








ACCREDITATION  
REVIEW PANEL  
REPORT...



# CONTENT



	<b>Part 1:</b> Summary Details	<b>Page 3</b>
	<b>Part 2:</b> Accreditation Recommendation	<b>Page 4</b>
	<b>Part 3:</b> Summary Assessment for each Performance Criterion	<b>Page 6</b>
	<b>Part 4:</b> Progress against previous action items	<b>Page 9</b>
	<b>Part 5:</b> Assessment Notes	<b>Page 10</b>
	<b>Part 6:</b> Reference Notes	<b>Page 13</b>
	<b>Part 7:</b> Details for Performance Criteria assessed as Not Met	<b>Page 16</b>

**Distribution:** This is a confidential report completed by the assigned Accreditation Review Panel. Once finalised by the Panel Chair, the Report is sent to the Accreditation Secretariat. The Accreditation Secretariat is responsible for distributing the Report to the Provider for comment and then to the relevant Accrediting Authority (architect registration board) that is responsible for the accreditation decision.

**Published September 2018**

# PART 1: SUMMARY DETAILS



**Official title of qualification**

**Course Code**

**Standard duration of program** (no of semesters or equivalent)

**Delivery location / campuses**

**University and School/Faculty/Division name**

**Name and title of Head of Program** (or equivalent)

**End of current period of Accreditation**

**Accreditation Review Panel**

**Dates of Accreditation Site Visit**

**Accrediting Authority**

## PART 2: ACCREDITATION RECOMMENDATION ...

---

### Accreditation of the program

### WHEN ACCREDITATION IS RECOMMENDED

The default period of accreditation is five years or 10 semesters equivalent volume of learning. If the Program Provider uses a trimester approach to achieve the equivalent volume of learning to 10 semesters in less than five years, the default period of accreditation is the Program Provider's equivalent completion period.

### Is accreditation recommended for the default period?

Yes       No

### Specify the recommended period of accreditation

Should the recommended period of accreditation not be for the default period, provide the rationale as linked to the Action Items.

**WHEN ACCREDITATION IS NOT RECOMMENDED**

**Provide the rationale**

# PART 3: SUMMARY ASSESSMENT FOR EACH PERFORMANCE CRITERION



Refer to Part 6: Reference Notes for explanation of key terms and acronyms.

For any Performance Criteria assessed as Not Met, further details (including the evidence reviewed and associated action Item/s) are documented in Part 7.

UNIT 1 - DESIGN			
Element 1: Design: Project Briefing			
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.	K	<input type="radio"/> Met <input type="radio"/> Not Met
1.2	Establishment, analysis and evaluation of client project requirements and objectives.	S	<input type="radio"/> Met <input type="radio"/> Not Met
1.4	Identification of factors that may impact on client project requirements and objectives.	S	<input type="radio"/> Met <input type="radio"/> Not Met
1.5	Knowledge of different procurement processes available and evaluation of the impact these have on the project.	K	<input type="radio"/> Met <input type="radio"/> Not Met
1.7	Preparation of project brief for approval by client and relevant stakeholders.	S	<input type="radio"/> Met <input type="radio"/> Not Met
Element 2: Design: Pre-Design			
2.1	Identification, analysis and integration of information relevant to siting of project.	A	<input type="radio"/> Met <input type="radio"/> Not Met
2.2	Application of principles controlling planning, development and design for the project site.	A	<input type="radio"/> Met <input type="radio"/> Not Met
2.3	Evaluation of factors influencing and impacting on project cost.	K	<input type="radio"/> Met <input type="radio"/> Not Met
Element 3: Design: Conceptual Design			
3.1	Design response integrates the objectives of brief, user intent and built purpose.	S	<input type="radio"/> Met <input type="radio"/> Not Met
3.2	Application of creative imagination, aesthetic judgement, and critical evaluation in formulating design options	A	<input type="radio"/> Met <input type="radio"/> Not Met
3.3	Design response incorporates assessment of the physical location and relevant wider regional, contextual and environmental issues.	A	<input type="radio"/> Met <input type="radio"/> Not Met
3.4	Design response incorporates assessment of relevant legislation, codes and industry standards.	S	<input type="radio"/> Met <input type="radio"/> Not Met

3.5	Exploration and application of ordering, sequencing and modelling of three-dimensional form and spatial content.	A	<input type="radio"/> Met <input type="radio"/> Not Met
3.6	Assessment of the economic impact on the project of design strategies and options.	K	<input type="radio"/> Met <input type="radio"/> Not Met
3.7	Assessment and integration of construction systems and materials consistent with project brief.	S	<input type="radio"/> Met <input type="radio"/> Not Met
3.8	Application of manual and digital graphic techniques and modelling to describe three-dimensional form and spatial relationships.	A	<input type="radio"/> Met <input type="radio"/> Not Met

#### Element 4: Design: Schematic Design

4.1	Evaluation of design options in relation to project requirements.	S	<input type="radio"/> Met <input type="radio"/> Not Met
4.2	Evaluation of design options against values of physical, environmental and cultural contexts.	A	<input type="radio"/> Met <input type="radio"/> Not Met
4.3	Application of creative imagination aesthetic judgement to produce coherent design	A	<input type="radio"/> Met <input type="radio"/> Not Met
4.4	Inclusion of expertise of relevant specialists and consultants in developing the project design.	K	<input type="radio"/> Met <input type="radio"/> Not Met
4.5	Investigation and integration of appropriate structural, construction, service and transport systems in the project design.	A	<input type="radio"/> Met <input type="radio"/> Not Met
4.6	Investigation and integration of appropriate material selection for the project design.	A	<input type="radio"/> Met <input type="radio"/> Not Met
4.7	Coordination and integration of appropriate environmental systems, including for thermal comfort, lighting and acoustics.	A	<input type="radio"/> Met <input type="radio"/> Not Met

## UNIT 2 - DOCUMENTATION

#### Element 5: Documentation: Detailed Design

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.	A	<input type="radio"/> Met <input type="radio"/> Not Met
5.2	Resolution of project design addressing all building occupancy and functional aspects including spatial requirements and relationships and circulation aspects.	A	<input type="radio"/> Met <input type="radio"/> Not Met
5.3	Evaluation and integration of regulatory requirements.	S	<input type="radio"/> Met <input type="radio"/> Not Met
5.5	Integration of materials and components based upon an understanding of their physical properties.	S	<input type="radio"/> Met <input type="radio"/> Not Met

<b>Element 6: Documentation: Documentation</b>			
6.2	Continuing coordination and integration of information and project material from relevant consultants, specialists and suppliers.	K	<input type="radio"/> <b>Met</b> <input type="radio"/> <b>Not Met</b>
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.	S	<input type="radio"/> <b>Met</b> <input type="radio"/> <b>Not Met</b>
6.5	Nomination of quality and performance standards with regard to selected materials, finishes, fittings components and systems.	K	<input type="radio"/> <b>Met</b> <input type="radio"/> <b>Not Met</b>

### UNIT 3 - PROJECT DELIVERY

<b>Element 7: Project Delivery: Procurement</b>			
7.1	Identification of available procurement methods and assessment of relevance and application to the project.	K	<input type="radio"/> <b>Met</b> <input type="radio"/> <b>Not Met</b>

<b>Element 8: Project Delivery: Construction Stage</b>			
8.1	Selection process for appropriately qualified contractors is in accordance with procurement method and project contract.	K	<input type="radio"/> <b>Met</b> <input type="radio"/> <b>Not Met</b>

### UNIT 4 - PRACTICE MANAGEMENT

<b>Element 9: Practice Management</b>			
9.1	Knowledge and implementation of appropriate practice model to ensure efficient, effective and ethical professional service.	K	<input type="radio"/> <b>Met</b> <input type="radio"/> <b>Not Met</b>
9.5	Knowledge of the legal and ethical obligations relating to copyright and intellectual property requirements.	K	<input type="radio"/> <b>Met</b> <input type="radio"/> <b>Not Met</b>
9.6	Knowledge and application of professional ethics and ethical practices in respect to practice management and provision of professional service.	K	<input type="radio"/> <b>Met</b> <input type="radio"/> <b>Not Met</b>
9.7	Knowledge of legal and regulatory requirements and obligations in regard to architectural practice, practice management and registration as an architect.	K	<input type="radio"/> <b>Met</b> <input type="radio"/> <b>Not Met</b>
9.8	Clear and consistent communication with client and relevant stakeholders throughout project.	K	<input type="radio"/> <b>Met</b> <input type="radio"/> <b>Not Met</b>



# PART 4: PROGRESS AGAINST PREVIOUS ACTION ITEMS



Progress against relevant action items noted in previous Accreditation Report

# PART 5: ASSESSMENT NOTES



The following sections allow the Accreditation Review Panel to make relevant comments. Comments should reflect any matters that impacted on the conduct of the assessment and associated recommendation.

## Provider Accreditation Submission (optional)

## Exhibition of Student work (optional)

**Deviations from the Final Agenda for the Accreditation Site Visit that impacted on the Panels work (optional)**

Note any consistent themes related to the Program that may be of value for program management.

**Key themes and items raised in meetings with Staff (optional)**

**Key themes and items raised in the meeting with Students (optional)**

## PART 6: REFERENCE NOTES



KEY REFERENCE DOCUMENT	<a href="#">Architecture Program Accreditation Procedure</a> and associated Guidance documents – all available from the <a href="#">AACA Publications page</a> .
PERFORMANCE CRITERIA	Accredited architecture programs must be designed to enable a graduate to achieve the required <a href="#">37 performance criteria of the National Standard of Competency for Architects</a> .
REQUIRED LEVEL OF COMPETENCY	<p><b>Knowledge (K)</b> is the ability to retrieve, recognise and recall relevant information and to grasp the meaning of material through interpreting, summarising, and explaining.</p> <p><b>Evidence of the breadth of disciplinary knowledge</b> in each program subject area will be articulated in unit outlines, lecture materials and assessment criteria and tested through formal assessment or examination. (Accreditation Procedure p12)</p> <hr/> <p><b>Skills (S)</b> are the ability to perform discrete activities and make judgements in new and concrete situations informed by disciplinary knowledge including the use of methods, techniques and technologies, concepts, principles, laws and theories.</p> <p><b>Evidence of disciplinary skills</b> in each program subject area will be articulated in discrete assignment tasks including examination papers, essays, reports, drawings, models and other multi-media presentations. (Accreditation Procedure p12)</p> <hr/> <p><b>Application (of Knowledge and Skills) (A)</b> is the ability to demonstrate autonomy and expert judgement through creative synthesis of knowledge and application of skills to unique and complex situations.</p> <p><b>Evidence of the application and synthesis of disciplinary knowledge</b> and skills across program subject areas will be articulated in substantial project-based student work. (Accreditation Procedure p12)</p> <p>Where Application of Knowledge and Skills (A) level competency is required to be demonstrated during the completion of university study, this should occur through authentic project-based tasks that provide a practice-oriented experience in the educational environment. (Accreditation Procedure p13)</p>
<b>KNOWLEDGE DOMAINS</b> <b>(Descriptions from the <a href="#">NSCA Website</a>)</b>	<p>Knowledge Domains are the core areas of knowledge that underpin architectural practice, and are relevant in demonstrating competency across all performance criteria. One or more of each of the Knowledge Domains has specific application to each performance criterion and so is labelled as a 'critical' (as opposed to 'necessary') in the Standard.</p> <hr/> <p><b>Regulatory</b> Knowledge of the regulations, standards and codes, relevant to all aspects of architectural practice, project design and delivery</p> <hr/> <p><b>Social &amp; Ethical</b> Knowledge of the social, ethical and cultural values relevant to architectural practice and the impacts on project users and broader communities</p> <hr/> <p><b>Environmentally Sustainable</b> Understanding of the responsibility of architects to minimise the impact on natural resources and design for longevity</p> <hr/> <p><b>Disciplinary</b> Knowledge of histories and theories relevant to architecture, practice, building and technologies</p> <hr/> <p><b>Communication</b> Knowledge of appropriate verbal, written and visual means to communicate relevant aspects of architecture</p>

<p><b>DESCRIPTION OF THE 4 UNITS</b> (from the <a href="#">NSCA Website</a>)</p>	<p><b>Unit 1 Design</b> – an activity involving iterative explorations and appraisals of a range of ideas and concepts, leading towards the development of coherent proposals for a project.</p> <p>The design process extends from the evaluation of project viability to the conceptual and schematic resolution of a project in response to client, user and public requirements. The design process for a project is informed by appropriate social and environmental considerations of the architect. Although separately listed for convenience, the sequence of design phases indicated through the Elements of Competency and Performance Criteria is not necessarily linear but often comprises overlap, repetition and reiteration.</p> <hr/> <p><b>Unit 2 Documentation</b> – the process of resolving, detailing and communicating an architectural project through all project stages. The modes of documentation include modelling, drawings, specifications and schedules that can be used in the construction, contract management and handover of the project.</p> <p>Documentation material must be consistent with design objectives and budgetary constraints, and must conform to relevant codes and industry standards. Where supplied by consultants, documentation compliance must be verified.</p> <hr/> <p><b>Unit 3 Project Delivery</b> – the proficient, timely and cost-effective completion of an architectural project through all design and construction phases. Project Delivery must take into account the range of contractual obligations carried by architects, clients, consultants and contractors.</p> <p>Project Delivery involves the evaluation and implementation of procurement systems as well as appropriate contractual administration systems. The establishment and operation of project teams as well as formalising of project agreements (such as with client, team/s and contractor) is critical to competent project delivery.</p> <hr/> <p><b>Unit 4 Practice Management</b> – the holistic understanding and organisation of the business and profession of architecture in relation to delivering projects. It involves the knowledge and execution of the processes involved in providing architectural services; the knowledge and implementation of appropriate systems to establish and maintain an architectural practice; and the knowledge and enactment of the broad range of ethical and legal obligations required of a Professional Practitioner.</p>
<p><b>PANEL ASSESSMENT FOR EACH PERFORMANCE CRITERION</b></p>	<p><b>Met</b> – the evidence indicates that the graduates of the program have, on balance, met the performance criterion</p> <p><b>Not Met</b> - the evidence indicates that the graduates of the program have not, on balance, met the performance criterion.</p>
<p><b>EVIDENCE CONSIDERED BY THE PANEL</b></p>	<p><b>Evidence considered by the Accreditation Review Panel:</b></p> <ul style="list-style-type: none"> <li>- Unit / subject and associated assessment materials that define the unit / subject coverage, learning outcomes, and assessment methods and criteria, as presented in the Provider Accreditation Submission.</li> <li>- Student work at the threshold level, as presented in the Exhibition of student work during the Site Visit.</li> </ul> <p>The Program Provider is required to map the evidence of where each of the required 37 Performance Criterion are assessed at their final level or in their most advanced form.</p> <p>Where a Performance Criterion is assessed as Not Met, the evidence reviewed by the Panel in making their assessment is to be recorded in the Accreditation Review Panel Report.</p>

<p><b>ACTION ITEMS</b></p> <p><a href="#">Guidance: Operation of the Accreditation Review Panel, p4</a></p>	<p>Where a Performance Criterion is assessed as Not Met, an Action Item is required that addresses the deficiency.</p> <p>Action Items should be specific, precise and achievable within the nominated timeframe, and:</p> <ul style="list-style-type: none"> <li>- be framed only around any failure to demonstrate threshold level of performance in respect of one or more performance criteria</li> <li>- include a brief commentary about the deficiency</li> <li>- clearly explain the linkage to the relevant performance criteria</li> <li>- where relevant, make reference to the critical Knowledge Domains specified in the relevant performance criteria</li> <li>- suggest the means by which the Provider could demonstrate rectification of the Action Item (noting that the Provider is ultimately responsible for rectification in whatever manner they deem appropriate).</li> <li>- detail the anticipated timeframe for the Provider to rectify the Action Item.</li> </ul> <p>Provider progress against Action Items will be reviewed and assessed as part of the Provider Annual Reporting process.</p>
<p><b>PROGRAM DEVELOPMENT ADVICE</b></p>	<p>Program Development Advice can be used to comment on factors that have shaped or led to multiple or complex / interrelated Action Items. Any matters described in the Program Development Advice must be relevant to one or more of the Action Items identified. (<a href="#">Guidance: Operation of the Accreditation Review Panel, p4</a>)</p>
<p><b>DEFAULT PERIOD OF ACCREDITATION</b></p>	<p>The default period of accreditation is five years or 10 semesters equivalent volume of learning. If the Program Provider uses a trimester approach to achieve the equivalent volume of learning to 10 semesters in less than five years, the default period of accreditation is the Program Provider's equivalent completion period. (Accreditation Procedure p11)</p>
<p><b>FINALISING THE ACCREDITATION REVIEW PANEL REPORT</b></p>	<p>The Accreditation Review Panel Report is prepared by the Panel during the Accreditation Site Visit.</p> <p>Following completion of the Accreditation Site Visit, the Panel Chair has 5 working days to finalise the Report - with a focus on consistency and language – and submit the Report via email to the Secretariat.</p> <p>The Program Provider is given 5 working days to review the Report and identify any potential errors of fact.</p> <p>Additional information regarding the steps and timeframes in finalising the Accreditation Review Panel Report are described in the <a href="#">Guidance: Planning Timeframes for Accreditation Review Panels, p3</a>.</p>

## PART 7: DETAILS FOR PERFORMANCE CRITERIA ASSESSED AS NOT MET

---



For each Performance Criteria assessed as Not Met (see details recorded at Part 3), the Accreditation Review Panel completes the two page Performance Criteria Not Met template and each completed template is added to the Accreditation Review Panel Report PDF.

Completed Performance Criteria Not Met templates are added to the Report in the same order as the Performance Criteria listing.