“The creation of a successful portfolio is a vital skill needed by architectural students and professionals alike.

In a highly competitive global market the accomplished representation of the architect’s work must be able to turn opportunities into triumphs.”
ACADEMIC SUBJECT: Architecture-Professional Context II ARC511

Aims, to:

- Develop knowledge of the context within which architects operate, the construction industry and the wider global economy
- Instil an understanding of the key issues facing architecture practice today.
- Expose students to the factors that will impact on their professional lives, through discussion with a variety of practicing architects and professionals in the construction industry.
- Allow students to further develop their own professional aims and develop the skills required to pursue these goals.
- Develop CADD and multimedia skills.

PROFESSIONAL EDUCATIONAL (7+ years at University)

Undergraduate Degree Track:

Part 1 BA (Hons) Architecture: 3 Years
Professional Experience ‘year out’: 1 Year
UNIVERSITY OF ULSTER LEARNING OUTCOMES:

KNOWLEDGE AND UNDERSTANDING OF:
K1 The position and role of the architect within the local and global context of architectural practice including:
- The economic, political and legislative frameworks within which the profession operates.
- The roles and motivations of those who initiate and collaborate in the development process.
- The issues and relationships involved with the development of a sustainable and inclusive design approach and outcome.
- The formation, structure and management of architectural practice as a response to context.
- Future trends in his or her subject area.
K2 Of factors effecting career choice and recruitment.
K3 Of advanced tools within given ICT and CAD packages.

INTELLECTUAL QUALITIES:
I1 Demonstrate a critical and ethical awareness of their role in the profession and society and communicate an informed personal professional direction in response.
I2 Ability to edit and structure, and present information in visual written and verbal forms to communicate complex concepts and relationships clearly and concisely.
I3 Ability to select appropriate e-tools in order to produce effective presentations.

PROFESSIONAL/PRACTICAL SKILLS:
P1 Demonstrate familiarity with the principals and issues of business management and operation of an architectural office.
P2 Ability to communicate clearly through written, visual and verbal presentations.
P3 Ability to use ICT and CAD Skills to create effective and creative 2-D representations.

TRANSFERABLE SKILLS:
T1 Ability to critically evaluate and develop a personal response to complex professional and ethical issues.
T2 Work effectively in teams by demonstrating an awareness of the varying roles within a group, and the ability to choose the most appropriate role.
T3 Ability to orientate themselves within a generic CAD package.

ENTREPRENEURSHIP SKILLS:
E1 Awareness of non-conventional applications of architectural practice, skills, knowledge and related processes.
Studio and ‘crits’ or one-one and small group oral presentations relate to direct experience in typical practice…why not same with interviews?
Learning principles used in designing the workshop

- Get students active in developing something which has immediate application so that skills learned are put into practice immediately
- Draw on the students' own experience of what makes a presentation effective
- Students work collaboratively, increasing opportunities of learning from each other.

( Clients and Users in Design Education [CUDE] Project. CEBE 2010)

“Peer assessment, in which students comment on and judge their colleagues work, has a vital role to play in formative assessment... a peer rating format can encourage a greater sense of involvement and responsibility, establish a clearer framework and promote excellence, direct attention to skills and learning and provide increased feedback” (Weaver and Cotrell, 1986).
“The change from listening to teachers teach and answering examination questions to taking the initiative to learn and demonstrating competence with self-selected evidence is a great challenge to the students” Chan 2006,2
Small Group Activities and Shared Learning Following Portfolio Lecture

- Plastic protecting me outside is unattractive.
  Too technical.
- Scale doesn’t leave readable.
- Photos are nice.
  No overall key/design portfolio.
- Bed paper quality & photos
  Photos not layered out or stuck down well.
- Text overlapped behind the very bad!!
Coursework 2 – Preparation for employment – weighting 20%
'Mock Job' Interview – Tuesday 15th November 2011, 1315.

OVERVIEW:
You are asked to prepare and present a selective design portfolio to an
'interview panel' of peers and professional representatives. You will have
approx 5-6mins maximum each to communicate your abilities and suitability for
employment via a set series of questions.

In this mock exercise, you have applied for a Year-out (Part I) position at the
offices of Eccentric Gogeter & Obsessive Architects, an established and
award winning partnership (LLP) since 1865. You saw the advertisement in
the Oct 2011 edition of the 'RIBA Journal' and have been invited for an
interview with examples of your current work/portfolio. See 'Mock Job Offer':

Advertisement (EGO Architects LLP):
A vacancy exists for an enthusiastic Part 1 architectural assistant to join
our team structure and work on the design and presentation of major
private and public projects in Northern Ireland.

Candidate will preferably be a strong designer in variety of media with
proficiency in CAD drawing and presentation skills - ideally able to
produce 3D design drawings and models. Technical experience is
preferable on ACAD but experience will be provided with possible project
administrator responsibilities available for the right candidate.

Additionally, the successful candidate must be able to offer good
evidence of communication skills and efficient team working abilities.

At a panel interview, candidates will provide a cover letter, current
graphic CV (2 A4 sides equiv. max.) and a selective Professional Portfolio
not to exceed five A3-size 'contained' sheets of your design (as opposed
to full Academic Portfolio). Alternatively PPT or multi-media acceptable.

INTERVIEW PANEL BRIEFING SHEET

“Tell us a little about yourself….”

**Position:** Part (1) Architectural Assistant  
**Employer:** Eccentric Go getter & Obsessive Architects

**Format**
Each interviewee is scheduled to spend up to 6 minutes with the panel. Interviews will begin with a brief portfolio presentation, followed by a maximum of 4 interview questions to be selected by the panel (a list of these are provided below). Each panel will have an allocated ‘panel leader’ who will supervise proceedings and advise panel members on what questions to ask and in what order. There will be a short break between each candidate, so that you can complete individual feedback sheets which will be returned to the candidates. Remember to keep to the time limit for each candidate.

**Giving Feedback**
You will be provided with feedback sheets to be completed for each candidate. When giving feedback to candidates it is important to consider the following:
- Be honest i.e. you did well but I would recommend….
- Be clear and concise i.e. highlight strengths and weaknesses against job advert

**Things to consider**
- Body Language, Eye Contact, Enthusiasm for the job, Attitude / Motivation

**Confidentiality**
Candidate confidentiality - please consider all candidate information as highly confidential.

**Questions (Select any 4 for each candidate)**

1. Can you tell the panel about yourself?
2. What contribution could you make to this practice if you were to be appointed?
3. Can you tell us about a particular area of architecture that interests you?
4. What do you consider are your strengths and weaknesses in taking on this role?
5. Give an example of a time when you worked well in a team of others.
6. Have you ever lead a team in a project?
7. What is your long term career goal?
8. Why should we employ you and not one of your fellow candidates?
9. Describe the most impressive building architecture you have seen?
10. Who/what inspired/inspires you to become an architect?
11. Tell us about a challenging project you have worked on - and how did you cope with it?
12. How do you establish a working relationship with new people?
“In practice…observations of everyday interactions in the home, street, classroom or at work profit from a detailed consideration of the verbal and nonverbal messages that govern and influence behaviour in different social settings” (Hargie et al 1994)
Role Play and Peer Learning in Architecture for Professional Interview Preparation

ARC 511 Professional Context 2 Semester 1, 2011/2012
Mock Interview – Employment Preparation 20% Weighting
15th NOV 2011

Student Name: [Blank]  Panel: 2  Reviewer Initials(s): BBUD
Critical Assessment 2, 1(F)1
RIBA/ARB Criteria C1, C2 Read with Project Brief & Year/Course Handbook

Work Presented:
- CV
- Cover Letter
- Portfolio

SUMMATIVE ASSESSMENT: Interview Skill

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E/F</th>
<th>NS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Personal Verbal Communication Skills and Body Language suited to the industry/occupation/job description, 35%</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Self-critical use of visual and written communication, and appropriate media, graphics, conventions of architectural representations during interview to clearly and effectively convey appropriate ideas and proposals, 30%</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Demonstration of appropriate critical, creative, personal and practical skills, and general knowledge suited to the targeted opportunity, 35%</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

OVERALL ASSESSMENT GRADE: X

FORMATIVE FEEDBACK:

<table>
<thead>
<tr>
<th>++</th>
<th>+</th>
<th>+</th>
<th>-</th>
<th>NS</th>
</tr>
</thead>
<tbody>
<tr>
<td>CV &amp; Cover Letter – Written Quality, Specificity, Relevance</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CV – Clarity, Visual &amp; Graphic Quality, Balance of Text, Skillsets</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Portfolio Format/Container – Care, Quality, Appropriateness</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Portfolio Content – Selection and quality of presentation, layout, paper, message, graphics and text balance</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Personal Appearance – Presentation of self appropriate to professional interview situation</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Verbal Communication Skill – clarity and appropriateness</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Body Language – Appropriate to professional interview situation</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Use of portfolio during interview – appropriate display of skills through discussion/presentation of projects | X |

Comments: Constructive feedback on strengths, weaknesses, suggested actions only.

Speaks nice and clearly, not too quick. Explained portfolio talks about the feelings. Well crafted responses. Portfolio possible to role play. Could improve one of key words. Good with communication and way to a good day.

Talks about project, passes architect. Criticized well but out portfolio not macOS direct feedback. Should prepared, know weak questions to answer.

Comments:
Body language too ‘closed’ and appeared quite nervous – practice delivery on your own and with peers before an actual interview.
Try to explain portfolio in more depth and be creative about how you package it & yourself.
Good answer to questions, especially on weakness.
Overall, coped well with the pressure and relaxed more as interview progressed.
Immediate and Ongoing Feedback & Learning Following Interviews
This module was delivered in a way that was clear and consistent with its stated learning outcomes.

I found the assessment fair and reasonable.

My learning experiences on this module were interesting and engaging.

26 January 2012

CHEP Assessment & Feedback for Learning Conference, University of Ulster