

Postgraduate Diploma in Architectural Practice

P11224

**School of Architecture &
Construction**

Programme Document

*Effective from September 2003
Updated March 2008*



the
UNIVERSITY
of
GREENWICH

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1. RATIONALE & INTRODUCTION

The Changing Landscape

This programme, the Postgraduate Diploma in Architectural Practice (PDAP) builds upon, and replaces, the existing Postgraduate Certificate in Professional Architectural Studies (PDAP) programme, which has run successfully at Greenwich for many years.

The qualification at the end of this Programme is the culmination of every architect's training. Candidates who successfully complete it can register as architects by informing ARB (the Architect's Registration Board) of their success. Many candidates also choose to join RIBA (the Royal Institute of British Architects) at the same time. This programme's recognition by these two professional bodies is its' fundamental claim to success. Without that, it would have no students.

Whatever their official titles or the academic qualification attached to them, programmes such as PDAP are colloquially known within the architectural profession as "Part 3 courses". Part 1 refers to students' undergraduate study; Part 2 covers their postgraduate diploma work. Part 3 is the final step to qualification. These labels refer back to the validation of programmes by the professional bodies: schools recognised by RIBA and ARB give exemption from parts 1, 2 or 3. Greenwich, for instance, provides recognised programmes at all three levels.

ARB has re-written its prescription of qualification for Part 3, greatly expanding the syllabus and rewriting it in a more structured and detailed format. Consequently our programme must change to reflect and embrace this - or lose recognition.

There are, in addition, other changes that we wish to add to improve the Programme. For example, the taught material in the syllabus is only one of three components of any Part 3 Programme. The other two are the candidate's record of their professional experience and the culminating professional interview, likened by more than one external examiner to a viva because of its' depth and range. All three components are changing. As well as ARB's expanded syllabus, the RIBA has dropped its' traditional paper logbook of experience, shifting to an online model, the PEDR or PEDRo (Professional Experience Development Record online); and RIBA are also considering changes to the appointment and roles of the examiners. Taken together, these represent a major shift.

Professional Experience

From an academic viewpoint, an unusual feature of PDAP is that while Parts 1 and 2 are studied in an academic context, usually through full time study, Part 3 is primarily studied when the candidate is in employment in practice. This is unlike "sandwich" employment: our students are not expecting to return to full time study. They are embedded in practice, often at a level of considerable professional responsibility, and fully committed to their working careers. They have up to date experience which the course should make use of.

The length, depth and range of this experience are critical to a candidate's success at the end of the programme. Students are required to record or log a specified minimum period of appropriate professional experience as one of the submission requirements. The statutory requirement is for two years professional experience but this minimum is usually exceeded. Based on information gathered from many other Schools, this appears to be part of a national trend, as students decide to broaden the range of their experience before submitting themselves. Even at present, it is not unknown for candidates to reach the end of their Part 3 course with as much as a decade of professional experience.

Whilst this is beneficial to the students, it makes life difficult for the school and the university's administrative procedures. We have to find ways of maintaining contact with and supporting students whilst they are in practice.

New Blood

Formerly there was a tradition, heavily supported by RIBA, that students took their Part 3 exams at the school where they studied their Part 2. Consequently the old PCPAS usually recruited only University of Greenwich graduates. Whilst it meant that we could be confident that some Part 3 material had been covered outside the programme, earlier in the students' careers, students from other schools were a rarity.

Greenwich continued to follow that tradition even though students are now increasingly mobile on graduation. Now is the time for change. Given the concentration of the majority of UK's architectural profession in and around the capital, and the School of Architecture and Construction's move closer to Central London, the new Programme recognizes that we are in competition with other schools and that we could be recruiting more widely.

Several aspects of the new Programme outlined later in this document are attributable to this, but the major one is an acceptance that the new Programme has to be standing alone, covering the entire new syllabus within it and in contact with them during their studies.

2. PRINCIPLE CHANGES SUMMARY

The PCPAS Programme consists of two Phases, A and B. Phase A was lecture based and occupied one semester. Phase B is largely untaught. Students worked alone to prepare to their case study and material for their professional interview.

The new Programme introduces a second taught phase, the content of which is outlined later in this document. It also expands the preparatory work for the interview into a third section, giving us Phases A, B and C. The new Phases A and B contains the teaching to deliver the revised syllabus: Phase C covers students' professional experience and their Viva.

The New Phase C

Phase C is where students demonstrate they have reflected on their professional experience and learned from it. It also gives candidates better preparation for their Viva.

The importance of the professional interview or viva at the end of the Programme is critical. While we have always provided a session before it, we only used to talk about course content and issues that might be raised in discussions. In the last two years, we have also started to talk about how to handle the interview itself. The new PDAP Phase C formalises this aspect and builds it into the Programme, adapting specialist interview teaching that is already offered to other disciplines in the school.

At present candidates prepare a short essay on their professional development, but few recognise its' strategic potential. In the new Phase C, this paper has been expanded to include both a review of the events that have shaped the candidate and also the candidates' proposals for their future development as part of a career plan. This in turn can set the agenda for the candidate's viva.

As a reflection of these changes, the Programme offer will now be a Postgraduate Diploma, rather than the Post Graduate Certificate previously offered. This reflects the expanded syllabus and the increase in the student's time, efforts and the amount of material they have to assimilate.

As well as academic changes there are also linked administrative changes:

The new Programme builds on the existing pattern of offering the Professional Interview twice a year (Currently Autumn and spring) by also offering enrolment twice a year.

The fees for the Programme will also be adapted to recognise candidates' career positions at different phases of the Programme.

3.AIMS OF THE PROGRAMME

Refer to Programme Specification

4.LEARNING OUTCOMES

Refer to Programme Specification

5.ACCESS/ENTRY REQUIREMENTS

Access to the Programme is determined by the requirements of the professional bodies involved. In previous years, an entry requirement of RIBA Part Two or equivalent would have been thought sufficient, but we have started to see unfortunate students who have RIBA recognition without ARB recognition. To avoid this paradoxical position in future, students will need to have satisfactorily completed an ARB and RIBA recognised Part 2 course. While this will be an admission requirement for most students, in exceptional cases typically Greenwich final year part time diploma students in employment -

students may enrol on the course subject to the Programme Leader's approval, but will not be allowed to proceed to the final stage of PDAP until they have ARB/RIBA Part 2.

Most students still follow the recommended pattern of taking a "year out" in practice between their Part 1 and Part 2 studies. Greenwich is also fortunate in having part-time students who usually have even more professional experience, consequently students will normally be expected to have had some formal employment in practice before they embark on this Programme. Progression into Phase C will not be possible without it.

By the time they complete the Programme by sitting their Phase C Viva they also need to have 24 months of logged professional experience, at least 12 of which have to be post Part 2.

6.PROGRAMME STRUCTURES & LEVELS

Refer to Programme Specification and Programme Structure Diagrams for details.

7. TEACHING & LEARNING STRATEGIES

Refer to Programme Specification

8. ASSESSMENT AND REGULATIONS

Assessment

The general principles for assessment of the Postgraduate Diploma in Professional Architectural Practice are as set out in the University's Academic Regulations and in the School's Assessment Policy. More specifically, the following will apply:-

Professional Exemption: This Diploma will carry exemption from RIBA and ARB part III.

Classifications and Progression: The award of the diploma will be Pass, Pass with Commendation or Pass with Distinction. For Distinction the Progression and Awards Board's guideline will be an achievement averaging at least 70% across the Programme as a whole. The Board can, with guidance from external examiners, award candidates a Commendation in their Case Study or Viva. As a guideline, a commendation will require the achievement of 70% in either course.

In Phases A and B courses the overall grade of coursework must be a pass. In Phase C each component piece of work must pass. Compensation of grades below the pass mark will not be permitted.

A DAP (Departmental Assessment Panel) will be held at the end of each phase. All grades are provisional until ratified by the external examiners.

External Examiners: As gatekeepers to the profession, the external examiners assess the candidate's fitness to practice. As they are also involved in the academic assessment of candidates, the programme – and the Viva in particular - makes special demands on our externals. The importance of this role is recognised by the University and the professional bodies involved. RIBA, for example, has created a register of such examiners and provides training for them. Our current examiners have considerable examining and professional experience. As replacement examiners are proposed, they will be vetted by assessing their professional and academic experience and consulting the RIBA register.

Progression

Students may enrol in both the autumn and spring terms, reflecting the Vivas which are also held in the spring and autumn terms. Students progress through the phases in the sequence ABC or BCA, in line with the diagrams later in this document. Note however that the conclusion of the programme – and Phase C – is the Viva, which cannot be sat until all other items have received a provisional pass mark. Thus the next available Viva appointment determines the earliest possible completion date for the programme.

Prior Experience: Under current ARB/RIBA regulations, substantial prior performance in employment by an experienced and mature candidate may - subject to programme leader and RIBA approval - exempt them from the first 12 months of professional experience.

Deceleration of Study: Subject to the Programme Leader's approval, a candidate, after providing evidence of mitigating circumstances and using the School's procedures, may be allowed to decelerate their studies and study only one course per term.

Breaks in Study: Candidate may break their studies between Phases by arrangement with the Programme Leader. Unless candidates update their knowledge with satisfactory refresher work, the total length of all such breaks shall not exceed four years. Students who break their studies must ensure they comply with the University's procedures for Interrupting Study and complete the appropriate form, with signatures from both the Office of Student Affairs and the Programme Leader.

Legacy Students: An addendum covering the progression of legacy students (whose breaks in studies bridge the PCPAS-PDAP programmes) has been prepared and is being discussed with the ARB.

9. PROGRAMME MANAGEMENT

PDAP is organised by a Programme Leader responsible for day-to-day management of the Programme
School

The Programme is within the Department of Design of the School of Architecture & Construction.

Quality Assurance

The Programme Committee considers its Annual Monitoring Report (AMR) for discussion before onward transmission to The School Learning and Quality Committee

The Programme will be subject to University procedures as set out in the University's Quality Assurance Handbooks.

10. PROGRAMME STRUCTURE

The new Programme is divided into three phases, which are all at the same academic stage:

- Phase A contains the Architect and Society and Architectural Management 1 courses.
- Phase B consists of Architectural Management 2 and Construction Management courses.
- Phase C contains elements based on the candidate's professional experience, for example the Case Study and Viva

As outlined under Progression, students may join the Programme at the start of Phase A or B, taking other Phases in the following terms. The Programme can thus be studied in the sequences ABC or BCA, but always ending with the autumn or spring Viva.

Eligibility: Phase A can be taken as long as the student has some professional experience. Phases B and C draw more on practice situations and issues that are current within participants' practices, so phases B and C can only be taken when the student has current or recent professional experience.

(Also see the Programme Charts)

11. THE STUDENT EXPERIENCE

This proposal recognises that candidates are mature individuals, carrying out valuable and important work in busy practices, often with considerable responsibility. We also recognise that they have professional experience that, even if restricted in depth or range, is current, practical and relevant. We want candidates to involve their office mentors and their practices in their learning and, because architecture aspires to be a learning profession, a candidate's learning may often initiate changes in the practice's working methods. The new programme plans to take this into account by:

- Shifting from the 3-hour lecture format to sessions that are more interactive, making more use of student experience and encouraging debate between the candidates.
- Candidates will also be expected to make presentations and lead Q&A sessions about aspects of their own professional practice that are of more general interest.
- Assessment by the submission of written papers, replacing written exams. Candidates will be given deadlines for papers that will allow them to programme both their university and professional commitments.
- Copies of essays and case studies will also be handed in by email so that, amended to address issues of commercial confidentiality and anonymity, they may be used to guide students.

12. FRAMEWORK FOR LEARNING

The University's Strategic Framework for Learning addresses the way students, whatever their location, can learn and develop using different combinations of four learning facilities – access to information, learning facilitation, personal tutoring and formal assessment. While formal assessment and the delivery methods of learning facilitation are covered elsewhere in this document, Information Access and Personal Tutoring are explicitly addressed here.

Information Access : Students have access to information via the usual resources of the university library – books, texts, and journals. However, they also have access to a wider range of sources: information from RIBA (via its' library and the professional advice disseminated with the institute's Journal), on-line and other electronic sources, and – perhaps most accessible of all – the information held within their own employing practices, covering such issues as contracts or office procedures. No source can be complete in itself: instead the Programme emphasises the need for students to be familiar with each of them.

Personal Tutoring: Students have direct and immediate access to academic tutors as part of typical teaching sessions, which are always structured to provide and encourage question and answer sessions. Given their employment elsewhere, other forms of tutorial support have traditionally been more difficult for Part III students.

With this in mind, RIBA has strengthened the role of the office in supporting the student. Because of the demands of the PEDR, the role of the office supervisor in the employing practice has shifted from essentially a 'signing-off' role being more of a mentor, able to comment and advise on a wider range of issues, with both mentor and student being encouraged to raise wider issues of professional development. Where necessary, the programme leader can also communicate with the office mentor.

Contacts within the student cohort and between student and programme leader – who acts as personal tutor to all PDAP candidates – both nevertheless remain important. The ubiquity of email enables easy one-to-one communication between staff and students while also ensuring that items that are more generally useful can be easily passed on to others in the group. To ensure that student - tutor contact continues during Phase C – a time when, without a need for regular attendance on campus, communications can become difficult – a stage C introductory seminar has been introduced. Face-to-face tutorials will also be offered during Phase C at 'milestones' reflecting progress on the Case Study, concluding with the expanded session that prepares students for their Viva.

In addition to this, written support material is also available: the University publishes handbooks for both the programme and for personal tutors, as well as a 'Skills for Learning' handbook, which is still useful at this academic stage. The RIBA have also expanded the information available to students, via both its' own web site and also the expanded guidance given – to students and employers - in the PEDR.

Awarding Institution/Body The University of Greenwich	Teaching Institution: The University of Greenwich (Avery Hill Campus)	Validated by: The Architects Registration Board (ARB) and the Royal Institute of British Architects (RIBA) for Part 3 exemption. Accredited by:	Final Award: Postgraduate Diploma	Programme Title/Department Postgraduate Diploma in Architectural Practice (PDAP) Department of Design	UCAS Code: N/A	QAA Benchmarking Groups: N/A as benchmarks cover undergraduate programmes.
Educational Aims of the Programme To candidates who have already achieved RIBA and ARB recognition at Parts 1 and 2, this Programme gives the final Part 3 qualification required to allow registration as a UK architect. Its' aim is to produce competent architects, who can practice skilfully, discharging their professional responsibilities and creating a built environment that responds to contemporary needs in society.						
The Programme provides opportunities for learners to achieve the following outcomes:				The following teaching, learning and assessment methods are used to enable learners to achieve and demonstrate these outcomes:		
PHASE A Understanding of: <ul style="list-style-type: none"> • The internal structures and organisations appropriate to different forms of practice • The skills required for the management of people within an organisation and a basic appreciation of motivation, group dynamics, staff appraisal and reward structures • The techniques and context required to create an effective and efficient ongoing environment for practice • The social and economic context for investment in the built environment • The financial management of an architectural practice • The resources (technical, IT, financial, personnel, etc) necessary in order to offer professional services for a particular project • Appropriate fees, negotiation and fee bidding techniques, bearing in mind the funding and procurement basis for the project, and with reference to other factors. • Relevant statutory bodies, construction and development legislation and consultative bodies, and their potential effect on Programme, cost and quality of design • Integrated project process and project team partnering • Value engineering, integrated supply chain management and the principles of lean construction • Risk management in relation to construction and consultants contracts, liabilities, indemnities and insurance and awareness of mechanisms such as insurance to deal with liabilities • The maintenance of adequate financial control for cost planning of projects • Project planning, documentation and execution • Methods and standards intended to ensure and manage quality standards • The implications of, and ability to apply, collateral agreements such as the nomination of subcontractors and the position of domestic sub contractors, suppliers, manufacturers and statutory undertakings in relation to standard forms • The value of post-completion assessment and appraisal and methods of debriefing • The range of methods of building procurement, tender types and codes of practice for procedure, and an ability to identify an appropriate contract strategy and to create pre-contract information 				PHASE A Teaching/Learning The PDAP is the final step to achieving Professional Architect status and as such represents the accumulation of knowledge, skill and personal professional experience. The professional nature of the Programme means that the learning is focused, and is disseminated through a series of lectures, workshops and presentations. Assessment Methods These are largely assessed through the courses on The Architect & Society, Architectural Management and Construction Management. More specifically the students are expected to complete a number of formal assessments including individual presentations in front of other students and staff, and written coursework on specific topics, often related to the students professional experience		

PHASE B**Knowledge of:**

- The requirements for taxation, health and safety, employment contracts, civil liability, and equal opportunities legislation etc. on different business structures, including working from home
- The size and relative importance of the construction industry to other sectors of the national and international economy and the role of the profession relative to the industry
- The range of ongoing specialist panels of advisory, consultative or government bodies which have the responsibility for developing policies which guide or control construction industry practices
- The overlapping interests of organisations representing the built environment and their relation to the role of the architect
- Site organisation, mobilisation and the establishment of appropriate lines of communication in relation to the specific responsibilities of the building team
- Legislation on health and safety and its application to design and construction
- Methods of dispute resolution, conciliation, adjudication, arbitration, and litigation

Awareness of:

- The need and techniques for the marketing of professional services and how architects commissions are obtained
- National and international trends for the distribution and commissioning of architectural projects

PHASE B**Teaching/Learning**

The PDAP is the final step to achieving Professional Architect status and as such represents the accumulation of knowledge, skill and personal professional experience.

The professional nature of the Programme means that the learning is focused, and is disseminated through a series of lectures, workshops and tutorials.

Assessment Methods

These are largely assessed through the courses Architect & Society, Architectural Management and Construction Management. More specifically the students are expected to complete a number of formal assessments including individual presentations in front of other students and staff, and written coursework on specific topics, often governed by the students experience

PHASE C

Subject Specific Skills:

Ability to:

- Prepare, in consultation with the client, an acceptable brief and budget, including consultation with others as appropriate. Thereafter, to effectively communicate with the client at every Phase of the project
- Assess the variety and appropriateness of project procurement methods and their implications in relation to client requirements and the architectural and professional input required
- Create maintenance manuals and post-completion information for clients and building users
- Assess and organise a quality control and programming system in relation to the architect's role in administering the building process
- Analyse contract types in terms of their implications for time, cost, quality, information flow and the procedures related to each
- Prepare architect's instructions and certificates appropriately for standard forms of contract, and to implement the procedures for the assessment and valuation of claims
- Demonstrate that health and safety matters are integral to every Phase of the design process and execution for those aspects of design for which the architect is responsible.
- Analyse the appropriateness and completeness for its purpose of forms of documentation including written and graphic communication
- Programme and manage the flow of information among the members of the design team
- Operate quality assurance procedures which ensure the maintenance of design standards and intentions in relation to budgetary and Programme control
- Operate quality assurance procedures which ensure the maintenance of design standards and intentions in relation to budgetary and Programme control

PHASE C

Teaching/Learning

The specific skills required to register as a developed by individual candidates during their professional practice. These skills are honed during the Programme.

The students are encouraged through tutorials and the comparison of experience: their interview skills are developed through practice interviews and focusing on Case Studies.

Assessment Methods

These skills are assessed through the case study, an evaluative essay and a viva (or professional interview,) reflecting on their professional practice.

Students prepare a case study to demonstrate their abilities and judgement. They are questioned on this by External Examiners at the formal professional interview. The External Examiners evaluate their understanding, ability and judgement, and assess their ability to apply this in practice.

Programme: Postgraduate Diploma in Architectural Practice (PDAP) (RIBA Pt 3) P11224
Programme Leader: Tony Cleford

Department: Design
Head of Department: H.Gilby

AUTUMN START

Autumn Viva

Core

PEDR 01

Core

PEDR 02

Plus
Optional

PEDR 03

Optional

PEDR 04

Phase A - Term 1		Phase B - Term 2		Phase C - Term 3		Phase C	
The Architect & Society	Architectural Management 1	Architectural Management 2	Construction Management	Drafting Janus paper	VIVA	Case Study	ARCT1035 30 Credits
ARCT1031 15 Credits	ARCT1032 15 Credits	ARCT1033 15 Credits	BUIL1047 15 Credits	Drafting Case Study			

SPRING START

Spring Viva

Core

PEDR 01

Core

PEDR 02

Plus
Optional

PEDR 03

Optional

PEDR 04

Phase B - Term 2		Phase C - Term 3		Phase A - Term 1		Phase C	
Architectural Management 2	Construction Management	Drafting Janus paper	Architect & Society	Architectural Management 1	VIVA	Case Study	30 Credits
15 Credits	15 Credits	Drafting Case Study	15 Credits	15 Credits			

PEDR - Professional Development & Experience Record

These are records which monitor the students' professional practice and are signed off by The School as per Professional Body Requirements.

They may be undertaken before or at the same time as Phases A B and C.

Each individual PEDR Course must take 1 year to complete.

A fee will be charged for each PEDR submitted for signature.

Notes

1. PDAP consists of three Phases (A B and C) plus a minimum of 2 and a maximum of 4 year long PEDR monitoring courses
2. To complete the Programme in the shortest Registration Time the student should prepare PEDR 1 and then study Phases A, B and C over one Calendar Year (Two Academic Sessions) also completing the PEDR 2 Course at the same time.
3. Students may take PEDR Courses in between Phases A B and C. But the total length of these gaps must not exceed 4 years.
4. The longest period of Registration will not exceed 6 years.

Mapping of Learning Outcomes

ARB Criteria	Architect & Society	Architectural Management 1	Architectural Management 2	Construction Management	Case Study	Viva
Ability to:- Apply principles underlying the law relevant to architectural practice and building procurement.					✓	✓
Ability to:- Act in accordance with the requirements of professional conduct and the concept of 'professionalism'.					✓	✓
Ability to:- Follow Codes and Standards regulating the profession of architecture.					✓	✓
Understanding of:- Different forms of architectural practice, for example, sole trader, partnership, company, consortium or joint venture, and their respective legal implications	✓					
Understanding of:- The internal structures and organisations appropriate to different forms of architectural and multidisciplinary practice	✓					
Understanding of:- The skills required for the management of people within an organisation and a basic appreciation of motivation, group dynamics, staff appraisal and reward structures	✓					
Understanding of:- The techniques and context required to create an effective and efficient ongoing environment for practice	✓					
Understanding of:- The financial management of an architectural practice	✓					
Knowledge of:- The requirements for taxation, health and safety, employment contracts, civil liability, and equal opportunities legislation etc. on different business structures, including working from home	✓					
Awareness of:- The need and techniques for the marketing of professional services and how architects commissions are obtained	✓					
Awareness of:- Technical standards and sources of specialist information					✓	✓
Understanding of:- The social and economic context for investment in the built environment	✓					
Knowledge of:- The range of ongoing specialist panels of advisory, consultative or government bodies which have the responsibility for developing policies which guide or control construction industry practices	✓					
Knowledge of:- The overlapping interests of organisations representing the built environment and their relation to the role of the architect	✓					

Knowledge of:- The size and relative importance of the construction industry to other sectors of the national and international economy and the role of the profession relative to the industry	✓					
Awareness of:- National and international trends for the distribution and commissioning of architectural projects	✓					
Ability to:- Communicate effectively with each part of the client body and construction team					✓	✓
Ability to:- Prepare, in consultation with the client, an acceptable brief and budget, including consultation with others as appropriate. Thereafter, to effectively communicate with the client at every stage of the project		✓				
Understanding of:- The resources (technical, IT, financial, personnel, etc) necessary in order to offer professional services for a particular project					✓	✓
Ability to:- Assess the architectural services required to deliver a project effectively and the establishment of appropriate scope of works for all members of the project team; to co-ordinate and integrate the					✓	✓
Understanding of:- Appropriate fees, negotiation and fee bidding techniques, bearing in mind the funding and procurement basis for the project, and with reference to other factors listed below		✓				
Understanding of:- Relevant statutory bodies, construction and development legislation and consultative bodies, and their potential effect on programme, cost and quality of design		✓				
Understanding of:- Integrated project process and project team partnering		✓				
Understanding of:- Value engineering, integrated supply chain management and the principles of lean construction		✓				
Understanding of:- Risk management in relation to construction and consultants contracts, liabilities, indemnities and insurance and awareness of mechanisms such as insurance to deal with liabilities		✓				
Understanding of:- The maintenance of adequate financial control for cost planning of projects		✓				
Understanding of:- Project planning, documentation and execution					✓	✓
Ability to:- Assess the variety and appropriateness of project procurement methods and their implications in relation to client requirements and the architectural and professional input required					✓	✓
Ability to:- Analyse the appropriateness and completeness for its purpose of forms of documentation including written and graphic communication					✓	✓
Ability to:- Programme and manage the flow of information among the members of the design team					✓	✓
Ability to:- Operate quality assurance procedures which ensure the maintenance of design standards and intentions in relation to budgetary and programme control					✓	✓
Understanding of:- Methods and standards intended to ensure and manage quality standards					✓	✓
Knowledge of:- Legislation on health and safety and its application to design and construction			✓			
Ability to:- Demonstrate that health and safety matters are integral to every stage of the design process and execution for those aspects of design for which the architect is responsible.			✓			
Understanding of:- The implications of, and ability to apply, collateral agreements such as the nomination of subcontractors and the position of domestic sub contractors, suppliers, manufacturers and statutory undertakings in relation to standard				✓		

Ability to:- Assess and organise a quality control and programming system in relation to the architect's role in administering the building process				✓		
Understanding of:- The range of methods of building procurement, tender types and codes of practice for procedure, and an ability to identify an appropriate contract strategy and to create pre-contract information				✓		
Ability to:- Analyse contract types in terms of their implications for time, cost, quality, information flow and the procedures related to each				✓	✓	✓
Ability to:- Prepare architect's instructions and certificates appropriately for standard forms of contract, and to implement the procedures for the assessment and valuation of claims					✓	✓
Knowledge of:- Site organisation, mobilisation and the establishment of appropriate lines of communication in relation to the specific responsibilities of the building team				✓		
Knowledge of:- Methods of dispute resolution, conciliation, adjudication, arbitration, and litigation				✓	✓	✓
Understanding of:- The value of post-completion assessment and appraisal and methods of debriefing				✓		
Ability to:- Create maintenance manuals and post-completion information for clients and building users				✓		
Ability to:- Analyse contract types in terms of their implications for time, cost, quality, information flow and the procedures related to each					✓	✓
Ability to:- Prepare architect's instructions and certificates appropriately for standard forms of contract, and to implement the procedures for the assessment and valuation of claims					✓	✓
Ability to:- Apply principles underlying the law relevant to architectural practice and building procurement.					✓	✓
Ability to:- Act in accordance with the requirements of professional conduct and the concept of 'professionalism'.					✓	✓
Ability to:- Follow Codes and Standards regulating the profession of architecture.					✓	✓
Awareness of:- Technical standards and sources of specialist information					✓	
Ability to:- Communicate effectively with each part of the client body and construction team					✓	✓
Understanding of:- The resources (technical, IT, financial, personnel, etc) necessary in order to offer professional services for a particular project					✓	✓
Ability to:- Assess the architectural services required to deliver a project effectively and the establishment of appropriate scope of works for all members of the project team; to co-ordinate and integrate the					✓	✓
Understanding of:- Project planning, documentation and execution					✓	✓
Ability to:- Assess the variety and appropriateness of project procurement methods and their implications in relation to client requirements and the architectural and professional input required					✓	✓
Ability to:- Analyse the appropriateness and completeness for its purpose of forms of documentation including written and graphic communication					✓	✓
Ability to:- Programme and manage the flow of information among the members of the design team					✓	✓
Ability to:- Operate quality assurance procedures which ensure the maintenance of design standards and intentions in relation to budgetary and programme control					✓	✓
Understanding of:- Methods and standards intended to ensure and manage quality standards					✓	✓

INDEX OF PROGRAMME SPECIFICATION

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Architectural Management 1	15 credits	Level M	Page 19
Architectural Management 2	15 credits	Level M	Page 21
Construction Management	15 credits	Level M	Page 23
Case Study	15 credits	Level M	Page 25
Viva	15 credits	Level M	Page 27

COURSE SPECIFICATION

Code: ARCT 1031

School: Architecture & Construction

Course Title: THE ARCHITECT & SOCIETY

Course Coordinator: Tony Cleford

Level: M

Credit: 15

Department: Design

Pre-requisites Prior professional experience in the design and construction industries

Aims:

- To critically examine the context and changing nature of professionalism in contemporary architectural practice.
- To identify the complex issues arising from architectural practice's shifting position in the construction industry and society in general.
- To have a critical awareness of the public issues relating to the practice of architecture

Learning Outcomes:

At the end of the course, the student will have:-

- Understanding of:- The internal structures and organisations appropriate to different forms of practice
- Understanding of:- The skills required for the management of people within an organisation and a basic appreciation of motivation, group dynamics, staff appraisal and reward structures
- Understanding of:- The techniques and context required to create an effective and efficient ongoing environment for practice
- Understanding of:- The social and economic context for investment in the built environment
- Understanding of:- The financial management of an architectural practice
- Knowledge of:- The requirements for taxation, health and safety, employment contracts, civil liability, and equal opportunities legislation etc. on different business structures, including working from home
- Knowledge of:- The size and relative importance of the construction industry to other sectors of the national and international economy and the role of the profession relative to the industry
- Knowledge of:- The range of ongoing specialist panels of advisory, consultative or government bodies which have the responsibility for developing policies which guide or control construction industry practices
- Knowledge of:- The overlapping interests of organisations representing the built environment and their relation to the role of the architect
- Awareness of:- The need and techniques for the marketing of professional services and how architects commissions are obtained
- Awareness of:- National and international trends for the distribution and commissioning of architectural projects

Content:

- Professionalism
- The Internal Professional Environment
- The External Professional Environment

Learning and Teaching Activities:

- Individual and group presentations to staff and peers on professional issues
- Reflecting on and questioning professional practice of others
- Project assignments researching issues of contemporary practice
- Seminars and sessions by guest lecturers

Assessment Details:

Methods of Assessment	Grading Mode	Weighting %	Minimum Pass Mark	Words Length	Outline Details
Coursework	Numeric	33%	40%	N/A	Presentation to group
Coursework	Numeric	67%	overall	2,5000	Individual Work

Indicative Texts:

ISBN Number	Author	Date	Title	Publisher
	Small Practice Series		Sound Practice	RIBA Publications
	RIBA		RIBA Code of Professional Conduct & Standard of Professional Performance	RIBA Publications
	ARB		The ARB Code of Professional Conduct and Practice	ARB
	Sarah Lupton	2002	Architects Handbook of Practice Management (7 th Edition)	RIBA
	Willis & Chappell		The Architect in Practice (8 th Edition)	Blackwell Science
	Small Practice Series		Painless Financial Management & Job Costing	RIBA Publications
	Cleford & Underwood	1993	Public Relations & Marketing for Architects	RIBA
	Stephen Emmit	2000	Architectural Management in Practice	Longman

COURSE SPECIFICATION

Code: ARCT 1032
Course Title:
Course Coordinator:
Level: M
Department: Design

School: Architecture & Construction
ARCHITECTURAL MANAGEMENT 1
Tony Cleford
Credit: 15
Pre-requisites

Aims:

To provide students with a conceptual and systematic understanding of: -

- The statutory and financial frameworks for architectural practice
- The managerial and resource implications for architectural work and the delivery of construction projects

Learning Outcomes:

- To prepare, in consultation with the client, an acceptable brief and budget, including consultation with others as appropriate. Thereafter, to effectively communicate with the client at every stage of the project
- Understanding of:- The resources (technical, IT, financial, personnel, etc) necessary in order to offer professional services for a particular project
- Understanding of: - Appropriate fees, negotiation and fee bidding techniques, bearing in mind the funding and procurement basis for the project, and with reference to other factors.
- Understanding of:- Relevant statutory bodies, construction and development legislation and consultative bodies, and their potential effect on Programme, cost and quality of design
- Understanding of:- Integrated project process and project team partnering
- Understanding of:- Value engineering, integrated supply chain management and the principles of lean construction
- Understanding of:- Risk management in relation to construction and consultants contracts, liabilities, indemnities and insurance and awareness of mechanisms such as insurance to deal with liabilities
- Understanding of:- The maintenance of adequate financial control for cost planning of projects

Content:

- Effective client communications
- Securing the commission
- The project context

Learning and Teaching Activities:

Lectures, seminars, workshops, presentations

- Individual and group presentations to staff and peers on professional issues
- Reflecting on and questioning professional practice of others
- Project assignments researching issues of contemporary practice
- Seminars and sessions by guest lecturers

Assessment Details:

Methods of Assessment	Grading Mode	Weighting %	Minimum Pass Mark	Words Length	Outline Details
Coursework	Numeric	67%	40%	2500	Individual Work on contemporary
Coursework	Numeric	33%	overall	N/A	Professional topics

Indicative Texts:

ISBN Number	Author	Date	Title	Publisher
	Sarah Lupton	2002	Architect's Handbook of Practice Management	RIBA Publications
	Willis & Chappell		The Architect in Practice	Blackwell Science
	Stephen Emmit	2000	Architectural Management in Practice	Longman
	Speight & Stone	2000	Architect's Legal Handbook	Butterworth Architectural Press
	Moore	2002	Practical Approach To Planning Law	OUP
	Hyams	2001	Construction Companion to Briefing	RIBA
	Blyth & Worthington	2000	Managing The Brief For Better Design	Spon

COURSE SPECIFICATION

Code: ARCT 1033
Course Title:
Course Coordinator:
Level: M
Department: Design

School: Architecture & Construction
ARCHITECTURAL MANAGEMENT 2
Tony Cleford
Credit: 15
Pre-requisites: recent professional experience

Aims:

This course gives a critical awareness of how more detailed contractual and legal issues – such as health and safety – are handled in the context of the developing project. It expands the student's systematic understanding and abilities to deal with complex issues in progressing these stages of the project after the brief has been agreed and while the design is developed.

Learning Outcomes:

- Ability to:- Assess the variety and appropriateness of project procurement methods and their implications in relation to client requirements and the architectural and professional input required
- Ability to:- Demonstrate that health and safety matters are integral to every stage of the design process and execution for those aspects of design for which the architect is responsible.
- Ability to:- Analyse the appropriateness and completeness for its purpose of forms of documentation including written and graphic communication
- Ability to:- Programme and manage the flow of information among the members of the design team
- Ability to:- Operate quality assurance procedures which ensure the maintenance of design standards and intentions in relation to budgetary and Programmed control
- Understanding of:- Project planning, documentation and execution
- Understanding of:- Methods and standards intended to ensure and manage quality standards
- Knowledge of:- Legislation on health and safety and its application to design and construction

Content:

- Planning and procurement
- Managing information flow
- Quality systems in the office
- The role of health & safety

Learning and Teaching Activities:

- Individual and group presentations to staff and peers on professional issues
- Reflecting on and questioning professional practice – of self and others
- Project assignments researching issues of contemporary practice
- Seminars and sessions with guest lecturers
- Independent exploration and implementation of ideas between sessions for subsequent review

Assessment Details:

Methods of Assessment	Grading Mode	Weighting %	Minimum Pass Mark	Words Length	Outline Details
Coursework	Numeric	67%	40%	2500	Individual paper
Coursework	Numeric	33%	overall	n/a	Presentation to group

Indicative Texts:

ISBN Number	Author	Date	Title	Publisher
	Lupton, S	2002	Architect's Handbook of Practice Management	RIBA Publications
	Willis & Chappell		The Architect in Practice	Blackwell Science
	Lupton, Stellakis	2002	Guidance for Clients on Health & Safety: the CDM regulations	RIBA
	Emmit, S	2000	Architectural Management in Practice	Longman
	Lock	2001	Essentials of Project Management	Gower
	Green, R	2001	Architect's Guide to running a Job	Architectural Press
	Aqua Group	1999	Tenders & Contracts For Building	Blackwells
	Burke	2001	Project Management & Planning and Control Technique	Wiley

COURSE SPECIFICATION

Code: BUIL 1047
Course Title:
Course Coordinator:
Level: M
Department:

School: Architecture & Construction
CONSTRUCTION MANAGEMENT
Tony Cleford
Credit: 15
Pre-requisites: recent professional experience

Aims:

This course enables students to deal with the complex issues that arise in the management of the construction stages of projects, and evaluate established and developing contractual frameworks.

Learning Outcomes:

- Ability to:- Create maintenance manuals and post-completion information for clients and building users
- Ability to:- Assess and organise a quality control and programming system in relation to the architect's role in administering the building process
- Ability to:- Analyse contract types in terms of their implications for time, cost, quality, information flow and the procedures related to each
- Ability to:- Prepare architect's instructions and certificates appropriately for standard forms of contract, and to implement the procedures for the assessment and valuation of claims
- Understanding of:- The implications of, and ability to apply, collateral agreements such as the nomination of subcontractors and the position of domestic sub contractors, suppliers, manufacturers and statutory undertakings in relation to standard forms of contract
- Understanding of:- The value of post-completion assessment and appraisal and methods of debriefing
- Understanding of:- The range of methods of building procurement, tender types and codes of practice for procedure, and an ability to identify an appropriate contract strategy and to create pre-contract information
- Knowledge of:- Site organisation, mobilisation and the establishment of appropriate lines of communication in relation to the specific responsibilities of the building team
- Knowledge of:- Methods of dispute resolution, conciliation, adjudication, arbitration, and litigation

Content:

- Pre-contract planning
- Managing the contract
- Post contract work

Learning and Teaching Activities:

- Individual and group presentations to staff and peers on professional issues
- Reflecting on and questioning professional practice – of self and others
- Project assignments researching issues of contemporary practice
- Seminars and sessions with guest lecturers
- Independent exploration and implementation of ideas between sessions for subsequent review

Assessment Details:

Methods of Assessment	Grading Mode	Weighting %	Minimum Pass Mark	Words Length	Outline Details
Coursework	Numeric	67%	40%	2500	Paper on professional topic
Coursework	Numeric	33%	overall	N/A	Presentation to group

Indicative Texts:

ISBN Number	Author	Date	Title	Publisher
	Lock	2001	Essentials for Project Management	Gower
	Aqua Group	1999	Tenders & Contracts For Building	Blackwells
	Uff	2002	Construction Law	Sweet & Maxwell
	Moore	2002	Practical Approach to Planning Law	OUP
	Lupton, S		Guides to IFC98 / JCT98 / MW98	RIBA

COURSE SPECIFICATION

Code: ARCT 1034
Course Title:
Course Coordinator:
Level: M
Department: Design

School: Architecture & Construction
THE CASE STUDY
Tony Cleford
Credit: 30
Co-requisites: Cannot be completed before satisfactory completion of stages A & B

Aims:

In this course students demonstrate that they can deal with complex issues professionally, systematically and creatively. They do this by competently applying their professional judgment and skills in a practice context, showing autonomous problem solving skills in complex and unpredictable situations. They also demonstrate they have the ability to clearly communicate their conclusions and to reflect on - and learn from – their professional experience

Learning Outcomes:

At the end of this course students will be able to demonstrate:-

- Ability to:- Act in accordance with the requirements of professional conduct and the concept of 'professionalism'.
- Ability to:- Follow Codes and Standards regulating the profession of architecture.
- Ability to:- Apply principles underlying the law relevant to architectural practice and building procurement.
- Ability to:- Communicate effectively with each part of the client body and construction team
- Ability to:- Assess the architectural services required to deliver a project effectively and the establishment of appropriate scope of works for all members of the project team; to co-ordinate and integrate the work of other consultants and an awareness of the terms of their appointments
- Awareness of:- Technical standards and sources of specialist information

Learning and Teaching Activities:

Architectural practice, including design and management
Analysis of professional performance in a live architectural project
Case study presentation and tutorial

Assessment Details:

Methods of Assessment	Grading Mode	Weighting %	Minimum Pass Mark	Words Length	Outline Details
Project	Numeric	100%	40%	6000-7500	Case study based on professional experience

Indicative Texts

ISBN Number	Author	Date	Title	Publisher
	Green, R	2001	Architect's Guide to Running A Job	Architectural Press
	Uff	2002	Construction Law	Sweet & Maxwell
	Cresswell	2000	Honeywood File	Gazelle
	ARB		Code of Professional Conduct & Practice	ARB
	RIBA		Code of Professional Conduct & Standard of Professional Performance	RIBA
	Small Practice Series		Working with Consultants	RIBA Publications
	Lupton S	2002`	Architects Job Book	RIBA Publications
	Byrom		Construction Companion To Terms of Engagement	RIBA Publications

COURSE SPECIFICATION

Code: ARCT 1035
Course Title:
Course Coordinator:
Level: M
Department: Design

School: Architecture & Construction
THE VIVA (Professional Interview)
Tony Cleford
Credit: 30
Co-requisites: Cannot be completed before satisfactory completion of stages A & B

Aims:

This course reviews professional knowledge and expertise through probing by experienced professionals. Candidates demonstrate a comprehensive understanding of the skills, techniques and principles that help make a professional framework. Throughout the course, students show they can reflect on – and learn from - their experience so far. They demonstrate self-direction in planning for their future and review their skills, identifying which are transferable to their proposed career paths and which need further development for their future professional practice.

Learning Outcomes:

- At the end of this course, the student will be able to demonstrate:-
- Ability to apply principles underlying the law relevant to architectural practice and building procurement. Ability to act in accordance with the requirements of professional conduct and the concept of ‘professionalism’.
- Ability to follow Codes and Standards regulating the profession of architecture.
- Awareness of technical standards and sources of specialist information
- Ability to communicate effectively with each part of the client body and construction team
- Understanding of the resources (technical, IT, financial, personnel, etc) necessary in order to offer professional services for a particular project
- Ability to assess the architectural services required to deliver a project effectively and the establishment of appropriate scope of works for all members of the project team; to co-ordinate and integrate
- Understanding of Project planning, documentation and execution
- Ability to:- Analyse the appropriateness and completeness for its purpose of forms of documentation including written and graphic communication
- Ability to:- Programme and manage the flow of information among the members of the design team
- Ability to:- Operate quality assurance procedures which ensure the maintenance of design standards and intentions in relation to budgetary and programme control
- Understanding of:- Methods and standards intended to ensure and manage quality standards

Content:

- The viva is the culmination of the course, where the candidate demonstrates to examining professionals that they have fully benefited and learned from their prior professional experience.
- In the Janus paper (‘Looking back, Looking ahead’) candidates review their experience and reflect on what – and how - they’ve learned from it. They consider their needs for future development and their career plans, emphasising that part 3 is not another rung on a ladder, but a potential turning point in their careers.

Learning and Teaching Activities:

- Preparatory session for the professional interview
- Interview techniques workshop
- Review of dummy interview
- The Janus paper including Personal Development Plan proposals, submitted before the viva
- Preparation and submission of a detailed CV

Assessment Details:

Methods of Assessment	Grading Mode	Weighting %	Minimum Pass Mark	Words Length	Outline Details
Viva	Numeric	67%	40%	N/A	Professional Interview
Coursework	Numeric	33%	40%	N/A	Janus Paper

Indicative Texts:

ISBN Number	Author	Date	Title	Publisher
	Pedler et al		The Manager's Guide to Self Development	
	Small Practice Series		Keeping Out Of Trouble	RIBA
	Lupton		The Personal Management Handbook	Sphere
			Architects Handbook of Practice Management	RIBA Publications
	Salzman et al		Career Tracking	
	Byrom		Construction Companion To Terms of Engagement & Fees	RIBAP

APPENDIX - The ARB Prescription

PART 3 CRITERIA & CURRICULUM from ARB & RIBA

At Part 3 students will demonstrate within an academic portfolio:

THE CONTEXT FOR PRACTICE

Knowledge of:

The size and relative importance of the construction industry to other sectors of the national and international economy and the role of the profession relative to the industry

The overlapping interests of organisations representing the built environment and their relation to the role of the architect

The range of ongoing specialist panels of advisory, consultative or government bodies which have the responsibility for developing policies which guide or control construction industry practices

Understanding of:

The social and economic context for investment in the built environment

Ability to:

Apply principles underlying the law relevant to architectural practice and building procurement

Act in accordance with the requirements of professional conduct and the concept of 'professionalism'

Follow Codes and Standards regulating the profession of architecture

Demonstrate that health and safety matters are integral to every stage of the design process and execution for those aspects of design for which the architect is responsible

THE MANAGEMENT OF ARCHITECTURE

Awareness of:

Technical standards and sources of specialist information

Knowledge of:

Legislation on health and safety and its application to design and construction

Understanding of:

Appropriate fees, negotiation and fee bidding techniques, bearing in mind the funding and procurement basis for the project, and with reference to other factors listed below

Integrated project process and project team partnering

Relevant statutory bodies, construction and development legislation and consultative bodies, construction and development legislation and consultative bodies, and their potential effect on programme, cost and quality of design

Methods and standards intended to ensure and manage quality standards

Ability to:

Prepare, in consultation with the client, an acceptable brief and budget, including consultation with others as appropriate. Thereafter, to effectively communicate with the client at every stage of the project

Assess the variety and appropriateness of project procurement methods and their implications in relation to client requirements and the architectural and professional input required

Assess the architectural services required to deliver a project effectively and the establishment of appropriate scope of works for all members of the project team; to co-ordinate and integrate the work of other consultants and an awareness of the terms of their appointments

Programme and manage the flow of information among the members of the design team

Communicate effectively with each part of the client body and construction team

Operate quality assurance procedures which ensure the maintenance of design standards and intentions in relation to budgetary and programme control

Analyse the appropriateness and completeness for its purpose of forms of documentation including written and graphic communication

THE MANAGEMENT OF CONSTRUCTION

Knowledge of:

Site organisation, mobilisation and the establishment of appropriate lines of communication in relation to the specific responsibilities of the building team

Methods of dispute resolution, conciliation, adjudication, arbitration, and litigation

Understanding of:

Project planning, documentation and execution

The range of methods of building procurement, tender types and codes of practice for procedure, and an ability to identify an appropriate contract strategy and to create pre- contract information

Value engineering, integrated supply chain management and the principles of lean construction

The implications of, and ability to apply, collateral agreements such as the nomination of subcontractors and the position of domestic sub contractors, suppliers, manufacturers and statutory undertakings in relation to standard forms of contract

Risk management in relation to construction and consultants contracts, liabilities, indemnities and insurance and awareness of mechanisms such as insurance to deal with liabilities

The value of post-completion assessment and appraisal and methods of debriefing

The maintenance of adequate financial control for cost planning of projects

Ability to:

Analyse contract types in terms of their implications for time, cost, quality, information flow and the procedures related to each

Assess and organise a quality control and programming system in relation to the architect's role in administering the building process

Prepare architect's instructions and certificates appropriately for standard forms of contract, and to implement the procedures for the assessment and valuation of claims

Create maintenance manuals and post-completion information for clients and building users

PRACTICE MANAGEMENT AND BUSINESS ADMINISTRATION

Awareness of:

The need and techniques for the marketing of professional services and how architects commissions are obtained

National and international trends for the distribution and commissioning of architectural projects

Knowledge of:

The requirements for taxation, health and safety, employment contracts, civil liability, and equal opportunities legislation etc. on different business structures, including working from home

Understanding of:

The resources (technical, IT, financial, personnel, etc) necessary in order to offer professional services for a particular project

Different forms of architectural practice, for example, sole trader, partnership, company, consortium or joint venture, and their respective legal implications

The internal structures and organisations appropriate to different forms of architectural and multidisciplinary practice

The skills required for the management of people within an organisation and a basic appreciation of motivation, group dynamics, staff appraisal and reward structures

The techniques and context required to create an effective and efficient ongoing environment for practice

The financial management of an architectural practice

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