

# PART 3



Programme and Module Handbook, 2020/2021  
Postgraduate Diploma in Architectural Practice & Management  
(3360P) (RIBA/ARB Part 3)



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## INTRODUCTION

The Postgraduate Diploma in Architectural Practice and Management (RIBA/ARB Part 3) is intended for those graduates who hold a Master of Architecture degree (or its equivalent with RIBA Part II exemption) and who wish to proceed to full professional status with the ability to practise as an architect.

The diploma programme satisfies standards required for admission to the Register of Architects as maintained by ARB (the Architects Registration Board) and permits full membership of the RIBA (Royal Institute of British Architects)<sup>1</sup>. It thus represents the final stage in the education and training requirements for qualifying as an Architect in the UK.

Programme	BA(Hons) Architecture			Year Out	MArch		PgD APM
Stage/Year	1	2	3	4	5	6	7
RIBA/ARB Award	Part 1				Part 2		Part 3

The programme includes a taught course, work placement and self-study elements. The work placement in an Architect's (or other construction industry related professional) office must comprise a minimum of 24 months in accordance with the RIBA/ARB practical training requirements. This can be made up of both Stage 1 (i.e. all practical experience prior to the commencement of a Part II course) and Stage 2 experience (i.e. all practical experience during, and after completing a Part II course). At least twelve of the 24 months should have been undertaken in the two years immediately before taking the Part 3 exam, and a minimum of 12 months must have been spent working in the UK/EEA, Channel Islands or Isle of Man, under the direct supervision of an architect.

Due to the Covid-19 pandemic, the University will adopt a **Flexible Learning** model throughout all programmes, during the 2020/21 academic year. This combines online activities with programme specific present-in-person (PIP) activities for students who have access to campus. There is significant emphasis on online learning, teaching and assessment activities; and an equally significant reduction of PIP on-campus learning, teaching and assessment activities. The delivery of PIP activities depends on the progress of the pandemic and may, in certain circumstances, be undeliverable.

The safety and welfare of every individual is the top priority at Newcastle University and teaching arrangements must protect staff and students. Therefore, to maintain physical distancing, the University believes it is essential that the majority of teaching in 2020/2021 is delivered in non-synchronous, online mode (e.g. through recorded lectures) alongside synchronous online activity (such as module meetings and workshops). These arrangements future proof the teaching provision against the potential impact of further periods of heightened restrictions during the academic year and enable students who are unable to be resident in Newcastle during the academic year to engage with our academic provision. For further details, please consult the [University's advice for students about the 2020/2021 academic year](#).

**For the Part 3 course, it is unlikely that we will have PIP activities** since all students are based in practice. However, the main **Block Teaching sessions** in October, February and April, will be supplemented with other planned interactions which include synchronous **Online Drop-In Sessions** for each student, and non-synchronous **Structured Discussion sessions**, where every student is expected to engage in.

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<sup>1</sup> This only relates to the Part 3 qualifications for both ARB and the RIBA. Candidates wishing to register with ARB should also have the equivalents of Parts 1 and 2 qualifications.

## **LIST OF CONTACTS**

Newcastle University	Tel: 0191 208 6000; Web: <a href="http://www.ncl.ac.uk">http://www.ncl.ac.uk</a>
School of Architecture, Planning & Landscape (Reception)	Tel: 0191 208 5831; Web: <a href="https://www.ncl.ac.uk/apl/">https://www.ncl.ac.uk/apl/</a>
Degree Programme Director (DPD) and Professional Studies Adviser (PSA)	John M. Kamara Tel: 0191 208 8619; Email: <a href="mailto:john.kamara@ncl.ac.uk">john.kamara@ncl.ac.uk</a>
Professional Studies Adviser (PSA)	Craig Gray Tel: Email: <a href="mailto:apl.psa@newcastle.ac.uk">apl.psa@newcastle.ac.uk</a>
Director of Architecture	Juliet Odgers Tel: 0191 208 4497 Email: <a href="mailto:juliet.odgers@ncl.ac.uk">juliet.odgers@ncl.ac.uk</a>
Learning and Teaching Assistant	Nicola Rutherford Tel: 0191 208 6509; Email: <a href="mailto:nicola.rutherford@ncl.ac.uk">nicola.rutherford@ncl.ac.uk</a>
External Examiner	Mrs Pamela Cole (Formerly, University of Portsmouth)
Professional Examiners	Various (List TBC)
Student and Wellbeing Manager	Ruth Daghish Tel: 0191 20 84881; Email: <a href="mailto:ruth.daghish@newcastle.ac.uk">ruth.daghish@newcastle.ac.uk</a>

[Contact **Ruth Daghish** for all issues relating to PEC (Personal Extenuating Circumstances) or Student Wellbeing by email to: [saplpecforms@newcastle.ac.uk](mailto:saplpecforms@newcastle.ac.uk)]

## TEACHING AND ASSESSMENT PROGRAMME (2020/21)

DATE	ACTIVITY	SUBMISSIONS/EXAMS		
		ARC7068	ARC7069	ARC7070
<b>Wed 21 – Fri 23 Oct 2020</b>	<b>BLOCK TEACHING 1: PROFESSIONALISM, SERVICE DELIVERY AND MANAGEMENT</b>	Group Discussions		
Mon 9 Nov 2020 <i>(by 4pm)</i>	Submit Assignment 1 (ARC7068) <i>via Canvas (CS)</i>	1000-word report		
Mon 7 Dec 2020 <i>(from 2pm via CS)</i>		Feedback on Assign 1		
Mon 14 Dec 2020	Issue of Coursework for ARC7068 Assign 2			
Fri 15 Jan 2021 <i>(by 4pm)</i>	Submit Assign 2 (ARC7068) <i>via Canvas</i>	3000-word Report		
<b>Thurs 4 and Fri 5 Feb 2021</b>	<b>BLOCK TEACHING 2: LEGAL FRAMEWORK AND BUILDING PROCUREMENT</b>		Group Discussions	
Fri 12 Feb 2021 <i>(from 2pm via CS)</i>		Feedback on Assign 2		
Mon 22 Feb 2021 <i>(by 4pm)</i>	Submit Assign 1 (ARC7069) <i>via Canvas</i>		1000-word Report	
Mon 22 Mar 2021 <i>(from 2pm via CS)</i>			Feedback on Assign 1	
Tue 6 Apr 2021	Issue of Coursework for ARC7069 Assign 2			
Mon 26 Apr 2021 <i>(by 4pm)</i>	Submit 1-page synopsis of Case Study <i>via Canvas</i>			1-page synopsis
<b>Thurs 29 and Fri 30 Apr 2021</b>	<b>BLOCK TEACHING 3 PROJECT DELIVERY AND PROFESSIONAL DEVELOPMENT</b>			Discussions on Case Study
Wed 5 May 2021 <i>(by 4pm)</i>	Submit Assignment 2 (ARC7069) <i>via Canvas (CS)</i>		3000-word report	
Wed 2 Jun 2021 <i>(from 2pm via CS)</i>			Feedback on Assign 2	
<b>18 Jun 2021</b>	<b>Progression Exam Board (Time: TBC)</b>	<b>Consideration of marks for ARC7068 &amp; ARC7069</b>		
Wed 23 Jun 2021 <i>(by 4pm)</i>	Re-submit failed ARC7068/7069 Assign 1/2 (as appropriate) <i>via Canvas (CS)</i>	1000/3000-word Report	1000/3000-word Report	
Wed 7 Jul 2021	Feedback on any re-sits for ARC7068/7069	Feedback	Feedback	
Wed 21 Jul 2021 <i>by 4pm</i>	Submit Case Study (Assign 2 ARC7070) <i>via Canvas (+ 2 hardcopies by Mon 26 Jul)</i>			6000-word Case Study
<b>Fri 23 July</b>	<b>Deadline for PEDR sheets for Signing</b>			<b>PEDR Sheets</b>
Fri 30 Jul 2021 <i>by 4pm</i>	Submit Per Appraisal (Assign 1 ARC7070) <i>via Canvas (+ 2 Hardcopies by Wed 4 Aug)</i>			2000-word + PEDR sheets
Wed 1 Sep 2021	Viva Voce Exam ( <i>venue TBC</i> )			Oral exams
Thu 2 Sep 2021	Viva Voce Exam ( <i>venue TBC</i> )			
Fri 3 Sep 2021	Viva Voce Exam ( <i>venue TBC</i> )			Oral exams
<b>Fri 3 Sep 2021</b>	<b>Final Exam Board (14:00 - 16.00)</b>	<b>Consideration of all marks and decide on award</b>		
Fri 10 Sept 2021 <i>(from 2pm; email)</i>				Feedback on all ARC7070

**TEACHING AND ASSESSMENT PROGRAMME (2020/2021)**

Semester	SEMESTER 1																		SEMESTER 2												SEMESTER 3																						
Term	AUTUMN TERM												X-MAS	SPRING TERM						EASTER	SUMMER TERM					SUMMER VACATION																											
Activity	Sept			October				Nov			Dec			Jan			Feb			Mar			April			May			June			Jul			Aug			Sept															
Date (W/C)	14	21	28	5	12	19	26	2	9	16	23	30	7	14	21	28	4	11	18	25	1	8	15	22	1	8	15	22	29	5	12	19	26	3	10	17	24	31	7	14	21	28	5	12	19	26	2	9	16	23	30	6	13
Planned Interactions				In																																																	
ARC7068 1																																																					
ARC7068 2																																																					
ARC7069 1																																																					
ARC7069 2																																																					
ARC7070 2																																																					
ARC7070 1																																																					
ARC7070 3																																																					
Feedback																																																					
Teaching Week No		In	In	In	1	2	3	4	B	5	6	7	8					9	B	In	1	2	3	4	B	5	6	7					8	9	B	B	A2	A2	A2													A3	A3
Timetable Wk No	2	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	45	46	47	48	49	50	51	52	1	2

- Key:**
- Planned Interactions
  - Student Submissions (Internally Assessed)
  - R Student (Re)Submissions (PE/Int Assessed)
  - R Return of marks and feedback to students
  - Submission of 1 page case study synopses
  - Issue of coursework for ARC7068 2 & ARC7069 2
  - In, B, A2, A3 (In)Induction, (B)Buffer Wks, (A)Assessment Wks,
- ARC7068 1** 1000-word Essay, PC1, PC2, PC4
  - ARC7068 2** 3000-Word Scenario Report - PC1, PC2, PC4
  - ARC7069 1** 1000-word Essay - PC1, PC3, PC5
  - ARC7069 2** 3000-Word Scenario Report - PC1, PC3, PC5
  - ARC7070 2** 6000-Word Case Study
  - ARC7070 1** 2000-Word Personal Appraisal
  - ARC7070 3** Oral Examination (Viva)
- P Deadline for submitting PEDR Sheets for Signing

## **PROGRAMME AIMS AND OBJECTIVES**

1. To prepare students for employment as architects, able to take full responsibility as practising professionals and to understand their obligations to clients, society and the profession of which they will be a member
2. To enable students to attain the professional standards required to register with the Architects Registration Board (ARB) as defined by the Royal Institute of British Architects (RIBA) and ARB Outline Syllabus: Part 3
3. To develop the knowledge, skills and competencies required for the practice of architecture with respect to the delivery of services to clients and other stakeholders, the management of an architectural practice and the procurement of buildings within the legal framework, and processes that underpin such activities.
4. To develop students ability to demonstrate authorship, knowledge, effective communication skills, and reasoning and understanding in relation to the professional practice criteria to qualify as architects in the UK
5. To enhance a wide range of transferable skills with an emphasis on practice pertinent skills - team working, report writing and inter-personal skills
6. To provide a qualification which fully meets the learning outcomes at Level 7 in the FHEQ, and comply with prevailing University policies and QAA codes of practice.

## **LEARNING OUTCOMES**

The programme provides opportunities for students to develop and demonstrate knowledge and understanding, qualities, skills and other attributes in the following areas. The programme outcomes have references to the benchmark statements for Architectural Practice and Management.

### **Knowledge and Understanding**

On completing the programme students should have:

- A1. An understanding of the architects obligation to society and the profession
- A2. Awareness of the limits of their competence and professional experience to ensure that they are unlikely to bring the profession into disrepute
- A3. Understanding of the range of services offered by architects and delivering those services in a manner prioritising the interests of the client and other stakeholders
- A4. Understanding of client needs, the briefing process, forms and terms of appointment, the means of professional remuneration, and the execution of appropriate programmed and coordinated project tasks
- A5. Understanding of the legal context within which an architect must operate, and the processes undertaken to ensure compliance with legal requirements or standards
- A6. Knowledge of relevant law, legislation, guidance and controls relevant to architectural design and construction
- A7. Understanding of the business priorities, required management processes and risks of running an architectural practice, and the relationship between the practice of architecture and the UK construction industry
- A8. Knowledge of legal business entities, office systems, administration procedures and the relevant legislation
- A9. Understanding of UK construction and contract law, construction procurement processes and the role of built environment professionals
- A10. Understanding of contractual relationships, the obligations upon an architect acting as contract administrator, job-related administrative systems, and the management of projects in the context of the candidate's professional experience

### Intellectual Skills

On completing the programme students should be able to:

- B1. Demonstrate professional judgement in applying theoretical knowledge to practical problems
- B2. Critically reflect on their professional experience in relation to theoretical knowledge, best practice guidance and the wider professional competencies underpinning the profession of architecture
- B3. Engage effectively in the processes involved in brief development, design and construction of a building
- B4. Analyse the appropriate use of building contracts in relation to time, cost and quality criteria
- B5. Develop and articulate a reasoned argument to support a particular position or proposal in relation to an aspect of practice management

### Practical Skills

On completing the programme students should be able to:

- C1. Demonstrate overall competence and the ability to behave with integrity, in the ethical and professional manner appropriate to the role of architect
- C2. Work effectively in the social economic and commercial context of architectural practice
- C3. Work within the duties and obligation of professional codes
- C4. Undertake effective communication and presentation, organisation, self-management and autonomous working
- C5. Communicate effectively and collaborate with others involved in the procurement and design of buildings
- C6. Communicate effectively and collaborate with others involved both internally and externally in the management of an architectural business unit
- C7. Manage the programme and information flow for a building project in a formal quality management context
- C8. Administer building contracts using standard forms and procedures

### Transferrable skills

On completing the programme students should be able to:

- D1. Select and use the appropriate media to evaluate data and to develop and communicate information, ideas, problems and solution to both specialist and non-specialist audiences including:
  - a. Clear, logically structured reports, essays and extended pieces of written work
  - b. Clear and coherent oral presentation, response to questioning and in debate
  - c. Clear, coherent and appropriate graphic presentation
- D2. Work independently, in a self-directed manner, reflecting critically on their own work and on the work of others and seeking and making effective use of feedback
- D3. Structure a coherent argument, based on personal research, in oral and written format
- D4. Interact effectively and in a professional manner within a project team
- D5. Manage their own time and work to deadline
- D6. Critically reflect on their own performance and write a self-assessment document
- D7. Identify the factors that create value and cost in design and construction

## **Teaching, Learning and Assessment Methods**

### Knowledge and Understanding (A1-13)

#### *Teaching and Learning Methods*

Teaching involves a mixture of lectures, seminars, videos, workshops, case studies and project applications. Students augment the formal teaching sessions with practice experience, independent research, observation, analysis and reading



### *Assessment Strategy*

Assessed through case-study, presentations, essays, Practical Training Record, self-assessment, coursework, and oral examination.

### Intellectual Skills

#### *Teaching and Learning Methods*

Teaching involves a mixture of lectures, seminars, videos, workshops, case studies and project applications. Students augment the formal teaching sessions with practice experience, independent research, observation, analysis and reading

#### *Assessment Strategy*

Assessed through case-study, presentations, essays, Practical Training Record, self-assessment, coursework, and oral examination

### Practical Skills

#### *Teaching and Learning Methods*

Teaching involves a mixture of lectures, seminars, videos, workshops, case studies and project applications. Students augment the formal teaching sessions with practice experience, independent research, observation, analysis and reading

#### *Assessment Strategy*

Assessed through case-study, presentations, essays, Practical Training Record, self-assessment, unseen written examination and oral examination

### Transferrable Skills

#### *Teaching and Learning Methods*

Teaching involves a mixture of lectures, seminars, videos, workshops, case studies and project applications. Students augment the formal teaching sessions with practice experience, independent research, observation, analysis and reading

*Assessment Strategy:* Not independently assessed

## **PROGRAMME STRUCTURE AND PROGRESSION**

The period of study shall normally be 12 months starting in September. Teaching is delivered as block teaching on the dates published in this handbook. Attendance at the University is required for these teaching days and for the Oral Examination (third component of ARC7070) which will normally be held on the dates indicated in this handbook.

The assessment consists of 3 modules, collectively worth a total of 120 credits – where each 10 credits involve 100 hours of student time. All candidates take the following core modules:

<b>Module Code</b>	<b>Module Title</b>	<b>Credit Weighting</b>
ARC7068	Service Delivery and Practice Management	30
ARC7069	Legal Framework and Building Procurement	30
ARC7070	Professional Development and Reflection	60

The modules are built around the five areas of the RIBA/ARB Part 3 Criteria: PC1 Professionalism, PC1 Clients, users and delivery of services, PC3 Legal framework and processes, PC4 Practice and management, and PC5 Building procurement The table below shows the mapping of course modules against the

Mapping of modules against the RIBA/ARB Criteria (see Appendix 1 for a more detailed mapping)

RIBA/ARB Criteria	Modules	ARC7068	ARC7069	ARC7066
PC1: Professionalism		X	X	X
PC2: Clients, users and delivery of services		X		X
PC3: Legal framework and processes			X	X
PC4: Practice and management		X	X	X
PC5: Building procurement			X	X

Progression is subject to the University's Masters Degree Progress Regulations, Taught and Research and Examination Conventions for Taught Masters Degrees.

- Candidates must pass all modules (and all components) in order to be awarded the Diploma
- Candidates must pass ARC7068 (Service Delivery and Practice Management) and ARC7069 (Legal Framework and Building Procurement) and must have submitted work for assessment of the first two components of ARC7070 (Professional Development and Reflection) (i.e. the Personal Appraisal and Case Study) before sitting the third component of ARC7070 (i.e. the Oral Examination)
- Candidates must meet the current requirements for practical training experience stipulated by the Architects Registration Board (ARB) and the Royal Institute of British Architects (RIBA) before completing the course.<sup>2</sup>

#### Award of Postgraduate Diploma in Architectural Practice and Management

The Diploma will be awarded to students who have passed all modules; the **pass mark is 50%** (as for all taught postgraduate courses). The award will be classified (i.e. Pass, Merit or Distinction) based on the average mark for all modules as follows:

	Marking Scale Applicable to Taught Postgraduate Programmes
0-49	<i>Fail</i>
50-59	<i>Pass</i>
60-69	<i>Pass with Merit</i>
70 and over	<i>Pass with Distinction</i>

Links to relevant university regulations can be found [here](#). Links to specific regulations related to the course are provided below.

1. General University regulations can be accessed [here](#).
2. Postgraduate Taught Progress Regulations can be accessed [here](#).
3. Postgraduate Taught Assessment Regulations can be accessed [here](#).
4. PgD APM Programme Specifications can be accessed [here](#).
5. PgD APM Programme Regulations can be accessed [here](#).

<sup>2</sup> That is, a minimum of 24 months' practical experience under the direct supervision of a professional working in the construction industry which should include at least 12 months working in the UK/EEA, Channel Islands or the Isle of Man, under the direct supervision of an architect. At least 12 of the 24 months' experience should have been undertaken in the two years immediately before the final award. The meaning of other specific terms (e.g. "months", "practical experience", "direct supervision", "professional working in the construction industry") will be in accordance with the definitions provided by the Architects Registration Board (ARB) and the Royal Institution of British Architects (RIBA)

## **STUDENT SUPPORT AND WHAT TO DO IF THINGS GO WRONG**

### **Personal Tutoring**

Each student is assigned a personal tutor (from Academic Staff in the School). 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](#), 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 DAPM students are based in practice, contact with personal tutors can be by phone or email, but you can also arrange face-to-face meetings where possible.

It is possible to change your personal tutor if you are unhappy for any reason. You do not 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 **your personal tutor or DPD** (who will treat anything you say in strict confidence) and/or **Ruth Daghish** (the School's Student Wellbeing manager)
- Complete a PEC form (available online from the [PEC Website](#)) and submit it to Ruth Daghish via email to: [saplpecforms@newcastle.ac.uk](mailto: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 [PEC Website](#) will explain how to fill in the form and the types of evidence you should provide. 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 form** you will receive an email confirming receipt of your PEC form. 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 endeavor 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](#). Permission to make these changes often depends upon approval from the DPD. More information on the relevant procedures and the forms you may need to fill in are available [here](#).

## Complaints and Appeals

The Student Complaints and Resolution Procedure is the University's formal complaints procedure under the [Student Charter](#). It is intended to allow students **to make a complaint about a service or a member of staff within the University**. The procedure applies to all complaints, including those related to harassment or racial equality. You can seek advice on the complaints procedure from [Student Progress Service](#).

A complaint can be made on nearly any aspect of your academic studies, but you should be prepared to provide evidence to support any allegation. Please note: a complaint cannot be used to seek to overturn the academic decision of examiners. The complaints procedure has a three-stage process. You are expected to try to resolve your complaint informally with the individual or service concerned under Level 1 of the procedure before a formal complaint under Level 2 is submitted. If you remain unhappy after receipt of your Level 1 outcome or you consider your complaint is still not resolved, you can submit a complaint under Level 2 of the complaints procedure by submitting the Complaints Form and supporting evidence to [casework@ncl.ac.uk](mailto:casework@ncl.ac.uk).

If you want **to complain about another student at the University** you should contact the Casework Team by emailing [casework@ncl.ac.uk](mailto:casework@ncl.ac.uk). The email should contain a full explanation as to the nature of the concern, with supporting evidence. Student Progress Service may invite you to a meeting as part of the investigation. The allegation will normally be investigated under the [University's Disciplinary Procedure](#).

The **Student Academic Queries and Appeals Procedure** is for appeals against the decisions of the Boards of Examiners (excepting those relating to assessment irregularities), PEC Committees, and sanctions imposed under Unsatisfactory Progress procedures. More information is available [here](#):

Academic Queries and Appeals may only be made on the following grounds:

a) Grounds for academic appeal following Board of Examiners (BoE) Decisions:

- PECs that you were unable to disclose in advance of the BoE meeting via a PEC application or were unable to provide evidence for at that time, or of which you were previously unaware.
- Procedural irregularity on the part of the examiners.
- Bias or prejudice on the part of an examiner or examiners.

b) Grounds for academic appeal following PEC Committee Decisions:

- Procedural irregularity or other error on the part of the PEC Committee
- Bias or prejudice on the part of the PEC Committee

c) Grounds for academic appeal following an Unsatisfactory Progress Decision:

- Evidence which was not available or considered previously
- Procedural irregularity
- Bias or prejudice
- That the decision reached was perverse in that it was one which no reasonable person could have reached on the available evidence.

d) Grounds for academic appeal following a DPD Request Decision:

- Evidence which was not available or considered previously
- Procedural irregularity
- Bias or prejudice
- That the decision reached was perverse in that it was one which no reasonable person could have reached on the available evidence.

Please note: an appeal relates to the decision of the examiners and should not be used to raise general complaints about tuition or support over the length of your degree programme. You are expected to make every effort to raise your assessment/progress query, in writing, with your School directly concerned in the first instance. Impartial advice on both procedures may also be sought from the Student Progress Service. Assistance with submitting a formal complaint or an appeal may be sought from the appropriate officer of the Students' Union, from the [Student Advice Centre](#), or from a Personal Tutor.

## **MODULE INFORMATION**

### **ARC7068 SERVICE DELIVERY AND PRACTICE MANAGEMENT (30 CREDITS)**

Module Leader: John Kamara

Other Staff: Peter Churchill, Professional Examiners, Others

#### **Module Aims**

1. To increase students' knowledge and understanding of the practice of architecture with respect to the delivery of services to clients and other stakeholders, and the management of an architectural practice
2. To develop a greater understanding of professionalism, and the roles and relationships of architects to their clients, to other professionals in the construction industry and to society as a whole
3. To develop the professional skills and competencies necessary to undertake all the duties and obligations of an architect

#### **Outline of Syllabus**

This module covers section PC1 (Professionalism), section PC2 (Clients, users and delivery of services) and Section PC4 (Practice and management) of the RIBA/ARB (Royal Institute of British Architects/Architects Registration Board) syllabus

#### **Learning Outcomes**

##### *Intended Knowledge Outcomes*

Increased understanding of:

- The architect's obligation to society and the profession
- The range of services offered by architects and the way these are delivered to prioritize the interests of clients and other stakeholders
- The business priorities, required management processes and risks of running an architectural practice.

##### *Intended Skill Outcomes*

- Business management and administration skills required to run an architectural practice and provide services to clients
- Communication, team working, organization, self-management and autonomous working skills required to practice as an architect
- Ability to independently apply theoretical knowledge and professional judgement to the practice and management of architecture

#### **Teaching Methods**

Scheduled learning activities will be organised mostly as block teaching over a week, except for the drop-in/surgeries which will be scheduled over the course of the Semester to suit the individual needs of students. Delivery of scheduled learning activities will be online in synchronous mode; present-in-person activities will not be scheduled for this module, since all students are working in practice, and much of the teaching is delivered by external staff.

All structured activities (learning and teaching and guided learning) are designed to introduce and update students about the concepts and issues covered in the syllabus (lectures), and scaffold their learning both before and after lectures (lecture materials). The workshop activities are designed to assist students to contextualise their learning in simulated real-life scenarios, and these will be supplemented by structured non-synchronous discusses (to encourage peer-to-peer learning) and the drop-in sessions. The guided independent study activities will allow students to frame and reflect on their workplace learning in line with the learning outcomes for the module

Further details on teaching activities can be found in the module outline form accessed [here](#).

#### **Assessment Methods**

The format of re-sits will be determined by the Board of Examiners.

### Other Assessment

Description	Semester	When Set	Percentage	Comment
Essay	1	A	30	1000 word submission on a topic related to the learning outcomes of the module
Report	1	A	70	3000 word report as a response to a practice-based scenario that is linked to the learning outcomes

The 1000-word submission will allow students to carry out research on a topic that is outside their direct firsthand experience. It is designed to assess the breadth of their knowledge of the professional practice criteria covered in this module, and their writing skills. It will also serve as preparation for more substantive writing in this, and other modules of the course. This essay will be marked 'internally' by the module leader and/or module lecturer.

The 3000-word report will be prepared in response to a scenario that reflects the realities of architectural practice. The scenario will be set (and the reports assessed) by professional examiners (architects working in practice) and will be issued to students at least four weeks before submission. It will require students to respond to the range of issues as would be experienced in the delivery of services to clients and in the management of architectural firms. This will therefore be a good opportunity to test students' understanding, knowledge and ability to apply theoretical knowledge to the practice of architecture, as well as assess their communication, business and critical thinking skills. **This component of the module has to be passed to pass the whole module.**

## **ARC7069 LEGAL FRAMEWORK AND BUILDING PROCUREMENT (30 CREDITS)**

Module Leader: John Kamara

Other Staff: Peter Churchill, Professional Examiners

### **Module Aims**

1. To develop a greater understanding of professionalism, and the architect's obligation to society and the profession, in relation to the procurement of buildings
2. To increase students' knowledge and understanding of the procurement of buildings within the legal framework and processes that underpin such activities.
3. To bring an awareness of the responsibilities and liabilities of the architect which arise in administering building contracts and other situations during the exercise of their professional position and judgement.
4. To develop an understanding of regulatory codes, procedures and documentation required in the proper performance of an architect's duties.
5. To develop the professional skills and competencies necessary to undertake all the duties and obligations of an architect

### **Outline of Syllabus**

This module covers Section PC1 (Professionalism), Section PC3 (Legal framework and processes), and Section PC5 (Building procurement) of the ARB/RIBA syllabus

### **Learning Outcomes**

#### *Intended Knowledge Outcomes*

Understanding of:

1. the architect's obligation to society and the profession in relation to the procurement of buildings
2. the legal context within which an architect must operate and the processes to ensure compliance with legal requirements or standards
3. the regulatory codes, procedures and documentation required for the proper performance of an architect's duties
4. UK construction and contract law, construction procurement processes and the role of built environment professionals
5. the responsibilities and liabilities of the architect in relation to building contracts,
6. the issues relating to the management, administration, and procurement of construction projects

#### *Intended Skill Outcomes*

1. Management and administration skills in the procurement and execution of construction projects
2. Ability to operate within the regulatory framework for the practice of architecture in the UK
3. Ability to adopt a professional approach in dealing with problems in the procurement and execution of construction projects

### **Teaching Methods**

Scheduled learning activities will be organised mostly as block teaching over two days in February and one day in April/May, except for the drop-in/surgeries which will be scheduled over the course of the Semester to suit the individual needs of students. Delivery of scheduled learning activities will be online in synchronous mode; present-in-person activities will not be scheduled for this module, since all students are working in practice, and much of the teaching is delivered by external staff.

All structured activities (learning and teaching and guided learning) are designed to introduce and update students about the concepts and issues covered in the syllabus (small group teaching), and scaffold their learning both before and after lectures (lecture materials). The workshop activities are designed to assist students to contextualise their learning in simulated real-life scenarios, and these will be supplemented by structured non-synchronous discusses (to encourage peer-to-peer learning) and the drop-in sessions. The guided independent study activities will allow students to frame and reflect on their workplace learning in line with the learning outcomes for the module

Further details on teaching activities can be found in the module outline form, accessed [here](#).

## Assessment Methods

The format of re-sits will be determined by the Board of Examiners.

## Other Assessment

Description	Semester	When Set	Percentage	Comment
Essay 1	2	A	30	1000 word submission on a topic related to the learning outcomes of the module
Report 1	2	A	70	3000 word report as a response to a practice based scenario that is linked to the learning outcomes

## Assessment Rationale and Relationship

The 1000-word submission will allow students to carry out research on a topic that is outside their direct firsthand experience. It is designed to assess the breadth of their knowledge of the professional practice criteria covered in this module, and their writing skills. It will also serve as preparation for more substantive writing in this, and other modules of the course. This essay will be marked 'internally' by the module leader and/or module lecturer

The 3000-word report will be prepared in response to a scenario that reflects the realities of architectural practice. The scenario will be set (and the reports assessed) by professional examiners (architects working in practice) and will be issued to students at least four weeks before submission. It will require students to respond to the range of issues as would be typical in the procurement of buildings and the legal framework and processes under which architects operate. This will therefore be a good opportunity to test students' understanding, knowledge and ability to apply theoretical knowledge to the practice of architecture, as well as assess their communication, business and critical thinking skills. **This component of the module has to be passed to pass the whole module.**



## **ARC7070 PROFESSIONAL DEVELOPMENT AND REFLECTION (60 CREDITS)**

Module Leader: John Kamara

Other Staff: Peter Churchill, Professional Examiners, Others

### **Module Aims**

1. To develop an understanding of the role of architects and their obligation to society
2. To develop the knowledge, skills and competencies required for the practice of architecture with respect to the delivery of services to clients and other stakeholders, the management of an architectural practice and the procurement of buildings within the legal framework, and processes that underpin such activities.
3. To develop students ability to demonstrate authorship, knowledge, effective communication skills, and reasoning and understanding in relation to the professional practice criteria to qualify as architects in the UK
4. To allow students to reflect on, and articulate how their practical experience has contributed to the development of the knowledge, professional skills and competencies necessary to undertake the duties and obligations of an architect

### **Outline of Syllabus**

This module covers all aspects of the RIBA/ARB professional practice criteria, which are: Professionalism (PC1); Clients, users and delivery of services (PC2); Legal framework and processes (PC3); Practice and management (PC4); Building procurement (PC5).

### **Learning Outcomes**

#### *Intended Knowledge Outcomes*

1. Understanding of the architect's obligation to society and the profession
2. Awareness of the limits of their competence and professional experience to ensure that they are unlikely to bring the profession into disrepute
3. Understanding of the range of services offered by architects and delivering those services in a manner prioritizing the interests of the client and other stakeholders
4. Understanding of client needs, the briefing process, forms and terms of appointment, the means of professional remuneration, and the execution of appropriate programmed and coordinated project tasks
5. Understanding of the legal context within which an architect must operate, and the processes undertaken to ensure compliance with legal requirements or standards
6. Knowledge of relevant law, legislation, guidance and controls relevant to architectural design and construction
7. Understanding of the business priorities, required management processes and risks of running an architectural practice, and the relationship between the practice of architecture and the UK construction industry
8. Knowledge of legal business entities, office systems, administration procedures and the relevant legislation
9. Understanding of UK construction and contract law, construction procurement processes and the role of built environment professionals
10. Understanding of contractual relationships, the obligations upon an architect acting as contract administrator, job-related administrative systems, and the management of projects in the context of the candidate's professional experience

#### *Intended Skill Outcomes*

1. Ability to behave with integrity, in the ethical and professional manner appropriate to the role of architect
2. Effective communication and presentation skills
3. Organization, programming, coordination self-management and autonomous working skills
4. Skills to provide competent service both singly and as part of a team
5. Skills to positively interact with statutory and private bodies or individuals, and competently deliver projects within diverse legislative frameworks

6. Skills to engage in business administration and ability to resource, plan, implement and record project tasks to achieve stated goals, either individually or within a team
7. Skills to plan project-related tasks, coordinate and engage in design team interaction, execute effective contract communication and resolve construction-related challenges and disputes

### Teaching Methods

Scheduled learning activities will be organised mostly as block teaching, and the majority of these will be delivered in Semester 2. The dissertation/project related supervision which will be scheduled over the course of Semester 3 to suit the individual needs of students. Delivery of all scheduled learning activities will be online in synchronous mode. Present-in-person (PIP) activities will not be scheduled since all students are working in practice and would have (in normal circumstances) attended the University only on block teaching days (7 over the academic year).

The mix of teaching methods is designed to support and enhance the learning of students from employer-based activities. The lecture materials and module talks will be used to introduce core concepts and help with guidance on study and writing skills. Workshops and structured guided learning (structured non-synchronous discussions) will allow students to exchange experiences and learn from each other. By engaging with expert speakers and exchanging experiences in practice, students can develop their knowledge and understanding of specific areas of architectural practice. Dissertation/project-related supervision is in the form of tutorial support to review students' practice experience (submitted quarterly) and drafts of summative assessments (i.e. the personal appraisal and case study – see below). The guided independent study activities will ensure that students continue to frame their employer-based learning (away from the University) against the learning outcomes of the module.

Further details on teaching activities can be found in the module outline form, accessed [here](#).

### Assessment Methods

The format of re-sits will be determined by the Board of Examiners.

### Exams

Component	Length (mins)	Semester	When Set	%	Comment
Oral Examination 1	60	3	A	25	To test students' overall competence with respect to their submitted work

### Other Assessment

Description	Semester	When Set	%	Comment
Reflective Log 1	2	A	25%	2000 word Personal Appraisal which is assessed with reference to the submitted portfolio of practical experience
Case Study 2	2	A	50%	6000 word Case Study on a project that the student has had direct first-hand experience of

### Zero Weighted Pass/Fail Assessment

Component	When Set	Comment
Portfolio 1	A	Record of relevant practical experience (min of 24 months) in an acceptable format, e.g. PEDR sheets

### Assessment Rationale and Relationship

The assessment instruments for this module are designed to comply with the requirements of the RIBA/ARB, with each allowing the assessment of different aspects of a student's learning, as below:

The **portfolio of relevant practical experience**, which should be presented in an acceptable format (e.g. Professional Experience and Development Record – PEDR sheets), is not assessed, but candidates need to have a minimum of 24months relevant practical experience (in accordance with RIBA/ARB requirements and

guidelines) to complete the course. The record of students' practical experience is monitored throughout the year through their submission of quarterly PEDR sheets which are reviewed by the School's designated Professional Studies Advisor (PSA). This assessment largely addresses a quantity issue (i.e. required minimum experience) but also allows for the assessment of how students have dealt with quality issues in their experience (e.g. how they have supplemented first-hand experience with other ways of developing professional competence).

The **Reflective Log (Personal Appraisal)** is a critical reflection of the students' practical experience and career journey, which is mainly informed by their portfolio of practical experience. Through this appraisal, students provide an overview of their careers, and critically reflect on how their practical experience has contributed to the development of the knowledge, skills and competencies embodied in the learning outcomes for this module.

The **written case study** is normally based on a detailed study of a project (or related projects) that the student has had direct first-hand experience of. Through the description and critical reflection on the events on this project (or projects) students should demonstrate their knowledge and understanding of all aspects of professional practice (as reflected in the ARB/RIBA criteria). The case study will also allow the assessment of student's ability to exercise professional judgement in the application of theoretical concepts to various issues relating to architectural practice.

The **Oral Examination (professional interview)** is a key requirement for the professional practice (Part 3) examination. It is the final element in this process where candidates have the opportunity to develop and comment upon their documentary submissions and other aspects of the professional practice criteria. It serves as a comprehensive exam where students are provided the opportunity to demonstrate, through a structured conversation with two Professional Examiners (architects working in practice), their competence in all aspects of the professional practice criteria (e.g. knowledge, judgement, attitude), and readiness to practice as Architects in the UK. The oral examination draws primarily from students' submitted Personal Appraisals and Case Studies (i.e. exploring issues and questions arising from them). It can also draw from work submitted for other modules on the course and any topic within the syllabus for the module.

The Personal Appraisal and Case Study will be submitted and marked before the Oral Exam, but the marks for these (and the whole module) will only be confirmed after the Oral Exam, which is also separately marked. The outcome of the oral exam will not affect the marks on other modules (i.e. ARC7068 and ARC7069).

All three pieces of assessment for this module are externally assessed by Professional Examiners approved by the RIBA.

**All assessed components of this module have to be passed to pass the module overall.**

Failure of the pass/fail component (i.e. portfolio of experience) will not lead to a failure of the module, but to a deferral in the award of the Diploma in Architectural Practice and Management, until it is passed.

## **ATTENDANCE EXPECTATION FOR THE PROGRAMME**

As part of your commitment to your studies you are expected to “be on campus or at your placement whenever required by your programme, and actively participate in all sessions specified for your programme” (Student Charter). Students who attend all of their classes tend to do better in their assessments. Students who don’t attend classes may be deemed to be making unsatisfactory progress and withdrawn. Students must therefore keep their school informed of any absence and submit a Student Notice of Absence Form through the S3P system. Students should also submit sick notes if appropriate. See <http://www.ncl.ac.uk/students/progress/Regulations/SPS/Attendance/index.htm>

## **STUDENT REPRESENTATION AND FEEDBACK**

The University values your opinion very highly – we want to know when things are going well and when you think things can be improved. We have a number of ways of trying to get student feedback, including module evaluations and student participation on committees. It’s important that you take these questionnaires and opportunities seriously and give your honest opinion. It is also important that you provide specific evidence of what’s going well or not so well, it helps us when we know more specifically what is going on. You should also be respectful in the comments that you provide, considering the issues or successes rather than criticism of individuals. The University explanation of how it works in partnership with students is available in the Policy on Student Representation: <http://www.ncl.ac.uk/ltds/assets/documents/qsh-studentrep-pol.pdf>.

### **Module Evaluations**

At the end of each semester, you will be asked to complete an evaluation for each module you take. These evaluations are used to find out about your experiences, assess the positive features of a module, and identify anything that could be improved in the future. You will be asked questions about the structure and content of the module as well as about the lecturers and/or tutors involved.

It’s important in these evaluations that you are specific about what is positive and/or negative, that you are realistic, and that you focus on the issue, not the person (don’t say anything offensive about a person involved on the module or programme). It also helps if you suggest solutions – we will take these seriously!

You will receive a link to the module evaluations through email, and you can then complete the survey online and anonymously. You will find links to your evaluations in the ‘My EvaSys’ panel in Blackboard – these links only appear when there is an evaluation open and ready for you to complete it.

### **External Surveys**

In addition to module evaluations, which focus on specific modules, the University also participates in four big national student opinion to gauge your overall opinion of your time at the University. The key survey that is relevant to this programme is the **Postgraduate Taught Experience Survey (PTES)** - The PTES explores postgraduate taught student experiences in learning and teaching, skills development, organisation, resources, and engagement with the course. The PTES typically runs from mid-April through to mid-June annually. It includes all full-time and most part-time UK, EU, and international *postgraduate taught students* studying a programme of at least 60 credits, the greater part of which is at Masters level, including eLearning students. The PTES excludes students who are studying a single module only, such as Continue Professional Development and occasional students. This population should include study abroad and exchange students

### **Academic Student Representation**

You will have an opportunity to elect academic student reps within your School and you may wish to put yourself forward to be a rep yourself! Academic student reps are a crucial link between the student body and staff since they find out what other students are thinking and work with University staff to help improve the student experience.

Course Reps are elected by their peers and will attend their **Student-Staff Committee** on their behalf. **The Student-Staff Committee** is chaired by a student and usually has a student secretary. All students are able to contribute to their Student-Staff Committee’s agenda – just tell your Course Rep what you think should be

discussed! The Student Chair and Student Secretary are also asked to attend the **Board of Studies**, which oversees teaching activities in the School.

The Students' Union provides training and support for Course Reps, Student Chairs and Secretaries, and School Reps. They also run Hall and Community Rep schemes – more information about student representation is available here: <https://www.nusu.co.uk/yourvoice/reps/>

## **READING LIST (FOR ALL MODULES):**

### **Core Texts**

1. Barnes, P. and Davies, N. (2014), *BIM in Principle and Practice*, ICE Publishing, London.
2. Brookhouse, S. (2014), *Part 3 Handbook, 3<sup>rd</sup> Edition*, RIBA Publishing, London
3. Brookhouse, S. (2013), *Professional Studies in Architecture: A Primer*, RIBA Publishing, London.
4. The Architect in Practice, 11<sup>th</sup> Edition: Chappel, D. & Dunn, M., Wiley, Dec 2015
5. Construction Contracts: Law and Management 5<sup>th</sup> Revised Edition (Hughes, Murdoch and Champion), Routledge, April 2015 (ISBN: 9780415657044).
6. Kirkham, R (2007), *Ferry and Brandon's Cost Planning of Buildings*, Blackwell Publishing
7. Langford, D. and Murray, M. (2004), *Architect's Handbook of Construction Project Management*, RIBA Publishing, London.
8. Lupton, S., Cox, S., Clamp, H., & Udom, K. (2019), *Which Contract? Choosing the Appropriate Building Contract, 6<sup>th</sup> Edition*, RIBA Publishing, London.
9. Cornes's Design Liability in the Construction Industry, Sarah Lupton, Dec, 2013, Wiley-Blackwell (ISBN: 9781444330069)
10. Ostime, N. (2020), *RIBA Job Book, 10<sup>th</sup> Edition*, RIBA Publishing, London
11. Ostime, N (2013), *Handbook of Practice Management, 9<sup>th</sup> edition*, RIBA Publishing, London
12. Speaight A and Stone G. (2010), *Architect's Legal Handbook*, 9<sup>th</sup> edition, Architectural Press.
13. Wevill, J. (2018), *Law in Practice: The RIBA Legal Handbook, 3<sup>rd</sup> Edition*, RIBA Publishing, London
14. Contract Administration: RIBA Plan of Work 2013 Guide, Ian Davies, RIBA Publishing, Dec 2014 (ISBN: 9781859465523)

### **Other Texts/Guides**

1. Bennett, J. and Peace, S. (2006), *Partnering in the Construction Industry: A Code of Practice for Strategic Collaborative Working*, Butterworth-Heinemann
2. Barnes, R. (2012), *Professional Services Agreement, 2<sup>nd</sup> Edition*, ICE, London
3. Chappell, D. (2010), *Construction Contracts: Questions and Answers*, Spon Press
4. Collins, J and Moren, P, ( 2009) *Good Practice Guide: Negotiating the Planning Maze*, RIBA Publishing
5. Evans, H. (2014), *Guide to the Building Regulations, 2<sup>nd</sup> Edition*, NBS
6. Fewings, P. (2008), *Ethics for the Built Environment*, Taylor and Francis,
7. Havard, T (2008), *Contemporary Property Development, 2<sup>nd</sup> Edition*, RIBA Publishing
8. Lock, D. (2013), *Project Management, 10<sup>th</sup> Edition*, Gower Publishing (ISBN: 9781409452690)
9. Lupton, S. (2011), *Guide to the JCT Standard Building Contract SBC11*, RIBA Publishing (also refer to various guides for other standard forms of contracts)
10. Phillips, R. (2009), *Good Practice Guide: Fee Management*, RIBA Publishing
11. Sinclair, D. (2013), *Assembling a Collaborative Project Team: Practical Tools including Multidisciplinary Schedules of Services*, RIBA Publishing, London.
12. Sinclair, D. (2011), *Leading the Team: An Architects Guide to Design Management*,: RIBA Publishing, London
13. Woudhuysen J & Abley I (2004), *Why is Construction So Backward?,,* John Wiley & Son
14. JCT Contract Administration Pocket Book, Andy Atkinson, Routledge, June 2015 (ISBN: 9781138781924)

**All 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>**

## ASSESSMENT AND FEEDBACK

Assessment for the DAPM includes a combination of coursework and oral examination. The schedule of assessments for each module, mapped against the RIBA/ARB Criteria for Part 3 is shown in the table below.

Overview of Assessment, Mapped against the RIBA/ARB Criteria

Modules	ARC7068			ARC7069			ARC7070			
		Assign 1: 1000-word submission on a topic related to learning outcomes	Assign 2: 3000-word report as a response to a scenario		Assign 1: 1000- word submission on a topic related to learning outcomes	Assign 2: 3000-word report as a response to a scenario		2000-word Personal Appraisal (+ PEDR Sheets)	6000-word Case Study	1 hr Oral Examination
<b>RIBA/ARB Criteria</b>										
PC1: Professionalism	X	X	X	X	X	X	X	X	X	X
PC2: Clients, users and delivery of services	X	X	X				X	X	X	X
PC3: Legal framework and processes				X	X	X	X	X	X	X
PC4: Practice and management	X	X	X				X	X	X	X
PC5: Building procurement				X	X	X	X	X	X	X
Assessed By:		IE	PE		IE	PE		PE	PE	PE

IE= Internal Examiners; PE= Professional Examiners

The School appoints Professional Examiners who are architects in practice, with a particular interest and expertise in professional practice and management matters. In addition the University appoints an External Examiner who monitors standards on the course. The **Professional Examiners (PEs)**:

1. Set and mark the coursework scenarios for ARC7068 and ARC7069 (Assignment 2 for each module)
2. Mark the Personal Appraisal and Case Study (ARC7070)
3. Conduct the oral examinations

**Please NOTE: All assessments marked by PEs must be passed to pass the respective modules**

## SUBMISSION PROCEDURES AND GUIDELINES

1. All coursework submissions will be made electronically via Canvas (<https://canvas.ncl.ac.uk/login/>).
2. All submissions **should normally be made anonymously**, i.e. students should only write their student numbers and not their names. **Exceptions apply for PEDR Sheets, Personal Appraisal and Case Study.**
3. **Layout** of all submissions should be **A4, Portrait Orientation**. This is to facilitate ease of reading and marking online. Graphs (e.g. Gantt chart) and other diagrams should also be readable in Portrait orientation.
4. The filename for your submission should be in the format: **[StudentNumber]\_[ModuleCodeAssignmentNo]\_[YYYYMMDD]**, and the **title for your submission** via Turnitin should be in the format: **[StudentNumber]\_[ModuleCodeAssignmentNumber]\_[YYYYMMDD]**.

5. **Word counts** include the headings and other text within the main body of submissions, but **do not include** the title page, references/bibliography and appendices. The **total word count** should be declared on your title page and this should be within **10% (+/-) of the stipulated word limit** for that submission. **Penalties will apply for work that is excessively over the word limit** (3%/1000 words for submissions up to 5000 words, and 2%/1000 words for submissions between 5000 and 10,000 words in length)

### Submitting via Canvas

To submit via Canvas, follow the following steps:

1. Logon to Canvas (<https://canvas.ncl.ac.uk/login/>) using your university login id and password.
2. On the Dashboard please **select the relevant module** (e.g. ARC7068 for submission on 9 Nov) **that the submission relates to** (i.e. ARC7068, ARC7069 or ARC7070).
3. Within each module page, select “**Assignments**” from the left-hand menu items.
4. The link to submit your assignment will be available within this page.

### Submission of PEDR Sheets

1. **Fully signed PEDR sheets** (or other documentary evidence of practical experience) (to demonstrate at least 24 months of relevant practical experience) are part of the submissions required to complete the Part 3 course. They constitute the **Pass/Fail** component for the assessment of the ARC7070 (Professional Development and Reflection) Module (more details provided in the programme handbook). ALL PEDR sheets should be submitted together with the Personal Appraisal (a marked component of ARC7070) on **Friday 30 July 2021**. Given that students are expected to have gained at least 24 months practical experience *by the end of the course in August 2021*, **at least 21 months’ worth of PEDRs should be submitted with the Personal Appraisal**, otherwise the latter will not be marked. **Students should take responsibility for managing their PEDRs (as for other submissions) to make sure that they can submit them on the due date.**
2. It is expected that prior to the start of the Part 3 course, students should have **at least 12 months** of signed PEDR sheets (see below if otherwise). **Please retain these until you are ready to submit ALL PEDR sheets in July 2021.**
3. The **signing** of Stage 2 PEDR Sheets over the during of the Part 3 course (i.e. September 2020 – August 2021) is included as part of the course fees. ***Unsigned Stage 2 PEDR sheets preceding the start of the Part 3 course, and (if needed) Stage 1 PEDR sheets can be signed (without comment) as a concession to students.***
4. ALL **PEDR sheets for signing** should be submitted via the current online system for PEDR sheets (see: <https://www.architecture.com/education-cpd-and-careers/studying-architecture/riba-pedr>)
5. Submission deadlines for **PEDR sheets that require signing**, should be as follows:
  - a. For PEDR Sheets (Stage 1 or Stage 2) before September 2020, please submit by **31 January 2021**  
The PSA (Professional Studies Adviser) is: **John Kamara**; Tel: 0191 208 8619; Email: [apl.psa@ncl.ac.uk](mailto:apl.psa@ncl.ac.uk)
  - b. For Stage 2 PEDR Sheets from September 2020, please submit them within 2 months of each completed period (**late sheets may be signed but without any comments**). To ensure that your PEDR sheets are signed before the submission of Personal Appraisals, **you need to submit them by Friday 23 July 2021.**  
The PSA is: **Craig Gray**; Tel: Email: [apl.psa@ncl.ac.uk](mailto:apl.psa@ncl.ac.uk)
6. Submitted PEDR Sheets for signing, will be signed, and kept within the online system. **Students are responsible for collating signed PEDRs for submission in July 2021. It is also their responsibility to keep a tally of their practical experience**



## Late Submissions 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 50% (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** (available from the [PEC Website](#) or **contact the course secretary**). Computer failures and transportation problems are not considered a legitimate excuse for late submission (unless the [IT Service](#) has confirmed a University-wide computer failure).

## Feedback on Assessments

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 Bank Holidays or University closure days) (**however for ARC7070 since all the assessed components are linked, the 20-day period starts after the last assessment, i.e. the oral examination**). 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.

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.

**Dates and the format/medium for the return of marks and feedback are provided in this handbook.**

## MARKING AND MODERATION PROCESSES

The marking for all submitted work (except for PEDR sheets) will be moderated. For Assignments 1 of ARC7068 and ARC7069, a second marker will look at a sample of 10% (or 10 scripts, whichever is higher) of the marks and feedback given by the first marker to ensure that they are fair, accurate and consistent. For Assignments 2 of ARC7068 and ARC7069 and all the assessments for ARC7070, all work will be double-marked. If the marks of the two markers are within 10marks, a simple average is taken. If the difference is more than 10, both examiners are asked to discuss to see if they can agree on a mark. If not, a third marker will be required and thereafter, the average of the closest two marks will be taken. Where there are more than one pair of markers for the same assessment, the DPD will moderate marks between pairs of markers (e.g. comparing mean marks, etc.) to ensure consistency and fairness in marking. 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 or part of the cohort. **Please note that, additionally, for the Case Study and Personal Appraisal (part of ARC7070) there may be further moderation of marks following the Oral Examination (Viva), since the marks for all three components of ARC7070 are confirmed after the Viva.** Moderation will usually take place before marks are released to students.

All marks that are returned to you are **provisional** and subject to review and potential moderation prior to the final Board of Examiners 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's policy on Moderation processes is available [here](#).

## 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:

- 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.

Visit the [Student Progress Service Website](#) for details of the University's assessment irregularity procedure.

## **ASSESSMENT AND FEEDBACK TIMETABLE**

<b>Module</b>	<b>Assessment</b>	<b>Details</b>	<b>Due Date</b>	<b>Feedback By</b>
ARC7068	Assign 1	1000-word submission on a topic related to PC1, PC2, or PC4 <b>(Electronic Submission via Canvas – CS)</b>	By 4pm on Monday 9 Nov 2020	From 2pm on Monday 7 Dec 2020
	Assign2	3000-word report on PC1, PC2, and PC4 <b>(Coursework issued on Mon 14 Dec 2020)</b> <b>(Electronic submission via Blackboard)</b>	By 4pm on Friday 15 Jan 2021	From 2pm on Friday 12 February 2021
ARC7069	Assign 1	1000-word submission on a topic related to PC1, PC3, or PC5 <b>(Electronic Submission via Canvas – CS)</b>	By 4pm on Monday 22 Feb 2021	From 2pm on Monday 22 Mach 2021
	Assign 2	3000-word report on PC1, PC3, and PC5 <b>(Coursework issued on Tue 6 April 2021)</b> <b>(Electronic submission via Canvas)</b>	By 4pm on Wednesday 5 May 2021	From 2pm on Wednesday 2 June 2021
ARC7068/ ARC7069	Re-Sit of Assign 1/2	1000/3000-word resubmissions for ARC7068/7069 (as appropriate) <b>(Electronic submission via Canvas)</b>	By 4pm on Wednesday 23 June 2021	From 2pm on Wednesday 7 July 2021
ARC7070	Case study synopsis	One-page synopsis of Case Study <b>(Electronic submission via Canvas)</b>	By 4pm on Mon 26 April 2021	By Mon 10 May 2021
	Assessment 1	6000-word case study <b>(Electronic submission via Canvas)</b>	By 4pm on Wednesday 21 July 2021	By Friday 10 September 2021
	Pass/Fail	Deadline for Submissions of PEDR Sheets for Signing (via: <a href="mailto:apl.psa@newcastle.ac.uk">apl.psa@newcastle.ac.uk</a> )	By 4pm on Friday 23 July 2021	
	Assessment 2	2000-word Personal Appraisal & record ( <b>min 24 months or all PEDR sheets to date</b> ) of professional experience <b>(Electronic submission via Canvas)</b>	By 4pm on Friday 30 July 2021	By Friday 10 September 2021
	Assessment 3	1hr (50mins) Oral Examination (via <b>Zoom/Teams or in Person</b> )	Week beginning 30 Aug 2021	By Friday 10 Sept 2021

**All the assessment components highlighted above, must be passed to pass the respective modules:**

**TEACHING AND ASSESSMENT PROGRAMME (2020/2021)**

Semester	SEMESTER 1																		SEMESTER 2												SEMESTER 3																						
Term	AUTUMN TERM												X-MAS						SPRING TERM						EASTER						SUMMER TERM						SUMMER VACATION																
Activity	Sept			October				Nov				Dec				Jan			Feb			Mar			April			May			June			Jul			Aug			Sept													
Date (W/C)	14	21	28	5	12	19	26	2	9	16	23	30	7	14	21	28	4	11	18	25	1	8	15	22	1	8	15	22	29	5	12	19	26	3	10	17	24	31	7	14	21	28	5	12	19	26	2	9	16	23	30	6	13
Planned Interactions				In																																																	
ARC7068 1																																																					
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ARC7070 3																																																					
Feedback																																																					
Teaching Week No		In	In	In	1	2	3	4	B	5	6	7	8					9	B	In	1	2	3	4	B	5	6	7					8	9	B	B	A2	A2	A2									A3	A3				
Timetable Wk No	2	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	45	46	47	48	49	50	51	52	1	2

- Key:**
- Planned Interactions
  - Student Submissions (Internally Assessed)
  - R Student (Re)Submissions (PE/Int Assessed)
  - R Return of marks and feedback to students
  - Submission of 1 page case study synopses
  - Issue of coursework for ARC7068 2 & ARC7069 2
  - In, B, A2, A3 (In)Induction, (B)Buffer Wks, (A)Assessment Wks,
  - P Deadline for submitting PEDR Sheets for Signing
- ARC7068 1** 1000-word Essay, PC1, PC2, PC4
  - ARC7068 2** 3000-Word Scenario Report - PC1, PC2, PC4
  - ARC7069 1** 1000-word Essay - PC1, PC3, PC5
  - ARC7069 2** 3000-Word Scenario Report - PC1, PC3, PC5
  - ARC7070 2** 6000-Word Case Study
  - ARC7070 1** 2000-Word Personal Appraisal
  - ARC7070 3** Oral Examination (Viva)

## ASSESSMENT FOR ARC7068 SERVICE DELIVERY AND PRACTICE MANAGEMENT

Details of assessments for ARC7068

Assign No.	Assignment Description	ARB Criteria					Learning Outcomes
		PC1 (Professionalism)	PC2 (Clients, users & delivery of)	PC3 (Legal framework and)	PC4 (Practice and Management)	PC5 (Building procurement)	
							<b>Increased understanding of:</b> the architect's obligation to society and the profession; the range of services offered by architects and the way these are delivered to prioritize the interests of clients and other stakeholders; the business priorities, required management processes and risks of running an architectural practice.
Assign 1 (Nov)	1000-word submission on a topic related to the learning outcomes of the module	X	X		X		<b>The development of:</b> business management and administration skills required to run an architectural practice and provide services to clients; communication, team working, organization, self-management and autonomous working skills required to practice as an architect; ability to independently apply theoretical knowledge and professional judgement to the practice and management of architecture.
Assign 2 (Jan)	3000-word report as a response to a practice-based scenario that is linked to the learning outcomes	X	X		X		

### **Assignment 1: 1000-Word submission on a topic related to the learning outcomes of the module (PC1, PC2 and PC4) (Due by 4:00pm on Monday 9 November 2020)**

**Task/Brief:** With reference to your education and practical experience to date, write a critical reflective commentary on your attainment of the competencies expected of the professional criteria **PC1 (Professionalism)**, **PC2 (Client, users and delivery of services)** and **PC4 (Practice and management)** and a **SMART** (Specific, Measurable, Attainable, Realistic and Time bound) **action plan** for addressing any deficiencies in the required competencies. Your submission should be **1000 words** (for the critical commentary) **plus a 1-page graphical or tabular action plan** as an appendix. Where necessary, appropriate references to published literature sources and other material (e.g. office and/or project documents) should be made

**Submission:** Electronically via Canvas by **4:00pm on Monday 9 November 2020**

**Assessment Criteria:** This assignment is designed to assess the breadth of students' knowledge of the professional practice criteria covered in this module (i.e. PC1, PC2, and PC4) and their writing skills. It will also serve as preparation for more substantive writing in this, and other modules of the course. The assessment for this submission will therefore be based on the following:

- Description and Reflection on Attainment:** Clear description and insightful reflection on education and practical experience against the breadth of the relevant criteria. Self-awareness of state of experience and extent to which reflection is supported by relevant literature [**40 marks**]
- Action Plan:** Coverage (i.e. the extent to which identified gaps are addressed) and Quality (i.e. the 'SMART-ness') of the plan [**40 marks**]
- Presentation:** Good communication with respect to *structure and presentation of the report* (e.g. layout), *writing style* (e.g. logical flow of ideas, correct grammar, and spelling) and *referencing* [**20 marks**]

**Assignment 2: 3000-Word Report as a Response to a Practice-Based Scenario that is linked to the learning outcomes of the module (i.e. PC1, PC2 and PC4) (Due by 4:00pm on Friday 15 January 2021)**

**Task/Brief:** This coursework is in the form of a remote, open-book exam that is issued a few weeks before the due date. You are required to prepare a **3000-word** report in response to a set of practice-related problem(s) and/or issue(s) as covered in **PC1 (Professionalism)**, **PC2 (Clients, users and delivery of services)**, and **PC5 (Practice and management)**.

**Coursework Issued:** The detailed brief and requirements for submission will be issued on **Monday 14 December 2020**

**Submission:** The final report should be **submitted via Blackboard by 4:00pm on Friday 15 January 2021.**

**Assessment Criteria:** This assessment is designed to test student’s understanding of the knowledge areas covered in the module, their skill and judgement in apply theoretical knowledge to realistic practical problems, and ability to communicate effectively. Specific assessment criteria will be included in the brief, but as a guide, students will be assessed on their: **Knowledge** [of the subject matter and best practice guidance of the principles underpinning the issues raised in the scenario]; **Analysis and Judgement** [Critical analysis, with reference to published literature sources or other evidence, of the issues (e.g. implications and likely outcomes of various courses of action) and the ability to exercise judgement in the application of theoretical knowledge to the problems or issues raised in the scenario. Clear justification should be provided (using literature sources or otherwise) for any proposed course of action]; and **Presentation** [Good communication with respect to *structure and presentation of the report* (e.g. layout, binding), *writing style* (e.g. logical flow of ideas, correct grammar and spelling) and *referencing*].

**Pease NOTE: This component of the module (Assignment 2) has to be passed to pass the whole module**

**ASSESSMENT FOR ARC7069 LEGAL FRAMEWORK AND BUILDING PROCUREMENT**

Details of assessments for ARC7069

Assign No.	Assignment Description	ARB Criteria					Learning Outcomes
		PC1 (Professionalism)	PC2 (Clients, users & delivery of)	PC3 (Legal framework and)	PC4 (Practice and Management)	PC5 (Building procurement)	
Assign 1 (Feb)	1000-word submission on a topic related to the learning outcomes of the module	X		X		X	<p><b>Understanding of:</b> the architect’s obligation to society and the profession in relation to the procurement of buildings; the legal context within which an architect must operate and the processes to ensure compliance with legal requirements or standards; the regulatory codes, procedures and documentation required for the proper performance of an architect’s duties; UK construction and contract law, construction procurement processes and the role of built environment professionals; the responsibilities and liabilities of the architect in relation to building contracts; the issues relating to the management, administration, and procurement of construction project.</p> <p><b>The development of:</b> management and administration skills in the procurement and execution of construction projects; ability to operate within the regulatory framework for the practice of architecture in the UK; and ability to adopt a professional approach in dealing with problems in the procurement and execution of construction projects.</p>
Assign 2 (May)	3000-word report as a response to a practice based scenario that is linked to the learning outcomes	X		X		X	

**Assignment 1: 1000-Word submission on a topic related to the learning outcomes of the module (PC1, PC3 and PC5) (Due by 4:00pm on Monday 22 February 2021)**

**Task/Brief:** With reference to your education and practical experience to date, write a critical reflective commentary on your attainment of the competencies expected of the professional criteria **PC1 (Professionalism)**, **PC3 (Legal framework and processes)** and **PC5 (Building procurement)** and a **SMART** (Specific, Measurable, Attainable, Realistic and Time bound) **action plan** for addressing any deficiencies in the required competencies. Your submission should be **1000 words** (for the critical commentary) **plus a 1-page graphical or tabular action plan** as an appendix. Where necessary, appropriate references to published literature sources and other material (e.g. office and/or project documents) should be made

**Submission:** Electronically **via Canvas by 4:00pm on Monday 22 February 2021**

**Assessment Criteria:** This assignment is designed to assess the breadth of students' knowledge of the professional practice criteria covered in this module (i.e. PC1, PC2, and PC4) and their writing skills. It will also serve as preparation for more substantive writing in this, and other modules of the course. The assessment for this submission will therefore be based on the following:

2. **Description and Reflection on Attainment:** Clear description and insightful reflection on education and practical experience against the breadth of the relevant criteria. Self-awareness of state of experience and extent to which reflection is supported by relevant literature [**40 marks**]
4. **Action Plan:** Coverage (i.e. the extent to which identified gaps are addressed) and Quality (i.e. the 'SMART-ness') of the plan [**40 marks**]
5. **Presentation:** Good communication with respect to *structure and presentation of the report* (e.g. layout), *writing style* (e.g. logical flow of ideas, correct grammar, and spelling) and *referencing* [**20 marks**]

**Assignment 2: 3000-Word Report as a Response to a Practice-Based Scenario that is linked to the learning outcomes of the module (i.e. PC1, PC3, and PC5) (Due by 4:00pm on Wednesday 5 May 2021)**

**Task/Brief:** This coursework is in the form of a remote, open-book exam that is issued a few weeks before the due date. You are required to prepare a **3000-word** report in response to a set of practice-related problem(s) and/or issue(s) as covered in **PC1 (Professionalism)**, **PC3 (Legal framework and processes)**, and **PC5 (Building procurement)**.

**Coursework Issued:** The detailed brief and requirements for submission will be issued on **Tuesday 6 April 2021**

**Submission:** The final report should be **submitted via Canvas by 4:00pm on Wednesday 5 May 2021**.

**Assessment Criteria:** This assessment is designed to test student's understanding of the knowledge areas covered in the module, their skill and judgement in apply theoretical knowledge to realistic practical problems, and ability to communicate effectively. Specific assessment criteria will be included in the brief, but as a guide, students will be assessed on their: **Knowledge** [of the subject matter and best practice guidance of the principles underpinning the issues raised in the scenario]; **Analysis and Judgement** [Critical analysis, with reference to published literature sources or other evidence, of the issues (e.g. implications and likely outcomes of various courses of action) and the ability to exercise judgement in the application of theoretical knowledge to the problems or issues raised in the scenario. Clear justification should be provided (using literature sources or otherwise) for any proposed course of action]; and **Presentation** [Good communication with respect to *structure and presentation of the report* (e.g. layout, binding), *writing style* (e.g. logical flow of ideas, correct grammar and spelling) and *referencing*].

**Pease NOTE: This component of the module (Assignment 2) must be passed to pass the whole module**

## ASSESSMENT FOR ARC7070 PROFESSIONAL DEVELOPMENT AND REFLECTION

Details of assessments for ARC7070

Assign No.	Assignment Description	ARB Criteria					Learning Outcomes
		PC1 (Professionalism)	PC2 (Clients, users & delivery of)	PC3 (Legal framework and)	PC4 (Practice and Management)	PC5 (Building procurement)	<p><b>Understanding of:</b> the architect's obligation to society and the profession; the range of services offered by architects and delivering those services in a manner prioritizing the interests of the client and other stakeholders; client needs, the briefing process, forms and terms of appointment, the means of professional remuneration, and the execution of appropriate programmed and coordinated project tasks; the legal context within which an architect must operate, and the processes undertaken to ensure compliance with legal requirements or standards; the business priorities, required management processes and risks of running an architectural practice, and the relationship between the practice of architecture and the UK construction industry; UK construction and contract law, construction procurement processes and the role of built environment professionals; contractual relationships, the obligations upon an architect acting as contract administrator, job-related administrative systems, and the management of projects in the context of the candidate's professional experience; legal business entities, office systems, administration procedures and the relevant legislation; relevant law, legislation, guidance and controls relevant to architectural design and construction</p> <p><b>Awareness of</b> the limits of their competence and professional experience to ensure that they are unlikely to bring the profession into disrepute</p> <p><b>The development of:</b> ability to behave with integrity, in the ethical and professional manner appropriate to the role of architect; effective communication and presentation skills; organization, programming, coordination self-management and autonomous working skills; skills to provide competent service both singly and as part of a team; skills to positively interact with statutory and private bodies or individuals, and competently deliver projects within diverse legislative frameworks; skills to engage in business administration and ability to resource, plan, implement and record project tasks to achieve stated goals, either individually or within a team; skills to plan project-related tasks, coordinate and engage in design team interaction, execute effective contract communication and resolve construction-related challenges and disputes</p>
Assess. 1 (Jul)	6000-word case study	X	X	X	X	X	
Assess. 2 (Jul)	2000-word Personal Appraisal	X	X	X	X	X	
Assess 3 (Sep)	Up to 60 mins Oral Exam (Professional Interview)	X	X	X	X	X	
<p><b>PLEASE NOTE: ALL THREE COMPONENTS OF THIS MODULE HAVE TO BE PASSED TO PASS THE WHOLE MODULE</b></p>							

### **Assessment 1: 6000-word Case Study (Electronic submission due by 4:00pm on Wednesday 21 July 2021)**

The written Case Study is an objective report giving tangible evidence of practical ("hands-on") experience at a professional level. **The focus is generally on project experience**, and may cover the total span of a small project or selected events within one contract provided it can illustrate the learning outcomes required. The choice of subject should consider various constraints associated with the nature of the practice the student is working for and the attitudes of senior staff to confidentiality. Whatever the context or scope of the topic, the Case Study should clearly demonstrate the candidate's ability to exercise professional judgement.

For illustration purposes only, the following subjects may be considered:-



- Practice management, an appraisal or review arising out of experience; this may deal with particular topics such as job costing, resource planning, Quality Assurance, etc.
- Project management and building procurement.
- The Building Contract; comparison or specific aspects of different contracts in use or an aspect of contract administration.
- A contractual claim; the issues, the arguments and the settlement.
- A building dispute; adjudication, arbitration or litigation.
- Land and property issues; party wall awards, rights of light, easements, rights of way, etc.
- A planning legislation or building regulations matter.
- Client relations - the operation of the Architect's Appointment or the effect of special agreements.

Whatever form the Study takes, it must be based on an actual situation with which the candidate has had **personal contact or knowledge** and must be supported by appropriate reading.

### **Submission Requirements and Process**

1. Submission of a **1-page synopsis of your Case Study Topic**, via Blackboard, **by 4:00pm on Monday 26 April, 2021**. During the third Teaching Block Session (29 and 30 April 2021), students may make a brief presentation and/or engage in group discussions on their synopsis, and receive peer and tutor feedback.
2. **6000-word electronic submission by 4:00pm on Wednesday 21 July 2021 (this is the official submission date)**. Document should be submitted as one file, **A4 format, portrait orientation; file size should not exceed 10,000MB** (see guide on **word count** in **Submission Procedures and Guidelines**, above).

### **Assessment Criteria for Case Study**

The Case Study is meant to address all the five elements of the Part 3 criteria (see above). **While the specific topic being covered may not achieve this, it is expected that the discussion analysis of the subject matter should make reference to the breadth of the criteria.** The assessment for this submission will therefore be based on how students have met the learning outcomes of this module as follows:

1. **Description:** 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 [**20 marks**]
2. **Analysis:** Discussion and critical reflection on facts about the subject matter in the following areas:
  - a. Critical reflection 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 hind sight] [**20 marks**]
  - b. Analysis with respect to other aspects of the Part 3 criteria [e.g. if the subject relates to building procurement, this needs to be discussed in relation to professionalism, delivery of services to clients, legal framework and processes, and practice management] [**20 marks**]
  - c. Analysis of subject in the wider context of (academic and/or practice) literature [**20 marks**]
3. **Presentation:** 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. [**20 marks**]

[See Appendix 3a for a more detailed marking descriptor for the Case Study]

### **Assessment 2: 2000-Word Personal Appraisal (Electronic submission due by 4:00pm on Friday 30 July 2021)**

**Task/Brief:** The Personal Appraisal should provide an overview of the student's education and experience of architecture and should critically reflect on how their practical experience has contributed to the development of the knowledge, skills and competencies embodied in the Part 3 Criteria. It should include factual information (**PEDR summary of practical experience and a professional CV**) and a critical reflection



and analysis of their experience. Students' PEDR sheets (or other record of practical experience) should be referenced in their appraisal since they inform the assessment of the Personal Appraisal.

### **Submission Requirements**

1. **2000-Word electronic submission by 4:00pm on Friday 30 July 2021.**
2. An up to date record of professional experience (**at least 21 months**) should have been submitted (**separately and not included with the personal appraisal**) by the due date of the Personal Appraisal (**otherwise your Personal Appraisal will be treated as a non-submission, and will not be marked**). Any outstanding sheets/evidence should be submitted by or on the date for the oral examination.

**Assessment Criteria:** This assignment directly relates to all the Professional Practice Criteria. It is intended to reveal the candidate's understanding of, and attitudes towards, sound professional practice. The focus is on the competencies that are required to practice architecture in the UK. The assessment for this submission will therefore be based on how students have met the learning outcomes of this module as follows:

1. **Description:** Clear description of career history to date (with respect to practical training experience, places/offices worked, projects worked on, other activities/courses undertaken, etc.) that is informative and mapped to PEDR and other documented evidence of experience (**see Appendix 2** for a suggested format for documenting factual aspects of your experience) **[30 marks]**
2. **Analysis:** Discussion and critical reflection on the nature and quality of professional experience to date with respect to: how different aspects and stages of their career history has contributed to their development of the competencies (i.e. knowledge, skills and attitudes) required to practice as an architect; positives and negatives of each stage, including action taken to address any shortcomings; and where appropriate, the wider context of literature **[50 marks]**
3. **Presentation:** Good communication with respect to *structure and presentation of the report* (e.g. layout, use of illustrations and diagrams), 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 **[20 marks]**

**[See Appendix 3b for a more detailed marking descriptor for the Personal Appraisal]**

### **Assessment 3: (Up to) 60 mins Oral Examination (Viva/Professional Interview)**

The Oral Examination serves as a comprehensive exam where students are provided the opportunity to demonstrate, through a structured conversation with two Professional Examiners, their competence in all aspects of the professional practice criteria (e.g. knowledge, judgement, attitude), and readiness to practice as Architects in the UK. It draws primarily from students' submitted Personal Appraisals and Case Studies (i.e. exploring issues and questions arising from them). It can also draw from work submitted for other modules on the course and any topic within the syllabus for the module.

1. **Knowledge** and understanding of aspects of the criteria covered by this module **[40 marks]**
2. **Judgement:** The ability to exercise judgement in the application of theoretical knowledge to practical situations; clear reasoning and their ability to communicate thinking on the subject **[40 marks]**
3. **Attitude.** General approach to the practice of architecture, especially in relation to clients (e.g. awareness of their abilities and limitations and when and how to seek for assistance or obtain further information) **[20 marks]**.

## APPENDIX 1: DETAILS OF ARB CRITERIA

ARB Criteria: PC1 Professionalism	Modules			Comments (relationships to learning outcomes and assessment methods)
	ARC7068 Service Delivery and Practice Management	ARC7069 Legal Framework and Building Procurement	ARC7070 Professional Development and Reflection	
<b>Students will demonstrate:</b>				Teaching and learning to cover the ARB criteria for Part 3 is through a combination of work-based learning and University-based block teaching sessions in October (3 days), February (2 days) and April/May (2days). Each teaching block usually includes student presentations, lectures and scenario-based sessions. Students are expected to augment the formal teaching sessions with independent observation, analysis and reading and to work closely with their office-based mentor and other colleagues to acquire knowledge, understanding and ability by active participation and observation. The assessment of this criteria is through the following modules: <b>ARC7068</b> (through a 1000-word submission and a 3000-word report in response to a practice-based scenario, both of which incorporate PC1; <b>ARC7069</b> (via a 1000-word submission and a 3000-word report in response to a practice-based scenario, both of which incorporate PC1) and <b>ARC7070</b> (assessed by a 6000-word case study, a 2000-word personal appraisal, record of practical experience to demonstrate that students have a minimum of 24months of relevant practical experience, and an oral examination that serves as a comprehensive examination of the student's competence to practice architecture in the UK). The use of multiple avenues for teaching/learning and assessment is designed to ensure that all aspects of the criteria are covered.
Overall competence and the ability to behave with integrity, in the ethical and professional manner appropriate to the role of architect	X	X	X	
The skills necessary to undertake effective communication and presentation, organisation, self-management and autonomous working	X	X	X	
A clear understanding of the architect's obligation to society and the profession,	X	X	X	
Sufficient awareness of the limits of their competence and professional experience to ensure they are unlikely to bring the profession into disrepute	X	X	X	
<b>Students demonstrate an understanding of:</b>				
1.1. Professional ethics	X	X	X	
1.2. The architect's obligation to society and the protection of the environment	X	X	X	
1.3. Professional regulation, conduct and discipline	X	X	X	
1.4. Institutional membership, benefits, obligations and codes of conduct	X	X	X	
1.5. Attributes of integrity, impartiality, reliability and courtesy	X	X	X	
1.6. Time management, recording, planning and review	X	X	X	
1.7. Effective communication, presentation, confirmation and recording	X	X	X	
1.8. Flexibility, adaptability and the principles of negotiation	X	X	X	
1.9. Autonomous working and taking responsibility within a practice context	X	X	X	
1.10. Continuing professional development	X	X	X	

ARB Criteria: PC2 Clients, Users and Delivery of Services	Modules		Comments (relationships to learning outcomes and assessment methods)
	ARC7068 Service Delivery and Practice Management	ARC7070 Professional Development and Reflection	
<b>Students demonstrate:</b>			Teaching and learning to cover the ARB criteria for Part 3 is through a combination of work-based learning and University-based block teaching sessions in October (3 days), February (2 days) and April/May (2days). Each teaching block usually includes student presentations, lectures and scenario-based sessions. Students are expected to augment the formal teaching sessions with independent observation, analysis and reading and to work closely with their office-based mentor and other colleagues to acquire knowledge, understanding and ability by active participation and observation. The assessment of this criteria is through the following modules: <b>ARC7068</b> (through a 1000-word submission and a 3000-word report in response to a practice-based scenario; and <b>ARC7070</b> (assessed by a 6000-word case study, a 2000-word personal appraisal, record of practical experience to demonstrate that students have a minimum of 24months of relevant practical experience, and an oral examination that serves as a comprehensive examination of the student's competence to practice architecture in the UK). The use of multiple avenues for teaching/learning and assessment is designed to ensure that all aspects of the criteria are covered.
Understanding of the range of services offered by architects and delivering those services in a manner prioritising the interests of the client and other stakeholders	X	X	
The skills necessary to provide a competent service, both singly and as part of a team, including understanding of client needs, appropriate communication, programming, coordination and competent delivery	X	X	
Knowledge of the briefing process, forms and terms of appointment, the means of professional remuneration, relevant legislation, and the execution of appropriate programmed and coordinated project tasks	X	X	
<b>Students demonstrate an understanding of:</b>			
2.1. Types of clients, their priorities and the management of the relationship	X	X	
2.2. Briefing, organising and the programming of services appropriate to appointment	X	X	
2.3. Architects' contracts, terms of engagement, scope of services and relevant legislation	X	X	
2.4. Obligations to stakeholders, warranties and third party rights	X	X	
2.5. Communication, progress reporting and the provision of appropriate and timely advice	X	X	
2.6. Budget and financial awareness and cost monitoring or control	X	X	
2.7. Responsibility for coordination and integration of design team input	X	X	
2.8. Invoicing, payment of fees and financial management	X	X	
2.9. Intellectual property rights and copyright law	X	X	
2.10. Duty of care, professional liability, negligence and professional indemnity including insurance	X	X	

ARB Criteria: PC3 Legal Framework and Processes	Modules		Comments (relationships to learning outcomes and assessment methods)
	ARC7069 Legal Framework and Building Procurement	ARC7070 Professional Development and Reflection	
<b>Students demonstrate:</b>			Teaching and learning to cover the ARB criteria for Part 3 is through a combination of work-based learning and University-based block teaching sessions in October (3 days), February (2 days) and April/May (2days). Each teaching block usually includes student presentations, lectures and scenario-based sessions. Students are expected to augment the formal teaching sessions with independent observation, analysis and reading and to work closely with their office-based mentor and other colleagues to acquire knowledge, understanding and ability by active participation and observation. The assessment of this criteria is through the following modules: <b>ARC7069</b> (via a 1000-word submission and a 3000-word report in response to a practice-based scenario) and <b>ARC7070</b> (assessed by a 6000-word case study, a 2000-word personal appraisal, record of practical experience to demonstrate that students have a minimum of 24months of relevant practical experience, and an oral examination that serves as a comprehensive examination of the student's competence to practice architecture in the UK). The use of multiple avenues for teaching/learning and assessment is designed to ensure that all aspects of the criteria are covered.
Understanding of the legal context within which an architect must operate	X	X	
Understanding of the processes to ensure compliance with legal requirements or standards	X	X	
The skills necessary to positively interact with statutory and private bodies or individuals, and competently deliver projects within diverse legislative frameworks	X	X	
Knowledge of the relevant law, legislation, guidance and controls relevant to architectural design and construction	X	X	
<b>Students demonstrate an understanding of:</b>			
3.1. The relevant UK legal systems, civil liabilities and the laws of contract and tort	X	X	
3.2. Planning and Conservation Acts, guidance and processes	X	X	
3.3. Building regulations, approved documents and standards, guidance and processes	X	X	
3.4. Land law, property law and rights of other proprietors	X	X	
3.5. Terms within construction contracts implied by statute	X	X	
3.6. Health and safety legislation and regulations	X	X	
3.7. Statutory undertakers and authorities, their requirements and processes	X	X	
3.8. Environmental and sustainability legislation	X	X	
3.9. Historic buildings legislation	X	X	
3.10. Accessibility and inclusion legislation	X	X	

ARB Criteria: PC4 Practice and Management	Modules		Comments (relationships to learning outcomes and assessment methods)
	ARC7068 Service Delivery and Practice Management	ARC7070 Professional Development and Reflection	
<b>Students demonstrate:</b>			Teaching and learning to cover the ARB criteria for Part 3 is through a combination of work-based learning and University-based block teaching sessions in October (3 days), February (2 days) and April/May (2days). Each teaching block usually includes student presentations, lectures and scenario-based sessions. Students are expected to augment the formal teaching sessions with independent observation, analysis and reading and to work closely with their office-based mentor and other colleagues to acquire knowledge, understanding and ability by active participation and observation. The assessment of this criteria is through the following modules: <b>ARC7068</b> (through a 1000-word submission and a 3000-word report in response to a practice-based scenario; and <b>ARC7070</b> (assessed by a 6000-word case study, a 2000-word personal appraisal, record of practical experience to demonstrate that students have a minimum of 24months of relevant practical experience, and an oral examination that serves as a comprehensive examination of the student's competence to practice architecture in the UK). The use of multiple avenues for teaching/learning and assessment is designed to ensure that all aspects of the criteria are covered.
Understanding of the business priorities, required management processes and risks of running an architectural practice	X	X	
Understanding of the relationship between the practice of architecture and the UK construction industry	X	X	
The skills necessary to engage in business administration and ability to resource, plan, implement and record project tasks to achieve stated goals, either individually or within a team	X	X	
Knowledge of the nature of legal business entities, office systems, administration procedures and the relevant legislation	X	X	
<b>Students demonstrate an understanding of:</b>			
4.1. The roles of architectural practice in the construction industry	X	X	
4.2. External factors affecting construction and practice at national and international levels	X	X	
4.3. Practice structures, legal status and business styles	X	X	
4.4. Personnel management and employment-related legislation	X	X	
4.5. Practice finance, business planning, funding and taxation	X	X	
4.6. Marketing, fee calculation, bidding and negotiation	X	X	
4.7. Resource management and job costing	X	X	
4.8. Administration, quality management, QA systems, recording and review	X	X	
4.9. Staff development, motivation, supervision and planning	X	X	
4.10. Team working and leadership	X	X	

ARB Criteria: PC5 Building Procurement	Modules		Comments (relationships to learning outcomes and assessment methods)
	ARC7069 Legal Framework and Building Procurement	ARC7070 Professional Development and Reflection	
<b>Students demonstrate:</b>			<p>Teaching and learning to cover the ARB criteria for Part 3 is through a combination of work-based learning and University-based block teaching sessions in October (3 days), February (2 days) and April/May (2days). Each teaching block usually includes student presentations, lectures and scenario-based sessions. Students are expected to augment the formal teaching sessions with independent observation, analysis and reading and to work closely with their office-based mentor and other colleagues to acquire knowledge, understanding and ability by active participation and observation. The assessment of this criteria is through the following modules: <b>ARC7069</b> (via a 1000-word submission and a 30</p> <p>00-word report in response to a practice-based scenario) and <b>ARC7070</b> (assessed by a 6000-word case study, a 2000-word personal appraisal, record of practical experience to demonstrate that students have a minimum of 24months of relevant practical experience, and an oral examination that serves as a comprehensive examination of the student's competence to practice architecture in the UK). The use of multiple avenues for teaching/learning and assessment is designed to ensure that all aspects of the criteria are covered</p>
Understanding of UK construction and contract law, construction procurement processes and the role of built environment professionals	X	X	
The skills necessary to plan project-related tasks, coordinate and engage in design team interaction, execute effective contract communication and resolve construction-related challenges and disputes	X	X	
Understanding of contractual relationships, the obligations upon an architect acting as contract administration, job-related administrative systems	X	X	
Understanding of the management of projects in the context of the candidate's professional experience	X	X	
<b>Students demonstrate an understanding of:</b>			
5.1. Procurement methods, including for public and larger projects and relevant legislation	X	X	
5.2. The effect of different procurement processes on programme, cost, risk and quality	X	X	
5.3. Collaboration in construction and provisions for team working	X	X	
5.4. Tendering methods, codes, procedures and project planning	X	X	
5.5. Forms of contract and sub-contract, design responsibility and third party rights	X	X	
5.6. Application and use of contract documentation	X	X	
5.7. Roles of design/construction team members and their interaction	X	X	
5.8. Duties and powers of a lead consultant and contract administration	X	X	
5.9. Site processes, quality monitoring, progress recording, payment and completion	X	X	
5.10. Claims, litigation and alternative dispute resolution methods	X	X	

**APPENDIX 2A: SUGGESTED FORMAT TO DOCUMENT FACTUAL EXPERIENCE FOR ARC7070 ASSESSMENT 2 (PERSONAL APPRAISAL)**

Timeline (Months)	Stage 1 Experience												Stage 2 Experience											
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24
	Sheet 1			Sheet 2			Sheet 3			Sheet 4			Sheet 5			Sheet 6			Sheet 7			Sheet 8		
<b>Places Worked</b>																								
<b>RIBA Work Stages 2013</b>																								
0	Strategic Definition																							
1	Preparation & Brief																							
2	Concept Design																							
3	Developed Design																							
4	Technical Design																							
5	Construction																							
6	Handover & Close Out																							
7	In Use																							
<b>Other Activities</b>																								
Office Management																								
General (e.g. CPD, etc.)																								
Description of key projects using text and illustrations, images, or drawings of buildings→																								

**APPENDIX 2B: SUGGESTED FORMAT FOR MAPPING FACTUAL EXPERIENCE AGAINST THE RIBA/ARB PROFESSIONAL PRACTICE CRITERIA**

<b>Part 3 Criteria</b>	<b>Professionalism</b>	<b>Clients, users and delivery of services</b>	<b>Legal framework and processes</b>	<b>Practice and management</b>	<b>Building procurement</b>
<b>Project Activities</b>					
<b>Stage 0 – Strategic Definition</b>					
<b>Stage 1 – Preparation and Brief</b>					
<b>Stage 2 – Concept Design</b>					
<b>Stage 3 – Developed Design</b>					
<b>Stage 4 – Technical Design</b>					
<b>Stage 5 – Construction</b>					
<b>Stage 6 – Handover and Close Out</b>					
<b>Stage 7 – In Use</b>					
<b>Non-Project Activities</b>					
<b>Office Management</b>					
<b>CPD/Courses/Lectures</b>					
<b>Other Activities</b>					



### APPENDIX 3A: DETAILED MARKING CRITERIA FOR ARC7070 ASSESSMENT 1 (CASE STUDY)

Criteria (as Published in Handbook)	Wgt.	0-49 (Fail)	50-59 (Good)	60-69 (Very Good)	70-100 (Excellent)
<b>Description:</b> 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	20%	Unclear and hard-to-follow description of the project and related context. No clear indication of student's involvement in project	Description of project context and student involvement to give the reader some understanding of contextual factors	Clear and informative description that sets a good context for project, focus of the case study, and student's involvement	Excellent description that provides a very clear understanding of case study contextual factors. Relevant issues are clearly identified
<b>Analysis:</b> Discussion & critical reflection on facts about the subject matter in the following areas:	60%				
Critical reflection 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 hind sight	20%	Reflection on events, decisions or actions is absence or patchy. No consideration of the benefits of hindsight and/or wider practice	Discussion of events, decisions or actions with some references to how these might have been considered using the benefit of hindsight	Discussion shows very good understanding of identified issues, and clear analysis of how these might have been considered using the benefit of hindsight	Excellent understanding of all relevant issues and convincing analysis of various ways these could have been dealt with using hindsight. Some insights on how events have shaped current (and possible future) behaviour also made
Analysis with respect to other aspects of the Part 3 criteria [e.g. if the subject relates to building procurement, this needs to be discussed in relation to professionalism, delivery of services to clients, legal framework and processes, and practice management]	20%	Little or no reference to the five areas of the Part 3 criteria. No explicit reference to or discussion of these	Discussion includes some reference to the Part 3 criteria and these are briefly touched on.	Very good coverage of most of the Part 3 criteria	Very detailed coverage of all Part 3 criteria. Implications of project implementation on different aspects of professional practice also explored
Analysis of subject in the wider context of (academic and/or practice) literature	20%	No, or hardly any, reference to published literature	Some reference to literature is made and is used to inform the analysis	Very good references to literature with some explanation of how this was used to inform analysis	Excellent references to literature that is objectively considered in the analysis
<b>Presentation:</b> Good communication with respect to <i>structure and presentation of the report</i> (e.g. layout, use of illustrations, diagrams, binding), and <i>writing style</i> (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	20%	Poor structure. Un-professional presentation (e.g. no clear headings, inconsistent font), Poor grammar, spelling, more than 10% over the word limit	Good overall presentation, with clear headings. Grammar and spelling are generally OK (but with some errors). Some use of appropriate illustrations	Very good presentation with clear headings and logical structure. Grammar and spelling are good (with only occasional errors). Very good use of illustrations	Excellent presentation with a well thought-out structure, and use of illustrations. Grammar and spelling are faultless and the referencing

**APPENDIX 3B: DETAILED MARKING CRITERIA FOR ARC7070 ASSESSMENT 2 (PERSONAL APPRAISAL)**

Criteria (as Published in Handbook)	Wgt	0-49 (Fail)	50-59 (Good)	60-69 (Very Good)	70-100 (Excellent)
<b>Description:</b> Clear description of career history to date (with respect to practical training experience, places/offices worked, projects worked on, other activities/courses undertaken, etc.) that is informative and mapped to PEDR and other documented evidence of experience	30%	Unclear and incoherent description of career history. No clear mapping to documented practical experience (i.e. PEDR sheets	Good description of career history with a some links to documented practical experience	Very good description of career history. Clear summary of experience with some cross-referencing of various aspects in the narrative	Excellent description of career history. Very informative summary of experience with detailed cross-referencing of various activities
<b>Analysis:</b> Discussion and critical reflection on the nature and quality of professional experience to date with respect to: how different aspects and stages of their career history has contributed to their development of the competencies (i.e. knowledge, skills and attitudes) and in meeting the professional practice criteria required to practice as an architect; positives and negatives of each stage, including action taken to address any shortcomings, plans for future action; and where appropriate, the wider context of literature	50%	No critical reflection on experience provided, or reflection does not clearly demonstrated how required competencies or the professional practice criteria have been achieved. No reference to literature is made or other published sources is made	Reflection that shows how practical experience has contributed to the attainment of relevant competencies and meeting the professional practice criteria. Few references to literature and how positive and negative aspects of experience have contributed to learning and future action are made	Very good analysis of positive and negative aspects of practical experience. Clear demonstration of how relevant competencies have been developed, how the professional criteria have been met and actions taken to deal with shortcomings, including plans for future action. Very good use of literature to support analysis	Excellent reflection that demonstrates excellent awareness of (and limits to) their competence, and the way the professional practice criteria have been met. Reflection is objective and clearly shows how practical experience and career history has informed current thinking and future action. Extensive use of literature to support analysis.
<b>Presentation:</b> Good communication with respect to <i>structure and presentation of the report</i> (e.g. layout, use of illustrations and diagrams, binding), and <i>writing style</i> (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	20%	Poorly structured. Unprofessional presentation (e.g. no clear headings, inconsistent font), Poor grammar and spelling, more than 10% over the word limit	Good overall presentation, with clear headings. Grammar and spelling are generally OK (but with some errors). Some use of appropriate illustrations	Very good presentation with clear headings and logical structure. Grammar and spelling are good (with only occasional errors). Very good use of illustrations	Excellent presentation with a well thought-out structure, and use of illustrations. Grammar and spelling are faultless and the referencing

