

English unformatted translation of the validated questionnaire (in Spanish)

Questionnaire on Architectural Education for Sustainable Development

Jordi Martínez-Ventura ¹, Eduardo de-Miguel-Arbonés ¹, Carla Sentieri-Omarrementería ¹

¹ Departamento de Proyectos Arquitectónicos, Universitat Politècnica de València, 46022 València, Spain; jormarv4@upv.es (J.M.V.); emiguel@upv.es (E.M.A.); carsenom@upv.es (C.S.O.)

Note: The value of each variable is detailed next to each response option (in italic and parentheses). Notes can be found in square brackets along the document.

A. Presentation

During the last few decades, we have seen unprecedented progress in the world. However, the development model that has made this possible lies under the progressive degradation of our environment, the increase of inequality and the establishment of unsustainable consumption patterns.

To face these challenges, all countries throughout the world met at the headquarters of the United Nations (UN) in New York in 2015 and agreed on the "2030 Agenda". This agenda includes 17 Sustainable Development Goals (SDGs) that are to be achieved globally by 2030.

According to the International Union of Architects (UIA, by its French acronym), architecture interacts with each of these 17 Sustainable Development Goals and architects can contribute to achieve them through better buildings settlements, landscape architecture and urban planning.

According to the UN Sustainable Development Solutions Network (SDSN) and the Association of Spanish University Rectors (CRUE, by its Spanish acronym), universities have a key role in fulfilling this Agenda, through its integration within teaching, research and knowledge transfer, among other areas.

In order to promote the introduction of the 2030 Agenda in the training of future architects, the research project ARCHITECTURE OF THE FUTURE FROM ARCHITECTURAL EDUCATION TODAY aims to determine the state of architectural education in Spain regarding sustainable development.

The research tool used to assess this is the QUESTIONNAIRE ON ARCHITECTURAL EDUCATION FOR SUSTAINABLE DEVELOPMENT, which has been developed by doctoral student Jordi Martínez Ventura, who is part of the research group Proyecto Arquitectura (PAr) at Universitat Politècnica de València. This questionnaire has been developed with funding from the Ministry of Universities of Spain [grant number FPU15/05228].

The questionnaire is addressed to students who are studying their Qualifying Master's Degree in Architecture at Spanish architecture schools during the academic year 2020/2021.

Its purpose is to know:

- ☐ Your competencies related to architecture and sustainable development;
- ☐ Your perspective on your prior degree in architecture (Bachelor's Degree in Fundamentals of Architecture, Bachelor's Degree in Studies of Architecture or Bachelor's Degree in Fundamentals of Architecture and Town Planning);
- ☐ Some facts about you.

Your involvement is very important for us to provide information that allows different architecture schools to establish the necessary strategies to promote the introduction of sustainability in the training of future architects according to their particular situation, contributing to achieve the 2030 Agenda.

Your participation is voluntary and all the information you provide to us through it will be anonymous.

Thank you for your collaboration.

B. Privacy policy and informed consent

[Not shown]

C. Questions about your academic background

To begin, we would like to ask you about your studies in architecture:

C.1. *Where are you studying your Qualifying Master's Degree in Architecture?*

Please choose... [A drop-down list is shown with the following response options: IE University (0); Universidad de Alcalá (1); Universidad de Alicante / Universitat d'Alacant (2); Universidad de Granada (3); Universidad de Málaga (4); Universidad de Navarra (5); Universidad de Sevilla (6); Universidad de Valladolid (7); Universidad de Zaragoza (8); Universidad del País Vasco / Euskal Herriko Unibertsitatea (9); Universidad Europea de Canarias (10); Universidad Europea de Madrid (11); Universidad Europea de Valencia (12); Universidad Nebrija (13); Universidad Politécnica de Cartagena (14); Universidad Politécnica de Madrid (15); Universidad Rey Juan Carlos (16); Universidade da Coruña (17); Universitat de Girona (18); Universitat Politècnica de Catalunya (Barcelona) (19); Universitat Politècnica de Catalunya (el Vallés) (20); Universitat Politècnica de València (21); Universitat Ramon Llull (22); Other (23)]

[The questionnaire ends here if the answer "Other" is selected]

C.2. *What is your previous degree in architecture?*

- ☐ Bachelor's Degree in Fundamentals of Architecture (Bologna II) (0);
- ☐ Bachelor's Degree in Studies of Architecture (Bologna II) (1);
- ☐ Bachelor's Degree in Fundamentals of Architecture and Town Planning (Bologna II) (2);
- ☐ Other degrees (Bologna I, a Spanish degree prior to Bologna I or a degree from a foreign university) (3);
- ☐ I don't know (4).

[The questionnaire ends here if the answer "Other degrees" or "I don't know" is selected]

C.3. *Where did you study your <Answer to question C.2.>?*

Please choose... [A drop-down list is shown with the following response options: IE University (0); Universidad CEU Cardenal Herrera (1); Universidad de Alcalá (2); Universidad de Alicante / Universitat d'Alacant (3); Universidad de Granada (4); Universidad de Málaga (5); Universidad de Navarra (6); Universidad de Sevilla (7); Universidad de Valladolid (8); Universidad de Zaragoza (9); Universidad del País Vasco / Euskal Herriko Unibertsitatea (10); Universidad Europea de Canarias (11); Universidad Europea de Madrid (12); Universidad Europea de Valencia (13); Universidad Nebrija (14); Universidad Politécnica de Cartagena (15); Universidad Politécnica de Madrid (16); Universidad Rey Juan Carlos (Fuenlabrada) (17); Universidad Rey Juan Carlos (Aranjuez) (18); Universidade da Coruña (19); Universitat de Girona (20); Universitat Politècnica de Catalunya (Barcelona) (21); Universitat Politècnica de Catalunya (el Vallés) (22); Universitat Politècnica de València (23); Universitat Ramon Llull (24); Other (25)]

[The questionnaire ends here if the answer "Other" is selected]

C.4. *¿Did you study any ECTS credit from your <Answer to question C.2> in an institution which is different to <Answer to question C.3> and/or did you validate ECTS credits from other degrees?*

- ☐ Yes (0);
- ☐ No (1).

C.5. [Only showed if the answer to question C.4 is "Yes"] *Please specify how many ECTS credits did you study at any institution different to <Answer to question C.3> and/or how many credits did you validate from other degrees. (If you don't remember the exact number, you can indicate an approximate figure, considering that one academic year comprises 60 ECTS credits)*

[A textbox is shown to enter the answer]

D. Questions about your AESD learning outcomes

According to the Association of Spanish University Rectors (CRUE, by its Spanish acronym), sustainability or sustainable development refers to the search for environmental quality, social justice and an economy which is

equitative and viable in the long term. This includes a balanced process in which economic, social and environmental systems interact dynamically with each other.

In order to reach its aims, sustainable development advocates the need for a change in our world, which allows us to face our current challenges (environmental degradation, climate change, resource depletion, unemployment, poverty, inequalities, injustices, armed conflicts, etc.).

Architecture interacts with the economy, society and the environment in order to improve people's quality of life. However, as indicated by the International Union of Architects (UIA, by its French acronym), architecture can also have negative consequences on each of these factors.

According to the European Commission, in 2012 the European building sector was strongly affected by the economic and financial crisis of 2008. This revealed its limited capacity of innovation and the need to respond to new environmental demands.

According to the United Nations, in 2016, 90% of people who inhabit urban areas around the world breathed air that didn't comply with the maximum value of fine particles established by the World Health Organization. More than half were exposed to levels which are 2.5 times higher than this limit.

Also, as indicated by the International Agency of Energy, in 2018 the building sector was the largest worldwide consumer of energy and the main producer of carbon dioxide linked to energy consumption; surpassing all other industrial and transportation sectors.

This comes together with other challenges in the field of architecture, which are related to what our world is confronting today. This poses a major challenge in which our discipline can be aligned with sustainable development or not.

In order to contribute to face these challenges, architects need to acquire some competencies regarding architecture and sustainable development. This is why we would like to know your level of COMPETENCE in this scope.

Please answer the following related questions:

D.1. Regarding your GENERAL KNOWLEDGE LINKED TO SUSTAINABILITY AND ARCHITECTURE, indicate how much you agree or disagree with the following statements. (XX = Strongly disagree / X = Disagree / ✓ = Agree / ✓✓ = Strongly agree / DK = I don't know)

	XX	X	✓	✓✓	DK
a. I am acquainted with the concepts of «sustainability» or «sustainable development»	(0)	(1)	(2)	(3)	(4)
b. I am acquainted with different economic approaches which promote sustainable development (<i>circular economy, economics for the common good, social economy, ecological economy, etc.</i>)	(0)	(1)	(2)	(3)	(4)
c. I am acquainted with the roles, rights and duties of different stakeholders related to architecture – (<i>professionals, companies, administration, clients, users, community, etc</i>)	(0)	(1)	(2)	(3)	(4)
d. I am acquainted with the processes involved in the life cycle of projects and actions in the field of architecture – (<i>extraction and transportation of raw materials; production and distribution of components; building; use and operation; cleaning, maintenance and/or replacement; reuse, renewal or end of life; and use or disposal of waste</i>)	(0)	(1)	(2)	(3)	(4)
e. I am acquainted with the consequences of climate change on architecture – (<i>the impact it entails in it's benefits or operation; environmental, social and economic consequences of this impact; the capacity for constant adaptation or resilience which is required to adapt to continuous change in conditions; etc.</i>)	(0)	(1)	(2)	(3)	(4)

D.2. About your COMPETENCE REGARDING SOCIAL, ECONOMIC AND/OR ENVIRONMENTAL ISSUES OF PRESENT SOCIETY (environmental degradation, climate change, resource depletion, unemployment, poverty, inequalities, injustices, armed conflicts, etc.), both locally and globally; indicate how much you agree or disagree with the following statements: (XX = Strongly disagree / X = Disagree / ✓ = Agree / ✓✓ = Strongly agree / DK = I don't know)

	XX	X	✓	✓✓	DK
a. I know the main causes, consequences and stakeholders implied in these issues.	(0)	(1)	(2)	(3)	(4)

b. I know some international initiatives to approach them – (<i>Sustainable Development Goals (SGD) of the 2030 Agenda, Reports of the Intergovernmental Panel on Climate Change (IPCC), the New Urban Agenda of Habitat III, etc.</i>)	(0)	(1)	(2)	(3)	(4)
c. I am able to reflect critically on the different dimensions of sustainability (environmental, social and economic) within the analysis of a situation related to architecture – (<i>in the analysis of a site, of a program of needs, of different alternatives which are available to choose from, of an existing project or action, etc.</i>)	(0)	(1)	(2)	(3)	(4)
d. I am able to link a sustainability problem in the field of architecture with the methods and strategies used to face it – (<i>related to improvement of security, health, wellbeing, accessibility or sense of belonging; reduction of water, energy or material consumption; minimization of emissions, spills and waste; adaptation to climate change; improvement of biodiversity; economic viability; positive economic impact on society; etc.</i>)	(0)	(1)	(2)	(3)	(4)

D.3. About your COMPETENCE REGARDING THE ENVIRONMENTAL DIMENSION OF SUSTAINABILITY AND THE DEVELOPMENT OF PROJECTS AND ACTIONS IN THE FIELD OF ARCHITECTURE, indicate how much you agree or disagree with the following statements: (XX = Strongly disagree / X = Disagree / ✓ = Agree / ✓✓ = Strongly agree / DK = I don't know)

D.3.1. Regarding environmental impact of projects and actions in the field of architecture: (*impact on biodiversity; soil use and degradation; alteration of natural water cycles; resources and energy consumption; emissions, spills and waste; etc.*)

	XX	X	✓	✓✓	DK
a. I am acquainted with the basic environmental concepts related to architecture.	(0)	(1)	(2)	(3)	(4)
b. I am aware of the environmental impact of the stages that belong to the life cycle of projects and actions in the field of architecture — (<i>extraction and transportation of raw materials; production and distribution of components; building; use and operation; cleaning, maintenance and/or replacement; reuse, renewal or end of life; and use or disposal of waste</i>)	(0)	(1)	(2)	(3)	(4)
c. I am able to contribute to the improvement of the environment in projects and actions within the field of architecture, considering environmental criteria	(0)	(1)	(2)	(3)	(4)

D.3.2. Regarding the different metrics or tools used to measure and describe the environmental impact of projects and actions in the field of architecture: (*environmental footprint, environmental impact assessment or matrix, life cycle analysis, energy efficiency certificate, Nearly Zero Consumption Buildings certificate, Passivhouse certification, Certificación Verde — Spain Green Building Council certification —, LEED certification, BREEAM certification, DGNB certification, Level(s) reporting and evaluation framework, etc.*)

	XX	X	✓	✓✓	DK
a. I am acquainted with metrics or tools used to measure environmental impact	(0)	(1)	(2)	(3)	(4)
b. I know how to use metrics or tools which are appropriate to measure environmental impact	(0)	(1)	(2)	(3)	(4)
c. I am able to include indicators that measure environmental impact in projects and actions in the field of architecture	(0)	(1)	(2)	(3)	(4)

D.4. About your COMPETENCE REGARDING THE SOCIAL DIMENSION OF SUSTAINABILITY AND THE DEVELOPMENT OF PROJECTS AND ACTIONS IN THE FIELD OF ARCHITECTURE, indicate how much you agree or disagree with the following statements: (XX = Strongly disagree / X = Disagree / ✓ = Agree / ✓✓ = Strongly agree / DK = I don't know)

D.4.1. Regarding the consequences on health, security and social justice of projects and actions within the field of architecture: (*air quality; exposure to radiation; hygrothermal, lighting of acoustic conditions; security against violent actions, falls, fires, impacts or meteorological or geological phenomena; comfort; accessibility; gender perspective; inclusion; needs of the most vulnerable groups; cultural identity; participation; decent work and fair trade; etc.*)

	XX	X	✓	✓✓	DK
a. I am acquainted with the basic concepts on health, security and social justice related to architecture	(0)	(1)	(2)	(3)	(4)
b. I understand the direct and indirect consequences that projects and actions within the field of architecture have on security, health and social justice of people or communities implied in their life cycle — (<i>extraction and transportation of raw materials; production and distribution of components; building; use and operation; cleaning, maintenance and/or replacement; reuse, renewal or end of life; and use or disposal of waste</i>)	(0)	(1)	(2)	(3)	(4)
c. I am able to contribute to improve health, security and social justice in projects and actions within the field of architecture, considering the needs of all involved persons or communities	(0)	(1)	(2)	(3)	(4)

D.4.2. Regarding different metrics or tools which measure and describe the social impact of projects and actions within the field of architecture: (*social life cycle analysis, WELL certification, AIS certification, HQE certification, Certificación Verde — Spain Green Building Council certification —, LEED certification, BREEAM certification, DGNB certification, Level(s) reporting and evaluation framework, etc.*)

	XX	X	✓	✓✓	DK
a. I am acquainted with metrics or tools used to measure social impact	(0)	(1)	(2)	(3)	(4)
b. I know how to use metrics or tools which are appropriate to measure social impact	(0)	(1)	(2)	(3)	(4)
c. I am able to include indicators that measure social impact in projects and actions within the field of architecture	(0)	(1)	(2)	(3)	(4)

D.5. About your COMPETENCE REGARDING THE ECONOMIC DIMENSION OF SUSTAINABILITY AND THE DEVELOPMENT OF PROJECTS AND ACTIONS IN THE FIELD OF ARCHITECTURE, indicate how much you agree or disagree with the following statements: (XX = Strongly disagree / X = Disagree / ✓ = Agree / ✓✓ = Strongly agree / DK = I don't know)

D.5.1. Regarding the economic impact of projects and actions related to architecture: (*costs, benefits, viability, job creation, wealth generation, support of other economic sectors, tax contribution, etc.*)

	XX	X	✓	✓✓	DK
a. I am acquainted with the basic concepts on economy and resource management (material, economic and human resources) which are applicable within the field of architecture — (<i>market, supply, demand, inflation, profitability, investment, life cycle cost, fixed and variable costs, amortizations, budgets, Gantt charts, etc.</i>)	(0)	(1)	(2)	(3)	(4)
b. I am able to assess the economic impact of the life cycle of projects and actions related to architecture — (<i>extraction and transportation of raw materials; production and distribution of components; building; use and operation; cleaning, maintenance and/or replacement; reuse, renewal or end of life; and use or disposal of waste</i>)	(0)	(1)	(2)	(3)	(4)
c. I am able to guarantee a positive economic impact in projects and actions within the field of architecture, considering viability criteria and criteria linked to their economic impact on society	(0)	(1)	(2)	(3)	(4)

D.5.2. Regarding different methods or tools used to estimate the economic impact of projects and actions related to architecture: (*budget, life cycle cost analysis, externalities analysis, CANVAS analysis, SWOT analysis, business plan, strategic plan, cost-benefit, Certificación Verde — Spain Green Building Council certification —, DGNB certification, Level(s) reporting and evaluation framework, etc.*)

	XX	X	✓	✓✓	DK
a. I am acquainted with methods or tools to estimate economic impact	(0)	(1)	(2)	(3)	(4)
b. I know how to apply methods or tools to estimate economic impact	(0)	(1)	(2)	(3)	(4)
c. I am able to include indicators that measure economic impact in projects and actions within the field of architecture	(0)	(1)	(2)	(3)	(4)

D.6. About your COMPETENCE LINKED TO SUSTAINABILITY AND THE DEVELOPMENT OF PROJECTS AND ACTIONS WITHIN THE FIELD OF ARCHITECTURE, considering the environmental, social and economic aspects and the relation between them; indicate how much you agree or disagree with the following statements: (XX = Strongly disagree / X = Disagree / ✓ = Agree / ✓✓ = Strongly agree / DK = I don't know)

D.6.1. Regarding the impact on sustainability of projects and actions within the field of architecture:

	XX	X	✓	✓✓	DK
a. I am acquainted with the strategic role of architecture on sustainability and its direct and indirect consequences on society, the economy and the environment	(0)	(1)	(2)	(3)	(4)
b. I am able to assess the consequences of climate change on projects and actions within the field of architecture; and their environmental, social and economic impacts	(0)	(1)	(2)	(3)	(4)
c. I am able to critically assess whether or not a positive economic impact of a project or action related to architecture is compatible with social and environmental aspects of sustainability	(0)	(1)	(2)	(3)	(4)
d. I am able to analyze alternatives in order to decide which of them is the most sustainable, assessing to what extent it is able to solve the problem as required, and critically evaluating the impact of the selected alternative in society, economy and the environment	(0)	(1)	(2)	(3)	(4)
e. I am able to monitor and manage a project or action in the field of architecture in order for it to be sustainable	(0)	(1)	(2)	(3)	(4)
f. I am able to propose projects and actions within the field of architecture which are sustainable, as well as how to introduce new ideas and solutions to make projects and actions more sustainable, considering environmental, social and economic aspects and their interactions	(0)	(1)	(2)	(3)	(4)

D.6.2. Regarding metrics or tools used to measure and describe the combined social, environmental and economic impact of projects and actions related to architecture: (Certificación Verde —Spain Green Building Council certification—, DGNB certification, Level (s) assessment and information framework, etc.)

	XX	X	✓	✓✓	DK
a. I am acquainted with metrics or tools which are appropriate to measure the combined social, environmental and economic impact	(0)	(1)	(2)	(3)	(4)
b. I know how to use appropriate metrics or tools to measure the combined environmental, social and economic impact	(0)	(1)	(2)	(3)	(4)
c. I am able to include indicators to measure sustainability in projects and actions within the field of architecture	(0)	(1)	(2)	(3)	(4)

D.7. About your COMPETENCE REGARDING THE INTERACTION WITH OTHER STAKEHOLDERS WITHIN THE FIELD OF ARCHITECTURE (professionals, companies, administration, clients, users, community, etc.), indicate how much you agree or disagree with the following statements: (XX = Strongly disagree / X = Disagree / ✓ = Agree / ✓✓ = Strongly agree / DK = I don't know)

	XX	X	✓	✓✓	DK
a. I am acquainted with the interest groups and social, economic and environmental stakeholders who are related to activities within the field of architecture	(0)	(1)	(2)	(3)	(4)
b. I am acquainted with processes and projects within the field of architecture which consider the needs and expectations of the different interest groups and stakeholders and which have developed different degrees of interaction with them — (information, consultation, participation and / or integration)	(0)	(1)	(2)	(3)	(4)
c. I am acquainted with techniques and/or tools which are oriented to reach different levels of interaction — (information, consultation, participation and / or integration)	(0)	(1)	(2)	(3)	(4)
d. I know how to collaborate with the stakeholders involved in a project or action within the field of architecture, in order to identify the needs and expectations of different interest	(0)	(1)	(2)	(3)	(4)

groups, and how to assess the implications of these needs and expectations towards the sustainability of this same project or action					
e.	I am able to use techniques and/or tools to promote collaboration and cooperation in interdisciplinary and transdisciplinary contexts in a project or challenge on sustainability	(0)	(1)	(2)	(3) (4)
f.	I am able to participate in reflection and decision-making processes that guide society towards sustainable transitions from the field of architecture	(0)	(1)	(2)	(3) (4)

D.8. Regarding your COMPETENCIES RELATED TO THE DEONTOLOGICAL PRINCIPLES OF ARCHITECTURE AND THE ETHICAL PRINCIPLES OF SUSTAINABILITY (equity; justice; precautionary principle; prevention of damage; responsibility; preservation of healthy environments; social, economic and environmental human rights), indicate how much you agree or disagree with the following statements: (XX = Strongly disagree / X = Disagree / ✓ = Agree / ✓✓ = Strongly agree / DK = I don't know)

		XX	X	✓	✓✓	DK
a.	I am acquainted with the main ethical problems; deontological and ethical principles, and the laws and regulations related to sustainability within the field of architecture	(0)	(1)	(2)	(3)	(4)
b.	I am acquainted with the concepts of social commitment and corporate social responsibility, as well as their possibilities and limitations	(0)	(1)	(2)	(3)	(4)
c.	I am able to identify and critically assess the responsible action of companies and the implications that ethical and deontological principles have in projects and actions within the field of architecture	(0)	(1)	(2)	(3)	(4)
d.	I am able to practice architecture complying with the ethical principles in which the values of sustainability are based, and how to actively participate in responsible action taken by entities I work in	(0)	(1)	(2)	(3)	(4)

D.9. About your BEHAVIOR RELATED TO ARCHITECTURE AND SUSTAINABLE DEVELOPMENT, indicate how much you agree or disagree with the following statements: (XX = Strongly disagree / X = Disagree / ✓ = Agree / ✓✓ = Strongly agree / DK = I don't know)

		XX	X	✓	✓✓	DK
a.	I constantly reflect on sustainable development and its relationship with architecture	(0)	(1)	(2)	(3)	(4)
b.	I contribute to the improvement of the environment in my projects and actions in the field of architecture, taking into account environmental criteria and including indicators to measure environmental impact	(0)	(1)	(2)	(3)	(4)
c.	I contribute to improve health, safety and social justice in my projects and actions in the field of architecture, taking into account the needs of all people and including indicators to measure social impact	(0)	(1)	(2)	(3)	(4)
d.	I try to guarantee a positive economic impact in my projects and actions in the field of architecture, taking into account viability criteria and criteria of economic impact on society; while including indicators to measure the economic impact	(0)	(1)	(2)	(3)	(4)
e.	I make sustainable proposals within my projects and actions in the field of architecture, considering environmental, social and economic aspects and the relations between them; while including indicators to measure sustainability	(0)	(1)	(2)	(3)	(4)
f.	I collaborate and cooperate regularly with my colleagues and participate in reflection and decision-making processes that guide society towards sustainable transitions in the field of architecture	(0)	(1)	(2)	(3)	(4)
g.	I take sustainability into account in my actions in the field of architecture and I actively participate in the responsible action of my architecture school or other institutions to which I belong	(0)	(1)	(2)	(3)	(4)

D.10. Regarding your POINT OF VIEW ON THE LINK BETWEEN ARCHITECTURE AND SUSTAINABLE DEVELOPMENT, indicate to what extent you feel favorable or unfavorable towards the following statements: (XX = Extremely unfavorable / X = Unfavorable / ✓ = Favorable / ✓✓ = Extremely favorable / DK = I don't know)

	XX	X	✓	✓✓	DK
a. The denial of the need for sustainable development and critical thinking in some cases	(3)	(2)	(1)	(0)	(4)
b. The contribution of architecture to sustainable development without exception	(0)	(1)	(2)	(3)	(4)
c. The prioritization of other factors over the improvement of the environment in projects and actions in the field of architecture	(3)	(2)	(1)	(0)	(4)
d. The consideration of the impact of architecture on people other than customers or end users	(0)	(1)	(2)	(3)	(4)
e. The neglect of the benefits or damages that architecture can generate in the economy	(3)	(2)	(1)	(0)	(4)
f. The introduction of cooperative and participatory processes in every project and action in the field of architecture	(0)	(1)	(2)	(3)	(4)
g. The promotion of active and responsible citizenship in the field of architecture	(0)	(1)	(2)	(3)	(4)

E. Questions about your AESD learning experience and its contribution to acquiring the AESD learning outcomes

In order for future architects to have the necessary competencies to contribute to sustainable development from their own practice, it is necessary to introduce sustainability in their training, as claimed by the International Union of Architects (UIA, by its French acronym) in the «UNESCO / UIA Charter for Architectural Education».

For this, the Association of Spanish University Rectors (CRUE, by its Spanish acronym) indicates that architectural education must consider specific characteristics regarding teaching methodology, assessment, competency and contents. This is why we would like to know your opinion on the training you have received.

We are particularly interested in your OVERALL PERSPECTIVE on these issues, which is why we haven't distinguished courses which are indeed different (elective or compulsory; project design, urban planning, construction, structures, facilities, basic sciences, drawing or architectural history, theory and composition; etc.) in our questions.

Answer the following questions considering your training during your <Answer to question C.2> at <Answer to question C.3>:

E.1. Regarding the TEACHING METHODOLOGY, indicate how often the following situations took place: (XX = Not at all / X = A little / ✓ = Some / ✓✓ = A lot / DK = I don't know)

	XX	X	✓	✓✓	DK
a. The teaching methodology considered a vision of architecture which was integral, complex and systemic; while relating to each other the parts that compose it — <i>(the links between the different courses and the different parts that make up architecture were made explicit; contents were elaborated and/or developed in a coordinated way or activities were shared between different courses; teachers from different departments or areas of architecture, or experts from other fields, participated in the same course; we attended courses of other degrees; etc.)</i>	(0)	(1)	(2)	(3)	(4)
b. The teaching methodology included an interdisciplinary vision, relating architecture to other areas - <i>(the links between architecture and other areas of knowledge were made explicit; contents were elaborated and/or developed in a coordinated way or activities were shared between different courses; teachers from different departments or areas of architecture participated in the same course, etc.)</i>	(0)	(1)	(2)	(3)	(4)
c. The teaching methodology considered interaction with the context or the community outside the institution (with the private sector or industry, statal institutions, organizations, representatives or members of the community, etc.) and work assignments were carried out in real and contextualized situations — <i>(we engaged and interacted with the community; we worked on real needs of the environment or the community in order to respond to them; professors, experts or representatives from outside the university participated in our activities; internships were mandatory; etc.)</i>	(0)	(1)	(2)	(3)	(4)

d. The teaching methodology included a local, international and global vision — <i>(the importance and influence of the context on different actions were made explicit, as well as how these actions have local and global consequences; we traveled and visited nearby locations as well as other regions or countries; there was an interaction between students, teachers, experts and/or representatives both from the immediate surroundings and from other regions or countries and with a global or international profile; etc.)</i>	(0)	(1)	(2)	(3)	(4)
e. The teaching methodology considered short, medium and long term visions — <i>(the consequences of the actions in the short, medium and long term were made explicit; we proposed alternative future scenarios based on a current situation looking on to the long term; we studied how to achieve certain future scenarios; etc.)</i>	(0)	(1)	(2)	(3)	(4)
f. Diverse teaching-learning strategies were combined in order to ease expression, contrast of ideas, reflection and action on the discussed topics — <i>(we developed projects, formulated or solved problems, analyzed case studies and examples of best practices, used graphic tools to learn - mental or conceptual maps, diagrams which represented influence or cause-effect relationships, image compositions, etc. -, we discussed ethical dilemmas, we carried out field or laboratory practices, we performed role-play or simulation games, etc.)</i>	(0)	(1)	(2)	(3)	(4)
g. We participated, collaborated and interacted with classmates and teachers, both in class and in other activities	(0)	(1)	(2)	(3)	(4)
h. We debated or confronted positions	(0)	(1)	(2)	(3)	(4)
i. We worked both individually and in groups or in pairs	(0)	(1)	(2)	(3)	(4)
j. We had master classes or lectures	(0)	(1)	(2)	(3)	(4)
k. We used digital teaching resources — <i>(learning platforms, shared databases or repositories, spaces for exchange and collaborative work or interaction, virtual classrooms, wikis, weblogs, etc.)</i>	(0)	(1)	(2)	(3)	(4)
l. We were provided with complementary didactic resources which helped us to learn or deepen our knowledge autonomously	(0)	(1)	(2)	(3)	(4)
m. We participated and collaborated in the design and decision making on what and how we were going to learn or in which topics we were going to work on	(0)	(1)	(2)	(3)	(4)
n. In the different courses, several of the aforementioned situations took place simultaneously	(0)	(1)	(2)	(3)	(4)

E.2. Regarding the ASSESSMENT, indicate to what extent the following situations took place: (X X = Not at all / X = A little / ✓ = Some / ✓✓ = A lot / DK = I don't know)

	XX	X	✓	✓✓	DK
a. We were informed about criteria and ways of assessment	(0)	(1)	(2)	(3)	(4)
b. We participated and collaborated in the definition or revision of the criteria and ways of assessment	(0)	(1)	(2)	(3)	(4)
c. Assessment criteria were clear	(0)	(1)	(2)	(3)	(4)
d. We were only assessed on what had been approached or worked on	(0)	(1)	(2)	(3)	(4)
e. Assessment was impartial – <i>(it was not influenced by how the teacher thought or felt)</i>	(0)	(1)	(2)	(3)	(4)
f. Assessment was broad – <i>(it covered all matters which were approached, worked on or related with the activity or assignment subject to evaluation)</i>	(0)	(1)	(2)	(3)	(4)
g. Evidence of our learning progress was collected at different times throughout the course	(0)	(1)	(2)	(3)	(4)
h. Assessment criteria considered both numerical and qualitative feedback	(0)	(1)	(2)	(3)	(4)
i. The feedback or results of the evaluation was given back to us shortly after finishing or submitting the activity or assignment	(0)	(1)	(2)	(3)	(4)
j. The information that was provided to us during our assessment (during follow-up sessions, exam corrections, assignments, problems, etc.) was useful to learn or guide our learning	(0)	(1)	(2)	(3)	(4)

k. Diverse assessment instruments were combined – (in addition to exams or questionnaires, we were assessed through our participation during class activities; through assignments, fieldwork, laboratory work; etc.)	(0)	(1)	(2)	(3)	(4)
l. Assessment combined different perspectives – (teachers assessed us independently; as students we assessed our own work or learning processes autonomously through self assessment; we assessed our work among fellow students through co-evaluation; we assessed ourselves with the collaboration of our teachers; etc.)	(0)	(1)	(2)	(3)	(4)
m. An integrated vision of architecture was included in our assessment — (the links between different courses were considered, as well as the different parts that partake in architecture; the contents and activities of different courses were assessed coordinately; teachers from different academic units participated in the assessment; etc.)	(0)	(1)	(2)	(3)	(4)
n. Assessment included an interdisciplinary vision – (the links between architecture and other fields were considered; the contents and activities were assessed in coordination with courses from other degrees; teachers, students or experts of other schools, degrees or fields participated in our assessment; we attended courses of other degrees; etc.)	(0)	(1)	(2)	(3)	(4)
o. Assessment included the perspective or collaboration of a widened community (of the private sector or industries, statal institutions, organizations, representatives or members of the community, etc.) – (it considered the commitment with the community and the impact that different actions may have on it; community members participated in the assessment; etc.)	(0)	(1)	(2)	(3)	(4)
p. Assessment included a local, international and global vision – (a vision of how context is important and influences actions and the consequences that these actions have at a local and global scale; students, teachers, experts and representatives of both the nearby environment and other regions or countries with a global or international profile participated in the assessment; etc.)	(0)	(1)	(2)	(3)	(4)
q. In the different courses, several of the aforementioned situations took place simultaneously	(0)	(1)	(2)	(3)	(4)

E.3. About the COMPETENCIES FOR SUSTAINABILITY, indicate to what extent «knowledge, skills or attitudes» related to the following competencies were worked on and assessed: (XX = Not at all / X = A little / ✓ = Some / ✓✓ = A lot / DK = I don't know)

	Related «knowledge, skills or attitudes» were worked on					Related «knowledge, skills or attitudes» were assessed				
	XX	X	✓	✓✓	DK	XX	X	✓	✓✓	DK
a. Critical contextualization of knowledge establishing interrelations with social, economic and environmental, local and / or global problems — (the understanding of natural, social and economic systems, their problems and their interrelationships and future challenges, both locally and globally; with the ability to critically reflect and creatively think when planning for a sustainable future)	(0)	(1)	(2)	(3)	(4)	(0)	(1)	(2)	(3)	(4)
b. Development of sustainable actions that anticipate and minimize possible negative impacts on the environment — (the ability to detect and analyze the environmental impact of your professional activity and to propose, design, organize and carry out sustainable actions from an environmental point of view)	(0)	(1)	(2)	(3)	(4)	(0)	(1)	(2)	(3)	(4)
c. Development of sustainable actions that anticipate and minimize the possible negative impacts on society — (the ability to detect and analyze the social impact of your professional activity and to propose, design, organize and carry out sustainable actions from a social point of view)	(0)	(1)	(2)	(3)	(4)	(0)	(1)	(2)	(3)	(4)

d. Development of sustainable actions that anticipate and minimize the possible negative impacts on the economy — <i>(the ability to detect and analyze the viability and economic impact of your professional activity and to propose, design, organize and carry out actions which are viable from an economic point of view and which impact positively on the economy)</i>	(0)	(1)	(2)	(3)	(4)	(0)	(1)	(2)	(3)	(4)
e. Development of sustainable actions that foresee and minimize possible negative impacts on sustainability, considering environmental, social and economic aspects and their interrelationships — <i>(the ability to detect and analyze the environmental, social and economic impact of your professional activity and to propose, design, organize and perform sustainable actions from a holistic point of view)</i>	(0)	(1)	(2)	(3)	(4)	(0)	(1)	(2)	(3)	(4)
f. Participation in community processes that promote sustainability — <i>(the ability to participate in inclusive reflection and decision-making processes with a perspective of global citizenship and to work from your professional field on interdisciplinary and transdisciplinary projects that guide society towards sustainable transitions)</i>	(0)	(1)	(2)	(3)	(4)	(0)	(1)	(2)	(3)	(4)
g. Application of ethical principles related to the values of sustainability in personal and professional behaviors - <i>(the ability to act according to ethical and deontological principles related to the values of sustainability and to actively participate to favor justice and the common wellbeing)</i>	(0)	(1)	(2)	(3)	(4)	(0)	(1)	(2)	(3)	(4)

E.4. About the previous COMPETENCIES ON SUSTAINABILITY, indicate to what extent the following levels of domain were worked on and assessed: (X X = Not at all / X = A little / ✓ = Some / ✓✓ = A lot / DK = I don't know)

	Worked on					Assessed				
	XX	X	✓	✓✓	DK	XX	X	✓	✓✓	DK
a. Our knowledge and skills	(0)	(1)	(2)	(3)	(4)	(0)	(1)	(2)	(3)	(4)
b. Our point of view or interests	(0)	(1)	(2)	(3)	(4)	(0)	(1)	(2)	(3)	(4)
c. Our behaviors or actions	(0)	(1)	(2)	(3)	(4)	(0)	(1)	(2)	(3)	(4)

E.5. About the CONTENTS LINKED TO ARCHITECTURE AND SUSTAINABLE DEVELOPMENT, indicate to what extent the following situations took place: (X X = Not at all / X = A little / ✓ = Some / ✓✓ = A lot / DK = I don't know)

	XX	X	✓	✓✓	DK
a. The aims of sustainable development were present in the teachers' discourse	(0)	(1)	(2)	(3)	(4)
b. The learning objectives of the courses approached issues which were explicitly related to sustainable development	(0)	(1)	(2)	(3)	(4)
c. The competencies or learning outcomes of the courses approached issues which were explicitly related to sustainable development	(0)	(1)	(2)	(3)	(4)
d. Courses included assessment criteria which were explicitly related with sustainable development	(0)	(1)	(2)	(3)	(4)
e. Materials and resources of different courses were connected explicitly with sustainable development	(0)	(1)	(2)	(3)	(4)
f. Class activities (practical activities, assignments, debates, games, presentations, etc.) approached topics related to sustainable development	(0)	(1)	(2)	(3)	(4)
g. The different courses assignments (diaries, cases, problems, projects, etc.) required the incorporation of criteria regarding sustainable development.	(0)	(1)	(2)	(3)	(4)

h. Among the topics offered for the development of assignments in different courses (diaries, cases, problems, projects, etc.), there were topics related to sustainable development	(0)	(1)	(2)	(3)	(4)
i. Developing the Bachelor Thesis required the incorporation of criteria regarding sustainable development	(0)	(1)	(2)	(3)	(4)
j. Among the topics which were offered to develop the Bachelor Thesis, there were topics related to sustainable development	(0)	(1)	(2)	(3)	(4)

E.6. About the CONTENTS LINKED TO ARCHITECTURE AND SUSTAINABLE DEVELOPMENT, indicate to what extent issues related to the following aspects were included: (XX = Not at all / X = A little / ✓ = Some / ✓✓ = A lot / DK = I don't know)

	XX	X	✓	✓✓	DK
a. Sustainable development as a holistic, complex, systemic and interdisciplinary process – (the aspects, principles and values of sustainability; how natural, social and economic systems work and are related to each other; local and global problems and challenges regarding sustainability; strategies, applications and case studies related to sustainable development; procedures, techniques, tools and indicators; laws and government initiatives; etc.)	(0)	(1)	(2)	(3)	(4)
b. The relationship between architecture and sustainable development from a holistic, complex, systemic and interdisciplinary point of view – (the aspects, principles and values of sustainability linked to architecture; the interrelationship of interactions between architecture and the environment, society and economy; local and global issues and challenges of sustainability related to architecture; applications, case studies, best practices and architectural strategies for sustainable development; indicators, procedures and tools for analysis and design; laws and government initiatives; etc.)	(0)	(1)	(2)	(3)	(4)
c. The relationship of architecture and the environmental dimension of sustainable development – (the aspects, principles and values of sustainable development linked to architecture; the interactions between architecture and the environment; the local and global issues and challenges of environmental sustainability linked to architecture; applications, case studies, best practices and architectural strategies for sustainable development; environmental indicators, procedures and tools for analysis and design; laws and government initiatives; etc.)	(0)	(1)	(2)	(3)	(4)
d. The relationship of architecture and the social dimension of sustainable development - (the principles and values of architecture linked to the social dimension of sustainable development; the interaction between architecture and society; the local and global issues and challenges of social sustainability linked to architecture; applications, case studies, best practices and strategies for social sustainability; social indicators; procedures and tools for analysis and design; laws and government initiatives; etc.)	(0)	(1)	(2)	(3)	(4)
e. The relationship of architecture and the economic dimension of sustainable development - (the principles and values of architecture linked to the economic dimension of sustainable development; the interaction between architecture and economy; the local and global issues and challenges of sustainable economy linked to architecture; applications, case studies, best practices and strategies for economic sustainability or the contribution to a ecological and social economy; economic indicators; procedures and tools for analysis and design; laws and government initiatives; etc.)	(0)	(1)	(2)	(3)	(4)
f. Decision taking with criteria for sustainability	(0)	(1)	(2)	(3)	(4)
g. Knowledge of techniques to reflect and value social and/or environmental issues and their consequences	(0)	(1)	(2)	(3)	(4)
h. Ethical implications of topics and the responsibility of consequences of professional activity	(0)	(1)	(2)	(3)	(4)
i. Global thought, the interconnections between the local and global scale and the influence of context on actions both on a local and a global level	(0)	(1)	(2)	(3)	(4)

j. Interdisciplinary and transdisciplinary work, and the relationship between different areas of knowledge within architecture, as well as the relationship between architecture and the rest of disciplines	(0)	(1)	(2)	(3)	(4)
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E.7. About the CONTENTS LINKED TO ARCHITECTURE AND SUSTAINABLE DEVELOPMENT, indicate how much the following types of contents were approached: (XX = Not at all / X = A little / ✓ = Some / ✓✓ = A lot / DK = I don't know)

	XX	X	✓	✓✓	DK
a. Concepts, data, facts or principles	(0)	(1)	(2)	(3)	(4)
b. Rules, techniques, methods, skills, strategies or procedures	(0)	(1)	(2)	(3)	(4)
c. Attitudes, values or norms	(0)	(1)	(2)	(3)	(4)

E.8. Regarding GOOD PRACTICES FOR SUSTAINABILITY, indicate to what extent you agree with the following statements: (XX = Not at all / X = A little / ✓ = Some / ✓✓ = A lot / DK = I don't know)

E.8.1. About the degree you are evaluating:

	XX	X	✓	✓✓	DK
a. In class, there was an attempt to save energy by using natural lighting and ventilation, maintaining an adequate temperature range, making sure that electronic devices were turned off at the end of class, etc.	(0)	(1)	(2)	(3)	(4)
b. Courses prioritized the use of digital platforms to provide students with didactic materials and resources or to deliver assignments	(0)	(1)	(2)	(3)	(4)
c. Courses minimized the use of paper and, whenever it was used, it was reused as much as possible or recycled or ecological paper was used by both of its sides	(0)	(1)	(2)	(3)	(4)
d. During classes, material use was minimized (reusing it or asking for it to be reused) and materials were disposed appropriately (by selective separation, recycling or storage for further reuse)	(0)	(1)	(2)	(3)	(4)
e. During the courses, all kinds of risk for security, health and the environment was minimized	(0)	(1)	(2)	(3)	(4)
f. Teaching staff considered and protected diversity of the student body (educational, socioeconomic, cultural, religious, gender, sexual orientation, etc.) and promoted equal treatment among it	(0)	(1)	(2)	(3)	(4)
g. Teaching staff provided the necessary attention and teaching support if any student had specific needs, ensuring fair treatment and equal opportunities for the rest	(0)	(1)	(2)	(3)	(4)
h. Teaching staff highlighted the importance of good practices in sustainable development that were carried out during the teaching activity	(0)	(1)	(2)	(3)	(4)

E.8.2. About the center where you studied the degree you are evaluating:

	XX	X	✓	✓✓	DK
a. It was environmentally responsible and promoted sustainable lifestyles — (related to pollution; food, products and material consumption; waste production and management; the consumption and type of energy used; water use and management; protection and strengthening of biodiversity and terrestrial and aquatic ecosystems; transport; etc.)	(0)	(1)	(2)	(3)	(4)
b. It was responsible from a social point of view and promoted security, health and social justice – (regarding wellbeing, confort, accesibility, equity, diversity, cultural identity, historic memory, common wellbeing, cohesion, compromise, belonging, participation, transparency, fair trade, human rights, gender perspective, needs of more vulnerable groups, discrimination, dignity, fight against corruption, etc)	(0)	(1)	(2)	(3)	(4)
c. Showed and promoted commitment with sustainable development – (through its communication channels, activities or events organized by the center, the projects or actions it promoted, offered services, the companies or organizations with which it collaborated, the professional opportunities it facilitated, etc.)	(0)	(1)	(2)	(3)	(4)

d. It was committed and promoted the interaction and participation of the community — (in the research it developed, the training it provided, the use of its facilities; in the services it offered; in the activities or initiatives it promoted; in the collaborations that it carried out; in decisions regarding its campus; in teaching and actions taken as an institution; etc.)	(0)	(1)	(2)	(3)	(4)
e. It impulsed sustainable development through its research activity — (it developed, made visible and promoted research in the field of sustainable development; incorporated its results in teaching; implemented it in its campus; developed it with the community, businesses and industry; etc.)	(0)	(1)	(2)	(3)	(4)
f. It offered degrees which were integrally linked to sustainable development — (degrees with a clear environmentalist or social profile; specialization masters in the field of sustainable development; own degrees or specific courses within the field of sustainability; etc.)	(0)	(1)	(2)	(3)	(4)
g. It coordinated and assessed its own sustainability — (it had a person or entity dedicated to coordinate its own sustainability, environmental management or social responsibility; assessed its level of sustainability (environmental, social or economic), of equity or diversity; it assess the level of knowledge or attitudes surrounding sustainable development of the students; it had a sustainability, equality or diversity plan; etc.)	(0)	(1)	(2)	(3)	(4)

E.9. Regarding the OVERALL PERSPECTIVE, indicate to what extent sustainable development or it's relationship to architecture was introduced: (XX = Not at all / X = A little / ✓ = Some / ✓✓ = A lot / DK = I don't know)

E.9.1. Regarding different groups of mandatory courses:

	XX	X	✓	✓✓	DK
a. Architectural design courses	(0)	(1)	(2)	(3)	(4)
b. Urban planning courses	(0)	(1)	(2)	(3)	(4)
c. Architectural history, theory and composition courses	(0)	(1)	(2)	(3)	(4)
d. Building courses	(0)	(1)	(2)	(3)	(4)
e. Structure courses	(0)	(1)	(2)	(3)	(4)
f. Facilities courses	(0)	(1)	(2)	(3)	(4)
g. Basic sciences courses	(0)	(1)	(2)	(3)	(4)
h. Drawing courses	(0)	(1)	(2)	(3)	(4)
i. Bachelor thesis	(0)	(1)	(2)	(3)	(4)

E.9.2. Regarding different kinds of courses:

	XX	X	✓	✓✓	DK
a. In the set of compulsory courses	(0)	(1)	(2)	(3)	(4)
b. In the set of elective courses you have attended	(0)	(1)	(2)	(3)	(4)

E.9.3. Regarding the global perspective:

	XX	X	✓	✓✓	DK
a. On the programme I am now evaluating	(0)	(1)	(2)	(3)	(4)

E.10. About the OVERALL PERSPECTIVE, indicate to what extent the degree you are now evaluating has contributed in your acquisition of the following competency areas: (XX = Not at all / X = A little / ✓ = Some / ✓✓ = A lot / DK = I don't know)

	XX	X	✓	✓✓	DK
a. Knowledge and skills related to architecture and sustainable development	(0)	(1)	(2)	(3)	(4)
b. A point of view on the link between architecture and sustainable development.	(0)	(1)	(2)	(3)	(4)
c. A behaviour which favours sustainable development within the field of architecture.	(0)	(1)	(2)	(3)	(4)

E.11. Regarding an OVERALL PERSPECTIVE, indicate your level of general satisfaction with the degree you are assessing:

- ☐ Not satisfied (0);
☐ Little satisfied (1);

- ☐ Quite satisfied (2);
- ☐ Very satisfied (3);
- ☐ I don't know (4).

F. Questions about your academic, professional and personal background

Finally, we need to know some academic, professional and personal DATA about you. This data will allow us to detect external factors which may have influenced your level of competence, your point of view regarding your level of competence or your perspective of the Bachelor's degree in Architecture that you have evaluated.

Answer the following related questions:

F.1. When did you begin your <Answer to question C.2>? (if you don't know, select any date of next year)

Format: mm/yyyy [A calendar applet is shown to enter the answer]

F.2. What was your average grade for your <Answer to question C.2>?

- ☐ 5 - 5,99 (0);
- ☐ 6 - 6,99 (1);
- ☐ 7 - 7,99 (2);
- ☐ 8 - 8,99 (3);
- ☐ 9 - 10 (4);
- ☐ Graduated with honors (5);
- ☐ I don't know (6).

F.3. Compared to the grades of your fellow classmates of your <Answer to question C.2> at <Answer to question C.3> how do you consider your own grade?

- ☐ Much lower than average (0);
- ☐ Lower than average (1);
- ☐ Average (2);
- ☐ Above average (3);
- ☐ Much above average (4);
- ☐ I don't know (5).

F.4. What was your main activity during most of your <Answer to question C.2> at <Answer to question C.3>?

- ☐ Full time studying (0);
- ☐ Studying with intermittent job or jobs (1);
- ☐ Studying while working part time (2);
- ☐ Studying while working full time (3).

F.5. Indicate how much do you agree or disagree with the following statements regarding your <Answer to question C.2> at <Answer to question C.3>: (XX = Strongly disagree / X = Disagree / ✓ = Agree / ✓✓ = Strongly agree / DK = I don't know)

	XX	X	✓	✓✓	DK
a. I did all the activities and assignments that we were asked to do outside of class and got involved in their development	(0)	(1)	(2)	(3)	(4)
b. I always attended class (online or in person), paid attention to the teacher and actively participated in the activities we were assigned	(0)	(1)	(2)	(3)	(4)

F.6. Do you consider your training in the field of sustainable development to be smaller or larger than the training of your classmates of your <Answer to question C.2> at <Answer to question C.3> in this area?

- ☐ Much smaller (0);
- ☐ Smaller (1);
- ☐ The same (2);
- ☐ Larger (3);
- ☐ Much larger (4);

☐ I don't know (5).

F.7. Have you attended any elective course on sustainable development or architecture and sustainable development during your <Answer to question C.2> at <Answer to question C.3>?

☐ Yes (0);

☐ No (1).

F.8. Have you attended any line of specialization or intensification within the field of architecture and sustainable development during your <Answer to question C.2> at <Answer to question C.3>? (The lines of intensification or specialization are predetermined sets of elective courses that explicitly offer knowledge to focus your training towards a more specific professional path, in this case, towards the field of architecture and sustainability. They are expressed as an explicit mention in your academic record or in your certificate)

☐ Yes (0);

☐ No (1).

F.9. Did you interrupt your <Answer to question C.2> at <Answer to question C.3> at any point?

☐ Yes (0);

☐ No (1).

F.10. [Only showed if the answer to question C.4 is "Yes"] At the beginning of this questionnaire you indicated you attended «<Answer to question C.5> ECTS credits» of your <Answer to question C.2> at an institution different to <Answer to question C.3> and/or that you validate them from other degrees. Was your training at these centers or degrees more or less connected to sustainable development than your <Answer to question C.2> at <Answer to question C.3>?

☐ Much less connected (0);

☐ Less connected (1);

☐ Equally connected (2);

☐ More connected (3);

☐ Much more connected (4);

☐ I don't know (5).

F.11. When did you present the thesis of your <Answer to question C.2>? (if you don't know, indicate any date of next year)

Format: mm/yyyy [A calendar applet is shown to enter the answer]

F.12. When did you pass your last course of your <Answer to question C.2>?

(if you don't know, indicate any date of next year)

Format: mm/yyyy [A calendar applet is shown to enter the answer]

F.13. When did you begin your Qualifying Master's Degree in Architecture? (if you don't know, indicate any date of next year)

Format: mm/yyyy [A calendar applet is shown to enter the answer]

F.14. During your Qualifying Master's Degree in Architecture, is your training more or less connected with sustainable development than your training during your <Respuesta Pregunta C.2> at <Respuesta Pregunta C.3>?

☐ Much less connected (0);

☐ Less connected (1);

☐ Equally connected (2);

☐ More connected (3);

☐ Much more connected (4);

☐ I don't know (5).

F.15. Have you participated in any academic exchange (national or international) while studying your Qualifying Master's Degree in Architecture?

- ☐ Yes (0);
☐ No (1).

F.16. [Only showed if the answer to question F.15 is "Yes"] During the exchange or exchanges in which you participated during your Qualifying Master's Degree in Architecture, was your training more or less connected to sustainable development than your training during your <Answer to question C.2> at <Answer to question C.3>?

- ☐ Much less connected (0);
☐ Less connected (1);
☐ Equally connected (2);
☐ More connected (3);
☐ Much more connected (4);
☐ I don't know (5).

F.17. Have you got professional experience in the field of architecture? (you must consider any kind of work or internship related to the field of architecture, not only work as a project designer)

- ☐ Yes (0);
☐ No (1).

F.18. [Only showed if the answer to question F.17 is "Yes"] How present has the contribution of architecture to sustainable development been in your professional experience within the field of architecture?

- ☐ Not at all (0);
☐ A little (1);
☐ Quite (2);
☐ Very (3);
☐ Not at all (4).

F.19. Indicate to what extent you carry out the following actions since you began your <Answer to question C.2>: (XX = Not at all / X = A little / ✓ = Some / ✓✓ = A lot / DK = I don't know)

	XX	X	✓	✓✓	DK
a. I work or collaborate, or I have worked or collaborated in projects or with companies, institutions or organizations that carry out an activity which is explicitly linked to sustainable development outside of my professional experience in the field of architecture	(0)	(1)	(2)	(3)	(4)
b. I have been trained in issues explicitly related to sustainable development or to the contribution of architecture to sustainable development outside of my Bachelor's degree or my Qualifying Master's degree in Architecture	(0)	(1)	(2)	(3)	(4)
c. I have attended talks or debates, watched videos, or read articles or books on sustainable development or on the contribution of architecture to sustainable development outside of my Bachelor's degree or my Qualifying Master's degree in Architecture	(0)	(1)	(2)	(3)	(4)

F.20. What is your current age?

[A textbox is shown to enter the answer]

F.21. Which gender do you identify with?

- ☐ Female (0);
☐ Male (1);
☐ Other (2);
☐ I prefer not to answer (3).

F.22. [Only showed if the answer to question F.21 is "Other"] Please specify:

[A textbox is shown to enter the answer]

G. Thank-you message

In order for architecture to contribute to reach sustainable development, it is necessary that all future architects acquire the necessary competencies to make it possible.

Your contribution will be very important for us to provide different architecture schools the necessary information to allow them establish strategies, according to their situation, to enhance the introduction of sustainability within the training of future architects, thus contributing to reach the 2030 Agenda.

We have saved your answers, thank you for your collaboration.