



PEDR

EMPLOYMENT MENTOR

GUIDANCE

Resource for mentors supporting students' practical experience
and using the new PEDR website

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www.architecture.com/pedr

RIBA 
Architecture.com

Introduction to PEDR

What is PEDR?

The RIBA Professional Experience and Development Record (PEDR) is a digital record of a student's experience, development and competency in the practice of architecture. PEDR allows students to log their periods in practice, typically listed as quarterly record sheets, preparing for their future Part 3 documentary submission.

Our new PEDR platform offers these new benefits:

- online sign off and comments for employment mentors and [Professional Studies Advisors \(see page 3\)](#)
- view records online or download PDFs and supporting attachments
- automated email reminders to keep you and your student on track
- improve the support you offer to your student through conducting quarterly appraisals

What's PEDR used for?

To register as an architect in the UK, there is a mandatory requirement to have completed a minimum of 24 months professional practical experience, alongside gaining the typical Parts 1, 2 and 3 qualifications.

The purpose of the PEDR is to ensure that students passing Part 3 have:

- gained sufficiently complex professional practical experience, in appropriate locations,
- provided reflections on what they have learnt
- gained comments & approval from their employment mentors and PSAs
- demonstrated the competency of a registered/ chartered architect.

What's the role of an employment mentor?

An employment mentor directly supervises and has detailed professional knowledge of the work prepared by the student undertaking professional experience. Mentors can be architects as well as professionals working in the wider construction field (for example-but not limited to, engineers, surveyors).

You will need to support the student during the practical experience to gain the professional knowledge and skills typically required for working in the architecture industry. When the student has logged a record sheet, you will be required to review and approve this online, following completion of a short appraisal with them to offer feedback and plan for the next quarter. You will receive automated emails to access the record sheet, approve and leave your comments. The Part 3 examiners will read over the comments made by mentors and PSAs, so we encourage provision of constructive and evaluative feedback for the student.

PEDR can be a useful tool for arranging successful and effective professional experience / employment. Employment mentors should support individuals during these critical periods in architectural practice.



PEDR terminology

ARB	The Architects Registration Board, the UK's statutory body for upholding the Architects Act 1997. ARB regulates the profession and is separate to the RIBA. www.arb.org.uk
Architect	in the UK an architect is a person who is registered with the Architects Registration Board, and may be a chartered member of the RIBA. Outside the UK, an architect is a person who complies with the local regulations (or competent authority in the EU), concerning the use of the title or function of an architect
Categories of Professional Experience	<p>i. experience of architectural practice in the UK, EEA, Channel Islands or Isle of Man, under the direct supervision of an architect either registered with the Architects Registration Board or registered within the territory where the experience is being undertaken. (We recommend completing a minimum of 12 months based in the UK prior to sitting Part 3. The Part 3 tests competence to practise in the UK context. Can be used for both Stage 1 & Stage 2 experience.)</p> <p>ii. experience of architectural practice in any other location, under the direct supervision of an architect registered within the territory where the experience is being undertaken. (Can be used for both Stage 1 & Stage 2 experience)</p> <p>iii. experience within the construction industry under the supervision of a qualified professional within the relevant field. (Can be used for both Stage 1 & Stage 2 experience.)</p>
CPD	Continuing Professional Development
Direct supervision	a person/ professional supervising the student who should have responsibility for and control over the work being undertaken. Direct supervision does not mean the employment mentor has to necessarily employ the student.
Employment Mentor	the employment mentor is the individual who directly supervises and has detailed professional knowledge of the work prepared by the student undertaking professional experience. The employment mentor should be an architect with at least 5 years' experience of the design of buildings and the administration of subsequent contracts. In non-architectural work settings, the employment mentor should be an experienced professional in their own field, and if possible, a member of an appropriate professional organisation. The Employment Mentor may not necessarily directly employ the student.
Location of Experience	the office or place of work where the professional experience is undertaken. This is most usually an architect's practice, in the United Kingdom or overseas, but can be a variety of other settings, for example a Quantity Surveyor's or Civil Engineer's office.
PEDR	Professional Experience and Development Record
Professional practical experience	experience which consists of activities which would typically be undertaken by an architect in practice. (The Part 3 Criteria are helpful in setting out in broad terms, some of the activities which are likely to be required to be undertaken).
Professional Studies Advisor (PSA)	a Professional Studies Advisor (PSA) is a member of staff at a school of architecture/provider offering RIBA validated qualifications, who has responsibility for teaching professional studies and for monitoring students during their professional experience.
Professional working in the construction industry	will be an architect registered in the territory where the experience is being undertaken or a chartered or similarly qualified member of an appropriate professional body. The 'construction industry' will include qualified professionals typically involved in the procurement, design and management of the built environment.
RIBA Plan of Work	the RIBA Plan of Work organises the process of briefing, designing, constructing and operating building projects into eight stages and details the tasks and outputs required at each stage.
Stage 1 professional experience	professional experience undertaken any time between the start of a Part 1 course and the start of a Part 2 course.
Stage 2 professional experience	professional experience undertaken any time from the start of a Part 2 course up until taking Part 3.
Student	the individual undertaking professional experience and development in preparation for Part 3, the final examination of an architectural student's training. The status of a student is that of an employee first and foremost, but they may also be a registered student on an RIBA validated course of study.

RIBA Practical Experience Eligibility Criteria

The RIBA and the [ARB](#) share in common the main practical experience criteria and a set of underpinning definitions. RIBA uses the criteria for the purpose of admittance to the oral examination stage of Part 3; whereas the ARB's Rule 13b uses it for the purpose of admittance to the UK Register of Architects.

Candidates for the RIBA Part 3 oral examination stage should have recently completed a minimum of 24 months' practical experience under the direct supervision of a professional working in the construction industry, which should include at least 12 months working in the EEA, Channel Islands or the Isle of Man, under the direct supervision of an architect.

Whilst candidates for the RIBA Part 3 oral examination stage should have undertaken a minimum of 12 months experience working in the EEA (including the UK), the Channel Islands or the Isle of Man under the supervision of an architect, you should note that the UK's Part 3 qualification tests **UK practice and law**.

Practical experience is an integral element of the Part 3 qualification and is important in assisting candidates to meet the Part 3 Professional Criteria*, against which all Part 3 candidates are assessed. Students are expected to have gained the required level of knowledge and skill and it's strongly recommended that candidates undertake a minimum of 12 months' experience, supervised by a registered architect in the UK, as those whose experience lies solely outside the UK may find it difficult to meet the required level of understanding.

Candidates must be mentored during their practical experience. The definition of 'direct supervision' essentially means the employment mentor should have control over and take responsibility for the work being undertaken. Typically the candidate and the mentor will be employed by the same organisation but where the relationship is not typical, candidates need to satisfy their Professional Studies Advisor (PSA) that the level and type of supervision is appropriate.

While it is acceptable for any professional who is working within the construction industry (as defined in the categories) to supervise up to 12 months of the experience, a registered architect is likely to be in the best position to assist a candidate in acquiring the required levels of skill and knowledge.

The practical experience regulation sets out the requirement for admittance to the oral examination stage of the RIBA Part 3 examination in the UK. Candidates may find that schools and Part 3 providers have additional requirements for entry to courses and for examination purposes. In the first instance candidates should discuss any queries with their PSA who will be able to advise them about the suitability of a placement and whether it is likely to satisfy the practical experience regulation.

*the Part 3 Professional Criteria should be considered throughout a student's practical experience. [See page 6.](#)

We recommend keeping up to date on ARB's regulations via www.arb.org.uk



RIBA Practical Experience Eligibility Criteria continued...

To log practical experience on PEDR, a student's placement should fit within one location category and meet the following definitions and criteria.

PEDR categories of experience:

- i. experience of architectural practice in the UK, EEA, Channel Islands or Isle of Man, under the direct supervision of an architect either registered with the Architects Registration Board or registered within the territory where the experience is being undertaken.
- ii. experience of architectural practice in any other location, under the direct supervision of an architect registered within the territory where the experience is being undertaken.
- iii. experience within the construction industry under the supervision of a qualified professional within the relevant field.

ARB/RIBA definitions for PEDR

'months'	these will be calendar months of full time working (full-time working is classed as a minimum of 20 hours per week). Reasonable time off for holidays and illness may be included in a record sheet. Where work is less than 20 hours per week, students may need to complete a longer period of experience, this should be discussed with the student's PSA.
'practical experience'	experience which consists of activities which would typically be undertaken by an architect in practice. (The Part 3 Criteria are helpful in setting out in broad terms, some of the activities which are likely to be required to be undertaken).
'recently'	at least 12 of the 24 months' experience should have been undertaken in the two years immediately before taking the Part 3 exam.
'direct supervision'	the person supervising should have responsibility for and control over the work being undertaken.
'professional working in the construction industry'	will be an architect registered in the territory where the experience is being undertaken or a chartered or similarly qualified member of an appropriate professional body. The 'construction industry' will include qualified professionals typically involved in the procurement, design and management of the built environment.
'quarterly record sheet'	record sheets should be completed in period of 3 months maximum. Periods of less than 3 months may be accepted at a PSA's discretion so this should be checked with them directly.

How students can prepare for Part 3

Students wishing to sit the Part 3 (also known as the Professional Practice Examination in Architecture) are normally expected to have recognised qualifications at Part 1 and Part 2 level, or their equivalent recognised examinations. This includes the requirement for relevant professional practical experience before students undertake a Part 3. Within the PEDR quarterly record sheets student/mentor appraisal, students are expected to consider their achievements in relation to the Professional Criteria for Validation.

Each student's experience of learning and development in professional practice will differ, depending upon the type of project, type and location of practice and management processes used. We therefore advise preparing for the exam in a well-structured way, managing the balance of professional experience and academic study, to provide a good coverage of the Professional Criteria. Students will be expected to submit a critically reflective body of work to a Part 3 provider or PSA.

To meet the Part 3 Professional Criteria, the student's experience should include evidence of commercial awareness, self-management, professional competence and integrity. A successful student should also be able to demonstrate authorship, knowledge, effective communications skills, and reasoning and understanding in relation to all issues within the Professional Criteria.

Part 3 Professional Criteria for Validation

PC1 PROFESSIONALISM

- A successful candidate will demonstrate overall competence and the ability to behave with integrity, in the ethical and professional manner appropriate to the role of architect.
- The candidate will have the skills necessary to undertake effective communication and presentation, organisation, self-management and autonomous working.
- The candidate will have a clear understanding of the architect's obligation to society and the profession, and a sufficient awareness of the limits of their competence and professional experience to ensure they are unlikely to bring the profession into disrepute.

Demonstration of an understanding of the following will contribute to this criterion being met:

1. professional ethics;
2. the architect's obligation to society and the protection of the environment;
3. professional regulation, conduct and discipline;
4. institutional membership, benefits, obligations and codes of conduct;
5. attributes of integrity, impartiality, reliability and courtesy;
6. time management, recording, planning and review;
7. effective communication, presentation, confirmation and recording;
8. flexibility, adaptability and the principles of negotiation;
9. autonomous working and taking responsibility within a practice context;
10. continuing professional development.

Find more information on the [RIBA Part 3 courses](#).

Part 3 Professional Criteria for Validation

PC2 CLIENTS, USERS, AND DELIVERY OF SERVICES

- A successful candidate will be able to demonstrate understanding of the range of services offered by architects and delivering those services in a manner prioritising the interests of the client and other stakeholders.
- The candidate will have the skills necessary to provide a competent service, both singly and as part of a team, including understanding of client needs, appropriate communication, programming, coordination and competent delivery. This will be supported by knowledge of the briefing process, forms and terms of appointment, the means of professional remuneration, relevant legislation, and the execution of appropriate programmed and coordinated project tasks.

Demonstration of an understanding of the following will contribute to this criterion being met:

1. types of clients, their priorities and the management of the relationship;
2. briefing, organising and the programming of services appropriate to appointment;
3. architects' contracts, terms of engagement, scope of services and relevant legislation;
4. obligations to stakeholders, warranties and third party rights;
5. communication, progress reporting and the provision of appropriate and timely advice;
6. budget and financial awareness and cost monitoring or control;
7. responsibility for coordination and integration of design team input;
8. invoicing, payment of fees and financial management;
9. intellectual property rights and copyright law;
10. duty of care, professional liability, negligence and professional indemnity including insurance.

PC3 LEGAL FRAMEWORK AND PROCESSES

- A successful candidate will be able to demonstrate understanding of the legal context within which an architect must operate, and the processes undertaken to ensure compliance with legal requirements or standards.
- The candidate will have the skills necessary to positively interact with statutory and private bodies or individuals, and competently deliver projects within diverse legislative frameworks. This will be supported by knowledge of the relevant law, legislation, guidance and controls relevant to architectural design and construction.

Demonstration of an understanding of the following will contribute to this criterion being met:

1. the relevant UK legal systems, civil liabilities and the laws of contract and tort (delict)*;
2. planning and Conservation Acts, guidance and processes;
3. building regulations, approved documents and standards, guidance and processes;
4. land law, property law and rights of other proprietors;
5. terms within construction contracts implied by statute;
6. health and safety legislation and regulations;
7. statutory undertakers and authorities, their requirements and processes;
8. environmental and sustainability legislation;
9. historic buildings legislation;
10. accessibility and inclusion legislation. *Scotland

Part 3 Professional Criteria for Validation

PC4 PRACTICE AND MANAGEMENT

- A successful candidate will be able to demonstrate understanding of the business priorities, required management processes and risks of running an architectural practice, and the relationship between the practice of architecture and the UK construction industry.
- The candidate will have the skills necessary to engage in business administration and ability to resource, plan, implement and record project tasks to achieve stated goals, either individually or within a team. This will be supported by knowledge of the nature of legal business entities, office systems, administration procedures and the relevant legislation.

Demonstration of an understanding of the following will contribute to this criterion being met:

1. the roles of architectural practice in the construction industry;
2. external factors affecting construction and practice at national and international levels;
3. practice structures, legal status and business styles;
4. personnel management and employment-related legislation;
5. practice finance, business planning, funding and taxation;
6. marketing, fee calculation, bidding and negotiation;
7. resource management and job costing;
8. administration, quality management, QA systems, recording and review;
9. staff development, motivation, supervision and planning;
10. team working and leadership.

PC5 BUILDING PROCUREMENT

- A successful candidate will be able to demonstrate understanding of UK construction and contract law, construction procurement processes and the roles of built environment professionals.
- The candidate will have the skills necessary to plan project-related tasks, coordinate and engage in design team interaction, execute effective contract communication and resolve construction-related challenges and disputes. This will be supported by an understanding of contractual relationships, the obligations upon an architect acting as contract administrator, job-related administrative systems and the management of projects in the context of the candidate's professional experience.

Demonstration of an understanding of the following will contribute to this criterion being met:

1. procurement methods, including for public and larger projects and relevant legislation;
2. the effect of different procurement processes on programme, cost, risk and quality;
3. collaboration in construction and provisions for team working;
4. tendering methods, codes, procedures and project planning;
5. forms of contract and sub-contract, design responsibility and third party rights;
6. application and use of contract documentation;
7. roles of design/construction team members and their interaction;
8. duties and powers of a lead consultant and contract administrator;
9. site processes, quality monitoring, progress recording, payment and completion;
10. claims, litigation and alternative dispute resolution methods.

Relevant RIBA policies

All students, and all companies employing students undertaking professional experience, should refer to the policies below and the best practice guidance. RIBA Chartered Practices are required to meet certain criteria and more detail is provided below.

Employment rights

All RIBA Chartered Practices that employ staff are required to have a formal written employment policy in place. A policy must cover the requirements within the RIBA Chartered Practice Employment Policy Guide, available as part of the [RIBA Chartered Practice Toolbox](#).

In the UK, all [employees have statutory rights](#) and should be included in a written contract stating the terms of employment conditions, rights, responsibilities and duties, which the RIBA Chartered Practice Employment Policy Guide is based on. Additionally, the Working Time Regulations limit an employee's working hours to an average of 48 hours per week. In order to exceed this, the employee must be asked to sign a voluntary waiver.

Pay

RIBA Chartered Practices operating in the UK are required to pay at least the Living Wage, as defined by the [Living Wage Foundation](#), to all staff, including freelance staff and students. The Living Wage Foundation sets 2 rates (UK and London) and these are updated annually.

Further information on salaries is available from [RIBA Jobs](#).

Time off for study and professional activities

All architecture students employed within an RIBA Chartered Practice where the work undertaken is eligible to count towards their professional practical experience and is recorded on the PEDR are to be offered opportunities for training and experience equally to help them complete their professional architecture education.

Practices employing students are encouraged as part of the induction process at the commencement of employment to discuss the student's chosen PEDR monitoring service (year out course) or Part 3 course, and agree both an appropriate amount of paid study leave and the timeframe to which this arrangement refers. Whether there will be any contribution by the practice to course fees should also be discussed. The student's employment contract should clearly state the agreed study leave and whether this is to be matched by an equal amount of their own annual leave. The contract should also be clear regarding the circumstances under which course or training fees are liable to repayment in the event of the student leaving the practice.

As a mark of best practice and a sign of commitment to supporting students, RIBA strongly recommends RIBA Chartered Practices consider granting paid study leave for attending PEDR monitoring recall days. At Part 3 stage, given the significant commitment studies/future career that a student will have demonstrated by reaching this point, granting paid leave for Part 3 course attendance and additional paid study time, particularly in the lead up to assessment submission and examinations, will be crucial to the achievement of a successful outcome.

Students should be given access to any appropriate in-house or external CPD and other staff development opportunities and can log this on their PEDR record.

RIBA members may be entitled to access employment guidance through our [Information Centre](#). The [Professional Standards team](#) can assist with any questions on our RIBA Code of Professional Conduct and RIBA Code of Practice. The Education team **cannot** advise on individual employment disputes.

New PEDR approval process

Employment mentors play a vital role in supporting students to gain the experience needed for their Part 3 examination. Within the role as an employment mentor, you also need to comment on and approve your student/employee's record sheets.

New features for mentors:

- new online approval process for mentors and PSAs via secure link access (*you do not need to login or be a RIBA member to have access*)
- email notifications to help keep you and your student on track
- mobile-friendly access to view online record sheets
- attachments can now be uploaded by students to showcase their work for mentors and PSAs to view/download.

Online approval process for employment mentors: key steps

1. your student employee **shares** their completed quarterly record sheet to you online via a link.
2. you will receive an email invitation to **review** the record sheet and any supporting attachments online via the link. Here you can make sure any information is appropriate and valid, prepare for the student-mentor appraisal and view attachments on the 'Sheet attachments' panel.
3. set up an **appraisal** meeting together.
4. during the appraisal meeting, you can **reflect** together on the past 3 months and the student can write notes in the record sheet online.
5. the student then **submits** the final record sheet to you/the mentor for your feedback comments and digital approval. Within step 5, there are options to **approve** or **revise** if there are any issues with the record sheet.
 - > selecting **approve** notifies the student and enables them to continue submitting the record sheet to their Professional Studies Advisor (PSA) for final approval, in the exact same way.
 - > selecting the **please revise** option enables you to send back amendments/suggestions in the pop-up message box, the student is notified by email with these requested amendments. The student can then complete these changes and restart the digital approval process with you.
6. When approving the record sheet, we recommend keeping a record of these PEDR notifications emails in case your student needs further assistance.

Please note, a PSA can also ask for a student to revise and amend their sheet upon the PSA approval step, meaning a student restarts the approval process to gain your sign off for a second time. This ensures no unnecessary changes are made.

Certificates of Professional Experience

For any students (with 6 yrs+ experience) who use the CPE's, sign off from mentors and PSAs remains offline and there is no online approval process. We are planning this as part of our future improvements.

TYPICAL STEPS FOR RECORD SHEET APPROVAL

Student completes record sheet

Student **submits to mentor** for initial review and setting up appraisal meeting

Mentor **views, comments & approves record sheet online**

Student **submits to PSA** for feedback and final approval

Record sheet is finalised and saved on the PEDR website

Useful contacts / links

RIBA PEDR support team - support@pedr.riba.org

RIBA Education team - education@riba.org

RIBA support and services

- [RIBA Library](#)
- [RIBA Bookshop](#)
- [RIBA Jobs](#)
- [RIBA Future Architects network](#)
- [RIBA membership](#)
- [My local RIBA](#)
- [Other RIBA services](#)