Australian Institute of Architects

REVIEW OF THE NATIONAL STANDARD OF COMPETENCY FOR ARCHITECTS (NSCA)

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Supplementary submission to the Architects Accreditation Council of Australia (AACA)

Submission date: 3 March 2021

ABOUT THE INSTITUTE

The Australian Institute of Architects (Institute) is the peak body for the architectural profession in Australia. It is an independent, national member organisation with around 12,000 members across Australia and overseas.

The Institute exists to advance the interests of members, their professional standards and contemporary practice, and expand and advocate the value of architects and architecture to the sustainable growth of our communities, economy and culture.

The Institute actively works to maintain and improve the quality of our built environment by promoting better, responsible and environmental design.

PURPOSE

- This supplementary submission is made by the Australian Institute of Architects (the Institute) to provide input to the review the National Standard of Competency for Architects (NSCA) being undertaken by the Architects Accreditation Council of Australia (AACA).
- This submission has been co-ordinated by the Institute's First Nations Advisory Working Group and Cultural Reference Panel with additional input from across the membership.
- At the time of this submission the National President is Alice Hampson and the Chief Executive Officer is Julia Cambage.

CONTACT DETAILS

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1 INTRODUCTION

Caring for country practices, including architecture and place-shaping, have existed on this continent since time immemorial. The Institute is committed to advancing understanding with First Nations peoples in recognition of this enduring and ongoing connection to these lands and waters.

The Institute recognises a professional commitment to engage and act meaningfully through reciprocal partnership and relationships with Aboriginal and Torres Strait Islander peoples. This is with acknowledgement and respect for Aboriginal and Torres Strait Islander Countries, Cultures and Communities, and their ways of being, knowing and doing.

The Institute is working to advance this professional commitment and a greater shared understanding through a range of initiatives being led by the First Nations Advisory Working Group and Cultural Reference Panel.

The Working Group and Panel have overseen the co-ordination of the comments below on how an architect's responsibility to Aboriginal and Torres Strait Islander Peoples' should be represented in the National Standard of Competency for Architects (NSCA) across the three components of Professional Capabilities, Units of Competency and Performance Criteria.

With the NSCA identifying the fundamental skills, knowledge and capabilities required for the general practice of architecture in Australia, the Institute believes that it is essential that revisions of the Standard ensure architects have the professional competency to engage and act meaningfully through reciprocal partnership and relationships with Aboriginal and Torres Strait Islander peoples.

Professional competency is understood as the synthesis of professional education, experience in practice, and the career-long maintenance and improvement of professional practice through continuing professional development.

With the path to acquiring competency not being linear; and acknowledging that aspects of architecture require both learning in formal education settings and continued learning in architectural practice, the power of the Standard to influence change from the start of an architectural career and beyond should not be understated.

The Institute, supported by the expert advice of the Working Group and Panel, is pleased to be able to support the AACA to ensure that the revised Standard contributes to a significant step-change in architectural practice and leads to the enhanced respect and understanding of cultural diversity within architectural work environments.

2 FIRST NATIONS ADVISORY WORKING GROUP AND CULTURAL REFERENCE PANEL

The First Nations Advisory Working Group and Cultural Reference Panel was created through an expression of interest process in late 2019.

The Group and Panel are working to ensure that both the Institute itself and its members are supported to engage and act meaningfully through reciprocal partnership and relationships with Aboriginal and Torres Strait Islander peoples.

Group and Panel members hold education, design and professional expertise across the architectural and design professions. Membership of the Working Group and Panel includes:

Co-Chairs

SARAH LYNN REES (PALAWA)

Sarah is a Palawa woman, living and working within the Kulin Nation. Sarah is a Lecturer at Monash University, practices architecture at Jackson Clements Burrows Architects where she also is also a Lead Indigenous Advisor: Architecture and Design. Sarah curates the BLAKitecture series for Mpavilion and holds several board and advisory roles including: Director of Parlour: Women, Equity, Architecture, and member of the Victorian Design Review Panel for the Office of the Victorian Government Architect.

PROFESSOR PAUL MEMMOTT AO

Paul is a trans-disciplinary researcher and practitioner (architect/anthropologist) and has been the Director of the Aboriginal Environments Research Centre (AERC) and the Indigenous Design Place (IDP) at the University of Queensland. Memmott's field of research encompasses the cross-cultural study of the people-environment relations of Indigenous peoples with their natural and built environments, including Aboriginal housing and settlement design, Aboriginal access to institutional architecture, Indigenous constructs of place and cultural landscapes, vernacular architecture and Native Title, social planning in Indigenous communities, homelessness and family violence. He has had a life-long commitment in this field of work for the past 50 years.

Working Group Members

CALLANTHA BRIGHAM

Callantha is an architect with over 15 years experience in state and local government. She is currently Manager of City Transformation at the City of Parramatta. Callantha is also a NSW Chapter Councillor of the Institute where she has championed gender equity and reconciliation initiatives. She is currently co-chair of the NSW Reconciliation Working Group with Michael Mossman.

DR SHANEEN FANTIN

Shaneen is co-Director of POD (People Oriented Design): a multi-disciplinary practice committed to sustainability and intercultural design. Shaneen has an unusual combination of skills including architecture, stakeholder engagement, project management, research and teaching. She is an Adjunct Associate Professor at the University of Queensland and James Cook University. She undertook her PhD in Arnhem Land with Yolngu peoples in the late 1990s, which focussed on the relationship between culture and the design of built environments.

BRADLEY KERR (NGUGI/NUNUKUL)

Bradley is an architect working out of fjmt studios Melbourne practice. Bradley volunteered for AIME and spent time on Minjerribah with the Quandamooka people, learning their living cultural history, QYACs fight for native title rights over the land and waters, and the progression of self built housing at one mile. At fjmt studio, Bradley has worked with communities and stakeholders to develop integrated design responses appropriate to place, peoples and culture.

LOUIS ANDERSON MOKAK (DJUGUN)

Louis is a Djugun man from West Kimberley based in Narrm/Birrarung-ga (Melbourne). He is a designer, writer, and consultant, studying a Master of Architecture at RMIT, who focuses on resetting the power imbalance between those who have long benefited off the power to make decisions and those whose Indigenous sovereign rights should be more fully exercised. Louis is a Director at Indigenous Architecture and Design Victoria (IADV), Cultural Advisor and Student of Architecture at Studio Bright, and a freelance Indigenous Consultant.

ALISON PAGE (WALBANGA/WADI)

Alison is a Walbanga and Wadi Wadi woman and is an award-winning Designer and Film Producer whose career spanning 22 years links indigenous stories and traditional knowledge with contemporary design. She appeared for eight years as a regular panelist on the ABC TV show, *The New Inventors* and in 2015, was inducted into the Design Institute of Australia's Hall of Fame. She is an Adjunct Associate Professor at the UTS Design School and the founder of the National Aboriginal Design Agency.

FINN PEDERSEN

Finn is a Co-founder and Director of Iredale Pedersen Hook Architects, a Perth and Melbourne based studio with a diverse body of work throughout Australia. Finn has an interest in Culture, Social Justice, landscape, and how architecture can affect and enhance the relationship between people and place. He has worked with many Aboriginal communities throughout Western Australia and is particularly interested in the manner that architecture and design can provide innovative solutions that are deeply respectful of traditional culture.

Cultural Reference Panel Members

CARROLL GO-SAM (DYIRBAL/BAMA)

Carroll is an architectural graduate, lecturer and researcher in the School of Architecture, University of Queensland (UQ), Brisbane. Carroll descends from Dyirbal bama peoples in gumbilbarra country on the Herbert and Tully Bana (Water) basins, north Queensland. Carroll currently leads Indigenising School of Architecture curriculum. She was previously a research fellow within Indigenous Design Place (IDP), a cross-faculty strategic research initiative funded by UQ a recipient of an ARC Indigenous Discovery Award. Her research interests are at the intersection of Indigenous themes in architecture and place keeping leading to articles, book chapters, conference papers, encyclopaedia entries, professional journals, online media, architectural design and written creative works.

JEFA GREENAWAY (WAILWAN/KAMILAROI)

Jefa is founding Director of Greenaway Architects, a University of Melbourne senior academic, and a regular design commentator on ABC Radio Melbourne. He's championed Indigenous led design thinking for over 25 years, including as co-founder of *Indigenous Architecture + Design Victoria*, and as co-author of the acclaimed *International Indigenous Design Charter.* Jefa is a founding signatory of Architects Declare Australia, co-curator of the Australian exhibition at *La Biennale Architettura di Venezia 2020* and was recently inducted into the *DIA 'Hall of Fame'.*

PAUL HERZICH (KAURNA/NGARRINDJERI)

Paul is a multi-award winning Kaurna/Ngarrindjeri and German Landscape Architect and Visual & Public Artist in Adelaide, South Australia. Paul has worked in the landscape industry for 32 years and in the visual and public art industry for 17 years. Paul has considerable experience in the design and delivery of landscape infrastructure, public realm and public art projects. He has also served on Australian Institute of Landscape Architects (AILA) Executive and National committees, as well as various other professional committees with a reconciliation focus.

DILLON KOMBUMERRI (YUGEMBIR)

Dillon is the Principle Architect for the Government Architect NSW. Originally from Queensland, he grew up on North Stradbroke Island (Minjerriba) and is a Yugembir descendent from the Gold Coast. A strategic design thinker and social conciliator with a passion for projects that seek to improve the health, well-being and prosperity of Aboriginal communities. With over 25 years of experience in architectural practice Dillon brings his own unique Aboriginal perspective to re-imaging the built environment. During this time, he has also been teaching and lecturing globally in many forums to shine a light on the often hidden value of Aboriginal knowledge and how it can positively influence private and public agencies to deliver better outcomes for the built environment.

MICHAEL MOSSMAN (KUKU YALANJI)

Michael is a Lecturer, PhD Candidate and Researcher at the University of Sydney School of Architecture, Design and Planning. He is a trained architect with over 15 years of professional practice engagement. His architectural design expertise relating to Aboriginal community-focused outcomes provides a basis for his unique perspectives to be applied to designed environments. Michael is currently the co-chair for the NSW AIA Reconciliation Working Group.

3 STATEMENT OF RECOGNTION

3.1 Constitutional changes at the Institute

In early 2020 the National Council of the Institute requested that the Working Group and Panel lead the development of a 'Statement of Recognition' for inclusion in the Constitution of the Institute.

Following extensive member discussion, engagement and consultation the July 2020 Annual General Meeting included a membership vote and the 'Statement of Recognition' was adopted with the support of 96 percent of the membership:

Statement of Recognition

The Australian Institute of Architects recognises the unceded sovereign lands and rights of Aboriginal and Torres Strait Islander peoples as the First Peoples of these lands and waters.

This recognition generates acknowledgement and respect for Aboriginal and Torres Strait Islander Countries, Cultures and Communities, and their ways of being, knowing and doing.

Caring for Country practices including architecture and place shaping have existed on this continent since time immemorial.

The Institute recognises a professional commitment to engage and act meaningfully through reciprocal partnership and relationships with Aboriginal and Torres Strait Islander peoples.

Together we will support and develop the emergence of new possibilities for our shared future.

3.2 Related comments on the Revised NSCA

Currently the opening statement of the Revised NSCA as drafted does not recognises a professional commitment to engage and act meaningfully through reciprocal partnership and relationships with Aboriginal and Torres Strait Islander peoples.

The Institute therefore recommends that the AACA consider the inclusion of a 'Statement of Recognition of Aboriginal and Torres Strait Islander Peoples' in the revised NSCA.

The development and adoption of a Statement of Recognition needs to be led from inside the AACA outwards, and the exact process and/or wording of such a statement is not for the Institute and/or Working Group and Panel to determine here.

As an alternative– minimum or interim – approach the Working Group and Panel therefore recommends the inclusion of a 'Statement of Fact' into the opening statement of the document:

> ***The Professional Capabilities and Performance Criteria are embedded with an architect's responsibility to Aboriginal and Torres Strait Islander Peoples' unceded sovereignty, rights and ongoing connection to and custodianship of Country.***

The statement has been written to be descriptive and align with the matter-of-fact tone of the opening section of the revised NSCA as currently drafted.

It is not aspirational in the same way as a Statement of Recognition might be, but it does go some way to recognise a professional commitment to engage and act meaningfully through reciprocal partnership and relationships with Aboriginal and Torres Strait Islander peoples and to also anchor the detail that follows throughout the three components of the Standard - Professional Capabilities, Units of Competency and Performance Criteria.

Recommendation 1 →	**The AACA should – as a minimum response - include a 'Statement of Fact' in the opening description of the Standard.**

Recommendation 2 →	**The AACA should consider developing a 'Statement of Recogntion' to guide all activites including the NSCA.**

4 OVERVIEW COMMENTS - REVISED NSCA

4.1 General comments and recommendations

The Working Group and Panel have met a number of times to discuss the Revised NSCA and draft specific additions to the document. These suggested changes and additions are provided at Attachment A. As additional background discussion during the meetings considered the following issues which are also reflected in Attachment A:

- It was agreed that it would be a risk to attempt to define terms such as 'Country' in the Standard given the breadth of understanding that exists even within the Working Group and Panel.
- Defining 'Caring for Country' has also been avoided. Where terms are predominately understood by communities there is a risk that the (predominately non-Indigenous) reader might choose to interpret this meaning for themselves without the advised partnership and meaningful engagement with Traditional Owners.
- Methods to simplify terms were considered, and a preference emerged for using 'Aboriginal and Torres Strait Islander Peoples' as a term that is broad in definition and includes peoples and communities where cultural authority from Traditional Owners/Custodians is not the only matter of importance.
- Similarly, it was considered appropriate to use 'Traditional Owners/Custodians' for matters relating to Cultural Authority and 'communities' when referencing Knowledge, for example communally shared Intellectual Property.
- The wide range and breadth of documents and resources that would, in turn, build on the Standard was also noted. It was considered that there would be significant opportunity to expand upon the minimum and succinct requirements in the Standard with more information, interpretations, understandings and processes going forward including across the education sector as well as potential updates to the Institute Design Policy, Acumen Practice Notes and Continuing Professional Development and also Honours and Awards.
- It was also noted that the substantial work led by Panel Member Dillon Kombumerri and recently launched by the Government Architect NSW would be of particular assistance to the AACA: "*Connecting with Country" - A draft framework for understanding the value of Aboriginal knowledge in the design and planning of places.*

Recommendation 3 →	**The Working Group and Panel have carefully considered appropriate terms and language and request that the AACA defer to this preferred nonclementure wherever possible.**

Recommendation 4 →	**The AACA should carefully review "*Connecting with Country" - A draft framework for understanding the value of Aboriginal knowledge in the design and planning of places* recently released by the Government Architect NSW.**

4.2 Comments and recommendations on environmental and ethical practice

The final overarching comments on the Revised Standard by the Working Group and Panel are related to combining together Environmental and Ethical Practice.

The Group and Panel believe that both a professional commitment to environmental practice and to engage and act meaningfully through reciprocal partnership and relationships with Aboriginal and Torres Strait Islander peoples, should be recognised as intrinsic to the practice of architecture and evident across the Standard. It is therefore potentially not appropriate to silo these capabilities away from guidance on professionalism and communication.

At the very least environmental and ethical practice should be de-coupled and each given equal focus. While the Working Group and Panel would agree that engaging and acting meaningfully through reciprocal partnership and relationships with Aboriginal and Torres Strait Islander peoples does have an ethical component, there is also a linked, yet distinctly separate focus on environmental matters. This should be intrinsic to the practice of architecture and, as outlined above, reflected across the Standard.

The principle and practice of equity and engagement in collaborative practice requires the ability to respect the diversity, circumstance and perspectives of all people and is not applicable only in situations related to working with Aboriginal and Torres Strait Islander peoples.

Recommendation 5 →	**A professional commitment to environmental practice and to engage and act meaningfully through reciprocal partnership and relationships with Aboriginal and Torres Strait Islander Peoples should be recognised as intrinsic to the practice of architecture and be evident across the Standard.**

Recommendation 6 →	**Environmental and ethical practice should be de-coupled and each given equal focus.**

4.3 Comments and recommendations on finalising the Standard

The Working Group and Panel would also like to take this opportunity to note that a risk exists for the AACA in working towards the final version of the NSCA. It is imperative that the final wording of the Standard is considered with a First Nations lens once settled and before final approval and publication. The short discussion above regarding appropriate language and the use of terms goes some way to describing some of these potential difficulties.

The Working Group and Panel believe that it is essential to maintain a continued dialogue between the AACA and the Institute as the final version of the Standard is drafted. Given the weight that the NSCA carries and the important step change this revision will bring in terms of First Nations matters, all members of both the Working Group and Panel are extremely keen to support the AACA in any way necessary to ensure that the final version of the Standard lands where it needs to land for success.

Recommendation 7 →	**The final version of the NSCA should undergo additional targeted consultation and engagement, particularly on final statements related to Aboriginal and Torres Strait Islander Peoples and professional practice.**

Recommendation 8 →	**The Institute through the Working Group and Panel would be pleased to continue to support the AACA in the continued refinement of the Revised NSCA. This includes a willingness to provide strategic advice on the final wording of the NSCA ahead of final approval and publication.**

National Standard of Competency for Architects – *consultation draft*

December 2020

The National Standard of Competency for Architects identifies the fundamental skills, knowledge and capabilities required for the general practice of architecture in Australia.

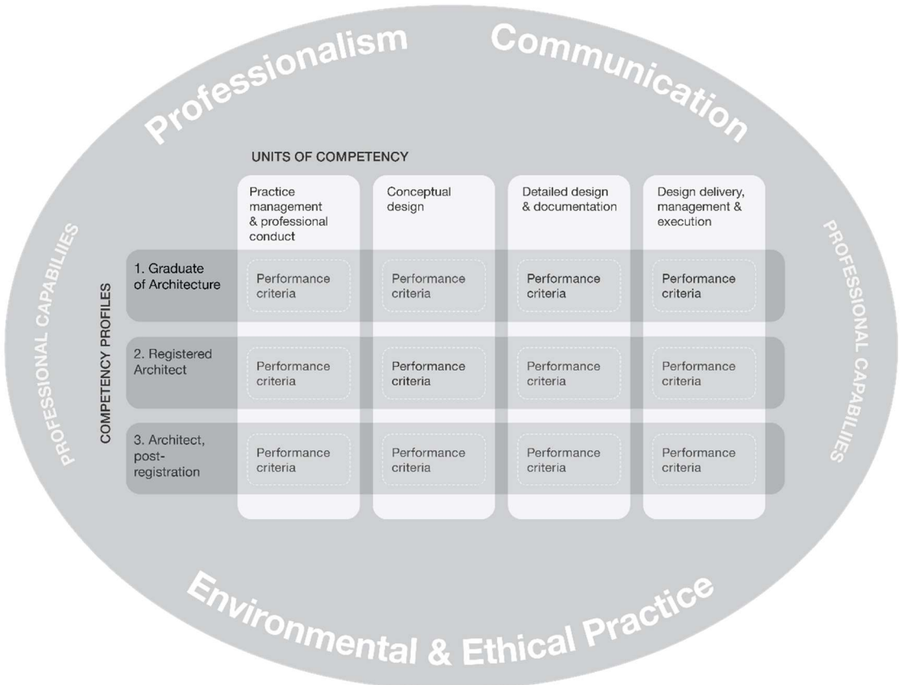
It sets out a clear roadmap for the development and assessment of competency at key milestones over the course of career in architecture – from graduation, through the registration process, to ongoing practice after registration. This is inclusive of a range of practice models and career paths.

The NSCA has three main components – Professional Capabilities, Units of Competency and Performance Criteria. These integrate to form a cohesive system that supports the development of professional competency over time. In this system, the three broad Professional Capabilities are assessed through Performance Criteria, which are organised according to four Units of Competency.

The Professional Capabilities and Performance Criteria are embedded with an architect's responsibility to Aboriginal and Torres Strait Islander Peoples' unceded sovereignty, rights and ongoing connection to and custodianship of Country. Definitions for the terms used are not provided in this document. Architects should refer to the Traditional Owners/Custodians of the Countries they work on to develop localised understandings.

Professional competency is understood as the synthesis of professional education, experience in practice, and the career-long maintenance and improvement of professional practice through continuing professional development.

The NCSA acknowledges that the path to acquiring competency is not always linear; and that aspects of architecture require both learning in formal education settings and continued learning in architectural practice.



Competency Profiles

The NSCA maps the expectations of professional competency at three levels:

Graduate of architecture: The level of competency required at completion of an accredited program of architecture in Australia or equivalent course of study.

Registration as an architect: The level of competency required at the point of registration as an architect, following a minimum of two years of broad professional practice experience in architecture.

Architect post-registration: The additional professional competencies required to comply with regulatory obligations. (Note: this does not describe specialist activities within the profession of architecture.)

Professional Capabilities

Professional capabilities encapsulate the knowledge, skills and attributes that underpin professional education in architecture and practice as an architect in Australia.

The NCSA groups these into three core areas – Professionalism, Communication and Environmental and Ethical Practice. These broad capabilities are relevant to all modes of architectural practice and inform the ongoing professional education of architects. They provide the umbrella for the Units of Competency and underpin the Performance Criteria.

<u>Professionalism</u>

Professionalism encompasses the capacity to understand and enact the role and responsibilities of architects within evolving architectural, social, and technical and business contexts. At its core, this involves maintaining and developing professional competency over the course of a career in architecture. This includes:

- Incorporating relevant disciplinary knowledge within the practice of architecture and the provision of architectural services. This encompasses an understanding of architectural history and theory, design precedents and approaches, building sciences and technology, environmental sciences, relevant behavioural and social sciences and other bodies of knowledge as appropriate
- **Partnering in meaningful and respectful ways with Aboriginal and Torres Strait Islander Peoples who are local, of the place/Country the project is located and hold the appropriate Cultural Authority. As well as working in alignment with regard to their Knowledge systems and Law, regardless of the possibility or extent of engagement.**
- Understanding and using relevant legislation, regulations, standards and codes to all aspects of the provision of architectural services
- Having the capacity to engage in collaborative practice in the context of interdisciplinary teams, a variety of procurement processes and the shared responsibility for co-ordination of services
- Have the capacity to adapt and synthesise emergent knowledge in relation to architectural design, technologies, material selection and construction practices in the context of changing environments
- Maintaining professional ethics in all aspects of architectural work including in the workplace and on construction sites, in interactions with clients, consultants, authorities, relevant stakeholders and with the wider public.

Communication

Communication capabilities encompass the ability to clearly convey and explain the roles and responsibilities of an architect, to coherently communicate within workplace and project contexts, and to articulate the value that an architect brings. This includes:

- Ensuring that all communications are timely, appropriate and culturally sensitive
- Communicating clearly and consistently with clients, project stakeholders, colleagues, collaborators, **partners,** consultants, construction delivery teams and broader communities
- Communicating efficiently **and effectively** within project teams, including using appropriate means to convey relevant aspects of architectural design, documentation and services during design and construction
- **Ensuring that the rights and duty of Aboriginal and Torres Strait Islander Peoples to own, control, maintain and develop their own cultures and knowledge systems is adhered to under Indigenous Cultural and Intellectual Property rights.**
- Communicating the value that architects bring to broader communities. This can occur at a variety of scales and in a broad range of forums.

Environmental and Ethical Practice

Environmental and ethical practice capabilities are concerned with understanding and embedding the social, ethical and cultural values relevant to architectural services and understanding how these impact colleagues, clients, stakeholders, and broader communities. This includes:

- Minimising the impact on natural resources **by optimising design lifecycle,** designing for longevity and **evaluating all appropriate approaches from no build to new build.**
- **Being guided and led by Aboriginal and Torres Strait Islander Peoples when centring their perspectives and Knowledges into architectural design services.**
- Demonstrating an ethical, service-oriented commitment to the responsible care for environments
- Supporting and promoting fair and ethical business practices
- Supporting and promoting healthy workplaces that are inclusive and culturally safe **[Note how this feeds into the competencies will require further consideration]**
- Applying relevant design, technology and the principles of dynamic building energy calculations and analysis of embodied carbon through digital based modelling of support the transition to a carbon neutral built environment.

NOTE: The First Nations Advisory Working Group and Cultural Reference Panel recommends separating Environmental and Ethical practice.

Units of Competency

The activities involved in the practice of architecture are organised under four Units of Competency.

Practice Management and Professional Conduct

The holistic understanding and organisation of the profession, practice and business of architecture, with the objective of providing value through sustainable, timely and effective professional services in accordance with the ethical and legal obligations of an architect.

Conceptual Design

An intelligent, creative, **culturally sensitive,** iterative **and collective** activity involving research, analysis, **walking Country with Traditional Owners** and the exploration of concepts leading to a coherent design proposal that meets the client's brief, expectations of society and is capable of compliance with planning controls and construction codes.

Detailed Design and Documentation

The process of developing the design to a fully described and resolved proposal through research, detailed assessment of alternative proposals and the integration of technical solutions, value and cost control processes in order to maintain or enhance the design intent, achieve value and cost objectives and comply with planning controls and construction codes.

Design Delivery, Management and Execution

The provision of professional services to support the process of project execution through construction. This may occur through a variety of building procurement methods and construction contracts. The form of construction contract may establish different expectations and obligations upon the architect, which may include contract administration services. Typically, all contract types include the timely and cost-effective management of design delivery, review and inspection processes.

Performance Criteria

Performance Criteria describe discrete aspects of architectural practice and are organised under the Units of Competency. Each Unit has a corresponding set of criteria for each of the three competency profiles.

The NSCA does not prioritise any unit or performance criteria and nor does the ordering of the performance criteria or pre-suppose a particular mode of practice or project type.

Professional Capabilities

PROFESSIONALISM

Professionalism encompasses the capacity to understand and enact the role and responsibilities of architects within evolving architectural, social, and technical and business contexts. At its core, this involves maintaining and developing professional competency over the course of a career in architecture.

This includes:

- Incorporating relevant disciplinary knowledge within the practice of architecture and the provision of architectural services. This encompasses an understanding of architectural history and theory, design precedents and approaches, building sciences and technology, environmental sciences, relevant behavioural and social sciences and other bodies of knowledge as appropriate
- **Partnering in meaningful and respectful ways with Aboriginal and Torres Strait Islander Peoples who are local, of the place/Country the project is located and hold the appropriate Cultural Authority. As we as working in alignment with regard to their Knowledge systems and Law, regardless of the possibility or extent of engagement.**
- Understanding and using relevant legislation, regulations, standards and codes to all aspects of the provision of architectural services
- Having the capacity to engage in collaborative practice in the context of interdisciplinary teams, a variety of procurement processes and the shared responsibility for co-ordination of services
- Having the capacity to adapt and synthesise emergent knowledge in relation to architectural design, technologies, material selection and construction practices in the context of changing environments
- Maintaining professional ethics in all aspects of architectural work including in the workplace and on construction sites, in interactions with clients, consultants, authorities, relevant stakeholders and with the wider public.

COMMUNICATION

Communication capabilities encompass the ability to clearly convey and explain the roles and responsibilities of an architect, to coherently communicate within workplace and project contexts, and to articulate the value that an architect brings.

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ENVIRONMENTAL AND ETHICAL PRACTICE

Environmental and ethical practice capabilities are concerned with understanding and embedding the social, ethical and cultural values relevant to architectural services and understanding how these impact colleagues, clients, stakeholders, and broader communities.

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- **Being guided and led by Aboriginal and Torres Strait Islander Peoples when centring their perspectives and Knowledges into architectural design services.**
- Demonstrating an ethical, service-oriented commitment to the responsible care for environments
- Supporting and promoting fair and ethical business practices
- Supporting and promoting healthy workplaces that are inclusive and culturally safe
- Applying relevant design, technology and the principles of dynamic building energy calculations and analysis of embodied carbon through digital based modelling of support the transition to a carbon neutral built environment.

NOTE: The First Nations Advisory Working Group and Cultural Reference Panel recommends separating Environmental and Ethical practice.

NOTE: How 'supporting and promoting healthy workplaces that are inclusive and culturally safe' feeds into the competencies will require further consideration.

Current NSCA Performance Criteria (included for reference only)

9.1 Knowledge and implementation of appropriate practice model to ensure efficient, effective and ethical professional service.
9.2 Knowledge and application of practice resources required to ensure efficient and effective professional service.
9.3 Identification and application of practice systems and quality management systems to facilitate efficient and timely delivery of architectural services in accordance with project objectives.
9.4 Establishment of project team and practice structures required to deliver the professional services in a timely manner.
9.5 Knowledge of the legal and ethical obligations relating to copyright and intellectual property requirements.
9.6 Knowledge and application of professional ethics and ethical practices in respect to practice management and provision of professional service.
9.7 Knowledge of legal and regulatory requirements and obligations in regard to architectural practice, practice management and registration as an architect.
9.8 Clear and consistent communication with client and relevant stakeholders throughout project.
9.9 Provision of independent and objective advice through all phases of professional practice.

Performance criteria for PRACTICE MANAGEMENT AND PROFESSIONAL CONDUCT

This unit of competency encompasses a holistic understanding of the organisation of the profession and business of architecture, with the objective of providing value through sustainable, timely and effective professional services in accordance with the ethical and legal obligations of an architect to clients and in the workplace.

	On graduation from an architecture program a graduate will	**At the point of registration** an architect will	**Post registration** an architect will
1	Have knowledge of the regulatory requirements and obligations pertaining to practice as an architect, including professional codes of conduct, obligations for continuing professional development and professional indemnity insurance.	Demonstrate understanding of the regulatory requirements and obligations pertaining to practice as an architect, including legislation, professional codes of conduct, obligations for continuing professional development and professional indemnity insurance.	Comply with the regulatory requirements and obligations pertaining to practice as an architect, including legislation, professional codes of conduct, obligations for continuing professional development and professional indemnity insurance.
2	Have knowledge of the role of quality assurance systems in facilitating efficient, consistent and timely delivery of architectural services.	Be able to identify practice resources and apply practice methods and quality assurance systems within an ethical practice management framework to facilitate efficient, consistent and timely delivery of architectural services.	Be able to implement practice resources and apply ethical employment practice methods and quality assurance systems to facilitate efficient, consistent and timely delivery of architectural services.
3	Have knowledge of the principles of project planning and its implications on stakeholders and project costs.	Demonstrate understanding of the principles of project planning and its implications on stakeholders and project costs.	Apply principles of project planning, and acknowledge implications for stakeholders and project costs.
4	Have knowledge of the essential elements of a client/architect agreement, across the range of procurement methods and the different scales and types of project.	Demonstrate understanding of the essential elements of a client/architect agreement across the range of procurement methods; and be able to explain appropriateness of different agreements in relation to scale and type of project, including alternatives for partial services and the engagement of secondary and sub-consultants.	Be able to apply essential elements of a client / architect agreement across the range of procurement methods in relation to their appropriateness to the scale and type of the project, including alternatives for partial services and the engagement of secondary and sub-consultants.
5	Have knowledge of appropriate processes for reporting and varying scope of services provided by an architect.	Demonstrate understanding of appropriate processes for reporting and varying scope of services provided by an architect.	Be able to apply appropriate processes for reporting and varying scope of services provided by an architect.
6	Have knowledge of appropriate processes for clear and consistent communication with clients and relevant stakeholders throughout a project, including obtaining approvals from client and stakeholders.	Apply and follow processes for clear and consistent communication with client and relevant stakeholders throughout the project, including obtaining approvals from client and stakeholders.	
7	Have knowledge of traditional, contemporary and emerging building procurement methods and appropriate forms of construction contracts, their mechanisms and risk profiles and evaluation of their impact upon the delivery procurement method for the project.	Demonstrate understanding of traditional, contemporary and emerging building procurement methods and appropriate forms of construction contracts, their mechanisms and risk profiles and evaluation of their impact upon the delivery procurement method for the project.	Be able to apply traditional, contemporary and emerging building procurement methods and appropriate forms of construction contracts, their mechanisms and risk profiles and evaluation of their impact upon the delivery procurement method for the project.
8		Be able to assess, recommend and/or select a procurement process for its impact on all phases of a project - including design, documentation and project delivery and providing advice to the client around the level of scope of service for consultants.	
9		Provide independent and objective advice in accordance with relevant building codes, guidelines and planning regimes across all aspects of architectural practice.	
##	**Have knowledge of culturally sensitive and meaningful engagement processes that acknowledge the importance of equitable relationships and partnerships with Aboriginal and Torres Strait Islander Peoples.**	**Be able to implement and program ongoing culturally sensitive and meaningful engagement processes that acknowledge the importance of equitable relationships and partnerships with Aboriginal and Torres Strait Islander Peoples.**	
10	Have knowledge of processes that facilitate project delivery, as appropriate to selected procurement process.	Be able to identify and apply strategies, programming and processes for documentation through all project stages to facilitate project delivery, as appropriate to selected procurement process.	
11		Be able to identify and apply construction services provisions and or administration systems needed to fulfil all obligations under the project contract, as appropriate to procurement process.	

12	Have knowledge of legal and ethical obligations relating to employment, copyright, moral rights and intellectual property requirements across architectural services.	Apply legal and ethical obligations relating to legislated requirements in relation to employment and copyright, moral rights and intellectual property requirements across architectural services.
##	**Have knowledge of conditions of consent that are culturally, ethically and legally satisfied under the Indigenous Cultural and Intellectual Property Rights and moral rights of Aboriginal and Torres Strait Islander Peoples and Communities.**	**Apply conditions of consent that are culturally, ethically and legally satisfied under the Indigenous Cultural and Intellectual Property Rights and Moral Rights of Aboriginal and Torres Strait Islanders Peoples and Communities.**
13		Be able to implement relevant client relationship management systems, marketing and business development.
##	**Have knowledge of communication methods and processes that ensure and maintain the rights of Aboriginal and Torres Strait Islander Peoples to define their representation in their own voice and use of language, based on their values, priorities and preferences.**	**Be able to apply knowledge of communication methods and processes that ensure and maintain the rights of Aboriginal and Torres Strait Islander Peoples to define their representation in their own voice and use of language, based on their values, priorities and preferences.**
14	Have knowledge of risk management and mitigation principles and strategies, including safety in design, project risk, and appropriate insurances across architectural services.	Be able to apply risk management and mitigation strategies including safety in design, project risk, and appropriate insurances across architectural services.
15		Be able to principles of project and staff planning and resource costs to establish realistic and sustainable timeframes.

Performance criteria for CONCEPTUAL DESIGN

This unit of competency encompasses intelligent, creative and iterative activity involving research, analysis and the exploration of concepts leading to a coherent design concept that meets the client's brief, expectations of society and is capable of compliance with planning controls and construction codes.

Current NSCA Performance Criteria (included for reference only)

1.1 Preparation and endorsement of an agreement between client and Architect. This agreement will clearly communicate terms, services to be provided, and fees appropriate for the scale and type of project.
1.2 Establishment, analysis and evaluation of client project requirements and objectives.
1.3 Assessment of project budget and timeframe against project requirements and objectives.
1.4 Identification of factors that may impact on client project requirements and objectives.
1.5 Knowledge of different procurement processes available and evaluation of the impact these have on the project.
1.6 Selection and presentation to clients and relevant stakeholders of procurement method for the project.
1.7 Preparation of project brief for approval by client and relevant stakeholders.
2.1 Identification, analysis and integration of information relevant to siting of project.
2.2 Application of principles controlling planning, development and design for the project site.
2.3 Evaluation of factors influencing and impacting on project cost.
2.4 Analysis of project brief in relation to clients' objective budget and timeframe.
2.5 Attainment of approval from client of project budget and timeframe.
2.6 Preparation and analysis of project development options in response to project brief.
3.1 Design response integrates the objectives of brief, user intent and built purpose.

	On graduation from an architecture program a graduate will	**At the point of registration** an architect will	**Post registration** an architect will
##	**Have a foundational understanding of Country and the aspirations of Traditional Owners/Custodians to Care for Country and how these understandings inform architectural design.**	**Be able to work in partnership with Traditional Owners/Custodians to develop understandings of Country and the aspirations of Traditional Owners/Custodians to care for Country and how these inform and are embedded into architectural design.**	
16	Understand the purpose of project feasibility assessments, including research of site constraints, opportunities and risk to determine preliminary cost analysis.	Be able to identify, analyse and evaluate client project requirements and objectives using qualitative and quantitative methods and, where required, contribute to the assessment of project feasibility/viability.	
17		Be able to establish project budgets, or work with quantity surveyor to establish project budgets, based upon understanding of cost planning, value management and factors influencing project cost and relevant to the project type and scale.	
18		Be able to assess project budget and timeframe against project requirements and objectives **including partnering and co-design processes with Aboriginal and Torres Strait Islander People and Communities, Aboriginal and Torres Strait Islander culture and heritage,** relevant legislation, building codes and standards.	
19		Identify and manage risks arising from real or perceived conflict of interests.	
20	Be able to prepare a return brief for approval by client and relevant stakeholders in response to client brief and any areas of deviation or non-compliance.		
21	Understand how to identify and evaluate project development options in response to a project brief, its objectives, budget, user intent and built purpose.	Be able to prepare and analyse project development options in response to a project brief, its objectives, budget, user intent and built purpose, risks and timeframes.	
22	Be able to draw on knowledge from the history and theory of architecture as part of preliminary design research and in developing the concept design.		
23	Be able to undertake site, cultural and contextual analysis, **including walking Country with Traditional Owners/Custodians to better inform site understanding** as part of preliminary design research and in developing the concept design.		

3.2 Application of creative imagination, aesthetic judgement and critical evaluation in formulating design options.
3.3 Design response incorporates assessment of the physical location and relevant wider regional, contextual and environmental issues.
3.4 Design response incorporates assessment of the physical location and relevant wider regional, contextual and environmental issues.
3.5 Exploration and application of ordering, sequencing and modelling of three-dimensional form and spatial content.
3.6 Assessment and integration of construction systems and materials consistent with project brief.
3.7 Assessment and integration of construction systems and materials consistent with project brief.
3.8 Application of manual and digital graphic techniques and modelling to describe three-dimensional form and spatial relationships.
4.1 Evaluation of design options in relation to project requirements.
4.2 Evaluation of design options against values of physical, environmental and cultural contexts.
4.3 Application of creative imagination aesthetic judgement to produce coherent design.
4.4 Inclusion of expertise of relevant specialists and consultants in developing the project design.
4.5 Investigation and integration of appropriate structural, construction, service and transport systems in the project design.
4.6 Investigation and integration of appropriate material selection for the project design.
4.7 Coordination and integration of appropriate environmental systems, including for thermal comfort, lighting and acoustics.
4.8 Analysis of schematic design in regard to cost planning and timeframe to comply with client and project requirements.
4.9 Obtain approval for the design from client and and/or relevant stakeholders.

24	Be able to draw on knowledge from building sciences and technology, environmental sciences and behavioral and social sciences as part of preliminary design research and in developing the concept design.	
25	Be able to evaluate design options in relation to project requirements and in terms of **the potential impact on or/and benefit to relevant Aboriginal and Torres Strait Islander cultural heritage, values and aspirations, and** heritage, cultural, and community values embodied in the site and context.	
26	Understand how to **embed the Knowledge, worldviews and perspectives shared by** Aboriginal and Torres Strait Islander Peoples ~~through engagement~~ into the concept design in a meaningful, respectful and appropriate way. **As well as articulate how the associated and ongoing design review and decision-making process will centre the Cultural Authority of Traditional Owners/Custodians.**	
27	Be able to identify, analyse and integrate information relevant to the siting of a project, including considering an environmental design approach, the lifecycle of a project and sustainability concerns, such as energy and water consumption and embodied carbon.	
28	Be able to investigate and integrate sustainable environmental systems, including thermal, lighting and acoustics.	
29	Be able to apply planning principles and design strategies to the site and conceptual design of the project.	
30	Understand principles and methodologies for presenting concept design proposals and associated information to clients, stakeholders and communities, including using appropriate and culturally sensitive methods relevant to different audiences.	
##	**Be able to communicate the value of collaborating with Aboriginal and Torres Strait Islander Peoples, how collaboration has influenced the project and appropriately attribute contribution and Knowledge.**	
31	Be able to apply creative imagination, design precedents, emergent knowledge and critical evaluation of all factors influencing the project in formulating and refining design options.	Be able to present concept design proposals and associated information to client, stakeholders and communities, including using appropriate and culturally sensitive communication methods relevant to the audience.
32	Be able to explore and apply ordering, sequencing and modelling of three-dimensional space and form using manual and/or digital modelling techniques.	
33	Be able to integrate construction systems and materials that are consistent with the project brief and appropriate to the choice of structure, construction method and required services.	
33	Be able to integrate construction systems and materials that are consistent with the project brief and appropriate to the choice of structure, construction method and required services.	Be able to assess and integrate construction systems and materials considering sustainable structural, construction, serviceability, transport systems and material selection and integrate relevant expertise of specialists and consultants in developing design concepts.

Performance criteria for DETAILED DESIGN AND DOCUMENTATION

This unit of competency encompasses the process of developing the design through research, detailed assessment of alternative proposals and the integration of technical solutions, value and cost control processes to maintain or enhance the design intent. The final design proposal is fully described and resolved to achieve value and cost objectives and complies with planning controls and construction codes.

Current NSCA Performance Criteria (included for reference only)

5.1 Application of creative imagination and aesthetic judgement in producing a resolved project design in regard to site planning, physical composition and spatial planning as appropriate to the project brief.
5.2 Resolution of project design addressing all building occupancy and functional aspects including spatial requirements and relationships and circulation aspects.
5.3 Evaluation and integration of regulatory requirements.
5.4 Integration of structural and construction systems in resolved project design.
5.5 Integration of materials and components based upon an understanding of their physical properties.
5.6 Integration of relevant technical services, environmental and transportation systems.

	On graduation from an architecture program a graduate will	**At the point of registration** an architect will	**On graduation from an architecture program** a graduate will
34	Be able to apply creative imagination, design precedents, emergent knowledge, critical evaluation and **continued engagement with Traditional Owners/Custodians** to produce a project design that is 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.		
35		Be able to produce documentation of the concept design so that it can be materialised and constructed.	
36		Be able to reconcile budget and time constraints within defined project design intent, including participation in value management processes where relevant	
37		Be able to integrate material selection, structural and construction systems into the resolved project design.	

5.7 Resolution of project design to address budget and time constraints.
5.8 Presentation of detailed design to facilitate relevant client and stakeholder approvals.
6.1 Identification and adoption of a strategy, program and process of documentation integrated through all project stages to enable project delivery.
6.2 Continuing coordination and integration of information and project material from relevant consultants, specialists and suppliers.
6.3 Incorporation of the project requirements and objectives in accordance with Project Brief and approved Detailed Design.
6.4 Timely completion and communication of accurate and comprehensible documents that will include, as required, drawings, models, specifications, schedules and other relevant modes of information.
6.5 Nomination of quality and performance standards with regard to selected materials, finishes, fittings components and systems.
6.6 Identification and description within the project documentation of the type and scope of separate project trades and sub-contractors as required.
6.7 Establishment of quality assurance systems to ensure consistency and completeness of project documentation in accordance with the requirement of the project brief, project timeframe and project budget.
6.8 Project documentation is in accordance with, and appropriate to, the project contract and project procurement procedure.

38	Be able to complete and communicate on-time accurate documents, including drawings, models, specifications, schedules and other relevant modes of information using appropriate digital modelling systems	
39		Be able to coordinate and integrate input from specialists and consultants into the resolved design.
40		Where appropriate, be able to collaborate with nominated contractors early in the documentation process to identify key construction methodology opportunities and constraints.
41		Where appropriate, be able to identify scope for project trade packages and sub-contractors required within the project documentation.
42	Have knowledge of the processes for producing project documentation that meets the requirements of the project contract and project procurement procedure and complies with regulatory controls, building standards, codes, and conditions of construction and planning approvals.	Ensure the timely production of accurate, complete and comprehensible project documentation of the conceptual design to meet the requirements of the project contract and project procurement process, and complies with regulatory controls, building standards, codes, and any conditions of construction and planning approvals.
43		Maintain effective and clear communication and coordinate with relevant consultants, specialists and suppliers.
44		Be able to resolve and present a detailed design solution, including documentation, indicative budget and necessary timeframes to obtain client and stakeholder approvals.
45	Understand processes for selecting materials, finishes, fittings components and systems, with consideration of quality and performance standards and the impact on the environment and lifecycle of the project.	Be able to nominate and integrate quality and performance standards with regard to selected materials, finishes, fittings components and systems. Including understanding the sustainability impacts on the lifecycle of the project.
46	Understand the technical, ethical and sustainability credentials of the materials in order to specify and integrate materials, finishes, fittings components and systems for the project.	

Current NSCA Performance Criteria (included for reference only)

5.1 Application of creative imagination and aesthetic judgement in producing a resolved project design in regard to site planning, physical composition and spatial planning as appropriate to the project brief.
5.2 Resolution of project design addressing all building occupancy and functional aspects including spatial requirements and relationships and circulation aspects.
5.3 Evaluation and integration of regulatory requirements.
5.4 Integration of structural and construction systems in resolved project design.
5.5 Integration of materials and components based upon an understanding of their physical properties.
5.6 Integration of relevant technical services, environmental and transportation systems.

Performance criteria for DESIGN DELIVERY, MANAGEMENT AND EXECUTION

This unit of competency encompasses the provision of professional services to support the process of project execution through construction recognising traditional, contemporary and emerging forms of building procurement and construction contracts. The form of construction contract may establish different expectations and obligations upon the architect, but typically have in common the timely and cost-effective management of design delivery, review and inspection processes, and may include contract administration services.

	On graduation from an architecture program a graduate will	**At the point of registration** an architect will	**Post registration** an architect will
47	Understand available procurement methods and their application to project delivery considering relevant factors, such as project type and scale. **Including procurement opportunities that can support Aboriginal and Torres Strait Islander training and employment.**	Be able to select and implement practice and administration systems, based upon an assessment of a selected procurement method and its implications on project delivery. **Implement government policies and strategies that support Aboriginal and Torres Strait Islander training and employment opportunities relevant to the project.**	
##	**Note: An additional performance criteria should be considered that goes further than "business, training and employment" and covers equitable distribution of benefit.**	**For example, 'Ensure the fair and reasonable distribution of benefit for Aboriginal and Torres Strait Islander Peoples and communities to achieve equity in economic, environmental, social, health and cultural status. And provide evidence of capacity-strengthening that outlines how Aboriginal and Torres Strait Islander people and communities will benefit from the project directly.'**	
48		Be able to provide advice to clients on the impact of a selected procurement method on cost, time and quality control during the construction phase.	
##		**Ensure continuing engagement with relevant Aboriginal and Torres Strait Islander Peoples throughout all stages of the project and its delivery in a meaningful, respectful and appropriate way.**	

5.7 Resolution of project design to address budget and time constraints. **5.8** Presentation of detailed design to facilitate relevant client and stakeholder approvals. **6.1** Identification and adoption of a strategy, program and process of documentation integrated through all project stages to enable project delivery. **6.2** Continuing coordination and integration of information and project material from relevant consultants, specialists and suppliers. **6.3** Incorporation of the project requirements and objectives in accordance with Project Brief and approved Detailed Design. **6.4** Timely completion and communication of accurate and comprehensible documents that will include, as required, drawings, models, specifications, schedules and other relevant modes of information. **6.5** Nomination of quality and performance standards with regard to selected materials, finishes, fittings components and systems. **6.6** Identification and description within the project documentation of the type and scope of separate project trades and sub-contractors as required. **6.7** Establishment of quality assurance systems to ensure consistency and completeness of project documentation in accordance with the requirement of the project brief, project timeframe and project budget. **6.8** Project documentation is in accordance with, and appropriate to, the project contract and project procurement procedure.	**49**		Be able to provide advice to clients on the impact of a selected procurement method on lifecycle implications and specialist consultants.
	50		Be able to implement project team structures necessary to deliver a full suite of professional services or partial services appropriate to the selected procurement process.
	51	Understand the process of selecting qualified contractors in accordance with an agreed procurement method and construction contract.	Be able to provide advice to clients and lead, or contribute to, the process of selecting a qualified contractor in accordance with the agreed procurement method and construction contract.
	52		Be able to apply the principles and mechanisms implicit in the selected procurement method and associated construction contract(s), including understanding the implications of differing contractual relationships.
	53		Be able to monitor construction progress and quality as required under the provisions of the construction contract, including traditional site inspection, or periodic site inspections.
	54	Understand methodologies for record keeping, document control and revision status.	Apply appropriate and consistent systems for record keeping, document control and revision status.
	55	Understand the purpose of periodic inspections of construction works for quality assurance, including the identification of defects, rectifications and approval substitutions.	Be able to apply appropriate and consistent systems for identification of defects, rectifications and approval substitutions.
	56		Apply relevant processes required for certification of monetary progress claims, project variations, extensions of time, project instructions, and requests for information or other administrative functions explicit in the selected procurement method and associated construction contract.
	57		Complete schedules, documentation, certification, approvals and other project information and issue to the client and relevant authorities as required under the construction contract and relevant building and planning codes.
	58		Where necessary, understand and mitigate risks associated with the preparation of trade package and fast-tracked documentation/construction and design certification of works generally.
	59		Where necessary, understand and mitigate risks associated with the preparation of and recording of construction drawing sets.
	60	Understand appropriate methodologies for undertaking post occupancy evaluations where required.	Apply appropriate methodologies for undertaking post occupancy evaluations and life cycle assessment where required.