



The Architects  
Professional  
Examination  
Authority in  
Scotland Ltd

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**Part 3 Examination in  
Professional Practice  
and Management**

# Guide for Candidates

**Part 3 Examination in Professional Practice and Management**

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# Welcome

Welcome to the Architects Professional Examination Authority in Scotland (APEAS) Guide for Candidates. This Guide has been designed to provide you with the necessary information you will require to undertake the APEAS Part 3 Examination in Professional Practice and Management (“Part 3 Examination”).

It is important that you take the time to read the whole Guide at the start of your Part 3 Examination studies as it contains a wide range of information and advice on various aspects of the Part 3 Examination, including the Architects Registration Board (ARB) / Royal Institute of British Architects (RIBA) Part 3 criteria, the Professional Experience Eligibility Criteria, the three components in the APEAS Part 3 Examination and lots of other helpful information. The Guide will also act as an important reference source as you progress through the Part 3 Examination.

The Guide has been structured to provide you with an overview of the requirements of the Part 3 Examination followed by a more in-depth treatment of the various components of the Examination.

**Chapter 1** includes information about APEAS and the Status and Entry Requirements for the Part 3 Examination.

**Chapter 2** provides an overview of the Examination and the documentary submissions you are required to produce in preparation for the Oral Examination. You are particularly asked to note the section on the conduct relating to the Practice Paper and other documentary submissions since this section deals with such subjects as conferring, collusion and plagiarism.

**Chapter 3** provides very helpful information on the Professional Experience component of the Part 3 Examination. This includes information and guidance on the Professional Experience Eligibility Criteria and the Professional Experience and Development Record (PEDR) system, and information and advice on completing quarterly record sheets.

**Chapters 4, 5 and 6** provide more in-depth information on the Experience Based Analysis component, Practice Paper and Oral Examination respectively.

**Chapter 7** incorporates information on reading materials you may wish to consult.

I do hope you find this Guide helpful in preparing for the Part 3 Examination. I would be happy to receive any comments on ways in which I can improve the Guide.

Antony Eddison

Chief Executive Officer

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# 1 INTRODUCTION

## 1.1 Background

Under the terms of the Architects Act 1997, the ARB is the authority designated to prescribe the qualifications and practical experience in architecture that are required for entry on to the UK Register of Architects.

## 1.2 Purpose of Guide

The purpose of this Guide is to provide details of the Part 3 Examination as managed and operated by the Architects' Professional Examination Authority in Scotland Ltd (APEAS).

## 1.3 About APEAS

APEAS is a company that has been established with the following objectives:

- To set and conduct the Part 3 Examination in Professional Practice and Management (also called the Part 3 Examination) in Architecture
- To establish and carry out procedures for assuring and enhancing the quality of the setting and conduct of the Examination
- To undertake any other tasks that might arise within the scope of furthering the first two objectives

The Company is managed by a Board of Directors who set policy and objectives. It is administered by the Chief Executive Officer of APEAS.

## 1.4 Status of the Part 3 Examination in Professional Practice and Management

The Part 3 Examination is the recognised standard for registration with ARB and is the gateway to chartered membership of the Royal Institute of British Architects (RIBA) and the Royal Incorporation of Architects in Scotland (RIAS).

Candidates successfully passing the Part 3 Examination may make application to obtain Statutory Registered Status with ARB and Chartered Membership with the RIBA and RIAS.

## 1.5 Entry Requirements for the Part 3 Examination in Professional Practice and Management

### 1.5.1 Candidates with UK qualifications

All candidates intending to sit the Part 3 Examination would normally have qualifications that satisfy the ARB/RIBA Parts 1 & 2 criteria. However, it is possible to sit the Part 3 Examination before having passed the Part 1 and/or Part 2 criteria. It should be emphasised that a candidate will not be able to register as a UK architect with ARB unless they have satisfied the requirements shown in paragraph 3 below.

In addition, candidates will be required to demonstrate the breadth, depth and quality of their professional experience. The minimum formal requirement is that a candidate must have obtained at least 2 years of recognised, logged and signed professional experience, of which at least 12 months experience should have been undertaken in the 2 years immediately prior to submitting his/her documentary submission to APEAS

To summarise, the requirements to register with ARB as a UK architect are as follows:

- ARB/RIBA Part 1 pass
- ARB/RIBA Part 2 pass
- ARB/RIBA Part 3 pass
- a minimum of 24 months of authenticated and validated professional experience and training (as laid down in the RIBA Professional Experience and Development Record (PEDR))

It is important to note that from June 2011 ARB and RIBA significantly changed the professional experience eligibility criteria in recognition of the globalisation of the architectural profession. Full details are provided in Chapter 3 of this Guide. You are strongly recommended to read Chapter 3 at your earliest opportunity.

#### **1.5.2 Information and advice for overseas candidates**

If you are an overseas candidate English may not be your first language. It is important to note that the APEAS Part 3 Examination in Professional Practice and Management is a United Kingdom based examination and, as such, will be examined in English. The nature of the written and oral responses you will have to give throughout the Part 3 Examination process will involve you at times in communicating complex information, understanding and argument about architectural practice. It is important that you possess the necessary listening, reading, writing and speaking skills in English to be able to do this. APEAS strongly recommends that a candidate does not undertake the Part 3 Examination unless he/she has an International English Language Testing System (IELTS) Academic score of at least 6 in each of the four individual components of Listening, Reading, Writing and Speaking, and an overall band score of 6.5 (or the equivalent under any other English language testing system). If you have any concerns about your ability to communicate effectively in English you should contact your Professional Studies Advisor.

#### **1.6 Record of Experience**

You must ensure that you maintain your Professional Experience and Development Record (PEDR) and return it to the School of Architecture where you are registered for support for the Part 3 Examination for early signing, subsequent to authentication by your named employment mentor. For further information refer to Chapter 3 of this Guide.

#### **1.7 Courses in Support of the Part 3 Examination in Professional Practice and Management**

The institution where you are registered for Part 3 Examination support may offer a course, or courses, or even a post graduate qualification in support of the Part 3 Examination. You should check with your Professional Studies Advisor (PSA) what course(s) and/or qualification(s) are available at the institution.

## 2 THE PART 3 EXAMINATION IN PROFESSIONAL PRACTICE AND MANAGEMENT

### 2.1 Objectives of the Examination

As indicated in the previous chapter the Part 3 Examination is the recognised standard for registration with the ARB and is also the gateway to chartered membership of the RIBA and/or RIAS. Candidates are expected to demonstrate an ability to deal in a responsible manner with situations which might arise in the broad spectrum of architectural practice.

APEAS use the jointly held ARB/RIBA Part 3 criteria which come under the following five main headings:

- Professionalism
- Clients, users and delivery of services
- Legal Framework and processes
- Practice and management
- Building procurement

A copy of the ARB/RIBA Part 3 criteria, together with advice on how you should interpret the criteria, can be found on the APEAS website in the Candidate Section. You are strongly recommended to read this in depth at the start of your Part 3 Examination studies.

### 2.2 Documentary Submissions

All of the following components are **mandatory**.

#### 2.2.1 Record of Experience / Certificate of Professional Experience

Candidates will normally have completed a signed log of their professional experience in a PEDR - Professional Experience and Development Record (for further information see <http://www.pedr.co.uk/>). Alternatively, candidates with significant architectural experience may use the RIBA Record of Professional Experience. See [Chapter 3](#) for more details on the Record of Experience and Certificate of Professional Experience.

#### 2.2.2 Evaluation of Experience

Candidates must submit a written Evaluation of Experience offering a critical evaluation of all periods of professional experience. This Evaluation must be written in terms of the five headings in the ARB/RIBA Part 3 criteria (see section 3.6 for more details) and should be no more than 2000 words in length. The Evaluation should be prefaced by a "Professional CV" (max 2 pages). It must be emphasised that this submission should focus on an **evaluation** of all your professional experience to date and should not simply be an extended CV.

It should be noted that re-sit candidates, regardless of which component(s) they are re-sitting, should submit an updated Evaluation of Experience which should include an evaluation of their professional experience since they last sat the Part 3 Examination.

#### 2.2.3 Experience Based Analysis

Candidates are required to undertake an analysis of an appropriate building project or of an appropriate theme from architectural practice and prepare a report of between 4000 - 8000 words. Please note that the Experience Based Analysis component normally consists of the three stages as outlined in [Chapter 4 Section 4.3](#).

#### 2.2.4 Practice Paper (Written Examination)

Candidates have to undertake a two day, in-office examination covering many aspects of the ARB/RIBA Part 3 criteria. The paper comprises a series of situation-based questions relating to a written scenario. The examination is conducted in the candidate's place of

employment as it represents the environment in which candidates will normally practice (see Chapter 5).

## 2.3 Conduct relating to the Practice Paper and other Documentary Submissions

### 2.3.1 Conferring

Candidates are permitted to confer with appropriate sources of information (e.g. RIBA/RIAS documents, Codes, British Standards, text books etc.), and may take advice from colleagues, both from within their offices and from other disciplines. These sources must be cited and due acknowledgement given in Practice Paper answers. Conferring does **not** however apply to fellow candidates as this may be construed as collusion.

### 2.3.2 Collusion

Collusion between candidates (e.g., sharing/jointly preparing answers to the Practice Paper) is **not** allowed under any circumstances. Any candidate found to have colluded with a fellow candidate in the Experience Based Analysis and/or Practice Paper will be disqualified from the Part 3 Examination.

### 2.3.3 Plagiarism

APEAS regards plagiarism as a very serious form of misconduct. It involves passing off someone else's ideas, thoughts or work as your own efforts. APEAS is totally opposed to any form of plagiarism.

A candidate found to have plagiarised another person's work will be disqualified from the Part 3 Examination.

**You should note that in ticking the box in the Declaration Section of the APEAS on-line Registration Form you will be making a commitment neither to collude with another candidate nor to engage in plagiarism.**

As a point of information, wherever you quote from a source (whether this is a text book, RIBA/RIAS document, Code, British Standard, the Internet or an architect or building professional in your own or another office) you should make sure that the quotation is **fully referenced** in your written submission. Further information on Collusion and Plagiarism, including how to reference quotes, can be found on the APEAS website ([www.apeas.org.uk](http://www.apeas.org.uk)) in the Candidate Section under the heading of Guidance on Good and Bad Practice.

## 2.4. Oral Examination

Candidates undertake an Oral Examination with Practice Examiners (taken from the APEAS pool of Practice Examiners who are experienced senior practitioners) and based on the ARB/RIBA Part 3 criteria. Further information on the Oral Examination is given in Chapter 6. Dates for the Oral Interviews are available on the APEAS website. You will be informed by APEAS of the date, time and venue for your Oral Examination approximately six weeks prior to the Oral Examination.

## 2.5 Grades

APEAS Practice Examiners use grades to assist in assessing and moderating candidate documentary submissions and Oral Examination performance. However, it is important to emphasise that these grades are used for internal assessment and quality assurance purposes only. Grades are not published and candidates will only be notified of a pass / fail result.

## 2.6 The Examination Process

It is important that you understand how the APEAS examination process works. This process is illustrated in the following diagram.

Pre-assessment		Final Assessment
Written Practice Paper	ORAL EXAMINATION	
Experience Based Analysis		
Experience		

Each component of your documentary submission will be provisionally assessed prior to the Oral Examination. The definitive assessment of each component will be made following the Oral Examination. Examiners have scope to adjust your provisional pre-Oral grades in light of the answers you give at the Oral Examination. Thus, it is possible for a component(s) provisionally graded a fail to be re-graded a pass or vice versa as a result of the answers you give at your Oral Examination. It should be noted that for grading purposes the PEDR / Record of Experience and Evaluation of Experience will be graded under one component heading entitled "Experience".

All components **must** be submitted for the Examination at the first sitting. APEAS reserves the right to withdraw a candidate from the Part 3 Examination where one or more of the candidate's component documentary submissions are deemed not to meet the criteria for submission (e.g. a Record of Experience with less than 24 months experience or an Experience Based Analysis report that does not accord with the word count regulation). Each component **MUST BE PASSED** in order to pass the Part 3 Examination.

## 2.7 Notification of Results

APEAS will notify candidates by letter if they have passed or failed the Part 3 Examination within one week of the date of the Examination Committee meeting which follows the Oral Examination

A list of successful candidates will be sent by APEAS to ARB, RIBA and RIAS for information. Candidates should then apply directly to these bodies.

## 2.8 Illness, extenuating circumstances or learning difficulties or disabilities

Candidates who become ill or suffer from other extenuating circumstances on the days of the written Practice Paper or the Oral Examination should inform APEAS as soon as possible that day. A medical certificate will be required to be submitted to APEAS in case of an illness.

Candidates are strongly encouraged to advise of any disability/learning difficulty which may require a reasonable adjustment to be made to the examination's standard prescribed conditions. The registration form includes a section requesting such information. If you do not feel comfortable completing that part of the form, you may contact the Chief Executive Officer at [info@apeas.org.uk](mailto:info@apeas.org.uk) to discuss your particular circumstances in confidence. Further details are available on the Special Requirements section of the website.

Please be aware that it is highly unlikely that any account of any special circumstance can be taken after you have completed the examination if you have not disclosed it prior to the examination – see the Fit to Sit Policy provided in the Policies and Procedures section of the website.

## 2.9 Appeals

The decision of the examiners, as confirmed by the Examination Committee, shall be final and no appeal will be accepted or considered in relation to the decisions of examiners and their professional judgment.

A copy of the Appeals Procedure, including criteria for making an appeal, can be found in the Candidate Section of the APEAS website.



## 2.10 Re-sits

A candidate who has failed one or more components of the Part 3 Examination may re-sit these components (see re-sit examination policy within the Examination Regulations on the [Policies and Procedures](#) section of the APEAS website). The following conditions will apply:

- A candidate who has failed the Practice Paper should re-sit the written paper and return for oral examination
- A candidate who has failed the Experience Based Analysis component should re-submit an Experience Based Analysis report and return for oral examination
- A candidate who has failed the Experience component should continue to complete PEDR log sheets and return for oral examination
- A candidate who has failed more than one component of the Part 3 Examination will be required to re-submit and return for oral examination as detailed in the above bullet points

All re-sit candidates, irrespective of which component(s) they have failed, are required to submit an updated Evaluation of Experience as part of their documentary submission when they resubmit for examination.

## 2.11 Policy on fit to sit/extension of time for submitting documentary submissions

The APEAS Examination Committee has now developed a joint policy, ratified by the APEAS Board, for fit to sit and extension of time for candidates to submit their documentary submissions.

The fit to sit part of the policy simply states the following:

‘that if a candidate produces and submits their documentary submission they are declaring that they are fit and well enough to do so.’ It should also be noted ‘that a candidate who attends for oral examination is also declaring himself/herself fit and well enough to do so.’

With regard to the extension of time part of the policy there is no extension of time for candidates to submit their Evaluation of Experience, Record of Experience/Certificate of Professional Experience and Experience Based Analysis. Candidates must submit these documents by the deadline date and time specified by APEAS. Candidates may be granted an extension of time of up to 24 hours when answering questions in the Practice Paper, at the discretion of the Chief Executive Officer, under certain exceptional circumstances. Such circumstances may include the candidate falling ill at the start of the 48-hours of the examination, a sudden death of a close relative or the candidate being unable to reach their place of employment due to inclement weather.

Full details of the Fit to Sit/Extension of Time Policy may be found on the APEAS website in the [Candidate Section](#) under the heading Policy on Extension of Time

## 2.12 Important Addresses

Details of some contact information that may be important to you during your Part 3 studies can be found in the [Contacts](#) section of the APEAS website

## 2.13 Change of Details

It is important that you keep APEAS informed of any change of details (e.g. change of employment mentor, change of e-mail address etc.) you provided at Registration. Please update your online registration and advise APEAS by email of any changes.

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### 3 GUIDANCE ON PROFESSIONAL EXPERIENCE

#### 3.1 Introduction

Professional Experience (also sometimes called Practical Experience or Practical Training) is an essential part of the education required to become an Architect. In the context of the APEAS Part 3 Examination the Experience component consists of the following two parts:

- Record of Experience
- Evaluation of Experience

While you will submit separate documents for the two parts your examiners will assess these documents together and give you a single grade for the Experience component. In arriving at a grade your examiners will wish to consider whether you have gathered sufficient breadth, depth and quality of architectural experience to discharge the responsibilities of a registered architect.

Both parts of the Experience component will be considered in greater depth in this Chapter. The Chapter will also include a section on the RIBA Certificate of Professional Experience which provides an alternative route to passing the Experience component for those candidates with substantial architectural experience.

#### 3.2 Professional Experience Eligibility Criteria

The latest version of the Professional Experience Eligibility Criteria came into force on 1<sup>st</sup> June 2011. The changes in the criteria have been incorporated into revisions to ARB's Rule 13 (b) which is shown below. ARB and RIBA worked closely together to achieve a common Rule which meets both ARB's registration requirements and satisfies RIBA Part 3 regulations.

The revised ARB Rule 13 (b) is as follows:

*'the candidate has recently completed a minimum of 24 months' practical experience under the direct supervision of a professional working in the construction industry which should include at least 12 months working in the EEA, Channel Islands or the Isle of Man, under the direct supervision of an architect.'*

ARB and RIBA have provided some helpful definitions to enhance understanding of the new professional experience eligibility criteria. These definitions are as follows:

'months'	These will be calendar months of full-time working (at least 20 hours a week). Reasonable time off for holidays and illness may be included in this period. Where the work is less than 20 hours per week, candidates will be expected to complete a commensurately longer period of experience
'practical experience'	This is experience which consists of activities which would typically be undertaken by an architect in practice. The Part 3 criteria are helpful in setting out in general terms some of the activities a candidate may undertake while engaged in professional training
'recently'	At least 12 of the 24 months' of experience should have been undertaken in the 2 years immediately prior to submitting a documentary submission for the Part 3 Examination.
'direct supervision'	The person supervising the candidate should have responsibility for and control over the work being undertaken.
'professional working in the construction industry'	This person will be an architect registered in the territory where the experience is being undertaken or a chartered or similarly qualified member of an appropriate professional body. The 'construction industry' will include qualified professionals typically involved in the procurement, design and management of the built environment.

Both ARB and RIBA have provided some guidance on the application of the eligibility criteria. This guidance is as follows:

While Rule 13 (b) states that candidates registering for the Part 3 Examination should have undertaken a minimum of 12 months professional experience working in the European Economic Area (EEA), the Channel Islands or the Isle of Man under the supervision of an architect, candidates should understand that the Part 3 Examination assesses UK practice and law. Professional experience is an essential part of the Part 3 qualification and plays a key role in helping candidates meet the Part 3 criteria. It is, therefore, recommended that candidates undertake a minimum of 12 months' professional experience in the UK as those candidates whose experience lies purely outwith the UK may find it difficult to acquire the necessary knowledge, understanding and skills of architectural practice to sit the Part 3 Examination.

Candidates must be mentored while undertaking their professional experience. The mentor must have control over and take responsibility for the work being undertaken. Typically, the mentor and the candidate will be employed by the same organisation but where the relationship is not typical the candidate and employment mentor will have to satisfy the Professional Studies Advisor that the level and type of supervision is appropriate. It should be noted that APEAS has developed a procedure for candidates where their mentoring arrangements are untypical. A copy of this procedure can be found on the APEAS website in the [Candidate Section](#) under the heading 'The Procedure and Checklist for candidates following a non-directly supervised professional experience route'

While it is acceptable for any professional working in the construction industry to supervise up to 12 months of professional experience, a registered architect is likely to be in the best position to help candidates in acquiring the required levels of knowledge and skills in architectural practice.

One further point regarding the revised Professional Experience Eligibility Criteria should be noted: that is, while candidates should continue to have a minimum of 24 months of logged, signed professional experience there is no longer a need, under the new criteria, to have a minimum of 12 months of this experience at post Part 2 before sitting the Part 3 Examination. However, 12 months of the 24 months of professional experience must have taken place within 2 years of submitting your documentary submissions to APEAS. Full details of the new rules covering professional experience are set out on the [PEDR website](#).

### 3.3 Nature of Professional Experience

It is important to remember that professional experience should be principally **practical** and **technical** in nature rather than creative. The main purpose of professional experience is to provide candidates with the necessary awareness, knowledge, understanding and skills to implement architectural designs in practice.

Professional Experience has a crucial role to play in relation to the Part 3 Examination. Professional Experience provides the necessary platform for a candidate to develop an awareness, knowledge, understanding and skills of the ARB/RIBA Part 3 criteria to develop an Experience Based Analysis report and give answers to Practice Paper questions. The better the range, depth and quality of professional experience the more likely a competent Experience Based Analysis report will be produced and good, well informed Practice Paper answers will be given.

### 3.4 Responsibilities for Professional Experience

The current professional experience eligibility criteria provide candidates with more diverse opportunities to gather professional experience in terms of where they are practicing, who they are employed by and who mentors them.

Whilst such flexibility may be considered good it is important to be aware that APEAS will continue to insist that for a candidate to be successful in its Part 3 Examination he/she must have gathered a sufficient breadth, depth and quality of architectural practice professional experience. As a candidate for the Part 3 Examination it is your responsibility to ensure that you are getting the appropriate architectural professional experience regardless of where you are gathering this experience from. It is strongly recommended, especially where you are not gathering your experience in a traditional way (i.e. in an architect's office in the UK under the mentorship of an architect) that you consult your PSA regularly to ensure that the nature, range and quality of experience is preparing you suitably for the Part 3 Examination. Failure to do this may well result in you not acquiring the appropriate professional experience to be successful in the Part 3 Examination.

With regard to professional experience, it is not unreasonable for you to expect appropriate levels of information, advice and support from the place where you are employed and from your PSA. The PEDR website, under the section *Duties and Responsibilities of the Employer, in the Guide for Students* sets out clearly the responsibilities of the employer, employment mentor and candidate in relation to professional experience. It is strongly recommended that both your mentor and you read this section. The PEDR website also contains a section entitled the *Duties and Responsibilities of the Student, in the Guide for Students* which includes a very helpful table setting out what is expected of the candidate, the office and PSA during the period of professional experience. It is also strongly recommended that both your mentor and you read this section.

Achieving the most from your professional experience depends in no small measure on how well you manage the relationship between your place of employment, your PSA and yourself.

### 3.5 Record of Professional Experience

The RIBA Professional Experience and Development Record (PEDR) is an electronic recording system specifically designed to provide practice examiners with a clear and consistently recorded statement of experience, which allows the examiners to evaluate your experience effectively. For this reason, practice examiners prefer that you use this electronic system for recording your experience. Any other recording method that you choose to use runs the risk of failing to provide information in a form that allows consistent and effective evaluation by the examiners, and may prove ineffective in persuading examiners of the range, depth and quality of your experience.

Candidates are encouraged to reflect on their professional experience and to allow them to record discussions they have with their mentor. Guidance on the PEDR Recording System is available on the PEDR website. A summary of the 2011 changes are as follows:

- Categories of experience: categories i to iii.
- Location of experience: UK; EEA /Channel Islands/Isle of Man; overseas
- Terminology – placement provider
- Employment Mentor –construction professional
- RIBA Work Stages – you can choose to use the work stages in either the RIBA Plan of Work 2007 or the RIBA Plan of Work 2013 in your record sheets
- Activities – free text boxes
- Reflective Experience Summary – designed to encourage greater reflection by candidates of their experience
- Student/Mentor Appraisal – structured section designed to promote dialogue between candidate and mentor

- Professional Studies Advisor's guidance –includes structured headings designed to give candidates a clearer understanding of their progress and areas on which they need to improve

The PEDR website provides a lot of helpful information and guidance on the PEDR recording system. You are strongly recommended to visit the PEDR website to read about the PEDR Recording System. **You are also advised to check the website regularly as future revisions to the PEDR may occur.** The guidance on the website includes how to complete a new quarterly record sheet and the status of sheets which have:

- been printed as final copies before 10th August 2011
- been created prior to August 2011 and are currently unfinished /sheets that have been completed and printed as a final copy but need to be corrected
- new and subsequent sheets, created on or after 10th August 2011
- The PEDR website also contains a sample of a candidate's completed quarterly record sheet.

You are advised to discuss with your employment mentor at the end of each 3 month period of professional experience your progress over the previous 3 months and your work objectives and learning opportunities during the next 3 month period. The latest version of the PEDR contains a section which has been designed as a mini agenda for a meeting where your employment mentor and you can discuss your progress over the period covered by the record sheet. You should note that this section cannot be completed on-line. However, the template will automatically be generated when you view or print your record sheet so that you can complete it by hand or electronically. Using such a structured approach provides a basis from which both your employment mentor and you can assess the progress you have made with your professional experience during each 3 month interval.

You should monitor the range of experience across the various work stages at regular intervals. It is good practice to summarise the percentage of experience in each work stage achieved to date, at the time you submit your sheets to your PSA. If this reveals a gap in the range of experience, you should discuss with your employment mentor and PSA how you might address the deficiencies.

You are strongly advised to keep a diary to supplement your more formal records. Since the 3 monthly record sheets are "activity based", the pattern of your experience is easily seen and this should be discussed with your employment mentor regularly.

Use the Project Section of the record sheet to record details of the projects you have been working on, the tasks you have completed and record the hours you have undertaken against the relevant RIBA Work Stages.

It is a good idea to include in each Project Description such information as a brief description of the project, appointment, fee, contract, project value and project team (the list is not intended to be exhaustive).

The PEDR form includes a section entitled 'Activities Section.' This section has been designed to allow you to record tasks you have completed under the heading of 'Office Management.' Such tasks may include marketing, strategy and more general activities such as CPD, attending a Part 3 course and holiday absence.

The Reflective Experience Summary of the PEDR record sheets is arguably the most important section you will have to complete. It has a five box structure for recording your reflections on your professional experience. The headings and guidance have been written to encourage you to engage in reflection and self-criticism. You should not interpret the term self-criticism to mean finding fault with everything you have done over the three month period.

Rather self-criticism should be viewed as an honest evaluation of the strengths and weaknesses of your experience. In completing the Reflective Experience Summary you may wish to pose yourself the following questions (the list is not intended to be exhaustive):

- What was good about my experience (e.g. being involved in such and such a meeting helped me to .....)?
- What was not so good about my experience?
- What was interesting about my experience?
- What was the most challenging part of my experience?
- What learning points can I take from my experience?
- What could I do in future to ensure I get more from my professional experience (e.g. do some research prior to attending a meeting)?
- What are my aims and objectives for the next three months of experience?
- What further support do I require from my placement provider?

Inclusion of some images (e.g. illustrations, drawings, photographs etc.) along with your record sheets is encouraged to clarify the type of work and experience that is being undertaken. Make sure that such images are clear and well presented as poor images can lower the quality of an otherwise good Record of Experience. It is important to only include images in your PEDR that illustrate the nature of the work you have been engaged in. Avoid including images which are not relevant to the work but simply promote the quality of the architecture undertaken by your employer. It is also important to judge carefully how many images you include in your PEDR: too few can indicate you are not taking advantage of including images to better illustrate the type of work and experience you have undertaken, whereas too many illustrations can be tiresome for your examiners. It is advised that you do not put images in a separate document as this may involve examiners in tedious cross-referencing.

**Practice Examiners find a graphical representation of a candidate's experience useful, so consider including that in your Record of Experience.**

Your record sheets should be completed at 3 monthly intervals. **Remember to sign and date the record sheets in the appropriate place.** Your employment mentor should review the record sheets, commenting on your progress and achievements and signing and dating them in the appropriate place within a reasonable time period. It should be noted that the box for mentor's reports in the PEDR can be expanded if required. Once your employment mentor has commented and signed the record sheets they should be sent to your PSA for further comment, signing and dating.

You should note that the Professional Studies Advisor's section in the PEDR sheets includes structured headings designed to give you a better understanding of your progress and areas that you need to improve on. It is strongly recommended that you send each set of record sheets to your PSA within 2 months of the completion of the 3-month period. When completed at the correct time by you, your mentor and the PSA, your quarterly record sheets help your examiners to understand your professional and career development during each 3-month period.

Some past candidates have chosen to ignore the advice given in the previous paragraph submitting some or all their record sheets to their PSA just prior to sitting the Practice Paper. Any late submission of record sheets carries the risk of the PSA signing but not commenting on the sheets or even not signing the sheets at all. Late submission of record sheets may also convey to your examiners an impression of someone who is not organised, or worse, someone who has not taken his/her professional experience sufficiently seriously.

Where, for good reason (e.g. illness or other extenuating circumstance), record sheets have had to be completed outwith the recommended timescales you are strongly advised to include a letter from your employer (on headed notepaper) to confirm the dates of employment and the reasons for late submission to the PSA. Any late record sheets should be accompanied by a note from your PSA stating the reasons for the late submission. These should be included in the Record of Experience.

You are strongly advised to allow time for your Record of Experience to be agreed and finally signed off by your PSA. In practice, this means that experience beyond the end of October in the year you take the Part 3 Examination will not normally be counted.

It is important to recognise that your Record of Experience contains a great deal of information about your professional experience which your examiner will have to read. **Examiners have often commented unfavourably about candidates copying and pasting large amounts of information from one record sheet to the next. Examiners find reading the same information in more than one record sheet tedious and frustrating, so you are strongly advised to minimise the amount of information you repeat.** Any assistance you can give in summarising the information in your Record of Experience will make the task of assessing your Record of Experience easier. The PEDR provides opportunities to summarise experience quantitatively in terms of Work Stages at both 3 monthly intervals and as an overall summary on the Professional Experience and Development Overview document. You should ensure that these sections of your record sheets are completed fully and accurately. The Professional Experience and Development Overview document also allows you to summarise your professional experience in terms of your places of employment. Once again you are encouraged to complete this summary fully and accurately.

Before submitting your Record of Experience to APEAS you are strongly advised to undertake a final check of your records to ensure all periods of experience are included and record sheets have been signed in the appropriate places by your employment mentor, PSA and **you**. APEAS has developed a simple form to assist you in this process. This form entitled a Summary of PEDR signatures can be found on the APEAS website in the Candidate section. While it is not compulsory to complete this form you might find it helpful to do so to keep track of the progress of your record sheets from you to your employment mentor to your PSA. Some previous candidates have used it as a contents page for their PEDR submissions.

The form is also very helpful for practice examiners in giving them a quick overview of how many record sheets are being submitted and whether they have been signed and dated as appropriate.

Your name, APEAS registration number and “record of experience”, must be written **clearly** at the top right hand corner of your Record of Experience submission.

Re-sit candidates are advised to contact the Chief Executive Officer of APEAS, on receiving their Part 3 Examination result to discuss whether they need to continue to maintain their Record of Experience or not.

Once the subject of your Experience Based Analysis has been agreed, it could be useful to highlight in your record sheets the project to which it relates, if applicable. This will allow the PSA and examiners to follow the progress of the project and relate it to the Experience Based Analysis report.

### 3.6 Evaluation of Experience

An Evaluation of Experience document is required from candidates sitting the Part 3 Examination consisting of a **self-evaluation** of the full range of professional experience to date. It should **not** exceed **2000 words**. It will provide important evidence to the Practice Examiners that you have consciously reflected on the opportunities presented to you while in employment and have understood the professional implications of the activities in which

you have participated or observed. You need to demonstrate beyond doubt your ability to match technical attainment with an understanding and critical evaluation of sound practice and contract administration.

The ARB/RIBA Part 3 criteria provide an indication of the level of attainment of professional experience expected prior to a candidate undertaking the Part 3 Examination. The criteria are shown on the APEAS website in the Candidate section. For further advice on levels of attainment consult your PSA or employment mentor.

Your Evaluation of Experience should comprise a critical, self-evaluation of your professional experience. Practice Examiners actively encourage candidates to take a self-critical view of their own experience identifying both strengths and weaknesses. It may be helpful to include in your Evaluation brief details of the steps you have taken to improve on areas of weakness. In the past, some Evaluations of Experience have been limited to a mechanical list of criteria and how they were met, with no real reflective introduction to give a sense of who the candidate is. The use of the ARB/RIBA Criteria to structure an Evaluation of Experience is useful, but should not be the sole means of reflecting on experience. Ideally a criteria-based evaluation needs a clear timeline or other explanation so that the Practice Examiner can understand the chronology and pattern of a candidate's professional development. Where each criterion is discussed, it should be much more than a simple statement of how that criterion has been met, but should be supported by clear evidence such as reference to specific projects and tasks.

You may also wish to include in your Evaluation of Experience some of your ideas on career aspirations post Part 3.

If your employment has meant that you have not followed the traditional route for professional experience (i.e. working in an architect's office in the UK under the mentorship of an architect) you may wish to provide your examiners with an evaluation of the quality of this 'non-traditional' experience in preparing you for the Part 3 Examination. In your Evaluation of Experience you may wish to address such questions as

- To what extent has this experience helped you satisfy the ARB/RIBA Part 3 criteria?
- What gaps did this employment leave in your experience?
- What steps did you take to 'fill-in' the gaps in your experience?

It may not have been possible for you to control the range of your experience, however; even unfortunate experiences can be educational and should be accurately recorded and sensitively and objectively evaluated.

In assessing your documentary submission and Oral Examination performance, practice examiners require to persuade themselves that your awareness, knowledge, understanding and experience cover the full range of the ARB/RIBA Part 3 criteria.

To assist in ensuring that this coverage has taken place you are required to write your Evaluation of Experience in terms of the five headings in the ARB/RIBA Part 3 criteria: namely,

- Professionalism
- Clients, users and delivery of services
- Legal Framework and processes
- Practice and management
- Building procurement

Your Evaluation of Experience should be prefaced by a professional CV (max. two pages), which includes name and date of birth, and lists your qualifications and the periods in employment. Candidates should treat their CV as a stand-alone document (not an



introduction to another document), even though physically it is bound into other work. Candidates should try and produce a polished, professional CV, listing professional skills (not just REVIT), and perhaps include a personal profile.

Your name, APEAS registration number and “Evaluation of Experience”, must be written **clearly** at the top right-hand corner of your Evaluation of Experience submission.

#### **A note for re-sit candidates**

The APEAS Examination Committee strongly recommends that you include within your updated Evaluation of Experience an explanation of the reasons you failed the Part 3 Examination together with the steps you have taken to address these failings since you last sat the Part 3 Examination.

### **3.7 RIBA Certificate of Professional Experience**

The APEAS Examination Committee has agreed the following procedure and guidance for candidates submitting a RIBA Certificate of Professional Experience. You are strongly recommended to read the following section in full if it is your intention to record your professional experience using a Certificate of Professional Experience.

#### **What is the Certificate of Professional Experience?**

The RIBA Certificate of Professional Experience may be used by candidates who have substantial architectural practice professional experience as an alternative to completing PEDR sheets. The Certificate is now available as an online recording format on the PEDR website ([www.pedr.co.uk](http://www.pedr.co.uk)).

#### **What is the status of the Certificate of Professional Experience?**

It is important to stress that simply completing and submitting a Certificate(s) of Professional Experience to APEAS does **not** guarantee a pass in the Experience component of the APEAS Part 3 Examination. APEAS practice examiners will use the information on the Certificate(s) of Professional Experience and other supporting documentation to assess if the candidate has the range, depth and quality of professional experience to pass the Experience component

#### **What conditions must I satisfy before using the Certificate of Professional Experience?**

In order to use a Certificate of Professional Experience a candidate must satisfy the following conditions:

- they must have the permission of their Professional Studies Advisor (PSA) to use the Certificate of Professional Experience route
- they must have a minimum of six years’ experience which must meet the ARB/RIBA professional experience eligibility criteria and must have been undertaken outside of full time study for Part 1 and Part 2. Candidates who have studied on a part-time course or office based route can apply to their Professional Studies Advisor to use the Certificate of Professional Experience
- they must have reached a level of responsibility in their office which gives them a supervisory function

Candidates who wish to apply for a Certificate of Professional Experience are expected to provide their PSA with the following details:

- a statement of the length of their professional experience
- details of the kind of work they are currently engaged in including the character and size of projects

- a statement from their employer about the nature of their work and the level of responsibility they hold

### **What should I consider before deciding whether to use a Certificate of Professional Experience or PEDR sheets?**

This is a very important question to consider. You are strongly advised to discuss with your PSA whether the Certificate of Professional Experience is the best route for you to use or whether you should produce quarterly PEDR log sheets or a combination of the two. It is important to remember that regardless of whether you are using a Certificate of Professional Experience or PEDR sheets the evidence you produce will ultimately be assessed by two practice examiners. Therefore, you should ask yourself which of the two formats is better suited to presenting your professional experience. In this regard it is worth bearing in mind that the PEDR system may provide you with a useful structure and format for presenting your experience.

### **How can the Certificate of Professional Experience be accessed?**

RIBA provide information on how to access the Certificate of Professional Experience online from the PEDR website:

*“To complete a Certificate of Professional Experience online your first step is to register on the PEDR website. Once you have registered and signed in, click on 'Your Certificates' under the 'Certificates of Professional Experience' menu item. Then click on 'New Certificate'. This will take you to the general information section of your selected sheet and the menu will expand to display links to the other sections.*

*The best way to complete your certificate, especially when starting a new record, is to fill in the details on each page and then click on 'Save and proceed to the next step'. This will take you through all the sections you need to complete. Most sections can be left blank and you can return to them at any time using the menu options on the left.”*

### **How many Certificates of Professional Experience do I have to complete?**

It should be noted that a separate Certificate must be completed for **each employment** where you have obtained your professional experience. Each Certificate must be signed and dated by an employer to confirm that you have undertaken the activities recorded on the Certificate, and **must also be signed and dated by your PSA.**

It is also highly recommended that you obtain a letter of support from your employer as this will provide your practice examiners with additional information when they are evaluating your professional experience.

### **Do I have to provide any other documents in addition to the Certificate of Professional Experience?**

Yes. On its own a Certificate of Professional Experience is of limited value to practice examiners in assessing the range, depth and quality of your professional experience. To help your examiners get a better knowledge and understanding of your professional experience you must complete an APEAS Record of Experience (C of PE) form (shown in Section 3.8) for each employment you wish to include as a part of your professional experience.

It is understood that you are completing this form retrospectively, but you are asked to complete the information required on the form as fully and accurately as possible. Guidance on the completion of the Record of Experience (C of PE) form is also provided in Section 3.8. Please include with your Record of Experience (C of PE) form (s) a CV detailing your architectural qualifications, employment history etc.

In addition to completing the Record of Experience (C of PE) form(s) you must also produce an Evaluation of Experience document which evaluates the range, breadth and

quality of your professional experience. This document should not exceed **4000 words** in length.

It must be stressed that whereas the information you include in your Record of Experience (C of PE) form(s) will be descriptive in nature the information in the Evaluation of Experience document must, as the name implies, be evaluative.

The importance of evaluating your experience fully and effectively cannot be over emphasised. Practice examiners have commented that some past Evaluations of Experience from candidates using the Certificate of Professional Experience route have been poor, lacking in any real critical reflection. You are strongly advised to write your critical evaluation in terms of the five main headings in the ARB/RIBA criteria at Part 3 with an executive summary and conclusions i.e.:

- Professionalism
- Clients, users and delivery of services
- Legal Framework and processes
- Practice and management
- Building procurement

In writing your reflective commentary you may wish to address some or all of the following questions (the list is not intended to be exhaustive)

- To what extent has my experience helped me to satisfy the ARB/RIBA Part 3 criteria?
- How did I ensure that I got the range and quality of experience I needed to present for the Part 3 Examination?
- Are there still gaps in my professional experience?
- What steps have I taken to 'fill-in' these gaps?
- How has the Continuing Professional Development I have undertaken helped me satisfying the ARB/RIBA Part 3 criteria?
- What have I learnt from any periods of responsibility I have had (e.g. running a small job, supervising others running a job etc.)?
- What did I learn when a job, or jobs, went wrong?
- What have I learnt from the successes I have had in architectural practice?
- What have I learnt from mistakes I, or others, have made?
- What are my future career aspirations?

**Record of Experience (Certificate of Professional Experience) Form**

**Candidate's Name:** .....

**Employer's Name:** .....

**Employer's address:** .....

..... **Post Code:** .....

**Telephone No:** ..... **Email address:** .....

**Dates of employment:**

**From:** ..... **To:** .....

**Name of architect(s) / construction professional(s) supervising your work:**

.....

Description of the work undertaken	Approximate length of time spent on the work

**Guidance on the completion of the Record of Experience (C of PE) Form**

In completing the Record of Experience (C of PE) Form it is important to be clear what the purpose of the form is. As stated in the main note its purpose is to allow you to present descriptive information of the work you have undertaken at each place of employment you are counting towards your professional experience. This will allow your practice examiners to gain a clear and concise knowledge and understanding of the range, breadth and quality of your professional experience. Thus, in completing the form you may wish to take account of the following points:

- (1) Only include sufficient information so that your examiners get a clear and concise insight into the work you did at the place of employment (over wordy documents are unlikely to impress your examiners)  
 You may find it advantageous to present the information in terms of the projects you were involved in. If you take this approach it is a good idea to provide details of each project such as:
  - Brief description of the project
  - Your level of involvement in the project
  - Project value
  - Appointment
  - Fee
  - Contract
  - Procurement (if applicable)
  - Other relevant details (e.g. did CDM apply)
- (2) If you adopt the project based approach it is important not to ignore non-project based activities such as office administration, marketing, CPD etc.
- (3) It is helpful to your examiners if as part of completing the Record of Experience (C of PE) Form(s) you give an indication of the stages of the RIBA Work Plan you believe your professional experience has covered.
- (4) The Record of Experience (C of PE) Form is deliberately simple in design so that you can adapt it to your purposes.
- (5) If possible try to include relevant images in the Record of Experience (C of PE) Form as this will almost certainly enhance your presentation.
- (6) You may also attach other relevant information to the form (e.g. drawings, letters, project schedules, minutes of meetings etc.) with the permission of your employer. However, it is important not to pad the form out with unnecessary information.

## 4 THE EXPERIENCE BASED ANALYSIS COMPONENT

### 4.1 Introduction

It is important in the Experience Based Analysis (EBA) report that you write about a subject in which you have had experience. If the subject you choose to write about is project based you must have had an **active involvement** in the project and, thus, acquired good professional experience. If, on the other hand, the subject is based on a theme, such a theme must relate directly to your own professional experience, rather than some abstract subject taken from a book or academic paper. In summary, your Experience Based Analysis report should be based on something you have done or closely observed while being in architectural practice.

A report for this component of the Part 3 Examination must contain a significant level of critical analysis. A report containing little or no analysis will fail the APEAS Part 3 Examination. Therefore, the analysis in the report should relate to some aspect of architectural practice. As a general observation the closer you are to the subject you are writing about, the better your analysis is likely to be. 4.2

### 4.2 Process for completing the Experience Based Analysis Component

In general, the purpose of the Experience Based Analysis component is to allow you to demonstrate your ability to analyse an architectural topic in depth. In this regard the role of the Experience Based Analysis is different from that of the Practice Paper where the intention is to assess your awareness, knowledge, understanding and judgment of architectural subjects across the whole of the ARB/RIBA Part 3 criteria.

In undertaking the Experience Based Analysis you will normally have to do the following:

- identify a suitable topic
- gather as extensive a range of information on the topic as possible
- undertake critical analysis relating to the topic
- and on the basis of this critical analysis draw up meaningful conclusions and recommendations

In undertaking critical analysis it is important to emphasise that you will have to develop arguments based as far as possible on sound evidence. These arguments, in turn, should allow you to develop meaningful conclusions and recommendations in your Experience Based Analysis report. Your examiners will be keen to explore these arguments, conclusions and recommendations with you at oral interview to assess your professional competence to act as a registered architect.

You may not be entirely familiar with what is involved in critical analysis. You can source information on this on the Internet. APEAS has also prepared a note on critical analysis, a copy of which appears in the Candidate Section of the APEAS website (<http://apeas.org.uk/candidates/>).

Examiners have frequently stressed the developmental value to candidates of this component of the Part 3 Examination. It is hoped that your final report will not only be of interest and value to you but to others who work with you and possibly consultants and clients.

### 4.3 Guidance Notes for undertaking the Experience Based Analysis component

The Experience Based Analysis component must relate to the **practice of architecture**. The nature and scope of your Experience Based Analysis is left largely for you to decide, limited only by the requirements set out in the following notes.

## Stage Submissions

You should make contact with the institution with whom you are registered for Part 3 Examination support for advice on staged submissions of the Experience Based Analysis.

In most cases the process of developing your Experience Based Analysis will consist of the following three stages:

- Stage 1: Topic – Candidate submits a brief statement to his/her PSA suggesting a topic for his/her Experience Based Analysis together with a working title.
- Stage 2: Synopsis - Candidate submits a synopsis/outline to his/her PSA indicating the form and scope of the proposed Experience Based Analysis and confirming its title.
- Stage 3: Completed Experience Based Analysis reports submitted to APEAS by the date required.

Examiners are anxious that candidates are given maximum freedom in the selection of the subject and style of their Experience Based Analysis, but to ensure acceptable topics (and to benefit from advice) you are strongly advised to adhere to the process shown above.

Approval of the synopsis is not a guarantee that the final Experience Based Analysis will be satisfactory, **but failure to submit a synopsis for advice has in the past been a common feature amongst candidates who failed the Experience Based Analysis component.**

APEAS has been advised by PSAs that candidates may submit their Experience Based Analysis title and synopsis at any time in the year. However, in practice this should happen not less than six months before the submission date for documentary submissions to allow sufficient time for you to develop your Experience Based Analysis fully.

### Maintaining contact with your PSA

In the past some candidates, after submitting their synopsis, have chosen not to make any further contact with their PSA before submitting their report to APEAS. Such candidates have lost the benefit of the information and advice their PSA could have offered them while they were undertaking this component of the Part 3 Examination. **You are strongly advised to maintain regular contact with your PSA while preparing your Experience Based Analysis.** However, once a PSA has seen the form and scope of the Experience Based Analysis he/she will have no further involvement in the content of the report which is for the examiners to ultimately assess and comment on at oral examination.

### Early identification of the topic

The subject of your Experience Based Analysis should emerge from your professional experience. This requires that you have a continuous commitment to actively engaging in, and recording, different forms of professional experience. Early consultation with your employment mentor and PSA is important in identifying an appropriate subject for your Experience Based Analysis.

### Alternative types of Experience Based Analysis

The Experience Based Analysis will normally depend on which of the following two approaches is adopted: the first is project based while the second is thematic.

#### Project Based Experience Based Analysis

This type of Experience Based Analysis involves a building project of a significant size and preferably one which is under construction while you are undertaking your Experience Based Analysis component. The project should be one in which you are **actively** involved in a professional capacity. The Experience Based Analysis should investigate and comment on the background and progress of the project from inception to its present stage,

identifying and forming conclusions about problems and their solutions and discussing organisational, administrative and operational issues. It is recommended that you identify the economic and other factors influencing the decision to build and the significance of the job to your employer in your report. While reporting the factual basis of the project (which may be done in chronological order if considered appropriate) is important it is not in itself sufficient: critical analysis leading to meaningful conclusions and recommendations is essential in allowing examiners to assess your understanding and capabilities.

### **Thematic Experience Based Analysis**

A thematic Experience Based Analysis involves an investigation, in some depth, of an aspect of architectural practice that can be appropriately studied within the organisation in which you are employed. Subjects in the following areas might be included:

- Contract administration, including on-site procedures
- Building appraisal and feedback procedures
- Control of project finance during design and construction
- Design team working
- Project documentation and contractor's requirements
- Information handling within the organisation.

With regard to a thematic Experience Based Analysis it is important that the subject you choose is not too narrow since this may limit your scope to undertake effective critical analysis on the subject. On the other hand, investigations which involve too large a subject matter should also be avoided since such investigations can become too large and fall outside the scope of a Part 3 Examination Experience Based Analysis.

One possible form of thematic Experience Based Analysis may be to look at four or five jobs your employer has been involved in and track a theme through these (e.g. the results of failure to implement the appropriate certification).

### **On-going commitment to the study**

The Experience Based Analysis should be a continuous activity during which you gather and assess all kinds of information, develop your arguments and form conclusions and recommendations. You should not be concerned if your arguments, conclusions and recommendations change as your Experience Based Analysis develops. This is a natural part of the critical analysis process: that is, as you gather more reliable evidence your arguments may well change leading, in turn, to changes in your conclusions and recommendations.

### **Practical Bias**

Examiners have frequently expressed disappointment that past Experience Based Analysis reports have told them little or nothing about candidates. It is difficult to generalise all views expressed by examiners, but on the basis of past experience you should note the following points:

Avoid becoming too academic or theoretical: the Part 3 Examination is concerned with practice and the examiners will be looking to draw out contractual or professional implications of the subject from you at the oral examination. Make practice-based considerations the prime objective of your Experience Based Analysis. Although the theory may be of interest to you, its practical application is more likely to lead to the sort of problem-based discussion at oral examination that will allow you to demonstrate knowledge, understanding and professional judgment.

Do not lose sight of the assessment purpose of the report: **the examiners expect to discover your approach to the evaluation of problems** and, for this, **conclusions are essential**.

The most common criticism from examiners is that:

*"..... the candidate often fails to identify the problems which arose, the methods used to deal with the problems and how they ought to have been handled. The report is really nothing more than a job history or expanded diary."* It is important to remember that your examiners do not simply want you to reiterate in the Experience Based Analysis report what you have already recorded in your Record of Experience. **As mentioned previously, an Experience Based Analysis involving simply a diary of a job will not be acceptable.** While some description of the project/theme is necessary in a report, examiners are mainly looking for a critical analysis of the Experience Based Analysis topic leading to meaningful conclusions and recommendations.

One simple yet successful method, which has been used by many in the past, is first to 'cull' a history from the job files, in the form of brief notes. Scanning this outline (and discussing it with your mentor) often suggests a significant theme (possibly two or three) around which the Experience Based Analysis may be built, providing direction and ensuring effective editing of unnecessary information.

**In your Experience Based Analysis it is important that you are analytical and evaluative and, where appropriate, make references to key texts on the subject to support your arguments.** Where possible you should benchmark practice identified in your report against good practice in architecture (e.g. RIBA Plan of Work / RIBA Job Book may be useful sources of information).

### **Permissions and confidentiality**

You should ensure before committing yourself to an Experience Based Analysis topic that all necessary information can be obtained and that permission for access, use, reproduction, etc., has been - or will be - granted. It is stressed that the responsibility for obtaining these permissions rests with you.

You are reminded that your employer's **confidentiality** and that of any clients, contractors and others involved in your study, must be respected at all times. However, your Experience Based Analysis report should not be 'sanitised'. You are assured that all documentary submissions submitted to APEAS will be treated with utmost confidence and will only be read for the purpose of the Part 3 Examination.

#### **4.4 Experience Based Analysis Report**

The Experience Based Analysis report should be compiled on a continuous basis during the life of your investigation. Depth cannot easily be acquired in composing a last-minute report.

In writing your Experience Based Analysis report it is important to remember who the audience is for your report. Principally it will be your two examiners as well as your employment mentor, PSA and others at your place of employment.

Your two examiners will normally be senior architects, with many years of architectural practice experience, who work in private practice or the public sector. Such architects are unlikely to look favourably on a poorly structured report, with an excess of descriptive commentary and a lack of critical analysis.

#### **4.5 Word Count Regulation**

The main body of the Experience Based Analysis (EBA) report, including any quotations, must be between 4,000 and 8000 words. An accurate word count must be declared at an appropriate place in the introductory section of the EBA e.g., on the cover page or the contents page. An EBA falling outwith the specified upper-and lower-word count limits will be treated as a non-submission and returned to the candidate unmarked. As all components of the Examination (as previously notified to the candidate) must be submitted in any one year, if a candidate's EBA is treated as a non-submission, s/he will consequently be ineligible to undertake the Part 3 Examination in that year.



The EBA submission date is a week before the submission date for the Practice Paper. If a declared word count is found to be inaccurate i.e., a validated word count shows that the candidate's submission exceeds the upper limit of 8000 words or does not exceed the lower limit of 4000 words, s/he will have until the submission date of the Practice Paper (i.e., one week later) to edit the EBA and re-submit. If, after that final submission date, the validated word count continues to show that the EBA either exceeds the upper limit of 8000 words or does not exceed the lower limit of 4000 words, then the EBA will be recorded as a non-submission.

#### 4.6 Definition of Word Count

The word count includes everything that is included in the main body of the EBA including its main title, executive summary, subtitles, contents pages, tables, and supportive material (whether this is in the form of footnotes or in-text references). It does not include the reference list and/or bibliography and any appendices. Only relevant materials should be included in appendices and it is not acceptable to present matters of substance, which should be included in the main body of the EBA, in an appendix. It is also not acceptable to attempt to 'hide' words in images; only text which is strictly necessary should be included in images.

#### 4.7 Submission of the EBA

The main body of the EBA (with a declared word count) must be submitted in accordance with APEAS requirements separately from the reference list and/or bibliography and any appendices. Those items should be submitted in accordance with APEAS requirements as a separate document.

#### 4.8 Supplementary Guidance

An EBA of around 6000 words will be sufficient to meet the expectations of Examiners in respect of conveying the required information and analysis in a concise and professional manner. Sometimes the subject covered by an EBA can be a little narrow, which is often the case when the candidate's own experience is limited. The EBA is a good way to demonstrate a wider understanding outside the limits of a candidate's direct experience, so candidates should consider undertaking a comparative analysis, e.g., between different procurement routes, appointments, etc, so that they can learn and can demonstrate a wider coverage of architectural practice and management to their Practice Examiners.

In poorer EBAs referencing is very thin, i.e., some candidates explain what has happened, but not what was governing those actions by referring, e.g., to the appointment (or other key document) and to specific provisions within it. Candidates should therefore take the time to provide appropriate references in support of their work.

#### 4.9 Structure

APEAS does not have any particular rules regarding the structure of Experience Based Analysis reports. Rather it is left to each candidate to decide on the best structure for their report. In deciding on the structure your aim should be to present information, findings, analysis, conclusions and recommendations in a way that will be clear, concise, logical and easily understood by your examiners. When thinking about the structure of your report you may wish to ask yourself the following questions (the list of questions is not intended to be exhaustive):

- How much background information should be included in the report?
- Have I included an Executive Summary in my report to help give the examiners a concise overview of the Experience Based Analysis?
- What would be an appropriate number of drawings, diagrams, graphics and photographs to support the text in the report?
- Where is the best place in the report to present critical evaluation (e.g. at the end of the report, at the end of each chapter or as it naturally arises? To differentiate critical

evaluation and comment from other information it may be helpful to show the evaluation and comments in italic script\*).

- Are conclusions and recommendations supported by well-developed analysis and arguments in the body of the report?
  - Does the Experience Based Analysis demonstrate clearly your ability to discuss and make professional judgments about the issues described?
  - Does the report provide examiners with insights into the way you have developed in professional practice as a result of undertaking the Experience Based Analysis component?
  - Have you demonstrated how your Experience Based Analysis fits in with some of the ARB/RIBA Part 3 criteria as you may be asked questions on this at your oral examination interview (It is also a good idea for you to demonstrate this in your Evaluation of Experience)?
  - Have you included the correct additional materials in the appendices attached to the report (e.g. financial statements, progress charts, minutes of meetings etc.) where relevant to the Experience Based Analysis?
- \* *Examiners have reported that some candidates are using italics in their Experience Based Analysis report to highlight simple statements of fact. This practice is not recommended as it conveys to examiners the impression that you do not really understand what critical analysis involves. It is recommended that if you are going to use italics in your Experience Based Analysis report to highlight critical analysis then the parts in italics are truly critical analysis.*

#### 4.10 Presentation of the Report

It is important that a degree of uniformity be observed in the presentation of reports:

- Your name, APEAS registration number and “Experience Based Analysis component”, must be written clearly at the top right-hand corner of your report
- Portrait format should be used (unless the content of a particular page(s) would benefit from landscape)
- All reports must be A4 size, single column and the text must be typewritten
- Font size of Arial 12 should be used
- An index or 'contents' list is essential and the pages must be numbered
- A one-page executive summary at the beginning of the report outlining key activities, conclusions and recommendations is very helpful in allowing examiners to focus on the key issues in the Experience Based Analysis

#### 4.11 Proof Reading of the Report

Examiners have reported that some Experience Based Analysis reports have contained numerous spelling and grammatical errors. It cannot be over-emphasised that incorrect grammar and misspelling do not reflect well on your ability to compile a professional report. It is important that you arrange for your Experience Based Analysis report to be carefully proof read prior to submission.

## 5 THE PRACTICE PAPER

### 5.1 Purpose of the Practice Paper

The Practice Paper is the means by which candidates can convey to the Practice Examiners a measure of their professional practice awareness, knowledge, understanding and judgment of architecture in as near as is practicable situations similar to normal conditions of practice. The Practice Paper will cover aspects of Professional Practice and Management as outlined in the ARB/RIBA Part 3 criteria.

The Practice Paper is based on a hypothetical Scenario of a practice, which is updated annually. The Scenario provides details of the resources available to the practice and information concerning some of its jobs.

The purpose of the Practice Paper is to allow candidates to draw on their range of architectural knowledge, understanding and experience when submitting answers to a series of questions which might arise in the provision of architectural services in the United Kingdom. Most of the answers will involve the candidate in the exercise of professional judgment and in expressing informed opinions based on knowledge, investigation and reasoned arguments.

APEAS has prepared a note entitled 'Preparing for and sitting the Part 3 Practice Paper' which provides candidates with helpful information and advice on preparing for and sitting the Practice Paper. You can find this note on the APEAS website in the Candidate section.

### 5.2 Undertaking the Practice Paper

The Scenario, will be published on the APEAS website one week prior to the publication of the first part of the Practice Paper. During the intervening week candidates are advised to study the Scenario carefully so as to gain knowledge and understanding of the structure, operation and financial framework of the practice. The Scenario includes background information on various projects that will be the subject of questions in the Practice Paper. Studying the Scenario provides candidates with an opportunity to identify and access source materials that they believe may be helpful to them in addressing scenario-based questions.

The Practice Paper will be published on the APEAS website in two equal parts over two days. Each part of the Practice Paper, which will include four questions, will be published at 9.00am on the designated day and answers must be submitted no later than 7.30pm on that same day (unless a candidate has been allocated additional time). There will be a day between the publication of each of the two parts of the Practice Paper.

Candidates are allowed to use any form of reference and source of information they wish (e.g., RIBA/RIAS documents, Codes, British Standards, text books etc.). They may also consult colleagues and consultants, but collusion in the preparation of the submission is not acceptable. Both the candidate and employment mentor are required to sign a declaration to this effect. All references and sources of advice used are to be cited including from other architects and consultants (see Section 2.3). **It is particularly important to cite whether English, Scottish or Northern Irish legal documents have been used to answer questions.** Any assumptions made in answering questions should be clearly stated.

Candidates should base their submission on any forms and procedures as these relate to United Kingdom practice. With their employer's permission, the normal aids, staff, stationery, standard forms and documents of the office may be used where appropriate. The Practice Paper may require calculations to be made, reports to be prepared, letters, memos and notes to be written and statements to be compiled.

Where more than one candidate is sitting the Practice Paper in the same office, they and their employment mentor(s) can contact APEAS for advice on suitable examination arrangements for the candidates sitting the Practice Paper. Alternatively, advice on how best to manage more than one candidate sitting the Practice Paper in an office is given under Questions and Answers in the Employment Mentor section of the APEAS website.

Candidates must make arrangements for the Practice Paper to be answered in the time allocated by APEAS in their office. Dates for the Practice Paper and deadlines for submission are advised to candidates by APEAS and are available on the APEAS website. Candidates should arrange to upload their full documentary submission as advised by APEAS by the deadline specified. Any extension to published deadlines must be agreed in advance with the APEAS Chief Executive Officer. It is the candidate's responsibility to ensure that all documentary submissions reach APEAS by the submission date and time.

The Practice Paper will be assessed by two Practice Examiners, together with the other elements of the documentary submission, prior to the Oral Examination. The Practice Examiners will then, in the main, base their questioning at Oral Examination on all aspects of a candidate's documentary submission in arriving at an overall assessment of the candidate's knowledge, understanding, experience and judgment.

# 6 THE ORAL EXAMINATION

## 6.1 The Examination

At the Oral Examinations each candidate will be interviewed by the two Practice Examiners who have, prior to the Oral Examination, assessed the candidate's documentary submissions.

It should be noted that Practice Examiners will not accept any additional written materials (e.g. additional PEDR, log sheets, a revised answer to a Practice Paper question etc.) from the candidate at the Oral Examinations.

The Oral Examination will normally take no less than **45 minutes** and normally no longer than **60 minutes**. In the case of a candidate who is re-sitting only one component of the Part 3 Examination the interview may be as short as 30 minutes, providing all questioning is complete.

Practice Examiners will assess candidates' professional experience and ability to deal with situations responsibly, as well as their ability to inspire trust and confidence which is fundamental to professionalism. **You are strongly advised to read your complete documentary submission thoroughly prior to the Oral Examination.** It is also advisable to be well informed about current and key architectural issues.

It is a matter of personal choice whether you take your documentary submission into the Oral Examination with you. Some candidates do take in their documents, highlighted in appropriate places, while others prefer just to take in brief notes. You are advised not to be overly dependent on your documents at the Oral Examination as this may prevent you from engaging fully in discussions with your Practice Examiners.

It should be noted that at Oral Examination candidates may be asked questions which are outwith their direct experience but which relate to the ARB/RIBA Part 3 criteria.

Practice Examiners have reported that some candidates are reluctant to criticise any aspect of their employer's procedures or working practices. Such inhibitions have on occasion limited discussions at Oral Examination. It is important to remember that anything you disclose at the Oral Examination will be kept in strictest confidence by your Practice Examiners. Therefore, you should not be reluctant to discuss in an open, honest and professional manner aspects of your employer's procedures and working practices where these arise as part of discussions at the Oral Examination.

In summary - it is important that candidates review and reflect on their written submissions in preparation for their Oral Examination. Candidates should think about how to expand on their Practice Paper answers and how they would respond to questions arising from your other submissions. Candidates should consider the strengths and weaknesses of those submissions – candidates will most likely be asked about both. Also, candidates need to be prepared to refer to their written submissions at the Oral Examination, so immediate familiarity with them would obviously be to a candidate's advantage.

## 6.2 Venue and timing of the Oral Examination

All candidates will be contacted via email to advise them of the date, time and venue for their Oral Examination, normally approximately 6 weeks prior to attendance. **The venue for Oral Examinations is Hampden Park, Glasgow – all key dates for the examination cycle are available on the Important Dates page of the APEAS Website. Exceptionally, a candidate may request, or be offered, an on-line Oral Examination – full details of the relevant policy are available on the Policies and Procedures section of the APEAS website.**

## 6.3 Results

APEAS will notify candidates formally by letter of whether they have passed or failed the Part 3 Examination normally within one week from the date of Oral Examination. APEAS also normally notifies candidates of whether they have passed or failed the Part 3

Examination on its website a day after the end of the Oral Examinations. Results are issued in a tabular format and candidates are identified by their Registration Numbers only.

Written feedback will be provided to failed candidates.

#### 6.4 External Examiners and Moderators

The Board of APEAS appoints External Examiners (normally three). External Examiners are not directly involved in the assessment of candidates – their role is to report to the Board (and through the Board, to the ARB and the RIBA) on the quality and effectiveness of the examination process and, in general terms, on the overall quality of candidate submissions. As well as reviewing a sample of written submissions, External Examiners observe a sample of Oral Examinations – as observation of Oral Examinations is conducted on the basis of a sample, nothing should be inferred either by either the presence or the absence of an External Examiner at an Oral Examination. External Examiners are also members of the meeting of the Examination Committee that confirms candidate results and, in that capacity, sign pass lists.

Moderators (normally two) are also appointed by the Board. However, they are internal to APEAS (currently the Convenor of the Examination Committee and the Senior Examiner). Their role is broadly similar to that of the External Examiners. They review a sample of candidates' written submissions and observe a sample of Oral Examinations. Moderators play a vital role in APEAS quality assurance/enhancement processes in helping to ensure the consistency and robustness of the examination process. In similar terms to that of the role of the External Examiner, as observation of Oral Examinations is conducted on the basis of a sample, nothing should be inferred either by either the presence or the absence of a Moderator at an Oral Examination.

## 7 READING

There are dangers in attempting to compile a reading list: it cannot possibly embrace all the materials available, or that might be read in the time available. In addition, there is no substitute for a careful reading of source documents such as Acts of Parliament, Regulations or Forms of Contract, though commentaries can be helpful. The PEDR website contains a section on recommended reading for students. It also has a Resource section which will allow you to access a range of helpful information. A trawl of both the RIAS and RIBA online bookshops reveals a large array of books relating to architectural practice and law.

Some examples of books you may wish to consult are shown below but the list is in no way intended to be exhaustive:

- Brookhouse, S., Professional Studies in Architecture: A Primer, RIBA Publishing, 2013
- Brookhouse, S., Part 3 Handbook, 3rd edition, RIBA Publishing, 2020
- Brookhouse, S., Good Practice Guide: Fee Management, 2nd edition, RIBA Publishing, 2021
- Bussey, P., CDM 2015: A Practical Guide for Architects and Designers, RIBA Publishing, April 2015
- Broome, J., NEC3 New Engineering Contract: A User Guide, ICE, 2012
- Chappell, D. & Dunn, M., The Architect in Practice, 11th edition, Wiley- Blackwell, 2016
- Chappell, D., SBC11 Contract Administration Guide: How to Complete the SBC contract and its Administration Forms, RIBA Publishing, 2011
- Chappell, D., The JCT Minor Works Building Contract 2016, 5th edition, Wiley-Blackwell, 2017
- Chappell, D., DB11 Contract Administration Guide: How to Complete the DB contract and its Administration Forms, RIBA Publishing, 2011
- Chappell, D., Understand JCT Standard Building Contracts, 10th edition, Routledge, 2017
- Davies, I., Contract Administration: RIBA Plan of Work 2013 Guide, RIBA Publishing, 2014
- Davies, M.C., Good Practice Guide: Adjudication, RIBA Publishing, 2011
- Davies, M.C., Good Practice Guide: Arbitration, RIBA Publishing, 2011
- Dobson, A., 21 Things You Won't Learn in Architecture School, RIBA Publishing, 2014
- Eastman, C., Teicholz, P., Sacks, R. & Liston, K., BIM Handbook: A Guide to Building Information Modeling, 2nd edition, Wiley, 2011
- Elias, H., Good Practice Guide: Marketing Your Practice, RIBA Publishing, 2010
- Finch, R. & Mordue, S., BIM for Construction Health and Safety, NBS, 2014
- Forward, F., Guide to NEC3: (NEC Guide), RIBA Publishing, 2011
- Forward, F., NEC3 and Construction Contracts: Compared and Contrasted, 2nd edition, ICE Publishing, 2015
- Forward, F., Architects Guide to NEC4, RIBA Publishing, 2018
- Grossman, A., Good Practice Guide: Mediation, RIBA Publishing, 2009
- Jamieson, N., Good Practice Guide: Inspecting Works, RIBA Publishing, 2009
- Klaschka, R., BIM in Small Practices: Illustrated Case Studies, NBS, 2014
- Lupton, S., Cornes's Design Liability in the Construction Industry, 5th Edition, Wiley-Blackwell, 2013
- Lupton, S., Guide to the JCT Standard Building Contract 2016, RIBA Publishing, 2017
- Lupton, S., Guide to the JCT Intermediate Building Contract 2016, RIBA Publishing, 2017
- Lupton, S., Guide to the JCT Design and Build Contract 2016, RIBA Publishing, 2017

Lupton, S., Guide to the JCT Minor Works Building Contract 2016, RIBA Publishing, 2016

Lupton, S. Which Contract. Choosing the Appropriate Building Contract. RIBA Publishing, 2019

Ostime, N., Handbook of Practice Management, 9<sup>th</sup> edition, RIBA Publishing, 2013

Ostime, N., RIBA Job Book, 10<sup>th</sup> edition, RIBA Publishing, 2020

Ostime, N., Small Projects Handbook, RIBA Publishing, 2021

Ostime, N. & Sinclair, D., Plan of Work 2013 Bundle: Guide to Using the RIBA Plan of Work 2013 and the RIBA Job Book, 9<sup>th</sup> edition, RIBA Publishing, 2013

Polley, S., Understanding the Building Regulations, Routledge, 2014

Pelsmarkers, S., The Environmental Design Pocketbook, 2<sup>nd</sup> edition, RIBA Publishing, 2015

Race, S., BIM Demystified, 2<sup>nd</sup> edition, RIBA Publishing, 2013

Sinclair, D., Guide to Using the RIBA Plan of Work 2013, RIBA Publishing, 2013

Sinclair, D., Leading the Team: An Architects Guide to Design Management, RIBA Publishing, 2011

Wevill, J., Law in Practice: The RIBA Legal Handbook, 3<sup>rd</sup> edition, RIBA Publishing, 2018

Whitefield, J., Good Practice Guide: Assessing Loss and Expense, RIBA Publishing, 2013