de las enseñanzas artísticas superiores de Grado de Diseño establecidas; cve: BOE-A-2010-895
  http://www2.fe.ccoo.es/andalucia/docu/p5sd7687.pdf
- "Professional Standards 2011" Council for Interior Design Accreditation,
  www.accredit-id.org
- National Council for Interior Design Qualification
  www.ncidq.org
- 'UNESCO-UIA Charter for Architectural Education', UNESCO/UIA Validation Committee for Architectural Education, revised edition 2011.
  www.uia-architectes.org
- 'UIA Accord on Recommended International Standards of Professionalism in Architectural Practice', Union Internationale des Architectes, third edition, 2006.
  http://www.uia-architectes.org
- The Architects Council of Europe web site:
  www.ace-cae.eu
- "ARB Criteria for the Prescription of Qualifications" Architects Registration Board UK, effective 2011/2012.
  www.arb.org.uk/importaint-arb-criteria
- "Directive 2005/36/EC of the European Parliament and of the Council on the recognition of professional qualifications" last revision 2011
  http://ec.europa.eu/internal_market/qualifications/policy_developments/legislation/index_en.htm
- "Recommendation of the European Parliament and of the Council on the establishment of the European Qualifications Framework for lifelong learning (April 2008)".
  http://ec.europa.eu/education/lifelong-learning-policy/eqf_en.htm

- "Interior Architects Crossing Borders", ECIA, 2003.
  www.ecia.net
- "Interior Design: the State of the Art", Round Table Conference Singapore, 24 juni 2006. IFI the International Federation of Interior Architects/Designers, 2007.
  www.ifiworld.org
- "The Interior Design Profession's Body of Knowledge and its Relationship to People's Health Safety and Welfare", 2010 Edition. Martin and Guerin, University of Minnesota.
  http://www.idbok.org/PDFs/IDBOK_2010.pdf
- "Att utbilda arkitekter" Sveriges Arkitekter, 2005.
  www.arkitekt.se/s12703/f1604
- "IFLA/UNESCO Charter for Landscape Architectural Education" Final Draft, September 2012. IFLA Europe, International Federation of Landscape Architects.
  http://europe.iflaonline.org
- "Shared 'Dublin' descriptors for the Bachelor's, Master's and Doctoral awards", Joint Quality Initiative informal group, 2004.
  http://archive.ehea.info/getDocument?id=2117
- Bologna Process, European Higher Education Area.
  www.ehea.info and http://ec.europa.eu/education/higher-education/bologna_en.htm
- "Standards and Guidelines for Quality Assurance in the European Higher Education Area", 3rd Edition 2009, European Association for Quality Assurance in Higher Education ENQA.
  www.enqa.eu

*Note: links to specific page URL's are subject to change; given URL's last visited March 2013*

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