



EUROPEAN CHARTER OF INTERIOR ARCHITECTURE TRAINING 2007

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1 INTRODUCTION

In 2000 the ECIA member organizations signed and published the first version of this document, the “European Charter of Interior Architecture Education”. It aimed to serve as a reference document for the Interior Architecture profession and educational institutes to define objectives and fields of Interior Architecture training.

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 introduced to support Associated Interior Architects when working, teaching or studying abroad.

The ‘Bologna Declaration’¹ introduced a Europe-wide harmonization of educational systems, including readable and comparable degrees, adopting a system of two main cycles (Bachelor/Master) and establishing a system of credits (ECTS). As a result Interior Architecture education in many European countries was reconsidered and revised, leading to the introduction of new Master courses and even PhD programs.

This document is a complete revision of the original “European Charter of Interior Architecture Education”. It aims to encourage the development of Interior Architecture training in Europe and to monitor and review their compatibility with the aims and standards of the European Council of Interior Architects and its member organizations.

¹ “Bologna Declaration” Joint declaration of the European Ministers of Education, 1999

2 INTERIOR ARCHITECTURE – Definition

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

"The professional Interior Architect/Interior Designer is a person, qualified by education, experience and recognized skills, who:

- *identifies, researches and creatively solves problems pertaining to the function and quality of the interior environment; and*
- *performs services relative 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; and*
- *prepares drawings and documents relative to the design of interior space, in order to enhance the quality of life and protect the health, safety and welfare of the public."*

The profession of Interior Architecture is classified in the ISIC² and NACE³ 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.”⁴

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 ISIC, International Standard Industrial Classification, rev. 4, 2006, United Nations Statistical Commission

³ NACE rev. 2, Statistical classification of economic activities, EC regulation 1893/2006.

⁴ Source: NAICS, USA 2002

3 EDUCATIONAL AIMS AND GOALS

The ECIA Internal Regulations, Article 11, effective as of January 1th, 2007, define the entry level to the profession as follows;

“(vi) All Interior Architects who are full members of a ECIA member organization, shall comply with minimum education standards as follows:

5 years of professional education in accordance with the ECIA “European Charter of Interior Architecture Education” plus 1 year of professional practice in an Interior Architects or Architects office, or as a self-employed Interior Architect, proven by employers recommendation letter or by portfolio

or:

4 years of professional education in accordance with the ECIA “European Charter of Interior Architecture Education” plus 2 years of professional practice in an Interior Architects or Architects office, or as a self-employed Interior Architect, proven by employers recommendation letter or by portfolio

or:

in the case of insufficient education, 1,5 year of professional practice is needed as a substitute for every year of missed education, proven by employers recommendation letter or by portfolio and checked by an admission committee of the national organization.”⁵

The consideration of Interior Architecture as a specific professional field implies specific studies and training for this field. The skills that Interior Architects must acquire have direct repercussions on this training. It is therefore necessary to define these skills before any attempt is made to establish a teaching curriculum.

Interior Architecture training should ensure that all graduates have knowledge and ability in Interior Architecture design, including 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. 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 independent 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 knowledge and skills can be studied at the same depth as the time-consuming development of sensibilities and skills 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.

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 2007"

⁵ Adopted by the ECIA General Assembly, 18 September 2004, Verona, Italy

4 KNOWLEDGE THEORY AND SKILLS

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.

The education therefore must ensure the acquisition of:

- a. appropriate knowledge 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;
- 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 and ability with methods of research and preparation of projects;
- m. appropriate knowledge and insight in procedures and processes of decision making.

5 **STRUCTURE OF THE TRAINING**

- **admission requirements**

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 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 establishments and/or during the first year of study.

- **the degree course**

The Bologna process has not yet led to a uniform structure of courses in Interior Architecture in Europe. Length of courses and level of degrees still vary.

The minimum entry level to the profession, as set in ECIA's general admission policy (see par. 3), requires a minimum training of 6 years, as set forth in this table:

ECIA minimum entry level	Year 8				PhD Interior Architecture				Professional practice			
	Year 7											
	Year 6				Professional practice				Professional practice		MA Interior Architecture	
	Year 5		10	30 ECTS	MA Interior Architecture		MA specialization					
			9	30 ECTS								
	Year 4		8	30 ECTS			MA Interior Architecture		BA (hons) Interior Architecture		BA Interior Architecture	
			7	30 ECTS								
	Year 3		6	30 ECTS	BA Interior Architecture		BA specialization					
			5	30 ECTS								
	Year 2		4	30 ECTS			BA Interior Architecture					
			3	30 ECTS								
	Year 1		2	30 ECTS							BA Interior Architecture	
			1	30 ECTS								

To validate the degrees Dublin descriptors⁶ are widely used as a reference for the required level of competences for Bachelors and Masters, but need to be translated into domain-specific competences. In addition to the domain-specific areas of knowledge and skills, as set forth in par. 4 of this document, the Dublin descriptors are cited here as the end-qualifications for the cycles.

- **the first cycle / Bachelor**

Qualifications that signify completion of the first cycle are awarded to students who:

- have demonstrated knowledge and understanding in a field of study that builds upon and supersedes their general secondary education, and is typically at a level that, whilst supported by advanced textbooks, includes some aspects that will be informed by knowledge of the forefront of their field of study;
- can apply their knowledge and understanding in a manner that indicates a professional approach to their work or vocation, and have competences typically demonstrated through devising and sustaining arguments and solving problems within their field of study;
- have the ability to gather and interpret relevant data (usually within their field of study) to inform judgements that include reflection on relevant social, scientific or ethical issues;
- can communicate information, ideas, problems and solutions to both specialist and non-specialist audiences;
- have developed those learning skills that are necessary for them to continue to undertake further study with a high degree of autonomy.

Bachelors in Interior Architecture are qualified for the level of prospective professional to act under supervision.

- **the second cycle / Master**

Qualifications that signify completion of the second cycle are awarded to students who:

- have demonstrated knowledge and understanding that is founded upon and extends and/or enhances that typically associated with Bachelor's level, and that provides a basis or opportunity for originality in developing and/or applying ideas, often within a research context;
- can apply their knowledge and understanding, and problem solving abilities in new or unfamiliar environments within broader (or multidisciplinary) contexts related to their field of study;
- have the ability to integrate knowledge and handle complexity, and formulate judgements with incomplete or limited information, but that include reflecting on social and ethical responsibilities linked to the application of their knowledge and judgements;
- can communicate their conclusions, and the knowledge and rationale underpinning these, to specialist and non-specialist audiences clearly and unambiguously;
- have the learning skills to allow them to continue to study in a manner that may be largely self-directed or autonomous.

Masters in Interior Architecture are qualified for the level of autonomous and/or executive professional, or for the level to act in a multidisciplinary environment.

- **practical training**

Professional learning involves both study in an academic institution and structured, monitored and assessed experience in the workplace. Professional practice is a versatile and diverse whole of knowledge, skill and understanding, of which principles and background can be taught at schools but for which skills and understanding must be acquired mainly in practicing. Professional training includes

practical training destined to familiarize aspirant Interior Architects with areas of creation and production as well as the professional world. ECIA's general admission policy (see par. 3) requires graduates to have completed at least one or two years of acceptable experience/training/internship. The objectives of this period of practical training are:

- to provide the opportunity to acquire basic knowledge and skill in the practice of Interior Architecture,
- to attain a broad range of experience in the practice of Interior Architecture, and
- to ensure the practices, activities and experience of this training period is recorded.

Aspirant Interior Architects should gain their experience under supervision. Supervisors are Associated Interior Architects or Architects and will be either the employer or the mentor to whom the trainee reports during each recorded period of experience.

- **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"⁷ ECIA encourages it's member organizations to advocate continuing professional development as a duty of membership. 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”⁸.

- **quality control**

Degrees and degree programs must be qualified and accredited according to national and international⁹ standards. Accreditation serves to assure quality when implementing new (ex ante steering) degree programmes and also to monitor existing ones (ex post steering). Accreditation will take place after review of the minimum standards for content and specialisation, the vocational relevance of the degree to be awarded and the coherence and consistency of the general conception of the degree programme. It will be awarded for a limited period of time within the frame of a transparent, formal and external peer review. Thus, the degree programme has to be reviewed after a certain time. The process of a peer review is steered by agencies, which are also reviewed through regular external evaluation. ECIA encourages the involvement of acknowledged representatives from schools and universities and from the profession to work as expert peers in the accreditation process. To this extend ECIA has established an active collaboration with ASAP, the German established Validation Organization for Study Programmes in Architecture and Planning.

⁶ Dublin descriptors, Joint Quality Initiative informal group, 23 March 2004

⁷ "ECIA model Code of Conduct and Professional Ethics for Interior Architects, article 1.2" Adopted by the General Assembly, Malmö, 2005.

⁸ "Directive 2005/36/EC of the European Parliament and the Council on the Recognition of Professional Qualifications, Article 22-b."

⁹ "Standards and Guidelines for Quality Assurance in the European Higher Education Area", European Association for Quality Assurance in Higher Education ENQA, 2007.

Appendix A

COMPREHENSIVE BODY OF KNOWLEDGE

In this section the required basic knowledge and skills are further developed and clarified. It is a non-limitative enumeration of competences and skills, offered as a resource handle to compile curricula and study programs. The order is by no means hierarchical; while all categories are important and indispensable, each establishment will assert its own character by emphasizing on certain fields of interest to develop.

- a. *appropriate knowledge of the history and theory of Interior Architecture, Architecture and related arts, technology and human sciences;*
- Critical, analytical, and strategic thinking.
 - General knowledge and understanding of historic and actual developments of the interior, furnishings, architecture and related arts, technology and human sciences.
 - Specific knowledge and understanding of historic and actual developments in art, culture and society and their correlation (cultural philosophy, social studies, history of art, history of architecture, history of Interior Architecture, domesticity, industrialisation, computerization).
 - Insight in traditions and theories of design and design composition, different approaches and perceptions of the design profession in a historical and in contemporary perspective, and philosophical views (particularly ethical and aesthetical).
 - Continuous acquiring of knowledge, insights and skills regarding new technologies, legislation, materials, processing and application, public involvement and professional views, and a capability to interpretation and application thereof in design assignments.

- Continuous acquiring of knowledge and understanding of applicable social legislation, civil law, building regulations and codes, standardization, copyrights, liability, administration, documentation, evaluation.
- Overview of the professional field, the market and the media.
- Capability to observe developments and trends in society and an attitude to further one's position.

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

- Ability to engage imagination, think creatively, innovate and provide design leadership.
- Understanding of design elements and principles.
- Understanding of theories of human behaviour in interior environments
- Ability to think visually and volumetrically.
- Creative thinking (exhibit a variety of ideas, approaches, concepts with originality and elaboration).
- Ability to creatively, inventively, constructively and alertly manage principles from artistic perception and place them in a broader cultural and social perspective.
- Capability to apply methodological research to aspects of the professional field.
- Knowledge and ability to independently identify and analyze data and requirements regarding purpose of use, including historical, cultural, actual, functional, ergonomic and technical aspects.
- Demonstrate a critical and inquisitive attitude towards the own work(-methods) and deploy findings to further develop one's oeuvre and professional position.
- Purposeful and respectful handling of the different roles, responsibilities and interests in the design and production process.
- Knowledge and understanding of the psychological aspects of collaboration of team members.
- Knowledge of colour principles, theories and systems and principles of lighting design.

- c. *skilfulness in the design of objects that interrelate man and space;*
- Ability to identify client and user needs and their responses to the interior environment.
 - Understanding of theories of human behaviour and human factors (for example, ergonomics, anthropometry/anthropometrics).
 - Ability to research sensory perceptions in relation to perception of the interior.
 - Ability to research functional and emotional aspects of space.
 - Ability to design custom interior elements (for example, case goods, floor patterning, textiles).
 - Ability to design or incorporate way-finding methods and graphic identification (such as signage).
- d. *appropriate knowledge of and understanding of the characteristics of building- and finishing materials;*
- General knowledge and understanding of building products, materials, and finishes; furnishings, fixtures, and equipment; and their attributes, properties, selection, specification, cost, application, installation, performance, and maintenance.
 - Specific knowledge and understanding of product and material selections and specifications involving compliance with codes, life safety, building standards, bidding processes, sustainability guidelines, and human needs, such as accessibility.
 - Understanding of products sources, costs and life-cycle costs, sustainability, energy-efficiency and recycling.
 - Ability to produce and understand furnishings, fixtures, and equipment drawings, specifications, and installation.
- 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;*
- Active listening skills leading to effective interpretation of requirements (for example, programming interviews, participatory critiques, role

- playing).
 - Ability to identify client and user needs, and identification of problems.
 - Understanding of the relationship between human behaviour and the built environment.
 - Understanding of the concept of sustainable building methods and materials and ecological aspects.
 - Understanding of the comfort and perception aspects of technical systems (HVAC, lighting, AV, sanitary equipment etc.) and the selection and application thereof.
- f. appropriate knowledge and insight in architectural construction and technical systems;*
- General knowledge and understanding of the construction aspects of remodelling, renovating or extension of existing buildings.
 - Specific knowledge and understanding of construction systems and methods (for example, wood-frame, steel-frame, masonry, concrete), power distribution systems, mechanical systems (HVAC, plumbing), energy management, data/voice telecommunications systems, lighting systems, ceiling systems, flooring systems (for example, raised, heated), security systems, acoustics.
 - Understanding of mechanical and electrical systems regarding the implementation in the design.
 - Understanding of installation methods (for example, carpet, resilient flooring, wall covering).
 - Understanding of material maintenance requirements.
- 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;*
- General knowledge and understanding of the impact of fire and life safety principles on space planning (for example, compartmentalization [fire separation], movement [stairwells, corridors, exitways], detection [smoke/heat detectors and alarm systems], suppression [sprinklers/fire

- hose cabinets].
- Specific knowledge and understanding of ergonomic and human factors data.
- Specific knowledge and understanding of accessibility and barrier-free design guidelines.
- Ability to integrate physical aspects, relating to contraction and finishes (heat, moisture, light, sound, air), into the design and ability to cooperate with specialized consultants and contractors.
- Understanding of the impact on health and welfare of indoor air quality, noise and lighting.
- Ability to select and apply colour in Interior projects.

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

- 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.
- 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 the sustainability of the planet; understanding the implications of conducting the practice of design within a world market).
- Keep up with social, cultural and economical developments, relate these to the own work(-method), and to the distinct attitude as designer.
- Reflects evocative in speech and in writing on the boundaries and challenges of the profession and the own vision, specialism and technical capabilities.
- Shows opinions on the position of the profession and design in society.
- Criticizes in a positive manner.

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

- General knowledge and understanding of codes, regulations and standards

- (for example, building codes).
 - General knowledge and understanding of legal aspects related to building and interiors.
 - Specific knowledge and understanding of office management, objectives and policies, operational management, financial management and continuous updating thereof.
 - Ability to contribute in cooperation with other designers or specialists from other disciplines
 - Documents and archives the work.
- 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;*
- General knowledge and understanding of estimating (for example, project costs, fees), budget management, coordination (managing input from various members of the project team), time management, scheduling, and contract administration.
 - General knowledge and understanding of codes, regulations and standards (for example, building codes).
 - Specific knowledge and understanding of information gathering research and analysis (functional requirements, code research, sustainability issues, etc.).
 - Specific knowledge and understanding of specifications, contract documents, tender procedures, permits, project management, delivery and completion (punch-list, user manuals and guarantees).
 - General knowledge and understanding of static and theory of strength of materials.
 - Ability to justify design solutions relative to the goals and objectives of the project program.
- k. the ability to communicate a design in words, writing and pictures;*
- General knowledge and understanding of visualization techniques, hand drawing, line drawing, technical drawing, projection and perspective, modelling, presentation techniques, elocution, CAD techniques, schematic

- design, concept development, and problem solving skills, including: concept statements, the ability to rapidly visualize concepts through sketching,.
- Specific knowledge and ability to apply 2-dimensional design elements and principles in Interior projects.
 - Specific knowledge and ability to apply 3-dimensional design elements and principles to the development of the spatial envelope (for example, volumes of space, visual continuity and balance, visual passages, interconnecting elements) and to communicate 3-dimensional space and form, such as in perspectives, paralines, and models (computer-generated or manual).
 - Specific knowledge and understanding of illustrative sketching, drafting and lettering, both manual and computer-aided techniques.
 - Ability to present colour, materials, and furnishings (for example, sample boards, collages, mock-ups, digital representations).
 - Ability to communicate through alternative presentation techniques (for example, audio, electronic, film, photography, slides, video).
 - Ability to express ideas clearly in oral presentations and critiques.
 - Ability to communicate clearly in writing (using correct spelling, grammar, and syntax) in specifications, schedules, and contracts and other business-related documents such as project programs, concept statements, reports, research papers, resumes, and correspondence.
 - Ability to assess the result on functionality and artistic values and to take in and subsequently justify implications of decisions and choices in a design.
 - Ability to promote the own work.

l. insight in and ability with methods of research and preparation of projects;

- General knowledge and understanding of documenting material, spatial and technical conditions related to purpose of use and human conditions.
- Specific knowledge and understanding of compiling competent schematic design, concept development, and problem solving skills, including: concept statements, the ability to rapidly visualize concepts through sketching, space planning (adjacencies, circulation, and articulation and shaping of space), information management (collecting and disseminating relevant project information).
- Competent skills in preparing drawings, schedules, and specifications as an integrated system of contract documents, appropriate to project size and

- scope and sufficiently extensive to show how design solutions and interior construction are related. These could include construction/demolition plans, power plans, lighting/reflected ceiling plans, finish plans, furniture, fixtures, and equipment plans, data/voice telecommunication plans, elevations, sections, and details, interior building specifications, furniture specifications, finish schedules, door schedules, etc.
- Professional discipline (for example, time management, organizational skills).
- m. appropriate knowledge and insight in procedures and processes of decision making.*
- General knowledge and understanding of decision making processes and employee and community participation.
 - General knowledge and understanding of conflict resolution (facilitating solutions to conflicting objectives).
 - Specific knowledge and understanding of business processes (for example, marketing, strategic planning, and accounting procedures), certification, licensing, and registration requirements.
 - Knowledge and understanding of assessment processes (for example, post-occupancy evaluation, productivity, area ratios, life cycle assessment).
 - Ability to research organisational and transformation processes.
 - Ability to manage the work process and find a balance in design activities and logistic, facilitating and communication activities; a fertile balance between artistic and favourable activities.
 - Ability to communicate and negotiate on different levels, executive and policymaking, with clients and other parties concerned, on organisational, financial and content aspects.
 - Ability to play roles in assignments and public enquiries.
 - Establishes contacts that are relevant for a network and is capable to maintain such network.

Appendix B

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 14 members–national 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 organisations 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 organisations.
- 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*
- CGDI** Consejo General De Los Colegios Oficiales De Decoradores Diseñadores De Interior *España - Spain - Espagne*
- FHI** Félag húsgagna- og innanhússarkitekta *Ísland - Iceland - Islande*
- IDI** Institute of Designers in Ireland *Éire - Ireland - Irlande*
- NIL** Norske interiør-arkitekters og møbeldesigneres landsforening *Norge - Noreg - Norway - Norvege*
- Sveriges Arkitekter** *Sverige - Sweden - Suede*
- SIO** Sisustusarkkitehdit Inredningsarkitekterna *Suomi - Finland - Finlande*
- FNSAI** Fédération Nationale des Syndicats d'Architectes d'Intérieur *France - France*
- 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 C

RESOURCES AND FURTHER READING

This "European Charter of Interior Architecture Training 2007" does not stand on its own.

Many organizations and institutions both nationally and international 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
- "Professional Standards 2006" Council for Interior Design Accreditation, www.accredit-id.org
- "NCIDQ Examination Study Guide", National Council for Interior Design Qualification, third edition 2005 www.ncidq.org

- UNESCO–UIA Charter for Architectural Education, UNESCO/UIA Validation Committee for Architectural Education, revised version 2005
www.uia-architectes.org
- UIA Accord on Recommended International Standards of Professionalism in Architectural Practice, Union Internationale des Architectes, third edition, 2006
www.uia-architectes.org
- “Directive 2005/36/EC of the European Parliament and of the Council on the recognition of professional qualifications” 7 September 2005
<http://register.consilium.eu.int/pdf/en/05/st03/st03627.en05.pdf>
- “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.ifeworld.org
- “The Interior Design Profession’s Body of Knowledge”, 2005 Edition. Martin and Guerin, University of Minnesota, 2006
www.careersininteriordesign.org/idbok.pdf
- “Att utbilda arkitekter” Sveriges Arkitekter, 2005
www.arkitekt.se/s12703/f1604
- “EFLA Common Education Platform” European Foundation for Landscape Architecture, 2004
www.efla.org
- “Shared ‘Dublin’ descriptors for the Bachelor’s, Master’s and Doctoral awards”, Joint Quality Initiative informal group, 2004
www.jointquality.org

- "Bologna Declaration" Joint declaration of the European Ministers of Education, 1999
www.bologna-berlin2003.de
- "Beroep: Interieurarchitect" Platform Interieurarchitectuur, 2007
www.bni.nl
- "Standards and Guidelines for Quality Assurance in the European Higher Education Area", European Association for Quality Assurance in Higher Education ENQA, 2007
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