



STUDENTS AS
CO-CREATORS

Students as Co-Creators Curriculum Design Collaborations (CDC) FINAL REPORT

A Disciplinary Research Collaboration *Architecture RIBA Part Three: Mastering Contracts through “Role Play”*

Student Partners:

Mital Patel, Architect & Athina Ralli, Architect

Academic Partner: Michael L. McNamara

School of Architecture + Cities

Academic Year 2021-22

Executive Summary

ROLE PLAY performance puts students and tutors “on the spot” when they perform for an audience: they must act fast to display knowledge and judgment. The magic of performance derives from our fascination with story-telling and witnessing: if the building contract is presented with conflict and surprise, the audience will get involved and they will want to know (or guess) the textbook next step of contract procedure. Furthermore, tutors can “throw a curve ball” by suggesting incorrect and even corrupt practices: this is the moment that ethics and professionalism of inexperienced “actors” will be fully tested.

At the heart of this review is the chance for students to perform tasks required of their much more experienced colleagues. Every child learns by “dressing up” like an adult. If we consider role playing in a Shakespeare production at A-Level which can continue later in life as corporate team-building, then everyone can benefit from good coaching. The students are not experimental guinea pigs in this proposal, rather, they will play the “lead roles” of Architect, Client, and Builder in a playful but intense session of administering contracts. Office experience shapes their roles, but students will no longer remain “bit players” in the drama since they will perform the key procedures with significant obstacles to overcome.

Co-Creator students were vital to the process of making Flash Cards and building the final PowerPoint presentation based on their individual Case Study projects. This was a true collaboration since the tutor was there to perform the builder role but the students provided the actual narrative. Any student with a decent Case Study story to tell can play the lead role in their own experience, greatly accelerating the process of gaining experience that will make them “wise beyond their years.”

There are three artefacts that students and tutors have assembled:

- 1- Flash Cards of each contract instrument that are handed over in sequence,**
- 2- PowerPoint slides which are projected behind the Role Play actors, and**
- 3- A video of the Role Play performance on 18 June, 2022.**

What your report should include:

1. Where did the inspiration to do the project come from?

Michael McNamara had the benefit of singing and performing on stage in secondary school and at university: one observes great “coaching” and later begins to coach others. An audience galvanizes our best performance. “Stage Fright” is the real adrenaline experience of approaching an audience with all the anxieties of remembering what to do and when so that the story flows and avoids “going pear-shaped.” This is the excitement that breaks out when the collaborators take the Role Play seriously: it can turn into serious fun.

2. What did you set out to achieve?

The three artefacts are finished and they represent a genuine collaboration between students and tutor. When the Flash Cards and PowerPoint are assembled, the presence of a professional videographer can make the learning experience very compelling. Students want to get it right on camera and they take away a genuine commitment to become seasoned performers.

3. How did students and staff work together on this project?

There were several “dress rehearsals” which revealed problems with our sequence and unexpected audience interactions that we wanted to encourage and also be prepared for. Although the tutor began making Flash Cards, the students truly “got stuck in” on a Friday evening before the video session. That was the night that the PowerPoint slides were assembled and made the video effective.

4. What kind of impact do you anticipate that your work may have on learning and teaching going forward (specific to your course/module or in a broader context)?

In Oral Exams, it is surprising how often students often find themselves unprepared for questions on contract administration. Building Contracts are complicated: they require several years of trial and error to master. The Architects Registration Board stipulates that Westminster lecture extensively on Contracts. Meanwhile, the RIBA writes and sells Standard Appointment Agreements; the RIBA can also act as mediator to settle contract disputes. Our course provides plenty of lectures, notes, and tutoring, but we can still fall short when our students lack real world experience of contracts.

The impact of Role Play will be to provide the “muscle memory” of contract events. Every seasoned architect has seared into their memory their past shortcomings in the company of builders, clients, and project teams. As our PPT slides demonstrate, we have built a “plight simulator” which allows us to virtually crash the plane or make a mistake in which no one gets hurt.

5. Any lessons learned from working in partnership?

Mital Patel progressed considerably in becoming a fine presenter and a future distinguished tutor. She knows how to work the audience, get them engaged, and has a great teaching style. Athina Ralli sat down and solved the problems of our PowerPoint slides with skill and professionalism. It is hard to believe that this fine new architect was recently the callow student in my group! Her native language is Greek but she is mastering English contracts and presenting to the audience like a seasoned pro, wise beyond her years.

It is most evident that tutors do not always know what gaps to fill in student knowledge. Every tutor has had the experience of “talking till they are blue in the face” without engaging the students who might even view the tutor as a “know-it-all” talking *ad nauseum* to suit their own ego. The Role Play has shifted my role as tutor away from knowing it all (which I most surely do not) to my frequent suggestion that: “together, we can find out!”

18th of June, 2022
University of Westminster - C282
Students as Co-Creators Curriculum Design Collaborations (CDC)

18th of June, 2022
University of Westminster - C282
Students as Co-Creators Curriculum Design Collaborations (CDC)

Students as Co-Creators Curriculum Design Collaborations (CDC) Application Form

The CDC strand of the Students as Co-Creators programme enables staff to work in partnership with students to review and develop an aspect of their courses or modules. Examples include:


- Learning resources
- Assessment guidelines
- Teaching style
- Feedback
- Handbooks

We welcome all members of staff to apply for a CDC. Students as Co-Creators strand and support would then be for a team with students prior to submitting an application. It is important to ensure you have the support of your colleagues and staff members of staff with students from the Foundation years and above.

Please visit our [guidance for a Students as Co-Creators project](#). Please fill in the online application on student and academic partners, and email the completed form to cdc@westminster.ac.uk by Friday 17th November 2022 for cycle 1 or 18th February for cycle 2. Please refer to the Westminster Co-Creators Process before you apply.

Declaration by team (signed by the academic partner on behalf of the team):

- We hereby confirm that all members of our application will submit a budget application, unless application is not required, a project evaluation report and financial performance report.
- We acknowledge that if students do not provide all information necessary for the student partners, then the project cannot be done.

Signature: 
Name and Title: Michael McInerney, ARB, RIBA, M. Arch, (Honorary) FVLA for the RIBA Part Three and Part Two Architecture Courses

Academic Partner 1	Name	Email	College/School
Academic Partner 1	Michael McInerney	m.mcinerney@westminster.ac.uk	School of Architecture + Cities
Academic Partner 2			
Academic Partner 3			
Student Partner 1	Name	Email	College/School & Year of Study
Student Partner 1	Yara Fawzi	yara.fawzi@westminster.ac.uk	School of Architecture + Cities
Student Partner 2	Amal Alkhatib	a.alkhatib@westminster.ac.uk	School of Architecture + Cities
Student Partner 3	Amal Alkhatib	a.alkhatib@westminster.ac.uk	School of Architecture + Cities
Student Partner 4	Michaela Kaya	m.kaya@westminster.ac.uk	School of Architecture + Cities
Student Partner 5			

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1. Which area of your curriculum are you interested in reviewing/developing? Please list what you think will be involved in undertaking this review (200-300 words).

RIBA Part Three Professional Practice Course in Architecture: Reaching Contracts through 'Role Play'


2. Why do you want this review/development to take place in partnership with students (200-300 words)?

ROLE PLAY is at the heart of this Review as the students perform the tasks of their own professional organisations. Being able to work in a business world (with a professional team) will be a valuable experience for all students. The students will be able to work in a professional environment and gain experience of working in a professional environment. The students will be able to work in a professional environment and gain experience of working in a professional environment. The students will be able to work in a professional environment and gain experience of working in a professional environment.

END OF PROPOSAL


A STUDENTS AS CO-CREATORS PROJECT
UNIVERSITY OF WESTMINSTER

Timeline to cycle 2



For further information and guidance on completing your project submission please contact:

Dr Farina Mawhood
Student Partnership Lecturer, Centre for Education and Teaching Innovation,
farina.mawhood@westminster.ac.uk



A STUDENTS AS CO-CREATORS PROJECT
UNIVERSITY OF WESTMINSTER

ROLE PLAY

the LaMa @studio LaMa studio

what is ROLE PLAY?

the LaMa @studio LaMa studio

what is ROLE PLAY:

role = the position or purpose that someone or something has in a situation, organization, society, relationship or performance.

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what is ROLE PLAY:

play = when you play, especially as a child, you perform an enjoyable and entertaining activity.

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what is ROLE PLAY?

child-ish

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what is ROLE PLAY?

child-ish

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what is ROLE PLAY:

childish *or*
child-like

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what is ROLE PLAY:

childish
child-like

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what is ROLE PLAY:

childish
like a child

what is ROLE PLAY?

childish
like a child:

“It took me 4 years to paint like
Raphael, but a lifetime to paint
like a child.”

Pablo Picasso

what is ROLE PLAY:



what is ROLE PLAY:

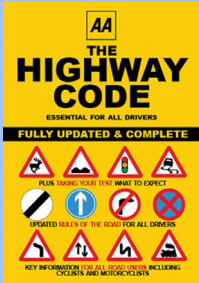


what is ROLE PLAY:



what is ROLE PLAY?

what is ROLE PLAY?

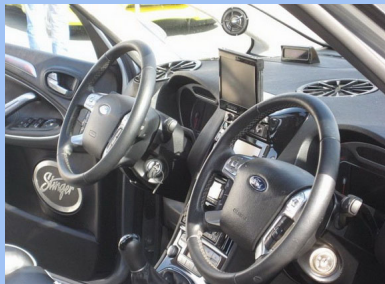
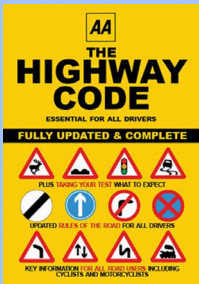


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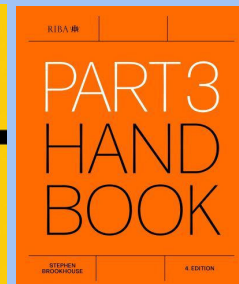
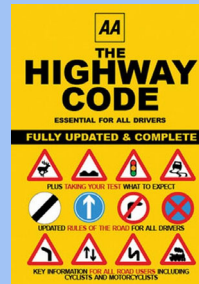
what is ROLE PLAY:



what is ROLE PLAY:



what is ROLE PLAY:



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what is ROLE PLAY:



LaMa studio

what is ROLE PLAY:



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what is ROLE PLAY:



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what is ROLE PLAY? flight simulator

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what is ROLE PLAY?
plight = an unpleasant condition,
especially a serious, challenging,
or difficult one.

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what is ROLE PLAY?
flight simulator

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what is ROLE PLAY?
flight simulator
plight simulator

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LaMa studio

what is ROLE PLAY:

From: Verona Mak <V.Mak@westminster.ac.uk>
Sent: 23 May 2022 09:22
To: Michael McNamara <M.Mcnamara@westminster.ac.uk>; Amanda Pawliszyn <A.Pawliszyn@westminster.ac.uk>
Cc: mlm@post.harvard.edu <mlm@post.harvard.edu>

Subject: C282 Room Booking --- Michael McNamara Group 27

Dear Michael,

I can confirm you that C282 now has been added to your 18th June booking.

•Regards,
•Timetable & Room Bookings Manager - Estates Planning & Services
•University of Westminster

•From: Michael McNamara <M.Mcnamara@westminster.ac.uk>
Sent: Monday, 23 May 2022 09:22
To: Verona Mak <V.Mak@westminster.ac.uk>; Amanda Pawliszyn <A.Pawliszyn@westminster.ac.uk>
Cc: mml@post.harvard.edu
Subject: C282 Room Booking --- Michael McNamara Group 27

•C282 Room Booking
•YES, please do indeed add C282 to the bookings but also:

•the LaMa studio
•we might still go for the HOGS LECTURE HALL: not sure yet till video chats weigh in.

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what is ROLE PLAY?



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The RIBA Plan of Work 2020 defines the stages of a project from strategic definition to use, providing a framework for the roles and responsibilities of the project team.

Stage	0 Strategic Definition	1 Preparation and Briefing	2 Concept Design	3 Spatial Coordination	4 Technical Design	5 Manufacturing and Construction	6 Handover	7 Use
Stage Outcomes	... (text) ...	... (text) ...	... (text) ...	... (text) ...	... (text) ...	... (text) ...	... (text) ...	... (text) ...
Core Tasks	... (text) ...	... (text) ...	... (text) ...	... (text) ...	... (text) ...	... (text) ...	... (text) ...	... (text) ...
Key Deliverables	... (text) ...	... (text) ...	... (text) ...	... (text) ...	... (text) ...	... (text) ...	... (text) ...	... (text) ...
Key Stakeholders	... (text) ...	... (text) ...	... (text) ...	... (text) ...	... (text) ...	... (text) ...	... (text) ...	... (text) ...
Key Risks	... (text) ...	... (text) ...	... (text) ...	... (text) ...	... (text) ...	... (text) ...	... (text) ...	... (text) ...
Key Milestones	... (text) (text) (text) (text) (text) (text) (text) (text) ...

RIBA # ARCHITECTS.COM

TENDER: ONE-STAGE TWO-STAGE

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WHAT IS A STANDARD REFERENCE FOR TENDERING PRACTICE?

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JCT TENDERING PRACTICE NOTE 2017

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NEGOTIATED TENDER

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PROCUREMENT

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TRADITIONAL

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WHAT ARE THE
CONDITIONS FOR
FORMING A
BINDING
CONTRACT?

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OFFER
ACCEPTANCE
CONSIDERATION
INTENTION
CAPACITY

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FORM OF
CONTRACT

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JCT MW 16

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F10 NOTIFICATION

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WHO ISSUES THE F10?

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THE CLIENT OR THE CLIENT'S NOMINEE

the LaMa studio

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CDM REGULATIONS 2015

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PRELIMS/ DEPOSIT PAYMENT

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ENABLING WORKS

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VALUATION
(APPLICATION FOR
PAYMENT)

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INTERIM
CERTIFICATE

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PAY LESS NOTICE

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WHEN DOES THE
PAY LESS NOTICE
NEED TO BE
ISSUED?

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5 DAYS

the LaMa studio

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BREACH OF
CONTRACT

the LaMa studio

LaMa studio

EXTENSION
OF TIME

the LaMa studio

LaMa studio

NON-COMPLETION
CERTIFICATE

the LaMa studio

LaMa studio

Q: WHAT ARE THE
TYPES OF
DISPUTE
RESOLUTION?

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A:
NEGOTIATION
MEDIATION
ADJUDICATION
ARBITRATION
LITIGATION

the LaMa studio

LaMa studio

PRACTICAL
COMPLETION

the LaMa studio

LaMa studio

Q: WHAT
HAPPENS AT
PRACTICAL
COMPLETION?

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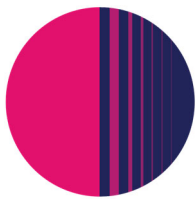
END OF SLIDES

the lama studio

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University of Westminster - C282
Students as Co-Creators Curriculum Design Collaborations (CDC)

the lama studio



STUDENTS AS
CO-CREATORS

Students as Co-Creators Curriculum Design Collaborations (CDC) Application Form

The CDC strand of the Students as Co-Creators programme enables staff to work in partnership with students to review and develop an aspect of their course or module. Examples include:

- Learning materials
- Assessment guidelines
- Syllabus or assessment content
- Teaching style
- Blackboard
- Handbooks

We welcome all members of staff to apply for a CDC Students as Co-Creators project and recommend them to form a team with students prior to submitting an application. If staff are unable to recruit students, then the SCC team can try and pair members of staff with students from the Foundation years and above.

Thank you for considering applying for a Students as Co-Creators project. Please fill out the below details on student and academic partners, answer **all** the questions in the form and email it to studentpartnership@westminster.ac.uk by **12noon, 3rd November 2021 for cycle 1 or 16th February for cycle 2**. Please refer to the Westminster Co-Creators Principles before you apply.

Declaration by team (signed by the academic partner on behalf of the team):

- We hereby confirm that upon acceptance of our application, we will submit a budget application, ethics application as and if required, a project evaluation report and individual reflective reports.
- We acknowledge that if students do not provide all information necessary for the bursary payment, then the payment cannot be done.

Signature: *MLM*

Name and Date: **Michael McNamara, ARB, RIBA, M. Arch. (Harvard)**

PTVL for the RIBA Part Three and Part Two Architecture Courses

Project Title:

**RIBA Part Three Professional Practice Course in Architecture:
Mastering Contracts through “Role Play”**

The Project Team:

	Name	Email	College/School
Academic Partner 1	Michael McNamara, ARB, RIBA	mcnamam@westminster.ac.uk	School of Architecture + Cities
Academic Partner 2			
Academic Partner 3			

If you have confirmed with students that they would like to work in partnership with you, please provide their details:

Name	Email	College/School & level of study

Student Partner 1	Mital Patel, recent student October 2021 successful applicant	mitalp9@gmail.com	School of Architecture + Cities
Student Partner 2	Athina Ralli, Part 3 student	w1792895@my.westminster.ac.uk	School of Architecture + Cities
Student Partner 3	Invited student four	TBC	School of Architecture + Cities
Student Partner 4	Invited student five	TBC	School of Architecture + Cities
Student Partner 5			

1. Which area of your curriculum are you interested in reviewing and/or developing? Please tell us what you think will be involved in undertaking this review (200-300 words)

RIBA Part Three Professional Practice Course in Architecture: Mastering Contracts through “Role Play”

- **Final Oral Exams are revealing in our RIBA Part Three Course:** students often find themselves unprepared for questions regarding building contract administration.
- **Building Contracts are complicated instruments** requiring several years of trial and error to master. The Architects Registration Board stipulates that Westminster lecture extensively on Contracts. Meanwhile, the RIBA writes Standard Appointment Agreements and also settles contract disputes. Our course provides plenty of lectures, notes, and tutoring, but we can still fall short when our students lack real world experience.
- **Even a year of Part Three Study fails to prepare some students** for whom the late RIBA Stages remain a mystery. Employers can “type cast” our students in early design stages and then rely on much more experienced staff to deliver a final building. Student disenchantment runs high when they are side-lined from the “muddy boots” role of building live projects.
- **“Role Play” treats the RIBA Plan of Work (attached) as a “chessboard”** (8 X 8 squares---8 RIBA Stages) featuring successful Contract moves that they can master.
- **Students’ Role Play would begin with the more straightforward Building Contract processes**, such as awarding a Tender, after which they would act out complex discussions such as awarding Liquidated Damages to the client, terminating a builder, and so on.

2. Why do you want this review and/or development to take place in partnership with students? (250-350 words)

ROLE PLAY is at the heart of this Review as the students perform the tasks of their much more experienced colleagues. Every child learns by “dressing up” like an adult. Furthermore, if we consider role playing that starts with a Shakespeare production at A-Levels and continues later in life as corporate team-building, everyone can benefit from good coaching. The students are not experimental guinea pigs in this proposal, rather, they will play the “lead roles” of Architect, Client, and Builder in a playful but intense session of administering contracts. Office experience shapes their roles, but students will no longer remain “bit players” in the drama since they will perform the key procedures with significant obstacles to overcome.

Students as lead players whilst the tutors act as coaches: Within one Role Play scenario, an underperforming builder (the tutor) will receive a reduced payments from a student “Architect” and their “Quantity Surveyor.” This leads to Negotiation and Arbitration when the builder disputes the putatively invalid *Pay Less Notices*. In one version, the builder’s Contract is eventually terminated whilst in another, Mediation or Arbitration at the RIBA is successful --- the project completes after a short delay.

Tutors expect students to master complicated material which they have little or no role doing in their actual jobs. This leads to frustration and job changes when the student has no opportunity to branch out into late stage experience. Role Play can put them in the driver’s

seat: they can make mistakes and try again. Complicated legalities and time and money pressures of big buildings on site will become less daunting.

On the other hand, TUTORS need to observe and learn from the students. Student experience is great when managing huge workloads and time pressure so the tutors need to see students “in action.” Thus tutors can be more effective at filling in the blanks of the experience they lack.

3. How do you propose to undertake this review and/or development? Please describe how you want to work with students. (250-350 words)

Students have trouble identifying what knowledge they lack. Nonetheless, their missing work experience within RIBA Work Stages 0-7 is much easier to identify on the “chessboard” provided by RIBA: the detailed *RIBA Plan of Work* (attached) lists the important events of every project that students need to memorize.

Review Under this CDC is a before and after picture of the students’ experience before the Role Play, followed by at least two Role Play sessions. Finally, we can assess their progress after the biannual Oral Exams.

- **Before Role Play would be a short written quiz** on key aspects of the Architects’ Appointment and on three common Building Contracts to include the JCT Standard Building Contract 2016, JCT Design and Build Contract 2016, and JCT Minor Works Contract, 2016.
- **Once the students identify their areas of concern,** their Role Play can focus on weaknesses, e.g. the team’s role in the *Construction Phase Plan*, making Valuations, and settling disputes over *Extension of Time* and late project delivery.

Review after Role Play would be a series of tutor and student recorded interviews to identify what has worked well in the exercises and what needs development.

An important development will be the Flash Cards which give students a graphic tool to communicate key events, e.g. *Pay Preliminaries* and to get a tactile grip on contract events.

Developing students’ knowledge and judgment alongside their role in other students’ success is the most important goal of this CDC. Even if tutors “talk till they are blue in the face,” students under pressure might from time to time switch off. The Role Play is a spontaneous interaction which can be good fun and should be quite memorable.

[Illustrations on final page:](#)

Above: 2020 detailed RIBA Plan of Work lists the essential items our students must master.

Below: Students in their respective roles as Architect, Builder, and Client, 28 October 2021.

END OF PROPOSAL

Next Steps and Key Dates

A student and staff selection panel will meet to assess the applications. You will receive the outcome of your application via email by the **12th of November 2021 for cycle 1 and 25th February 2022 for cycle 1**. If your application is successful, your team will be required to attend a **mandatory introduction workshop**. Below are all the key dates and timings you need to keep in your diaries:

Project timelines for 2021/22 cycles 1 and 2

Timeline for cycle 1:



Timeline for cycle 2:



For further information and guidance on completing your project submission please contact:

Dr Fatima Maatwk

Student Partnership Lecturer, Centre for Education and Teaching Innovation,
studentpartnership@westminster.ac.uk



RIBA Plan of Work 2020

Stage Boundaries:
 Stage 1 to 4 will generally be undertaken one after the other.
 Stage 4 and 5 will overlap in the Project Programme for most projects.
 Stage 5 commences when the contractor takes possession of the site and finishes at Practical Completion.
 Stage 6 starts with the handover of the building to the client immediately after Practical Completion and finishes at the end of the Defects Liability Period.
 Stage 7 starts concurrently with Stage 6 and lasts for the life of the building.

Planning Note:
 Planning Applications are generally submitted at the end of Stage 3 and should only be submitted earlier when the amount of information required has been agreed in Planning Applications. Some stage overlaps should be identified and should be back to the project team which tasks and deliverables will be required. See Overview guidance.

Procurement:
 The RIBA Plan of Work in procurement model. See Overview guidance for a detailed description of how each stage might be adjusted to accommodate the requirements of the procurement strategy.

Information Exchanges:
 End-user's Requirements
 Contractor's Proposals

	0 Strategic Definition	1 Preparation and Briefing	2 Concept Design	3 Spatial Coordination	4 Technical Design	5 Manufacturing and Construction	6 Handover	7 Use
Stage Outcome	The best means of achieving the Client Requirements confirmed	Project Brief approved by the client and confirmed that it can be commodated on the site	Architectural Concept approved by the client and aligned to the Project Brief	Architectural and engineering information 'Spatially Coordinated'	All design information required over-delivered and contract the project completed	Manufacturing, construction and Commissioning completed	Building handed over, aftercare initiated and Building Contract concluded	Building used, operated and maintained effectively
Core Tasks	Prepare Client Requirements Develop Business Case for feasible options including review of Project Risks and Project Budget	Prepare Project Brief including Project Outcomes and Sustainability Outcomes, Quality Applications and Spatial Requirements	Understand Design Studies, Engineering Analysis and Cost Estimates to test Architectural Concept	Develop architectural and engineering technical design Prepare and coordinate design team Building Systems information Prepare and integrate specialist subcontractor Building Systems information Prepare stage Design Programme	Finalise Site Logistics Manufacture Building Systems and construct building Monitor progress against Construction Programme Impact Construction Quality Resolve Site Queries as required Undertake Commissioning of building Prepare Building Manual	Handover building in line with Plan for Use Strategy Undertake review of Project Performance Undertake seasonal Construction Programme Complete initial Aftercare tasks including light touch Post Occupancy Evaluation	Implement Facilities Management and Asset Management Undertake Post Occupancy Evaluation of building performance in use Verify Project Outcomes including Sustainability Outcomes	Adoption of building for the end user and the trigger to new Stage 8
Core Stutory Processes	Strategic approval of Planning considerations	Source pre-application Planning Advice initiate collation of health and safety Pre-construction Information	Obtain pre-application Planning Advice Agree route to Building Regulations compliance Option submit outline Planning Application	Review design against Building Regulations Prepare and submit Planning Application	Submit Building Regulations Application Discharge pre-commencement Planning Conditions Prepare Construction Phase Plan Submit Form F10 to HSE if applicable	Carry out Construction Phase Plan Comply with Planning Conditions related to construction	Comply with Planning Conditions as required	Comply with Planning Conditions as required
Procurement	Traditional Design & Build 2 Stage	Appoint architect	Appoint design team	Pre-contract services agreement	Appoint contractor	Appoint contractor	Appoint contractor	Appoint Facilities Management and Asset Management firm and strategic advisors as needed
Information Exchanges	Client Requirements Business Case	Project Brief Feasibility Studies Site Information Project Budget Project Programme Procurement Strategy Information Requirements	Project Brief Design Report Project Strategies Updated Outline Specification Updated Cost Plan	Signed off Stage Report Project Strategies Updated Outline Specification Updated Cost Plan Planning Application	Manufacturing Information Construction Information Final Specifications Practical Completion Building Project Strategies Building Regulations Application	Building Manual including Health and Safety File and Fire Safety Information Practical Completion certificates including Defects List Asset Information	Feedback on Project Performance Final Certificate Feedback from light touch Post Occupancy Evaluation	Feedback from Post Occupancy Evaluation Updated Building Manual including Health and Safety File and Fire Safety Information as necessary

RIBA Architecture.com

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Above: 2020 detailed RIBA Plan of Work lists the essential items students must master.

Below: Students in their respective roles as Architect, Builder, Client, et al on 28 October 2021.

