

PROGRAMME SPECIFICATION

Awarding body	Glyndŵr University
Teaching institution (if different from above)	
Details of accreditation by a professional, statutory or regulatory body (including link to relevant website)	Accredited By Chartered Institute of Architectural Technologists www.ciat.org.uk Accredited by the Chartered Institute of Building (CIOB) www.cio.org.uk
What type of accreditation does this programme lead to?	Membership of CIAT at Associate level, at Incorporated level with the CIOB
Is accreditation in some way dependent on choices made by students?	No
Final award/s available, eg BSc/DipHE/CertHE	BSc (Hons) / BSc Ord / Dip HE Architectural Design Technology Cert HE Built Environment Studies
Award title	Architectural Design Technology
JACS 3 code	K100
UCAS code (available from Admissions)	K100
Relevant QAA subject benchmark statement/s	2014 QAA <u>Subject Benchmark Statement for Architectural Technology</u> . Construction, Property and Surveying (2008)
Other external and internal reference points used to inform the programme outcomes	CIOB Skills in the Construction Industry 2013 and RICS Assessment of Professional Competence
Mode/s of study (p/t, f/t, distance learning)	Full Time and Part Time
Language of study	English
Date at which the programme specification was approved, please include original approval date and dates of any revisions	September 2015
Criteria for admission to the programme	
Entry requirements: <ul style="list-style-type: none"> • A minimum of 240 UCAS tariff points at GCE A Level or equivalent; • Appropriate AS-Level and Level 3 Key Skills qualifications will also be taken into account 	

- The Advanced Welsh Baccalaureate will also be taken into account
- Equivalent qualifications from an overseas country;

Non Standard Entry

Applications are welcomed from persons who do not possess the standard qualifications but who can demonstrate their capacity to pursue the programme successfully. Applicants, who do not meet the criteria above, will be assessed on an individual basis by interview.

For example, applicants have included those who have experience of design from working within an architectural or architectural technology practice, those who can demonstrate with a portfolio their skills in this area etc.; including either or both technical and design flair. There is a significant practical element to this programme which allows applicants who demonstrate some of these skills to be admitted, as Level 4 modules will assist them in developing other competencies expected from applicants coming through this route.

Overseas Students

In addition to the academic entry requirements, overseas students require a UKVI Approved Secure English Language Test (SELT), achieving an overall score of 6.0 with no component below 5.5. If arranging a test, applicants must ensure they book an 'IELTS for UKVI' test. For further information see: <http://takeielts.britishcouncil.org/ielts-ukvi/book-ielts-ukvi>. Applicants are asked to note that only an IELTS for UKVI test result will be accepted.

Recognition of Prior Learning/ Prior Experiential Learning (RPL/ RPEL)

Applicants with prior qualifications or relevant experience may be exempt from parts of the programme. These will be considered according to the University Regulations relating to RPL/ RPEL.

Aims of the programme

The aim of the BSc Hon. Architectural Design Technology programme is to provide learners with the knowledge, skills and behaviours associated with effective practice as determined by the Chartered Institute of Architectural Technologists (the professional body for the sector), the Chartered Institute of Building, the Royal Institution of Chartered Surveyors, and the QAA Subject Benchmark Statement for Architectural Technology 2014, with reference to the QAA Benchmark for Construction Property and Surveying 2008.

By undertaking the course, learners will explore how design and technology work together, rather than in isolation as often taught on Architecture degrees. They will appreciate how developing a practical working knowledge of these two elements, underpinned by the theory relating to both, are crucial for the successful conception, evaluation, design, construction and eventual use of buildings and built environment schemes. They will also understand their role in the ever evolving and advancing professional context of the Architectural Technologist as they take their place in the construction industry alongside Architects, Construction Managers, Civil Engineers and the host of other professions they will work and collaborate with in their eventual chosen roles. It is important that learners appreciate the origins of this course are from a tradition of built environment studies, rather than from an Architecture or

Art school context. Our graduates benefit from understanding how their designs will be built and the implications of the choices associated with structure, materials, services etc., as well as appreciating how the aesthetics of their designs inform or are informed by those choices.

The course is designed around the professional expectations of the Chartered Institute of Architectural Technologists with the aim of graduates becoming Chartered members with the potential for running their own Architectural Technology practices; able now to take projects from conception to completion without the involvement of an Architect's sign-off, However the course allows students to pursue a number of related roles, including CAD and BIM technicians, Project Managers, Property Developers, Product Designers etc.; all roles taken by former graduates of this course.

Distinctive features of the programme

The distinctive features of the programme are:

- The Architectural Design Technology course has recently progressed successfully from its initial Accreditation in Principle by the Chartered Institute of Architectural Technologists, to full Accreditation until 2020. Students will be able to become Associated Members of CIAT at graduation and are able to progress to full Chartered Membership once they are able to demonstrate an appropriate level of professional experience.
- Glyndŵr University is the only Chartered Institute of Building Accredited Centre in Wales.
- The curriculum reflects the standards set out by these professional bodies.
- The National Student Survey identified Built Environment programmes as having very high Student Satisfaction Levels.
- Graduate Employability is consistently over 90%.
- The practical, work related, nature of the programme prepares full time learners for employment.
- The programme offers part time practitioners the opportunity to enhance their knowledge and to empower individuals in order to operate more effectively in practice.
- The assessments methods focus on real life challenges related to practice
- Learners will work with other Built Environment students in a real life scenario in order to prepare them for the Inter Professional environment in the workplace.
- All tutors are members of professional bodies and have extensive experience of practice.
- The Construction Site Management and Development Management Modules will give students direct relevant knowledge of site procedures and requirements that will enable them to practice efficiently directly from the programme.

Programme structures and requirements, levels, modules, credits and awards

The programme team have designed a three year 360 credit full time Honours Degree programme, and a six year 360 credit part time programme that will provide graduates with the necessary skills, knowledge and competencies that are required to work in the profession.

All students may opt to exit their studies at any point and take the relevant award be that a Certificate, Diploma, Ordinary Degree or Honours Degree. In the case of part time students where a Block may have Modules from Levels 5 & 6 the exit strategy will be agreed in advance between the Student and the Programme Leader taking in to account the Academic Regulations. Students who have entered the programme using RP(E)L or Advanced Standing will be subject to restrictions if they choose to exit early.

An Ordinary Degree in Architectural Design Technology will only be awarded to students who have successfully completed the Architectural Design & Technology 3 module within the 60 credits required at Level 6.

The tables below illustrate the Learning outcomes to be achieved in relation to the exit awards of Certificate in Higher education, Diploma in Higher Education, BSc and BSc Honours

In order to take advantage of and retain the current professional accreditations, the modules specific to the course are aligned with the four themes of Design, Managing, Practising and Developing (Self) required by the Chartered Institute of Architectural Technologists as part of their professional assessment, underpinned by the 2014 QAA Subject Benchmark Statement for Architectural Technology. Therefore students will be expected to express in their work the management of their projects; how to work in a design environment; and to use the opportunity to apply various representational formats in order to develop and expand their particular skillsets to increasing levels of complexity as the course progresses. This will be reflected in the syllabus outline for these modules and will be underpinned by research methodologies undertaken Level 5 in Architectural Design & Technology 2 to assist students as they progress through this Level to the Technical Report in Architectural Design & Technology 3 at Level 6.

For full time students, each year comprises 120 credits i.e. Year One 120 credits at level 4, Year Two 120 credits at level 5 and Year Three 120 credits at level 6.

Part time students will undertake 40 credits of study at Level 4 in Year One (Block 1), 80 credits in Year Two (Block 2) and 60 credits of study for each of the remaining four years, ie 60 credits of study at Level 5 in Years Three and Four (Blocks 3 and 4), and 60 credits of study at Level 6 in Years Five and Six (Blocks 5 and 6).

Programme Matrix – Full Time

Year One	Tri 1 & 2	Sustainable Development AUR429 20 Credits Core DC	Academic & Professional Development AUR424 20 Credits Core LD	Architectural Design & Technology 1 AUR425 20 Credits Core CS
	Tri 1 & 2	Construction Technology 1 AUR428 20 Credits Core GC	CAD AUR427 20 Credits Core CS	Site Appraisal AUR432 20 Credits Core LD
Year Two	Tri 1 & 2	Construction Technology 2 AUR507 20 Credits Core GC	Planning and Building Control AUR516 20 Credits Core GC	Architectural Design & Technology 2 AUR505 40 Credits Core
	Tri 1 & 2	Development Management AUR513 20 Credits Core GC	Architectural Structures AUR506 20 Credits Core CS	CS
Year Three	Tri 1 & 2	Construction Technology 3 AUR612 20 Credits Core DC	Interprofessional Studies AUR611 20 Credits Core DC	Architectural Design & Technology 3 AUR605 40 Credits Core
	Tri 1 & 2	Urban Renewal AUR642 20 Credits Core DC	Health and Safety AUR608 20 Credits Core LD	CS

Programme Matrix – Part Time

Block 1	Block 2	Block 3	Block 4	Block 5	Block 6
Sustainable Development AUR429 20 Credits Core L4 DC	Construction Technology 1 AUR428 20 Credits Core L4 GC	Planning & Building Control AUR516 20 Credits Core L5 GC	Architectural Structures AUR506 20 Credits Core L5 CS	Construction Technology 3 AUR612 20 Credits Core L6 DC	Urban Renewal AUR642 20 Credits Core L6 DC
Academic and Professional Development AUR424 20 Credits Core L4 LD	Architectural Design & Technology 1 20 Credits Core L4 CS	Construction Technology 2 AUR507 20 Credits Core L5 GC	Architectural Design & Technology 2 AUR505 40 Credits Core L5 CS	Inter-professional Studies AUR611 20 Credits Core L6 DC	Architectural Design & Technology 3 AUR605 40 Credits Core L6 CS
	CAD AUR427 20 Credits Core L4 CS	Development Management 20 Credits AUR513 Core L5 GC		Health and Safety AUR608 20 Credits Core L6 LD	
	Site appraisal AUR432 20 Credits Core L4 LD				

Intended learning outcomes of the programme

Please see overleaf for the matrix demonstrating the programme learning outcomes.

	Certificate of Higher Education in Built Environment Studies	Diploma of Higher Education in Architectural Design Technology	BSc Architectural Design Technology	BSc (Hons) Architectural Design Technology
A Knowledge and Understanding				
A1	Describe the nature and extent of the Architectural Profession and the related Professional Bodies	Demonstrate an understanding of the nature and extent of the Architectural Profession and the related Professional Bodies	Critically evaluate the nature and extent of the Architectural Profession and the related Professional Bodies	Critically evaluate the nature and extent of the Architectural Profession and the related Professional Bodies
A2	Describe the principles of traditional and modern construction technology to a variety of development scenarios.	Demonstrate and apply knowledge of the principles of traditional and modern construction technology to a variety of development scenarios.	Conceptualise and apply knowledge of the principles of traditional and modern construction technology to a variety of development scenarios.	Conceptualise and apply knowledge of the principles of traditional and modern construction technology to a variety of development scenarios.
A3	Describe the Legal and Economic policies affecting the Built Environment	Evaluate the Legal and Economic policies affecting the Built Environment	Critically evaluate the Legal and Economic policies affecting the Built Environment	Critically evaluate the Legal and Economic policies affecting the Built Environment
A4		Evaluate and appraise existing buildings and new designs, advising on issues relating to building services, materials, utilities and Carbon reduction	Critically judge existing buildings and new designs, advising on issues relating to building services, materials, utilities and Carbon reduction	Critically judge existing buildings and new designs, advising on issues relating to building services, materials, utilities and Carbon reduction
A5	Communicate the importance of sustainable development, environmental legislation, energy management and environmental impact on the sector	Demonstrate the importance of sustainable development, environmental legislation, energy management and environmental impact on the sector	Critically evaluate the importance of sustainable development, environmental legislation, energy management and environmental impact on the sector	Critically evaluate the importance of sustainable development, environmental legislation, energy management and environmental impact on the sector
A6			Consider the theory, assumptions, principles and processes of Project and Resource Management	Consider the theory, assumptions, principles and processes of Project and Resource Management
A7		Demonstrate knowledge of how Planning and Building Regulations and other physical factors affect the design and construction or refurbishment of buildings	Critically analyse how Planning and Building Regulations and other physical factors affect the design and construction or refurbishment of buildings	Critically analyse how Planning and Building Regulations and other physical factors affect the design and construction or refurbishment of buildings
A8				Deploy a critical awareness of techniques applicable to research and its application to the practice context.

	Certificate of Higher Education in Built Environment Studies	Diploma of Higher Education in Architectural Design Technology	BSc Architectural Design Technology	BSc (Hons) Architectural Design Technology
B Intellectual skills:				
B1	Apply, present and communicate solutions to a variety of design scenarios.	Selectively apply, present and defend solutions to a variety of design scenarios.	Selective, synthesise and defend, solutions to a variety of design scenarios.	Selective, synthesise and defend, solutions to a variety of design scenarios.
B2				Present in a professional, concise and accurate fashion findings from research and practical investigations.
B3	Identify own learning needs and undertake personal development, evaluating achievements against targets.	Review and identify own learning needs and undertake personal development, evaluating achievements against targets.	Review and critically analyse own learning needs and undertake personal development, evaluating achievements against targets.	Review and critically analyse own learning needs and undertake personal development, evaluating achievements against targets.
B4	Describe social, political and cultural issues and implications of innovative developments in the general field of the Built Environment.	Evaluate social, political and cultural issues and implications of innovative developments in the general field of the Built Environment.	Critically evaluate social, political and cultural issues and implications of innovative developments in the general field of the Built Environment.	Critically evaluate social, political and cultural issues and implications of innovative developments in the general field of the Built Environment.
C Subject skills.				
C1	Select appropriate construction technologies for Sustainable Development of the Built Environment	Select and evaluate appropriate construction technologies for Sustainable Development of the Built Environment	Critically assess and evaluate appropriate construction technologies for Sustainable Development of the Built Environment	Critically assess and evaluate appropriate construction technologies for Sustainable Development of the Built Environment
C2		Select and utilise an appropriate management technique for a variety of developments.	Critically assess and apply an appropriate management technique for a variety of developments.	Critically assess and apply an appropriate management technique for a variety of developments.
C3			Work effectively in teams through appropriate interpersonal relationships utilising group dynamics to agree and assess goals, plans, reviews and progress.	Work effectively in teams through appropriate interpersonal relationships utilising group dynamics to agree and assess goals, plans, reviews and progress.
C 4	Communicate professional ethics and values together with the duty of care and corporate responsibility.	Have a evaluated awareness of professional ethics and values together with the duty of care and corporate responsibility.	Have a critical awareness of professional ethics and values together with the duty of care and corporate responsibility.	Have a critical awareness of professional ethics and values together with the duty of care and corporate responsibility.
C5	Use appropriate technology, particularly relevant CAD programmes, to design and present Architectural solutions to given scenarios	Use appropriate technology, particularly relevant CAD programmes, to evaluate, design and present Architectural solutions to given scenarios	Use appropriate technology, particularly relevant CAD programmes, to critically evaluate, design and present Architectural solutions to given scenarios	Use appropriate technology, particularly relevant CAD programmes, to critically evaluate, design and present Architectural solutions to given scenarios

	Certificate of Higher Education in Built Environment Studies	Diploma of Higher Education in Architectural Design Technology	BSc Architectural Design Technology	BSc (Hons) Architectural Design Technology
D. Practical, Professional and Employability skills.				
D1	Describe and encourage effective working relationships conducive to conflict avoidance or resolution.	Develop, maintain and encourage effective working relationships conducive to conflict avoidance or resolution.	Develop, maintain and encourage effective working relationships conducive to conflict avoidance or resolution.	Develop, maintain and encourage effective working relationships conducive to conflict avoidance or resolution.
D2	Use Information Technology to prepare and present information using appropriate media.	Use Information Technology to evaluate, prepare and present information using appropriate media.	Use Information Technology to critically evaluate, prepare and present information using appropriate media.	Use Information Technology to critically evaluate, prepare and present information using appropriate media.
D3	Communicate to clients the factors affecting developments in the Built Environment	Advise clients upon factors affecting developments in the Built Environment	Advise clients upon the critical factors affecting developments in the Built Environment	Advise clients upon the critical factors affecting developments in the Built Environment
D4	Describe an Equal Opportunities and non-discriminatory environment.	Appreciate, understand and work within an Equal Opportunities and non-discriminatory environment.	Synthesise the complexities of working within an Equal Opportunities and non-discriminatory environment.	Synthesise the complexities of working within an Equal Opportunities and non-discriminatory environment.
D5			Apply effective time and resource management to both group and individual tasks.	Apply effective time and resource management to both group and individual tasks.
D6	Participate in relevant Professional Body activities including CPD and progression to Chartered Status	Participate in relevant Professional Body activities including CPD and progression to Chartered Status	Participate in relevant Professional Body activities including CPD and progression to Chartered Status	Participate in relevant Professional Body activities including CPD and progression to Chartered Status

CURRICULUM MATRIX demonstrating how the overall programme outcomes are achieved and where skills are developed and assessed within individual modules.

	Module Title	Core/ Option	A1	A2	A3	A4	A5	A6	A7	A8	B1	B2	B3	B4	C1	C2	C3	C4	C5
Lev 4	Con Tech 1	C		*											*				
	CAD	C													*				*
	Site Appraisal	C			*														
	Sustainable Development	C					*							*	*				
	Design 1	C	*								*								
	Acad & Prof Development	C	*										*					*	
Lev 5	Module Title	Core/ Option	A1	A2	A3	A4	A5	A6	A7	A8	B1	B2	B3	B4	C1	C2	C3	C4	C5
	Con Tech 2	C		*		*									*				
	Planning & Building	C							*					*					
	Architectural Structures	C																	
	Development Management	C			*											*			*
	Design 2	C	*			*			*		*								
Lev 6	Module Title	Core/ Option	A1	A2	A3	A4	A5	A6	A7	A8	B1	B2	B3	B4	C1	C2	C3	C4	C5
	Design 3	C	*			*				*	*								
	Interprofessional Studies	C									*	*	*				*	*	
	Con Tech 3	C		*								*			*				
	Health & Safety	C						*										*	
	Urban Renewal	C			*														

	<i>Module Title</i>	<i>Core/ Option</i>	<i>D1</i>	<i>D2</i>	<i>D3</i>	<i>D4</i>	<i>D5</i>	<i>D6</i>
<i>Lev 4</i>	<i>Con Tech 1</i>	<i>C</i>						
	<i>CAD</i>	<i>C</i>						
	<i>Site Appraisal</i>	<i>C</i>			*			
	<i>Sustainable Development</i>	<i>C</i>						
	<i>Design 1</i>	<i>C</i>						
	<i>Pers & Acad Development</i>	<i>C</i>	*	*		*		*
<i>Lev 5</i>	<i>Module Title</i>	<i>Core/ Option</i>	<i>D1</i>	<i>D2</i>	<i>D3</i>	<i>D4</i>	<i>D5</i>	<i>D6</i>
	<i>Con Tech 2</i>	<i>C</i>						
	<i>Planning & Building</i>	<i>C</i>						
	<i>Architectural Structures</i>	<i>C</i>						
	<i>Development Management</i>	<i>C</i>	*					
	<i>Design 2</i>	<i>C</i>						
<i>Lev 6</i>	<i>Module Title</i>	<i>Core/ Option</i>	<i>D1</i>	<i>D2</i>	<i>D3</i>	<i>D4</i>	<i>D5</i>	<i>D6</i>
	<i>Design 3</i>	<i>C</i>						
	<i>Interprofessional Studies</i>	<i>C</i>			*	*	*	*
	<i>Con Tech 3</i>	<i>C</i>						
	<i>Health & Safety</i>	<i>C</i>						
	<i>Urban Renewal</i>	<i>C</i>						

Reference Points

The following sources have been used to inform the learning and Teaching Strategy:

- Glyndŵr University's Teaching and Learning framework,
- Glyndŵr University Graduate Attributes,
- QAA¹ Subject Benchmark Statement for Architectural Technology 2014,
- CIAT Chartered Membership: Professional Standards Framework 2015,
- QAA Subject Benchmark statement for Construction 2008,
- QCA² descriptors for Higher Education Qualifications,
- CIOB Education Framework for Undergraduate Programmes.

Learning and Teaching Strategy

The approach to learning and teaching is one which meets the needs of the subject specific knowledge requirements, recognises the functional areas of practice, enables skills development, allows for the practice application of knowledge and encourages students to become reflective practitioners.

The learning and teaching methods adopted reflect this in the following ways:

- Lectures are used to impart key information and showcase new ways of working which will enable students to develop a sound understanding of the principles of their field of study as well as identifying new ways of working.
- Architectural Design Technology have a dedicated studio equipped with drawing boards and PCs running the latest AutoCad Building Suite CAD software linked up to an A1 plotter supplied with ink and paper by the department; in addition to access to other CAD labs across the campus. This space assists in encouraging the studio atmosphere of shared engagement and assessment vital to the collaborative nature of the profession, and the opportunities for learning and sharing with peers on all Levels of the programme.
- All students take part in simulated exercises, culminating in the interprofessional studies module at Level 6 where students from all cohorts work together to set up development companies for a real site and proceed through the various stages required to bring a scheme to completion. Architectural Design Technology student will be expected to bring design and construction technology expertise to their teams.
- Case studies, role plays and group working will be used to facilitate application of the principles more widely. They will also be used to prompt discussion and practice problem solving skills. This will also allow students to evaluate the appropriateness of different approaches to solving problems.
- Employability Skills are embedded through the programme. (see below under work related learning)
- The use of reflective reports, for example, in for Academic and Study Skills and Inter Professional Studies facilitates reflection on the qualities necessary for employment, requiring the exercise of personal responsibility and decision making. Additionally they allow students to identify the limits of their knowledge and skills and identify strategies for development.
- The use of a portfolio in Property Management will enable learners to reflect on the practice application of their skills and knowledge as well as reinforcing the ethical aspects of their practice.
- Assessments are used to facilitate learning as well as providing an indication of student achievement.
- Site visits will be used to enhance class based activities.

- Guest practitioner lectures will provide a practice perspective. This is in keeping with the current programme philosophy which places emphasis on the practical application of knowledge and skills.
- The balance between class contact / formal teaching and directed study is detailed within the modules specifications.

Recognition of the Cohort Identity

There is a need to ensure efficiencies in delivery and facilitate an understanding of the interconnectedness of the different roles and professions operating in the Built Environment. For this reason the curriculum will be delivered through a range of modules which are shared by all of the Built Environment programmes with the addition of programme specific modules.

The team recognises that the learning and teaching strategy should reflect the different practice contexts of the students. This is particularly important where students are sharing common modules. In order to achieve this the team have agreed the following strategy.

1. To ensure that the teaching methods adopted for classroom and related activity are planned to ensure that tutors use examples drawn from all of the disciplines when explaining the application of theory to practice.
2. To ensure that group discussions, case study / problem solving activity relate to and reflect the different aspects of practice represented within the classroom.
3. Where guest lecturers are used to deliver shared modules they will be briefed by the module tutor to ensure that they are aware of the student profile and that the proposed presentation accommodates this.

Use of Virtual Learning Environments

The VLE is used for a variety of purposes:

1. It provides a platform for academic activity acting as a repository for information for the students and providing a means by which tutors can communicate updates and information to the cohort as a whole.
2. It is also used to create and build a community of scholars through the use of forums which are essentially used to help to maintain contact and direct and promote discussion.

Progression of Learning

Level 4:

At Level 4 studies are introductory and wide. The fundamental principles of the **Site Appraisal**, provide the background to the constraints acting within and upon the construction industry. At the same time an appreciation of historical development and sustainability is provided in the **Sustainable Development** which contextualises the contemporary state of the built environment. **Construction Technology 1**, at a domestic level, supplies the technical knowledge which directly underpins the **Architectural Design 1** module. The design module, progressed through a series of domestic scaled projects, also

¹ Quality Assurance Agency for Higher Education

² Qualifications and Curriculum Authority

incorporates a significant amount of dimensional surveying, and traditional drawing and model making techniques, enabling the exploration of three dimensional forms. Two dimensional CAD methods of architectural representation will be addressed through the **CAD** module which uses AutoCAD Architectural Desktop software program including REVIT, and also introduces the 3D Sketch Up program. The importance of developing the individual at both an academic and professional level will also be explored in **Academic and Professional Development**, including exploring how this relates to the professional body for Architectural Technologists, CIAT.

Level 5:

At Level 5 the **Architectural Design 2** module is centred on the development of a non-domestic building and other projects, undertaken individually and in groups, which examine alternative environmental strategies and explore the influence of existing buildings on the environment. Project development is subject to a rigorous series of tutorials and peer group critiques. The technological theme is broadened to encompass **Architectural Structures** as well as deepened by the **Construction Technology 2** module which focuses on commercial buildings. The legislative theme is extended by the **Planning and Building Control** module, with issues of procurement, management, and costing developed in **Development Management**. CAD skills are consolidated and developed throughout the project work and particularly the structures module where they are formally assessed.

Level 6:

The core of the Level 6 work is centred on the main individual and group projects in **Architectural Design 3** which contains the research and analytical elements associated with a dissertation. The intention at this level is to widen the student's awareness of the increasing complexity of the design process and its integration with more complex technology through the **Construction Technology 3** module, which explores modern methods of construction. The involvement and contribution of other professional disciplines is central to the **Inter-Professional Studies** module which also looks at legislative responsibilities in the workplace, and professional responsibilities in the construction industry within the context of a multi-disciplinary group project involving students from other Built Environment programmes, and is also related to **Health & Safety** which centres on the resources and skills required across disciplines to manage projects on site. Finally **Urban Renewal** will bring together skills in identifying and analysing the various social and demographic trends driving urban renewal.

Work Related Learning Statement

The learning experience reflects the vocational nature of the architectural design/ construction/ Architectural Design Technology professional in content, skills and employability provision. In keeping with the expectations of the professional body and industry, the course is designed to prepare students for their future career or in the case of part time students to further develop their career opportunities. The learning teaching and assessment strategy reflect the challenges of working in the real world with a mixture of coursework, project work, site visit reports, simulations and presentations. Examples of modules which incorporate work related learning include:

Level 4

Site Appraisal

Learners will undertake a site appraisal of a potential development site

Academic and Professional Skills – Students will be required to join their relevant professional body and engage in CPD. They will also be asked to demonstrate an understanding of the codes of conduct expected by their professional bodies

Level 5

Planning and Building Control

This module will require learners to apply current legislation to a simulated planning and building control scenario.

Design 2.

In this module, learners will be asked to develop and justify designs in response to a client brief

Level 6

Inter professional Studies

At Level 6 all learners will take part in a simulation of a real life interdisciplinary, collaborative scenario

Welsh Medium Provision

In line with University's Welsh Language Policy, students are entitled to submit their assessments in Welsh. The programme however will be delivered through the medium of English. A Welsh speaking personal tutor is available for students who require this.

Assessment Regulations

The regulations for Bachelor Degrees, Diplomas and Certificates apply to this programme.

All assessments lead to the gaining of credits.

Borderline classifications will be addressed thus:

Substantial module – Level 6 Architectural Design & Technology 3

The classification will be raised to the next level if the following criteria are met:

- The mark for the substantial module falls within the higher classification
- At least 50% of the credits at level 6 fall within the higher classification
- All level 6 modules have been passed at the first attempt

Assessment strategy used to enable outcomes to be achieved and demonstrated

Assessment strategies

The assessment strategy for the Programme is informed by professional body requirements, relevant QAA benchmark statements and good practice in assessment.

The overall strategy for the Programme as a whole is to ensure that assessment

- provides the opportunity for learners to demonstrate achievement of the learning outcomes at each level of study
- allows learners to demonstrate achievement at the threshold and exemplary levels
- reflects the requirements of practice
- increases employability
- is sufficiently varied in order to accommodate different learning styles
- provides opportunities for diagnostic, formative and summative feedback.

Level 4

The strategy at Level 4 is to assess the learner's skills development, knowledge and understanding to ensure that they are adequately prepared to progress to Level 5. At this level learners are expected to develop their ability to research information within clearly stated parameters. With the support of tutors they will begin to develop and apply analytical skills and to start to evidence problem solving skills.

Each module has a minimum of two assessment tasks. This allows for the provision of formative assessment and academic development within the module. A range of different forms of assessment provide learners with opportunities to research and present findings in a variety of ways. Assessment is restricted in the initial weeks in order to ensure that incoming learners have sufficient time to settle into the course academically. The two assessments planned for this period will be used to support skills development in relation to research, presentation and IT. The specific assessments relate to Sustainable Development and CAD

Level 5

The overall strategy at Level 5 is to ensure learners have a detailed knowledge of their subject disciplines, and are capable of analysing a wide range of information with some guidance from tutors. Learners are expected to further develop and demonstrate their analytical and employability skills by evaluating the relevance and significance of information and applying this to practice related tasks.

Level 6

At Level 6 learners will be expected to demonstrate a comprehensive knowledge of their discipline with an ability to extract information from a wide range of sources without guidance. They will have developed their independent learning skills which will be used to enable them to determine individual approaches to meeting learning outcomes. Design 3 is an important component of the final year assessment strategy, providing an opportunity for students to demonstrate their accumulated academic prowess.

Assessment Practices and Processes

Assessment Criteria

The standard of all assessment tasks will reflect the QAA Characteristics March 2010. The assessment criteria for each module will be contextualised to reflect the learning outcomes of the module.

Feedback on Assessment

Learners will receive written feedback within the timescales laid down by Glyndŵr University.

All students receive individual written feedback on their assessed work. This will be provided on a standard form, which includes feedback on performance and identifies areas for improvement and development.

Plagiarism

Where practicable, Turnitin will be used as a tool to support learners to develop their academic writing style as well as to detect plagiarism or collaboration.

Double Marking and Moderation

All module assessments will be double marked with a sample being moderated in accordance with Glyndŵr University's Regulatory Requirements.

Extenuating Circumstances and Deadlines for Submission

Learners will be given a schedule of assessment submission dates for the year. They will be informed of the penalties which apply for non-submission. Learners will be made aware of the procedure relating to extenuating circumstances and will be encouraged to work closely with their tutors should they require support and guidance on this matter.

Indicative Assessment Timetable

Wee k	Wk/bg	Module	Assessment
9	21.09.15	Induction week – Year 1	
10	28.09.15		
11	05.10.15		
12	12.10.15		
13	19.10.15		
14	26.10.15	Tutorial/study week	
15	02.11.15	Sustainable Development (4)	Report
16	09.11.15		
17	16.11.15		
18	23.11.15		
19	30.11.15	Con Tech 3 (6)	Presentations
20	07.12.15	Con Tech 3 (6) CAD (4) Architectural Design & Technology 2 (5)	Presentations Drawings Project
21	14.12.15	Architectural Design & Technology 1 (4) Academic and Professional Dev. (4)	Project Presentation
22	21.12.15	Christmas Vacation	
23	28.12.15		

24	04.01.16	Inter-professional Studies (6)	Group Presentation
25	11.01.16	Sustainable Development (4) Planning & building (5) Project Management (6) Architectural Design & Technology (3)	Essay Essay Essay Project
26	18.01.16	Con Tech 2 (5)	Essay
27	25.01.16	Health & Safety (6) Urban Renewal (6) Architectural Structures (5) Development Management (5)	Essay Essay Project Case Study
28	01.02.16	Con Tech 1 (4)	Case Study
29	08.02.16		
30	15.02.16	Site Appraisal (4) CAD (4)	Practical Drawings
31	22.02.16	Tutorial/study week	
32	29.02.16		
33	07.03.16	Architectural Design & Technology 1 (4)	Project
34	14.03.16		
35	21.03.16	Architectural Design & Technology 2 (5)	Project
36	28.03.16	Easter Vacation	
37	04.04.16		
38	11.04.16	Architectural Design & Technology 3 (6)	Report
39	18.04.16	Site Appraisal (4) Academic & Professional. (4) Con Tech 3 (6)	Case Study Portfolio Essay
40	25.04.16	BE Law (4) CAD (4) Architectural Design & Technology 1 (4) Development Management (5) Con Tech 2 (5) Inter-professional Studies (6) Urban Renewal (6)	Essay Drawings Presentation Case Study Case Study Presentation and Report Project Proposal
41	02.05.16	Con Tech 1 (4) Sustainable Development(4) Architectural Structures (5) Health & Safety (6) Planning & Building (5)	Essay Coursework Project Case Study Case Study

Programme Management

Programme Team

Colin Stuhlfelder (Programme Leader) (CS)
Dave Cheesbrough (DC)
Louise Duff (LD)
Gareth Carr (GC)
Jane Richardson (JR)

The programme team have a wide range of appropriate professional qualifications and memberships:- the Chartered Institute of Architectural Technologists (CIAT), the Chartered Institute of Building (CIOB), the Institute of Civil Engineers (ICE) the Chartered Institute of Housing (CIH), the Royal Institution of Chartered Surveyors (RICS) and the Chartered Association of Building Engineers (CABE).

In most cases members are active at regional or national level participating in CPD events, a growing number of which are hosted at Glyndŵr University with many current and former students attending. Team members continue to take up positions as external examiners, as members of validation panels both internally and externally and as PSRB representatives nationally and internationally.

Programme Management

The programme leader will take overall responsibility for quality assurance and enhancement in line with the expectations detailed within the University's Programme Leaders Handbook.

Each module will be assigned to a named module leader who will take responsibility for the delivery of the learning, teaching and assessment of the module. In keeping with the policies and procedures agreed by the University, the key mechanism for quality control and enhancement at programme level will be the processes and procedures associated with the annual monitoring cycle which is formalised through the production of the Annual Monitoring Report (AMR). The AMR evaluates the programme delivery drawing on feedback from students, the professional body, external examiners and employers. Specific methods used for consulting students include the completion of SEMs, Staff Student Consultative Committees and end of year group feedback sessions. The outcomes of this report are scrutinised and agreed at Programme Level at programme Boards with subsequent monitoring and review being formalised through the School Board and the Standards and Quality Committee.

Feedback will be provided to students in the following ways:

- Minutes and responses to SSCCs will be posted on the VLE.
- External Examiner reports and any associated actions arising will be presented to students in the November SSCC.
- An overview of the draft AMR and associated actions will be presented to the SSCC in November.
- An update on achievement of AMR Action plans will be provided in the March SSCC

The Programme team meet monthly in order to monitor programme performance. Issues discussed include recruitment and retention, student feedback, assessment calendars approaches to teaching and learning, coordination of site visits and guest lecture plans. Peer observation is undertaken this includes classroom based observation as well as peer review of marking, assessment and feedback.

The programme leader is responsible for day to day management of the programme and Personal Tutors ensure the welfare and development of each student on the programme throughout their period of study.

Student feedback is gathered on an ongoing and informal basis within a variety of situations and also in a formal way at Staff Student Consultative Committees.

The Built Environment Employers and Practitioners Forum is available to advise on vocational relevance, employability issues, currency of curriculum content and a range of professional practice issues that are associated with accreditation and this is facilitated through a programme of breakfast meetings.

External examiners are nominees of the accrediting professional bodies and usually make additional visits during the year. The accreditation process is a wholly external five yearly occurrence and the programme progressed from Accreditation in Principle to full Accreditation status in 2015, and therefore has accreditation for the cohorts graduating from 2015 to 2020.

Research and scholarly activity Underpinning the Curriculum

The team are all members of the various professional bodies associated with the accreditation of the programme and participate at different levels within the programme; including being part of committees and task groups. Furthermore some of the team are members of and engage with other related bodies, such as the Institution of Civil Engineers, which aids in maintaining the wider currency of the courses as well as placing them in the broadest context of the construction sector.

Through engagement with the accrediting bodies, particularly from those members of the team who have achieved Chartered or Fellow status within these, the benefits for the students in also engaging as student members, and then progressing to higher grades of membership on graduation, is easier to establish through this shared experience. Extensive use of their published materials, case studies, good practice, web tools, CPD events, site visits and other resources can be seen evidenced in the content of lectures and in the resources and links on the VLE pages for the programmes.

Furthermore, active engagement with these accrediting bodies also supports the network of industry contacts available to the team and then, onwards, to the students. While the benefits of this for job opportunities are obvious, it also opens up further opportunities for visiting active sites to underpin the scenarios and simulations used in the teaching of these programmes, as well as the chance to invite professionals in to share their experiences and possibly review presentations and work.

While the professional bodies do offer some international links, it is primarily through the European Union Erasmus programme that direct engagement with international influences, case studies, models etc. is accessed. Currently the team undertakes teaching exchanges with IUT Alençon (University of Caen-Basse, Normandy), the University of Louvain in Belgium, and the Eötvös Lorand University, in Budapest. Furthermore there are links with a French institution and universities in Barcelona and Zaragoza, who also send Erasmus students to Levels 5 and 6; adding a direct and persistent alternative perspective for UK-based students beyond the snap shot provided by teaching visits.

Currently the team are in discussion with the Erasmus partners with regards to setting up an Urban Studies partnership for sharing information and exploring research opportunities. Urban Studies has been selected as a topic in order to accommodate the differing perspectives and strengths of the various institutions, including that of the Built Environment where students share some of their lectures with the Chartered Institute of Housing-accredited Social Housing courses. The input of this partnership will be reflected in course content, as the teaching visits have already done, and as other international links have previously assisted in developing a broader understanding of built environment practice. For example members of the team were involved over a number of years with the Southern African Housing Foundation. During this period, papers were delivered in Cape Town and at joint presentations in Cardiff, and information was exchanged which still features in various modules, and is to be adapted again as part of the new Architectural Design Technology modules.

The team also seeks to maintain course currency by engaging with other educational institutions and industry bodies, working closely with both Coleg Cambria in North East Wales, and Grŵp Llandrillo Menai in North West Wales. At these colleges franchise HNCs of the Built Environment are operated and the various teams are working to coordinate marketing. They are working to establish a route from BTEC to BSc through these collaborations. With regards to industry bodies, the team are involved with

Principality and National training boards and schemes, as well as active Board Members with local and national sector organisations, including one of the UK's largest social housing provider, focusing on a region of the North West of England with some of the oldest and most challenging housing stock in areas of significant social deprivation.

As support to the engagement of the team with the regional sector, an active consultancy service has been offered since 2009 which has seen the team directing housing policy and strategy relating to need and supply from the Menai Straights to the head of the South Wales valleys, and from the English borders to the tip of the Llyn Peninsula. Most recently the team have been involved in harmonising access to social housing across North West and parts of North East Wales. One ongoing consultancy and research partnership with Denbighshire County Council has included assessing housing needs and housing markets, evaluating community and cultural resources in a rural town, a review of the single pathway and complex case project for their Supporting People programme, and a successful Knowledge Transfer Partnership resulting in the production of an environmental awareness community engagement toolkit and the appointment of the KTP Associate to a role at the Council. Additional current projects include the piloting of a non-survey based review of the private housing stock of the county of Gwynedd; including assessing how to use data based on the Housing Health & Safety Ratings System can assist in directing future strategy, and how a county with pre-1900 and older stock in areas affected by a weak supply chain and inflated second home prices can still meet improvement requirements and local housing demand.

With regards to research the team have a varied range of interests with direct relevance to the course. For example a Building Information Modelling research project is being conducted with a lecturer from Leeds University with the active participation of a 2nd Year Architectural Design Technology student exploring the implications for post-handover management of schemes. The majority of staff are also currently actively involved in or are awaiting the outcome of PhDs, Professional Doctorates, and additional Masters degrees with either direct or contributory relevance to current and future course content and direction. These include: exploring e-learning platforms as a means of furthering BIM related education; examination of collaborative partnerships to deliver organisational, as well as systems and culture change across organisations and regions; an examination of historic working practices in the local mining industry with implications for dealing with sites affected by the legacy of mining in Wales and the UK; and a unique archive examination leading to the first comprehensive study of 19th century large scale urban development in Liverpool by a noted North Wales architect, with implications for construction, planning and building control modules on the proposed programmes.

Finally the team are involved in a number of internal and external assessor, examiner and committee roles. Within the University, they are chairs/members of the ethics, quality assurance, research and procedural committees, as well as assessors for external universities both in their roles as educators, and also as appointed evaluators for the accrediting bodies detailed earlier.

Particular support for learning

The team subscribe to the view that their key role is to facilitate the engagement of the learner and the enhancement and enrichment of the learning experience wherever learning takes place. The learning infrastructure and student support mechanisms support this role in the following ways.

University Level

At University level, learning support provided includes welfare services, healthcare provision and services for learners with educational support needs. These services are advertised on the web site and signposted within the Student Handbook.

There is also a University commitment to ensure that learners are aware of their rights and responsibilities. This information is provided electronically through the web site. Learners who need to exercise their rights, for example to make an academic appeal, are advised and supported by the Student Guild. Likewise students who may be the subject of a disciplinary hearing are also advised by the Students Guild.

Learner representation and opportunities to evaluate institute policies and procedures is evident throughout the University, and includes student representation on the Board of Governors and Standards and Quality Committee.

Learning Resources are provided centrally within the Library and these include a range of relevant books, journals and electronic resources. The University Virtual Learning Environment is used by the programme team to provide an extensive range of learning materials and are now developing more interactive approaches to learning. To this end one of the team members has completed the post graduate certificate in E learning.

Programme Level

Learners will be signposted to University services through the Programme student handbook.

Learners will contribute to quality assurance and improvement in the following ways: module evaluation questionnaires; perception of programme questionnaires and representation on the staff student liaison committee and on School Boards.

On the individual level, learners will be supported in their learning in the following ways:

- Students will be provided with a programme handbook which details their programme of study and signposts them to University level support mechanisms, policies and regulations.
- Student academic support needs will be met in the following ways.
 - Individual tutorials with academic tutors to identify individual learning needs and aspirations which will then be monitored throughout the programme.
 - Where necessary the team will make reasonable adjustment to assessments in order to reflect the needs of learners with support needs.
 - Tutors will use the VLE as a repository for course material and are actively engaging in developing opportunities to use the VLE to provide feedback to students, promote online discussion and promote a VLE academic community.
 - Pastoral support will be provided by a named personal tutor who will remain with them for the duration of their study. Should a student wish to change their assigned personal tutor, this can be accommodated.

- The University study skills tutor will be available to support and guide to students for on-going individual and/or small group support on a self-referral basis throughout the year including the summer period.
- Induction programmes will include Study Skills and IT and the VLE.
- Each programme of study will have arrangements in place for a programme student representative. This representative will be invited to attend Programme meetings and where appropriate, relevant Institutional Meetings.

Equality and Diversity

Glyndŵr University is committed to providing access to all students and promotes equal opportunities in compliance with the Equality Act 2010 legislation. This programme complies fully with the University's policy on Equality and Diversity, ensuring that everyone who has the potential to achieve in higher education is given the chance to do so, irrespective of age, gender, disability, sexuality, race or social background.