Programme of Studies

Graduate Certificate in Architectural Practice (gCAP) (5101U)

Programme Handbook 2017/18
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PROGRAMME OVERVIEW

The Graduate Certificate in Architectural Practice (gCAP) is intended for those graduates who hold a BA in Architecture (or its equivalent with RIBA Part I exemption) and who wish to proceed to full professional status with the ability to practise as an architect. It provides the means by which the academic content of the RIBA Part I programme is integrated with the practical experience of the graduate. It also helps students to benefit from practice-based activities and prepares them for the next stages of their professional development. It includes taught elements, work-based learning and self-study. Although it is not professionally accredited, the content and record of practical experience of graduates (where appropriate) contributes to the final (Part 3) education and requirements for registration as an Architect in the UK. For students who are not employed in practice, this course provides adequate preparation for entry into the Part 2 course at Newcastle (and elsewhere). Students enrolled on the gCAP course are expected to be employed in an approved architectural practice or related organisation in the construction industry, or be involved in an approved scheme (and/or activities) designed to enhance their practical experience of architecture and construction.

PROFESSIONAL PROGRAMMES IN ARCHITECTURE

The full professional Programme in architecture is structured as a sandwich course which extends over not less than seven academic years. The gCAP is between Parts 1 and 2, but also contributes to Part 3.

<table>
<thead>
<tr>
<th>Programme</th>
<th>BA(Hons) Architecture</th>
<th>gCAP</th>
<th>MArch</th>
<th>DAPM</th>
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<tbody>
<tr>
<td>Stage/Year</td>
<td>Part 1</td>
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<td>5</td>
<td>6</td>
</tr>
<tr>
<td>RIBA/ARB Award</td>
<td></td>
<td>3</td>
<td>Part 2</td>
<td>Part 3</td>
</tr>
</tbody>
</table>

LIST OF CONTACTS

Newcastle University
Tel: 0191 208 6000; Web: [http://www.ncl.ac.uk](http://www.ncl.ac.uk)

School of Architecture, Planning & Landscape (Reception)
Tel: 0191 208 5831; Web: [http://www.apl.ncl.ac.uk](http://www.apl.ncl.ac.uk)

Degree Programme Director & Professional Studies Advisor (PSA)
John M. Kamara
Tel: 0191 208 8619; Email: john.kamara@ncl.ac.uk

Director of Architecture
Prue Chiles (until 26 January 2018)
Tel: 0191 208 3403 Email: prue.chiles@ncl.ac.uk
Graham Farmer (from 29 January 2018)
Tel: 0191 208 5623; Email: graham.farmer@ncl.ac.uk

Programme Secretary
Nicola Rutherford
Tel: 0191 208 6509; Email: nicola.rutherford@ncl.ac.uk

Student Recruitment and Wellbeing Support Manager:
Kelly Weightman
Tel: 0191 208 8818; Email: Kelly.weightman@ncl.ac.uk

[Contact Kelly Weightman for all issues relating to PEC (Personal Extenuating Circumstances) or Student Wellbeing by email to: saplpecforms@newcastle.ac.uk]
<table>
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<tr>
<th>DATE</th>
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<tr>
<td></td>
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<td>ARC4020</td>
</tr>
<tr>
<td><strong>Thursday 2 and Friday 3 November 2017</strong></td>
<td>BLOCK TEACHING 1 Professionalism and Practice Management</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Monday 13 Nov 2017 (by 5pm)</strong></td>
<td>COURSEWORK SUBMISSION Submit Assignment 1 (ARC4021) via Blackboard</td>
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<td></td>
<td><strong>Friday 8 Dec 2017 (from 2pm via Blackboard)</strong></td>
<td>Feedback on Assignment 1</td>
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<td><strong>Monday 11 Dec 2017 (by 5pm)</strong></td>
<td>COURSEWORK SUBMISSION Submit Assignment 1 (ARC4020) via Blackboard</td>
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<tr>
<td></td>
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<td>Feedback on Assignment 1</td>
</tr>
<tr>
<td></td>
<td><strong>Monday 15 Jan 2018 (by 5pm)</strong></td>
<td>COURSEWORK SUBMISSION Submit Formative proposal (ARC4022) via Blackboard</td>
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<tr>
<td><strong>Thursday 1 and Friday 2 February 2018</strong></td>
<td>BLOCK TEACHING 2 Building Procurement and Contract Administration</td>
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<td></td>
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<td></td>
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<td>Feedback on Assignment 2</td>
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<td><strong>Thursday 26 and Friday 27 April 2018</strong></td>
<td>BLOCK TEACHING 3 Professional Development, Further Practice Management and Building Procurement Issues</td>
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<td><strong>Monday 30 April 2018 (by 5pm)</strong></td>
<td>SUBMISSION</td>
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<td><strong>Monday 21 May 2018</strong></td>
<td>COURSEWORK SUBMISSION Submit Assignment 2 (ARC4021) via Blackboard</td>
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<td></td>
<td><strong>Friday 1 Jun 2018 (from 2pm via Blackboard)</strong></td>
<td>Feedback on Independent Study Report</td>
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<td></td>
<td><strong>Friday 15 Jun 2018 (from 2pm via Blackboard)</strong></td>
<td>Feedback on Assignment 2</td>
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<tr>
<td><strong>Week Beginning 18 June 2018</strong></td>
<td>Board of Examiners Meeting</td>
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### TEACHING AND ASSESSMENT PROGRAMME

<table>
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<tr>
<th>Semester</th>
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<td>ARC4021 1</td>
<td>ARC4020 1</td>
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<td></td>
<td>ARC4022 1</td>
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<td>Exam Board</td>
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<td>ARC4020 2</td>
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<td>8 9 10 11 12 A2 A2 A2</td>
</tr>
<tr>
<td>Noteable Wk No</td>
<td>3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35 36 37 38 39 40 41 42 43 44</td>
<td></td>
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</tbody>
</table>

**Key:**
- **Block Teaching**
- **ARC4021 1** 1000-Word Professional Development Plan (PDP)
- **ARC4020 1** 2000-Word Report on Practice-Wide Policies and Procedures
- **ARC4022 1** 2-Page Independent Study Proposal
- **ARC4020 2** 2000-Word Report on Project-Specific Activities
- **ARC4022 2** 4000-Word Independent Study Submission
- **Board of Examiners Meeting**
- **ARC4021 2** 3000-Word Professional Development Report
PROGRAMME AIMS AND OBJECTIVES

1. To introduce students to the professional realities of architectural practice within the construction industry
2. To broaden their knowledge of the process of building, and the responsibilities of various parties in the procurement and delivery of construction projects for the benefit of clients and society as a whole.
3. To prepare them in aspects of architectural practice which will be relevant for subsequent study (e.g. at MArch) and practice
4. To develop students’ practical knowledge of the procedural, legal and contractual aspects of professional architectural practice
5. To develop professional and transferrable skills in the implementation, management and administration of construction projects
6. To increase knowledge in the management of the design process within architectural practice
7. To develop students’ understanding of their own development, achievements and continuing educational and professional development needs

LEARNING OUTCOMES

The programme provides opportunities for students to develop and demonstrate knowledge and understanding, qualities, skills and other attributes in the following areas:

Knowledge and Understanding
On completing the programme students should:
A1 Develop an understanding of the procedural, legal and contractual and commercial aspects of professional architectural practice
A2 Develop an understanding of the process of building and the responsibilities of various parties in the procurement of a project
A3 Have increased understanding of the management of the design process within architectural practice
A4 Acquire knowledge of architectural practice that will prepare them for subsequent stages in their architectural education and professional practice

Intellectual Skills
On completing the programme students should be able to:
B1 Present an analytical assessment of their professional development and progress
B2 Apply a working knowledge of the principles of relevant building regulations (e.g. health & safety, accessibility), techniques and processes in the practice of architecture
B3 Apply theoretical knowledge to practical problems

Practical Skills
On completing the programme students should be able to:
C1 Better contribute to architectural practice
C2 Work as part of a team
C3 Acquire relevant skills for subsequent stages in their architectural education and professional practice.

Transferrable/Key Skills
On completing the programme students should be able to:
D1 Appraise their professional development and progress
D2 Assess situations and communicate information, ideas, problems and solutions
D3 Interact effectively and in a professional manner within a project team
TEACHING, LEARNING AND ASSESSMENT METHODS

KNOWLEDGE AND UNDERSTANDING (A1-4)

Teaching and Learning Methods:
Lectures, seminars, supervised and/or self-directed work-based learning (students spend the majority of their time working in an approved architectural practice or engaged in approved activities that enhance their understanding of architectural practice) and independent research.

Assessment Strategy
Submitted essays, multiple-choice class tests, record of professional experience and/or architectural practice related activities, self-appraisal of professional development, and confidential reports from work-based mentors (where appropriate)

INTELLECTUAL SKILLS (B1-3)

Teaching and Learning Methods
Lectures, seminars, supervised and/or self-directed work-based learning (students spend the majority of their time working in an approved architectural practice or engaged in approved activities that enhance their understanding of architectural practice) and independent research

Assessment Strategy
Submitted essays, record of professional experience and/or portfolio of architectural practice related activities, self-appraisal of professional development, confidential reports from work-based mentors (where appropriate), and other approved forms of assessment (e.g. multiple choice class tests).

PRACTICAL SKILLS

Teaching and Learning Methods
Lectures, seminars, supervised and/or self-directed work-based learning (students spend the majority of their time working in an approved architectural practice or engaged in approved activities that enhance their understanding of architectural practice) and independent research

Assessment Strategy
Practical skills are not independently assessed, but they form part of the assessment of knowledge and intellectual skills

TRANSFERRABLE/KEY SKILLS

Teaching and Learning Methods
Lectures, seminars, work-based learning (students spend the majority of their time working in an approved architectural practice or engaged in approved activities that enhance their understanding of architectural practice) and independent research

Assessment Strategy
Transferrable/key skills are not independently assessed, but they form part of the assessment of knowledge and intellectual skills

PROGRAMME STRUCTURE AND PROGRESSION

The programme extends over one academic year part-time and is structured on a modular basis. During this time students are required to attend the University for a total of 6 days on dates to be determined by the Degree Programme Director (DPD) and published in advance at the beginning of the academic year. The assessment consists of modules collectively worth a total of 60 credits – where each 10 credits involve 100 hours of student time. All candidates take the following compulsory modules:

ARC4020 Architecture in Practice – 20 credits
ARC4022 Professional Development – 20 credits
In addition, students shall take 20 credits of optional modules which can be either:

**ARC4022 Special Project – 20 credits**, or another module (or modules) subject to the approval of the DPD.

The Graduate Certificate in Architectural Practice (GCAP) should normally be completed within one academic year. This means that all assessed work is expected to be submitted within this period (on dates specified in the programme handbook). Where deadlines are missed and/or students require extensions, the usual procedures for extensions, late submissions and numbers of attempts for Undergraduate programmes will apply. Where students elect to spend more than a year in practice, they can continue their registration for a second year only, without paying fees. Their PEDR (Professional Experience and Development Records) sheets (or equivalent) will still be signed by the designated Professional Studies Advisor (PSA) within the School (up to a period of two continuous years from the date of registration). However:

1. It is expected that all coursework would have been submitted at the end of the first year, except if they have received concession to submit these at a later date;
2. The award of the certificate will be made at the end of the second year.

Students intending to spend a second year in practice and require continued registration on the course should inform the DPD and/or Programme Secretary by the end of May 2018. Where a student elects to register for a second year, the Certificate in Architectural Practice will be awarded at the end of the second year (subject to the completion of all assessment requirements).

**Award of Certificate in Architectural Practice**

The Certificate will be awarded to students who have passed all modules. Candidates may pass with a mark of less than 40% in some modules provided the following conditions are met:

- The average mark over all modules, based on simple aggregation taking into account the relative weight of the modules in question, is not less than 40%.
- No single mark for any module assessed is below 35%.
- Module marks less than 40 are compensatable, provided the total credit value of these modules does not exceed 20 out of the 60 studied as part of a Graduate Certificate.

Students are entitled as of right to the class of award (i.e. Pass, Merit or Distinction) yielded by the average mark for all modules and all non-modular aggregated assessment taking credit values into account, as follows:

<table>
<thead>
<tr>
<th>Marking Scale Applicable to Graduate Diploma and Graduate Certificate Programmes</th>
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<tbody>
<tr>
<td>0-39</td>
<td>Fail</td>
</tr>
<tr>
<td>40-59</td>
<td>Pass</td>
</tr>
<tr>
<td>60-69</td>
<td>Pass with Merit</td>
</tr>
<tr>
<td>70 and over</td>
<td>Pass with Distinction</td>
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</tbody>
</table>

**Links to relevant university regulations can be found at:**

STUDENT SUPPORT AND WHAT TO DO IF THINGS GO WRONG

Personal Tutoring

Each student is assigned a personal tutor. This is an academic member of staff who acts as your first point of contact with the University, and he/she can provide you with any information or advice that you may need throughout your academic career. The role of a personal tutor, as described in the Personal Tutoring Framework (http://www.ncl.ac.uk/quilt/assets/documents/qsh-personaltutoring-fwk.pdf), is to facilitate students’ personal and academic growth. The personal tutor is there to help with any issues you may have, from personal problems that could be affecting your studies, to giving advice when picking modules, to just being available for a chat.

You should take the initiative to schedule meetings with your personal tutor if you need to talk about any difficulties. Since gCAP students are mostly based in practice, contact with personal tutors can be by phone or email, but you can also arrange face-to-face meetings where possible.

The DPD is the personal tutor for all gCAP students. But it is possible to change your personal tutor if you’re unhappy for any reason. You don’t have to give any reasons for changing your tutor. Contact the course secretary or the Head of Architecture if you want to change your personal tutor.

Personal Extenuating Circumstances (PEC)

If you believe that your performance has been affected by illness or other personal circumstances (or if things go wrong):

- Discuss with the DPD/personal tutor (who will treat anything you say in strict confidence) and/or Kelly Weightman (the School’s Student Wellbeing manager)
- Complete a PEC form (available from: http://www.ncl.ac.uk/students/progress/student-resources/help) and submit it to Kelly Weightman via email to: saplpecforms@newcastle.ac.uk

The PEC form is the best way of communicating any personal or medical problems that might have affected your performance. This one form will be a way of telling the School about your problems, providing evidence, and requesting a number of types of adjustment (coursework extensions, exam deferrals, or Board of Examiners discretion). You must provide evidence. Information on the following webpage will explain how to fill in the form and the types of evidence you should provide: http://www.ncl.ac.uk/students/progress/student-resources/help/. In general, you must ensure that:

- You provide clear evidence of all problems and the period of impact (i.e., how long you were affected). A doctor’s note, letter from your employer, or statement of support from your personal tutor can all be submitted as evidence.
- You must be specific about the problem.
- You must be precise about how your work was affected (e.g., that you didn’t have enough time to complete or that you missed so many hours of class)
- You must indicate how long the problems lasted.
- You must list all modules and assessments that were affected.

Following submission of a PEC you will receive an email confirming receipt of your PEC. Where you have requested an extension or other form of adjustment, approval will be sought and the outcome of your request will be emailed to you. The School will endeavour to get PEC decisions to you ASAP and within 5 working days. Further guidance on PEC and other support issues is available on Blackboard.

Change of Circumstances

Sometimes circumstances do change, and you may decide that you want to transfer degree programmes, suspend your studies or withdraw from the University. If you are thinking about any of these scenarios, you should first speak with your personal tutor so that you can discuss your options. You can also seek confidential advice from Student Wellbeing (http://www.ncl.ac.uk/students/wellbeing). Permission to make these
changes often depends upon approval from the Degree Programme Director. More information on the relevant procedures and the forms you may need to fill in are available here: http://www.ncl.ac.uk/students/progress/student-resources/change/. Your personal tutor should be able to help you complete these forms if necessary.
Please Note: All books on the reading lists for modules and other learning resources are available in (or can be obtained via) the University Library. Details of Distance Learning library facilities for students on this course can be found at: http://libguides.ncl.ac.uk/distance

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<tr>
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<tbody>
<tr>
<td>ARC4020</td>
<td>Architecture in Practice</td>
</tr>
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| Credit Value | 20                             |
| Semester     | 1 & 2                          |

**Module Aims**

This module will build on the professional practice studies covered in Part 1 to develop knowledge and skills that will prepare students for study at Part 2 and beyond. The aim is to introduce students to the practical realities of architecture (e.g. working in, or running an architectural practice, building procurement, etc.) in the application of theoretical concepts in practice, and critically reflecting on such practice in an academic setting. Assessment is through two 2000-word reports submitted by students on aspects of professional practice and building procurement.

**Module Learning Outcomes**

- To develop students' practical knowledge of the procedural, legal and contractual aspects of professional architectural practice.
- To develop skills in the management and administration of the implementation of construction projects.
- To increase knowledge in the management of the design process within architectural practice.

The ability to:

- apply a working knowledge of the principles of relevant building regulations, techniques and processes in the practice of architecture; and
- apply theoretical knowledge to practical problems.

Accordingly, the student will be better prepared for the next stage in his/her architectural education.

<table>
<thead>
<tr>
<th>Module Leader</th>
<th>Telephone</th>
<th>Email</th>
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<tbody>
<tr>
<td>John Kamara</td>
<td>8619</td>
<td><a href="mailto:John.kamara@ncl.ac.uk">John.kamara@ncl.ac.uk</a></td>
</tr>
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<table>
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<tr>
<th>Other Contributor</th>
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<th>Email</th>
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<td>Other staff as appropriate</td>
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**Lectures**

Three 2-day block teaching sessions, held in November, February, and April. Teaching days are Thursdays and Fridays from 10.00 to 17.00 on Thursdays and 09:00 to 16:00 on Fridays.

**Attendance Expectation**

Students are expected to attend all gCAP seminars.

**Reading List**

**Essential Reading:**

7. P. Fletcher and H. Satchwell, Briefing: A Practical guide to RIBA Plan of Work 2013 Stages 7, 0 and 1, RIBA Publishing, 2015

**Assessment Information**

The Assessment of the module is by two (2) 2000-word reports which will be submitted in December and March respectively (or at times determined by the Module Leader). The first report will focus on the issues of practice management and delivery of services to client, and the second report will focus on building procurement and
legal framework and processes related to architectural practice. Students will select topics (subject to the approval of the module leader) that are relevant to the themes covered in the module. This will allow them to explore issues of professional practice that are relevant to their particular needs and their experience of practice. The relatively extended nature of the reports will further allow them to critically reflect on the link between academia and practice, and allow the key skill of written communication to be assessed.

<table>
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<tr>
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<tbody>
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<td>ARC4021</td>
<td>Professional Development</td>
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<table>
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<tbody>
<tr>
<td>20</td>
<td>1 &amp; 2</td>
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</table>

**Module Aims**

This module is aimed at helping students integrate their learning from the varied activities they may be involved in during the period between their Part 1 and Part 2 studies. It will further help students to develop an awareness of their professional development against the professional training requirements prescribed by RIBA/ARB. Students will be encouraged through seminars and other contact with staff to systematically record their experiences, critically reflect on the quality of their experience, identify continuing professional educational needs, and develop appropriate strategies to meet their training needs. Assessment is via a 1000-word professional development plan and a 3000-word self-appraisal report of the students' professional development over the period of the course.

**Module Learning Outcomes**

At the end of the module, students should have:

- An understanding of the practical training requirements of the architecture profession;
- An awareness of their own development achievements and continuing educational needs

And the ability to:

- be able to present an analytical assessment of his or her professional progress; and
- have developed through analysis an understanding of his or her own development.

<table>
<thead>
<tr>
<th>Module Leader</th>
<th>Telephone</th>
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<tbody>
<tr>
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</tr>
</tbody>
</table>

**Lectures**

Three 2-day block teaching sessions, held in November, February, and April. Teaching days are Thursdays and Fridays from 10.00 to 17.00 on Thursdays and 09:00 to 16:00 on Fridays

**Attendance Expectation**

Students are expected to attend all gCAP seminars.

**Reading List**

**Essential Reading:**

5. Thorbjoern Mann, *Time Management for Architects and Designers*, W W Norton, 2004

**Assessment Information**

The assessment will be in two parts. The first part requires students to develop a 1000-word professional development plan, which will account for 30% of the module mark. This will be submitted in the first semester. The second part (70% of module mark) will be a 2000-word report that will allow students to critically assess their experience during the period between their Part 1 and Part 2 studies. It provides an opportunity to assess their achievements against their plan, and to compare theory (what they expected the practice of architecture to be about, from the BA and the CAP course) and their actual experiences from their work-based activities. It will also allow students to compare their professional development against what would be expected for Part 1 graduates. The zero-weighted Pass/Fail Portfolio will provide supporting evidence for students' professional development report and it will allow students to have tangible evidence on which to base the reflection on their experience. Failure of the pass/fail component will not lead to a failure of the module but to a deferral in the award of the Graduate Certificate in Architectural Practice until it is passed at the second attempt.
### Optional Module

<table>
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<td>ARC4022</td>
<td>Special Project</td>
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<table>
<thead>
<tr>
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<th>Semester</th>
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</thead>
<tbody>
<tr>
<td>20</td>
<td>1 &amp; 2</td>
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</table>

**Module Aims**

This module aims to extend and deepen students’ knowledge and skills in a particular area of professional architectural practice that is of interest to them. This will be through self-directed study and investigation of a particular subject that will be reported either in the form of an extended case study of a construction project or business process they have been engaged in, a research report, or a curated design portfolio based on work undertaken either as part of their practical training or privately.

**Module Learning Outcomes**

At the end of the module, students should have:

- An enhanced understanding of a particular subject related to professional architectural practice that will prepare students for the next stage in their architectural education
- An understanding of relevant research and/or design presentational methods and approaches
- Ability to develop and implement an independent study to enhance their understanding of their subject
- Apply appropriate writing and presentational skills that are relevant to professional architectural practice.

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<tr>
<th>Module Leader</th>
<th>Telephone</th>
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<tbody>
<tr>
<td>John Kamara</td>
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<td><a href="mailto:John.kamara@ncl.ac.uk">John.kamara@ncl.ac.uk</a></td>
</tr>
</tbody>
</table>

**Lectures**

Three 2-day block teaching sessions, held in November, February, and April. Teaching days are Thursdays and Fridays from 10.00 to 17.00 on Thursdays and 09:00 to 16:00 on Fridays.

**Attendance Expectation**

Students are expected to attend all gCAP block teaching sessions.

**Reading List**

7. P. Fletcher and H. Satchwell, Briefing: A Practical guide to RIBA Plan of Work 2013 Stages 7, 0 and 1, RIBA Publishing, 2015

**Assessment Information**

Assessment comprise of a 2-page formative outline proposal of students’ independent project and a summative 4000 word report in the form of a case study/research report or a curated portfolio of design work undertaken privately or as part of your practical training. The formative assessment will allow students to be given more structured feedback and guidance on their chosen projects. It will also serve as a mid-point assessment of their progress in achieving the learning outcomes of the module. The final (summative) submission will allow the assessment of all learning outcomes of the module and will give students the scope to sufficiently explore and report on their chosen projects.
ASSESSMENT AND FEEDBACK

All assessment for gCAP modules is by coursework. University policy states that all submission deadlines must be published by the end of the second teaching week each semester. You should take note of these deadlines at the beginning of each semester and make sure you carefully plan when you will complete each assignment. Details of all submission dates are available in this handbook (see Teaching and Assessment timetable above, and Assessment and Feedback timetable below)

Submission Procedures

All submissions (except for PEDR sheets and portfolios) should be made anonymously: only student numbers should be included; DO NOT include your names.

All submissions (except for PEDR/Portfolio Sheets) will be made via Blackboard. To submit via Blackboard, follow the following steps

1. Go to the Blackboard page of the relevant module (e.g. ARC4020)
2. Click on the “Assessment” link on the left hand menu options
3. The link to submit your assignment will be available on this page (up to the due date/time). Follow the instructions to submit your work.
4. To facilitate ease of reading and marking online, please use A4 Portrait orientation. If your submission includes graphs (e.g. Gantt chart) and other diagrams, please make sure they are also readable in Portrait orientation.

Feedback for assignments will be available on Blackboard from the published date for the return of feedback (see timetable provided in this document) (except otherwise indicated). You should therefore check Blackboard to obtain your feedback.

For PEDR Sheets, the following procedures will apply

1. Submit a hard copy of the original sheet (make sure that both you and your employment mentor have signed the sheet before submission) by post to the course secretary (if you’re based overseas, send a pdf copy via email)
2. The course secretary will process your sheet and pass on to me for review and signing
3. After signing by the PSA, original copies of your signed sheets will be posted back to you (or sent by email if student is based overseas). We will retain a scanned copy of the signed sheets (since this is work submitted for assessment), but it is your responsibility to safeguard your original copies.
4. Please note that you do not need to send attachments of drawings and other documents with your PEDR sheets. However, if you feel this is necessary, please keep attachments to a minimum. However, attachments will not be posted back after your sheet is signed; only the PEDR sheet will be posted.
5. Please also make every effort to submit your sheets on time (i.e. within 2 months of the completed period documented in the sheet). Late sheets may be signed, but no comments will be provided.

For Portfolio Sheets, the following procedures will apply:

1. Submit a hard copy with all supporting documents/attachments by post to the course secretary (if you’re based overseas, send a pdf copy via email)
2. The course secretary will process your sheet and pass on to me for review and signing
3. After signing by the DPD, the signed comment sheet will be posted back to you (or sent by email if student is based overseas). We will retain the original copy of your portfolio (since this is work submitted for assessment), so please make sure you have a copy for yourself.
4. Please also make every effort to submit your portfolio on time (i.e. within 2 months of the completed period documented in the portfolio)
More information about University policies on coursework submission and the return of feedback is available here: http://www.ncl.ac.uk/quilt/assets/documents/qsh-assmt-assessedwork-policy.pdf

**Late Submission of Coursework**

The University has a set policy for late submissions, so you should be careful to submit all assessments well in advance of the deadline. If work is submitted within 7 calendar days of the deadline, it will be capped at 40% (the pass mark for modules on this programme). If you submit a piece of work more than 7 days after the deadline, it will receive a mark of zero.

There are two circumstances in which late work will always receive a zero: if your piece of work is marked on a non-discriminatory marking scale (i.e. pass/fail or merit/pass/fail), or if you are submitting work for a re-sit assessment.

If you have a valid reason for submitting your work late (e.g. illness), you should submit a PEC form (see http://www.ncl.ac.uk/students/progress/student-resources/help or contact the course secretary). Computer failures and transportation problems are not considered a legitimate excuse for late submission (unless ISS has confirmed a University-wide computer failure).

**Feedback on Assignments**

You will receive feedback on all of your coursework. University policy states that feedback on coursework must be returned within 20 working days (not including weekends, Bank Holidays or University closure days). If feedback is going to be returned late for any reason, you will be informed in advance and told when you should expect to receive your feedback. *Dates for the return of marks and feedback are provided in this handbook.*

You will receive feedback in a variety of ways: written on your work, given verbally in lectures or tutorials, or provided on Blackboard or NESS. Feedback may come from lecturers, from your student peers, or from yourself. Learning to give yourself feedback is an important skill that you will continue to use after University. You are expected to use your feedback by looking at your work, the criteria for the work, and the feedback comments and thinking about how you can improve in future assessments.

Formal Feedback for all submitted work on gCAP will be provided on Blackboard.

**Marking and Moderation Processes**

The marking for all submitted work (except for PEDR sheets and Portfolio submissions) will be moderated. This means that a second marker will look at a sample (between 10% and 20% of the cohort) of the marks and feedback given by the first marker to ensure that they are fair, accurate and consistent. Comments from the moderator may lead to the review of all marks and can result in the raising or lowering of marks for the whole cohort. Moderation will usually take place before marks are released on Blackboard.

All marks that are returned to you are provisional and subject to review and potential moderation prior to the final Board of Examiner meeting. The Board of Examiners (BoE) is responsible for decisions about the outcomes of assessment of students on the programme, and has a substantial degree of discretion. For example, the Board may in certain circumstances deem individual students to have passed particular modules in which they have obtained a fail mark.

The University has a policy on Moderation processes, available here: http://www.ncl.ac.uk/quilt/assets/documents/qsh-assmt-modscal-pol.pdf
Assessment Irregularities and Disciplinary Procedures

As part of the Student Charter, you have agreed to follow University procedures and to maintain the highest standards of behaviour. The University is committed to ensuring that assessments are fair for all students, and it has established a procedure for dealing with situations in which one student uses improper means to ‘get ahead’ on an assessment. These situations are called assessment irregularities, and they may include (but are not limited to), the following:

- Copying from or conferring with other candidates or using unauthorized material or equipment in an examination room
- Impersonating or allowing another to impersonate a candidate
- Permitting another student to copy work
- The falsification (by inclusion or suppression) of research results
- Plagiarism, defined as the unacknowledged use of another person’s ideas, words or work either verbatim or in substance without specific acknowledgement. It is also possible to plagiarize yourself if you submit the same work for multiple assignments or do not acknowledge ideas or words that you have submitted previously.

The University’s assessment irregularity procedure in full can be found here: [http://www.ncl.ac.uk/students/progress/Regulations/SPS/assessment.htm](http://www.ncl.ac.uk/students/progress/Regulations/SPS/assessment.htm)

The assessment and feedback timetable, and detailed guidelines on the assessment criteria for each module are provided in the following pages.
### Assessments and Feedback Timetable

<table>
<thead>
<tr>
<th>Module</th>
<th>Description of Assessment</th>
<th>Number of Submissions</th>
<th>Submission Date</th>
<th>Details of Submission</th>
<th>Feedback to Student</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARC4020 Architecture in Practice</td>
<td>Two 2000-word reports on Practice-Wide Approaches and Project-Specific Activities, respectively.</td>
<td>Assignment 1</td>
<td>Monday 11 December 2017</td>
<td>Online submissions via Blackboard to arrive by 5:00pm</td>
<td>By Friday 12 January 2018</td>
</tr>
<tr>
<td></td>
<td>Assignment 2 (2000-word report on Project-Specific Activities)</td>
<td>Assignment 2</td>
<td>Monday 26 February 2018</td>
<td>Online submissions via Blackboard to arrive by 5:00pm</td>
<td>By Friday 23 March 2018</td>
</tr>
<tr>
<td>ARC4021 Professional Development</td>
<td>1000-word Professional Development Plan and 2000-word professional development report Portfolio of practical experience or otherwise (pass/fail)</td>
<td>Part A (1000-word PDP)</td>
<td>Monday 13 November 2017</td>
<td>Online submissions via Blackboard to arrive by 5:00pm</td>
<td>By Friday 08 December 2017</td>
</tr>
<tr>
<td></td>
<td>Part B (2000-word report + Portfolio)</td>
<td>Part B (2000-word report + Portfolio)</td>
<td>Monday 21 May 2018</td>
<td>Online submissions via Blackboard to arrive by 5:00pm</td>
<td>By Friday 15 June 2018</td>
</tr>
<tr>
<td></td>
<td>Quarterly submission of PEDR sheets (or Portfolio) as required</td>
<td>Quarterly submission of PEDR sheets (or Portfolio) as required</td>
<td>Online submission via Blackboard to arrive by 5:00pm</td>
<td>Hard copy submission of PEDR sheets (or Portfolio)</td>
<td>By Friday 24 March 2018</td>
</tr>
<tr>
<td>ARC4022 Special Project</td>
<td>4000-word Independent Study report</td>
<td>2-page proposal for independent study</td>
<td>Monday 15 January 2018</td>
<td>Online submission via Blackboard to arrive by 5:00pm</td>
<td>By Friday 02 February 2018</td>
</tr>
<tr>
<td></td>
<td>4000-word Independent Study Report</td>
<td>4000-word Independent Study Report</td>
<td>Monday 30 April 2018</td>
<td>Online submission via Blackboard to arrive by 5:00pm (or otherwise)</td>
<td>By Friday 01 June 2018</td>
</tr>
</tbody>
</table>

### Chronological Timeline of Submissions and Feedback to Students:

<table>
<thead>
<tr>
<th>Submission</th>
<th>Module</th>
<th>Date Due</th>
<th>Date Feedback Expected</th>
</tr>
</thead>
<tbody>
<tr>
<td>1000-word Professional Development Plan</td>
<td>ARC4021</td>
<td>Monday 13 November 2017</td>
<td>Friday 08 December 2017</td>
</tr>
<tr>
<td>2000-word Report on Practice-Wide Approaches</td>
<td>ARC4020</td>
<td>Monday 11 December 2017</td>
<td>Friday 12 January 2018</td>
</tr>
<tr>
<td>2-page Independent Study proposal</td>
<td>ARC4022</td>
<td>Monday 15 January 2018</td>
<td>Friday 2 February 2018</td>
</tr>
<tr>
<td>2000-word Report on Project-Specific Activities</td>
<td>ARC4020</td>
<td>Monday 26 February 2018</td>
<td>Friday 24 March 2018</td>
</tr>
<tr>
<td>4000-word Independent Study Report</td>
<td>ARC4022</td>
<td>Monday 30 April 2018</td>
<td>Friday 1 June 2018</td>
</tr>
<tr>
<td>2000-word Professional Development Report</td>
<td>ARC4021</td>
<td>Monday 21 May 2018</td>
<td>Friday 15 June 2018</td>
</tr>
<tr>
<td>Quarterly PEDR Sheets (or Portfolio Blocks of Evidence*)</td>
<td>ARC4022</td>
<td>Within 2 months of each completed period</td>
<td>Within 4 weeks of submission</td>
</tr>
</tbody>
</table>

*See Appendix 3*
# gCAP TEACHING AND ASSESSMENT PROGRAMME 2017/2018

<table>
<thead>
<tr>
<th>Semester</th>
<th>SEMESTER 1</th>
<th>SEMESTER 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Term</td>
<td>AUTUMN TERM</td>
<td>X-MAS</td>
</tr>
<tr>
<td>Activity</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Date (W/C)</td>
<td>18 25 2 9 16 23 30 6 13 20 27 4 11 18 25 1 8 15 22 29 5 12 19 26 5 12 19 26 2 9 16 23 30 7 14 21 28 4 11 18 25</td>
<td></td>
</tr>
</tbody>
</table>

- **Block Teaching**
  - ARC4021 1
  - ARC4020 1
  - ARC4022 1
  - ARC4020 2
  - ARC4022 2
  - ARC4021 2

- **Feedback**
  - ARC4021 1
  - ARC4020 1
  - ARC4022 1
  - ARC4020 2
  - ARC4022 2

- **Exam Board**
  - ARC4021 1
  - ARC4020 1
  - ARC4022 1
  - ARC4020 2
  - ARC4022 2

- **Teaching Week No.**
  - 1 2 3 4 5 6 7 8 9 10 11 12 A1 A1 1 2 3 4 5 6 7 8 9 10 11 12 A2 A2 A2

- **Timetable Wk No.**
  - 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35 36 37 38 39 40 41 42 43 44

**Key:**
- Green: Block Teaching
- Black: Student Submissions
- Grey: Submission of 2-page independent study outline
- Purple: Return of marks and feedback to students
- Pink: Feedback on independent study outline
- Red: Board of Examiners Meeting

**Dates:**
- **Sept:** 18
- **Oct:** 25
- **Nov:** 2
- **Dec:** 9
- **Jan:** 16
- **Feb:** 23
- **Mar:** 30
- **April:** 6
- **May:** 13
- **June:** 20
- **July:** 27
- **Aug:** 4
- **Sept:** 11
- **Oct:** 18
- **Nov:** 25

**Assignments:**
- **1000-Word Professional Development Plan (PDP)**
- **2-Page Independent Study Proposal**
- **2000-Word Report on Project-Specific Activities**
- **4000-Word Independent Study Submission**
- **3000-Word Professional Development Report**
ASSESSMENT FOR ARC4020 ARCHITECTURE IN PRACTICE

Assignment 1 (Practice-Wide Approaches to Practice Management):
Submission – via Blackboard by 5:00pm (UK time) on Monday 11 December 2017
You are to prepare a written report of approximately 2000 words, on a topic relating to practice-wide approaches to managing your firm (or an architectural practice). This might relate to issues around the setting up of, or the running of an architectural practice (e.g. resourcing of staff, time management, recruitment, marketing, financial management, design management, etc.) or the legal and regulatory framework that impinges on the running of an architectural business (e.g. employment law, health and safety in the workplace, etc.). This should not be based on any specific project, but on the general approach (e.g. policies and procedures) within the office for dealing with these issues. However, you may use particular projects (where appropriate) to illustrate a particular aspect of practice management.

Assignment 2 (Project-Specific Activities relating to the Delivery of Construction Projects):
Submission – via Blackboard by 5:00pm (UK time) on Monday 26 February 2018
You are to prepare a written report of approximately 2000 words, on a topic relating to the procurement and delivery of a specific project (or projects) within your practice (or an architectural practice). This might relate to issues around the procurement and delivery of construction projects (e.g. briefing process, procurement and contract management or administration) or the legal and regulatory framework and processes that impinge on the procurement and delivery of projects (e.g. planning, CDM regulations, etc.) in line with the RIBA Plan of Work (PoW) stages. The scope can include one or more stages in the PoW, within the context of an architectural practice, but the focus should be on issues around the delivery of specific projects.

Key Points to Note
1. You don’t need to have had personal (‘hands-on’) experience of the topic/issue you’re focusing on (although this might help); but you are expected to conduct some research into how this issue/topic is handled within an architectural practice.
2. For both assignments (except otherwise stated below), students should demonstrate that they have met (and assessment will be based on) the learning outcomes of the module. That is:
   a. Practical knowledge (through research or ‘hands-on’ experience) of the procedural (e.g. how certain things are done within a practice or in running a project), legal (e.g. regulations impinging on practice or in the delivery of a project) and contractual aspects of professional architectural practice [applies to both, but emphasis is different for each assignment]
   b. Develop skills in the management and administration of construction projects [assignment 2]
   c. Increase knowledge in the management of the design process within architectural practice [assignment 1]
   d. Apply a working knowledge of the principles of relevant building regulations, techniques and processes in the practice of architecture [applies mainly to assignment 2]
   e. Apply theoretical knowledge to practical problems [applies to both assignments]
   f. Demonstrate written communication and research and reporting skills [assignments 1 & 2]
   g. All coursework should be submitted anonymously
Structure and Presentation of Assignments

You are free to decide on the structure of your presentation, but each report should include:

1. An introduction, to include:
   a. Description of office which provides the context for the study
   b. Brief introduction of the topic under consideration
   c. Objectives and overview of the contents of the report

2. Overview (literature review) of the topic (used of published sources is expected here)

3. Description of the research undertaken (i.e. what was done to collect information on the subject, e.g. interviews with staff, review of documents, project files, etc.)

4. Description of how the chosen topic is dealt with in the office, e.g.
   a. Procedures and processes adopted
   b. Resources (e.g. software applications, office/general guides, etc.) used
   c. Documents produced
   d. People involved and the interrelationships between them; responsibilities under the procedures and processes, etc.

5. Critical reflection, e.g.
   a. A discussion on how actual practices within the office compares with stated procedures
   b. Discussion on how current practice compares with published literature on the subject

6. Conclusion, to include
   a. Summary of what has been covered in the report
   b. Key learning points (relating to knowledge/skills about professional architectural practice) arising from the study undertaken

7. List of references and any relevant appendices

Assessment Criteria

Marks will be awarded as follows

1. Literature review of topic and research undertaken (i.e. points 1, 2 & 3 above) [20marks]
   a. e.g. clear description of the context
   b. Literature review that demonstrates understanding of the topic being investigated

2. Description of topic within the content of the practice (point 4 above) [40 marks]
   a. e.g. the extent to which points 4a -4d above are covered
   b. Clarity in description

3. Critical reflection and learning (points 5 & 6 above) [30marks]
   a. e.g. how well theory (literature) and practice (described practice) are integrated to enhance your learning

4. Structure and presentation (point 7, plus: staying within the word limit, general presentation) [10marks]
ASSESSMENT FOR ARC4021 PROFESSIONAL DEVELOPMENT

PART A: 1000-word Professional Development Plan (PDP) [30% of Module Mark]

You are required to prepare a 1000-word Professional Development Plan, which will serve as a guide for your ‘year-out’ in practice, and which will form the basis for assessing the 2000-word report on professional development activities (Part B of the Assessment of this module – see below).

Your plan should include the following:

1. Main goal/ambition (e.g. to qualify as an architect and/or to be a particular kind of architect, etc.)

2. Specific objective(s) for this period in practice (over 9 months – September 2017 – May 2018). Your objective(s) should be:
   a. SMART (i.e. Specific, Measurable, Achievable, Realistic and Timed) [see Appendix 1]
   b. Linked to your main goal/ambition and should include (at least TWO of) the following:
      i. Knowledge that you want to gain (e.g. practical experience of doing something; detailing, planning applications, particular stages of a project, etc.). You may want to link knowledge areas to the five areas of the Part 3 criteria: Professionalism; Clients, users and delivery of services; Legal framework and processes; Practice and Management; and Building procurement. OR these can be linked to the ten areas of the RIBA curriculum for CPD (see: http://www.architecture.com/RIBA/CPD/Whatdolneedtodo/Whatisthecorecurriculum.aspx for details)
      ii. Particular (or range of) skills that you want to acquire (e.g. using particular software, design skills, minute taking, presenting ideas to clients, etc.)
      iii. Attitudes that you want to develop (this relates more to your development as a person, e.g. being accurate and punctual, meeting deadlines, etc.)

3. An indication of the various activities that you will seek to be involved in to ensure that you meet your objective(s). Make sure that there is a clear list of activities and that these are mapped on to the objective(s).

4. The kind of help or support (i.e. resources) that you will require to achieve your objective(s).

5. A timeline (programme) of when you hope to implement/achieve the activities listed in point 4 above.

6. A brief reflection on potential enablers or inhibitors that might affect your plan

You are advised to consult your employment mentor (if appropriate) on the development of your plan.

Assessment (Part A)

This will be based on the following:

1. Structure and presentation [10marks]

2. Clarity and scope of your objective(s) [points 1 & 2 above] [e.g. how it links to your main goal, the extent to which it/they is/are SMART, the coverage (i.e. does it include at least two of knowledge, skills, or attitudes? etc.)] [40marks]

3. Means to achieve your objectives [points 3-5 above] [i.e. how the activities, resources and programme link with objective(s)] [30marks]

4. Reflection on likely outcomes [point 6 above] [20marks]

Submission (To be made anonymously):

Via Blackboard (Turnitin) by 5pm on Monday 13 November, 2017
PART B: 2000-word Report on Professional Development Activities [70% of Module Mark]

**Suggested Format**

1. **Introduction**
   a. Objectives and purpose of report and brief outline of its contents
   b. What objective(s) did you set at the beginning of your ‘year-out’ [a re-statement or brief summary of your main objective(s) will be helpful here]

2. **Details of work undertaken (what have I done?/what activities have I been involved in?)**
   a. Overview of practice(s) worked
   b. Periods of employment (start and end dates of employment, etc.)
   c. Factual information of projects worked on and tasks undertaken
   d. Information about other activities (e.g. office management, CPD, etc.) undertaken while in practice

   [Note that the above can be represented graphically, e.g. using a modified Gantt chart that includes images of key projects worked on and a timeline mapped against RIBA PoW stages: see Appendix 2 for a suggested template]

3. **Learning gained (What have I learnt?)**
   a. Summary of key lessons learnt over the period under consideration. Use examples (e.g. by linking to projects/activities in point 2 above)
   b. The extent to which you’ve achieved the objective(s) set out in your professional development plan; Helps/Hindrances to your experience
   c. Areas for further/future development

4. **(Critical) Reflection on experience**
   a. Relating to Literature (e.g. link between experience and related literature and publications; link between university based and work-based learning activities)
   b. Relating to Practice (e.g. how different activities undertaken over this year have been integrated into your learning; how previous views/approaches have been influenced by your experience and how this might affect future practice/behaviour)

5. **Conclusion**
   a. Summary and conclusions
   b. Reflection on overall experience

A pass/fail portfolio demonstrating that the student has at least 480hrs of relevant practical experience (or otherwise) (approximately 6 months experience or 2 PEDR sheets) needs be submitted as part of this module. This should be summarised and made reference to in your report as indicated in Point 2 above. But the actual portfolio itself, if submitted separately (e.g. through quarterly submissions of PEDR sheets) need not be included as an appendix to the report.

**Assessment (Part B)**

This will be based on **three** elements:

1. **Structure and Presentation** – **10 marks**
2. **Content** – **50 marks** (the extent to which points 1 – 3 under suggested format, have been covered)
3. **Critical Reflection** – **40 marks** (Point 4 above; divided equally between 4(a) and 4(b))

**Submission (To be made anonymously)**

Via Blackboard (Turnitin) by 5 pm on Monday 21 May, 2018
ASSESSMENT FOR ARC4022 SPECIAL PROJECT

This module aims to extend and deepen students’ knowledge and skills in a particular area of professional architectural practice that is of interest to them. This will be through self-directed study and investigation of a particular subject that will be reported either in the form of an extended case study of a construction project or business process they have been engaged in, a research report, or a curated design portfolio based on work undertaken either as part of their practical training or privately.

Submissions:

1. **2-page proposal for independent study**: By 5:00pm on Monday 15 January 2018 (via Blackboard)
2. **4000-Word Submission (or otherwise)**: By 5:00pm on Monday 30 April 2018 (via Blackboard or otherwise) [For the Curated Design Portfolio, this will comprise sketches/drawings/photographs, etc. and round 1500-word of text to provide a narrative context and critical commentary on the portfolio]

Details of assessment of various aspects will be as follows

<table>
<thead>
<tr>
<th>Breakdown</th>
<th>Case Study</th>
<th>Research Report</th>
<th>Curated Design Portfolio</th>
</tr>
</thead>
<tbody>
<tr>
<td>Description</td>
<td>Clear, logical description of the subject matter of the case study with respect to factual information (e.g. what happened, the student’s particular involvement, etc.) that will provide the basis for discussion and analysis</td>
<td>Literature Revie [20 Marks]</td>
<td>Context [20 Marks]</td>
</tr>
<tr>
<td>[20 Marks]</td>
<td></td>
<td>Coverage and critical review of relevant literature on the subject</td>
<td>Overview of the purpose and content of the portfolio (e.g. what its intended to demonstrate, intended audience, etc.).</td>
</tr>
<tr>
<td>Analysis</td>
<td>Critical reflection (against the wider context of literature and/or best practice) on events/decisions/actions that clearly demonstrate practical understanding of best practice and professional practice issues and the ability to exercise professional judgements (e.g. how particular problems might have been addressed in the light of wider practice and/or using the benefit of hindsight)</td>
<td>Research Questions [15 Marks]</td>
<td>Presentation [60 Marks]</td>
</tr>
<tr>
<td>[60 marks]</td>
<td></td>
<td>Clear statement of the research problem and the questions underpinning the study</td>
<td>Actual presentation of the portfolio with respect to the range and type of material (e.g. sketches, drawings, photographs, etc.), logical arrangement, quality of content, etc.</td>
</tr>
<tr>
<td>Presentation</td>
<td>Good communication with respect to structure and presentation of the report (e.g. layout, use of illustrations, diagrams, binding), and writing style (e.g. logical flow of ideas, correct grammar and spelling). There is no need to include extensive appendices unless these are critical to the narrative of the assignment</td>
<td>Good communication with respect to structure and presentation of the report (e.g. layout, use of illustrations, diagrams, binding), and writing style (e.g. logical flow of ideas, correct grammar and spelling). There is no need to include extensive appendices unless these are critical to the narrative of the assignment</td>
<td>Critical Commentary [20 Marks]</td>
</tr>
<tr>
<td>[20 marks]</td>
<td></td>
<td></td>
<td>Brief critical commentary on the process and output of the portfolio and the extent to which it achieves its purpose.</td>
</tr>
</tbody>
</table>

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<td>[20 Marks]</td>
<td></td>
<td>Coverage and critical review of relevant literature on the subject</td>
<td>Overview of the purpose and content of the portfolio (e.g. what its intended to demonstrate, intended audience, etc.).</td>
</tr>
<tr>
<td>Analysis</td>
<td>Critical reflection (against the wider context of literature and/or best practice) on events/decisions/actions that clearly demonstrate practical understanding of best practice and professional practice issues and the ability to exercise professional judgements (e.g. how particular problems might have been addressed in the light of wider practice and/or using the benefit of hindsight)</td>
<td>Research Questions [15 Marks]</td>
<td>Presentation [60 Marks]</td>
</tr>
<tr>
<td>[60 marks]</td>
<td></td>
<td>Clear statement of the research problem and the questions underpinning the study</td>
<td>Actual presentation of the portfolio with respect to the range and type of material (e.g. sketches, drawings, photographs, etc.), logical arrangement, quality of content, etc.</td>
</tr>
<tr>
<td>Presentation</td>
<td>Good communication with respect to structure and presentation of the report (e.g. layout, use of illustrations, diagrams, binding), and writing style (e.g. logical flow of ideas, correct grammar and spelling). There is no need to include extensive appendices unless these are critical to the narrative of the assignment</td>
<td>Good communication with respect to structure and presentation of the report (e.g. layout, use of illustrations, diagrams, binding), and writing style (e.g. logical flow of ideas, correct grammar and spelling). There is no need to include extensive appendices unless these are critical to the narrative of the assignment</td>
<td>Critical Commentary [20 Marks]</td>
</tr>
<tr>
<td>[20 marks]</td>
<td></td>
<td></td>
<td>Brief critical commentary on the process and output of the portfolio and the extent to which it achieves its purpose.</td>
</tr>
</tbody>
</table>
USEFUL TIPS ON SUBMITTED WORK

The following are useful tips for assessments on the course. It is based on observations on previous student performance. Some of it might seem rather obvious, but it is helpful not to ignore the obvious.

1. Make sure you understand the brief for the assignment. Every attempt has been made to provide clear information on what is required, but sometimes this may not be the case. If in doubt, please contact the Programme Director for the course.

2. The suggested format for the structure of assignments is indeed, a suggestion. This means that you are free to structure your assignment differently. However, it is usually advisable to follow the suggested guidelines, or at least, make sure that you cover all the required points.

3. The links/connections between different sections and ideas in a report/essay are very important. For example, if you are including a diagram/figure in your report, make sure this is described in the text to show how the figure/image helps to illustrate your point. This also goes for references; it is not helpful to just provide a list of references without discussing (or even mentioning) them in the main text. Different ideas also need to be linked. If for example, you are discussing a particular topic (e.g. time management) within a specific practice, it is helpful to mention how the issues being presented relate to the context of the practice (e.g. its size, structure, people, location, etc.) and vice versa.

4. This course is about linking theory and practice. It is therefore useful to try and connect the two in your reflections (e.g. in PEDR sheets or Portfolio Evidence) and submitted reports. “Theory” relates both to what is covered in literature (i.e. books, articles, professional guides, etc.), and lectures presented during the gCAP seminars. “Practice” relates to your experience (either ‘first hand’ or observed).

5. An area which is usually not touched on by many students is the “critical commentary” section of reports. This is particularly useful in linking theory and practice. It is also where you can demonstrate that you have learnt (or are learning) something and know (or are aware of) how to apply that knowledge/learning to practical situations. A “critical commentary” usually deals with “why” questions (i.e. attempts to understand what underpins observed practice) and can be provided through:
   a. Comparing stated procedures (e.g. what is written in the office manual) with actual practice (what actually happens), using the principle in Point 3 above
   b. Comparing practice with theory (as explained in Point 4 above)
   c. Expressing your views and observations on what has been described – this might relate to your experience or just some logical reasoning to analyse what has been observed. It is always helpful though, if your views are supported by something else (e.g. published literature) – this point is very similar to those above but the emphasis here is on your personal insights/analysis.
   d. A combination of the above

6. Make sure you stick to the word limits (+/- 10% is usually acceptable). Apart from the fact that word limits are set to conform to University guidelines on assessment tariffs (and are linked to the workload of staff), they are also a helpful tool to help you to “write to a brief” – a useful skill/attribute to develop as a professional.

7. This course relates to “practice management”. Therefore the writing style that is encouraged is more in keeping with professional reports. It is therefore helpful to structure reports in a way that helps with understanding, e.g. through the inclusion of an introduction and conclusion, and use of headings, sub-headings, etc. A discursive style (e.g. long paragraphs of text – as in a humanities essay) may therefore not be helpful in this regard.
Appendix 1: Specific Knowledge, Skills and Attitude Outcomes

A. Levels of Knowledge

Levels of knowledge can be described using the following table (source: Newcastle University Guidance on writing learning outcomes, available from: http://www.ncl.ac.uk/quilt/assets/documents/res-writinglearningoutcomes.pdf, accessed Sept 2014)

<table>
<thead>
<tr>
<th>Knowledge (remembering)</th>
<th>Arrange, define, describe, duplicate, identify, label, list, match, memorise, name, order, outline, reorganise, reproduce, recall, record, recount, relate, repeat, reproduce, select, state</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comprehension (understanding)</td>
<td>Clarify, classify, convert, describe, discuss, distinguish, estimate, explain, express, generalise, give examples of, identify, indicate, infer, locate, paraphrase, predict, recognise, reorganise, report, restate, review, select, summarise, translate</td>
</tr>
<tr>
<td>Application (applying)</td>
<td>Apply, choose, demonstrate, dramatize, employ, illustrate, interpret, intervene, manipulate, modify, operate, practice, predict, prepare, produce, relate, schedule, sketch, solve, use</td>
</tr>
<tr>
<td>Analysis (analysing)</td>
<td>Analyse, appraise, break down, calculate, categorise, compare, contrast, criticise, debate, differentiate, discriminate, distinguish, examine, experiment, inspect, infer, investigate, outline, question, relate, test</td>
</tr>
<tr>
<td>Synthesis (or evaluating)</td>
<td>Arrange, assemble, categorise, collect, combine, compose, construct, create, design, develop, devise, elaborate, formulate, invent, manage, modify, organise, plan, prepare, propose, rearrange, revise, rewrite, set up, start, summarise, synthesise, tell, write</td>
</tr>
<tr>
<td>Evaluation (or creating)</td>
<td>Appraise, argue, assess, attach, choose, compare, conclude, contrast, create, criticise, defend, discriminate, estimate, evaluate, interpret, judge, justify, measure, predict, rate, relate, revise, score, select, support, summarise, value</td>
</tr>
</tbody>
</table>

Further descriptions of levels of knowledge can be found on the RIBA website at: http://www.architecture.com/EducationAndCareers/CPD/CPDrules/LearningLevels.aspx

B. Level of Skills Competence (from lowest to highest)

1. Novice:
2. Beginner:
3. Competent:
4. Proficient:
5. Expert:

C. Attitude Descriptors [taken from Confidential Report Form B] (5=highest; 1=lowest)

Please refer to Form B of the Confidential Report (Appendix 3 of this document) for various attitude attributes that will be useful to develop. You can also use the descriptors to be more specific about the kind of development you want to achieve.
Appendix 2: Suggested Format for Modified Gantt Chart to document factual aspects of your experience

<table>
<thead>
<tr>
<th></th>
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<tbody>
<tr>
<td></td>
<td>Sept</td>
<td>Oct</td>
<td>Nov</td>
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<td><strong>Places Worked</strong></td>
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<td>RIBA Work Stages 2013</td>
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<tr>
<td>0</td>
<td>Strategic Definition</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Preparation &amp; Brief</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Concept Design</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Developed Design</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Technical Design</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Construction</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Handover &amp; Close Out</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>In Use</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Other Activities</strong></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Office Management</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>General (e.g. CPD, etc.)</td>
<td></td>
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</tbody>
</table>

Description of key projects using text and illustrations, images, or drawings of buildings

Mapping of Practical Experience to Professional Practice Criteria

<table>
<thead>
<tr>
<th>Project Activities</th>
<th>Professional Practice Criteria (PC1)</th>
<th>Professionalism (PC1)</th>
<th>Clients, users and delivery of services (PC2)</th>
<th>Legal framework &amp; processes (PC3)</th>
<th>Practice and management (PC4)</th>
<th>Building procurement (PC5)</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>Strategic Definition</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Preparation &amp; Brief</td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>2</td>
<td>Concept Design</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Developed Design</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Technical Design</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Construction</td>
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<tr>
<td>6</td>
<td>Handover &amp; Close Out</td>
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<td>7</td>
<td>In Use</td>
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</tr>
<tr>
<td><strong>Other Activities</strong></td>
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<tr>
<td>Office Management</td>
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<tr>
<td>CPD/Courses/Lectures</td>
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<td></td>
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<tr>
<td>Other Activities</td>
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</tbody>
</table>
APPENDIX 3: TEMPLATE FOR PORTFOLIO EVIDENCE

For students who are not in conventional employment, evidence of ‘practical experience’ will be based on a submitted portfolio of work that demonstrates engagement with, and understanding of architectural practice. The requirements for the portfolio will be as follows:

1. A description of activities undertaken, making clear your specific involvement. This description can include both text and illustrations (where applicable).

2. The total time effort (hours) spent on these activities. Time effort on each activity should be indicated with a total over a three-month (or 12 weeks) period provided. A minimum of 240hrs over a three month-period will be required [You need a minimum of 480hrs overall to pass ARC4021]

3. Portfolio of activities should be presented in blocks of three-months (i.e. a summary of all activities undertaken within a three-month period should be presented as one portfolio block – similar to PEDR sheets that are submitted in quarterly, 3-month periods)

4. A commentary (up to 1 page) should be provided for each portfolio block. This commentary should include what you’ve learned (knowledge, skills, etc.) from the activities undertaken and how your understanding of architectural practice has been enhanced. You can also include objectives for the next period, and where appropriate, a reflection on previous objectives (e.g. the extent to which those objectives were met).

5. There should be some independent verification that you have undertaken the activities described. For example, a signature from a supervisor (if the activity was supervised by somebody else); proof of attendance at an event (e.g. certificate of attendance), etc.

6. Each portfolio block (i.e. over a 3-month period) should be between 5-10 pages of text (i.e. description of activities and reflective commentary) plus any supplementary documents (e.g. samples of design work; certificates of attendance to relevant events, etc.)

7. Portfolio Blocks should be submitted within 2 months from the end date of the period covered by that block of evidence (e.g. if a block of evidence is up to 30 Nov, 2017, the evidence should be submitted no later than 30 Jan 2018). Send Portfolios by post to the course secretary. If based abroad, a pdf version of the portfolio can be sent by email.

Sources of Evidence for Portfolios:

1. Involvement in an approved scheme that enhances your understanding of architectural practice (e.g. RIBA Host Practice scheme).

2. Research related to architectural practice (not on the same topics as for ARC4020)

3. Attendance at CPD and other events (e.g. short courses) that focus on architectural practice

4. Involvement in Architectural competitions

5. Other activities that are approved by the gCAP Degree Programme Director

[Please note that Students in regular employment can combine PEDR sheets with portfolio evidence for assessment purposes. For example if a mentor’s signature cannot be obtained to ensure timely submission (with respect to submission deadline for ARC4021 Assignment 2) of your evidence of practical experience, a portfolio can be submitted in lieu of a PEDR sheet. But the completed PEDR sheet should still be submitted afterwards].

Suggested Format for Presenting Portfolio Evidence

Each Portfolio Block (3 month period) should include: (a) cover sheet, (b) descriptions of each activity, (c) commentary sheet, (d) DPD comments page, and (e) relevant evidence. Templates for (a) to (d) are provided below:
A. **Cover Sheet for Each Portfolio Block (expand as necessary)**

School of Architecture, Planning and Landscape, Newcastle University

**GRADUATE CERTIFICATE IN ARCHITECTURAL PRACTICE: PORTFOLIO OF WORK BASED LEARNING**

Name of Student: ______________________________________________

Portfolio Block Number: __________________________

Dates: From: [dd/mm/yyyy] TO: [dd/mm/yyyy]

**SUMMARY OF ACTIVITIES:**

<table>
<thead>
<tr>
<th>No</th>
<th>Activity</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Activity 1</td>
<td>1</td>
</tr>
<tr>
<td>n</td>
<td>Activity n</td>
<td>n</td>
</tr>
</tbody>
</table>

TOTAL HOURS \(\sum(1+n)\)

Signature of Student: _______________________________________________

B. **Description of Each Activity/Task Undertaken (expand as necessary)**

| Portfolio Block Number: _________________ Name of Student: __________________________ |
|------------------------------------------|----------------------------------------|

Name of Activity: ______________________________________________

Date(s) Performed: __________________

Total Hours on Activity: _________________

Brief Description of Activity:

Describe your involvement (i.e. specific tasks undertaken):

Evidence Available? Yes/No [please attach relevant evidence]

Signature of Independent Verifier (if applicable): __________________________

Name and Position of Independent Verifier: __________________________

C. **Commentary Sheet (expand as necessary, but not to exceed 1 page)**

| Portfolio Block Number: _________________ Name of Student: __________________________ |
|------------------------------------------|----------------------------------------|

Learning gained over this period:

Knowledge/Skills Acquired (with respect to the practice of architecture):

Achievements (against previous objectives, if applicable):

Objectives for next period:

Further comments:

D. **DPD’s Comments on Portfolio of Work Based Learning [TO BE COMPLETED BY DPD]**

| Student Name: __________________________ Portfolio Block No: __________________________ |
|------------------------------------------|----------------------------------------|

Review (comment on range of activities and how these contributed to the student’s understanding of architectural practice, using student’s Commentary on their Experience):

Forward planning/future options: key topics to be addressed

[tick box to indicate whether portfolio was not submitted within the 2-month period]