**Provide a written summary statement to each of the 13 sections.**

Refer with your response to your projects (and drawings) when Design-related, or otherwise to other *Miscellaneous* reference material, such as regulations, codes of conduct, contracts, or refer to projects in which you have not necessarily been involved yourself. See the below listed 2021 NSCA Performance Criteria for guidance. The summary statements for each of the 13 topic areas should not exceed 300-400 words. On the portfolio pages you can also add a short description of what is presented.

You can access the complete 2021 National Standard of Competency for Architects (NSCA) here. Explanatory Notes and Definitions are available on the same webpage. Please note that the final section refers to *First Nations* and *Country*, and you will be expected to study the provided reference material before providing your response. You can disregard any reference to *First Nations* and *Country* in the previous 12 sections.

The OQA program is mapped against the level at graduation. The expected level of competency varies between *UNDERSTANDING*, *BRIEF UNDERSTANDING* and *AWARENESS*.

Refer to the *OQA Guide for Applicants* for further information.

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| Applicant Name |  | |
| Project Overview - enter the name and if it is academic (A) or professional (P) work | | enter the portfolio pages relevant to the project |
| Project 1 |  |  |
| Project 2 |  |  |
| Project 3 |  |  |
| Project 4 |  |  |
| Miscellaneous / other examples |  |  |

LEVEL OF UNDERSTANDING: *Understand, demonstrate understanding, have an understanding of, be able to draw on, to evaluate, to explain, to explore, to identify, to investigate, to nominate, to select.*

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| **1. Evaluation of client project requirements and project brief** | |
|  | **PRACTICE MANAGEMENT AND PROFESSIONAL CONDUCT** |
| 5 | Understand the essential elements of a client architect agreement, across the range of procurement methods and the different scales and types of project. |
| 6 | Understand appropriate processes for reporting and varying the scope of services provided by an architect. |
|  | **PROJECT INITIATION AND CONCEPTUAL DESIGN** |
| 19 | Understand the purpose of project feasibility assessments, including research of site constraints, opportunities and risks, and methods of determining preliminary cost analysis. |
| 23 | Understand the purpose and process of generating a return brief for approval by the client and relevant stakeholders, including an awareness of the implications of non-compliance. |
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| word count of your response |  | mapped against Project 1, 2, 3, 4 or Miscellaneous / other |  | portfolio pages |  |
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LEVEL OF UNDERSTANDING: *Understand, demonstrate understanding, have an understanding of; be able to draw on, to evaluate, to explain, to explore, to identify, to investigate, to nominate, to select.*

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| **2. Communication with stakeholders** | |
|  | **PRACTICE MANAGEMENT AND PROFESSIONAL CONDUCT** |
| 7 | Understand appropriate processes for clear and consistent communication with clients and relevant stakeholders throughout a project, including obtaining approvals from clients and stakeholders. |
| 13 | Have knowledge of documentation processes that facilitate project delivery appropriate to selected procurement processes. |
|  | **PROJECT INITIATION AND CONCEPTUAL DESIGN** |
| 34 | Be able to apply principles and methodologies for presenting conceptual design proposals and associated information to clients, stakeholders and communities, including using culturally responsive methods appropriate to different audiences. |
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LEVEL OF UNDERSTANDING: *Understand, demonstrate understanding, have an understanding of; be able to draw on, to evaluate, to explain, to explore, to identify, to investigate, to nominate, to select.*

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| **3. Analysis and integration of project in its wider context** | |
|  | **PRACTICE MANAGEMENT AND PROFESSIONAL CONDUCT** |
| 3 | Understand the principles of project planning, considering implications for Country, environmental sustainability, communities, stakeholders and project costs. |
|  | **PROJECT INITIATION AND CONCEPTUAL DESIGN** |
| 25 | Be able to draw on knowledge from the history and theory of architecture as part of preliminary design research and when developing the conceptual design. |
| 26 | Be able to undertake site, cultural and contextual analysis as part of preliminary design research. |
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LEVEL OF UNDERSTANDING: *Understand, demonstrate understanding, have an understanding of; be able to draw on, to evaluate, to explain, to explore, to identify, to investigate, to nominate, to select.*

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| **4. Translation of project brief into a functional design concept through spatial planning** | |
|  | **PROJECT INITIATION AND CONCEPTUAL DESIGN** |
| 18 | Be able to apply creative imagination, design precedents, research, emergent knowledge and critical evaluation in formulating and refining concept design options, including the exploration of three dimensional form and spatial quality. |
| 24 | Understand how to identify and evaluate project development options in response to a project brief – its objectives, budget, user intent and built purpose, risks and timeframe, including environmental sustainability considerations. |
| 29 | Be able to develop and evaluate design options in terms of the heritage, cultural and community values embodied in the site, and in relation to project requirements. |
| 30 | Be able to explore options for siting a project, including integrating information and analysis of relevant cultural, social and economic factors. |
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LEVEL OF UNDERSTANDING: *Understand, demonstrate understanding, have an understanding of; be able to draw on, to evaluate, to explain, to explore, to identify, to investigate, to nominate, to select.*

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| **5. Environmental responsibilities** | |
|  | **PRACTICE MANAGEMENT AND PROFESSIONAL CONDUCT** |
| 10 | Understand the whole life carbon implications of procurement methods\*, materials, components and construction systems. |
| 12 | Understand how relevant building codes, standards and planning controls apply across architectural practice, including climate change implications, the principles of fire safety, and barriers to universal access. |
| 16 | Understand risk management and mitigation principles and strategies – including safety in design, project risk, requirement for resilience from the impacts of climate change and appropriate insurances – across architectural services. |
|  | **PROJECT INITIATION AND CONCEPTUAL DESIGN** |
| 35 | Understand the operational and embodied carbon implications of chosen materials, components and systems. |
|  | NOTE: \* Disregard procurement methods in context of life carbon implications. |
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LEVEL OF UNDERSTANDING: *Understand, demonstrate understanding, have an understanding of; be able to draw on, to evaluate, to explain, to explore, to identify, to investigate, to nominate, to select.*

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| **6. Integration of environmental and social science research to optimise the project** | |
|  | **PRACTICE MANAGEMENT AND PROFESSIONAL CONDUCT** |
| 12 | Understand how relevant building codes, standards and planning controls apply across architectural practice, including climate change implications, the principles of fire safety, and barriers to universal access. |
|  | **PROJECT INITIATION AND CONCEPTUAL DESIGN** |
| 24 | Understand how to identify and evaluate project development options in response to a project brief – its objectives, budget, user intent and built purpose, risks and timeframe, including environmental sustainability considerations. |
| 28 | Be able to draw on knowledge from building sciences and technology, environmental sciences and behavioural and social sciences as part of preliminary design research and when developing the conceptual design to optimise the performance of the project. |
| 31 | Be able to identify, analyse and integrate information relevant to environmental sustainability – such as energy and water consumption, resources depletion, waste, embodied carbon and carbon emissions – over the lifecycle of a project. |
| 32 | Be able to apply planning principles and statutory planning requirements to the site and conceptual design of the project. |
| 33 | Be able to investigate, coordinate and integrate sustainable environmental systems – including water, thermal, lighting and acoustics – into the conceptual design. |
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LEVEL OF UNDERSTANDING: *Understand, demonstrate understanding, have an understanding of; be able to draw on, to evaluate, to explain, to explore, to identify, to investigate, to nominate, to select.*

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| **7. Developed design** | |
|  | **DETAILED DESIGN AND CONSTRUCTION DOCUMENTATION** |
| 36 | Be able to apply creative imagination, design precedents, emergent knowledge, critical evaluation and continued engagement with Aboriginal and Torres Strait Islander Peoples to produce a coherent project design. This should be resolved in terms of supporting health and wellbeing outcomes for Country, site planning, formal composition, spatial planning and circulation as appropriate to the project brief and all other factors affecting the project. |
| 40 | Be able to resolve and present a coherent detailed design solution within necessary timeframes to obtain client and stakeholder approvals. |
|  | NOTE: \* You can disregard *continued engagement with Aboriginal and Torres Strait Islander Peoples* and *Country* if not applicable to the project. |
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LEVEL OF UNDERSTANDING: *Understand, demonstrate understanding, have an understanding of; be able to draw on, to evaluate, to explain, to explore, to identify, to investigate, to nominate, to select.*

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| **8. Construction documentation** | |
|  | **DETAILED DESIGN AND CONSTRUCTION DOCUMENTATION** |
| 44 | Understand the roles and types of relevant consultants and suppliers as well as applicable construction terminology. |
| 46 | Understand the processes for producing project documentation that meets the requirements of the contract and procurement procedure and complies with regulatory controls, building standards, codes, and conditions of construction and planning approvals. |
| 47 | Be able to complete and communicate on-time, accurate documents for relevant stakeholders, including drawings, models, specifications, schedules and construction documentation. |
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LEVEL OF UNDERSTANDING: *Understand, demonstrate understanding, have an understanding of; be able to draw on, to evaluate, to explain, to explore, to identify, to investigate, to nominate, to select.*

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| **9. Relationship of the structure, construction and materiality to the brief and the context** | |
|  | **DETAILED DESIGN AND CONSTRUCTION DOCUMENTATION** |
| 39 | Understand how the integration of material selection, structural and construction systems impacts on design outcomes. |
| 45 | Understand processes for selecting materials, finishes, fittings, components and systems, based on consideration of quality and performance standards, the impact on Country and the environment, and the whole life carbon impact of the project. |
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LEVEL OF BRIEF UNDERSTANDING:

*Understand briefly, demonstrate a brief understanding, have a brief understanding; be able to evaluate briefly, explain briefly*

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| **10. Demonstrate a brief understanding of the most common procurement methods** | |
|  | **PRACTICE MANAGEMENT AND PROFESSIONAL CONDUCT** |
| 9 | Understand contemporary and emerging building procurement methods. This involves identifying the most appropriate form of delivery for a project, including associated risks, mitigation and adaptation strategies, and understanding appropriate construction and consultant contracts and agreements. |
|  | **DESIGN DELIVERY AND CONSTRUCTION PHASE SERVICES** |
| 48 | Understand available procurement methods and their application to project delivery, considering relevant factors including project type, scale and coordination of contractors. |
| 51 | Understand the process of selecting qualified contractors in accordance with an agreed procurement method and construction contract. |
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LEVEL OF BRIEF UNDERSTANDING:

*Understand briefly, demonstrate a brief understanding, have a brief understanding; be able to evaluate briefly, explain briefly*

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| 11. **Demonstrate a brief understanding of quality control and contract administration** | |
|  | **DESIGN DELIVERY AND CONSTRUCTION PHASE SERVICES** |
| 54 | Understand the purpose of periodic site visits of construction works for quality assurance. |
| 55 | Understand methodologies for record keeping, document control and revision status during the construction phase. |
| 56 | Understand the purpose of identification of defects, rectifications and approval substitutions. |
| 57 | Understand the principles of contract administration, including certification, variations, instructions, requests for information and practical completion. |
| 58 | Understand the contract components – including all documents – and the process of executing a contract, as defined within the construction contract and in accordance with relevant building and planning codes. |
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LEVEL OF BRIEF UNDERSTANDING:

*Understand briefly, demonstrate a brief understanding, have a brief understanding; be able to evaluate briefly, explain briefly*

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| **12. Professional obligations in order to meet ethical and legal business requirements** | |
|  | **PRACTICE MANAGEMENT AND PROFESSIONAL CONDUCT** |
| 1 | Understand the regulatory requirements and obligations pertaining to practice as an architect, including professional codes of conduct and obligations for continuing professional development and professional indemnity insurance. |
| 2 | Understand the role of quality assurance systems in facilitating efficient and timely delivery of architectural services. |
| 15 | Understand legal and ethical obligations relating to copyright, moral rights, authorship of cultural knowledge and intellectual property requirements across architectural services. |
| 16 | Understand risk management and mitigation principles and strategies – including safety in design, project risk, requirement for resilience from the impacts of climate change and appropriate insurances – across architectural services. |
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Please read the [**Explanatory Notes and Definitions**](https://www.aaca.org.au/wp-content/uploads/2021-NSCA-Explanatory-Notes.pdf) to the 2021 National Standard of Competency for Architects (NSCA) that refer to the below listed performance criteria.

LEVEL OF AWARENESS:

*Be aware of, have knowledge of*

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| **13. Understanding community values and obligations around equity, diversity and inclusion, and the First Nations’ ongoing connection and custodianship of Country** | |
|  | **PRACTICE MANAGEMENT AND PROFESSIONAL CONDUCT** |
| 3 | Understand the principles of project planning, considering implications for Country, environmental sustainability, communities, stakeholders and project costs. |
| 8 | Understand how to implement culturally responsive and meaningful engagement processes that respect the importance of Country and reciprocal relationships with Aboriginal and Torres Strait Islander Peoples across architectural services. |
|  | **PROJECT INITIATION AND CONCEPTUAL DESIGN** |
| 17 | Have an understanding of Aboriginal and Torres Strait Islander Peoples’ aspirations to care for Country and how these inform architectural design. |
| 27 | Understand how to embed the knowledge, worldviews and perspectives of Aboriginal and Torres Strait Islander Peoples, shared through engagement processes, into the conceptual design in a meaningful, respectful and appropriate way. |
|  | **DETAILED DESIGN AND CONSTRUCTION DOCUMENTATION** |
| 36 | Be able to apply creative imagination, design precedents, emergent knowledge, critical evaluation and continued engagement with Aboriginal and Torres Strait Islander Peoples to produce a coherent project design. This should be resolved in terms of supporting health and wellbeing outcomes for Country, site planning, formal composition, spatial planning and circulation as appropriate to the project brief and all other factors affecting the project. |
| 45 | Understand processes for selecting materials, finishes, fittings, components and systems, based on consideration of quality and performance standards, the impact on Country and the environment, and the whole life carbon impact of the project. |
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| **Response:** |  | | | | |