

Suggested Evidence Guidelines for Providers and Panel Members

Background to this document

The Stakeholder Consultation Pack released on 8 March 2017 made reference to the preparation of a guidance document for providers and panel members that was to describe examples of potential evidence for each of the [National Standard of Competency for Architects](#) (NSCA) [Performance Criteria](#). It was envisaged that such a guidance document would assist providers in considering how course structure and content can be mapped to the required student outcomes defined by the NSCA Performance Criteria. Such a guide would be of assistance in compiling a Provider Accreditation Submission and in preparing evidence in advance of an Accreditation Visit. The document would also act as a key reference for panel members.

Reference to the development of such a document can be found in the Stakeholder Consultation Pack document in the following locations:

- Page 5 – under ANZAPAP Area ‘Articulation of the accreditation requirements’, ‘Guidance prepared that describes appropriate NSCA Performance Criteria evidence.’
- Page 27 – in response to Final Recommendation 8A (Education providers to provide a detailed report, addressing the accreditation criteria, to the Secretariat a minimum of 12 weeks in advance of the visit.) from the Stage 1 Report (June 2016), ‘Guidelines for the evidence required to demonstrate compliance with the accreditation requirements (as specified in the Standard) are being developed. Where possible, the guidance allows individual performance criteria from the Standard to be grouped together for demonstration, reporting, evidence and assessment purposes. The Guidelines will be an important reference for both Providers and ARP members.’

An initial draft of this document has subsequently been prepared by a Sub Group of the ANZAPAP Review Development Group over the period January to March 2017. The initial intent was that this document draft document would be part of the Stakeholder Consultation Pack released on 8 March 2017. Due to extenuating circumstances, the document was not ready at that time.

Note that this current version released for comment is not complete and requires further work. It is planned that this will occur over coming months based upon feedback received.

Structure and Interpretation of this document

The [NSCA Performance Criteria](#) that must be met by a Provider as part of the ANZ APAP are grouped into three tables based on the level at which they must be demonstrated, organised as:

- Knowledge Acquisition (Table 1 – pages 3 to 4)
- Skills Acquisition (Table 2 – pages 5 to 6)
- Application of both Knowledge and Skills in (proxies for) architectural practice (Table 3 – pages 7 to 8).

The document aims to provide guidance on evidence and assessment tasks mapped against the Performance Criteria (PC) from the National Standard of Competency required for architecture program accreditation purposes. It also provides an overview of how the PCs relate to the Higher Education Teaching and Learning Outcomes (TLOs) sourced from the Australian Architectural Education and Competency Framework (AAECF) project jointly funded by the AIA, the AASA, AACA and the Deans of the Built Environment).

Feedback on this document

[Feedback is sought on the intent, initial content, structure, and any alternative methods of providing the interpretation guidelines for evidence provision.](#)

Any feedback must be provided in writing and must be received by the ANZAPAP Review Secretariat, provided by AACA, by no later than Sunday 30 April 2017.

Submissions should be sent to mail@aaca.org.au with the SUBJECT Line ‘ANZAPAP Review – Stakeholder Submission’. If you are concerned about achieving this deadline for submission of feedback on this document, please contact the ANZAPAP Review Secretariat, provided by AACA, at your earliest opportunity to discuss.

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Table 1 –Performance Criteria requiring Knowledge Acquisition

Individual Performance Criteria ¹	Knowledge Domains ² It is necessary that graduating students have demonstrated competence across all knowledge domains in relation to each performance criteria. Knowledge domains marked 'C' (critical) are likely to be the particular focus of assessment tasks related to the PC for which they are nominated.					Suggested Evidence of PC provided by student response to assessment	Suggested Examples of assessment tasks	Relationship to Threshold Learning Outcomes (TLOs)
<i>Achievement of the ANZ APAP Performance Criteria from the National Standard of Competency for Architects (NSCA) is the basis for accreditation. Information in this column is not the subject of stakeholder consultation.</i>	<i>Representation of the Critical Knowledge Domains is provided for contextualisation purposes only. ANZ APAP Accreditation does not require mapping of evidence to each Knowledge Domain. Information in this column is not the subject of stakeholder consultation.</i>					<i>These columns provide suggested evidence by student response to assessment and examples of assessment tasks, for the purposes of ANZ APAP Accreditation. Individual Assessment tasks may link to several PCs.</i> <i>Information in these columns is the subject of current stakeholder consultation as part of the ANZAPAP Review.</i>		<i>Mapping of the NSCA Performance Criteria to the TLOs is provided for contextualisation purposes only. Information in this column is not the subject of stakeholder consultation.</i>
KNOWLEDGE ACQUISITION must be demonstrated	Regulatory	Social and Ethical	Sustainable Environment	Disciplinary	Communication	Verbs associated with assessment tasks requiring students to demonstrate "Knowledge Acquisition" appreciate, classify, consider, compare, comprehend, define, describe, draw upon, evaluate, exemplify, identify, illustrate, infer, relate, understand		
1.1 Preparation & endorsement of an agreement between client and Architect. This agreement will clearly communicate terms, services to be provided, and fees appropriate for the scale and type of project.	C	C			C	Student work provides evidence that student understands the components, and scope, of client architect agreement and can articulate the purpose of the agreement in establishing a binding framework for the project which is subject of the agreement	Examination, by short answer or multiple choice, of case studies related to the practice of architecture, and the law effecting the conduct of architects.	3.2 Demonstrating their understanding of architecture's status as an ethical service-oriented profession committed to responsible care for the inhabited environment
1.5 Knowledge of different procurement processes available and evaluation of the impact these have on the project.	C			C		Probably with reference to an authentic case or cases student work provides evidence that the student can analyse project types with a view to recommending procurement processes that are best fit. Such analysis is likely to include advice to client of pros and cons of various methods and their likely impact on the project at hand.	Scenario-based assessment of architectural practice case study/ies	3.2 Demonstrating their understanding of architecture's status as an ethical service-oriented profession committed to responsible care for the inhabited environment
2.3 Evaluation of factors influencing and impacting on project cost.	C		C	C		Student work provides evidence that student can identify the factors which effect project cost and explain the impact that these factors can have on project cost.	Short/long essay critically analysing pros and cons of various procurement methods	2.2 Supporting their decision-making using evidence-based, reasoned argument and judgement pertaining to architectural propositions
3.6 Assessment of the economic impact on the project of design strategies and options.			C	C		Student work provides evidence that the student can describe the economic implications of their design strategies on a design project.	Worked example of feasibility study of small project with analysis of manipulation of various cost factors	2.2 Supporting their decision-making using evidence-based, reasoned argument and judgement pertaining to architectural propositions
4.4 Inclusion of expertise of relevant specialists and consultants in developing the project design.	C			C		Student work provides evidence that the student can describe and explain the role that relevant consultants and specialists would play in developing the project design	Adjunct to design project requiring student to identify and evaluate the impact of relevant codes and standards	3.2 Demonstrating their understanding of architecture's status as an ethical service-oriented profession committed to responsible care for the inhabited environment
6.2 Continuing coordination and integration of information and project material from relevant consultants, specialists and suppliers.	C	C	C			Student work provides evidence that the student can identify and explain the role of a range of consultants, specialists, and suppliers in resolving the project design.	Preparation of tender documentation to accompany a design project	3.1 Communicating with a variety of audiences in appropriate ways
6.5 Nomination of quality and performance standards with regard to selected materials, finishes, fittings components and systems.	C		C			Student work provides evidence that the student can identify and evaluate quality standards relevant to resolving the project design	Analysis of case study of alleged breaches of architects regulations	2.2 Supporting their decision-making using evidence-based, reasoned argument and judgement pertaining to architectural propositions
7.1 Identification of available procurement methods and assessment of relevance and application to the project.	C			C		Student work provides evidence that the student can identify, compare and evaluate various procurement methods relevant to the execution of the project design		3.2 Demonstrating their understanding of architecture's status as an ethical service-oriented profession committed to responsible care for the inhabited environment

¹ Individual Performance Criteria, as they relate to the ANZAPAP, are explained at <http://competencystandardforarchitects.aaca.org.au/about> and published in matrix form at <http://competencystandardforarchitects.aaca.org.au/matrix/index/index/assessment/1>

² See <http://competencystandardforarchitects.aaca.org.au/about/knowledge-domains> for information about the Knowledge Domains

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KNOWLEDGE ACQUISITION must be demonstrated	Regulatory	Social and Ethical	Sustainable Environment	Disciplinary	Communication	Verbs associated with assessment tasks requiring students to demonstrate "Knowledge Acquisition" appreciate, classify, consider, compare, comprehend, define, describe, draw upon, evaluate, exemplify, identify, illustrate, infer, relate, understand		
8.1 Selection process for appropriately qualified contractors is in accordance with procurement method and project contract.	C	C		C		Student work provides evidence that the student can identify, compare and evaluate various methods for selecting a contractor, consistent with the procurement method for the project	with arguments about discipline made in respect of code of conduct	3.2 Demonstrating their understanding of architecture's status as an ethical service-oriented profession committed to responsible care for the inhabited environment
9.1 Knowledge and implementation of appropriate practice model to ensure efficient, effective and ethical professional service.		C		C		Student work provides evidence that the student can identify, compare and evaluate various models of practice to ensure the provision of efficient, effective and ethical professional service	Scenario based assessment of working with client in progress including record-keeping and communication forms	3.2 Demonstrating their understanding of architecture's status as an ethical service-oriented profession committed to responsible care for the inhabited environment
9.5 Knowledge of the legal and ethical obligations relating to copyright and intellectual property requirements.	C	C				Student work provides evidence that the student can identify and describe the legal and ethical obligations of the architect in relation to copyright, intellectual property (and moral rights?)		3.2 Demonstrating their understanding of architecture's status as an ethical service-oriented profession committed to responsible care for the inhabited environment
9.6 Knowledge and application of professional ethics and ethical practices in respect to practice management and provision of professional service.		C	C	C		Student work provides evidence that the student can identify , and describe the application of professional ethics and ethical practices as they relate to professional conduct of the architect		3.2 Demonstrating their understanding of architecture's status as an ethical service-oriented profession committed to responsible care for the inhabited environment
9.7 Knowledge of legal and regulatory requirements and obligations in regard to architectural practice, practice management and registration as an architect.	C	C				Student work provides evidence that the student can identify and describe the legal requirements of the architect in practice		3.2 Demonstrating their understanding of architecture's status as an ethical service-oriented profession committed to responsible care for the inhabited environment
9.8 Clear and consistent communication with client and relevant stakeholders throughout project.		C				Student work provides evidence that the student can identify and describe the ways in which the architect in practice communicates clearly and consistently with the client and other stakeholders throughout a project.		3.1 Communicating with a variety of audiences in appropriate ways

Table 2 – Performance Criteria requiring Skills Acquisition

Individual Performance Criteria ³	Knowledge Domains ⁴ It is necessary that graduating students have demonstrated competence across all knowledge domains in relation to each performance criteria. Knowledge domains marked 'C' (critical) are likely to be the particular focus of assessment tasks related to the PC for which they are nominated.					Suggested Evidence of PC provided by student response to assessment	Suggested Examples of assessment tasks	Relationship to Threshold Learning Outcomes
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SKILLS ACQUISITION must be demonstrated	Regulatory	Social and Ethical	Sustainable Environment	Disciplinary	Communication	Verbs associated with assessment tasks requiring students to demonstrate "Skills Acquisition" analyse, appraise, articulate, collaborate, coordinate, demonstrate, describe, design, document, draw, formulate, interpret, investigate, narrate, negotiate, predict, prepare, present, reason, represent, research, test!		
1.2 Establishment, analysis and evaluation of client project requirements and objectives.	C	C	C			Student work provides evidence that the student is able to apply processes which allow effective development of shared understanding, with client, of client project requirements and objectives.	Prepare a brief based on a client's story, further test the brief and refine it through conversation and negotiation with client	2.1 Propositional, imaginative, iterative, integrated thinking to synthesise complex architectural designs
1.4 Identification of factors that may impact on client project requirements and objectives.	C	C	C			Student work provides evidence that student understands and can manipulate the various factors that may impact on achievement of clients' requirements and objectives and student can communicate these in ways designed to assist a lay client to make decisions about their project.	Write a letter to a client, based on a scenario provided, explaining a complex set of factors impacting on the project. Provide the client with perspectives on the issues to assist their decision-making	1.1 Identifying, explaining and working with appropriate knowledge of architecture, its history and precedents and with knowledge of people, environments, culture, technology, history and ideas pertinent to architectural propositions
1.7 Preparation of project brief for approval by client and relevant stakeholders.					C	Student work provides evidence that student is able to present client brief, developed through processes outlined in PCs 1.1-1.5 to client and other relevant stakeholders in ways which establish shared understanding of the project scope and processes	Develop and deliver a visual and oral presentation to the client and stakeholders designed to build shared understanding and assist decision-making about the project	2.1 Propositional, imaginative, iterative, integrated thinking to synthesise complex architectural designs
3.1 Design response integrates the objectives of brief, user intent and built purpose.		C	C	C		Student work provides evidence that student's design response demonstrates integration of the factors effecting fulfilment of the brief, potential uses and the purpose of the project.	Prepare a design which responds to client brief ensuring that the design integrates a range of factors effecting the purpose of the project, regulatory codes, appropriate construction systems and materials to suit the brief. Provide an exegesis for the design explaining its rationale.	2.1 Propositional, imaginative, iterative, integrated thinking to synthesise complex architectural designs
3.4 Design response incorporates assessment of relevant legislation, codes and industry standards.	C	C				Student work provides evidence that the student design response is executed with due regard to regulatory codes and standards.	Prepare a design which responds to client brief ensuring that the design integrates a range of factors effecting the purpose of the project, regulatory codes, appropriate construction systems and materials to suit the brief. Provide an exegesis for the design explaining its rationale.	2.2 Supporting their decision-making using evidence-based, reasoned argument and judgement pertaining to architectural propositions
3.7 Assessment and integration of construction systems and materials consistent with project brief.			C	C		Student work provides evidence that the student has selected and integrated appropriate construction systems and materials with the project; this will require that the student differentiates between various systems and materials and chooses according to the requirements of the brief.	Provide an exegesis for the design explaining its rationale.	2.2 Supporting their decision-making using evidence-based, reasoned argument and judgement pertaining to architectural propositions
4.1 Evaluation of design options in relation to project requirements.	C	C		C	C	Student work provides evidence that the student has produced, tested, and judged amongst various design options in relation to the project requirements	Provide x number viable	2.1 Propositional, imaginative, iterative, integrated thinking to synthesise complex architectural designs

³ Individual Performance Criteria, as they relate to the ANZAPAP, are explained at <http://competencystandardforarchitects.aaca.org.au/about> and published in matrix form at <http://competencystandardforarchitects.aaca.org.au/matrix/index/index/assessment/1>

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5.3 Evaluation and integration of regulatory requirements.	C			C		Student work provides evidence that the student has identified and evaluated regulatory requirements relevant to the project and integrated appropriate requirements in resolving the project design	alternatives in response to project requirements and explain the pros and cons of each. Explain how regulatory codes are integrated into the design solution.	2.1 Propositional, imaginative, iterative, integrated thinking to synthesise complex architectural designs
5.5 Integration of materials and components based upon an understanding of their physical properties.			C	C		Student work provides evidence that the student has identified and evaluated a range of materials and components suitable for the project, and has integrated these elements in resolving the project design		2.2 Supporting their decision-making using evidence-based, reasoned argument and judgement pertaining to architectural propositions
6.4 Timely completion and communication of accurate and comprehensible documents that will include, as required, drawings, models, specifications, schedules and other relevant modes of information.	C			C	C	Student work provides evidence, in a time-constrained environment, that the student is able to organise, execute, and communicate the resolved design through a variety of discipline-specific practices (eg drawing, modelling, specification, schedules).		3.1 Communicating with a variety of audiences in appropriate ways

Table 3 –Performance Criteria requiring the application of both Knowledge and Skills

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Application of knowledge and skills in [proxies for] architectural practice must be demonstrated	Regulatory	Social and Ethical	Sustainable Environment	Disciplinary	Communication	Verbs associated with assessment tasks requiring students to demonstrate "Skills Acquisition" analyse, appraise, articulate, collaborate, coordinate, demonstrate, describe, design, document, draw, formulate, interpret, investigate, narrate, negotiate, predict, prepare, present, reason, represent, research, test!		
2.1 Identification, analysis and integration of information relevant to siting of project.	C	C	C			Student work provides evidence that student is able to identify, analyse, evaluate, integrate, critique and test relevant site information in relation to a project.		2.1 Propositional, imaginative, iterative, integrated thinking to synthesise complex architectural designs
2.2 Application of principles controlling planning, development and design for the project site.	C	C	C			Student work provides evidence that student understands and can apply the principles for planning and development in the design of a project for a particular site.		2.1 Propositional, imaginative, iterative, integrated thinking to synthesise complex architectural designs
3.2 Application of creative imagination, aesthetic judgement, and critical evaluation in formulating design options		C	C	C		Student work provides evidence that the student's design options are the result of experimentation with various options, testing of the options, and judgement amongst the options to find optimal fit with project brief including fulfilment of brief, empathy with potential users, and broader purpose of project.		2.1 Propositional, imaginative, iterative, integrated thinking to synthesise complex architectural designs
3.3 Design response incorporates assessment of the physical location and relevant wider regional, contextual and environmental issues.	C	C	C			Student work provides evidence that the student's design response incorporates knowledge and understanding of the physical location for the project, and demonstrates that the student has made reasoned judgements about the project's contextual and environmental issues		2.1 Propositional, imaginative, iterative, integrated thinking to synthesise complex architectural designs
3.5 Exploration and application of ordering, sequencing and modelling of three-dimensional form and spatial content.				C	C	Student work provides evidence that the student design response is executed with due regard to regulatory codes and standards.		2.1 Propositional, imaginative, iterative, integrated thinking to synthesise complex architectural designs
3.8 Application of manual and digital graphic techniques and modelling to describe three-dimensional form and spatial relationships.				C	C	Student work provides evidence that the student can visually communicate, in various formats, to explain the 3-dimensional form and spatial relationships of the design project		3.1 Communicating with a variety of audiences in appropriate ways
4.2 Evaluation of design options against values of physical, environmental and cultural contexts.		C	C		C	Student work provides evidence that the student has considered multiple contexts underpinning the project brief and designed options which are judged appropriately in the formulation of their response to the project brief		1.1 Identifying, explaining and working with appropriate knowledge of architecture, its history and precedents and with knowledge of people, environments, culture, technology, history and ideas pertinent to architectural propositions

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4.3 Application of creative imagination aesthetic judgement to produce coherent design		C	C	C	C	Student work provides evidence of student inventiveness, recombination, and appropriate use of precedent, the products of which are judged to produce a coherent design solution		2.1 Propositional, imaginative, iterative, integrated thinking to synthesise complex architectural designs
4.5 Investigation and integration of appropriate structural, construction, service and transport systems in the project design.	C		C	C		Student work provides evidence that the student has investigated and tested various structural, construction, service and transport systems, and judged amongst the alternatives, to produce the project design		2.1 Propositional, imaginative, iterative, integrated thinking to synthesise complex architectural designs
4.6 Investigation and integration of appropriate material selection for the project design.	C		C	C		Student work provides evidence that the student has investigated and tested various materials for the construction of the project, and judged amongst the alternatives, to produce the project design		2.1 Propositional, imaginative, iterative, integrated thinking to synthesise complex architectural designs
4.7 Coordination and integration of appropriate environmental systems, including for thermal comfort, lighting and acoustics.			C	C		Student work provides evidence that the student has investigated and tested various environmental systems, and judged amongst the alternatives, to produce the project design		2.2 Supporting their decision-making using evidence-based, reasoned argument and judgement pertaining to architectural propositions
5.1 Application of creative imagination and aesthetic judgement in producing a resolved project design in regard to site planning, physical composition and spatial planning as appropriate to the project brief.		C		C	C	Student work provides evidence that the student has designed and tested, in inventive ways, various options for the integration of contextual, siting, and spatial planning at the whole-of-project level, and judged amongst the alternatives, to produce a resolved project design		2.1 Propositional, imaginative, iterative, integrated thinking to synthesise complex architectural designs
5.2 Resolution of project design addressing all building occupancy and functional aspects including spatial requirements and relationships and circulation aspects.	C				C	Student work provides evidence that the student has designed and tested, in inventive ways, various options for the integration of a full range of detailed occupancy factors (function, space required, relationship between spaces, circulation) in two and three dimensions, and judged amongst the alternatives, to produce a resolved project design		2.1 Propositional, imaginative, iterative, integrated thinking to synthesise complex architectural designs