



## Professional Development Appraisal (PDA) Guidance 2017

All Part 3 candidates have had unique educational and professional experience and the PDA should reflect this. These guidelines are just that – guidance – and are not a template or formula to construct your submission. Below is the advice that is contained in the Bartlett Professional Studies Handbook, followed by some more detailed advice on the structure and format of the document:

*“The Professional Development Appraisal (PDA) is an illustrated 5,000-word document. It should review and evaluate the candidate’s professional development, taking a reflective and analytical approach. It is not a narrative account of the candidate’s life story or a diary of events.”*

*The PDA should give the reader an insight into the candidate’s aspirations and may consider any personal professional philosophy within practice and wider professional issues. This document gives the candidate the opportunity to draw on a wide range of influences, which may relate to personal education and practice, and cultural and societal backgrounds. It should also endeavour to demonstrate to the examiners an awareness and analysis of architectural business management and project delivery as it relates to the candidate’s actual experiences.*

*The PDA provides the opportunity for the candidate to demonstrate their ability to analyse and review, reflect and draw conclusions on their career to date, and make speculations on how the candidate sees their career developing in the future.*

*The PDA will be read in conjunction with the CV and CPD proposal, which are submitted bound into this document. Further guidance will be available on Moodle.”*

*Adapted from the Bartlett Professional Studies Handbook 2017 pg. 38*

### Structure

The PDA should review and evaluate the candidate’s professional development; taking a reflective and analytical approach. Remember the PDA is not a narrative story of your life or a diary of events. It is not an essay, report or dissertation, it wants to be a ‘good read’ and flow easily, engaging the reader. It is more akin to a piece of journalism or a reflective profile. It will usually be the first thing your examiners read before they look at your other submission materials. It will be read in conjunction with the CV and CPD plan, which are submitted bound into either end of this document.

The PDA should concentrate on the learning you have acquired in practice, and your understanding of the processes by which projects are delivered. You can use projects as examples in your discussion, however it should not be a detailed description of projects

you have worked on, this should be covered in the RWE / PEDR documents. You will have the opportunity here to fill any gaps, which may not have been covered by the remainder of your submission. You should reflect, analyse and draw conclusions about your experience of best practice, sometimes the biggest lessons can come from being exposed to poor practice.

The PDA is also an opportunity to draw to your examiners' attention any special or additional experience you have obtained. Other matters you might want to write about include things which illustrate transferrable skills, real examples include working outside conventional architectural practice, voluntary/community work etc.

You can also describe events, which have contributed to your development; foreign travel, working abroad, you may like to compare and contrast this experience with your UK experience. You may like to discuss other businesses you may have worked in or enterprises you have set up and may still be running.

***Note: the word count includes the main body of the text plus footnotes or endnotes. It does not include the bibliography, abstract, any appendix, figure legends, tables, front matter, and non-substantive elements 5000 words. The CV in the front and/or CPD plan at the back are also not included in the word count.***

### **Cover**

On the front cover Include:

- Your Name
- Identify your document as the Professional Development Appraisal.
- Include the word count
- Make it clear in which session you are submitting: e.g. Autumn 2017
- Include the name of the course and school: Postgraduate Diploma in Professional Practice and Management Part 3, The Bartlett School of Architecture.

### **Curriculum Vitae (CV)**

A professional CV should preface the PDA document. This CV should be of a standard suitable for application to a prospective employer. It should have a strong graphic impact. Remember employers get hundreds of CVs every year and only a few ever get anywhere near an interview. You may want to make it fold out from the binding but it should not be a separate document. As a general rule it should not be more than three to four A4 pages. Where projects are named the description should include location, building type, work stages, programme, contract type, value and your role. It should be illustrated with projects and captions that are no smaller than 11pt font, demonstrating a range of skills.

In the context of this examination the CV is the candidate's opportunity to give the examiners an overview of your career to date. Unexplained gaps in your CV do not look good, and your examiners may question you on this. They will want to know about your interests outside of architecture, but be careful not to overdo this.

Do not refer to yourself as “Project Architect” or “Architect” in UK context. If you are registered outside of the UK make this clear but do not use the term in UK practice context.

### **Development of PDA**

Review guidance on essay writing. Although you are not writing an essay, you should write an introduction; set the scene, give some context and explain what you are going to develop in the PDA. The main section needs to be a discussion around your experiences gained through both education and practice. Show evidence and use examples, containing reflections on lessons learnt, analysis of factors influencing your career decisions, actions or choices. The PDA should end with an overall reflective conclusion and summary taking a wider view and looking to the future. Try to envisage what kind of architect you are going to be, how do you see your career developing over the next three, five and/or 10 years. How do you plan to achieve this?

## **Professional Development Appraisal**

### **Introduction**

If you developed an early desire to be an architect do not be afraid to say so but avoid references to Lego. Early in the document describe what motivated/influenced you to become an architect. What your expectations were about your course, the profession and your future career and how these may have changed over time. If you have come from overseas or studied overseas you might briefly describe your background.

### **Architectural Education**

Part 1 and Part 2 In the UK context, you might identify highlights or learning/projects/ travel/ research, which have influenced your interests. You should not give a year-by-year account of your course. Candidates from outside the UK may wish to write briefly about the format of their architectural education. Do not go into too much detail about projects, dissertations etc. the Part 3 is more concerned with your overall development in the context of practice. However candidates may wish to discuss the strengths and weaknesses of the structure of UK architectural education and speculate on alternative pathways.

### **Stage 1 /Year Out Experience**

Your first exposure to practice clearly needs to be mentioned. While it may have been a long time ago, it sets the scene for your understanding of architectural practice within the greater context of the construction industry. You may wish to reflect and comment on how your expectations of practice lived up to the reality, and what you learnt from this. It is also an opportunity to identify and reflect on aspects of your experience, which you might have obtained at this point and not had at a later stage. For example, if you worked in a small practice and were able to see projects through many stages, you might have given you an understanding of small practice management issues. Conversely if you were in a large practice you may have worked on early stages of a very large scheme, you could reflect on working within a large team in a complex organization. Increasingly candidates take two years out and work in different practices or abroad, in which case they could discuss the benefits of this approach.

### **Stage 2 /Post Part 2 Experience**

This is the most valuable part of this document as it is the most recent and this is where you should take the opportunity to describe the practice(s) you have worked for, interpreting the experiences you have gained using the relevant professional points of reference.

You should use the PDA to demonstrate your experience of practice management and the business side of architectural practice. You may by now have worked in a number of different practices and you are in a position to compare and contrast practices in terms of management, culture and ethos, marketing and branding, resource management/ business planning. You should use a SWOT analysis to compare strengths and weakness, opportunities and threats.

### **Conclusion**

You may wish to comment on wider political, social, economic issues affecting the profession and have a view on how these may affect your career development and ambitions. In addition you may reflect on an overview of your architectural education and professional development to date, noting perhaps how your views and aspirations have changed as a result of your experiences. You should speculate on your plans for your future career development, perhaps over a period of five to 10 years, and identify the actions you may need to take to achieve this agenda. This section will be more of a look to the future.

### **Continuing Professional Development (CPD)**

Once you have become a registered architect the ARB code of conduct makes it explicit that you must continue to be competent to practise, this is demonstrated through CPD. ARB do not have a system of recording your CPD but will expect you to be able to prove you have kept up to date should they receive a complaint against you.

The RIBA Scheme requires Chartered Members to record their CPD and they set out their requirements in terms of time and curriculum for all Chartered Members.

### **Your CPD plan**

You should base your CPD plan on the RIBA system – Look at the RIBA web site to understand how the RIBA scheme works, you can also use this system to satisfy the ARB CPD requirements. You should produce a plan for the 12 months following registration identifying the core curriculum topics you will cover and the means by which you anticipate these will be delivered. You may wish to plan further ahead and indicate how you might acquire any specific knowledge skills you may need for your career development over the next 3 to 5 years.

For the purposes of this submission please complete your plans using the guidance of the first two bullet points below and the core curriculum topics listed. Note the differences between structured and informal CPD. The remaining points are set out RIBA points scheme and require you to reflect/ assess on the learning outcomes of your CPD topic. You will not be able to do this for this submission, however it is important that you understand the principles behind the scheme and the level of your commitment.

CPD activities can be structured or informal but at least 50% of your CPD should be structured. Structured CPD may be delivered in a classroom.

### ***“As a Chartered Member, you are obliged to do the following each year:***

- *Undertake at least 35 hours of CPD. The 35 hours are the minimum amount of time you need to spend each year maintaining your competence. 35 hours per year equates to only 45 minutes per week.*
- *20 of the required 35 hours must come from the ten topics in the RIBA CPD Core Curriculum (two*

*hours per topic per year).*

- *Award at least 100 learning points to the individual CPD activities you carry out. Assigning points represents your assessment of what you got out of the CPD activity, and will be the result of the time you spent reflecting.*
- *Gain at least half of your CPD from structured learning activities, unless your circumstances prevent it.*
- *Record your CPD activities online using our CPD recording manager.”*

*RIBA Website 2016 <https://www.architecture.com/RIBA/CPD/WhatdoIneedtodo/WhatdoIneedtodo.aspx>*

#### **“What is the Core Curriculum?”**

*The RIBA Core curriculum has been created by the RIBA and its members to ensure that key architectural skills are covered in learning activities. Chartered members are obliged to undertake a minimum of 20 of their year 35 hours from this curriculum.*

- *Being safe – health and safety*
- *Climate – sustainable architecture*
- *External management – clients, users and delivery of services*
- *Internal management – professionalism, practice, business and management*
- *Compliance – legal, regulatory and statutory framework and processes*
- *Procurement and contracts*
- *Designing and building it – structural design, construction, technology and engineering*
- *Where people live – communities, urban and rural design and the planning process*
- *Context – the historic environment and its setting*
- *Access for all – universal or inclusive design*

*RIBA Website 2016*

*<https://www.architecture.com/RIBA/CPD/WhatdoIneedtodo/Whatisthecorecurriculum.aspx>*

## **Bibliography**

### **Appendices – only if necessary**

### **Formatting**

You will submit two printed professionally bound copies of the PDA, which must be in A4 format. The document should be printed on lightweight paper (not more than 80 gsm) and be double sided. A high standard of spelling, punctuation and style is expected. Clarity and legibility in text and illustration are paramount. A minimum text point size of 11 is recommended. You should be careful to consider the choice of font style and ensure legibility. Pages must be numbered and illustrations captioned. One copy of the PDA will be returned to the candidate following the oral examination. You will also be provided with USB sticks for soft copies of all work. You may also be asked to submit a copy on moodle for archive purposes.

### **Word Count**

The word count for the PDA should be no more than 5,000 words. Above the maximum, penalties apply (see below). The word count includes the main body of the text plus footnotes or endnotes. It does not include the bibliography, abstract, any appendix, figure legends, tables, front matter, and non-substantive elements.

### **Appendices**

Appendices are permitted when supplementary material is required or relevant. Appendices must not be used to stretch the main exposition.

### **Penalties for Over-length Coursework**

Assessed work should not exceed the prescribed maximum length of 5,000 words. For work that exceeds the maximum length by less than 10% the mark will be reduced by ten percentage marks; but the penalized mark will not be reduced below the pass mark, assuming the work merited a pass. **For work that exceeds the specified maximum length by 10% the mark will be capped at a pass.** The penalised mark will not fall below the pass mark assuming the work merited a pass.

### **Penalties for Late Submission of Coursework**

Where course work is not submitted by a published deadline, the following penalties will apply:

- a) A penalty of 10 percentage marks will be applied to coursework submitted up to 2 working days after the submission date.
- b) If coursework is submitted more than 2 working days after the deadline, but less than 5 working days, it will be capped at a pass mark.
- c) Work submitted after the 5th working day: a mark of zero will be recorded.
- d) The penalised mark will not fall below the pass mark assuming the work merited a pass.

Where there are extenuating circumstances that have been recognized these penalties will not apply until the agreed extension period has been exceeded. In the case of coursework that is submitted late and is also over length, the greater of the two penalties apply.

### **Extenuating Circumstances**

Candidates who wish to have extenuating circumstances (e.g. dyslexia, medical conditions, disabilities) considered during the examination process and for module submissions must notify the Course Administrator *in advance* of submission and provide appropriate documentation along with the extenuating circumstances form. The consideration of extenuating circumstances will follow the UCL procedures. Candidates may also wish to discuss with their tutor strategies for dealing with any ongoing conditions.

### **Assessment of the PDA and CAR**

Pairs of professional examiners mark the submissions for Module 6. Therefore all work is marked twice. The PDA and CAR will be given a Graded Assessment.

The Professional Examiners will assess these in two stages, they will have agreed on a preliminary /formative mark before the Oral Examination. Then following your performance in the Oral they then report a summative and final mark at the Examination Board.

Assessment Mark Sheet for PDA attached.

*Updated September 2017*



PROFESSIONAL DEVELOPMENT APPRAISAL (PDA) MARK SHEET (2017)

Candidate Name:		Examiner:
AWARD	KEY QUALITIES OF PDA	COMMENTS
DISTINCTION	Very High 100% High 90% <b>In addition to the qualities of a Merit level</b> <ul style="list-style-type: none"> <li>Evidence of exceptional quality in relation to the criteria listed for the award of 70-79%</li> <li>Outstanding critical insight and thought provoking discussion</li> </ul>	
	Mid 80% <b>In addition to the qualities of a Merit level</b> <ul style="list-style-type: none"> <li>Displays originality with perceptive conclusions and critical appraisal</li> <li>Presents an excellent and clear educational and professional evaluation</li> </ul>	
	Low 70% <b>In addition to the qualities of a Merit level</b> <ul style="list-style-type: none"> <li>Draws perceptive and well considered conclusions through critical appraisal of educational and professional matters</li> <li>Demonstrates excellent approach to the CPD proposal</li> </ul>	
MERIT	High 68% Mid 65% <b>In addition to the qualities of a Pass level</b> <ul style="list-style-type: none"> <li>In addition to the criteria listed in the 60-64 categories below the candidate has <b>clearly and thoroughly</b> addressed the scope and content required by the PDA brief.</li> </ul>	
	Low 60% <b>In addition to the qualities of a Pass level</b> <ul style="list-style-type: none"> <li>Displays evidence of general research/reading</li> <li>Fluent and appropriate prose style</li> <li>Clear and concise discussion</li> <li>Well presented and organised presentation with relevant and appropriate graphics</li> <li>Demonstrates a well structured approach to the CPD proposal</li> </ul>	
PASS	High 58% Mid 55% <b>In addition to the qualities of a Pass level</b> <ul style="list-style-type: none"> <li>Good insight and personal reflections</li> <li>Well organized presentations and graphics</li> <li>Demonstrates grasp of pertinent issues relating to practice and draws comparisons</li> <li>Accurate and effective use of evidence to illustrate career development</li> <li>Well organised and logical discussion and critical thinking</li> </ul>	
	Low 50% <b>Pass level threshold</b> <ul style="list-style-type: none"> <li>Addresses the subject matter adequately and displays a reasonable understanding and critique</li> <li>Accurate and direct account with a fair degree of personal insight</li> <li>Presents a clear overview</li> <li>Reasonable presentation with acceptable prose referencing and presentation</li> <li>Demonstrates an adequate approach to the CPD proposal</li> </ul>	
FAIL	49% or below <ul style="list-style-type: none"> <li>The PDA does not address the PDA brief adequately / is not to a professional standard</li> <li>Limited range of evidence or lack of focus</li> <li>Experience is not substantiated or dealt with in a critical manner</li> <li>Lacks clarity coherence and structure</li> <li>Errors in grammar / syntax / spelling</li> <li>Prose style obscures the meaning</li> <li>Fails to address the CPD element in a satisfactory manner</li> <li>Serious weaknesses in the organisation of the PDA</li> </ul>	