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
- ❑ Related honours degree or equivalent and sufficient relevant evidence
- ✓ 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 Institute's 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 Institute's 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	
Forenames	
Date of birth	
Membership grade and number	ACIAT Reg. number: XXXX
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	Senior Lecturer in Architecture Programme Leader BSc (Hons) Architecture (ARB/RIBA) Programme Leader BSc (Hons) Architectural Design Technology Department of Architecture and Visual Arts School of Architecture Computing and Engineering University of **XXXX**
Description of current role, responsibilities and functions	• I am a Senior Lecturer in Architecture, and Programme Leader for BSc (Hons) Architectural Design Technology (ADT). I have been recently appointed as programme leader for BSc (Hons) Architecture. My aim is to transform our students' future by equipping them with state-of-the-art tools and skills in the architectural design discipline. My role entails day to day management in multiple areas undertaking various activities as programme marketing, quality assurance, enhancement and documentation, student advice and guidance, as well as teaching, assessment and feedback. I am an active member of the School Management Team (School of **XXXX**), the Research and Knowledge Exchange Committee and have just been appointed to the College of Arts Technologies and Innovation, **XXXX**, Recruitment Development Group. • I am External Examiner for BSc (Hons) Architectural Technology, **XXXX** University. I am Fellow of the Higher Education Academy (FHEA), **XXX**. I achieved my Postgraduate Certificate for University Teaching and Learning (PgCUTL) at **XXXX** University. I have been awarded for Excellence in Learning and Teaching (L&T), funded by Pearson, at **XXX** & **XXX** symposium in September 2018 as a reward for my significant contribution to BSc Architectural Design Technology, which has grown to be one of the popular programmes in **XXX** (applications doubling year on year). I have played a key role in initiating a collaborative agreement between **XXXX** and **XXXX** University, **XXXX** which led to the successful validation of three dual degree programmes that started in Sep 2018. • I am a leading researcher in the area of environmental design and building performance. I have gained this knowledge through broad and extensive experience, having built on a sound understanding of concepts and principles, through my wide and significant exposure to complex practices and precedents, within my research practice. I have published more than 30 peer reviewed journal articles and conference papers in the last 10 years of my career. I have been Principal Investigator to a **XXX** funded project; **XXXX** of the Built Environment – managing the total grant of £**XXXX** from 2016 until 2019. Together with my team, I

	organised and led two international conferences with a total of 215 scientific papers published in both proceedings. The research work undertaken in this project has been integrated into the undergraduate teaching of BSc ADT to strengthen research-led teaching in the final year research projects. I am Director of Studies to 3 PhD students, with one completion to date, and internal reviewer to 3 PhD students at **XXXX**. • I developed close links with **XXXX's** Business Initiatives and Investment Team as well as **XXXX** Community Infrastructure team. This enabled my research team to work with **XXXX** Council in assisting them to find innovative and cost effective strategies for retrofitting their council housing stock. Another notable outcome of this collaboration is facilitating an opportunity for one of the PhD students to undertake his research on **XXXX** social housing tower blocks completing **XXX** PhD in **XXX**. The research outcomes have also been integrated into technical reports issued by **XXXX** Council. This reinforces this research project as an impact case study that will be integrated into **XXXX** Research Excellence Framework (REF) 2021 submission. In addition, the collaboration with **XXXX** Council expands to working with them as a client, identifying live design projects for the undergraduate students to work on. This included 3 live design projects over the last 3 years; a community centre in **XXXX**, a mixed use development on **XXXX** Road, and an affordable housing scheme on **XXXX**, producing 56 design schemes in total.
Employer/practice name	**XXXX**
Employer/practice address	**XXXX**
Work telephone number	
Work email address	

Section D: Previous professional experience

Please provide details of relevant roles, responsibilities and functions performed in previous employment	From	To
XXXX University **External Examiner, BSc (Hons) Architectural Technology,** Reviewing module assessment methods, marking and feedback, quality of students' work, and students' learning experience.	2016	date
XXXX University **Lecturer (full-time), Course co-leader MSc in Sustainable Mega Buildings** Modules: Architectural Science Research (Primitives), Passive Design, Environmental Design Applications, Building Fabric, Earth and Society, Environmental Design in Practice, Sustainable Mega-Buildings Overview, and Dissertation modules	2012	2016
XXXX University, School of Architecture, Design and the Built Environment **Hourly Paid Lecturer** Modules taught: Environment and Technology in Architecture (year 1 BSc Architecture)	2011	2012
University of XXXX, UK, Department of Architecture and Built Environment, **Design Tutor, Teaching Assistant (part-time)** Modules taught: Architectural Research Methods (Dip, MSc, MArch), Design and Communication Studio (year 1 BSc Architecture)	2009	2012
European Commission funded EDUCATE project, University of XXXX, UK **Research Assistant** "Environmental Design in University Curricula and Architectural Training in Europe, Work Package 2" Responsibilities: Research-based, focusing on the analysis and consolidation of the international state-of-the-art case studies concerning the integration of environmentally sustainable design and energy efficiency in architectural education and practice.	2009	2010
The XXX University in XXX, XXX in partnership with XXX University, UK, Department of Architectural Engineering, **Lecturer Assistant (full-time)** Modules taught: Architectural Drawing and Design Representation, Low Energy Architectural Design, Theory of Architecture, Building Construction	2007	2008
XXX Academy for Science, Technology and Maritime Transport, XXX, XXX, Department of Architectural Engineering and Environmental Design **Lecturer Assistant (part-time)** Modules taught: Architectural Design, Artistic Work in Architecture	2002	2007

XXXX Consultancy, XXX, XXX **Architect (part-time)** Responsibilities: Design concept, climate and site analysis, research, drawing orthographic drawings, 3D physical model making, environmental performance analysis	2001	2008
XXX Academy for Science and Technology, XXX, XXX **Teaching Assistant (full-time)** Modules taught: Architectural Design, History and Theory of Architecture, Climate Control, Drawing Techniques, Working Drawings	2001	2007

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
Post Graduate Certificate in University Teaching and Learning (PgCUTL) **XXXX** University, UK	2015
Fellow of the Higher Education Academy (FHEA)	2015
PhD in Environmental Design University of **XXXX**, UK, Department of Architecture and Built Environment. Thesis title: Home energy use, lifestyle, and behaviour: A Community Energy Saving Programme (CESP) survey in **XXX**, **XXXX**	2013
MSc in Architectural Engineering **XXXX** University, **XXXX**, Faculty of Engineering, Department of Architectural Engineering. Dissertation title: New Approaches towards Designing Living Environments for the Elderly	2005
BSc in Architectural Engineering **XXXX** University, **XXXX**, Faculty of Engineering, Department of Architectural Engineering. Grade: 75% equivalent to UK First Class, Graduation project: Distinction	2001
Principal Investigator **XXXX** Institutional Links Fund, British Council and Higher Education International Unit Programmes (Total grant £**XXXX**) Project title: **XXXX** Development of the Built Environment	2016 - 2019
Integrated Environmental Solutions Virtual Environment (IES-VE) (2-day training course) ModelIT, SunCast, ApacheSIM, MacroFlo	2017
Autodesk Revit 2019 (5-day training course)	2018
Grantcraft Training for writing research grant bids (3-day training course)	2018
Design Builder software training (5-day training course) Modeller, Basic Simulation, Daylighting, Natural ventilation, Introduction to detailed HVAC, Computational Fluid Dynamics (CFD)	2015
Aurora Leadership training The Leadership Foundation for Higher Education (LFHE) (6 months)	2014

Developing Leaders Programme **XXXX** University	2015
Career Development for Female Academics (3-day training course) **XXXX** University	2015
EPSRC First Grant workshops (3 full days) **XXXX** University	2015
Unconscious Bias Training **XXXX** University	2015
Health and Safety Training – **XXXX** University Health and Safety Training – University of **XXXX**	2013 2016, 2018

Research Publications

Refereed Journals

XXXX, H., **XXXX**. (2018). Energy-efficient retrofit of social housing in the UK: Lessons learned from a **XXXX** (**XXX**) in **XXXX**. *Energy and Buildings, 172*, pp. 295-306, doi: (link removed)

XXXX, **XXXX**. (2018). Towards energy-efficient retrofit of council housing in London: Assessing the **XXXXX**. *Energy and Buildings,* 174, pp. 672-681, doi: (link removed)

XXXX. and **XXXX**. (2015). Retrofitting social housing in the UK: **XXXX** programme (**XXX**). Energy and Buildings 88, pp. 25-33, doi: (link removed)

XXX, **XXX**, **XXX, XXX**. (2017). Energy Saving of the Domestic Housing Stock: Application **XXXX**, **XXXX** Systems 32, pp. 114-132 doi: (link removed)

Refereed Conference Papers

XXXX, **XXXX** and **XXXX** (2018). Evaluating the Building Performance of **XXXX**. **XXXX** (**XXX** 2018), The **XXXX** University of **XXXX**, **XXXX** December 2018.

XXXX., **XXXX** and **XXXX** (2018). Assessing the Effect of Occupants' behaviour on **XXXX** A case study of XXX in **XXX**. **XXX** Architecture (**XXX** 2018), The **XXX** University of **XXXX**, **XXXX** December 2018.

XXX., **XXX**. and **XXX**. (2018). Improving the Building Performance and of an **XXXX**. XXX & XXX Conference 2018 (**XXX** 2018), **XXX** College, University of **XXX**, **XXX** September 2018 **XXX**

XXX., **XXX**. and **XXX**. (2018). The Importance of Occupancy and Energy Use Patterns on **XXXX**: a case study of **XXX** building in **XXX**. Building Simulation & Optimization Conference 2018 (**XXX** 2018), **XXX** College, University of **XXXX**, **XXX** September 2018, **XXX**

XXX., **XXX**. and **XXX**. (2018). Education for Sustainability: Developing a framework **XXXX**. International Conference for **XXXX** (XXX 2018), The **XXX**, **XXX** September 2018. **XXX**

XXX. and **XXX**. (2018). Evaluation of energy performance and thermal comfort of **XXXX**. **XXX** Conference for Sustainable Design of the Built Environment (**XXX** 2018), The **XXX**, **XXX** September 2018. **XXX**

XXX., **XXX**. and **XXX**. (2018). A review of the impact of green walls on the energy performance of buildings in temperate climates. **XXXX** Conference for Sustainable Design of the Built Environment (**XXX** 2018), The **XXX**, **XXXX** September 2018. **XXXX**

XXX., and **XXX**. (2017). Education for Sustainable Development of the Built Environment: **XXXX** Sustainability, **XXXX** (**XXX** 2017), Volume **XXX** (pp. 831-838). **XXX**, **XXX** July 2017.

XXX and **XXX.,** (2017). Building Performance Evaluation for the Retrofit of **XXXX**: A case study of **XXX**, **XXXX** (**XXX** 2017), Volume **XXX** (pp. 940-947). **XXX**, **XXX** July 2017.

XXX and **XXX** (2017). Retrofit Strategies for the Existing Residential **XXX** in **XXX**, **XXXX** (**XXX** 2017), Volume

XXX (pp. 829-836). **XXX**, **XXX** July 2017.

XXX., **XXX**., and **XXX**. (2017). An Investigation into Energy Consumption Behaviour and Lifestyles **XXXX**: Developing A Smart Application as **XXX**, **XXXX** (**XXX** 2017), Volume **XXX** (pp. 892-899). **XXX**, **XXX** July 2017. **XXX**, **XXX** July 2017.

XXX and **XXX**. (2017). The Window to Wall Ratio for High-Rise **XXXX**: Assessing Façade Embodied Energy and **XXX** (**XXX** Energy) in **XXX**, **XXX** (**XXX** 2017), Volume **XXX** (pp. 1220-1227). **XXX**, **XXX** July 2017.

XXX. (2017) Building Capacity for Sustainable Development of the Built Environment in **XXX**: XXX. **XXX** Conference for Sustainable Design of the Built Environment (**XXX** 2017), pp. 32-42. The **XXX**, **XXX**, XXX December 2017.

XXX, **XXX**. (2017) Performance Optimisation for the Retrofit of **XXX** in **XXX**. **XXX** Conference for Sustainable Design of the Built Environment (**XXX** 2017), pp. 600-611. The XXX, **XXX**, **XXX** December 2017.

XXX, **XXX**. and **XXX**. (2017) Evaluating and improving the thermal comfort and **XXX**, **XXXX** Conference for Sustainable Design of the Built Environment (**XXX** 2017), pp. 281-292. The **XXX**, **XXX**, **XXX** Dec 2017.

XXX, and **XXX**. (2017) An innovative energy efficiency application development: **XXX** issues and its impact on **XXX** in the **XXX**. **XXX** Conference for Sustainable Design of the Built Environment (**XXX** 2017), pp. 157-168. The **XXX**, **XXX**, **XXX** December 2017.

XXX, and **XXX**. (2017) Passive cooling design strategies for retrofit of **XXX** in **XXX**. **XXX** Conference for Sustainable Design of the Built Environment (**XXX** 2017), pp. 145-156. The **XXX**, **XXX**, **XXX** Dec 2017.

XXX., **XXX**., **XXX**., **XXX**. (2016). Energy Saving of the Domestic Housing Stock: Application **XXX**, **XXX** in Architecture, Environment and Computing Techniques **XXX** (**XXX**), University of **XXX**, **XXX**, **XXX** September 2016.

XXX. and **XXX**. (2015). Passive design approach for high-rise buildings: from **XXX**. **XXX** (**XXX**) - 2015 Conference, **XXX**, **XXX** September 2015.

XXX. (2014). Embedding 'Critical Thinking' skills in MSc induction programmes. Presented at **XXX**, **Cardiff** University, **XXX.**

XXX. (2013). Communication methods for effective policy delivery. Materials Architecture **XXX** (**XXXX**) , **XXXX** School of Architecture, **XXX** University.

XXX., **XXX**., & **XXX**. (2013). Energy consumption behaviour and home performance: Community energy saving programme in **XXX**, **XXXX**. **XXX** (**XXX** 2013), **XXX** Universitat **XXX** (**XXX**), **XXX**, **XXX** September 2013.

XXX., **XXX**., & **XXX**. (2012). Targeting users' Behaviour for effective policy delivery: community energy saving programme in **XXX**, **XXX**. International **XXXX** Conference (**XXX** 2012), **XXX** June, University of **XXX**, **XXX**

XXX; **XXX**. (2012). The Role of Open Spaces in the University Campus in the **XXX** Context. Designing **XXX** Conference, **XXX** Apr, University of **XXX**, **XXX**.

XXX., **XXX**., & **XXX**. (2011). Policy instruments for driving sustainable energy consumption in **XXX**. **XXX** (**XXXX** 2011). Université **XXX**, **XXX**.

XXX., **XXX**., & **XXX**. (2010). Will the Code for Sustainable Homes deliver **XXX** target? Behaviour **XXX** (**XXX** 2010), **XXX** Nov, Sacramento, California, USA. **XXX**

XXX. (2009). Mitigating Climate change: By behavioural and Social Design. **XXX XXX** Conference: Innovations for a cleaner future, Poster session. **XXX**: Centre for Innovation in Carbon Capture and Storage (CICCS), University of **XXX**, **XXX**.

XXX., **XXX**., & **XXX**. (2009). Climate change: The impact of sea level rise on **XXX**. **XXX** Congress: Low Carbon Cities, **XXX** October. **XXX**

XXX., & **XXX**. (2009). "Heritage Museums between Real and Virtual: Enhancing Visitors' Experience." **XXX XXX** Conference: Promoting Cultural Heritage Tourism through Integrated e-Services, Poster session, **XXX**.

XXX., & **XXX**. (2009). **XXX** Museum: Towards a new typology of the museum in the future. **XXX XXX** Conference, Digitizing Architecture: formalization& content, **XXX** May (pp. 269-279). Department of Civil

Engineering and Architecture, **XXX** University of **XXX**, **XXX**.

Books

XXX., **XXX**. and **XXX**. (2018). eds., Proceedings of the International **XXXX** the Built Environment (**XXX** 2018), The **XXX**, **XXXX** September 2018. **XXX** ISBN: **XXXX.**

XXXX., **XXXX**. and **XXX**. (2017). eds., Proceedings of the International **XXXX** the Built Environment (**XXX** 2017), The **XXX**, **XXX**, **XXX** December 2017, ISBN: **XXXX**.

Section F: - Stage 1 - Educational Standards

The educational experience and underpinning knowledge is 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.

This section has been developed in response to the criteria extracted from the QAA Subject Benchmark Statement for Architectural Technology, for graduates of Honours and Masters degrees which form the mandatory threshold educational standards that all Chartered Architectural Technologists must be able to demonstrate:

1. *a systematic understanding and critical awareness of topics which are informed by the subject of Architectural Technology;*
2. *a critical awareness of the history and context, and the political, economic, environmental, social and technological aspects that inform and influence the practice of Architectural Technology nationally and internationally*
3. *an ability to problem solve and to identify appropriate methodologies to deal with complex problems and realise design into built form through the generation of detailed design solutions that respond to familiar, unfamiliar and unpredictable situations;*
4. *an ability to successfully complete substantial sustainable and inclusive design and research projects, systematic review or systematic case study informed by wider current understandings in the subject.*
5. *an awareness of building elements, components, systems, and methods used for different building typologies;*
6. *an awareness of current topics and practices which inform the discipline of Architectural Technology including new and emerging technologies;*
7. *an awareness of project and design management, project procurement and process, construction and contract management;*
8. *an ability to identify hazards and risks and develop and maintain safe systems of work and legal and relevant legislation and regulatory frameworks;*
9. *an ability to develop critical discussion and analysis of complex concepts and to work independently with some originality and as a member of a team identifying personal development needs and to plan to meet these needs through relevant and appropriate methods.*

I hereby summarise my educational experience throughout my Bachelor of Science in Architectural Engineering, Master of Science in Architectural Engineering, and Doctor of Philosophy in Environmental Design. I was trained as an Architectural Engineer at the Department of Architectural Engineering, Faculty of Engineering, **XXXX** University in **XXXX**, **XXXX** 1996-2001. I then proceeded to undertake a Master's of Science degree in Architectural Engineering at **XXXX** University in 2001 and submitted my dissertation in 2005. I worked in practice whilst working as a teaching assistant for 7 years before I successfully achieved a scholarship to pursue my PhD degree at the University of **XXXX** starting 2008. In the following sections I will expand on my educational experience (total 12 years) which has been primarily within the architectural design and technology discipline.

First: BSc Degree in Architectural Engineering (Appendix A.1a, A.1b)

During my 5-year BSc in Architectural Engineering degree, I studied various modules which provided a strong grounding for architectural engineering as a discipline. Year 1 was a shared foundation year for all engineering disciplines (architectural, civil, mechanical, and electrical). During foundation year, I studied

mathematics, physics, mechanics, and chemical engineering as the scientific elements of engineering. I also studied engineering drawing, and descriptive geometry which provided a strong foundation for architectural design and technical drawings later on in my BSc course. The foundation year was also complemented with production technology where I learned techniques and methods of metal welding, woodwork and casting. History of engineering and technology formed another element of the year.

Following the foundation year, I enrolled onto Architectural Engineering where I studied four years towards the BSc degree. The programme was organised around 4 main strands: Architectural Design and Technology, History and Theory of Architecture and Urban Studies, Working Drawings and Representation, and Engineering and Construction Management. The design project was always at the heart of the programme, where the learning across all other modules would be integrated into the design project. The range of modules within the four strands helped me develop a systematic understanding of the architectural engineering discipline within the construction industry.

Architectural design and technology

Architectural design component included 2 major design projects per academic year for four years. This strand supported developing competent design proposals in response to a variety of sites, briefs, cultural, social and technological issues. The modules also helped grow my critical reflection of the process of developing design briefs into well-developed architectural technology projects, communicated with a wide range of media; including climatic and site analysis diagrams, design concept sketches, architectural drawings, and 3D models. The design projects ran in a design studio environment with regular one-to-one tutorials, and reviews. In the first year, the design started with a focus on the perception of architectural spaces and developing skills to design simple spaces and compositions, by considering the functional activities and circulation in relation to spatial composition. The design projects gradually grew in scale and complexity year on year, allowing for the development of my ability to complete substantial sustainable and inclusive design projects. The design project briefs were created to ensure the opportunity to apply a variety of construction systems, considering various socio-cultural and environmental aspects. For example is year 1, the first design project was a small scale residential prototype, whilst the second project was a commercial unit in a mall. In year 2, the first design project was a pavilion, whilst in term 2 the project was a medium rise residential tower block. In year 3, the first design project brief was a school of architecture, and the second project was a national airport. The final year project was an aquarium and marine museum. I chose to develop an aviation complex which included educational buildings, students' accommodation, and an indoor - outdoor museum in **XXXX** for my graduation project, in which I achieved a Distinction as a final grade. All design projects would be developed from preliminary studies of site and climate analysis, research into socio-cultural aspects of the site, users and function, as well as thorough precedents research to inform the design brief and proposal. The design concept would consequently develop and the outcome would be highly creative composed of a full set of architectural drawings (plans, sections, elevations), enhanced free hand sketches, and water coloured renders, images of the rendered 3D model, and a 3D physical model, accompanied with technical drawings.

Architectural technology focused on environmental design of buildings and building services. This strand focused on the understanding of the environment as a vital aspect of the design process for sustainability (environmental, social and economic) by integrating technology with design. The modules also included material processes, construction and fabrication methods. The strand also covered building services; including fire safety, HVAC, accessibility and circulation, and building acoustics according to relevant building codes and regulatory frameworks.

History and theory of architecture and urban studies

History and theory

The main focus of this strand was to extend historical and theoretical understanding through an enquiry into the cultural aspect of architecture, buildings and the city. In history and theory modules I learned about the relationship between architectural design concepts and the philosophy of design over successive eras. This strand considered the impact of physical, cultural, and social variables on the

evolution of different architectural elements, through a comparative and analytical study of art and architecture in Ancient Egypt, West Asiatic and Mesopotamia, Babylonian, Assyrian and Persian and the classical ages: Greek, Roman, early Christian and Byzantine Periods. This then progressed with analytical studies of the art and architecture of the early Islamic, Ayyubid and Abbasid periods with an emphasis on particular monuments in Egypt and the MENA region from the Tulunid, Fatimid, Mamluk and Ottoman periods to illustrate the connections and variations of architectural expressions in each period concerning its socio-cultural and physical contexts. This strand then continues to introduce the development of architectural thinking in contemporary western architecture until the second half of the 20th century and beyond. Theory of Architecture provided an overview of design principles, concepts, trends and architectural styles (Romanesque, Gothic, Renaissance, Art Deco, Modernism, Deconstructivism, etc.) demonstrated in various building typologies across consecutive eras as well as key architects in the 20th century. The outputs from this strand of modules required evidence of critical thinking, analysis of texts, information retrieval, referencing, and academic writing skills.

Humanities and urban studies

This strand of modules included human studies in architecture, urban sociology, history of planning, planning and housing studies, housing in developing countries, and landscape design. The modules introduced the role of human factors in the design process - highlighting the behavioural and psychological aspects in architecture through the study of visual, social, cultural, and psychological correlations between people and space perception and use. Contemporary vernacular architecture, its features, ideologies (including community participation) and its relationship with its cultural context has also been covered in this strand. Moreover, the housing crisis in developing countries has been the focus of two modules where the debate between intellectual and cultural variables affecting the local, political and social issues related to housing were studied. This was applied through analysis of case studies characterised by rapid growth of towns and cities, restructuring of traditional dwellings and the urban fabric as well as the different methods of planning and shaping neighbourhoods and communities through diverse and emerging processes, concepts and typologies as well as managing and financing housing projects. The outcome from this strand of modules was a comprehensive urban design proposal produced in teams, to include first hand data collected, analysed and interpreted; recorded observations, schematic diagrams developed before the feasible design proposals are produced, reviewed and developed. This group work helped immensely in developing team working skills including coordinating with others, negotiation; creativity; leadership and entrepreneurship; critical thinking; complex problem solving; research synthesis and analysis.

Working drawings, and representation

Working drawings modules (yearlong modules in years 3 and 4) provided an opportunity to develop problem solving and identify appropriate methodologies to deal with complex technical problems. It aimed to ensure the building design is realised as a built form through the generation of detailed design solutions. This strand of modules focused on drawing and representation of working drawings and technical drawings; including wall sections, detailed and assembly drawings. I learned and applied the international conventions (symbols, numbering, call out, annotations, etc). The modules ran in a studio environment where the expected outcome was to create a complete set of working drawings for the design project. I applied previously gained knowledge concerning structural design, methods of constructions and materials and component assembly to produce the complete set of drawings including construction, electrical, plumbing, and interior finishes drawings and schedules. Engaging with this major course component meant I developed an awareness of current topics and practices which inform the discipline of architectural technology including new and emerging technologies through site visits, building products exhibitions, and engaging with various building construction stakeholders.

Representation included the following modules: Free Hand Sketching, Skiagraphy and Perspective, Visual Design, and Interior Design. We were introduced to AutoCAD as an emerging tool where the final sets of working drawings were submitted manually and in CAD. The skills learned in this strand were learned, practiced and directly applied to the design projects.

Engineering and construction management

Engineering

This strand included Theory of Structures, Surveying, Foundations, Soil Mechanics, Steel Structures, Reinforced Concrete, Electrical Installations in Buildings, Building Construction, Building Technology, and Advanced Technical Installations. This strand of modules aimed at developing our knowledge as architectural engineers concerning the interrelation between architectural design and the practical construction of buildings on site. The learning and assessment was undertaken in lectures and classes where practical exercises and exams were applied. Throughout the Engineering strand, I learned about the basic components and implementation of buildings; excavation, setting out foundations, laying foundations, super structure works, joints (settlement, expansions and contraction, etc.), thermal insulation, water proofing, staircases, carpentry of doors and windows, curtain walls, internal partitions, finishing materials (internal and external), maintenance of buildings, repairs and improvement of performance. I also learned about various methods and techniques of construction including load-bearing constructions, timber construction, design and construction of steel frame, and reinforced concrete. We also undertook experiments in the workshops and labs concerning testing materials including mixing and testing concrete strength.

Construction management

The construction management strand included Quantities and Specifications, Feasibility Studies and Construction Management, and Professional Practice and Legislation. This set of modules developed my ability to identify hazards and risks to develop and maintain safe systems of work and ensure legal and relevant legislation and regulatory frameworks are adhered to. The modules also provided me with a fundamental awareness of project and design management, project procurement and process, and construction and contract management. The modules covered the technical writing of specifications, Bill of Quantities (BoQ), financial control of construction projects and the procurement process by accessing knowledge based on information produced from tendering, estimating and financial procedures. The modules also helped me explore the disciplines, theories and tools associated with successful project management and delivery of construction-related activities; develop skills in establishing project requirements in terms of client / stakeholder needs; procurement of human and technical resources; planning and coordinating work and site activities; monitoring cost and quality; and delivering desired outcomes. It also provided the essential knowledge for human resource management in construction-related organisations, including issues associated with development of individual and group skills, creating effective project teams, and managing conflict. I also learned about the legal system and process, institutional structures within the construction sector concerning contract agreements, ethical obligations, and statutory requirements.

Second: MSc Degree in Architectural Engineering (Appendix A.2)

During the MSc degree in Architectural Engineering, I studied six core and 2 optional modules for one year, then undertook a research project for my dissertation for another 2 years whilst working as a full time teaching assistant. The modules I studied were: Computing and Statistical Analysis, Technical Writing, Cultural and Urban Studies, Architectural Critical Research, Architectural Composition Studies, Vernacular and Traditional Architecture Studies, Urban Studies and Landscape Design, and Renewable Energy Research. Through the taught modules, I was able to develop a systematic understanding and critical awareness of topics informed by architecture and architectural technology. I believe through the combination of lectures, site visits, workshops and the diverse module outputs varying from essays, to design proposals, I was able to develop my ability to solve complex problems by identifying appropriate methodologies. Through my dissertation work, I also developed an ability to plan and complete a substantial and inclusive research project using systematic review, case studies, data collection, analysis and interpretation informed by a wider understanding of the subject of architecture. My dissertation title was ‘New Approaches Towards Designing Living Environments for the Elderly’. In my research, I undertook an exploratory case study analysis, of two existing elderly homes, using a mixed method research methodology. I undertook interviews with administrative staff as well as questionnaires with residents of

the elderly homes, to understand their experience with their living environments; psychologically and physically. I have been particularly keen on studying elderly people's needs in response to their changing motor functions, possible visual and hearing impairments, overall perception (e.g. touch, pain and temperature), their perceived and preferred sense of privacy, social interaction, personal control and autonomy, orientation and way finding, safety and security, and accessibility. The study concluded with an evidence based set of recommendations to improve the existing elderly homes and provide other new appropriately designed facilities in Egypt.

Third: PhD Degree in Environmental Design (Appendix A.3a, A.3b)

As for my PhD degree, I joined the Environmental Design Research Group at the Department of Architecture and Built Environment, University of **XXXX**, UK in 2008 after earning a scholarship towards my tuition fees. Throughout my degree, I developed my critical thinking skills and analysis of complex concepts and was able to demonstrate my ability to work independently with originality. I was also able to demonstrate my ability to plan and complete a significant research project within various constraints. The opportunities for training and development offered by UoN's Graduate School have helped me immensely in identifying my personal and professional development needs where I planned to meet those needs through various relevant and appropriate workshops and programmes. I worked in collaboration with **XXXX** City Homes and Nottingham Energy Partnerships to undertake the fieldwork research. This collaboration and indeed the whole experience helped me further develop multiple skills such as team working skills including negotiation, creativity, leadership, collaboration, critical thinking, research synthesis and analysis, and communication using various methods and media. Throughout my study, I was funded to participate (present and attend) in several high end conferences in the USA, Belgium, Netherlands, and the UK. Whilst undertaking my research I worked as a teaching assistant in postgraduate programmes and a design tutor in undergraduate architecture programme at UoN. Before completing my PhD, I was offered a lectureship position at the **XXXX** School of Architecture, **XXXX** University to teach across the Architectural Science Masters programmes.

In my research, I worked on a pilot case study of a Community Energy Saving Programme (CESP) scheme in **XXXX**. The context of the study was based on the view that although the government can play a pivotal role helping people foster more sustainable behaviour, it must do so in a manner that engages individuals and the public at large. The aim of the research was to adopt a more long term outlook towards encouraging sustainable energy use. The research reflected on the results of a two-phase survey questionnaire administered to the residents of the CESP scheme in **XXXX**, **XXXX**. The questionnaire sought to identify how tenants of energy-inefficient homes tended to behave with respect to domestic energy consumption and how their dwellings performed. This was augmented by quantitative data comprising utility bill figures gathered from the homes under investigation. The study adopted a mixed method strategy where both quantitative and qualitative data were combined in order to provide comprehensive analysis of the research problem. In this research, 'before-and-after design' survey design was set up to explore the associations between variables under study. Designed and executed in two survey phases, the first phase sought to understand residents' attitudes and behaviour and explore how this related to home energy use and performance prior to extensive energy-related upgrades to their dwellings. The second survey phase sought to examine changes in users' energy consumption behaviour and dwelling performance after their homes were upgraded to higher energy efficiency standards. This second phase also explored the possible reasons for any behavioural change depicted; whether it was due to policy uptake, information provided or means of communicating energy saving advice. Thus, assessing the effectiveness of policy interventions required a clear understanding of consumer behaviour and motivations across all income groups so that the most appropriate approaches are developed. As such, the study found that it was possible that government aspirations to reduce energy consumption may go unheeded if they were inconsistent with the social and physical context of real life. Financial costs, past behaviour, social values and physical infrastructure are considered some of the most difficult barriers to changing energy behaviours. Policies need not only inform people about technological improvements that can be installed in their homes, but should also strongly encourage and incentivise them to use them efficiently. The study generated two high-impact journals published in the Journal of Energy and Buildings.

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	**Academic** I have been Programme Leader for BSc (Hons) Architectural Design Technology (ADT) at **XXXX** since January 2016 and have been appointed as Programme Leader for BSc (Hons) Architecture in October 2018. My role entails day to day management in multiple areas undertaking various activities such as teaching, assessment and feedback, student advice and guidance, programme recruitment, quality assurance, enhancement and documentation. I lead and teach 4 core modules across levels 4, 5 and 6; Architectural Design Resolution (1), (2), and (3), and Architectural Design Investigation. Every year, I review module structures, design briefs, assignments, feedback mechanisms and marking criteria to further improve and develop the programme delivery, students' work (Appendix B.1a1), and students' learning experience. Students' work has been consistently commended for its high quality; reflected in the External Examiner's reports (Appendix B.1b). In order to inspire and motivate students, I ensure every year, students work on live projects, on real sites with real clients. Each year, Year 2 and Year 3 BSc ADT work closely with **XXXX** Council as a client, on a live project (Appendix B.1a2). In 17/18 the project was a mixed use development on **XXXX** Road, **XXXX** consisting of a community centre, nursery and 30 one-bedroom and two-bedroom flats. This academic year, students are working on another live project on **XXXX** Crescent in **XXXX**, where **XXXX** Council identified the need for high density affordable housing. Students undertake site surveys, case study research, climate and site analysis and capacity studies to understand how the design could provide the facilities needed within the design brief. In the last two years; students produced some excellent design proposals where the quality of the work has been commended by the Head of Department as well as visitors from practices at the end of year shows. The top student in year 2 was successful in a summer placement at bptw partnership supported by myself and the CIAT and is now working as a part time architectural technician. In 2018, I organised a one-week study trip to the **XXXX** for year 2 and 3 students on BSc ADT (Appendix C.1d). We visited several completed projects as well as developments under construction and met with project architects from **XXX** and **XXX**, **XXX**, **XXXX** Architects, and **XXX**. We visited **XXX**, **XXX** City, **XXXX** Harbour, **XXXX** Central Market, the **XXX** Museum, **XXX** Grand Mosque, **XXXX** (the most sustainble office building) and we also met with students' counterparts at the **XXXX** University in **XXXX**.

	The study trip was an eye-opening experience for the students as it facilitated visits to many significant case studies in the **XXXX** that demonstrated the diverse technologies and design approaches adopted in such a hot and arid climate. I also worked closely with colleagues to plan and organise study trips to Europe; **XXX** 2018 and **XXX** 2017 (Appendix C.1d) A crucial skill that Level 6 students need to acquire is independent learning and research skills (identifying research questions, developing research methodologies that address them, design research methods for collecting data, using appropriate techniques for analysis and interpreting data, and finally drawing conclusions and inferences) which is an essential employability skill required in the labour market. Hence, a research project is embedded within the final year curriculum as a means to develop the above necessary skills for graduates, as well as create an excellent opportunity for research-led teaching where along with my research team, we would work with the students to address real research problems embodied in live case studies. This year, students apply their research on **XXXX's** Knowledge Dock (KD) building, accommodation, and **XXXX** Library (DL) building, as well as on **XXXX** high rise building, the **XXX** and a few residential buildings in **XXXX**. They were taught throughout the year approaches to using monitoring equipment (such as thermal imaging cameras, data loggers, luxmeters, anemometers, etc) on site as well as a sophisticated environmental design software (Integrated Environmental Solutions – Virtual Environment and Design Builder) which is considered a stepping stone for environmental consultancy jobs. I am currently leading the **XXX** Validation of Architecture Cluster (Appendix B.1c), which includes BSc (Hons) Architecture, BSc (Hons) Architectural Design Technology, and BA Interior Design (Appendix B.1c). The cluster validation follows a new university wide academic framework which embeds professional studies in all programmes from Level 3 to level 7 based on the notion of developing a Career Passport. This passport recognises the importance of acknowledging (accrediting/badging) the value of skills, competencies and experience beyond academic subject assessment to aid graduates in securing jobs and support career acceleration. The Career Passport is being developed through a Mental Wealth Programme (20 credit module at each level) focusing on three dimensions; individual intelligence (emotional, social, physical, and cognitive), digital proficiency (the ability to use ICT effectively), and cultural intelligence (as an international dimension). I am working with colleagues to develop this new framework to start in September 2019, to ensure students are ready and successful in securing future jobs. At **XXX**, I created the international Architecture and Design Summer Programme (10 credits) in 2016 (Appendix B.1d). This programme was introduced as one of the knowledge transfer as well as marketing and recruitment initiatives to raise **XXX's** profile overseas. This two-week programme was designed around thematic lectures in the field of architecture and design, complemented with associated project work, field trips, and workshops. Over 3 years, the programme recruited more than 140 international students. At **XXX** University's **XXXX** School of Architecture, I created two programmes; an international summer training programme (Appendix B.1e), and a new MSc in Sustainable Mega Buildings (Appendix B.1f). The summer programme recruited more than 260 international students over 3 years. The programme was designed with state-of-the-art themes in sustainability of the built environment. It ran as a comprehensive programme which included lectures, workshops, field trips, project work and tutorials where students fully engaged with all activities and presented their work on the final day of the programme. The programme delivery engaged members of academic and research staff as well as practitioners from major

architectural practices. The programme feedback reflected that 100% of the participants would recommend the programme to friends and colleagues.

As for the new MSc programme in Sustainable Mega Buildings, this was created and validated in 2014 at **XXX**, **XXX** University (Appendix B.1f). I designed the curriculum with employability as a main driver, embedding various opportunities for students to develop a wide range of skills. I have been successful in creating strong links with major architectural practices and consultancies such as **XXX** and **XXX**, **XXX** Architects, **XXX**, **XXX**, **XXX**, etc. Through those active links and activities, I was able to raise the profile of the new programme. I organised students' internships upon submission of their dissertations at those architectural practices and consultancies. One of my students secured a full time architectural assistant position at **XXX** and **XXX**. I also achieved successful accreditation of the programme from the Chartered Institute of Building Services Engineers (CIBSE) in 2015 (Appendix C.3d) and from the Council on Tall Buildings and Urban Habitat (CTBUH) in 2014.

Research (Appendix B.2 a, b, c)

I have been Principal Investigator to a British Council **XXX XXXX** project managing a total grant £**XXX**, from April 2016 until February 2019. The project; **XXXX** (BC-**XXX**) aimed to reform and modernise higher education programmes to bridge the gap between sustainability-related principles and theories, and embedding sustainable design in practice. I am first supervisor to three PhD students, one of whom passed his viva on 5/12/18. I have published, with my team, over 30 papers and 4 peer reviewed journal papers published and presented at high-end national and international conferences in the UK and overseas, and high impact journals within the area of improving building energy performance and retrofit of the existing domestic sector to alleviate fuel poverty (Appendix D.2a, D.2b).

Through the BC-**XXX** project, capacity building within the built environment sector in **XXX** has been the primary focus. In partnership with **XXX** University (**XXX**), engagement and knowledge exchange events have been sequentially planned and delivered throughout the project duration. Three Stakeholder Workshops were held in **XXX**, each was followed by a 2-week Training and Knowledge Exchange Programme in the **XXX**. Together with my research project team, we organised two international conferences; International Conference for Sustainable Design of the Built Environment 2017, and International Conference for Sustainable Design of the Built Environment 2018 to create a wider platform for knowledge exchange. The overall impact is a new, and holistic approach to education for sustainability in the built environment, with new techniques, industries and approaches to practice. This institutional links project led to the validation of three dual degree undergraduate programmes between **XXX** and **XXX**. This approach and incorporation of ideas representing best practice in sustainability in the built environment ultimately develops more sustainability aware graduates, who are more capable and empowered to ensure the delivery of **XXX'**s Sustainable Development Strategy 2030 (SDS).

The **XXX** project research office and environmental lab have been established at **XXX** as a result of this **XXX** Award. The founding of the research office has generated research tools and materials to be used in training programmes and building capacity of UG and PG students as well as researchers at **XXX**. This involved the purchase of scientific equipment for research and the purchase and utilisation of the building environmental analysis and environmental software programmes by the research team, UG and PhD students. These invaluable resources provide significant research tools to collect and analyse data that underpins the training programmes, and continues to provide research data beyond the project completion date. This gives the

	potential for further research opportunities that would not have existed without the award of this project. The **XXX** Fund also helped my research team to pursue research into areas which will potentially feed into the Impact Case Studies submitted to the Research Excellence Framework (REF) at **XXX** in 2021. I chaired the organising committee of the first International Conference for Sustainable Design of the Built Environment (SDBE) which was held in **XXX**, on **XXX** December 2017. Following the successful SDBE 2017 conference, the Second International Conference for Sustainable Design of the Built Environment (SDBE 2018) was held in **XXX** on **XXX** September 2018. SDBE conferences were designed as opportunities for academics, researchers, architects, urban designers, engineers, building consultants and professionals to meet and share the latest knowledge, research and innovations on topics concerning the built environment. The conferences included keynote speakers and technical workshops to promote the knowledge exchange surrounding the conference themes. In total, 215 full peer reviewed papers were published in both proceedings (ISBN: **XXXX**, ISBN: **XXXX**) Appendix D.2c. Following the significant success of the first and second international Conferences for SDBE we organised in Dec 2017, and Sep 2018, I was able to secure a special issue in Sustainable Cities and Society Journal to enable authors of published papers at the conference to submit extended papers to be peer reviewed and published in the journal. To date 86 papers were submitted to the special issue of the journal. I am currently supervising three PhD students, one of whom has recently succeeded in his viva on 5/12/18 and worked in collaboration with **XXXX** Council. **XXX** research; *An Investigation into **XXXX***, adopted a mixed method sequential methodology employing a thorough questionnaire survey followed by an in-depth focus group. Another PhD student's study; *Optimising Occupants' Thermal Comfort **XXXX**: **XXXX** Retrofit*, includes a quantitative research methodology which entails dynamic thermal modelling and simulation, and field studies which entail on-site data monitoring and a comprehensive questionnaire survey. The third PhD student's study; *Using Green Systems as an **XXXX***, investigates quantitatively the impact of green systems on climate change adaptation and mitigation in current and future climate scenarios; 2030, 2050 and 2080 by determining its influence on the Urban **XXX** (**XXX**) phenomena. I have been nominated as the Architecture and the Built Environment Unit of Assessment (UoA) 16 Impact Champion and have been working collaboratively with research active colleagues to identify high impact research studies (Appendix D.2d). I have actively participated in the internal Annual Research Reviews (ARR) in preparation for REF2021. The **XXX** project; BC-**XXX** has been selected to represent one of the two case studies to be submitted for REF2021. The impact of the project ranges from facilitating professional training to 40 academics, to supporting the supervision of 3 PhD students, to research impact achieved via incorporation of research results into **XXX** Council's technical reports, to dual degree agreements between **XXX** and **XXX** in **XXX**, to research-led teaching to BSc (Hons) Architectural Design Technology. The project has also been selected by the funder, the **XXX**, as one of the success stories published on the **XXX** website as it reflects a successful case study for the long term relationship the **XXX** fund is building between the **XXX** and **XXX** institutes.
Managing	As part of my programme leader role (Appendix C.0), I annually review and update the BSc Architectural Design Technology programme documentation including programme specifications and student handbooks (Appendix C.1a, b, c) to be made available via the programme website and also made available on the virtual learning environment; Moodle. I prepare the annual programme review and enhancement

	report (REP) ensuring appropriate programme modifications. I also closely monitor students' satisfaction of modules; working collaboratively with colleagues to enhance the quality of the students' learning experience. I was appointed as External Examiner for BSc (Hons) Architectural Technology at **XXXX** University since September 2016 and have assisted colleagues with constructive feedback associated with the external examination process. I have recently led a **XXX**-**XXX** University (**XXX**) Dual Degree Programme validation. This agreement was initiated in the light of the existing links between **XXX** and **XXX** through the **XXX**-**XXX** project and supported by political leadership in **XXX** aiming to improve HEIs by partnering with selected **XXX** HEIs. The Faculty of Engineering at **XXXX** University is acknowledged as the first government university faculty to award a dual certificate to students studying at an **XXX** university. The news has been announced and promoted across various media in **XXX** raising **XXX'**s profile in the **XXX** region. I have proactively led and participated in various significant outreach and recruitment events since joining **XXX** in Jan 2016; **XXX** Open Days and Offer Holder Days, UCAS fairs (**XXX** and XXX), feeder school and college visits and workshops, career conferences and exhibitions, **XXX** Taster Days, International Women's Day, among other outreach and mentoring initiatives. My programme leadership role entails day to day management in multiple areas undertaking various activities as outlined below: **Programme marketing:** I was able to gain Accreditation in Principle by the Chartered Institute of Architectural Technologists (CIAT) for the programme from 2016 until 2021 (Appendix C.2) which ensures the programme is competitive and attractive. I keep abreast of market trends and developments and programme/subject specific external networking to ensure the programme is current and outwardly focussed. I also ensure maintaining and developing the intellectual and academic currency of the programme via research, connecting with practice and industry. I work closely with colleagues in Student Recruitment and Marketing and Academic Registry to advise and ensure programme recruitment to achieve (or exceed) school targets. I have been actively engaged in organising and delivering Open Days and Offer Holder Days. I have also delivered several presentations and career conferences at feeder colleges to inspire and encourage prospective students. I also review and advise on specifications of programme admissions criteria and overseeing the admissions procedures with Admissions colleagues. An indicator of success is the significant improvement in recruitment for BSc Architectural Design Technology transforming it to one of the highest recruiting AT programmes in **XXX** (from 7 students in year 1 in 2014 to 29 students in year 1 in 2018). For 19/20 academic year, the numbers of applications doubled for BSc (Hons) ADT. **Quality assurance, enhancement and documentation**: I review External Examiners' comments and work on addressing any issues / feedback indicated. I work closely with colleagues to facilitate innovation in teaching and learning strategies and embedding state-of-the-art curriculum content within the programme. As Chair of the Programme Committee, I ensure I address any issues experienced by students and feedback any concerns regarding modules to the relevant module leaders. **Student advice and guidance:** I ensure each student on the programme is allocated an academic adviser. I am the Academic Adviser (AA) to 27 students where I meet the students at least once a term to provide academic and personal support, advice and guidance concerning their progress on the programme. I help enhance the levels of academic and pastoral support that students receive throughout their studies, leading to improved progression and successful career transition. As the students' AA, I help

	them reflect on their academic progress and outline plans for development and improvement. I can always provide pastoral support and advice to all students according to their needs including mature, international, have any type of disability, etc. **Assessment and award:** I am an active member of the School Award Board where I represent the programme at pre-board and board meetings to ensure accurate pre-processing of programme student profiles before the School Award Board. I also ensure I check award lists prepublication and signing by the Chair of the School Award Board. I am the Academic Link Tutor (ALT) to BSc Environmental Architecture and Urbanism at **XXX** University where I am responsible for ensuring the maintenance of standards for the programme delivered by the partner institution in **XXX**. I am an active member of the School Management Team (School of ACE) and am also an active member in the Research and Knowledge Exchange Committee. In my capacity as Principal Investigator to the **XXX** fund, I was responsible for recruiting 2 Research Associates (1x0.6 FTE, and 1x0.4FTE) for the duration of the project. I have been managing their workload, and ensuring project outcomes are fully delivered. I have been a panel member in shortlisting and interviewing academic and research members of staff at the School of Architecture, Computing and Engineering, **XXX** at several instances. At **XXX** University, I was appointed as Director of International at the **XXX** School of Architecture (Appendix C.3a) and was nominated at the College of **XXX** of International forum to lead on College-wide summer schools to promote student recruitment across undergraduate and postgraduate programmes. I have been proactive in setting up and delivering marketing strategies for the School and at the College-level. I led the collaboration with the **XXX** University in **XXX** (**XXX**) which is recognised as a new model for Trans National Education with strategic support and guidance from an alliance of **XXX** Universities. This approach proved successful and rewarding and the collaboration expanded to include PhD academic support besides the dual degree MSc in Sustainable Built Environment programme. I was nominated as a member of **XXX** University **XXX XXX** Group and have taken an active role within the institution's submission in 2015 (Appendix C.3b). I was also nominated as a member of the **XXX** Self-Assessment Team (SAT) and have proactively helped draft the school submission in 2014 (Appendix C.3b). I was a member of the Architectural Science Research group at the School where I had an active role in organising the biannual research conferences for academics and postgraduate research students. I was appointed as a member in the Engagement Committee, Education Committee, Board of Studies, and Architectural Science Scheme Review Committee. I was also nominated as the Chair of Staff-Participant Panel for the Postgraduate Certificate in University Teaching and Learning (PgCUTL) programme where I provided input and ideas for further development of the programme management and delivery. I was line manager to a teaching assistant recruited between Sep 2014-Sep 2015 who assisted me in organising and planning the international summer school, as well as assisted in teaching MSc Sustainable Mega Buildings. I participated in the first **XXX** leadership programme in 2014 organised by the Leadership Foundation for Higher Education funded by **XXX** University. This programme has proven valuable in learning and reflecting on core leadership qualities and skills needed at this stage of my career. It helped consolidate the leadership, management and teamwork skills that I have and helped me disseminate leadership awareness to colleagues and PG students who might not have had the opportunity to

	engage in such programmes.
Practising	**Academic and Research** I am Fellow of the Higher Education Academy (FHEA), **XXX** as I earned my Postgraduate Certificate for University Teaching and Learning (PgCUTL) at **XXX** University. I believe my recognition as a FHEA has developed my critical reflection on my teaching practice and underpinned my teaching activities. I have been awarded for Excellence in Learning and Teaching, funded by Pearson, at **XXX XXX** symposium in September 2018 (Appendix E.4) as a reward for my significant contribution to BSc Architectural Design Technology, which has grown to be one of the most successful programmes at **XXX**. I believe high-quality students' work combined with students' positive learning experience led to my nomination and achievement of this valuable Award. I am leading four core modules for BSc ADT improving students' attainment and experience year on year (see programme **XXX** and **XXX** between 2016-2018). A significant indicator of success is the major increase in students recruited on BSc Architectural Design Technology by more than four folds in 3 years transforming it into one of the highest recruiting AT programmes in **XXX**. My aim is to transform students' futures by equipping them with state-of-the-art tools and skills in the architecture and technology discipline. I am gradually achieving this by embedding employability skills surrounding comprehensive knowledge, technical and interpersonal skills into my teaching pedagogy. In my teaching practice, I have always ensured I intently reflect on students' comments and feedback (Appendix D.1c) and introduce appropriate adjustments in response to their needs and expectations. My students and colleagues have always provided positive and constructive feedback towards my passion for teaching and learning engagement and performance. Through continuous reflection on my teaching practice, I have been able to demonstrate a sophisticated articulation and application of a range of social, ethical and political principles related to UKHE teaching as relevant to the discipline of architectural education. My understanding of the nature of students' diverse learning needs, especially with cohorts of multi-cultural backgrounds, has led me to appreciate different learning preferences and design the lessons in a way that would engage all students in learning through multiple learning activities, instead of a knowledge dissemination exercise. I received feedback from peers on having successfully developed a thorough critique of multi-source evidence that demonstrates attributes of a professional UKHE teacher (Appendix D.1b). I have also demonstrated original thinking with complex ideas and practices presented in my teaching portfolio in an imaginative and appropriate manner. I am keen on exploiting Technology Enhanced Education (TEE) in my teaching practice including multimedia online resources, discussion forums, and using social media applications such as Instagram as effective tools for engaging students with learning resources. I have exploited many useful TEE options available through the virtual learning environment to enhance students' learning experience, critically thinking about the rationale that supports the decisions in how, when and where to use the appropriate tools available and also to experiment with other state-of-the art techniques. I aim to facilitate more student-centred learning environments as opposed to conventional teaching. Student-centred learning essentially puts student responsibility and activity at its heart with the teacher acting as a facilitator and mentor instead of conventional and didactic "teacher-controlled" learning. Besides, student-centred learning facilitates flexible learning environments, which can occur anywhere and at any time if supported with proper technology. I am committed to

	facilitate inclusive learning environments and to accommodate learners' different learning preferences. Concerning inclusive pedagogical practices; one significant aspect of teaching for inclusive learning concept is finding the most appropriate ways to gauge students' learning. Making an initial evaluation of my students' knowledge in each session is extremely important, particularly with groups of diverse students' abilities. Furthermore, I periodically consult with practitioners to identify the essential skills expected from graduates. I then plan to integrate those skills at levels 4, 5 and 6 of the programme and the discipline-specific teaching/learning techniques that support and develop those skills – particularly critical thinking skills. This leads me to apply particular teaching methods across various modules to: a) support students' discipline-specific learning experience, b) support and embed inclusivity in the classroom, and c) help students develop soft skills (transferable and professional) as essential employability skills. Students' feedback on my teaching has been consistently positive where they particularly commended the level of support they receive in tutorials and constructive feedback upon submissions (Appendix D.1a2). In 2016, I introduced Revit software (Appendix D.1a1), Sefaira and Integrated Environmental Solutions (IES-VE for environmental analysis) which are all demanded by industry and provide excellent employability skills to graduates. Students also learned how to use monitoring equipment namely the thermal imaging camera, lux meters and data loggers in their final year research projects. Both, the design and research projects help students become more competent with design development processes including the analysis and interpretation of project site and developing project-specific research methodologies. I am actively promoting and working with colleagues to realise the implementation of **XXX** priorities concerning employability, retention, equality and diversity by constantly implementing innovative methods of learning and teaching (such as live projects, architectural practice visits, etc.). I work closely with the College Director of Learning and Teaching in developing and encouraging colleagues in, and providing a focus for, innovation in teaching and learning strategies and embedding state-of-the-art curriculum content within the programme. As Chair of the Programme Committee, I ensure I address issues experienced by students and feedback any concerns regarding modules to the relevant module leaders (Appendix C.1a, C.1c). In partnership with the **XXX** of **XXX**, a research project investigating building energy performance, occupants' thermal comfort and associated energy use behaviours in council housing has started in 2016 and is still ongoing. The outcome of the project is a comprehensive diagnosis of building performance issues which lead to tailored recommendations for energy efficient retrofit solutions. The impact of this study is to inform the building regulations (Approved Document - Part L), where benchmarks may need to be reconsidered to address the current issue of high energy demand in winter months due to excessive need for heating, and thermal discomfort in the summer owing to overheating (as a result of climate change). **XXX** Council has been extremely supportive to this study and has already taken up the recommendations and key findings from the first phase of the research into their detailed specification for the retrofit works. The **XXX** research team have regularly invited **XXX** representatives to present and discuss the research progress and results (last of which was on 7/12/18). This research project also forms one of the Impact Case Studies for the Architecture and Built Environment Unit of Assessment (UoA 16) for REF2021 submission (Appendix D.2d). I have published, with my team, over 30 papers and 4 peer reviewed journal papers

	published and presented at high-end national and international conferences in the UK and overseas, and high impact journals within the area of improving building energy performance and retrofit of the existing domestic sector to alleviate fuel poverty (Appendix D.2a, D.2b). I am currently co-authoring two journal papers which are to be submitted shortly to high impact journals (Appendix D.2e). The first study; Building Optimisation for the Retrofit of Social Housing in **XXX**: Assessing the indoor thermal comfort and overheating risks to be submitted for publication in Energy and Buildings journal. The second study; Investigating the impact of occupants' energy behaviour and socio-demographic characteristics on home energy performance: An energy management application for enhanced retrofit outcomes is to be submitted for publication in Energy Policy journal.
Developing (self)	My attitude towards personal and professional development has consistently been based on self-reflection on my skills and taking proactive initiatives to improve and address any areas identified for development. I have always searched and engaged with opportunities for growth and knowledge advancement within my area of architecture and technology through specialist software training courses (Appendix E.2, E.3), academic and research skills workshops, and national and international conferences (Appendix D.2b). I had achieved my Post Graduate Certificate in University Learning and Teaching at **XXX** University in 2014 (Appendix E.0) becoming a Fellow of the Higher Education Academy (Appendix E.1). I am currently developing my application for Senior Fellowship of the HEA. I am very keen on embedding all skills acquired from training courses, professional development and research into improved students' learning opportunities and experience. I have participated in many outreach activities to inspire young students to aspire to STEAM subjects for their careers as part of the **XXX** marketing and outreach initiatives. I have been involved in annual UCAS fairs for **XXX**; **XXX** and **XXX**. I have also been invited as a jury panel member at **XXX** Girls' School for a STEM competition. I am invited as a speaker at various secondary schools in **XXXX** every year and have led taster workshops at **XXX** Taster Days and at **XXX** for several feeder school/college visits. I have been featured in the **XXXX's** News blog as a role model for the International Day for Women and Girls in Science. I have also featured in a **XXX** as one of the successful female researchers at **XXX** who inspire younger generations to pursue careers in architecture and technology. I have created and delivered, alongside my research team, 4 thematic training programmes (Appendix E.5) surrounding Sustainable Development of the Built Environment to **XXX** University (partner institution in **XXX**) academics and researchers as part of the Building Capacity research project funded by the **XXX**. The development and delivery of the training programmes have strengthened the skill set of all project partner institutions' researchers; having designed and planned such intellectually stimulating events. The training sessions included lectures, workshops, and software training including: Computational Fluids Dynamic (CFD), DesignBuilder simulation tool, and OPTIVENT, a natural cooling simulation software. Guest speakers from industry led workshops complementing the themes of the program. These included **XXX** Ltd, **XXX** Ltd and **XXX**. Dedicated site visits showcasing sustainable design in the UK were also organised including a visit to Building Research Establishment's **XXX** in **XXX**, visits to **XXX** Architects, the **XXX** and guided tours at The **XXX**, and **XXX** (XXX). I used those opportunities to develop my skills and learning as well. I have chaired and organised two international conferences, alongside my project team. The first International **XXX** conference was held in December 2017, whilst the second conference was held in September 2018 (Appendix E.6). Both conferences

	received over 521 paper abstracts from over 40 countries. 215 papers were accepted for publication to ensure novelty and rigour. The conferences encouraged international research dissemination, and facilitated an opportunity for knowledge exchange, networking and an increase in research capacity in the built environment sector. The conferences also provided an open platform for researchers to share ideas, including teaching assistants and PhD students. This enabled professional development of attendees beyond the original scope of the BC-**XXX** project. I have been invited to join the judging panel member for the International Competition for Zero Energy Residential Unit (ZERU) in 2018 (Appendix E.7). The competition was organised by the Faculty of Engineering, **XXX** University and the University **XXX** and sponsored by several construction and architectural consultancies. The competition was disseminated to a broad national and international audience which helped raise more awareness and interest into the importance of designing for holistic sustainability. I have been an active Associate member to the CIAT (ACIAT) since 2016 and have been working closely with the institute to organise events, talks and engage my students with their professional body. I have also been invited to sit on several CIAT Member Panels to evaluate applicants' applications to progress as chartered members of the CIAT. I helped ensure that the Institute's stringent competence standards are applied and that assessments for professional membership are consistent and fair. I have been invited to feature alongside 3 other professionals in the CIAT '**XXX'** booklet disseminated via various channels as well as published on the CIAT website (Appendix E.8).

SECTION H: Declaration of applicant

I submit this form and additional documentation as an accurate record in support of my application for election or re-election to 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.

Any evidence of plagiarism will be classed as an automatic referral and any fees paid forfeited. It could also result in your file being passed to the Chief Executive and Honorary Secretary for further investigation under the Institute's Code of Conduct.

If elected to Chartered Membership, I will continue to abide by the rules and regulations specified in the Institute's Charter, Byelaws, Regulations* and Code of Conduct, and any other directive issued by CIAT. If you do not have a copy of these, please contact the Membership Department.

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

Prior to attending the interview any applicant 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, must obtain formal registration with the Institute by completing the Practice Profile Form for profile candidates, obtaining approval of their business stationery and providing evidence of current professional indemnity insurance showing expiry date.

Only applicable to Associate or Technician members:

✓ In compliance with the Institute's Code of Conduct I confirm that I am not offering architectural services or advice.

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

Signature of applicant:

Date: 08/03/2019

Disclosure — Data Protection Act 1998

In compliance with the Data Protection Act, we must point out that the information on this form will be kept on a database. NB 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 him/her 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:

- ✓ all sections of the application form are complete
- ✓ enclosed copies of academic qualification(s) and/or professional qualification(s)
- ✓ x2 supporting evidence on a CD or USB memory stick
- ✓ enclosed the appropriate £325 fee (cheques can be made payable to CIAT)

Please return this form to:
Membership Department
Chartered Institute of Architectural Technologists
397 City Road
London
EC1V 1NH, 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. www.ciat.org.uk

For internal use only

CIAT Representative	Decision	Date	Name and signature
Central Office	Checked and approved		
Member Panel	Refer/Defer/Pass		