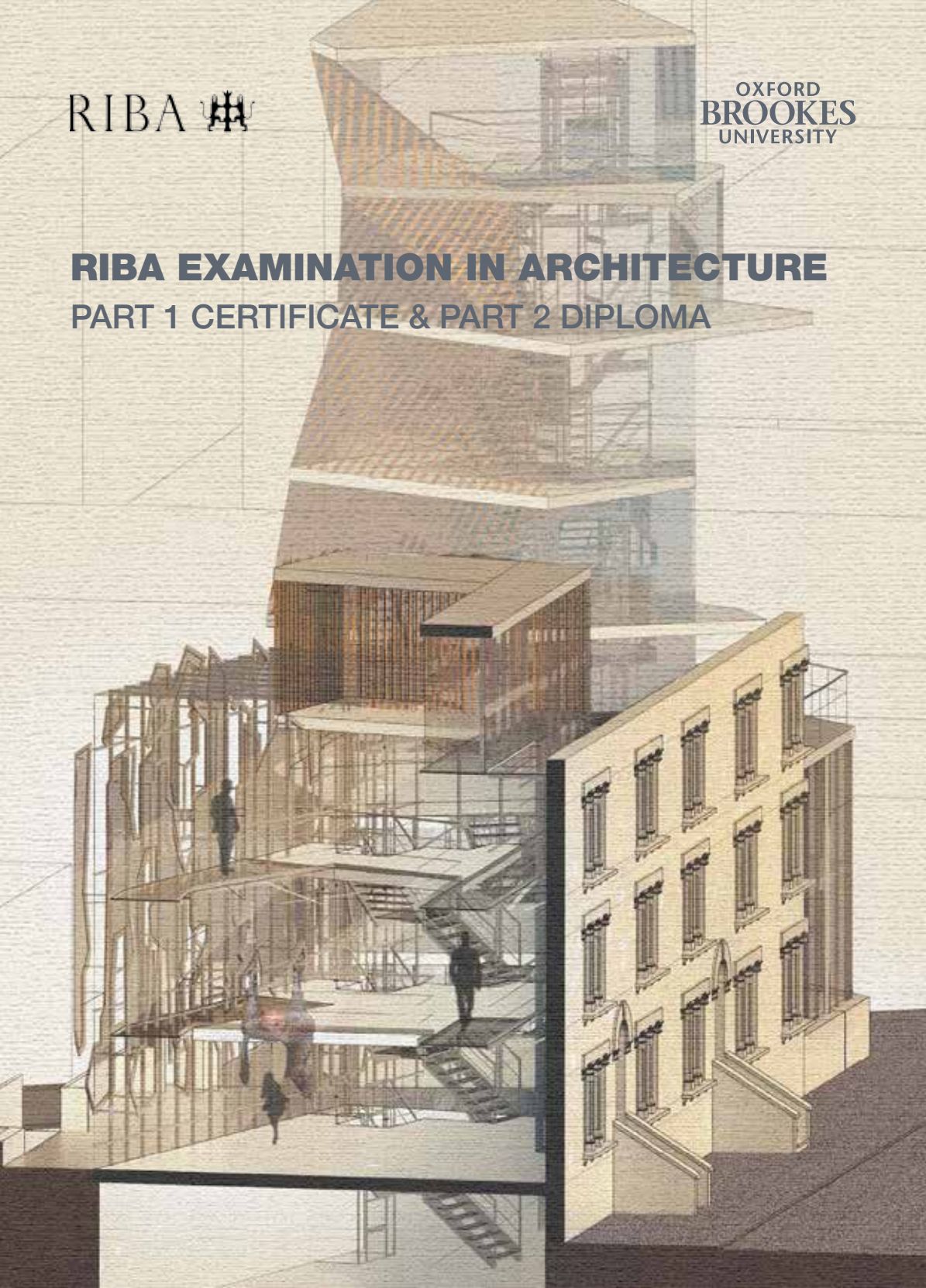


RIBA 

OXFORD  
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# RIBA EXAMINATION IN ARCHITECTURE

## PART 1 CERTIFICATE & PART 2 DIPLOMA



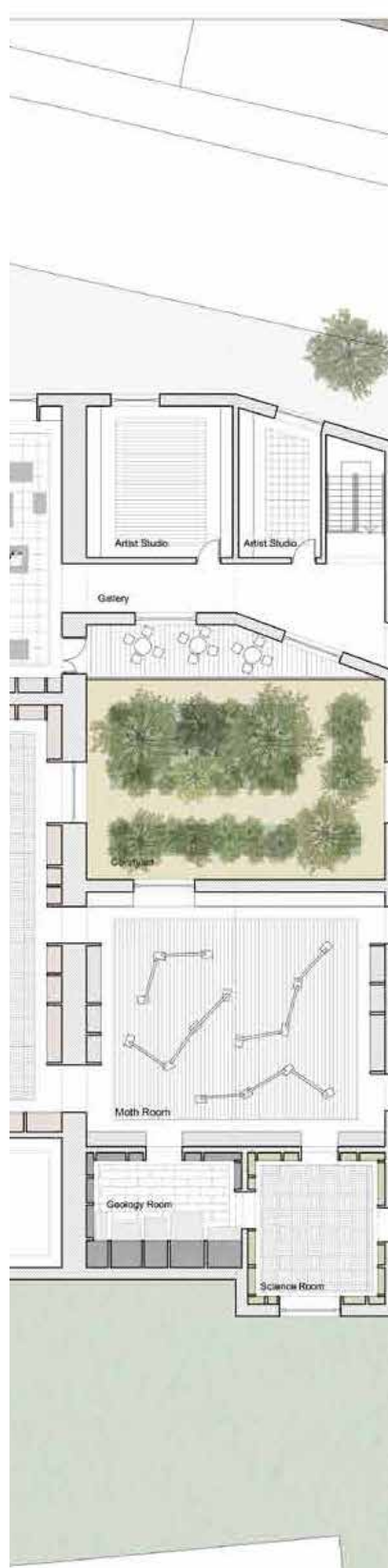
# RIBA EXAMINATION IN ARCHITECTURE FOR OFFICE-BASED CANDIDATES

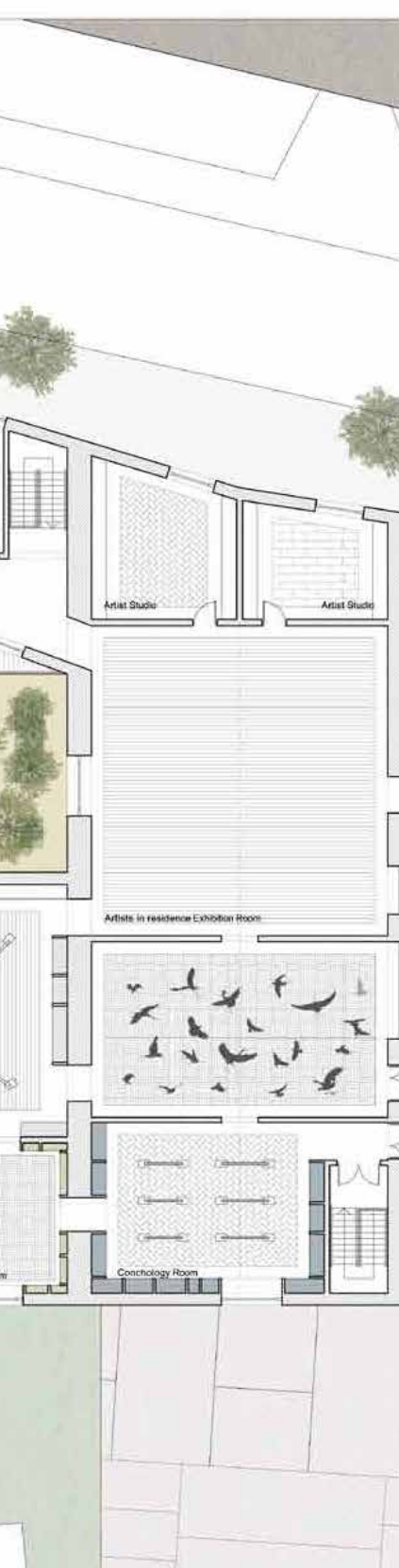
*A unique and flexible route to qualification for RIBA Part 1 and Part 2 only for people working full-time under the supervision of an architect in the European Economic Area (EEA), Isle of Man, Channel Islands and Switzerland.*

## ORIGINS

The RIBA Examination in Architecture for Office-based Candidates, although unlike any studio and lecture based programme in architecture, leads to an equivalent award with respect to Part 1 and Part 2; indeed in its original form, this is the examination from which validated qualifications offered by schools of architecture were exempted.

The programme is an evolution of architectural pupillage which was formalised through establishment of the 1863 Examination in Architecture. In 2002 the RIBA awarded Oxford Brookes University an initial ten year franchise to deliver the programme; this partnership was renewed in 2012 with continuation of the franchise agreement for a further ten years. In its current form the programme meets the requirements of Article 47 of the EU Professional Qualifications Directive EC/2005/36 which allows for training outside of academia. Candidates, although predominantly UK based, are located throughout the European Economic Area and the Channel Islands.





## ACADEMIC OBJECTIVES

The programme is distinctly rooted in practice and therefore builds on the opportunities this provides. At the same time, candidates are encouraged to perceive architecture as an idea rather than as a production process leading to predictable outcomes. They are expected to learn about architecture by speculation of possibilities which might not yet exist within their practice; to research, hypothesise, experiment and test design solutions that lie beyond their experience.

The uniqueness of the programme is that each candidate has an opportunity to explore issues of particular interest to themselves; with their tutors and mentors they define the curriculum path of what is in effect their own individual school of architecture. What candidates have in common is that this exploration is supported by a professional ability which often exceeds that of their full-time academic contemporaries.





**Part 1** candidates, on admission to the programme, have knowledge of building design which is above that of the typical first year student as a consequence of their experience in practice, often reinforced by a qualification in building technology. The programme challenges Part 1 candidates by requiring them to develop projects from a conceptual basis, to consider architecture in an expanded field, and to develop projects that might require a greater level of innovation in determining appropriate design and technological solutions.

Candidates are required to develop awareness of architectural precedent, in particular through reference to contemporary projects and emergent ideas; to learn how to evaluate design projects including their own, being aware of their individual position in the sphere of architecture. There is an emphasis on expanding their methods of developing, testing and presenting ideas, placing high value on design process. Emphasis is placed on the cultural context (history and theories of architecture) in which their proposals are made, along with the need to devise technological solutions that are appropriate to their design intent and outside their normative practice.



**Part 2** candidates are a more diverse group of individuals, coming from a range of backgrounds including Part 1 of this programme, and most frequently having completed a Part 1 degree in architecture at an academic institution.

The dissertation is a key element in Part 2, enabling candidates to raise their cultural, technological or professional understanding of architecture and encouraging a culture of research based work. Candidates sit a formal written examination in Management, Practice and Law. The final design project brief which candidates are expected to reinterpret critically for their chosen context, is inherently complex and evaluated through more demanding assessment criteria which are defined by the higher level of graduate attributes assigned to Part 2.

We encourage candidates to be speculative, critical, or even polemical, in project work, testing their own ideas about possibilities that can exist within the field of architecture and how these can be developed and subsequently communicated.







## THE NOW

Our website and forum will exploit the potential of new communication possibilities, offering an alternative to the School of Architecture studio culture. It will continue to develop in accord with the changing landscape of architecture, in response to candidate, tutor, mentor, and external examiner feedback, and as new opportunities emerge for enhanced online learning.

We continue to reflect on the ethos and values of the programme, inspired by candidates' enthusiasm as much as by external examiners' guidance. Like all schools of architecture, this programme will be influenced by reviews of architectural education which are currently under development or have recently been published. Our motivation is reinforced by comments from alumni, candidates and their mentors which clearly suggest that the value of their learning and graduation is a significant enhancement to the architectural practice as much as to the candidates' own sense of fulfilment and self-worth.

# KEY FEATURES OF THE RIBA CERTIFICATE AND DIPLOMA

## Employment

The important difference between this examination and programmes of study in universities, is that candidates are required to be employed and remain working full-time\*\* in the field of architecture under the supervision of an architect, for the duration of the examination. Candidates are required to be mentored by an experienced architect who is registered where the candidate's place of work is based, and who has responsibility for the regular supervision and professional development of the candidate. Examples of workplace types include:

- Architects' practices
- An architects' section of a multi-disciplinary practice
- Local authorities

\*\* Full-time employment is deemed to be met by working at least 1,250 hours per annum or 24 hours a week.

## Accreditation

Candidates who qualify to diploma level through this route, are then eligible to take the Examination in Professional Practice and Management (Part 3) which leads to:

- Full chartered membership of the RIBA
- Recognition by the Architects Registration Board (ARB) for UK architects' registration
- Recognition throughout Europe under the European Union (EU) Professional Qualifications Directive







## Blended learning

Most of the candidates who choose this route to qualification are either working at high levels within practice with substantial responsibility and therefore cannot be released for part-time study, or find there is no suitable part-time programme of study in their geographical area. The examination is therefore based on the concept of learning through practice, but the objective is to provide opportunity for candidates to place their experience and personal development in the context of the validation criteria at Part 1 and Part 2 level.

The methodology relies upon the development of a 'personal portfolio' together with parallel portfolio evidence of development through practice. The examination demands that candidates engage in critical studies in relation to design, technology, cultural context and professional contexts. There is also review of candidates' ongoing professional development through practice.

The examination operates through the exchange of an individual annual 'learning contract' through which candidates identify elements of the examination to be taken each year. This is mirrored with the Statement of Academic Intent written by the candidate each year and submitted at registration. Through this document the candidate will map personal academic aspirations which will be pursued through the programme for that year. Although there are prescribed time-limits for completion of phases of the examination, the office-based route aligns with the concept of 'life-long learning', providing a flexible route to qualification. In order to accommodate fluctuations in candidates' lives, candidates may withdraw from study without penalty, as necessary, for a period up to three years.

## WHAT IS MEANT BY OFFICE-BASED STUDY?

The examination programme is a unique system, in which formally assessed academic work is supported by learning through experience in the candidate's place of employment. The examination sequence mirrors the development and realisation of design projects in architectural practice. All candidates are required to have substantial experience in practice before they register, and to remain in full-time supervised architectural employment throughout their studies. Candidates' development is supported and guided by two vital elements:

### 1. Office Mentors

Individual study for the examination must be supported by day-to-day learning and experience of architectural practice. To facilitate this, each candidate appoints a registered architect from their practice to be their mentor. The mentor ensures that the practice experience is wide ranging and contributes to learning. They make sure there is appropriate study leave, respecting the need to work on assignments outside office hours. The mentor guides with the academic workload, ensuring that a diary is kept. Although not a tutor, the mentor has a role to play with respect to the elements of assignments that complement practice interests. This might be in the field of research, review of academic and practice projects, development of design and representation skills, and in assisting a high level of understanding in management, practice and law.





## 2. Personal Tutors

Tutors are appointed by candidates for the duration of the programme and must be completely independent of the candidate's office. They should be architects, registered in the country where the candidate is working and ideally experienced in architectural education. Tutors must have at least three years' qualified experience in either practice or academia, and not have been retired more than five years. Exceptionally, candidates may choose a tutor who, although not a registered architect, has substantial architectural design teaching experience within higher education. It is also recommended that candidates may appoint additional subject specific tutors who need not necessarily comply with these criteria.

The function of the tutor is to assist candidates across the whole range of work required for the examination. This should focus on developing their understanding of architectural design and practice; to apply this to the production of a portfolio of personal design work that expands their design horizons and skills beyond their immediate office experience; and to tutor them on their design projects and, at Part 2, their dissertation. Personal tutors are welcome to accompany their candidates to the annual induction when they may meet other tutors, candidates, mentors and members of the examination team, in order to exchange their experiences and discuss the programme. Tutors are also welcome to attend workshops, portfolio reviews, examiner interim reviews and as observers at final design assessments.



## ADMISSION PROCEDURES

Admission to the programme comprises three stages:

### Stage 1

An application form for prospective candidates is downloadable from [www.architecture.brookes.ac.uk/obe/part1-2.html](http://www.architecture.brookes.ac.uk/obe/part1-2.html). This form should be completed and submitted to the Programme Manager.

### Stage 2

Subject to meeting the eligibility requirements, a second stage application form will be sent out. At this stage, applicants may apply for advanced credit from Part 1 first year technology subjects only.

### Stage 3

Short-listed applicants will be invited to attend an interview, where they will be able to present a portfolio of personal work.



Applicants are required to submit evidence of the following minimum academic requirements:

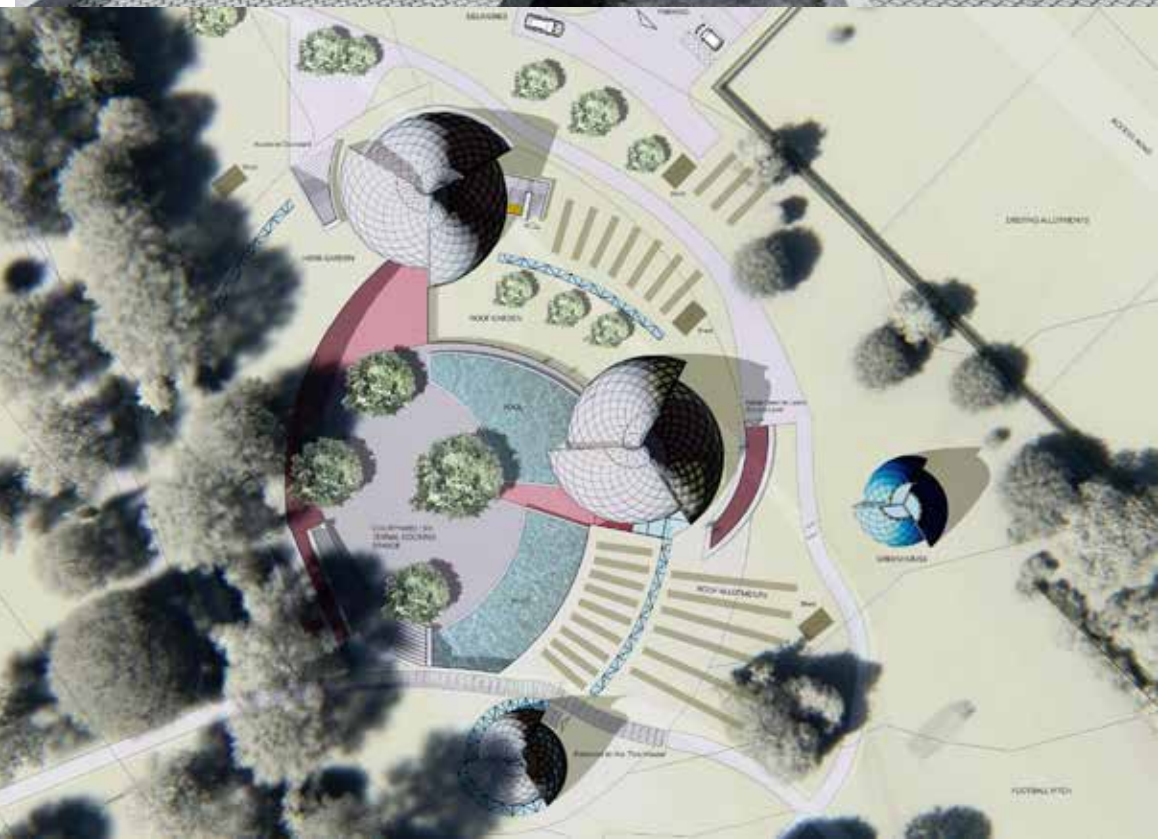
### **Part 1**

- 3 O-level/GCSE passes including English Language and Mathematics;
- 2 A-level passes or equivalent qualifications, e.g. HNC

### **Part 2**

- Part 1 qualification in architecture as recognised by ARB and the RIBA







***AUTHORS AND IMAGES IN ORDER THAT THEY APPEAR***

Agnese Prodniece, Taxidermy Academy

Liam Lennon, Art Gallery

Mohammed Malik, Art Gallery Project

Simon Harmsworth, Coastal Interpretation Centre 1

Ben Flippance, A Victorian Re-Invention

Theresa Kwok, Crematorium

Paul Avery, Urban Infill

Edward Godden, Crematorium

Mohammed Malik, Art Gallery Project

Theresa Kwok, Crematorium

Phil Emmett, Urban Crematorium

Darren Dobson, Soup Kitchen & Food Bank

Abercrombie Building (by Rob Boltman Photography)

Daniel Walker, Urban Infill





Find out more information online:  
[tde.bz/RIBA-part1-2](http://tde.bz/RIBA-part1-2)

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JN:6362\_DA\_04/2016