

Australian Architecture Program Accreditation and Recognition Procedure



**Published jointly by the Architects Accreditation Council of Australia (AACCA)
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Participating agencies

Accrediting authorities

Australian Capital Territory Architects Board

NSW Architects Registration Board

Northern Territory Architects Board

The Board of Architects of Queensland

The Architects Board of South Australia

Board of Architects of Tasmania

Architects Registration Board of Victoria

Architects Board of Western Australia

Recognition authority

The Royal Australian Institute of Architects

National listing of accredited programs

Architects Accreditation Council of Australia

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Foreword

This document describes the process by which architecture programs in Australia are accredited and recognised.

The document replaces the 1997 edition responding to the issues that have emerged from the use of that edition and changes in the educational, professional and statutory contexts. A committee comprising four nominees of the State and Territory Registration Boards (through the Architects Accreditation Council of Australia) and four nominees of The Royal Australian Institute of Architects undertook the review, with administrative assistance provided by the RAI. The committee had an appropriate balance of practitioners, academics and statutory body representatives.

The review was based on the outcomes from a stakeholder survey. Inputs were received from accrediting authorities, schools/programs, individual academics, practitioners and students. The consensus was that the existing procedures were generally sound and remained appropriate, but some clarification and rearrangement of the document would make its application more effective. Accordingly, this revision makes no major changes to the procedures, but presents them in a better integrated style.

This revision of the document also clarifies the bases for *accreditation* and *recognition* and the application of the procedure to new and emerging programs. The document also requires schools/programs to share in meeting the direct costs associated with the process.

This document—*Australian Architecture Program Accreditation and Recognition Procedure, January 2006*—supersedes all previous publications relating to architecture program accreditation and recognition procedures

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Introduction

Architecture programs offered by universities in Australia are subject to a review process to inform Accreditation and Recognition of Architecture qualifications.

This procedures document details the review process and its relationship to accreditation and recognition of programs.

1.1 The Purposes of Accreditation and Recognition

Registration authorities accredit programs to endorse architecture qualifications required for registration as an architect.

The Royal Australian Institute of Architects recognises programs to endorse architecture qualifications required for membership of the RAIA.

1.2 The Review Process

The review process is jointly conducted by registration authorities and The Royal Australian Institute of Architects through representative National Visiting Panels (NVP) which meet with universities to review architecture programs and make recommendations for accreditation and recognition of those programs.

The review of a program is by application of the procedures established in this document.

Review of programs is undertaken with close reference to both the Architects Accreditation Council of Australia *National Competency Standards in Architecture (NCSA 01)* and The Royal Australian Institute of Architects *Education Policy*. Extracts from these documents jointly form the *Accreditation and Recognition Criteria* as detailed in section 2.9.

The review process considers documentary and interview evidence from staff and students that a program demonstrates student outcomes against the Accreditation and Recognition Criteria.

A review report with recommendations is agreed on and signed by both the panel and the university before submission to the relevant registration board and the RAIA.

1.3 Outcomes

The National Visiting Panels' process results in panel recommendations related to accreditation status and recognition status of programs. These recommendations are made to accreditation authorities and The Royal Australian Institute of Architects respectively for their consideration. These bodies then both inform the school of the outcome.

Neither a relevant accrediting authority nor the RAIA is bound by the NVP recommendation in relation to a particular program in architecture, unless otherwise bound by legislation.

While two separate outcomes are achieved through the accreditation and recognition process, this is a joint procedure and panel recommendations are made against the combined criteria.

1.3.1 Program Accreditation

Accreditation of programs in architecture is granted by the relevant accrediting authority in each jurisdiction. *Accreditation* is the formal endorsement of a program by the accrediting authority and is based on the recommendation from the National Visiting Panel that the graduates from a program are deemed to have achieved appropriate outcomes from a program that complies with 2.9.1 of this procedure.

Generally the registration authority in each state or territory is responsible for accrediting programs in their jurisdiction, although an authority may outsource the assessment and recommendation roles to an independent external service provider.

The Architects Accreditation Council of Australia has responsibility to formally list the accredited programs under the system of National Competency Based Assessment of qualifications in architecture. Accordingly, when an accrediting authority accredits a program in architecture, it advises the AACA which maintains a national listing of accredited programs.

Accreditation in Relation to Registration

In Australia, as in most countries, the registration of architects is subject to statutory control. In order to use the title 'Architect' when offering professional building design services, practitioners are required to register with the jurisdiction's relevant authority. There are eight independent registration authorities in Australia, corresponding to the six states and two territories.

Registration is based on an assessment of competency against the competencies set out in the AACA *National Competency Standards in Architecture*. The most common path to registration is the completion of an *accredited* degree in architecture, followed by a period of logged practical experience and successful completion of the Architectural Practice Examination. Following successful completion of the Architectural Practice Examination, the candidate may apply for registration in any Australian jurisdiction.

1.3.2 Program Recognition

The Royal Australian Institute of Architects has an ongoing interest in the quality and continuous improvement of professional standards. It monitors architectural programs offered by schools/ programs of architecture and grants recognition as a prescribed qualification to programs for the purpose of RAIA membership of its students and graduates. In assessing the recognition status of the program for the subsequent period the RAIA is informed by the recommendations of the National Visiting Panel.

1.4 Periodic Review

The Australian Architecture Program Accreditation and Recognition Procedure document APARP 01 shall be reviewed at not more than five yearly intervals. The review shall be conducted by a joint committee comprising representatives of the Architects Accreditation Council of Australia (acting on behalf of the accrediting authorities) and representatives of The Royal Australian Institute of Architects.

1.5 Appeals

Any appeal against the process or an accreditation or recognition decision should be referred to the relevant authority.

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Program Accreditation and Recognition Processes – An Overview

This section is an introduction to the application of the different procedures associated with accreditation and recognition. Detailed advice is contained in relevant sections.

Accreditation/recognition is a multi-tiered process tailored to suit the needs of schools/programs, accrediting authorities and The Royal Australian Institute of Architects. Schools/programs may make use of all stages as appropriate.

For coordination of all procedures outlined here, institutions should contact the RAIA Education Manager. For inquiries regarding accreditation, contact the Registrar of the relevant accrediting authority.

Accreditation and recognition procedures deal with the following:

- **Preliminary assessment** for proposed new programs or major changes to existing programs.
- **Provisional recognition** for new programs approaching first graduating cohort.
- **Achieving and maintaining accreditation and recognition** for existing programs.
- **Articulation** or advanced standing.
- **Joint degrees**—architecture programs combined with other qualifications.

The following principles are fundamental to the process of accreditation and recognition:

- Architecture programs consist of a minimum five-year cumulative period of educational support leading to a Bachelor of Architecture or equivalent qualification.
- Architecture programs which lead to architectural qualifications require advice from the profession they serve.

- The accreditation and recognition process provides a regular and structured dialogue between educators and practitioners.
- A diverse approach to architectural education is valued. The accreditation and recognition process is designed to acknowledge individual strengths within schools and local variation in architecture programs. It is not a process designed to standardise architectural education.
- The National Visiting Panels' process is assessment by peer review. Panels support the program and assist where necessary.
- Confidentiality of the procedure and all documentation is observed.

2.1 Preliminary Assessment (refer to Section 3 for details)

New programs

Institutions are advised to consider requesting a preliminary assessment at an early stage of planning for new architecture programs.

Major changes to existing programs

Where major changes to existing programs are planned, institutions may use the preliminary assessment process for consultation and advice prior to their next National Visiting Panel. Major changes to an existing program mean a change of more than 20 percent in:

- The philosophy of delivery, such as from face to face delivery to web based delivery.
- The underpinning philosophy of the program.
- The content of the subjects within a program, such as construction stream in first three years being substituted with general education content, and/or
- Human, physical and financial resources.

2.2 Provisional Recognition Assessment (refer to Section 4 for details)

Institutions offering new degree programs in architecture that are to be considered for accreditation and recognition are advised to consider requesting provisional recognition in the year prior to graduation of the first final year cohort.

The opinion reported under this assessment is provided to assist proponents of a new program with preparation for full accreditation and recognition and with counselling of students regarding the program status.

- Preliminary assessment is not mandatory but recommended and is normally initiated by the institution.
- Provisional recognition is not mandatory and may be requested by the institution.
- The opinion of the panel is provided to assist with planning and development at the time of assessment.
- With new programs, institutions may also wish to use the Preliminary Assessment procedure.

2.3 Accreditation by an Accrediting Authority and Recognition by The Royal Australian Institute of Architects—For New Programs and Established Programs (refer to Section 5 for details)

Architecture programs consist of a minimum five-year cumulative period of educational support leading to a Bachelor of Architecture or equivalent qualification. Accreditation is mandatory for programs to enable their graduates to proceed toward registration. Review of programs is based on accreditation and recognition criteria considered in relation to documentary evidence supplied prior to the panel visit and during the visit to the institution. The National Visiting Panel makes its recommendations to the relevant accrediting authority

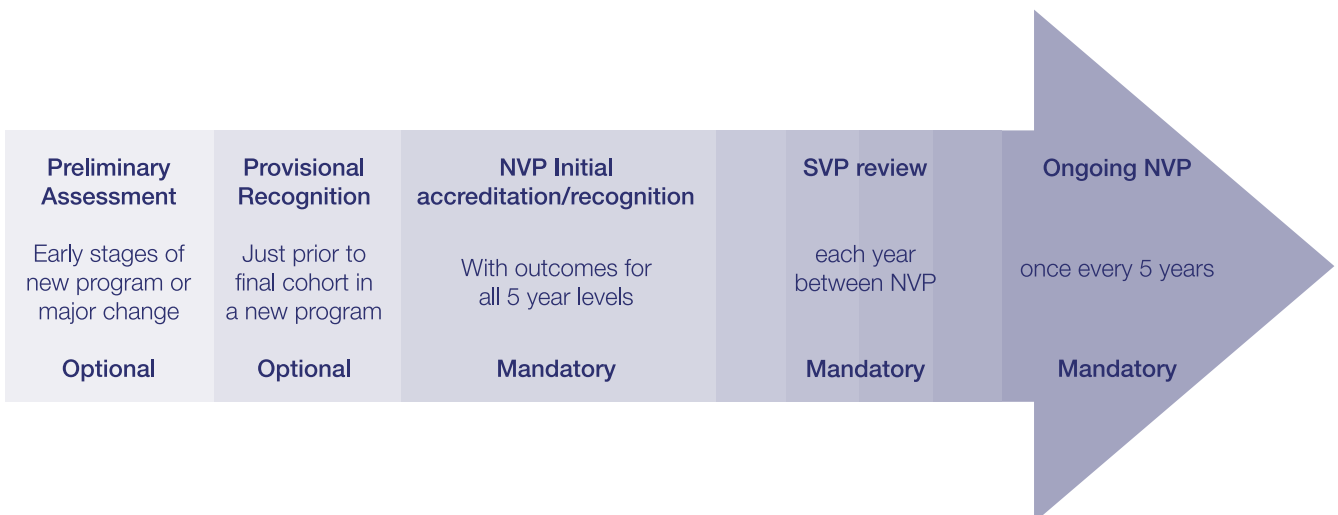
and to the RAIA National Education Committee every five years. Annual State Visiting Panels (SVP) monitor the recommendations made in NVP reports, report on subsequent developments to the program and exchange professional information with staff.

New programs—initial accreditation/recognition

- This initial NVP assessment occurs when program outcomes for the first cohort of graduates are available.
- Institutions may wish to utilise preliminary assessment and provisional recognition processes prior to the final year of the program.
- The opinion reported under this assessment is the recommendation of the panel to the relevant accrediting authority and to the RAIA for the purpose of determining the program’s accreditation and recognition status for the following period.

Established programs—maintaining accreditation/recognition

- For a program to maintain accreditation and recognition an assessment of the program is mandatory every five years or sooner if the NVP so recommends and the relevant accrediting authority and the RAIA approve. If the NVP recommends an accreditation/recognition period of less than five years, and the relevant authority accepts the recommendation, then a full NVP will occur at the completion of the shorter period.
- The NVP meets with institution representatives, school/program staff and students to review progress and program outcomes against accreditation and recognition criteria.
- Between each NVP visit, the SVP meets with the institution each year to review progress against the previous NVP report recommendations, report on subsequent program developments and to exchange professional knowledge with staff.
- Where major changes to a program are planned, it may be beneficial to consult with the SVP prior to the NVP year. Where necessary, the timeline for the NVP may be altered by the relevant accrediting authority and the RAIA, or a preliminary assessment recommended.
- Programs undergoing major change will be subject to NVP processes as for a new program.



2.4 Joint Degrees

It is recognised that some institutions offer joint degree programs where students may combine architecture with other qualifications.

Such degrees must comply with accreditation and recognition requirements for architecture where students intend to use the qualifications to register as an architect.

2.5 Accreditation and Recognition of Master Degrees in Architecture

The Bachelor of Architecture degree is the principal program for accreditation and recognition.

Higher degrees in architecture may be accredited provided they comply with the criteria for accreditation and recognition.

Higher degrees will be accredited and recognised where the program content consists of at least the equivalent content of an accredited and recognised bachelor degree.

Please refer to Section 2.9 for the criteria for accreditation and recognition.

Master degrees in architecture are undertaken in several contexts, and the processes applicable to these programs are dependent on the context. The two common contexts are:

- Master degrees taken as a primary qualification instead of a bachelor degree.
- Master degrees taken after completion of a bachelor degree in architecture or taken after completion of studies in another discipline.

Master of Architecture as a primary qualification instead of a bachelor degree

- Master level programs in this category are currently included on the AACA listing of accredited/recognised programs in Australia.
- Graduates obtain a master degree instead of the Bachelor of Architecture.
- Master of Architecture as an extension of the Bachelor of Architecture is subject to the full process of accreditation/recognition. Once initial accreditation and recognition is granted, the master degree will normally be accommodated within the NVP and SVP processes associated with the accreditation/recognition of the bachelor level degree upon which it is based.

Please refer to Section 2.8 for details of applicable fees.

Master degrees taken after completion of a non accredited/recognised bachelor degree in architecture or taken after completion of studies in another discipline.

- As the primary purpose of accreditation is the approval of programs as a prerequisite for registration, such programs must meet the criteria for accreditation and recognition by completing the full accreditation and recognition process. This must include evidence that the competencies normally required to be delivered in the Bachelor of Architecture have been included.
- These programs will be subject to an NVP and SVP process independent of the process for the Bachelor of Architecture and to the fee structure as outlined in Section 2.8, for both the initial accreditation/recognition and for renewal.

2.6 Articulation and/or Advanced Standing

The accreditation/recognition process acknowledges the autonomy of universities in granting advanced standing in their own degrees.

Accreditation and recognition authorities have the duty to monitor professional standards, and as the competence of graduates reflects all aspects of their prior learning, the authorities expect that acceptance of students at advanced standing levels does not compromise the quality of outcomes. To assist, this policy statement provides guidance for universities on the approach accreditation/recognition authorities will follow.

In the interests of national consistency and of international recognition of Australian accredited programs, the authorities have identified the following guidelines for accreditation and recognition of qualifications achieved through articulation or advanced standing.

- All programs/units must meet the criteria for accreditation and recognition.
- Australian knowledge content for the profession must be evident at degree level.

- For programs/units from non-university institutions the amount of advanced standing appropriate for completion of a Bachelor of Architecture or its equivalent should normally be no more than two years in a five-year qualification.
- The amount of advanced standing for university programs/units appropriate for completion of a Bachelor of Architecture or its equivalent should normally be no more than three years in a five-year qualification.

2.7 Offshore Delivery

Where an Australian institution offers offshore programs/units or qualifications leading to a Bachelor of Architecture, the following should be documented in the accreditation/recognition submission:

- Entry standards are equivalent to those applying to Australian students.
- Advanced standing meets the criteria outlined in Section 2.6.
- Programs/units, teaching materials, instructor qualifications and assessment procedures meet the relevant Australian university standards.
- Programs/units are conducted in association with a host university or other institution approved by the host country and by the Australian university offering the program.

2.8 Fees for Accreditation and Recognition Procedure

As a general principle, the cost of the Accreditation and Recognition Procedure is to be apportioned in equal thirds between the respective accrediting authorities, The Royal Australian Institute of Architects and the school/program.

Where schools/programs offer professional architecture qualifications in addition to their primary professional program, the total costs of accreditation and recognition will be met by the relevant school/program.

Fees associated with the accreditation and recognition process for primary qualifications are determined by the estimated costs associated with the process. The estimated cost for the NVP procedure is calculated to include travel, accommodation, meals, cab charges and consumables incurred by the NVP representatives and the RAIA Education Unit secretariat for all NVP visits in a five-year cycle. No time related costs or administrative charges are included. The estimated cost is then apportioned, as stated in 2.8.1, 2.8.2 and 2.8.3 below, equally among schools/programs, and charged in the year of the NVP to the school/program. The fee will be reviewed annually.

Accreditation and recognition of the primary qualification (eg. Bachelor of Architecture, Master of Architecture extensions of the Bachelor of Architecture)

- 2.8.1** Two thirds of the cost for the NVP procedure is borne by the profession through contributions by respective accrediting authorities and the RAIA. Schools/programs will be required to contribute the remaining one third of the cost.
- 2.8.2** Where an Australian institution makes major changes to its degree program that are not requested by the NVP and requests a preliminary assessment, the institution will pay the total costs associated with the preliminary assessment. Subsequent NVP costs will be borne as in 2.8.1 above.
- 2.8.3** Where an Australian institution applies for accreditation/recognition of any offshore delivery of a primary qualification, the total costs associated will be borne by that institution.

Accreditation and recognition of postgraduate qualifications other than the first five-year professional qualification (eg. Master of Architecture)

- 2.8.4** The total cost of accreditation and recognition of qualifications other than the first level professional qualification will be borne by the institution concerned. This includes any preliminary assessment and ongoing NVP and SVP processes.

2.9 Accreditation and Recognition Criteria

The following criteria form the basis by which the NVP informs its recommendations and decision.

2.9.1 General

The program has documented evidence of student outcomes that demonstrates:

- Achievement of relevant competencies from the current *AACA National Competency Standards in Architecture*.
- Compliance with the current RAIA Education Policy Performance Criteria.
- Assessment methodology that allows students to demonstrate achievement of required outcomes.
- Necessary physical and human resources to deliver the program.

2.9.2 Competencies extracted from the AACA National Competency Standards in Architecture

Unit 1 Design

Contextual Reference – A Complex Building

Generic Statement:

Although listed separately for convenience and reference, the Elements of design constitute a system, a set of incidents, which are dynamically related. The Elements are given in the sequence in which they often occur, but they may merge, repeat and inform one another throughout the design process and cannot be considered or assessed in isolation.

A design evolves through exploration and reappraisal of a range of ideas and propositions that lead progressively to the eventual resolution of a coherent design proposal. Evidence of this progressive process must be demonstrated in each of the successive stages of Design as described in Unit 1.

Context 1.1 To create a design which is capable of realisation through the exercise of knowledge, imagination, judgement and professional responsibility.

Element 1.1.1 Generate a spatial and material concept which can be realised as a building.

Performance Criteria:

1. The concept is based on analysis of and response to the design brief and is devised to satisfy user intent and fit the built purpose.

2. The concept responds to the physical location and addresses the relevant wider issues of urban or rural context and environmental concerns.
3. The concept demonstrates the exercise of critical choice, aesthetic judgement and creative imagination.
4. The underlying architectural philosophy of the architect is expressed.
5. Sensitivity to the ordering, sequencing and articulation of three-dimensional form and spatial content is evident.
6. The concept is informed by an understanding of the history of architectural thought and traditions of buildings and construction and by relevant current social and environmental concerns.
7. The concept demonstrates an appreciation of economic considerations, sound technical knowledge, and efficiency in the use of building systems and materials.

Element 1.1.2 Communicate all aspects of a conceptual design clearly and without ambiguity.

Performance Criteria:

8. The design is described through drawings and/or three-dimensional representation, computer simulation or other visual techniques.
9. Graphic and model making techniques are used in the development and communication of design concepts.
10. Visual representations are supported by a written report.

Element 1.1.3 Recognise the need to sustain the natural and the built environment, the needs and aspirations of building users and the community, in the formulation of a conceptual design.

Performance Criteria:

11. The impact of the design concept upon the environment and the community is assessed and heeded.
12. An understanding of issues of national and regional planning and their relationship to local demography and resources is demonstrated.
13. Respect for the natural environment and awareness of the issues of sustainability are demonstrated in the conceptual design.

Element 1.1.4 Comply with laws and regulations governing planning, building procurement and the practice of architecture.

Performance Criteria:

14. Knowledge of laws and statutes that regulate the practice of architecture is demonstrated.
15. The requirements of society, as expressed in laws and regulations governing health, safety, welfare and use of the built environment are observed.
16. Compliance with relevant codes, regulations and industry standards for development, design, construction and services is demonstrated.

Context 1.2 **To formulate an initial response to a project brief sufficient to obtain endorsement of overall objectives and concept by a client and other interested parties.**

Element 1.2.1 **Interpret client brief and decide design objectives and parameters.**

Performance Criteria:

17. Key aspects of the project brief are identified and interpreted.
18. Budget and time frame are established following an analysis of the project brief.
19. The feasibility of the project brief is considered with the client and alternative options reviewed.
20. Space, and functional requirements and relationships are established and issues of access understood.
21. The interests of building users, the community and other relevant groups are investigated and reconciled with the project brief.
22. Human, social, environmental and contextual issues are researched and addressed.
23. The implications of physical, technical, cost and regulatory constraints are identified and assessed.
24. The process of collaboration in the development of a conceptual design, sources of specialist information and expertise, when to seek advice and how to use advice, are understood.

Element 1.2.2 **Develop a schematic design to interpret objectives through a repetitive process of hypothesis, evaluation and re-appraisal.**

Performance Criteria:

25. The program is analysed and priorities evaluated, problems defined, strategies formulated and a theoretical design approach considered.
26. Freehand drawings, diagrams and modelling (physical and/or computer simulated) are used to explore three-dimensional form and relationships in the development of a schematic design in response to the project brief.
27. The schematic design is progressively investigated, emerging issues researched, experiential, material and aesthetic options considered and alternatives explored, tested and refined.
28. The schematic design satisfies the project brief, site analysis, user requirements, design parameters, and identifies constraints.
29. The processes of technical design and the integration of structure, construction technologies and service systems, into a functionally effective whole, are validated.
30. Theoretical considerations, and intellectual and aesthetic judgement, inform the design.

Element 1.2.3 **Agree design proposals with client and interested parties.**

Performance Criteria:

31. Schematic design proposals are evaluated and tested to enable agreement on selection and commitment to the development of a preferred design.
32. Design approach, concept and conditions are articulated by graphic, three dimensional or other means, to inform a client and other interested parties.
33. Ideals and limitations are reconciled, differences resolved, consequences recognised, alternatives ordered and responsibility for decisions assumed.
34. Agreement of client is obtained to proceed to the Design Development stage.

Context 1.3 **To develop a design proposal from an initial concept.**

Element 1.3.1 **Investigate and establish requirements for areas, organisation of spaces and circulation within and around a building.**

Performance Criteria:

35. Specific spatial requirements and relationships for building occupancy and functions are determined.
36. Internal and external patterns of circulation and access are researched and the implications for design, construction and services assessed.
37. Integration of construction and technical systems into the spatial arrangement is demonstrated through technical drawings.
38. Information and recommendations provided by consultants, specialists and manufacturers are interpreted, assessed and incorporated.

Element 1.3.2 **Consider options and decide the disposition and assembly of the structural system, construction elements, materials and building components.**

Performance Criteria:

39. Construction systems are investigated, and the advantages, disadvantages, building standard requirements and cost implications evaluated and consistency with design objectives assessed.
40. The choice of structure, construction system and materials derives from an understanding of structural theory and construction systems and their application to the design of built environments.
41. Physical properties of strength, performance and durability and the visual and contextual qualities of building components and materials are appropriate for realisation of the final design concept.
42. Selection of building materials is consistent with, and appropriate to, the structural and construction system proposed and details of their assembly are technically proficient.

43. The selection of fittings, fixtures and finishes is suitable for the purpose, cost and assembly.
44. Specialists are consulted as necessary.
45. Design intent is maintained.

Element 1.3.3 Establish requirements for building service systems.

Performance Criteria:

46. Active and passive service systems for thermal comfort, lighting and acoustics are suitable for the occupation, function and environmental parameters.
47. Mechanical and electrical, hydraulic and transportation systems are suitable for the occupation, function and environmental parameters and appropriate to time constraints.
48. Specialists are consulted as necessary.
49. Effective integration of technical and mechanical systems and equipment with the schematic design is achieved.

Context 1.4 To resolve a schematic design sufficient to obtain agreement and authorisation to proceed to documentation for its translation into built form.

Element 1.4.1 Progressively finalise all decisions relating to the assessment of specialist information, design detail, material choice and building costs and management strategies.

Performance Criteria:

50. Each aspect of the schematic design is considered and finalised and is consistent with the project brief.
51. All building elements are sufficient and appropriate for construction intentions and environmental sustainability.
52. Building elements and construction systems proposed are consistent with project budget and appropriate for time constraints.
53. Areas requiring additional expertise are identified and specialists consulted as necessary.
54. Interests of building users, the community and other relevant groups are reconfirmed.

Element 1.4.2 Negotiate and agree the schematic design proposal with client and other interested parties.

Performance Criteria:

55. Clear and accurate professional advice on the design response to each aspect of the project brief is provided.
56. The extent to which the schematic design fulfils the brief is reviewed and reasons for any departure from the brief are explained.

57. All outstanding issues are resolved in readiness for commencement of the construction documentation.

Element 1.4.3 Prepare for start of construction documentation.

Performance Criteria:

58. Strategy and program for construction documentation are adopted.
59. Other design specialist consultants for the project are determined and their respective contributions to the realisation of the project defined.

Context 1.5 To continuously comply with the brief and meet contractual agreements throughout the course of implementation of a design project.

Element 1.5.1 Resolve, in detail, all components of the design in order to prepare instructions for their construction or supply.

Performance Criteria:

60. Design intent is maintained throughout.
61. Decisions are timely and conform to the agreed contractual and administrative program.
62. The contribution of specialist designers and suppliers throughout the course of project delivery is co-ordinated.

Unit 2 Documentation

Contextual Reference – A Building of Moderate Complexity

Design Documentation: Construction Documentation: Post-Contract Documentation

Generic Statement:

Documentation prepared for the construction and contract management of a building project, including architectural drawings, specifications and schedules, must conform with relevant codes and industry standards.

The compliance of documentation, supplied by consultants, with codes and regulations is to be verified.

The consistency of all project documentation (in the selection and disposition of building elements, components, finishes and fittings) with design objectives and budgetary constraints must be demonstrated.

Context 2.1 To communicate information throughout the course of determining a brief and throughout the conceptual design, design development, documentation and construction phases of the engagement.

Element 2.1.1 The requirements for design documentation are incorporated within Unit 1, Design, under Elements 1.1.2, 1.2.3, 1.4.1 and 1.4.2.

Unit 3 Project Management

Contextual Reference – A Building of Moderate Complexity

Context 3.1 To confirm objectives and conditions at inception of project.

Element 3.1.1 Establish and evaluate identified needs, perceptions and priorities.

Performance Criteria:

79. Project needs are established, evaluated, assessed and allocated priorities.
80. Budget and time frame are confirmed following an analysis of the project brief and constraints upon its delivery.
81. The brief is monitored and assessed against the budget, the program and external factors.

Element 3.1.2 Establish site conditions, site related requirements and limitations and existing facilities.

Performance Criteria:

82. Opportunities and limitations of the site and its environs, which may influence site development in relation to the project, are systematically investigated, identified and reported.
83. Limitations of site access are identified and access to utilities considered.
84. Specialist input is identified and obtained.
85. Options for re-use and life cycle costing are considered and where relevant the conservation of existing buildings and infrastructure are considered.

Element 3.1.3 Assess potential interaction between the project, the environment and the community.

Performance Criteria:

86. Cultural factors relating to the project are researched and their influence and implications reported.
87. Community participation processes are understood and recommendations made.
88. Relevant environmental issues relating to the site and its location are identified and reported.

Element 3.1.4 Assess applicable codes, regulations and legislation.

Performance Criteria:

89. Applicable codes and standards of regulating bodies are identified, understood and incorporated.

Element 3.1.5 Establish construction system and materials options to meet client needs.

Performance Criteria:

90. Construction and service systems and material choices are consistent with the project brief and the realisation of the design objectives.

Unit 4 Practice Management

Contextual Reference – A Building of Moderate Complexity

Context 4.1 To establish and maintain an architectural practice.

Element 4.1.4 Observe legal and regulatory obligations in the conduct of an architectural practice.

Performance Criteria:

135. An understanding of the legal constraints affecting an architectural practice, as a business entity and as an employer, is demonstrated and observed.
136. Legal and statutory obligations governing accounting and financial matters (civil liabilities and indemnities) are complied with.
137. An understanding of common law and duty of care provisions, and an understanding of the laws of contract and tort, as they relate to the practice of architecture, are demonstrated.
138. An understanding of copyright law and the protection of intellectual property, is demonstrated.
139. The need for specialist financial, legal, professional and other advice is recognised as necessary at times.

Element 4.1.5 In the practice of architecture, observe the standards of conduct expected of a professional by the community.

Performance Criteria:

140. An understanding of the legal responsibilities of an architect, with regard to registration, practice and building contracts is demonstrated.
141. An understanding of professional ethics as they apply to the practice of architecture is demonstrated and ethical practice observed.
142. The Standards of Professional Conduct for Architects, as defined in the Model Architects Act Legislative Guidelines, are complied with.

2.9.3 Performance Criteria extracted from The Royal Australian Institute of Architects' Education Policy

Graduates exiting from an undergraduate program shall satisfy the following criteria for each component of the framework set out below.

1. Design Integration

Architecture students must develop the ability to integrate the range of knowledge criteria listed under 'Knowledge' below. It is this ability that distinguishes architects from other providers of built environment services. Integrative skills develop in complexity over an architecture course and involve the following criteria:

- i) An ability to engage imagination and to think creatively

- ii) An ability to exercise problem definition and formulate strategies for action
- iii) An ability to gather information and apply analysis and critical judgement
- iv) An ability to utilise divergence, speculation, iteration and reflection in the elucidation of issues
- v) An ability to define personal values systems and ethical positions
- vi) An ability to reconcile divergent factors and integrate domains of knowledge in the creation of a design solution
- vii) An understanding of the processes of working within a team and how to collaborate with others in the development of a design solution
- viii) An understanding of the sources of specialist information and expertise, when to seek such advice, and how to evaluate and apply it

2. Knowledge

Knowledge criteria:

2.1 History and Theory Studies

- i) An ability to inform action through knowledge of historical and cultural precedents in architecture
- ii) An understanding of the history and theory of western, non-western, regional and indigenous architecture
- iii) An understanding of issues of heritage and conservation in the built environment
- iv) An awareness of world philosophical, cultural and political movements

2.2 Design Studies

- i) An ability to inform action through knowledge of architectural design theory and methods
- ii) An understanding of design procedures and systems and the history of design methodologies
- iii) An understanding of design precedent, critique and analysis and movements in design theory
- iv) An understanding of tangible and intangible channels to architectural creativity

2.3 Environmental Studies

- i) An ability to inform action through knowledge of natural systems and built environments
- ii) An understanding of issues of ecological sustainability and design for reduction of energy use and environmental impact
- iii) An understanding of the history and practice of urban design and issues of city planning
- iv) An understanding of passive systems for thermal comfort, lighting and acoustics and their relationship to active systems
- v) An awareness of the cultural and spiritual dimension of place

- vi) An awareness of issues of national and regional planning and their relationship to global and local demography and resources
- vii) An awareness of landscape design and management of natural systems

2.4 User Studies

- i) An ability to inform action through knowledge of society, clients and users
- ii) An ability to receive and/or develop a project brief through definition of the needs of clients, the public and users
- iii) An understanding of the social context in which built environments are procured and responsibilities to clients, the public and users
- iv) An understanding of the process of research and definition of functional requirements for differing types of built environments
- v) An understanding of ergonomic and space requirements in the design of built environments and issues of equity and access
- vi) An awareness of the relevant codes, regulations and standards for planning, design, construction, health, safety and use of built environments

2.5 Technical Studies

- i) An ability to inform action through technical knowledge of structure, materials, construction and services systems
- ii) An understanding of the processes of technical design and the integration of structure, construction technologies and services systems into a functionally effective whole
- iii) An understanding of the principles of structure and their application to the design of built environments
- iv) An understanding of building materials, component systems and products and the construction techniques for their assembly
- v) An understanding of active services systems for thermal comfort, lighting and acoustics and their relationship to natural systems
- vi) An understanding of the role of technical documentation and specifications in design realisation
- vii) An awareness of technical systems and requirements for transport, communication, maintenance and safety within built environments
- viii) An awareness of processes of construction cost planning and control

2.6 Implementation Studies

- i) An ability to inform action through knowledge of the professional, business, financial and legal contexts within which built environments are procured
- ii) An understanding of the conventional building project cycle and the roles and responsibilities of the architect and other participants
- iii) An understanding of the principles of business management and their application to the development of built environments, project procurement and the operation of a professional consultancy

- iv) An understanding of the legal responsibilities of an architect with regard to registration, practice and building contracts
- v) An understanding of professional ethics and codes of conduct as they apply to the practice of architecture
- vi) An awareness of the operations of the construction and development industries, property development, financial dynamics, real estate investment, alternative methods of procurement and facilities management
- vii) An awareness of the potential roles for architects within conventional and in new areas of activity and within an international context

3. Skills

Skills criteria:

- i) An ability to effect action or communicate ideas through the exercise of skills of collaboration, speaking, writing, drawing, modelling and evaluation
- ii) An ability to utilise graphic and model making to explore, develop, define and communicate a design proposal
- iii) An ability to prepare and read design drawings and visual presentations using manual and/or electronic means
- iv) An ability to prepare and read technical construction drawings and documentation using manual and/or electronic means
- v) An understanding of the growing theory of representation and how communication methods are integrally tied to methods and outcomes
- vi) An understanding of the use of systems of evaluation using manual and/or electronic means for the assessment of the performance of built environments (eg thermal, energy, structural, lighting etc).

2.9.4 Physical Resources

- Studio Facilities. Appropriate studio facilities to support the program.
- General Facilities. General facilities include lecture theatres, tutorial rooms and seminar rooms.
- IT Facilities and Resources. Appropriate IT facilities, and evidence of student access and exposure to a range of current and emerging IT software.
- Library Resources. Access to a broad range of both hard copy and digital library and learning resources. Library resources should include books, learned papers, current journals, standards and codes, magazines and technical literature from within Australia and overseas relevant to the architecture profession and allied industries.

2.9.5 Human Resources

- Academic Leadership. Program leadership providing academic direction and undertaking responsibility for the program delivery.
- Staffing. Appropriate numbers of qualified staff able to meet the requirements of the program and maintain the currency of their expertise.
- Staffing Policy. Staffing policy that deals with expertise, equity and forward planning.

2.9.6 Amendment to the Architects Accreditation Council of Australia's *National Competency Standards in Architecture* or The Royal Australian Institute of Architects' Education Policy

If either the AACA *National Competency Standards in Architecture* or the RAIA Education Policy is amended in the future, NVPs and schools/programs of architecture will be advised.

3.0

Preliminary Assessment

The procedure, documentation and communication requirements described in 3.1 to 3.8 shall be adopted by the Preliminary Assessment Panel.

Preliminary assessment is available to provide an opinion as to whether the content, structure and resources of a proposed new program or proposed major changes to an existing program are likely to conform to the relevant competency standards and performance criteria required by the relevant accrediting authority and The Royal Australian Institute of Architects (refer to Section 2.1).

3.1 New Programs

Institutions planning to offer new programs in architecture that are to be considered for accreditation and recognition are advised to consider requesting a preliminary assessment at an early stage, either just before implementation or in the early years of operation, up to third year.

3.2 Major Changes

Where major changes to existing programs are planned, institutions may wish to use the preliminary assessment process as a means of consultation and advice to review plans against accreditation and recognition requirements.

Significant or major changes to an existing program mean a change of more than 20 percent in:

- The philosophy of delivery, such as from face to face delivery to web based delivery.
- The underpinning philosophy of the program.
- The content of subjects within a program, such as construction stream in first three years being substituted with general education content, and/or
- A reduction in any of human, physical and financial resources.

3.3 Management Process for Preliminary Assessments

A Preliminary Assessment of a proposed new program or proposed major changes to an existing program is conducted at the request of the school/program.

Management of the administration for Preliminary Assessments is co-ordinated by the RAIA Education Unit.

The following table outlines the timing, activities and responsibilities associated with a Preliminary Assessment visit. Greater detail of the requirements is provided in the sections that follow.

When	What	Who
As soon as school/program requests Preliminary Assessment	<p>RAIA Education Manager:</p> <ul style="list-style-type: none"> • Advises school/program of documentation required to be provided for the assessment to proceed (refer to Section 3.4). • Contacts the relevant accrediting authority, National Education Committee (NEC) Chair and RAIA Chapter Manager to obtain a panel representative from each organisation (refer to Section 3.5 for guidance on nomination of panel members). Availability of panel members to participate is confirmed by the RAIA Education Manager. 	RAIA Education Manager/ accrediting authority/NEC Chair/RAIA Chapter Manager
Within one week of receiving school/ program documentation for assessment (and following confirmation of panel membership)	<p>RAIA Education Manager:</p> <ul style="list-style-type: none"> • Provides panel members with a copy of the school/program documentation, the previous NVP report and subsequent SVP reports (if applicable), and the <i>Australian Architecture Program Accreditation and Recognition Procedure</i> document. • Negotiates a suitable teleconference meeting time with panel members. This is usually scheduled for two weeks following panel members' receipt of the school/program documentation. • Requests panel members to elect a Chair prior to the teleconference meeting. Note: the Chair has the responsibility of preparing the final report. 	RAIA Education Manager/panel members
Two weeks following panel members receipt of school/program documentation	Teleconference of panel is held with RAIA Education Manager providing secretariat support, including a briefing on the purpose and objectives of the Preliminary Assessment process. The Education Manager follows up with school/program on any matters on which the panel requires clarification. Panel members determine the steps necessary to follow up and finalise panel report (eg. further teleconference(s), emailed panellist discussions, seeking further information from school/program and/or visit to school/program) (refer to Section 3.6 for procedures where a visit to the school/program is required).	RAIA Education Manager/panel members/ school/program where required
When all information relevant to the Preliminary Assessment has been received by the panel	Panel Chair prepares an electronic draft Preliminary Assessment report, circulated by RAIA Education Manager to all panel members. The Education Manager negotiates a suitable teleconference meeting time with panel members to finalise panel report. This is usually scheduled for two weeks following panel members' receipt of the draft report. For existing programs, the panel report must recommend whether or not it considers the timing of the next NVP needs to be altered.	Panel Chair/ RAIA Education Manager/panel members
Two weeks after draft report prepared by panel Chair	Teleconference of panel is held and report finalised. Chair provides RAIA Education Manager with an electronic copy from which a print copy is circulated for all panel members to sign and return to the Education Manager within one week.	RAIA Education Manager/panel members
Within one week of signed panel report being received by RAIA Education Manager	<p>RAIA Education Manager:</p> <ul style="list-style-type: none"> • Sends a copy of the final signed report to Head of school/program. • Provides the accrediting authority and NEC with a copy of report and seeks their endorsement of the panel's recommendations • Sends a copy of the final signed report to all panel members. 	RAIA Education Manager

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When	What	Who
Immediately following Board and NEC decision	<p>RAIA Education Manager: NEC outcome.</p> <ul style="list-style-type: none"> Provides a printed copy of the final report to the relevant RAIA Chapter to inform Chapter Education Committee and future SVP and NVP members. Stores the original report in a register of Preliminary Assessment reports maintained on behalf of the RAIA. <p>Registration Authority</p> <ul style="list-style-type: none"> Advises school/program of accrediting authority outcome. Provides copy of report to AACA 	RAIA Education Manager

3.4 Documentation Required Prior to Assessment

The documentation that is required to be submitted to the RAIA Education Manager by a school/program which is proposing a new program or which is proposing major changes to an existing program, is noted below:

- The rationale of the proposal.
- A description of the proposed academic program including a program diagram, the program framework and requirements for its completion, and lecture syllabi listing contact hours for all subjects.
- A description of the human and physical resources required and proposed.

This documentation should be sent to the RAIA Education Manager who coordinates the preliminary assessment process for the registration authorities and the RAIA.

3.5 Composition of Preliminary Assessment Panel

The assessment will be undertaken by a panel of at least three, normally comprising the following:

- The Chair of the local RAIA Chapter Education Committee or nominee.
- An architect nominated by the relevant accrediting authority.
- An interstate academic agreed by the RAIA National Education Committee and the AACA.

The Chair is elected by the panel.

3.6 Procedures for Assessment

The documentation provided by the school/program will be initially considered through consultation by the Preliminary Assessment Panel within four weeks of the formation of the panel. The panel will then immediately prepare its written Preliminary Assessment Report, unless it decides that it requires further information or wishes to visit the school/program.

When it is determined that a visit to the school/program is required, the following procedures will apply:

- The date and time of the visit will be established following consultation between the panel Chair and the Head of school/program. It is generally expected that the visit will take place within four weeks of the initial consideration by the panel of the documentation provided by the school/program.
- The Preliminary Assessment Panel shall meet immediately prior to the visit to discuss the documentation submitted by the school/program.
- The panel will normally attend the school/program for half a day.
- The panel should meet with staff and students (where available) to review relevant student work (where available) and inspect facilities.
- The panel will then prepare its written Preliminary Assessment Report within one week of the visit.

3.7 Form of Preliminary Assessment Report

As the nature of submissions requesting preliminary assessment for major changes to existing programs and for new programs will be varied, it is not appropriate to be prescriptive about the format of the documentation submitted by the school/program or of the report of the panel. Nevertheless the school/program and the panel may have regard to the document entitled Australian Architecture Program Accreditation and Recognition Procedure (DOC APARP 02) format for NVP reports should this be considered helpful.

The Preliminary Assessment Report shall be a written report which is completed and signed by the panel members. The report shall state the opinion of the panel following its consideration of the school/program submission.

3.8 Acceptance of the Report

The panel will provide a written report stating its opinion through the RAIA Education Manager to the relevant accrediting authority and the RAIA National Education Committee. A copy of the report will be provided to the school/program. The RAIA Education Manager will advise the outcome to the school/program of the RAIA National Education Committee's consideration of the panel recommendation, and the accrediting authority will similarly advise the school/program of its consideration of the recommendation and provide a copy of the report to AACA.

The opinion reported under this section is provided to assist the proponents of a new program, or those proposing major changes to an existing program.

Where a new program has obtained a Preliminary Assessment Report, a Provisional Recognition Assessment will normally be arranged to take place when the initial cohort of students is approaching graduation.

The procedure, documentation and communication requirements for the Provisional Recognition Assessment are described in Section 4 of this document.

4.0

Provisional Recognition Assessment

The procedure, documentation and communication requirements described in 4.1 to 4.8 shall be adopted for a visit by the Provisional Recognition Assessment Panel and are generally modelled on the requirements for a visit by the National Visiting Panel as described in Section 5.

The purpose of the visit is to review and assess the program which may have undergone preliminary assessment, and where the initial cohort of students is approaching graduation. The assessment is made against the accreditation and recognition criteria established in Section 2.9 of this document. The report of the Provisional Assessment Panel makes recommendations to the relevant accrediting authority and The Royal Australian Institute of Architects as to the accreditation and recognition status of the program. The report is intended to validate and supplement the written information provided by the school/program and any preliminary assessment report. The report conveys the Provisional Recognition Assessment Panel's assessment of the quality of education in terms of student performance in the program under review and the information supplied by the school/program concerning the content, structure and objectives of any part of the program not able to be otherwise assessed.

4.1 Management Process for Provisional Recognition Assessment Panel Visit

The Provisional Recognition Assessment Panel process is guided by the management procedures, responsibilities and timetable set out for a National Visiting Panel in Section 5.1.

4.2 Information Required from the School/Program under Review

In order that the panel is well briefed before it attends the school/program, a comprehensive range of information on the program under review is requested from the school/program equivalent to that required by the National Visiting Panel document entitled Australian Architecture Program Accreditation and Recognition Procedure (DOC APARP 02), at Section 8, Item 02 and the Guidelines for Documentation to be Provided by School/Program Prior to the Visit to that item. In addition, in the first instance, it is the

responsibility of the Head of school/program to propose a draft program for the panel visit, although the panel may seek changes to this, in consultation with the Head of school/program. A suggested timetable is provided for guidance in this document under Section 5.6.4.

This information should be forwarded to the RAIA Education Manager for distribution to the panel at least eight weeks prior to the visit.

4.3 Composition of Provisional Recognition Assessment Panel

A Provisional Recognition Assessment Panel shall be composed in the same manner as a National Visiting Panel as set out in Section 5.3.

4.4 Panel Preparation for Visit

In addition to the information provided by the school/program, the RAIA Education Manager will provide panel members with the following:

- Documentation provided by school/program for NVP.
- Copy of APARP 01 *Australian Architecture Program Accreditation and Recognition Procedure*.
- List of panel members and contact details.
- Preceding NVP report on school/program.
- Annual SVP reports since last NVP.
- Preceding Preliminary Assessment report on school/program (if applicable).
- RAIA Education Policy.
- *AACA National Competency Standards in Architecture*.
- School/program extract from *Architecture Schools of Australasia Handbook*.

All panel members meet prior to commencing the formal program of the visit, at a time nominated by the panel Chair. This will usually be the evening before attending the school/program. The purpose of this meeting is to provide an opportunity for panel members to meet each other, for the local panel members to brief the interstate members on any points to which they particularly believe the panel should pay attention, and to determine whether any modifications are needed to the draft panel program. Any changes to the draft program should be discussed and agreed to with the Head of school/program. Any additional information requested or provided during the visit shall be submitted through the panel Chair.

4.5 School/Program Preparation for Visit

As for a National Visiting Panel Visit as described in Section 5.5.

4.6 Model Program for a Provisional Recognition Assessment Panel

As for a National Visiting Panel Visit as described in Section 5.6.

4.7 Form of the Provisional Recognition Assessment Report

Provisional Recognition Assessment (PRA) reports provide a constructive appraisal of the professional program offered by the school/program under review. Panel recommendations should be concise and clear. The recommendations must indicate clearly any remedial measures required of the school/program as well as any follow-up to be undertaken by subsequent State Visiting Panels.

In particular, if the Provisional Recognition Assessment Panel requires an exhibition of student work to be presented to subsequent SVPs, this must be stated clearly in the PRA report recommendations.

The panel report will consist of the following completed pro formas:

- DOC APARP 02 — NVP Report.
- APARP 02.1 — Design Studies and Design Integration.
- APARP 02.2 — Documentation and Technical Studies.
- APARP 02.3 — History and Theory Studies.
- APARP 02.4 — Practice and Project Management, Implementation and User Studies.
- APARP 02.5 — Elective Studies.
- APARP 02.6 — Environmental Studies.
- APARP 02.7 — Communication Studies.
- APARP 02.8 — Statistical Questionnaire.

Copies of the above documents are appended to this policy document.

A separate memorandum of the meeting with students is also recorded.

Provisional Recognition Assessment reports are confidential and are only available to the Head of school/program (to distribute at his/her discretion), the relevant accrediting authority, the RAIA National Education Committee, the relevant RAIA Chapter Education Committee, the Architects Accreditation Council of Australia and appropriate RAIA/accrediting authority staff managing the accreditation and recognition procedure. The PRA report is also distributed to panel members involved in subsequent State Visiting Panels and National Visiting Panels to the school/program.

4.8 Acceptance of the Provisional Recognition Assessment Report

At the completion of the visit, the panel Chair shall read the report to the school/program and will leave a copy of the report with the Head of school/program. The recommendation made under the joint process is then communicated to the RAIA National Education Committee and to the relevant accrediting authority for their formal decision.

Seven days are allowed for the school/program to advise the RAIA Education Manager of any factual errors in the report, which shall be referred to the panel Chair for rectification.

The decision of the relevant accrediting authority/RAIA National Education Committee to accept or otherwise the recommendation of the Provisional Recognition Assessment Panel shall be reported to the school/program within 28 days of the visit. In cases where the panel's recommendation has not been accepted or the program has not been awarded Provisional Accreditation/Recognition, the school/program shall be provided with reasons in writing.

The accrediting authority shall advise the Architects Accreditation Council of Australia of the accreditation status of the program.

5.0

Accreditation/Recognition – the National Visiting Panel

The procedure, documentation and communication requirements described in 5.1 to 5.8 shall be adopted for a visit by the National Visiting Panel.

5.1 Management Process for National Visiting Panel Visit

A National Visiting Panel assessment of the program for professional accreditation and recognition is normally conducted every five years.

Management of the administration for National Visiting Panel assessments is undertaken by the RAIA Education Unit. The RAIA Education Manager attends all NVP visits to provide secretariat support and assist with the preparation of each panel report.

The following table outlines the timing, activities and responsibilities associated with the NVP visit. Greater detail of the requirements is provided in the sections that follow.

When	What	Who
August of year preceding NVP visit	<p>RAIA Education Manager advises school/program of a requirement of a visit by a National Visiting Panel. The school/program invites the NVP to attend.</p> <p>RAIA Education Manager advises the RAIA National Education Committee, relevant RAIA Chapter and relevant registration authorities of NVPs scheduled for the following year.</p> <p>Nominating bodies propose their membership of panel(s) for the forthcoming year (refer to Section 5.3 for the composition of panels).</p> <p>RAIA Education Manager arranges a meeting of NEC and AACA to finalise AACA nominations to panels and determine panel Chair(s).</p>	<p>RAIA Education Manager/ school/program RAIA Education Manager NEC/AACA, accrediting authorities and RAIA chapters</p>

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When	What	Who
November— December of year preceding NVP visit	RAIA Education Manager: <ul style="list-style-type: none"> • Contacts school/program to negotiate a suitable three-day period in term time for the NVP (NVPs are usually held in second semester, unless there are more than three NVPs to be held in the year). Schools/programs are asked to respond by the end of January of the year of the visit. • Contacts panel nominees to confirm their availability to participate in the NVP. 	RAIA Education Manager School/program
January— February of visit year (or as soon as dates of visit finalised)	When visit dates are finalised with the school/program, and the members have confirmed availability, the RAIA Education Manager: <ul style="list-style-type: none"> • Confirms membership of the panel with the accrediting authority and the National Education Committee. 	RAIA Education Manager
March—April of visit year (or as soon as panel members confirmed)	RAIA Education Manager: <ul style="list-style-type: none"> • Confirms panel membership to school/program and provides an opportunity for school/program to object to panel membership. If the school/program raises an objection, the panel composition is negotiated between the panel Chair and the relevant nominating body/bodies. Final determination rests with the panel Chair. • Advises school/program of documentation required for NVP visit and draft program for visit (refer to Sections 5.2 and 5.6). • Confirms that all panel members are able to participate in NVP on scheduled dates, alerts them to the preliminary meeting of the panel on the evening prior to the NVP visit, advises out of region panel members of travel details. 	RAIA Education Manager School/program Panel members
April of visit year (or up to three months before visit)	RAIA Education Manager: <ul style="list-style-type: none"> • Confirms accommodation for all non-local panel members. • Confirms travel arrangements to/from school/program during visit (where school/program is able to provide a transportation service). 	RAIA Education Manager/school/ program/panel members
Eight weeks prior to visit	School/program provides required documentation and draft program for visit to the RAIA Education Manager. The RAIA Education Manager checks that school/program documentation meets NVP requirements and liaises between panel Chair and school/program to finalise program for visit if required (refer to Section 5.2 for details of required documentation). If the documentation is not provided in a timely manner, the panel Chair may postpone the scheduled visit.	School/program/ RAIA Education Manager/panel Chair
six weeks prior to visit	RAIA Education Manager sends NVP documentation to panel members (refer to Section 5.4 for details of documentation to be provided).	RAIA Education Manager
Evening before visit	Panel meeting to brief members on procedures for the visit and assign responsibilities for elements of the report; local members brief interstate members about the program. Usually held at panel Chair's accommodation, takes 1 to 1.5 hours, followed by dinner.	Panel members/ RAIA Education Manager
Three days of visit	Panel visits school/program according to program for visit. School/program provides a secure room for the panel to meet and work. NVP report is prepared progressively during whole visit. Panel members usually are required to be available during both evenings of the visit as school/program often hosts a dinner on the first evening and the draft panel report must be finalised during the second evening.	Panel/school/ program

When	What	Who
Final day of visit	Panel report presented to school/program. Any factual errors are corrected following its presentation. All panel members sign the NVP report summary and the panel Chair and Head of school/program sign each individual section, noting that the Head of school/program is signifying that the report is factually accurate only. A copy of the report is left with the school/program and a further week is allowed for the school/program to identify any additional factual errors to the RAIA Education Manager. If this occurs, the RAIA Education Manager liaises between the school/program and the panel Chair (and possibly panel members) to finalise the report.	Panel members/ school/program/ RAIA Education Manager/panel Chair
One week after visit (or immediately factual errors have been corrected)	RAIA Education Manager: <ul style="list-style-type: none"> • Sends a copy of final report to Head of school/program (if alterations have been necessary). • Provides accrediting authority and National Education Committee with a copy of report and seeks endorsement of its recommendations. Accrediting authority and National Education Committee to make a decision on report within four weeks of their receipt of the finalised report. • Arranges for accrediting authority and National Education Committee to sign the report. • Sends a copy of the final NVP report to all panel members. 	RAIA Education Manager
Immediately following registration authority and National Education Committee decision	RAIA Education Manager: <ul style="list-style-type: none"> • Advises Vice Chancellor, Dean and Head of school/program of recognition outcome determined by National Education Committee and requests that the report content is provided to wider university community. • Provides a printed copy of the final report to relevant RAIA Chapter to inform Chapter Education Committee and future SVP members. • Stores the original report in a register of NVP reports maintained on behalf of the RAIA and the registration authorities at the RAIA offices, Canberra. The accrediting authority <ul style="list-style-type: none"> • Advises Vice-Chancellor, Dean and Head of school/program of accreditation outcome determined by the accrediting authority and requests that the report content is provided to wider university community. • Advises Architects Accreditation Council of Australia (AACA) of accreditation status of program for inclusion in register of approved programs and provides AACA with copy of report. 	RAIA Education Manager Accrediting authority

5.2 Information Required from the School/Program under Review

In order that the panel is well briefed before it attends the school/program, a comprehensive range of information on the program under review is required from the school/program. The scope of the required information is set out in the National Visiting Panel document entitled NVP Report DOC APARP 02, at item 02, and the Guidelines for Documentation to be Provided by the School/Program Prior to the Visit to that item.

In addition, the Head of school/program should propose a draft program for the panel visit. A suggested timetable is provided for guidance in this document under Section 5.6.4. The panel may seek changes to the proposed timetable in consultation with the Head of school/program.

This information should be forwarded at least eight weeks prior to the visit to the RAIA Education Manager for distribution to the panel. If this information is not provided in a timely manner the panel Chair may postpone the scheduled visit.

5.3 Formation and Composition of National Visiting Panel

Principles for formation of National Visiting Panels

Formation of the panels is based on the following principles:

- The overriding concern is that panels have appropriate expertise and work with a common purpose to maintain high professional standards in the interests of the community and the profession.
- A majority of members must have expertise and experience in architecture and/or architectural education.
- Inexperienced members must be fully briefed by the nominating authority.
- The Chair and Deputy Chair must have had previous experience on a National Visiting Panel.
- At least one member of the panel must have served on the previous NVP for the Institution.
- Accrediting authorities may nominate members who are consumer representatives after appropriate briefing.
- National Visiting Panels are derived from nominees from three agencies to support the joint process of Accreditation and Recognition at both national and state or territory level.
- The nominees will be drawn from a 'standing panel' approved by each nominating authority.
- The AACA and the RAIA will agree each year on the formation of panels and identification of the chairperson for each NVP for that year having conferred with the accrediting authority where necessary.

Sources of nominations to panels

National Visiting Panels will comprise nominees from the following three sources:

- The accrediting authority in the relevant jurisdiction. This will usually be the Architects Board, using a 'standing panel' of people selected for their expertise and experience in accreditation/recognition or as members of the registration authority.
- The RAIA, through its National Education Committee using a 'standing panel' of people selected for their expertise and experience in accreditation/recognition.
- The AACA, through its Executive, using a 'standing panel' of people selected for their expertise and experience in accreditation/recognition.

Nominations

- Accrediting authorities will nominate three members for each panel, two of whom must be architects. The group may include an academic and/or a non-architect.
- RAIA will nominate four members for each panel; two of whom must be members of the RAIA (one a practising architect, one an academic); one a member of the NEC and one an interstate academic.
- AACA will nominate one member for each panel, who may be a practising architect, an academic or other suitable person.
- AACA and RAIA will nominate a student member from an architecture school other than that being visited for each National Visiting Panel.
- One nominee should have participated in the preceding State Visiting Panel.

Chair and Deputy Chair of an NVP

- Chairs and Deputy Chairs must have had previous experience on a National Visiting Panel.
- AACA and RAIA will agree on naming the Chair for each NVP.

Standing panels

- The purpose of establishing Standing Panels is to support the process of ensuring an appropriate level of expertise and experience on National Visiting Panels.
- Membership of standing panels will be determined by the principles for formation of National Visiting Panels.
- Standing panels will be formed by all three nominating bodies and used as a common pool at national level for the formation of National Visiting Panels.
- These panels will comprise a minimum of 10 names.
- Members of the panel will normally be available for at least three years. Nominating authorities should take into account the availability of experienced members when making changes.
- Members of standing panels with no experience of National Visiting Panels must be briefed by the nominating authority.
- Standing panel membership will be confirmed by the nominating authority each year
- The membership of panels will be available on the web sites of the nominating bodies.
- People may seek nomination to these panels through one of the nominating bodies.

Ineligible Persons

Notwithstanding their inclusion on nominating bodies' standing panels, the following people shall be ineligible to participate as members of a National Visiting Panel:

- People who are currently serving, or have recently served as external examiners or advisers to the school/program.
- People who received payment from the school/program as a full-time or regular part-time member of staff for a period of more than four weeks in the year of the visit.
- Students of the course being visited, or
- People who have members of their immediate families as students or staff at the school/program being visited.

Prior to a visit the school/program under review will be provided with a list of nominated panel members, and given the opportunity to object to the proposed names. For this reason final formation of the panel rests with the panel Chair, in consultation with the Chair of the relevant registration authority and the school/program concerned. To establish continuity and experience, the nominating bodies will seek to compose panels so that a majority of the membership has had prior experience on a National Visiting Panel and at least two members have previously visited the program being reviewed.

All panel members are expected to be available for the duration of the visit which will normally be a period of three days (plus travelling time where applicable).

The RAIA Education Unit secretariat manages the administrative arrangements for a National Visiting Panel and any enquiries should be directed to the RAIA Education Manager in the first instance.

5.4 Panel Preparation for Visit

The RAIA Education Manager will provide panel members with the following:

- Documentation provided by school/program for the NVP.
- Copy of APARP 01 *Australian Architecture Program Accreditation and Recognition Procedure*.
- List of panel members and contact details.
- Preceding NVP report on school/program.
- Annual SVP reports since last NVP.

- Preceding Preliminary Recognition Assessment report on school/program (if applicable).
- RAIA Education Policy.
- RAIA Research Policy.
- *AACA National Competency Standards in Architecture*.
- School/program extract from *Architecture Schools of Australasia Handbook*.

All panel members meet prior to commencing the formal program of the visit, at a time nominated by the National Visiting Panel Chair. This will usually be the evening before attending the school/program. The purpose of this meeting is to provide an opportunity for panel members to meet each other, for the local panel members to brief the interstate members on any points to which they particularly believe the panel should pay attention, to determine whether any modifications are needed to the draft panel program and to allocate sections of the report to individuals or subgroups. Any changes to the draft program should be discussed and agreed with the Head of school/program. Any additional information requested or provided during the visit shall be submitted through the panel Chair.

5.5 School/Program Preparation for Visit

In addition to the report and draft program identified in Section 5.2, the school/program must make appropriate arrangements for the following:

- Administrative and Other Support

The panel will require the use of a secure room for the duration of the visit to use as a base, in which to keep confidential papers, to hold private meetings and to prepare the report electronically.

- Exhibition of Student Work

To provide the panel with an overview of the program, an exhibition of student work completed during the previous 12 months shall be mounted. The exhibition shall include all courses, arranged as far as possible to show the development of curriculum throughout the program. When work from the past 12 months is unavailable, earlier work should be displayed to ensure that a complete overview of the program may be made.

A range of written and drawn work from each year should be exhibited or presented so that submissions in all core program areas may be assessed. Presentation of work should be accompanied by the assignment handout for the work, and supporting preparatory work where possible. The presented work, which should reflect the diversity and character of the program, shall include one or two examples of the complete portfolios of each of the highest, average and lowest pass grades for the 12 months preceding the visit for each course offered in the program, and the grades should be clearly marked on each item.

For any components of the program which have been delivered offshore, a range of representative student work in the offshore components meeting the above criteria must also be displayed.

5.6 Model Program for a National Visiting Panel

In the first instance, it is the responsibility of the Head of school/program to propose a draft program, based on a series of meetings, inspection of student work and inspection of the school/program facilities.

Previous National Visiting Panels have found the program suggested at 5.6.4 allows the panel to achieve its objectives. The school/program should feel free to suggest alterations, particularly where evening activities are conducted by the school/program. The panel may also wish to negotiate amendments to the program suggested by the school/program.

The panel will want to see the school/program functioning as normally as possible, with lectures and studio work in progress. The panel may break into small groups in order to develop a broader understanding of the program.

5.6.1 Meetings

Normally the panel would expect meetings to include:

- A discussion with the Head of school/program and senior colleagues. This meeting would usually take place at the beginning of the visit so the panel can obtain an overview of the program and clarify information already provided.
- Discussion with the staff responsible for specific areas of study.
- Discussion with the staff as a group (excluding the Head of school/program and senior officers).
- Discussion with students and recent graduates.
- A meeting with the Head of the Institution.

It is hoped that all members of staff, including all available sessional staff, will participate in the discussion with the panel which may focus upon any aspect of the school/program and its programs. Discussion also takes place during the less formal meetings with staff in the studios or over lunch.

Discussions with as many students as possible are an important part of the panel's work. The meeting with the students as a group should be arranged so that a broad range of students are present, including representatives from each year, international students and some recent graduates. It is suggested that there are more than two or three representatives of each year. The students should be briefed that the panel is interested in student perceptions of the program. One meeting with students should be conducted without staff present.

5.6.2 Inspection of Student Work

The school/program is asked to arrange for a member of staff briefly to explain the work of each year, its relationship with the preceding and following years, and the relationship between subject areas in this year. The purpose of this is to demonstrate the structure of the program and the integration of subjects. The school/program may wish to arrange for one or two students from each year to be present.

5.6.3 Inspection of Facilities

The school/program should arrange for a member of staff to show the panel major facilities including studios, laboratories, library, computing and other facilities.

5.6.4 Suggested Timetable

Prior to the visit the panel will meet to consider the documents provided and the suggested program. Each evening of the visit the panel will meet to review its work and prepare for the following day. Panel members usually need to work late on Day Two to complete the report.

Day One

0900	Panel convenes
1000	Panel meets with Head of school/program and senior members of staff. Panel Chair provides overview, and raises any issues arising from initial panel meeting. Head of school/program has opportunity to clarify any outstanding points.
1100	Overview of student work
1200	Meeting with staff (including sessional staff where possible; and excluding Head of school/program and other senior officers)
1300	Lunch with staff
1400	View exhibition of student work by year
1700	Panel private session

Day Two

- 0900 Discussion with Head of school/program and senior academic staff
- 1000 Panel observes school/program in normal session
- 1200 Meeting with students
- 1300 Lunch with students
- 1400 Inspection of school/program facilities
- 1500 Panel private session

(A meeting with the Head of the institution is suggested for the late afternoon of Day Two)

Day Three

- 0900 Panel private session
- 1100 Head of school/program and senior academic staff de-briefing
- 1200 Presentation of summary of report to staff and students
- PM Completion of report and adoption of the procedure contained in 5.8.

5.7 Form of the National Visiting Panel Report

National Visiting Panel reports provide a constructive appraisal of the professional program offered by the school/program under review. Panel recommendations should be concise and clear. The recommendations must indicate clearly any remedial measures required of the school/program as well as any follow-up to be undertaken by subsequent State Visiting Panels.

In particular, if the NVP requires an exhibition of student work to be presented to subsequent SVPs, this must be stated clearly in the NVP report recommendations.

The panel report will consist of the following completed pro formas:

- DOC APARP 02 NVP Report
- APARP 02.1 Design Studies and Design Integration.
- APARP 02.2 Documentation and Technical Studies.
- APARP 02.3 History and Theory Studies.
- APARP 02.4 Practice and Project Management, Implementation and User Studies.
- APARP 02.5 Elective Studies.
- APARP 02.6 Environmental Studies.
- APARP 02.7 Communication Studies.
- APARP 02.8 Statistical Questionnaire.

Copies of the above documents are appended to this policy document.

A separate memorandum of the meeting with students is also recorded.

National Visiting Panel reports are confidential and are only available to the Head of school/program (to distribute at his/her discretion), the relevant accrediting authority, the RAIA National Education Committee, the relevant RAIA Chapter Education Committee, the Architects Accreditation Council of Australia and appropriate RAIA/accrediting authority staff managing the procedure. The NVP report is also distributed to panel members involved in subsequent State Visiting Panels and National Visiting Panels to the school/program.

5.8 Acceptance of the National Visiting Panel Report

At the completion of the visit, the National Visiting Panel Chair shall read the report to the school/program and will leave a copy of the report with the Head of school/program. The recommendation made under the joint process is then communicated to the RAIA National Education Committee and to the relevant accrediting authority for their formal decisions.

The Head of school/program signifies acceptance of the report in matters of fact at the conclusion of the visit. Seven days are allowed for the school/program to advise the RAIA Education Manager of any factual errors, which shall be referred to the panel Chair for rectification.

The decision of the relevant accrediting authority/National Education Committee to accept or otherwise the recommendation of the National Visiting Panel shall be reported to the school/program within 28 days of the receipt of the report. In cases where the panel's recommendation has not been accepted or the program has not been accredited and recognised, the school/program shall be provided with reasons in writing. The RAIA shall advise the school/program of its decision on recognition having considered the recommendation of the NVP. The relevant accrediting authority shall advise the school/program of its decision on accreditation having considered the recommendation of the NVP.

The accrediting authority shall advise the Architects Accreditation Council of Australia of the accreditation status of the program.

6.0

Maintaining Accreditation/ Recognition – the State Visiting Panel Procedure

An assessment by a State Visiting Panel (SVP) is to be undertaken in accordance with the procedures, documentation and communication requirements described in 6.1 to 6.8 as follows.

The Royal Australian Institute of Architects' Chapter Education Committees are encouraged to hold a briefing session for SVP members in mid-year to ensure that participants are familiar with the SVP procedures.

The primary SVP role is to monitor progress of the school/program towards implementing recommendations of the previous NVP. A secondary role is to report to the relevant accrediting authority and the RAIA National Education Committee any major changes to the program during the previous year.

Accordingly, the SVP discussion should be limited to the following within the parameters of the pro forma:

- Report on progress in relation to recommendations arising from the most recent NVP report.
- Changes to the program and/or subject areas, staff and/or facilities which have occurred during the previous 12 months since the last SVP.

The SVP should not instigate discussion or inquiry on an issue that falls outside the parameters listed above.

When a NVP recommendation related to the school/program has been addressed in the view of the SVP, then it does not require to be re-addressed unless the NVP recommends continued monitoring. In this way, it is expected that SVP assessments will reduce the number of NVP recommendations requiring assessment by the next scheduled NVP visit.

If the SVP is concerned about changes to a program or by the lack of progress made by a school/program towards meeting the preceding NVP recommendations, then the SVP report will note the particular issues of concern for further consideration by the relevant accrediting authority and the RAIA National Education Committee. The SVP may recommend to the relevant accrediting authority and the RAIA issues for

consideration for a future panel visit. In particular, where there are major program changes, the panel is expected to recommend to the accrediting authority and the RAIA:

- Whether a preliminary assessment of the revised program is warranted.
- Whether the timing for the next NVP requires review.

Each SVP report informs the next year's SVP of progress in respect of outstanding NVP issues. The SVP reports completed by panels during the years between NVP visits together inform the future NVP of progress and the impact of change to a school/program.

The SVP is to evaluate progress and report within half a day.

The final determination of these matters rests with the relevant accrediting authority and the RAIA. The SVP panel manager (refer to Section 6.1) is to advise on outcomes to the school/program related to the SVP visit.

6.1 Management Process for State Visiting Panels

A State Visiting Panel assessment is to be conducted annually except in the year of a National Visiting Panel assessment.

The relevant RAIA Chapter Education Committee and the registration authority negotiate an arrangement to share the administration of annual State Visiting Panels, and shall designate a 'panel manager' for each SVP. The panel manager or alternate staff member attends SVP visits to provide secretariat support and assist with the preparation of each panel report.

State Visiting Panel members are to be appointed early in the year with their term extending for the full year and including the SVP visit.

SVP members are encouraged to visit the school//program informally during the year.

The SVP process is guided by the management procedures, responsibilities and timetable set out below.

When	What	Who
March	RAIA Chapter/accrediting authority appoint panel manager and call for panel nominations for each school/program SVP: <ul style="list-style-type: none"> • 2 from relevant accrediting authority • 2 RAIA representatives appointed by Chapter Education Committee • 1 student representative from another school/program, if panel Chair and school/program determine (refer to Section 6.3 for the composition of panels). 	RAIA Chapter Manager/ accrediting authority registrar/manager
March	Panel members determine panel Chair from representatives outlined above.	Panel members/ Facilitated by panel manager
March	Panel manager writes to Head of school/program to negotiate a suitable date and time of visit (normal duration is half a day). Visits usually conducted during second semester of year and during term time when students are available.	Panel manager
April	Panel manager confirms date/time of visit to school/program and preliminary meeting of panel (usually the hour before the visit begins) with panel members and panel Chair.	Panel manager
April-May	RAIA Chapter/accrediting authority holds a briefing session for SVP members and Heads of school/program for all SVPs in state/territory jurisdiction.	RAIA Chapter Education Committee/Chapter Manager/accrediting authority registrar/panel manager to organise

Table continued over page

When	What	Who
May	Panel manager formally advises Head of school/program of: <ul style="list-style-type: none"> • Panel membership • Date/time of visit • Information required by panel no later than four weeks prior to visit (refer to Section 6.2) and provides an opportunity for school/program to object to panel membership. Final determination of the panel membership rests with the Panel Chair. 	Panel manager If necessary, panel Chair (to determine final panel formation)
Six weeks prior to visit	Panel Chair negotiates agenda for visit with Head of school/program.	Panel Chair
Four weeks prior to visit	School/program returns pro forma with completed sections to panel manager. <i>Pro forma to be in both hard copy and electronic format</i> (refer to Section 6.2 for details of required documentation). If the documentation is not provided in a timely manner, the panel Chair may postpone the scheduled visit.	Head of school/program/panel Chair
Three weeks prior to visit	Panel manager provides panel members with relevant documentation (refer to Section 6.4).	Panel manager
Immediately prior to visit	Panel holds a preliminary meeting <i>on the day of the visit (usually takes up to an hour before the visit begins)</i> to discuss agenda and issues for consideration.	Panel members
Day of visit	Panel visits school/program and completes report at conclusion of visit (refer to Sections 6.6 and 6.7). Panel manager or alternate staff member attends SVP visit for secretariat support.	Panel/Chapter Manager or alternate staff member
Within seven days of visit	Head of school/program advises panel Chair of any factual errors in report not identified on day of visit. Panel Chair has responsibility for endorsement or rectification of any errors of fact in the report (refer to Sections 6.7 and 6.8).	Head of school/program/ panel Chair
Within 28 days of visit	Panel manager sends final report (with factual amendments as required) to relevant accrediting authority and RAIA Chapter Education Committee. A copy is also sent to the RAIA Education Manager and by the accrediting authority to AACA (refer to Section 6.8).	Panel manager
On receipt of report	The RAIA NEC and accrediting authority normally note receipt of report, unless the SVP highlights issues for further consideration—in particular relating to major changes to the program and/or the need for a preliminary assessment and/or review of timing of the next NVP. These issues will be considered and appropriate advice given by the accrediting authority and RAIA NEC to the school/program (refer to Sections 6.0 and 6.8).	Accrediting authority/RAIA NEC/RAIA Education Manager

6.2 Information Required from School/Program Prior to Visit

The panel manager shall provide an electronic copy of the SVP pro forma to the school/program to enable the completion of the relevant sections and return both a hard copy and an electronic copy no later than four weeks prior to the SVP visit.

Four weeks before the visit, the Head of school/program will provide a report to the panel manager, for distributing to the panel. This report will be in both hard copy and electronic versions as set out in Item 02 of the pro forma DOC APARP 03 referred to in Section 8 of this document. The school/program report will contain information on actions taken in response to the previous NVP report and any major changes to the program in the previous year. If this information is not provided in a timely manner the panel Chair may postpone the scheduled visit.

6.3 Composition of State Visiting Panel

The panel is to consist of no more than four members, plus optionally a student representative from another school /program.

The composition of the panel is as follows.

- Two nominees appointed by the relevant accrediting authority, both being registered architects.
- Two nominees appointed by the RAIA Chapter Education Committee, both being RAIA members. No more than one may be an academic staff member of another architecture school/program.
- (Optional) Student representative from another school/program nominated by the RAIA Chapter Education Committee.

From this membership, the panel chooses the Chair.

The following people shall be ineligible to participate as members of a State Visiting Panel:

- People who are currently serving, or have recently served as external examiners or advisers to the program.
- People who received payment from the school/program as a full-time or regular part-time member of staff for a period of more than four weeks in the year of the visit.
- Students of the program being visited, or
- People who have members of their immediate families as students or staff at the school/program being visited.

If there is no RAIA academic member on the panel, consideration can be given to the inclusion of an academic observer, provided consent is obtained from the Head of school/program.

The panel manager or alternate staff member also attends the visit to provide administrative support to the panel.

At least two members must have had previous panel experience.

Membership of the State Visiting Panel is for one year. Panel members are appointed early in the year. Incumbents may re-nominate in successive years though the normal maximum duration of membership is three years.

Panel members are chosen to ensure that appointed individuals have an understanding of architectural education and the processes of the State Visiting Panel. Continuity of at least half the panel membership is a consideration of the selection process.

While a student panel representative is encouraged, it is not necessary to include a student from another school/program, as in some cases this may be impractical. A student panel representative cannot replace another panel member and cannot chair the panel.

Prior to the visit, the school/program will be given a list of nominated panel members and given an opportunity to object to the proposed names. Final formation of the panel rests with the panel Chair, after consultation with the Head of school/program and the relevant accrediting authority or RAIA Chapter Education Committee, as appropriate.

6.4 Panel Preparation for Visit

Each member of the panel receives the following package of information not less than three weeks prior to the visit:

- Copy of school/program report, completed at item 02 of the DOC APARP 03 pro forma.
- Copy of all SVP reports since the most recent NVP.
- Copy of most recent NVP report.

- Copy of any preliminary assessment or provisional recognition assessment reports not previously considered by a NVP.
- Copy of APARP 01 *Australian Architecture Program Accreditation and Recognition Procedure*.
- An agenda for the visit prepared by the panel Chair in consultation with the Head of school/program, and
- Confirmation of the meeting arrangements of the panel.

In addition to the above, the panel Chair receives an electronic copy of the school/program report to enable the panel's comments to be added electronically to the report at the time of the SVP visit to the school/program.

Panel members need to be fully conversant with the documentation before the visit.

A preliminary meeting of the panel is held at the school/program being visited about an hour before the visit commences. All panel members are expected to attend. This meeting provides essential background for the visit and includes:

- A briefing on the overall SVP process (panel Chair).
- Preliminary discussion led by local panel members familiar with the program on program developments since the previous visit.
- Preliminary discussion on major areas relevant to the program that the panel will need to consider during the visit, and
- Allocation of tasks to panel members during the visit - because of the tight time frame for the preparation of the report.

Panel members are to direct all enquiries about SVP procedures to the Chair (during the visit) or the RAIA Chapter Manager or relevant accrediting authority (prior to and following the visit).

6.5 School or Program Preparation for Visit

In preparation for the visit the school/program is to undertake the following:

- No less than four weeks prior to the visit, complete and return a hard and electronic copy of the report to the panel manager.
- Ensure the report addresses progress on all the recommendations of the previous NVP.
- Ensure the report articulates any key changes to program content, staff, resources and facilities.
- Organise a secure room to be available for the panel to use for the entire day of the visit. The room is to have power for computer and printer facilities to allow the report to be completed on the day of the visit.
- Examples of particular student work will only be required for review by the panel if there was a recommendation of the previous NVP to this effect.
- An exhibition of student work is only to be organised for the SVP where it has been a recommendation of the previous NVP.
- A tour of facilities is to be organised for the SVP only where there was an issue raised in the last NVP or recent SVP visits.
- A meeting with relevant staff is to be organised for the SVP visit to discuss:
 - (a) progress on NVP recommendations and
 - (b) key changes.
- An in-camera meeting is to be organised with students for the SVP visit. Students are not to be hand picked, as this may be open to criticism. Briefing students in advance about the panel's role and inviting them to attend a meeting with the panel is one way of encouraging a range of students to participate. SONA, the local student association or the local students elected to school/program committees and boards, may facilitate the meeting with students.

6.6 Procedure During the Visit

The State Visiting Panel will normally attend a school/program for half to three-quarters of a day.

The panel should meet with staff and students. The panel may inspect any changes to facilities and review students' work if required by the previous NVP (refer to section above).

The following **example agenda** is typical of the format and elements of an SVP visit:

- Panel convenes at school/program for preliminary discussion (30 minutes).
- Meet with Head of school/program to review progress of NVP issues since last SVP and to discuss recent changes and implications (30 minutes). Because of the nature of the SVP visit, no new material is to be provided to the panel on the day of the visit and the number of verbal presentations made by the school/program is to be limited.
- Meet with staff (without Head of school/program or senior officers) to review issues of relevance to (a) program changes within the previous year, and (b) outstanding issues raised at most recent NVP and any subsequent SVPs (30 minutes). This may include a requirement for examples of student work to demonstrate issues being monitored. (Note: Issues considered as resolved by any SVP held since the previous NVP are not to be re-addressed).
- Panel reviews changes to facilities (30 minutes)—only necessary if facilities are an unresolved issue from the most recent NVP report.
- Panel meets with students. Program staff should not be present during meeting with students (30 minutes).
- Panel prepares and signs report (60-90 minutes).
- Panel meets with Head of school/program to discuss contents of report (30 minutes). There is no requirement to present the report to the staff and students of the school/program. This is, in fact, discouraged. It is the Head of school/program's responsibility to convey the outcomes of the SVP visit to staff and students.
- Head of school/program signs report (as factually correct).
- Copy of signed report is left with Head of school/program.
- State Visiting Panel visit concludes.

6.7 Form of the State Visiting Panel Report

The State Visiting Panel report sets out the panel's observations of the school/program's response to the recommendations made by the previous NVP and describes major program changes. The report is to be brief and clear.

The panel report will consist of the fully completed SVP pro forma DOC APARP 03 with sections completed by the school/program and the panel.

The report is completed and signed by the SVP members during the program of the actual visit. Time should be allocated by the panel to discuss and complete the report as part of the visit prior to leaving the school/program.

On the day of the visit and at the conclusion of the visit, the Head of school/program is given a copy of the panel report, which must be signed by the panel and endorsed for factual accuracy by the Head of school/program. Seven days are provided for the Head of school/program and to the panel Chair for rectification of errors of fact contained within the report not identified on the day of the visit. They should be advised to the panel Chair through the panel manager. The panel Chair endorses rectification of errors of fact.

Although there is no requirement to provide students with a copy of the report, it is considered to be appropriate that the Head of school/program report the broad SVP outcomes to the student body, particularly since comment from students is actively sought by the SVP.

6.8 Acceptance of the State Visiting Panel Report

The SVP report original is kept on file by the RAIA Chapter office/accrediting authority office. Only the following are to receive one copy each of the report:

- School/program (left with the Head of school/program at the conclusion of the visit).
- RAIA Chapter Education Committee (tabled not circulated at the next meeting).
- Accrediting authority (sent within 28 days of the visit).
- RAIA Education Manager (sent within 28 days of the visit).
- NEC members (circulated with the agenda papers for the next NEC meeting).
- Members of the subsequent SVP, prior to their visit.
- Members of the subsequent NVP, prior to their visit.

The SVP report is a confidential document. Only those outlined in the circulation list above are to receive a copy.

The relevant accrediting authority is to receive a copy of the report within 28 days of the SVP visit. The panel manager is responsible for ensuring that the report is sent to the accrediting authority within 28 days.

The school/program/NEC/accrediting authority as appropriate reviews SVP reports to identify any changes of significance which require action.

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Explanation of Terms and Phrases Used

Annual Visit

The Annual Visit is another name for a visit by the State Visiting Panel.

Accreditation

Accreditation is the formal endorsement that the graduates from a program are deemed to possess the competencies required to progress toward registration as an architect. A program's accreditation status is determined by the relevant accrediting authority, following assessment by a National Visiting Panel and consideration of the recommendation of that panel.

Accrediting Authority

The accrediting authority is the statutory body in each state and territory responsible for ensuring programs demonstrate a satisfactory level of relevant academic requirement for registration and practice of architecture, so that there can be assumed levels of relevant competency for graduates of the programs. These statutory bodies are responsible for administering the legislation controlling registration and practice of architecture.

Architects Accreditation Council of Australia (AACA)

A non-statutory national body, the nominating bodies of which comprise each of the registration authorities. It is primarily concerned with coordination of matters of common concern to its members, including the accreditation of architecture programs and the promotion of uniform assessment of overseas architectural qualifications.

Course

(formerly or also referred to as 'Subject') A Course of study runs for multiple weeks. It usually involves contact with academic staff and other students in a variety of forms including lectures, tutorials, seminars and workshops as well as on-line and electronic communication. A number of courses make up a sequence of study, eg. Architectural Design 1, Architectural Design 2, Architectural Design 3 etc.

Core Courses

Core Courses are compulsory courses that must be successfully completed as part of a program.

Electives

Electives are a range of other courses offered by some programs in addition to the core courses. Students can select from the range in accordance with their interests to complete the program.

National Education Committee (NEC)

A committee of The Royal Australian Institute of Architects the membership of which comprises representatives of the State Committees of Architectural Education. Its primary concern is the investigation of matters affecting the quality of architectural education in Australia.

National Visiting Panel (NVP)

A panel comprising membership as set out in Section 5. The National Visiting Panel is responsible for assessing a program in architecture through visits made at a maximum of five yearly intervals. It is the recommendation of this panel which is considered by the relevant registration authority for determination of the *Accreditation* status of the program, and by the RAIA NEC for determination of the *Recognition* status of the program.

National Competency Standards in Architecture (NCSA 01)

This document sets out the competencies required for registration.

Preliminary Assessment Panel

A panel comprising membership as set out in Section 3.5. A Preliminary Assessment Panel is formed in response to a request from the school/program. The Preliminary Assessment Panel is responsible for providing an opinion on whether proposed new programs or major changes to existing programs are likely to conform to the relevant performance criteria and competency standards required by the accrediting authority and the RAIA.

Program

(formerly or also referred to as 'Course') - A Program is the sequence of courses taken to qualify for the degree or award in which a student is enrolled—eg. Bachelor of Architecture.

Provisional Recognition Assessment

The purpose of a Provisional Recognition Assessment is to assess the quality of education in terms of student performance in a program where the initial cohorts undertaking the new program or major changes are approaching graduation.

Recognition

Recognition is the formal endorsement of a program by The Royal Australian Institute of Architects that its content meets the requirements of the RAIA Education Policy, and its students and graduates are eligible for membership of the RAIA.

Relevant Accreditation Authority

The statutory body in each state or territory responsible for administering the legislation controlling the registration and practice of architecture. The respective boards are:

Australian Capital Territory: Australian Capital Territory Architects Board

New South Wales: NSW Architects Registration Board

Northern Territory: Northern Territory Architects Board

Queensland: The Board of Architects of Queensland

South Australia: The Architects Board of South Australia

Tasmania: Board of Architects of Tasmania

Victoria: Architects Registration Board of Victoria

Western Australia: Architects Board of Western Australia

The Royal Australian Institute of Architects (RAIA)

A national body comprising voluntary membership by architects and students of architecture. Its primary concern is to represent the views of the profession, maintain its integrity, and to promote the advancement of architecture in the community.

State Visiting Panel (SVP)

A panel comprising membership as set out in Section 6. The State Visiting Panel makes annual visits so that an ongoing process of review and dialogue between the school/program and the profession is conducted in the years between the visits made by National Visiting Panels.

School/Program

The entity within a tertiary educational institution that delivers the professional qualification.

Units

(also referred to as 'Credit Points') - Each course in the program carries a weighting, usually referred to as a number of units or credit points. A certain number of units (or credit points) is required for completion of the total program. A course with a higher unit weighting represents a higher workload than one with a smaller unit value. Each university will define for students the number of hours of contact and non-contact time required for each unit or credit point of study. eg. one unit may mean one hour of contact time and two hours of non-contact time (this may differ between universities).

8.0

Reporting Pro formas for National Visiting Panels and State Visiting Panels

The forms to be used by school/programs and panels to report the NVP and SVP processes follow.

Australian Architecture Program Accreditation and Recognition Procedure

NVP REPORT
 DATES OF VISIT:

This report is issued for the purpose of making a recommendation to the relevant Accrediting Authority and the RAIA National Education Committee

Name of Institution/Faculty/School/Program	
Name of Architecture Degree Program(s) Seeking Professional Accreditation and Recognition	

Delete inapplicable box

The Bachelor of Architecture program at the above university provided satisfactory documentary evidence of student outcomes and school processes to demonstrate:

- Achievement of relevant competencies from the AACA *National Competency Standards in Architecture*.
- Compliance with the RAIA Education Policy Performance Criteria.
- Assessment methodology that allows students to demonstrate achievement of required outcomes, and
- The necessary physical and human resources to deliver the program.

It is the recommendation of the NVP that the school/program is accredited/recognised for years.

The Bachelor of Architecture program at the above university did not provide satisfactory evidence and it is the recommendation of the NVP that the school/program is not accredited/recognised.

Signature of Chair: _____
 Date: _____

Accrediting Authority and RAIA use only

Date received by the Accrediting Authority _____

This program was accredited/not accredited (delete inapplicable words) at a meeting of the _____ (relevant Accrediting Authority) on _____ (Date)
 Signed: _____ (Position): _____

This program was recognised/not recognised/ (delete inapplicable words) at a meeting of the RAIA National Education Committee on _____ (Date)
 Signed: _____ (Position): _____

INTRODUCTION

(Panel to prepare brief summary of visit proceedings and its record of thanks.)

01. Panel Members

The profile of the panel is to comply with sections 5.3 of the Australian Architecture Program Accreditation and Recognition Procedure document.

	NAME	ORGANISATION
1. Chair		
2. Member		
3. Member		
4. Member		
5. Member		
6. Member		
7. Member		
8. Member		
9. Member		

02. Documentation Provided Prior to Visit

Refer to Guidelines for Documentation to be Provided by School/Program Prior to Visit on final page of DOC APARP 02. The required number of copies is to be sent to the RAIA Education Manager eight weeks before the scheduled visit.

	(Tick where received)
Institutional description and history	
Program history	
Program aims & objectives	
Academic program— program structure— including table cross-referencing units with relevant NCSA competencies and RAIA Education Policy criteria	
Statement on articulation/advanced standing (refer to Section 2.6)	
Statement on staffing policy (refer to Section 2.9)	
<i>For programs with offshore components, a statement on program structure, content and facilities, relationship with parent institution and compliance with 'offshore delivery' criteria (refer to Section 2.7)</i>	
Administrative structure	
Staff profile	
Student profile	
Physical resources	
Self appraisal	
Statistical data (completed DOC APARP 02.07)	

Other:

03. Additional Information Supplied During the Visit

List details.

04. Record of Student Work Exhibited

Day 1	Day 2	Day 3

05. Record of Meetings: (Staff, Students, Vice Chancellor etc.)

Day 1	Day 2	Day 3

06. Panel Recommendation

The National Visiting Panel recommends that the (name of degree program, name of institution) be granted professional accreditation by the (relevant accrediting authority) as set out below.

The National Visiting Panel also recommends that The Royal Australian Institute of Architects recognise the program for admission to membership for the same period.

<i>Type of Recognition</i>	<i>Recommended duration of Accreditation and Recognition</i>
Recognition and Accreditation (maximum five years)	To 31 December (year)
Provisional Recognition	
No Recognition and No Accreditation	

07. Panel Comments

(suggested outline set out below)

General***Recommendation(s)***

- 1.
2. *(number each recommendation consecutively)*

Staffing***Recommendation(s)***

- 3.
4. *(number each recommendation consecutively)*

Facilities and Other Resources***Recommendation(s)***

- 5.
6. *(number each recommendation consecutively)*

Summary of Subject Stream Recommendations

(taken directly from individual subject pro formas)

Recommendation(s)***DESIGN STUDIES AND DESIGN INTEGRATION***

- 7.
8. *(number each recommendation consecutively)*

DOCUMENTATION AND TECHNICAL STUDIES

9.

10. *(number each recommendation consecutively)*

HISTORY AND THEORY STUDIES

11.

12. *(number each recommendation consecutively)*

PRACTICE AND PROJECT MANAGEMENT, IMPLEMENTATION AND USER STUDIES

13.

14. *(number each recommendation consecutively)*

ELECTIVE STUDIES

15.

16. *(number each recommendation consecutively)*

ENVIRONMENTAL STUDIES

17.

18. *(number each recommendation consecutively)*

COMMUNICATION SKILLS

19.

20. *(number each recommendation consecutively)*

Signatures of Panel Members:

1. Chair	_____	6. Member	_____
2. Member	_____	7. Member	_____
3. Member	_____	8. Member	_____
4. Member	_____	9. Member	_____
5. Member	_____		

Signature of Head of school/program:
(Acceptance of the report and confirmation of matters of fact)

Date: _____

GUIDELINES FOR DOCUMENTATION TO BE PROVIDED BY SCHOOL/PROGRAM PRIOR TO VISIT

Architecture schools/programs seeking full accreditation and recognition (or provisional accreditation and recognition) must send **ten copies** (unless specified differently below) of the following documentation to the RAIA Education Manager co-ordinating the National Visiting Panel assessment of the program **at least eight weeks before the scheduled visit**.

1. INSTITUTIONAL DESCRIPTION AND HISTORY

The parent institution. The school/program's evolution and current standing within its institution. Regional or urban factors influencing the nature of the school/program. Include **one copy** of a university map identifying the location of the school/program.

2. PROGRAM HISTORY A brief description of the history of the program.

3. PROGRAM AIMS AND OBJECTIVES The school/program's philosophical approach to education.

4. ACADEMIC PROGRAM (PROGRAM STRUCTURE)

Program Diagram. Brief description of the program framework including completion details and graduation requirements. Lecture syllabi for all subjects, including listing contact hours. A statement setting out the school/program's policy on articulation and/or advanced standing which addresses the guidelines outlined in Section 2.6 Articulation and/or Advanced Standing. Include **one copy** of the program handbook(s) and/or parent institution prospectus. Include a table which cross-references each unit offered in the program with the relevant *AACA National Competency Standards in Architecture* and the RAIA Education Policy Performance Criteria. For programs with any components delivered offshore, include a separate description of the offshore program content, structure and facilities, and the relationship with the parent institution. This statement must also address the criteria set out in Section 2.7 Offshore Delivery.

5. ADMINISTRATIVE STRUCTURE

The parent institution's intra- and inter-school/program decision making networks and processes. The school/program's committee and management structure.

6. STAFF PROFILE

Details of all staff members including academic commitments and non-teaching activities such as research, publications, community involvement and practice. Include a statement of the school/program's staffing policy (refer to Section 2.9.5).

7. STUDENT PROFILE

A comprehensive breakdown of student numbers within the program (male, female, full-time, part-time, FFPOS) and a statement indicating any characteristics in the backgrounds of students which might influence the nature of the program. Include numbers of students with advanced standing (full-time and part-time) and numbers of students who have undertaken program components by offshore delivery.

8. PHYSICAL RESOURCES

Details of all facilities within the school/program, including studios, teaching space and equipment, workshops, laboratories, computers and information systems, resource centres, the library and staff accommodation.

9. SELF APPRAISAL A statement of approximately 3,000 words.

The appraisal should cover:

- a) Issues raised in panel and/or external examiners' reports eg. SVP.
- b) Changes introduced to the program since the last NVP visit.
- c) Effects of changes in resource provisions since the last NVP visit.
- d) Critical evaluation of program objectives in relation to RAIA Education Policy and relevant *AACA National Competency Standards in Architecture* requirements.
- e) Special features of the program, whether planned or not.
- f) How the school/program sees the program progressing.

10. STATISTICAL INFORMATION Completion of 'DOC APARP 02.8 Statistical Questionnaire' in this pro forma.

11. REPORT PRO FORMAS

One copy of the pro formas for each subject area **plus an electronic version** of the same material to be sent to the RAIA Education Manager. Each pro forma should contain the information in the sections marked for the school/program to complete.

12. DRAFT PROGRAM FOR THE VISIT

One copy of the proposed program for the NVP visit should be sent **plus an electronic version** to the RAIA Education Manager.

SUBJECT AREA PRO FORMA – **Design Studies and Design Integration**

The accrediting authorities and the RAIA acknowledge that each architecture school/program has a unique approach to development and delivery of its architecture program which might not exactly match the subject areas set out for reporting the NVP assessment. School/programs are therefore asked to define their program content as it best fits the relevant AACA NCSA standards and RAIA Education Policy performance criteria set out below:

AACA NCSA Standards

1. Unit 1: Design

Contextual Reference – A Complex Building

Context 1.1	To create a design capable of realisation, through the exercise of knowledge, imagination, judgement and professional responsibility.
Context 1.2	To formulate an initial response to a project brief sufficient to obtain endorsement of overall objectives and concept by a client and other interested parties.
Context 1.3	To develop a design proposal from an initial concept.
Context 1.4	To resolve a schematic design sufficient to obtain agreement and authorisation to proceed to documentation for its translation into built form.
Context 1.5	To continuously comply with the brief and meet contractual agreements throughout the program of implementation of a design project.

RAIA Education Policy*Design Integration**Knowledge*

Design Studies

Refer to applicable subsection of the above in the current AACA National Competency Standards in Architecture and RAIA Education Policy.

01. Aims and Objectives of Subject Area

(School/program to provide a ten to twenty line description of its approach to teaching this subject area. Identify unit titles. Describe how the content meets the AACA NCSA and RAIA Education Policy requirements set out above.)

02. Time allocation of subject area as a percentage of overall five-year professional program

(School/program to provide an estimate of percentage of overall program.)

03. Staff

(School/program to provide a three to five line summary outlining staff resources for this subject area and their allocation.)

Panel comment on appropriateness (during NVP visit):

04. Required Student Output

(School/program to provide a three to five line summary and observations, eg. drawing/folios, written reports, other documentation, computer images/video, other.)

Panel comment on suitability (during NVP visit):

05. Teaching Methods, Assessment and Feedback to Students

(School/program to provide a five to ten line summary and observations of teaching methods (eg. lectures, studio, workshop, individual research, group work) and assessment/feedback given to students.)

Panel records teaching methods (during NVP visit):

06. Facilities, Equipment and Accommodation

(School/program to provide a five to ten line summary and observations, eg. lecture theatres, studio spaces within institution or provided by school/program, after-hours access, shared studios found and provided by student initiatives, laboratories, library, equipment – computers and their application.)

Panel comment on adequacy (during NVP visit):

07. Special aspects of the subject area

(School/program to provide a three to five line summary of any special aspects/activities adding strength to this subject area, eg. publication of student or staff work, exhibitions, guest speaker program, postgraduate program.)

Panel comment (during NVP visit):

08. Perceived Quality of Subject Area

(Panel to provide a brief summary of its conclusions. Include recommendations where appropriate.)

Summary rating	Satisfactory	()	Unsatisfactory	()
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Signature of panel Chair:

Signature of Head of school/program
(Acceptance of report and confirmation
of matters of fact):

SUBJECT AREA PRO FORMA – **Documentation and Technical Studies**

The accrediting authorities and the RAIA acknowledge that each architecture school/program has a unique approach to development and delivery of its architecture program which might not exactly match the subject areas set out for reporting the NVP assessment. School/programs are therefore asked to define their program content as it best fits the relevant AACA NCSA standards and RAIA Education Policy performance criteria set out below:

AACA NCSA Standards

2. Unit 2: Documentation

Contextual Reference – A Building of Moderate Complexity

Context 2.1	To communicate information, throughout the program of determining a brief and throughout the conceptual design, design development, documentation and construction phases of the engagement.
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RAIA Education Policy*Knowledge*

Technical Studies

Refer to applicable subsection of the above in the current AACA National Competency Standards in Architecture and RAIA Education Policy.

01. Aims and Objectives of Subject Area

(School/program to provide a ten to twenty line description of its approach to teaching this subject area. Identify unit titles. Describe how the content meets the AACA NCSA and RAIA Education Policy requirements set out above.)

02. Time allocation of subject area as a percentage of overall five-year professional program

(School/program to provide an estimate of percentage of overall program.)

03. Staff

(School/program to provide three to five line summary outlining staff resources for this subject area and their allocation.)

Panel comment on appropriateness (during NVP visit):

04. Required Student Output

(School/program to provide a three to five line summary and observations, eg. drawing/folios, written reports, other documentation, computer images/video, other.)

Panel comment on suitability (during NVP visit):

05. Teaching Methods, Assessment and Feedback to Students

(School/program to provide a five to ten line summary and observations of teaching methods (eg. lectures, studio, workshop, individual research, group work) and assessment/feedback given to students.)

Panel records teaching methods (during NVP visit):

06. Facilities, Equipment and Accommodation

(School/program to provide a five to ten line summary and observations, eg. lecture theatres, studio spaces within institution or provided by school/program, after-hours access, shared studios found and provided by student initiatives, laboratories, library, equipment—computers and their application.)

Panel comment on adequacy (during NVP visit):

07. Special aspects of the subject area

(School/program to provide a three to five line summary of any special aspects/activities adding strength to this subject area, eg. publication of student or staff work, exhibitions, guest speaker program, postgraduate program.)

Panel comment (during NVP visit):

08. Perceived Quality of Subject Area

(Panel to provide a brief summary of its conclusions. Include recommendations where appropriate.)

Summary rating	Satisfactory	()	Unsatisfactory	()
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Signature of panel Chair:

Signature of Head of school/program
(Acceptance of report and confirmation
of matters of fact):

SUBJECT AREA PRO FORMA – History and Theory Studies

The accrediting authorities and the RAIA acknowledge that each architecture school/program has a unique approach to development and delivery of its architecture program which might not exactly match the subject areas set out for reporting the NVP assessment. School/programs are therefore asked to define their program content as it best fits the relevant AACA NCSA standards and RAIA Education Policy performance criteria set out below:

AACA NCSA Standards

Refer to applicable Performance Criteria outlined in the AACA NCSA standards.

RAIA Education Policy

Knowledge

History and Theory Studies

Refer to applicable subsection of the above in the current RAIA Education Policy.

01. Aims and Objectives of Subject Area

(School/program to provide a ten to twenty line description of its approach to teaching this subject area. Identify unit titles. Describe how the content meets the RAIA Education Policy requirements set out above.)

02. Time allocation of subject area as a percentage of overall five-year professional program

(School/program to provide an estimate of percentage of overall program.)

03. Staff

(School/program to provide three to five line summary outlining staff resources for this subject area and their allocation.)

Panel comment on appropriateness (during NVP visit):

04. Required Student Output

(School/program to provide a three to five line summary and observations, eg. drawing/folios, written reports, other documentation, computer images/video, other.)

Panel comment on suitability (during NVP visit):

05. Teaching Methods, Assessment and Feedback to Students

(School/program to provide a five to ten line summary and observations of teaching methods (eg. lectures, studio, workshop, individual research, group work) and assessment/feedback given to students.)

Panel records teaching methods (during NVP visit):

06. Facilities, Equipment and Accommodation

(School/program to provide a five to ten line summary and observations, eg. lecture theatres, studio spaces within institution or provided by school/program, after-hours access, shared studios found and provided by student initiatives, laboratories, library, equipment—computers and their application.)

Panel comment on adequacy (during NVP visit):

07. Special aspects of the subject area

(School/program to provide a three to five line summary of any special aspects/activities adding strength to this subject area, eg. publication of student or staff work, exhibitions, guest speaker program, postgraduate program.)

Panel comment (during NVP visit):

08. Perceived Quality of Subject Area

(Panel to provide a brief summary of its conclusions. Include recommendations where appropriate.)

Summary rating	Satisfactory	()	Unsatisfactory	()
----------------	--------------	-----	----------------	-----

Signature of panel Chair:

Signature of Head of school/program
(Acceptance of report and confirmation
of matters of fact):

SUBJECT AREA PRO FORMA – Practice and Project Management, Implementation and User Studies

The accrediting authorities and the RAI A acknowledge that each architecture school/program has a unique approach to development and delivery of its architecture program which might not exactly match the subject areas set out for reporting the NVP assessment. School/programs are therefore asked to define their program content as it best fits the relevant AAC A NCS A standards and RAI A Education Policy performance criteria set out below:

AAC A NCS A Standards

3. Unit 3: Project Management

Contextual Reference—A Building of Moderate Complexity

Context 3.1	To confirm objectives and conditions at inception of a project.
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4. Unit 4: Practice Management

Contextual Reference—A Complex Building

Context 4.1	To establish and maintain an architectural practice. (Elements 4.1.4 and 4.1.5 only)
Element 4.1.4	Observe legal and regulatory obligations in the conduct of an architectural practice.
Element 4.1.5	In the practice of architecture, observe the standards of conduct expected of a professional by the community.

RAI A Education Policy

Knowledge

User Studies

Implementation Studies

Refer to applicable subsection of the above in the current AAC A National Competency Standards in Architecture and RAI A Education Policy.

01. Aims and Objectives of Subject Area

(School/program to provide a ten to twenty line description of its approach to teaching this subject area. Identify unit titles. Describe how the content meets the AAC A NCS A and RAI A Education Policy requirements set out above.)

02. Time allocation of subject area as a percentage of overall five-year professional program

(School/program to provide an estimate of percentage of overall program.)

03. Staff

(School/program to provide three to five line summary outlining staff resources for this subject area and their allocation.)

Panel comment on appropriateness (during NVP visit):

04. Required Student Output

(School/program to provide a three to five line summary and observations, eg. drawing/folios, written reports, other documentation, computer images/video, other.)

Panel comment on suitability (during NVP visit):

05. Teaching Methods, Assessment and Feedback to Students

(School/program to provide a five to ten line summary and observations of teaching methods (eg. lectures, studio, workshop, individual research, group work) and assessment/feedback given to students.)

Panel records teaching methods (during NVP visit):

06. Facilities, Equipment and Accommodation

(School/program to provide a five to ten line summary and observations, eg. lecture theatres, studio spaces within institution or provided by school/program, after-hours access, shared studios found and provided by student initiatives, laboratories, library, equipment—computers and their application.)

Panel comment on adequacy (during NVP visit):

07. Special aspects of the subject area

(School/program to provide a three to five line summary of any special aspects/activities adding strength to this subject area, eg. publication of student or staff work, exhibitions, guest speaker program, postgraduate program.)

Panel comment (during NVP visit):

08. Perceived Quality of Subject Area

(Panel to provide a brief summary of its conclusions. Include recommendations where appropriate.)

Summary rating	Satisfactory	()	Unsatisfactory	()
----------------	--------------	-----	----------------	-----

Signature of panel Chair:

Signature of Head of school/program
(Acceptance of report and confirmation
of matters of fact):

The accrediting authorities and the RAIA acknowledge the diverse delivery of architecture programs in Australia, including the range of elective units offered across programs. The RAIA Education Policy advocates that architectural education should provide students with the opportunity to explore the broader context of architecture.

01. Aims and Objectives of Subject Area

(School/program to provide a ten to twenty line description of its approach to teaching this subject area. Identify unit titles.)

02. Time allocation of subject area as a percentage of overall five-year professional program

(School/program to provide an estimate of percentage of overall program.)

03. Staff

(School/program to provide three to five line summary outlining staff resources for this subject area and their allocation.)

Panel comment on appropriateness (during NVP visit):

04. Required Student Output

(School/program to provide a three to five line summary and observations, eg. drawing/folios, written reports, other documentation, computer images/video, other.)

Panel comment on suitability (during NVP visit):

05. Teaching Methods, Assessment and Feedback to Students

(School/program to provide a five to ten line summary and observations of teaching methods (eg. lectures, studio, workshop, individual research, group work) and assessment/feedback given to students.)

Panel records teaching methods (during NVP visit):

06. Facilities, Equipment and Accommodation

(School/program to provide a five to ten line summary and observations, eg. lecture theatres, studio spaces within institution or provided by school/program, after-hours access, shared studios found and provided by student initiatives, laboratories, library, equipment—computers and their application.)

Panel comment on adequacy (during NVP visit):

07. Special aspects of the subject area

(School/program to provide a three to five line summary of any special aspects/activities adding strength to this subject area, eg. publication of student or staff work, exhibitions, guest speaker program, postgraduate program.)

Panel comment (during NVP visit)

08. Perceived Quality of Subject Area

(Panel to provide a brief summary of its conclusions. Include recommendations where appropriate.)

Summary rating	Satisfactory	()	Unsatisfactory	()
----------------	--------------	-----	----------------	-----

Signature of panel Chair:

Signature of Head of school/program
(Acceptance of report and confirmation
of matters of fact):

SUBJECT AREA PRO FORMA – **Environmental Studies**

The accrediting authorities and the RAIA acknowledge that each architecture school/program has a unique approach to development and delivery of its architecture program which might not exactly match the subject areas set out for reporting the NVP assessment. School/programs are therefore asked to define their program content as it best fits the relevant AACA NCSA standards and RAIA Education Policy performance criteria set out below:

AACA NCSA Standards

Refer to applicable Performance Criteria outlined in the AACA NCSA standards.

RAIA Education Policy

Knowledge

Environmental Studies

Refer to applicable subsection of the above in the current RAIA Education Policy.

01. Aims and Objectives of Subject Area

(School/program to provide a ten to twenty line description of its approach to teaching this subject area. Identify unit titles. Describe how the content meets the RAIA Education Policy requirements set out above.)

02. Time allocation of subject area as a percentage of overall five-year professional program

(School/program to provide an estimate of percentage of overall program.)

03. Staff

(School/program to provide three to five line summary outlining staff resources for this subject area and their allocation.)

Panel comment on appropriateness (during NVP visit):

04. Required Student Output

(School/program to provide a three to five line summary and observations, eg. drawing/folios, written reports, other documentation, computer images/video, other.)

Panel comment on suitability (during NVP visit):

05. Teaching Methods, Assessment and Feedback to Students

(School/program to provide a five to ten line summary and observations of teaching methods (eg. lectures, studio, workshop, individual research, group work) and assessment/feedback given to students.)

Panel records teaching methods (during NVP visit):

06. Facilities, Equipment and Accommodation

(School/program to provide a five to ten line summary and observations, eg. lecture theatres, studio spaces within institution or provided by school/program, after-hours access, shared studios found and provided by student initiatives, laboratories, library, equipment—computers and their application.)

Panel comment on adequacy (during NVP visit):

07. Special aspects of the subject area

(School/program to provide a three to five line summary of any special aspects/activities adding strength to this subject area, eg. publication of student or staff work, exhibitions, guest speaker program, postgraduate program.)

Panel comment (during NVP visit):

08. Perceived Quality of Subject Area

(Panel to provide a brief summary of its conclusions. Include recommendations where appropriate.)

Summary rating	Satisfactory	()	Unsatisfactory	()
----------------	--------------	-----	----------------	-----

Signature of panel Chair:

Signature of Head of school/program
(Acceptance of report and confirmation
of matters of fact):

SUBJECT AREA PRO FORMA – **Communication Skills**

The accrediting authorities and the RAIA acknowledge that each architecture school/program has a unique approach to development and delivery of its architecture program which might not exactly match the subject areas set out for reporting the NVP assessment. School/programs are therefore asked to define their program content as it best fits the relevant AACA NCSA standards and RAIA Education Policy performance criteria set out below:

AACA NCSA Standards

2. Unit 2: Documentation

Contextual Reference – A Building of Moderate Complexity

Context 2.1	To communicate information, throughout the program of determining a brief and throughout the conceptual design, design development, documentation and construction phases of the engagement.
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RAIA Education Policy*Skills*

Refer to applicable subsection of the above in the current AACA National Competency Standards in Architecture and RAIA Education Policy.

01. Aims and Objectives of Subject Area

(School/program to provide a ten to twenty line description of its approach to teaching this subject area. Identify unit titles. Describe how the content meets the AACA NCSA and RAIA Education Policy requirements set out above.)

02. Time allocation of subject area as a percentage of overall five-year professional program

(School/program to provide an estimate of percentage of overall program.)

03. Staff

(School/program to provide three to five line summary outlining staff resources for this subject area and their allocation.)

Panel comment on appropriateness (during NVP visit):

04. Required Student Output

(School/program to provide a three to five line summary and observations, eg. drawing/folios, written reports, other documentation, computer images/video, other.)

Panel comment on suitability (during NVP visit):

05. Teaching Methods, Assessment and Feedback to Students

(School/program to provide a five to ten line summary and observations of teaching methods (eg. lectures, studio, workshop, individual research, group work) and assessment/feedback given to students.)

Panel records teaching methods (during NVP visit):

06. Facilities, Equipment and Accommodation

(School/program to provide a five to ten line summary and observations, eg. lecture theatres, studio spaces within institution or provided by school/program, after-hours access, shared studios found and provided by student initiatives, laboratories, library, equipment—computers and their application.)

Panel comment on adequacy (during NVP visit):

07. Special aspects of the subject area.

(School/program to provide a three to five line summary of any special aspects/activities adding strength to this subject area, eg. publication of student or staff work, exhibitions, guest speaker program, postgraduate program.)

Panel comment (during NVP visit):

08. Perceived Quality of Subject Area

(Panel to provide a brief summary of its conclusions. Include recommendations where appropriate.)

Summary rating	Satisfactory	()	Unsatisfactory	()
----------------	--------------	-----	----------------	-----

Signature of panel Chair:

Signature of Head of school/program
(Acceptance of report and confirmation
of matters of fact):

01. Student Numbers (as at end of previous semester)

NAME OF PROGRAM for which accreditation and recognition is sought	ENROLMENTS (separate tiers if appropriate)		
	FULL-TIME	PART-TIME	EFTS
	Lower tier: Upper tier: TOTAL:	Lower tier: Upper tier: TOTAL:	Lower tier: Upper tier: TOTAL:
Other undergraduate programs within school/program: Graduate programs within school/program:			

02. First Year enrolments in program for which accreditation and recognition is sought

YEAR	NEW ENROLMENTS		EFTS
	Full time numbers	Part-time numbers	
Current Year: 20... ..			
Last Year: 20... ..			
Last Year But One: 20... ..			

03. Number of Graduations (from 5 year professional degree program)

Last Year: 20... ..	Last But One: 20... ..	Last But Two: 20... ..	Total

04. Staff Numbers

Number of full time academic staff = f

Total number of hours per week taught on average, in architecture program
(a) by all part-time lecturers, tutors or demonstrators = p

(b) by members of other faculties, school/programs or departments = y

Total number of hours per week on average, by which the teaching load within
the architecture program is diminished to allow academic staff (excluding sessional staff)
to teach in other departments/school/programs/faculties of the university = s

Equivalent full time academic staff (EAS) = $f + \frac{(p + y - s)}{16}$ Your calculation

05. Staff-Student Ratio

= $\frac{\text{Total EFTS (from 1)}}{\text{Total EAS (from 4)}}$ Your calculation

Australian Architecture Program Accreditation and Recognition Procedure

THE STATE & TERRITORY REGISTRATION BOARDS AND THE ROYAL AUSTRALIAN INSTITUTE OF
ARCHITECTS

SVP REPORT DATE OF VISIT:
--

Name of institution/faculty/school/program	
Name of architecture degree program(s)	

Record of Visit (Panel to Complete)	
Yes/No	Meeting with Head of school/program
Yes/No	Meeting with staff (include names of staff attending)
Yes/No	Review of student work (if required by previous NVP)
Yes/No	Review of changes to facilities (if applicable)
Yes/No	Meeting with students in camera

Date received by the Board _____

01. Panel Members

The profile of the panel is to comply with section 6.3 of the Australian Architecture Program Accreditation and Recognition Procedure document.

	NAME	ORGANISATION
1. Chair		
2. Member		
3. Member		
4. Member		
5. Student member (recommended)		

02. Documentation Provided by School/Program Prior to Visit

Refer to the details set out in section 6.2 of the Australian Architecture Program Accreditation and Recognition Procedure document.

1. Tracking actions taken in response to previous NVP report

Note: Where the NVP recommendation has been addressed to the satisfaction of the SVP, it should be noted as being completed so that there is no further requirement for the school/program to report on that item for a subsequent SVP visit.

NVP Recommendation 1:	
School/program response (Year 1 following NVP – insert date)	
SVP comment (Year 1 following NVP – insert date)	
School/program response (Year 2 following NVP – insert date)	
SVP comment (Year 2 following NVP – insert date)	
School/program response (Year 3 following NVP – insert date)	
SVP comment (Year 3 following NVP – insert date)	
School/program response (Year 4 for next NVP – insert date)	
SVP comment (Year 4 for next NVP – insert date)	

Repeat for NVP recommendations 2, 3 etc

- 2. Key changes during previous year.** (School/program to provide details of any major changes to program, eg. in program content, staffing, student matters, facilities, equipment, accommodation or other resources. School/program to attach a separate sheet if required.)

SVP comments on Key Changes:

03. Summary of discussion with staff. (Panel to complete during visit.)

04. Summary of discussion with students. (Panel to complete during visit.)

05. State Visiting Panel overview.

Comments:

Recommendations for registration authority and RAIA NEC (where required):

(Note: Where the SVP believes that there is a lack of progress on NVP recommendations, or where major changes have occurred to the program within the previous year, the SVP should consider whether to recommend to the relevant accrediting authority and the RAIA that (a) a preliminary assessment is conducted for the revised program; and (b) whether a review of the next NVP timing is required.

Signatures of Panel Members:

1. Chair

4. Member

2. Member

5. Student
Member

3. Member

Signature of Head of school/program:
(Acceptance of the report and confirmation of matters of
fact)

Date:

