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Abstract

Over the last ten years significant shifts have occurred within the architectural education environment in Europe. Is the Qualifications Directive still compatible with the new conditions that have emerged as a result of these changes? The article examines those characteristics of the Directive which have had a significant impact on the structure of architectural curricula in Europe. It also investigates the reforms that have taken place in curricula over the last ten years, as well as the new tendencies and dynamics observable in architectural education not only in Europe but also worldwide. These parallel mappings reveal a number of problems raised by the implementation of the Qualifications Directive in the new architectural context created by EU policies on higher education, as well as by the rapidly changing economy and its impact in our equally rapidly changing society. (HRK / Abstract übernommen)