Application form for MCIAT Professional Assessment

To apply for Chartered Membership you must meet one of the following criteria. Please specify:

❑ CIAT Accredited Honours or Masters degree and sufficient relevant evidence
X Related honours degree or equivalent and sufficient relevant evidence
X Other relevant academic qualifications or professional qualifications (e.g. Chartered Membership or equivalent of a related professional Institute) and/or sufficient relevant evidence

However, each application will be considered on an individual basis. Please contact membership@ciat.org.uk for further guidance in relation to your circumstances.

Sufficient relevant evidence is defined as: professional experience to demonstrate ability to function in your field of expertise, using the *Professional Standards Framework* and related skills stated in the Candidate Guidance notes against the core functions; designing, managing, practising and developing (self).

Sufficient relevant evidence will be determined by a CIAT Member Panel, which will review and assess your application. The CIAT Member Panel is moderated by appointed Moderators to ensure consistency.

You are required to:

- complete all sections of this application form;
- read a copy of the *Code of Conduct*;
- provide copies of academic and professional qualification/s attained;
- submit supporting evidence to corroborate your application and
- submit the appropriate payment (£350)

Before completing the application form, please ensure that you have read the *Professional Standards Framework* and the *Candidate Guidance Notes for Professional Assessment*, which include the related skills statements. Failure to complete all sections of the form and/or to provide sufficient supporting information will result in a delay in the processing of your application. All applicants must comply with the *Code of Conduct* before any assessments can be undertaken. Once successfully assessed, the Institute will contact you in relation to the scheduling of your Professional Assessment Interview.

Section A: Personal details

Surname	
Forename(s)	
Date of birth	
Membership class and number	ACIAT
Home address	
Email address	
Telephone number/s including mobile	

Section B: Progression mechanism

It is important that you select your **primary** area of practice/experience:			
❑	Design	❑	Specialist
✓	**Academic**	❑	Research
❑	Other (please detail)		

Section C: Current employment/practice status

Job title	Assistant Professor, Department of Architectural Engineering, **XXXX**
Description of current role, responsibilities and functions	**From August 2016 until July 2021,** I was a full time Assistant Professor at the department of Architectural Engineering in the **XXXX**. I have resigned from the post to plan the family repatriation to the **XXX** in July 2022. The department of architectural engineering offers BSc and MSc programs in Architectural Engineering, which are accredited nationally by the Commission for Academic Accreditation (CAA) and internationally by the Accreditation Board for Engineering and Technology (ABET). As Assistant Professor of Architectural Engineering I undertook teaching, research, and administrative responsibilities as outlined below: • Teaching undergraduate and post graduate courses in building design, construction technology, and construction project management; this includes the development, delivery and monitoring of varied teaching materials and assessment instruments to address course and program learning outcomes. • Leading the Graduation projects studio and chairing the graduation projects committee; this involve managing the planning, delivery and assessment of the graduation projects which runs as two courses over two semesters (Graduation Project 1 & 2). • Leading and conducting research in design and construction management through **XXXX** funded projects, to investigate the adoption of sustainability in the **XXXX** built environment. • Advising students and serving in various department of Architectural Engineering and College of Engineering committees. • Regularly representing the department of Architectural Engineering in students' recruitment activities and university open days. • Undertaking administrative activities to support the processes for accreditation of the department of Architectural Engineering programs.
Employer/practice name	XXX
Employer/practice address	XXX
Work telephone number	XXX
Work email address	XXX

Section D: Previous professional experience

Please provide details of **relevant** roles, responsibilities and functions performed in previous employment	**From**	**To**
Teaching Fellow *School of **XXXX*** Responsibilities and achievements include: • Successfully led the Project 4 (to design sustainable walls and roof cladding systems for the refurbished URS building) as part of the second-year projects module (XXXX), including design and delivery of teaching materials and assessment instruments to meet students learning outcomes. • I have contributed to the delivery of Project 2 (International Residential Development Project – **XXXX**, **XXXX**) as part of the second-year projects module (XXXX) by delivering mini lectures in architectural design, supervising students' groups during studio sessions, and the assessment of submitted work. • Successfully co-led the post graduate module "IT Systems in Construction- XXXX", and delivered lectures and class activities, as well as undertook the assessment of the course assignment. • I delivered lectures in Innovation in construction as part of the first-year module Principles of Management, and MSc module in Innovative Developments in Construction.	Nov 2015	Jul 2016
Research Fellow (XXXX) *School of **XXXX***	Nov 2013	Apr 2014
PhD Researcher/ Demonstrator *School of **XXXX***	Nov 2009	Oct 2015
Research Assistant (XXXX) *School of **XXXX***	Apr 2008	Oct 2009
Architectural Assistant ***XXX** Architects, **XXXX***	Jan 2008	Mar 2008
Architectural Assistant ***XXXX** Partnership, **XXXX***	Sep 2006	Dec 2007
Freelance Architectural Assistant *Various contracts, **XXX***	October 2003	August 2006
Studio tutor *School of **XXXX, XXX***	Jan 2001	Jun 2003
Architect ***Karplen** Consultants, **XXX***	Nov 2000-	Feb 2001
Teaching assistant/ Studio tutor *Faculty of Architecture, **XXXXX***	Jul 1999-	Dec 2000
Please refer to my CV in appendix A.1 for detailed roles, responsibilities and functions performed in previous employment.		

Section E: Qualifications

Academic qualification/s and levels, professional qualification/s or memberships and Continuing Professional Development (CPD) certification. Your evidence of CPD should relate to section G	Year of qualification
PhD Construction Management and Engineering *School of **XXXX*** Thesis 'Diffusion of **XXXX**. The research was a **XXXX** collaboration between the University of **XXX** and **XXX**. **XXX** PhD CASE Studentship (£86000).	2009-2015
Certificate in Research Career Management *University of **XXXX*** This certificate is recognised by the Staff and Educational Development Association (SEDA).	2009-2011
MSc Applied Informatics (Construction) ***XXXX** Centre, **XXX** School, University of **XXX*** Dissertation "Framework for collaborative design for intelligent buildings." EPSRC MSc CTA Studentship (Tuition fees plus £7000 stipend).	2006-2007
BSc (Hons) Architecture *Faculty of Engineering and Architecture, University of **XXXX*** Final year project "The green neighbourhood; sustainable urban design of a new residential complex for the university of **XXXX** staff". Graduated with 2:1.	1994-1999
Please refer to CPD table provided in Appendix A.2 for more details on my qualifications and activities relevant to my teaching practice.	

Section F: - Stage 1 - Educational Standards

The educational experience and underpinning knowledge are based upon CIAT Accredited Honours and Masters Degrees and as such holders of these awards are exempt from this section as having achieved the necessary standard through study. However, those applicants who do not possess an Accredited award must demonstrate how their educational awards and/or experience satisfy the *Educational Standards (Stage 1) listed* ***within the Professional Standards Framework.***

The summary should specifically relate to the discipline of Architectural Technology and must consist of at least 3000 words but no more than 5000 words in total and provide references to any relevant supporting evidence that demonstrates your knowledge.

In this section I summaries my educational experience, which I outlined in section E above, and its underpinning knowledge to show that it satisfies the 9 Educational Standards of the discipline of Architectural Technology as extracted from the QAA Subject Benchmark Statement for Architectural Technology for graduates of Honours and Masters degrees.

BSc in Architecture (Appendix B.1):

In 1999, I have completed a BSc degree course in Architecture at the Department of Architecture in the University of **XXXX**, which was established in **XXX** as part of the College of Engineering. To be accepted and admitted to the BSc (honours) in Architecture, I competed with thousands of potential applicants who would have all been examined in Pure and Additional mathematics, Ordinary mathematics, Physics, and other science-related subjects in the **XXXX** High School Certificate equivalent to O-Level (General Certificate of Education (GCE) Ordinary Level). I was amongst the very few elites (approximately 60) who were eventually accepted onto the course from all around the country.

The BSc (Hon.) Architecture program is a 5-year program of study, which included work experience in two private practices in **XXXX** as summer placements at the end of the 2nd and 4th years of study, and 4 weeks attachment with the **XXX** University in **XXXX** in 1998. Moreover, to strengthen the vocational nature of the program, the second year included practical training in the different workshops of the college of engineering to learn techniques and methods of metal welding, woodwork, brick laying, electrical circuit connection, and casting.

The program provided me with strong foundation in building design and construction. The teaching and learning were problem-based and organised around 6 main areas, which are: **construction and structures**, **architectural science**, **theory & history of architecture**, **environmental studies**, and **building administration & management**. Moreover, the **design studio** was the main area for applying and integrating the knowledge and skills gained from the other 5 main areas. Further details of courses relevant to these areas and the studio work is provided below:

Construction and structures:

This area of study was delivered through 3 yearlong core courses in years 1 to 3 of the BSc program. The first-year course covered the introduction of the means and methods of the structural aspect of building; commonly used construction materials in buildings, their basic properties, historical use, physical properties, factors for material selection, manufacturing, assembly; and construction details. The second-year course followed on and extended the knowledge about advanced structural enclosure systems. It included mathematical calculation of steel structural members, trusses and connections, space frames, and timber frames. The course also introduced comprehensive study of construction techniques used in excavation and foundations through framing and roofing. And focused on large span structural systems like, concrete shells, domes, parabola, and cable extension roofs.

In the third year the course focused on integrating building fabrics through exterior cladding, curtain wall systems and enclosure within architectural design. Moreover, emphasis was placed on construction cost and value aspects. Fieldwork exercises in measurement and surveying were also included in the third-year

course.
The learning and assessment for these courses employed lectures, practicals, studio sessions, and site visits. The construction and structures courses increased my awareness of building elements, components, and methods used for different building typologies, leading to the appreciation of the role of materials and building technology in the advancement of the construction industry and the development of societies. It also enabled me to develop my problem-solving skills to deal with complex building problems based on scientific and engineering methods. Interestingly, I was happy to be able to apply some of the knowledge I gained during my university study about timber frames when I moved to the **XXX**, because construction of buildings in **XXXX** is mostly load bearing brick system or reinforced concrete skeleton.

Architectural Science:
This area of study was covered by 4 yearlong core courses from year 1 to year 4. The focus of the teaching and learning ranged from the introduction of the interrelations between principles of climatology and dynamics of culture and exploring responses to environmental aspects in building programmes in the first year; to the introduction of the principles of enclosure as an important part of the environmental quality of buildings in the second year; to more elaborate investigation of trends in the architectural transformation and comfortable built environment and studies of circulation patterns in building and firefighting and alarm systems in the third year; to finally analysing acoustical and air conditioning systems in buildings in the fourth year.
These courses in architectural science and their associated assessment raised my awareness about the roles of the different building systems, the importance of the integration of these systems, and the interaction between the building (and its systems) with its surrounding environment as well as its users. The teaching was based on seminars, case studies, and practical sessions. These courses provided the foundation for my understanding and appreciation to sustainable and healthy built environment and the relevant trends and standards (for example: my current research in environmental assessment, and my supervision of students' design projects in building performance).

Theory & history of architecture:
This area of study was covered by 4 yearlong core courses from year 1 to year 4. The first-year course covered the history of world art and architecture from different periods (Egyptian, Greek, Romans, etc) with introduction to that of Sudan, it explored the fundamental architectural aesthetics, and investigated the logical and technical development of building order and form and human interaction in the built environment. In the second year the focus was on major movements in the modern world from the late 17th century. The course appreciated theories and philosophies to understand the specifics of built form and explored the evolution of building technology systems. I was fascinated when I was introduced to the pioneers of modern design like: Louis Sullivan, Frank L Wright, Le Corbusier, Mies van Der Rohe, and Gropius and the Bauhaus, and how their work influenced the development of the field of architecture as well as the construction industry for years after their initial contribution.
In the third year, emphasis was placed on modern architectural movements and urban form, from the industrial revolution to the resent developments. The course explored the design themes and qualities of the world's great cities showing their natural configuration, transportation systems, public areas, and building types. That enabled me to understand developmental issues with my local context in Sudan.
In the fourth year, the focus of the theory and architecture course was on studying modern architecture through the exploration of built work of architects across Russia, Europe, and America. It investigated the influence of advancement in technologies affecting the transformation of architecture types.
The teaching and learning for the theory and history of architecture courses was based mainly on lectures and seminars, and it involved research and writing projects focusing on specific case studies. These courses opened my eyes to architectural developments at different levels from the building to the city level across the world and helped me understand the history and context of the development of the built environment nationally and internationally as influenced by political, economic, environmental, social, and technological aspects. Furthermore, it improved my critical analysis, research, and communication skills.

Environmental studies:

This area of study was delivered through 3 yearlong core courses in years 1 to 3 of the BSc program. In the first year the course introduced environmental systems and relationships between: human comfort, orientation of buildings, envelope materials, and energy consumption. In the second year more focus was placed on complex environmental problems relevant to ecological fundamentals, earth works, and human health and the global change in the environment (climatology). Problems based on real-life building case studies were used to investigate the development of building sites, site planning & analysis, water drainage and management. This was the first time I was exposed to issues related to waste management and sustainable sites, which later became one of my research interests.
In the third-year emphasis was given to understanding the environmental policies and programs. And focus was given to land use trends, regulations & law, public involvements, and case studies on environmental planning at the local and regional levels. This raised my awareness about the importance of following relevant legislation and regulatory frameworks to address different types of hazards and risks facing the built environment projects.
The environmental studies courses placed considerable focus on urban design and housing studies as initial for a developing country such as **XXXX**. When I moved to the **XXX** and worked in architecture practice, I was able to make connections and appreciated how comprehensive the standards and laws are in a developed country such as **XXX** in comparison to my home country **XXX**, resulting on more robust and safer built environment.

Building administration:
Building administration courses started in the second year and was covered by 3 yearlong courses from year 2 to 4. The first course introduced the different sectors and types in the construction industry and economy, and the building design process and its stakeholders, this was the first time to learn about the RIBA plan of work, which I became very familiar with when I worked in architecture practice in the **XXX** between 2003 -2005. In the third year, the course focused on construction management and scheduling topics, and I was introduced to project scheduling and planning methods and techniques like: CPM, PERT, and network-based analysis. After graduation I took course in Primavera to strengthen my skills in this area. In the fourth year the course covered business management especially about financial approach, project economic evaluation, and life cycle costing.
The building administration courses widened my horizons by exposing me to how the industry work and enabled me to understand the whole building development process from inception to operation, which was very useful during my work with the **XXXX** partnership. The teaching and learning through lectures and seminars provided me with great foundation to understand project and design management, which eventually became one of my main interests through my master and PhD studies.

Studio work:
The whole program followed problem-based approach for teaching and learning, hence placing architectural design studio at the heart of the programme. It provided the space for application of all the learning gained from the different courses to problem solve and to realise architectural designs that incorporates the aesthetic aspects of design and its technical requirements as well as its environmental impacts, while responding to client and site needs within familiar, unfamiliar, and unpredictable situations. Moreover, studio work accounted for high percentage of the overall assessment every year, starting from 40% in the first year, to 100% in the final year as shown in Appendix 1A.
After providing the foundation with work on orthographic, metric and perspective drawings, freehand sketching, and working on basic design problems during the first half of the first year, from the second half of the first-year design projects started to gradually grow in scale and complexity every year to eventually enable me to successfully design economical and environmentally sustainable buildings and neighbourhoods.
The main design project at the end of the first year was a single-cell holiday cabin. The studio work for the second year included design work for 4 small to medium size buildings (bank branch, sailing club in a magnificent site next to the river **XXX**, a primary school building and a terminal bus station), as well as measurement project for existing building to improve surveying and architectural representation skills. Then studio work in the third year increased in complexity with design projects for children hospital for

low-income people, departmental store in central XXXX, and an urban design and regeneration project. Each project required special attention as the focus for each project was different.
In the fourth year, after a 4-week planning group project, the focus was on detailed design and working drawings production through a yearlong project to design complete substantial sustainable and inclusive building. For that I chose to design a 5 starts hotel in **XXXX** and the output was design drawings and production and technical drawings. Then in the first six weeks of the final year, I undertook studio project to design an industrial building (pharmaceutical), before embarking on the graduation project and thesis, for which I chose social housing development in XXXX including health, education, and commercial services.
I have learnt a lot through working on the different design projects, the experience shaped me professionally (and personally) as I have learned to adopt a systemic approach to identify, investigate, research, and evaluate differing needs, functions, and aspirations of society to achieve sustainable built environment. It equipped me with the relevant skills to address clients' and site location needs, and to develop and adopt the appropriate management tools and techniques for development projects. Furthermore, working in studio setting, and going through one-to-one and group reviews improved my resilience and communication skills.

MSc Applied Informatics (Construction) (Appendix B.2):
In 2007, I completed one-year master course at the University of **XXXX**. The MSc in Applied Informatics was a modular program which offers several specialisations: Business Informatics, Biodiversity Informatics, Construction Informatics, and Computation Informatics. The Construction Informatics specialisation was delivered between the two schools of: **XXXX** Research Centre (later part of **XXXX** College) and the School of Construction Management and Engineering at the University of **XXX**. For this master I have studied 6 modules beside the MSc dissertation. One of the main strengths of this program was that considerable amount of the lectures was provided by professionals working in real and current projects, which enabled me to gain first-hand experience of important trends in the construction industry.

Overview of the modules I studied during my master course is provided below:

Research methods:
This module provided introduction to research methods. For my assignment I developed an outline research proposal to investigate "A Collaborative Approach to the Design of Intelligent Buildings" which provided the foundation for my dissertation.

Applied informatics:
This was very interesting and unique module. It opened my eyes to a wide range of issues related to information and managing IT in organisations and projects, I have made a lot of links and application scenarios to the capture, organisation, and management of information in relation to architecture professional office, building design process, and construction work.

Concepts, strategy, and management:
This module focused on intelligent buildings, and covered topics such as: historical development of intelligent buildings; their components; management and financial processes; and future horizons for such buildings. For the assessment of this module, I have produced two essays. The first essay focused on the definitions of intelligent buildings and the concept of whole life value. For this essay I discussed the case of the Arab courtyard house to demonstrate the intelligence of vernacular architecture, which offered natural ventilation and lighting solutions using building form, orientation, and materials through a responsive and passive architecture.
The second essay focused on how the principles of intelligent and green buildings can be combined to improve building performance and value. In this essay I analysed and discussed the case study of the BedZed low energy scheme in South London.

Facilities management:

This module focused on the planning and management demands of operating integrated facilities.
For the assessment of this module, I wrote an essay to assess and appraise a business case for either outsourcing or providing in-house Security and Front-of-House Service Delivery.

Design management and briefing:
This module focused on the requirements for the implementation of design management strategy including management systems, procedures and controls, and the process of defining the specific demands the construction industry must meet.
The assessment for this module required analysing the management and integration of a construction specialist trade contract work, I chose a case study of a two-story block of flats in **XXXX** (the design is presented in Appendix 3a as part of the evidence for section G), which I was involved in its development while working for the **XXX** partnership. The work package I focused on was the supply and fix of complete ceiling heating system.
This course influenced my research and teaching until today, I contributed to the delivery of this course during my PhD, and I also designed similar course for **XXXX**

IT project management and planning:
This module focused on managing IT projects, and I was introduced to different IT project management approaches from the waterfall to the agile methods. The assignment for this module was focused on a two parts report in Agile project management system and PRINCE2.

Finally, for my **Dissertation** I investigated intelligent buildings from a design point of view, to identify ways to apply novel technologies in analysing and forming the design process for intelligent buildings.

Overall, studying for the MSc Applied Informatics (Construction) helped me further develop my knowledge and skills in the management of the building design and construction processes, through the focus on the performance of the building through its whole life cycle, and how environmental, technological, and social aspects influence the intelligence of buildings. The course also improved my skills in research work, teamwork, communication, information handling, problem-solving, project management, creativity, and analytical skills. I completed my master course in one year while working full time as architectural assistant.

PhD in Construction Management and Engineering (Appendix B.3):

In 2009, I joined the **XXXX** Research Center (**XXX**) at the School of **XXXX** and Engineering in the University of **XXXX** as a full time PhD student, after I have secured funding through an EPSRC PhD CASE Studentship, in collaboration between University of **XXX** and **XXX** (£86000). Because it was a CASE studentship, I was fortunate to spend considerable amount of time in XXXX's head offices in London working with projects' professionals for data collection through a process of engaged scholarship, with regular discussion and feedback of research findings. In my PhD research I drew from diffusion of innovations theory to explore the implementation and diffusion of digital innovation in project-based firms, which was mainly focused on digital delivery of infrastructure projects and the spread of BIM across the firm. The outcomes of my PhD research were published in a journal paper for the Journal of Construction Management and Economics (read the full paper in Appendix x) beside several presentations in key conferences.

My PhD research enabled me to develop in-depth understanding of technologies and standards needed for digital delivery of infrastructure projects. I have also learned about the management of digital technologies for projects across the different parts of Halcrow as an engineering firm. Moreover, during my PhD study, I presented my research to a wide range of audience of engineering professionals and academics in meetings, workshops, seminars, and conferences which enhanced my communication and presentation skills.

Certificate in Research Career Management (Appendix B.4)

During my PhD, and along my research, I undertook training in project management, communication skills for research staff, writing for publication, writing research proposals, research ethics, presentation skills, and finding funding for research among other topics, this enabled me to achieve Certificate in Research Career Management, which is recognised by the Staff and Educational Development Association (SEDA). This has helped me develop valuable research and management skills which helped me develop my research and teaching.

Section G – Stage 2: Practice Standards - Practice Assessment

The Practice Assessment process assesses the performance of practitioners that work across a range of functions and allows candidates applying for Chartered Membership to use their experience in their chosen field/s to demonstrate their capabilities.

Applicants must demonstrate their practice experience and directly correlate this to the four core areas listed in the Practice Standards (Stage 2) ***within the Professional Standards Framework.***

Please provide a summary of your practice experience, past or present, which specifically relates to the discipline of Architectural Technology and should consist of at least 1000 words but no more than 2000 words in total.

For each core four area you must describe how your experience demonstrates a comprehensive application of each area within your sphere/s of practice in Architectural Technology. The evidence must corroborate the information provided in this application and **demonstrate your professional experience. This evidence will be assessed prior to your Professional Assessment Interview by a Member Panel.**

Designing	**ARCHITECTURAL PRACTICE (Appendix D.1, D.2, D.3, & D.4)** I worked in architecture practice in the **XXX** for 5 years before I moved to academia. In my work as architectural assistant for the **XXX** partnership in **XXX** in 2006-2007, I successfully completed several planning and building regulations applications for projects that range from simple house extension and loft conversion to conversion of a larger building into multiple residential units, and new housing developments. To demonstrate this, please refer to examples of drawings I have produced for the following projects: 1. **XXXX** Road: New block of flats – Planning + Building Regulations– timber frame construction. Appendix D.1. 2. **XXXX** House Extension – Planning + Building Regulations. Appendix D.2. 3. **XXXX** – Mortimer: New House – Planning + Building Regulation. Appendix D.3. 4. **XXXX** – Basingstoke: Building Conversion into Flats – Feasibility Study. Appendix D.4. These include site plans, floor plans, elevations, sections, and details drawn in AutoCAD, as well as supporting documentation such as Design & Access Statements and communication with local authority representatives and clients. For all these projects I have been involved in all the stages of the design phase, and in the tender and construction phases for some of these jobs. It shows my knowledge and understanding of the UK building standards and regulation system, and how I can apply my architectural technology knowledge of design principles, construction methods, and materials to meet such standards, besides meeting clients and location requirements. **TEACHING (Appendix A.1, A.2 & C.1)** In the last five years, I taught undergraduate and post graduate courses in building design, construction technology, and construction project management. This includes taking full responsibility for the development, delivery and monitoring of varied teaching materials and assessment instruments to address course and program learning outcomes. In my teaching I adopt problem-based approach to develop the students' knowledge and skills to solve real life building problems in accordance with specific performance targets. I place great emphasis on current issues of sustainability in all my teaching and expose students to current developments, for example topics in modern methods of construction, waste management, construction safety, and whole lifecycle analysis. Moreover, I have engaged in development activities and designed new courses for the department of architectural engineering and the college of

	engineering to support new programmes based on rising needs and strategic developments. Often this involves employment surveys to gather the construction industry demands and benchmarking to existing programmes nationally and internationally to ensure effectiveness of the revised and new courses. **RESEARCH (Appendix A.1 & C.2)** In **XXXX**, I have designed and successfully completed research projects to investigate environmental sustainability in the **XXX**. One research project was funded as a **XXX** start-up (XXX 250.000), and the other project was funded through a Summer Undergraduate Research Experience (SURE) (XXX 50.000). For these research projects I designed and implemented the whole process from identifying the aim and objectives, to conducting the data collection and analysis work, to finally disseminating the findings of the research to wide audience in conferences and workshops. To secure the funding I had to prepare detailed cost plan and demonstrate the value of my research. I have managed two research assistants during the literature review and data collection phases of my start-up research project. And I have managed and conducted interviews with policy makers, local authorities, and construction practitioners working with XXXX framework.
Managing	**ARCHITECTURAL PRACTICE (Appendix D.1, D.2, D.3, & D.4)** In working in architectural practice, I used to manage my own work and coordinate across different project stakeholders as needed. So, while I manage my schedule to produce drawings and documents for a specific project, I also communicate with and manage the input of local authorities' representatives and other design professionals such as structural engineers, or any consultants who may undertake environmental assessment surveys as required by the different projects. I also manage the relationship with the client from the point I become responsible for the delivery of the project, as I provide them with continuous updates regarding the outcomes of the planning and building regulations application. **ACADEMIC ADVISING AND ADMINSTRATION (Appendix A.1 & C.3)** During my recent job as assistant professor with **XXXX** University, I have been the academic advisor for 27 undergraduate students and 1 graduate student. I meet with the students at least twice every semester to provide guidance on the selection of courses in the right order, I also provide pastoral care as needed, and I monitor their progress in the university's web-based advising tool to ensure they achieve success throughout their educational journey up to graduation. I also supervise 2-3 industrial training students every semester. I meet with them at the start of the semester to set training targets in coordination with sponsors, and then maintain regular communication and visit them at their industrial sponsor's offices at least twice to monitor and ensure progress. Finally, I attend final presentations and provide assessment and feedback. Moreover,I lead different tasks for continuous improvement of the programs offered by the department of architectural engineering through my participation in various department and college committees. From Spring 2017, I lead the graduation projects studio, and from 2019 I chaired the graduation projects committee. Beside supervising students' design projects, my responsibilities included the initiation of projects, assigning faculty advisors, building and maintaining industry collaborations, organising field visits and guest speakers, managing the course delivery and assessment, conducting post course surveys and evaluations, and overseeing the course schedule and milestones including the mid-term and final design juries and presentations.
Practising	While I haven't been in architecture practice for a while now, but I have maintained

	close relation with the construction industry to inform my teaching and academic work. To keep up to date with developments in the construction industry I maintain subscription and read regular updates from Architect's Journal, Construction Management by CIOB, and CIAT's AT weekly. I also attend webinars and CPD courses. **ACADEMIC AND RESEARCH (Appendix C.1 & C.2** In my teaching I focus on linking theory with practice by providing insights to and engaging student with national and international developments in the field of Architecture, Engineering and Construction. I give particular focus to current and emerging issues in sustainable design and construction practices, BIM, and H&S. I regularly invite practitioners as guest speakers to present about current and emerging practices. I also initiated real life graduation projects in 2017 in collaboration with the department of transport in **XXXX** and personally supervised two of the four projects which was focused on different architectural technology aspects of the design of metro stations for the **XXXX** metro project. In my teaching I place great focus on student-centred learning. Hence, I put great focus on students' feedback, I respond and act on feedback provided by students in course feedback forms, or the university course evaluation system. Often, I initiate specific course review when needed to ensure best student experience. For example, I have conducted review of the graduation project course delivery in 2019/2020 to ensure continuous development and meet both the students' and course needs, see appendix C.3.1. In my teaching I strive to adopt technology enhanced approaches, hence, I won funding from **XXXX** university Center for **XXXX** (XXX 15.000), I transformed postgraduate course (Design Management for the Built Environment) to be delivered in a blended face-to-face and online modes, using synchronous online classes using Blackboard Collaborate Ultra and asynchronous learning activities using a mix of reading exercises, videos, blogs and online discussions which are either offered pre, during, or after the face-to-face lectures. See appendix C.1.5 for the project proposal. Another aspect of my job as an academic is Conducting, auditing, and analysing end of semester course and program assessment, using the **XXX** university Learning Outcomes Assessment Management System, to ensure the effectiveness and continuous improvement of teaching and learning to meet students' needs, the university standards, and accreditation bodies requirements. See example report in appendix C.1.2. I have been Supervising and examining postgraduate design and research projects ensuring that students are motivated, and their needs are met to enable them to achieve their best, and complete projects in time. At the research front, I have collaborated with my students and colleagues to publish research papers in respected conferences and high impact journals, about important issues that are relevant to architectural technology (please see appendix C.2.0 or A.1 for a full list of my publications).
Developing (self)	Early on my career I figured the value of continuous professional development, specially in relation to technology and software, so in the year 2000, a year after my graduation from the university of **XXX**, I took course on AutoCAD, which enabled me to get ahead of peers and provided me with work opportunities when I moved to the **XXX** in 2003.

	I first joined CIAT as Associate Member in 2006. During my work in architectural practice, I continued to seek opportunities to broaden my knowledge. For example, in September 2007, I attended one day RIBA accredited CPD seminar "Make Low-Carbon Housing a Reality" in **XXXX** wrote summary about the course and shared it with my colleagues at the **XXX** partnership. I have been member of the scientific committee for the **XXXX** Built Environment Research conference, 2009, 2017, 2021. And I am a reviewer for key academic journals in the field of the built environment (Journal of Engineering, Design and Technology, Journal of Building Research and Information, Journal of Construction Management and Engineering, and IEEE Transactions on Engineering Management). In the **XXX**, I organised and attended with my students various field visits and conferences to help them make sense of practical issues relevant to their learning in building and constructi9on technology and management, and to keep up to date with developments in the industry. Example of these activities provided in appendix A.2. Most recently I have attended various webinars and workshops to enhance my knowledge and experience. And in 07 OCT 2020 I took CIOB accredited CPD course titled: Modern Methods of Construction : Panacea or yet another false start? My goal is to be an active member of CIAT, and to help young architectural technology professionals and academics realise their potential and support the profession in the UK and globally, potentially in the Middle East and Africa regions. I would also like to focus more on sustainability of the built environment and aim to undertake the BREEAM Assessor course and certification to enhance my capability and continue to bridge the gap between academia and the industry.

SECTION H: Declaration of applicant

I submit this form and additional documentation as an accurate record in support of my application for Chartered Membership of the Chartered Institute of Architectural Technologists. I fully understand the requirements for Membership as set out in the *Code of Conduct*. I agree to accept the decision of the Institute regarding my eligibility for election.

I am aware that any evidence of plagiarism will be classed as an automatic referral and any fees paid forfeited. I am aware that this could also result in my file being passed to the Chief Executive and Honorary Secretary for further investigation under the *Code of Conduct*.

If accepted for Chartered Membership, I will continue to abide by the rules and regulations specified in the Charter, Bye-laws, Regulations and *Code of Conduct*, and any other directive issued by CIAT*.

I will keep CIAT informed of any change in my circumstances in writing, which may affect my membership.

I am aware that prior to assessment, if working in private practice as sole practitioner, partner, principal, director or LLP member, this includes advice/services to friends or family, paid or unpaid, full or part time, I must obtain formal registration with the Institute by completing the Affiliate Registration Form, obtaining approval of my business stationery and providing evidence of current professional indemnity insurance showing expiry date.

Only applicable to Associate or Technician members:

X In compliance with the *Code of Conduct* I confirm that I am not offering architectural services or advice.

*Available from CIAT on request or from ciat.org.uk/en/the_institute/about-ciat/ciats-charter/

Signature of applicant **XXXX** Date: _28_/_02_/_2022

Disclosure

All personal data will be held in keeping with General Data Protection Regulation principles. If you have any queries or requests then contact membership@ciat.org.uk. Our Privacy Policy can be viewed at ciat.org.uk/privacy-policy.html — **N.B.** You cannot elect to be excluded from CIAT related mailings (via mail or email).

Section I: Declaration of Referee

I am a current Chartered, Corporate or full member of CIAT or a construction related Institute and am willing to act as referee in support of this applicant, as I consider them to be suitable for election or re-election to Chartered Membership. The information on this form is, to the best of my knowledge and belief, correct. I am not related to the applicant.

Signature of referee: Date: / /

Name of referee:

Job title of referee:

Professional qualification/s of referee:

Email of referee:

Address of referee:

Checklist for applicants:

- X all sections of the application form are complete
- X enclosed copies of academic qualification(s) and/or professional qualification(s)
- X all supporting evidence to be submitted electronically (Dropbox, WeTransfer, Googledrive etc)
- ❑ pay the £350 fee (at ciat.org.uk or via BACS)

Please return the completed application and supporting evidence to membership@ciat.org.uk

For any queries please contact the Membership Department
T. +44 (0)20 7278 2206 F. +44 (0)20 7837 3194 E. membership@ciat.org.uk W. ciat.org.uk

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CIAT Representative	Decision	Date	Initials and signature
Central Office	Checked and approved		