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.

If you have a CIAT Accredited Honours or CIAT Masters degree you are exempt from this section.

All standards as extracted and presented from the QAA benchmark statement for Architectural Technology by CIAT have been answered bullet point by bullet point in an attempt to self map my own educational/academic qualifications against such standards –

- I have studied and been awarded a Bachelor of Arts Honours degree within Architecture (RIBA Accredited Part I, see appendix 3), whilst this is not CIAT accredited most of the core teachings are the same as are many of the topics and academic aspects. As well as my degree I have also undertaken a BTEC in surveying which allowed me to expand beyond my existing knowledge base into areas that my degree did not explore in its entirety. Within my degree I undertook a variety of modules one of which focused on the subjects and topics which are inherently affected and informed by the subject of Architectural Design and Technology. The module 'Architectural Design' focused on the wider context of the field to create a systematic understanding of the variety of factors that influence design in the everyday. By assigning each individual with a generic brief/specification to create and understand an architectural design, I was encouraged to explore every facet, factor and influence that would eventually lead to my final solution in the form of technical and architectural design and details, as well as aesthetic forms and models that I would use to answer the brief with my own designs. (please see attached appendix 3 for examples of my project work, in particular the project brief for 'The Sill' project and the accompanying resolution through 'The Sill' project workbook and designs) Appendix 3 shows an example project called 'The Sill' where I explored a variety of topics such as usability, ergonomic design, light, aesthetics, functionality, longevity and technological design to answer the brief I was given to create a visitors centre in a national park, with the added experience of genuine clients and professional critiques through presentations and mentoring.
- Within my degree I also studied modules that focused on the aspects of architecture that have an impact on a larger scale, 'Environmental & systems integration' focused my studies onto the field with a view in sustainability, environmental influences and the wider context of subjects that influence design. The creation of feasibility studies and an education and appreciation of global architectural design gave me a broader view of some of the most important aspects within the profession. As well as this I studied 'Historical & Contemporary Influences on architectural design' which focused on design within the context of its historical influences both at home and abroad, compiling

reports and presenting group projects on the technologies and cultural significance of some of the most famous architecture on the planet allowed me to view both these subjects from my own vantage point but also collect influence and ideas from my peers, as well as constructive criticism from professionals and mentors. These modules allowed me to understand the factors that influence the practice of architecture and architectural design technology, from angles that are not purely from within the scope of my field but from the further afield (please see appendix 3 for example of contemporary influences report)

- One of the most dominant aspects of my degree was the 'architectural design' module, this encompassed a large portion of my studies. Architectural design was based on the subject of architecture in its entirety, from the outset I was given a specification and asked to come up with a viable and realistic solution. These briefs and specifications often involved real clients (who were looking for genuine architectural services through professional means and for ideas from students of the local universities) which had their own issues and problems that had to be dealt with and solved, this allowed for more unpredictable and unfamiliar situations to arise as well as those more commonly dealt with in real practices, many of which I have dealt with in practice also (client changes, comments and cost implications etc.). The aim was to create comprehensive and detailed solutions to form a coherent and useable design. These projects ran in real time for months and required client and professional input at every stage in order to provide constructive criticism and ensure the evolution of the project (please see appendix 3 'The Sill' & 'YL&P' project examples). Through the appropriate methods such as modelling, meetings, mentoring and technical detailing, projects such as these were allowed to evolve through generations of design ideas and presentations until a final solution was reached and presented to the clients and professionals alike to allow a more realistic practice experience.

- Aside from using the 'architectural design' module as a resource to solve complex design issues and evolve my own methodologies for solving problems through familiar and unfamiliar means. The main objective of the university module completed was to create a complete and comprehensive creative solution to the specification and brief, just as I do within my current role. This required the skills to undertake and successfully complete projects that were informed by the wider context of architecture in real settings with real clients. These projects were not solely about aesthetic design but rather accomplished detailing and solutions to problems and requirements. From design considerations, environmental studies to technical detailing, a viable solution was the goal. This module covered architecture and construction as a whole and not in the singular, allowing for a broader understanding of the profession. With the inclusion of clients and mentoring from professionals this created a more current and real time project rather than an exercise to show potential. An example of this within my current role is included in appendix 1a & b in particular drawings S4201531898_1_C, S7201531898_1_A & S1201531898_1_A, the project for the Federation of Abbey Schools, because of the design time and on-site time constraints of the school as well as budget concerns the requirement for quick on-site erection and project completion was imperative, therefore, in order to bring the job in on time and under budget I utilised the 'Surefoot' foundation system, a relatively new system to the UK that is concrete free and completed in days rather than weeks or months. Combining this new system with the familiar style of modular timber construction meant using unfamiliar technologies and consulting with engineers to find the best solution. In the end the solution was to design

my own proprietary plate system (see appendix 1j) that worked in conjunction with the engineered foundations to allow greater compatibility with the buildings designs. This allowed the project to proceed as planned and saved time and money on site as well as allowing me to gain invaluable experience and knowledge in the process.

- My education within the field of architecture did not only cover aesthetic design but an inherent understanding of the materials, methods and systems that govern architectural technology was also imperative (Please see appendix 3 for reports and designs in particular 'The Sill' project technical section and material studies). As without the knowledge behind the mechanics and design elements, buildings cannot function. Within every project came the requirement to support each design solution with the practical and pragmatic technological design that proved each solution was more than just an idea. One of the modules studied was constructional and structural design, this module focused on building a critical awareness and understanding of buildings and construction beyond being vaguely aware of basic technologies, and sought to create a more in depth understanding of the methods and elements that form buildings of every typology. Within this module I studied basic construction concepts, through to niche and specialised detailing of more complex ideas and principles. The ultimate goal of this module was to create a base of knowledge and an awareness of technological principles upon which to build further throughout a career, in order to maintain absolute project adaptability. (Please see appendix 3 for examples of technology assignments and work from this module)

- Throughout my degree in architecture the awareness and ability to further my understanding of new practices and methodologies pertaining to the field of architectural technology were instilled through every module taught, from working on live projects with industry professionals to undertaking CPD modules as a student. In particular working with industry professionals such as architects and architectural technologists alike allowed me to gain valuable insight into the current market and extract information from genuine working professionals as well as sources on where to learn more. Books and recommended reading were first and foremost on the list as these were where new publications and ideas were found. As well as this, student memberships to Architectural technology magazines among others and other professional bodies allowed me to gain valuable knowledge from a variety of resources.

- Project management is an essential aspect of an architectural technologists and designers job role. Within my degree I completed studies that focused on the management of the many different aspects that make up any detailed project. 'Architectural design and project management' included various components that make up the management of any project. Feasibility studies, procurement, contract management, building regulations were all amongst a variety of topics that were undertaken and studied in order to create a complete awareness of the parts of running a project to completion. Full feasibility studies and environmental reports were created based on our active current projects to build a more realistic approach to managing jobs (Please see appendix 3 feasibility and environmental reports). As well as this within my current job role I am solely professionally responsible for a number of jobs in their entirety, from contract management (in which I utilise simplified contracts and specifications which form part of a larger unit issued to the client along with a drawing pack and other information see appendix 1c), site surveys, meetings and investigations (please see appendix 1c) to construction and manufacturing management and running

the design team (Please See appendix 1a-k) this allows for a greater understanding of the broader aspects of managing any project from inception to completion.

- Whilst studying my degree my studies in 'Architectural design and project management' focused heavily on the relevant legislation and regulatory frameworks necessary for the design and management of every project. From the outset every single project undertaken had to incorporate the relevant legal guidelines and laws in order to create an actually viable and effective design. It was incredibly important to ensure this was completed from the outset in order to ensure that throughout my education and continuing into practice that these guidelines would become a guiding force as is the case with every designer and professional. Building regulations, educational standards, building bulletins and health and safety assessments were all studied to ensure a full awareness and understanding of these ever changing rules and regulations. To this day professionally I work closely with building regulation authorities and take seminars to ensure that this knowledge base is up to date (see appendix 1e & 4). Aside from this once I had completed my degree I also undertook a BTEC in Surveying to bridge any gaps in my knowledge base, whilst on this course I studied several modules one of which included 'Health and Safety' which focused on safe systems of work for the construction industry and from a professional point of view. This module focused on the ability to identify hazards and risks in order to maintain safe systems of work, as well as focusing on the ability to analyse and understand the legal issues involved with working on construction sites and even within an office design environment. As well as my educational background I undertake CDM training among other CPD events in order to maintain an up to date knowledge of these systems of work.

- During my education my work involved working both autonomously and as part of a larger team. For a large part of my education most of my modules and units for both my degree and BTEC I have worked on my own development and with others to see/understand the wider context within my field of profession and study. In particular the 'architectural Design' module within my degree meant whilst working on briefs and specifications for live projects and clients, with critiques from genuine industry professionals I was able to allow my own concepts to come to fruition, developing my own methodologies of dealing with familiar and unfamiliar situations that I was able to carry into professional practice. As well as this through such modules I was able to work as part of a team through group projects and presentations and critical discussions and debates to collate complex solutions to problems, not only from my personal point of view but from a wider context through my peers. Working on such projects allowed me to use my own creativity and methods to create original and realistic designs. Whilst working within a team for modules such as environmental & sustainability allowed me to view the field from different angles. Working with tutors and professionals in particular and presenting my own ideas to groups of clients and professionals afforded me the opportunity to develop a critical awareness of the practicalities of projects and project running, whilst receiving critiques and advice helped me to understand on which areas I needed development. From here I was able to form comprehensive plans to improve my weaker areas through the appropriate means (Please see appendix 3 for example of BTEC post degree training, appendix 4 for my commitment to post academic training and development and appendix 1f for my in-house training plan). This has allowed me to improve my knowledge base and skill set. This is something I continue to do and will continue to complete through means such as CPD (See appendix 4) and seminars as well

as constructive discussions with clients and peers. This way I can continue to perform to the best of my ability throughout my career.