



## **National Unit specification: general information**

**Unit title:** Architecture and Business Enterprise (SCQF level 6)

**Unit code:** H2TY 12

**Superclass:** AE

**Publication date:** October 2012

**Source:** Scottish Qualifications Authority

**Version:** 01

### **Summary**

This Unit develops knowledge of business structure and enterprise within architecture and related areas. Candidates will learn about the industry in general terms, including key roles and responsibilities of employees within the sector.

This is an optional Unit in the National Certificate (NC) in Architecture and Art at SCQF level 6 and the NC in Architecture and Interior Design at SCQF level 6, but is also available as a freestanding Unit.

### **Outcomes**

- 1 Research businesses within the architecture and related sectors.
- 2 Identify the roles and responsibilities of the architect or designer.
- 3 Evaluate future career paths within the architecture and related sectors.

### **Recommended entry**

While entry is at the discretion of the centre, it would be beneficial for candidates to have some prior knowledge of the responsibilities of architects and designers.

### **Credit points and level**

1 National Unit credit at SCQF level 6: (6 SCQF credit points at SCQF level 6\*)

*\*SCQF credit points are used to allocate credit to qualifications in the Scottish Credit and Qualifications Framework (SCQF). Each qualification in the Framework is allocated a number of SCQF credit points at an SCQF level. There are 12 SCQF levels, ranging from Access 1 to Doctorates.*

## **General information (cont)**

**Unit title:** Architecture and Business Enterprise (SCQF level 6)

### **Core Skills**

Opportunities to develop aspects of Core Skills are highlighted in the support notes of this Unit specification.

There is no automatic certification of Core Skills or Core Skill components in this Unit.

## **National Unit specification: statement of standards**

**Unit title:** Architecture and Business Enterprise (SCQF level 6)

Acceptable performance in this Unit will be the satisfactory achievement of the standards set out in this part of the Unit specification. All sections of the statement of standards are mandatory and cannot be altered without reference to SQA.

### **Outcome 1**

Research businesses within the architecture and related sectors.

#### **Performance Criteria**

- (a) Select a creative business for investigation.
- (b) Investigate trends in project types, staffing and office locations.
- (c) Analyse the pros and cons associated with each scale of business.

### **Outcome 2**

Identify the roles and responsibilities of the architect or designer.

#### **Performance Criteria**

- (a) Identify a range of individuals who work with the architect or designer in order to realise a project.
- (b) Identify the various work stages involved in a project and relate them to personal study.
- (c) Identify the services provided by the architect or designer.

### **Outcome 3**

Evaluate future career paths within the architecture and related sectors.

#### **Performance Criteria**

- (a) Identify action points for future development of own skills in order to gain employment in selected sector.
- (b) Describe the various institutions (educational or professional) that are associated with the selected job/role position.

## **National Unit specification: statement of standards (cont)**

**Unit title:** Architecture and Business Enterprise (SCQF level 6)

### **Evidence Requirements for this Unit**

Evidence is required to demonstrate that candidates have achieved all Outcomes and Performance Criteria.

Written and/or oral and product evidence in the form of collated visual research will be produced under open-book conditions. Candidates will produce a folio of evidence that is collated, organised and presented in a logical way using either traditional or electronic formats. The folio will include:

- ◆ collated research and investigation evidence in the form of visual research and recorded information, including notes, cuttings, and collated factual information of the selected area of creative business
- ◆ identification and analysis of the trends in project types, staffing levels and offices locations in small, medium and large scale businesses
- ◆ analysis of the roles and responsibilities of the architect/designer including an account of the different professionals, employees and stages involved in bringing a project to fruition
- ◆ comparison between design process in college and that in professional work stages should be indicated
- ◆ presentation of personal response demonstrating evaluative thinking with regards to their personal ambitions and goals

## **National Unit specification: support notes**

### **Unit title:** Architecture and Business Enterprise (SCQF level 6)

This part of the Unit specification is offered as guidance. The support notes are not mandatory.

While the exact time allocated to this Unit is at the discretion of the centre, the notional design length is 40 hours.

### **Guidance on the content and context for this Unit**

This is an optional Unit in the National Certificate (NC) in Architecture and Art at SCQF level 6 and the NC in Architecture and Interior Design at SCQF level 6, but is also available as a freestanding Unit.

If this Unit is being delivered as part of a Group Award, then it is recommended that centres consider an integrated delivery approach with other, related Units.

This Unit will give candidates an understanding of the role of an architect or designer in terms of being an employee within the world of creative business. It will prepare candidates for real life scenarios and enable them to identify which profession may suit them and the best career path. The Unit will also develop awareness of the other professionals involved in creating a successful building or project and those who work within various building sectors. Crucially, candidates will learn about employability and enterprise in their chosen field.

### **Guidance on learning and teaching approaches for this Unit**

#### **Outcome 1**

Candidates should have the opportunity to engage in active research and investigation. This should encourage and support awareness, knowledge and understanding of creative business practice.

Candidates will develop an awareness of different company types within their selected sector and gain an awareness of differences in management structures within small to large sized companies. There is also the option to relate this to selected businesses within the local community.

Teaching and learning approaches may include visiting local businesses, exploring the internet and communicating directly with architects and designers.

#### **Outcome 2**

Candidates should now have had the opportunity to become familiar with the various scales of business within their chosen sector. The folio of work for Outcome 2 should demonstrate an investigation into the roles and responsibilities of the architect or designer. A project management tree could be utilised to help illustrate all those involved throughout the design process with a short description of each job title, eg quantity surveyors, engineers, site agents, contractors, clerk of works.

## National Unit specification: support notes (cont)

### Unit title: Architecture and Business Enterprise (SCQF level 6)

Various information sheets provided by the Royal Institute of British Architects (RIBA) such as 'working with an architect' and 'outline plan of work' can be included in a candidate pack. Candidates should then be able to connect the basic stages of the creative process to that of the work stages of a creative business, perhaps taking a completed sketchbook and allocating tabs to the relevant stages, eg brief — concept — design development and so on. This would aid understanding that this process is extremely relevant to their chosen line of work.

As the Unit is centred on enterprise and employability, the addition of guest speakers and visits to industry professionals would add to the overall experience and is strongly recommended. From these activities, candidates would gain an insight into the everyday experiences involved working within their chosen sector.

### Outcome 3

Outcome 3 will be conducted on an individual basis as candidates will be considering future ambitions and routes to a desired job.

By Outcome 3, candidates will be aware of the roles and responsibilities of their chosen profession but must now define how they aim to reach their goals. They will understand that there are many levels of employability within a creative business from technicians to architects. They must now select a role and show an understanding of the career paths and decisions that can lead to the role from college, UCAS applications and degree specifics, to the basic needs of a good portfolio and CV. Candidates could also be asked to collate a list of places where it is possible to seek help and advice on each of these items.

Identifying this information alongside a list of helpful contacts could help candidates with their long-term goals.

### Guidance on approaches to assessment for this Unit

A suitable Instrument of Assessment for this Unit would be a practical exercise. Tutors should assist candidates to prepare for assessment by advising and guiding them in the selection of work and how to present it logically and coherently. Candidates must however be given autonomy in making the final selection and presentation of their work for assessment, and should feel confident in doing so.

Evidence for Outcomes 1 and 2 should be monitored and gathered on an ongoing basis with tutors using individual and group tutorials for feedback to inform future learning. The selection and presentation of material for assessment of Outcome 3 is likely to take place towards the end of Unit delivery.

Candidates can use a range of approaches in the production of evidence. Research and investigation may be approached individually or as a group in order to widen the range of information gathered but this will be analysed and presented on an individual basis.

Although group work may be used as part of the learning and teaching approach, any work that contributes to a candidate's assessment evidence must be carried out on an individual basis to ensure authenticity. Tutors must be satisfied that evidence submitted is the work of individual candidates.

## **National Unit specification: support notes (cont)**

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Evidence can be presented using a variety of approaches, for example using an integrated, annotated and illustrated study or audiovisual presentations developed using a software package.

The Unit would support a project focusing on research and personal development.

### **Opportunities for the use of e-assessment**

E-assessment may be appropriate for some assessments in this Unit. By e-assessment we mean assessment which is supported by Information and Communication Technology (ICT), such as e-testing or the use of e-portfolios or e-checklists. Centres which wish to use e-assessment must ensure that the national standard is applied to all candidate evidence and that conditions of assessment as specified in the Evidence Requirements are met, regardless of the mode of gathering evidence. Further advice is available in *SQA Guidelines on Online Assessment for Further Education (AA1641, March 2003)*, *SQA Guidelines on e-assessment for Schools (BD2625, June 2005)*.

### **Opportunities for developing Core Skills**

In this Unit candidates may have opportunities to develop aspects of the Core Skills of *Communication, Information and Communication Technology* and *Problem Solving*.

*Communication* may be developed through written and/or verbal reporting throughout.

*Information and Communication Technology* may be developed through the nature of the researching and possibly through arranging material for audiovisual presentation or other formats.

*Problem Solving* may be developed through the critical thinking and evaluation which candidates will need to undertake when identifying possible future career paths.

### **Disabled candidates and/or those with additional support needs**

The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments, or considering whether any reasonable adjustments may be required. Further advice can be found on our website [www.sqa.org.uk/assessmentarrangements](http://www.sqa.org.uk/assessmentarrangements)

## History of changes to Unit

Version	Description of change	Date

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