PROGRAMME SPECIFICATION

Awarding body/institution	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 the Chartered Institute of Architectural Technologists (CIAT) www.ciat.org.uk, by the Chartered Institute of Building (CIOB) www.ciob.org.uk, and by The Association of Building Engineers (ABE) www.abe.org.uk .
What type of accreditation does this programme lead to?	Fully accredited award from CIAT, CIOB and ABE. Associate level recognition from RICS
Is accreditation in some way dependent on choices made by students?	No
Final award/s available	BSc Honours, BSc, Diploma of HE, Certificate of HE, Glyndŵr University Certificate of Continuing Education
Award title	**Architectural Design Technology**
JACS 2 code	K100
UCAS code (to be completed by admissions)	K100
Relevant QAA subject benchmark statement/s	Architectural Technology (2007)
Other external and internal reference points used to inform the programme outcomes	CIAT Accreditation Guidelines (2012) CIOB Education Framework (2007-2012) CIOB Accreditation Guidance (2011)
Mode/s of study	Full and Part Time
Language of study	English
Date at which the programme specification was written or revised	September 2013

Criteria for admission to the programme

Built Environment welcomes applications from all backgrounds: school or college leavers; mature students; people in industry whether employment is relevant or not; and international students. The aim of the admissions policy is to enable maximum participation from all who are capable of benefiting from a programme of study in the Built Environment.

From UCAS the normal entry requirements are 240 points or equivalent of which up to 60 points may be from A1 (AS) alone. At least 140 points should be obtained from A2s, ACVEs or Scottish Highers.

Each application will be considered individually by the admissions tutor who will take into account different qualifications including Irish Leaving Certificates, International and Welsh Baccalaureate, Access Courses, BTEC National, GNVQ, NVQ and VRQ as well as other qualifications from overseas.

Applications are welcomed from other persons who do not possess the standard qualifications but who can demonstrate their capacity to pursue the programme successfully. A significant aspect of selection is the level of commitment, enthusiasm and interest in the subject as well as the requisite key and cognitive skills.

HNC/D and Foundation Degree students will be considered for entry to levels 5 & 6 of the related BSc (Hons) programme. Each application will be considered on their own merit with the content / outcomes of the completed programme mapped against level 4 & 5 of the BSc programme and Glyndŵr University's AP(E)L procedures will apply. Such applicants may be required to undertake a bridging programme of study prior to entering level 6 which should not exceed 40 credits in total, and would typically be Architectural Design 2.

Aims of the programme

The aims of the programme are closely aligned with the Education Framework of the accrediting professional bodies and the QAA benchmark statement for Architectural Technology (2007).

The Programme aims to enable students to:

1. Enter a career in Architectural Design Technology and associated practices within the Built Environment at graduate level with a critical understanding of those professions and the context within which they operate through the completion of this intellectually challenging and vocationally relevant programme.
2. Develop skills of critical analysis, research and reflective practice within a supportive and student centred learning environment that will enable the learner to become confidently independent and progress in their chosen career to the limits of their own ambition.
3. Have a critical knowledge of the design, technological, legal, financial, social, economic and cultural issues that are required of all Architectural Design Technology and Built Environment professionals. Understand the context of global issues and corporate responsibility within which the industry plays a leading role.
4. Apply IT, particularly through CAD media, communicate knowledge to third parties, synthesise reports, give presentations, employ graphics in the development of design concepts, act as team members and leaders, survey land and buildings, apply knowledge to practical situations and make appropriate decisions.

Distinctive features of the programme

Areas of study relate to the design and realisation of buildings, construction technology, project management, procurement, serving business clients and the public alike, the maintenance and conservation of buildings, and the regeneration of resources within the political, cultural, social, economic and legal framework. The underpinning elements are design and technology, allied to corporate responsibility, health and safety, renewable energy and sustainable development that is common to all built environment programmes.

This programme is professionally accredited by the Chartered Institute of Architectural Technologists as exemption from the ten years' experience otherwise required to achieve Associate membership, eventual full CIAT membership may also lead to affiliate RIBA membership under the institute's collaborative arrangement. The Chartered Institute of Building (CIOB) also accredit the programme exempting students from professional examinations (there are no exemptions from the test of competence), as does The

Association of Building Engineers (ABE). The programme is also recognised as an affiliate award by the Royal Institution of Chartered Surveyors (RICS) in common with other Built Environment programmes that provides an alternative route to Chartered Status from level 5 through a VRQ work based four year programme offered by that professional body

The Programme team maintains extensive links with industry and has established an Employers' Forum to ensure that programme content of this and sister courses are relevant to the needs of both employers and students. More directly the Forum also provides a source of guest lecturers, access to educational visits, assignment scenarios and practical experience as well as contemporary expertise.

The programme therefore provides an educational framework for students working in, or aspiring to work in, a range of career areas within the Construction Industry.

The strategy underpinning the programme ensures that students experience vocationally relevant education that provides them with the knowledge, skills, professional attitudes and academic ability that will enable them to operate effectively within their chosen career area.

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

Modules are approached with a combination of design tutorials and presentations, formal lecturing, critical analysis and appraisal through in-class discussion, case studies, seminar presentations, structured workshops, role play, study visits, formal presentations and tutorial support. Emphasis is placed on creativity in the identification, analysis, and solution of practical problems within realistic scenarios, and a range of learning methods are utilised.

At all levels use is made of realistic vocational scenarios to link individual modules and aid subject coherence at a level appropriate to the student's development. Personal tutorials support the students and assist them to plan their own work and contribution to learning. Students are also expected to pursue their studies through independent study and research in addition to staff contact time.

Level 4

At Level 4 studies are introductory and wide. The fundamental principles of **The Legal and Economic Framework**, particularly those relating to Health and Safety, 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 Environment** 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 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 **Computer Aided Design (CAD)** module which uses Autocad's Architectural Desktop software program, and also introduces the 3D Sketch Up program.

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 **Building Services** and **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 **Building Contract Administration**. 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 **Project Management in the Built Environment** which centres on the resources and skills required across disciplines to realise

complex developments. **Conservation and Politics of** A**rchitecture** examines the political impetus behind development generally and particularly the justification and strong human desire for retaining buildings within not only a strictly historical but also a social and sustainable context.

Links to industry and a professional ethos are supported by the use of guest lecturers (usually members of the Built Environment Employer and Practitioner Forum) and the availability of free membership of the accrediting professional body for students who are able to attend the practitioner continuing professional development meetings and participate in local branch affairs.

Whilst the prime resource is the Built Environment team of full time academic staff, this team is supported by colleagues from within the Institute of Arts, Science, and Technology. C108 is the programme's base room and is equipped with a number of drawing boards, primarily used at Level 4, to establish approaches to design, and also a suite of dedicated PCs used at all levels to research and progress design projects individually and in groups. This PC provision duplicates facilities available elsewhere for formal module delivery, namely in the computer laboratories and library, but allows access within a predominantly architectural environment which the students effectively own and are relaxed with. Construction materials and resources are located in C122. Surveying equipment is available and students have access via web portals to a range of professional websites that provide up to date information on regulations, policy and practice as well as the latest case study material.

The programme is arranged over three years for full time students and six for those studying part time. Whilst full time students complete 120 credits at the same level each year part time students complete 60 credits at the same level over two years, notwithstanding the possibility of advanced entry through the AP(E)L system. Students are also able to move between full and part time modes of study should their circumstances change.

The programme provides for exit awards as follows:

1. Certificate of Higher Education: achievement of 120 credits from within the programme.
2. Diploma of Higher Education: achievement of 240 credits of which a minimum of 120 credits should be from level 5 or 6 from within the programme including any optional modules to a maximum of 40 credits plus a maximum of 120 credits at level 4.
3. BSc(Ord): Achievement of 300 credits of which a minimum of 60 and maximum of 80 should be at level 6, a maximum of 120 credits at level 4 and the remainder from level

5. Optional modules to be included to a Maximum of 60 credits.

4. BSc (Hons): Achievement of 360 credits, 120 each at levels 4, 5 and 6 including the dissertation and a maximum of 40 credits from optional subjects.

A Glyndŵr University Certificate of Continuing Education will be awarded to students successfully completing 60 credits from anywhere in the programme (The programme frequently includes EU students enrolling for credits only over one or two trimesters and practitioners joining for CPD).

BSc Architectural Design Technology: Full Time

Level 4	Level 5		Level 6
AUR410 ***Architectural Design 1*** (40 credits) Ian Williams	***AUR510*** ***Architectural Design 2*** (40 credits) Ian Williams		***AUR610*** ***Architectural Design 3*** (40 credits) Ian Williams
AUR420 ***The Sustainable Environment*** (20 credits) Derek Jones	***AUR511*** ***Architectural Structures*** (20 credits) Dr Colin Stuhlfelder		***AUR641*** ***Conservation and Politics of Architecture*** (20 credits) Barry Hills
AUR412 ***Construction Technology 1*** (20 credits) Dave Cheesbrough	***AUR512*** ***Construction Technology 2*** (20 credits) Dave Cheesbrough		***AUR612*** ***Construction Technology 3*** (20 credits) Dave Cheesbrough
AUR411 ***Computer Aided Design (CAD)*** (20 credits) Dr Colin Stuhlfelder	***AUR522*** ***Planning and Building Control*** (20 credits) Dave Cheesbrough		***AUR622*** ***Project Management in the Built Environment*** (20 credits) Dr Colin Stuhlfelder
AUR421 ***The Legal and Economic Framework***	***AUR514*** ***Building Services*** (10 credits)	***AUR521*** ***Building Contract Administration***	***AUR620*** ***Inter-Professional Studies*** (20 credits)

(20 credits) Barry Hills	Ian Williams	(10 credits) Kevin Gilliam	Barry Hills

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
AUR410 ***Architectural Design 1*** (40 credits) Ian Williams		***AUR510*** ***Architectural Design 2*** (40 credits) Ian Williams		***AUR610*** ***Architectural Design 3*** (40 credits) Ian Williams	
AUR420 ***The Sustainable Environment*** (20 credits) Derek Jones	***AUR412*** ***Construction Technology 1*** (20 credits) Dave Cheesbrough	***AUR512*** ***Construction Technology 2*** (20 credits) Dave Cheesbrough	***AUR522*** ***Planning and Building Control*** (20 credits) Dave Cheesbrough	***AUR612*** ***Construction Technology 3*** (20 credits) Dave Cheesbrough	***AUR620*** ***Inter-Professional Studies*** (20 credits) Barry Hills
AUR421 ***The Legal and Economic Framework*** (20 credits) Barry Hills	***AUR411*** ***Computer Aided Design (CAD)*** (20 credits) Dr Colin Stuhlfelder	***AUR511*** ***Architectural Structures*** (20 credits) Dr Colin Stuhlfelder	***AUR521*** ***Building Contract Administration*** (10 credits) Kevin Gilliam ***AUR514*** ***Building Services*** (10 credits) Ian Williams	***AUR622*** ***Project Management in the Built Environment*** (20 credits) Dr Colin Stuhlfelder	***AUR641*** ***Conservation and Politics of Architecture*** (20 credits) Barry Hills

Architectural Design Technology: Part Time

Intended learning outcomes of the programme

On completion of <u>Level Four</u> students will be able to:

A. Knowledge and Understanding

A1. Describe the nature and extent of the Architectural Profession, its constituent parts and the role played by professional bodies within the Built Environment

A2. Recognise the legal and economic context of the Built Environment and display an awareness of policy options

A3. Demonstrate knowledge and understanding of architectural design, building construction, management, and maintenance

B. Intellectual Skills

B1. Appreciate the perspectives of inter professional work within the Built Environment and the contribution of Architectural Practitioners

B2. Understand the purpose and means to achieve reflective learning

B3. Evaluate the various demands of continuing professional development

C. Subject Skills

C1. Recognise current and future developments of importance in the Architectural Profession

C2. Appreciate the collaborative interaction between different aspects of the Built Environment professions

C3. Evaluate various techniques, problems and solutions within the socio cultural context as it affects the built environment

D. Practical, professional and employability skills

D1. Use appropriate information technology, particularly relevant CAD systems, to prepare and present information and communicate effectively in appropriate media

D2. Understand the purpose and structures of dynamic personal development programmes

D3. Demonstrate an understanding of professional reports and presentations

D4. Demonstrate the ability to work with others

On completion of <u>Level Five</u> students will be able to:

A. Knowledge and Understanding

A1. Select and apply appropriate construction technologies including to a variety of development scenarios within the Architectural Profession

A2. Apply knowledge of Planning and Building Regulations and other physical factors likely to affect the design, construction, rehabilitation or maintenance of buildings

A3. Present design and technological solutions to environmental issues relating to building services, utilities and carbon reduction in buildings

B. Intellectual Skills

B1. Identify essential features of a problem and how that problem may be resolved by creative application of technology, design and entrepreneurial methods

B2. Determine the aims, objectives and appropriate methodologies for research projects

B3. Analyse and evaluate current policies and practice in the Architectural Profession

C. Subject Skills

C1. Evaluate new opportunities through the application of financial appraisal of development opportunities

C2. Integrate various technology related issues to the sustainable development of the Built Environment

C3. Select and prepare appropriate contractual documentation for designated development scenarios

D. Practical, professional and employability skills

D1. Develop, maintain and encourage effective working relationships within a professional team environment

D2. Apply effective time management for both individual and group tasks

D3. Initiate, present and defend reports on complex issues

D4. Engage in PSRB activity

On completion of <u>Level Six</u> students will be able to:

A. Knowledge and Understanding

A1. *****Have a critical understanding of the design and technological problems, priorities and perspectives of the Architectural Profession

A2. *****Appreciate and articulate social, cultural and environmental influences on developments within the Architectural Profession

A3. Identify and apply the principles of project and resource management

B. Intellectual Skills

B1. Analyse and interpret a range of information, locate and extract data from multiple sources and apply it to particular circumstances

B2. *****Apply strategic thinking skills beyond immediate confines of a problem by critically evaluating and analysing current policies and practices

B3. Select investigate and defend solutions in the context of an individual research project

C. Subject Skills

C1. *****Be critically aware of the concepts of ethical management, business operation and corporate responsibility

C2. Evaluate all relevant aspects of Health, Safety and Wellbeing issues relating to the wider context of working within the Built Environment

C3. *****Evaluate modern methods of construction design and management systems and their contribution to cost and time management and effective project completion

D. Practical, professional and employability skills

D1. *****Communicate effectively in vertical, horizontal and cross professional contexts

D2. Advise clients upon factors affecting development, fitness for purpose and end user requirements

D3. *****Appreciate, understand and work within an equal opportunities and non-discriminatory environment

D4. Interact in a professional and empathetic manner with other perspectives

****Denotes outcomes at Level Six required for the BSc (Ordinary) that are able to be achieved through any combination of sixty level six credits.***

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

Level 4	*Module Title*	*Credit*	*Core/ Option*	***A1***	***A2***	***A3***	***B1***	***B2***	***B3***	***C1***	***C2***	***C3***	***D1***	***D2***	***D3***	***D4***
	AUR410 Architectural Design 1	*40*	*C*			*		*		*		*	*	*	*	*
	AUR420 The Sustainable Environment	*20*	*C*				*	*	*	*	*	*				*
	AUR412 Construction Technology 1 (R)	*20*	*C*	*		*	*			*	*				*	
	AUR411 Computer Aided Design (CAD)	*20*	*C*			*							*			
	AUR421 The Legal and Economic Framework	*20*	*C*		*				*	*		*			*	
Level 5	*Module Title*	*Credit*	*Core/ Option*	***A1***	***A2***	***A3***	***B1***	***B2***	***B3***	***C1***	***C2***	***C3***	***D1***	***D2***	***D3***	***D4***
	AUR510 Architectural Design 2	*40*	*C*	*	*	*	*	*	*	*	*	*	*	*		*
	AUR511 Architectural Structures	*20*	*C*	*	*		*		*					*		
	AUR512 Construction Technology 2 (C)	*20*	*C*	*	*		*				*					
	AUR522 Planning and Building Control	*20*	*C*		*	*	*		*		*				*	*
	AUR521 Building Contract Administration	*10*	*C*						*	*		*				*
	AUR514 Building Services	*10*	*C*	*	*	*					*					
Level 6	*Module Title*	*Credit*	*Core/ Option*	***A1***	***A2***	***A3***	***B1***	***B2***	***B3***	***C1***	***C2***	***C3***	***D1***	***D2***	***D3***	***D4***
	AUR610 Architectural Design 3	*40*	*C*	*			*			*		*	*	*		
	AUR612 Construction Technology 3 (MMC)	*20*	*C*	*	*			*	*			*	*	*		
	AUR622 Project Management in the Built Environment	*20*	*C*			*	*	*		*	*	*	*	*	*	*
	AUR620 Inter-Professional Studies	*20*	*C*	*	*	*	*	*	*	*		*	*	*	*	*
	AUR641 Conservation and Politics of Architecture	*20*	*C*	*	*			*					*			

Learning and teaching strategy used to enable outcomes to be achieved and demonstrated

The learning and teaching strategy has been developed within the Glyndŵr University teaching and learning framework, with reference to the Quality Assurance Agency for HE subject benchmark statement for Architectural Technology (2007), the Chartered Institute of Architectural Technology's Accreditation Guidelines (2012), and the Chartered Institute of Building's Education Framework (2007-2012) and Accreditation Guidance (2011).

Learning and teaching take place within the modular framework that comprises all Built Environment routes to named awards, there being substantial commonality between named programmes at all levels. Modules that are in several programmes are jointly delivered to all students be they on full or part time modes of attendance. Integration between courses is seen as a positive move to enable students to experience multi-disciplinary teamwork.

The programme team for Architectural Design Technology and the Built Environment Team as a whole have developed a strategic approach to delivering learning and teaching that meets the needs of the student group, enables personal and professional skills to develop, provides for practice application underpinned by up to date subject knowledge and encourages students to become independent learners.

Within the programme team there are sufficient Welsh speakers to enable some tutorials and feedback to be given in Welsh and work submitted in Welsh to be dealt with and assessed.

Welsh Medium Provision

The current University Policy for assessment through the medium of the Welsh language will apply to this Programme. Learners will be informed on the detail of this as part of the application/ enrolment and induction process.

The programme will include opportunities for learners working within a welsh context to reflect on the social political and economic framework within Wales.

Current members of the team are able to conduct tutorials through the Welsh Language
10% of the programme can be delivered through the medium of Welsh

Assessment strategy used to enable outcomes to be achieved and demonstrated

Assessment strategies tend to be module based but with integrated themes wherever practicable. Jointly taught modules are enhanced by correlated learning outcomes so that students are assessed within the context of their individual programme of study. The Built Environment team have a long term substantial base of experience in delivering and assessing within the context of multi-disciplinary groups.

Assessment material (assignment briefs etc.) are prepared to meet particular outcomes or ranges of outcomes, internally checked for clarity and presented to students at interactive briefing sessions. Submitted elements and complete work is assessed and feedback provided to students. At regular tutorials and seminars group and individual progress is discussed as part of the strategy of on-going feedback during the course of the work set as well as on completion. Internal verification takes place before distribution of assessment material and prior to reporting of feedback and results.

The programme assessment strategy is designed to assess all relevant subject specific skills, intellectual skills and professional and employability skills. Within that basic framework, assessment is either:-

Diagnostic: Designed to provide an indicator of the learner's aptitude and preparedness for a programme of study and identify potential learning problems.

Formative: Designed to provide the student with feedback on progress and inform development.

Summative: Provide a measure of performance in relation to the learning outcomes for the module or programme.

Other features of assessment practice reflect development of professional and subject skills often using scenario based simulated work experience situations led by design projects requiring creative solutions and including reports that are presented or discussed individually with the 'clients'. The briefing element appears in several modules and provides a rigorous check on the origin of the student's submitted work that is particularly important when traditional exams do not feature as a main form of assessment.

Forms of assessment that concurrently encourage and enable the development of intellectual and employability skills also feature widely across the programme eg formal individual / group presentations, seminar presentations, scenario based time controlled tasks, practical tasks and individual research carried out in preparation for case study review and analysis.

BSc Architectural Design Technology
Proposed assessment calendar (submission dates) 2013 – 2014
Level 4 Level 5 Level 6

Week	Wk/bg	Module	Assessment
9	23.09.13	**Induction week – Year 1**	
10	30.09.13		
11	07.10.13		
12	14.10.13		
13	21.10.13		
14	28.10.13	**Tutorial/study week**	
15	04.11.13	*AUR420 Sustainable Environment*	Report
16	11.11.13		
17	18.11.13		
18	25.11.13		
19	02.12.13	*AUR612 Construction Tech 3*	Presentations
20	09.12.13	*AUR612 Construction Tech 3*	Presentations
		AUR620 Inter-Professional Studies	Group Presentation
		AUR411 Computer Aided Design	Drawings
		AUR421 The Legal and Economic Framework	Case Study
		AUR510 Architectural Design 2	Project
21	16.12.13	**Christmas Vacation**	
22	23.12.13		
23	30.12.13		
24	06.01.14	*AUR514 Building Services*	Report
		AUR641 Conservation and Politics of Architecture	Essay
25	13.01.14	*AUR420 The Sustainable Environment*	Essay
		AUR522 Planning and Building Control	Project
		AUR410 Architectural Design 1	Essay
		AUR622 Project Management in the Built Environment	Report
		AUR610 Architectural Design 3	Project
26	20.01.14	*AUR512 Construction Technology 2 (C)*	Case study
27	27.01.14	*AUR511 Architectural Structures*	Project
28	03.02.14	*AUR412 Construction Technology 1 (R)*	Case study
29	10.02.14		
30	17.02.14	*AUR411 Computer Aided Design (CAD)*	Drawings
31	24.02.14	**Tutorial/study week**	
32	03.03.14		
33	10.03.14	*AUR412 Construction Technology 1 (R)*	Project
34	17.03.14	*AUR411 Computer Aided Design (CAD)*	Drawings
35	24.03.14		
36	31.03.14	*AUR510 Architectural Design 2*	Project
37	07.04.14	*AUR610 Architectural Design 3*	Report
38	14.04.14	**Easter Vacation**	
39	21.04.14		
40	28.04.14	*AUR421 The Legal and Economic Framework*	Essay
		AUR410 Architectural Design 1	Presentation
		AUR512 Construction Technology 2 (C)	Essay
		AUR521 Building Contract Administration	Presentation
		AUR511 Architectural Structures	Project

		AUR641 Conservation and Politics of Architecture	Presentation
41	05.05.14	*AUR412 Construction Technology 1 (R)*	Coursework
		AUR411 Computer Aided Design (CAD)	Portfolio
		AUR410 Architectural Design 1	Project
		AUR522 Planning and Building Control	Group Presentation
		AUR510 Architectural Design 2	Project
		AUR622 Project Management in the Built Environment	Project
		AUR620 Inter-Professional Studies	Group Presentation
42	12.05.14		
43	19.05.14		
44	26.05.14		
45 - 48	02.06.14 - 30.06.14		

Assessment regulations that apply to the programme

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

There is a request for derogation from regulations to allow part time students to study Modules from Levels 5 & 6 in the same semester, and to allow two10 credit modules at Level 5 to facilitate efficiency of delivery across programmes.

All assessments lead to the gaining of credits.

Borderline classifications will be addressed thus:
Substantial module – Architectural Design 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

Programme Management

Programme Team

David Skydmore - (Academic Head)
Dave Cheesbrough
Kevin Gilliam
Brian Heath
Barry Hills
Derek Jones
Jane Richardson
David Sprake
Colin Stuhlfelder
Ian Williams - (Programme Leader)
Darrell Wynne

The programme team have a wide range of appropriate professional qualifications and memberships:- the Architects Registration Board (ARB), the Chartered Institute of Architectural Technologists (CIAT), the Chartered Institute of Building (CIOB), the Chartered Institute of Civil Engineers (CICE) the Chartered Institute of Housing (CIOH), the Royal Institution of Chartered Surveyors (RICS) and the Association of Building Engineers (ABE).

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.

The programme will be managed by the programme leader who will be supported by module tutors. The key mechanism for quality control and enhancement will be the processes and procedures associated with the annual monitoring cycle that is formalised through the production of the Annual Monitoring Report that evaluates the programme performance drawing on feedback from students, the professional bodies, external examiners and employers.

Due to the substantial commonality of modules between built environment programmes separate meetings for named programmes are not held. The Academic Head of Department

chairs a joint Built Environment Programme Board team meeting that commonly addresses issues arising from the programmes and oversees the proper engagement with the quality assurance and enhancement process.

Within the context of the subject area, individual team members take responsibility for cross programme issues such as Marketing and Recruitment, Admissions, Induction, Retention, Equal Opportunities, Research, Timetabling, relationships with professional bodies and careers advice amongst others.

Part time staff and colleagues from other Schools are invited to attend the subject meetings. The contribution of each part time or sessional team member is overseen by a full time member of staff who takes responsibility for the management of the module.

The programme leader is responsible for day to day management of the programme and in a dual capacity as personal tutor ensures the welfare and development of each student on the programme throughout their period of study. This to include, in its broadest sense, monitoring absence, assisting students with special needs, diagnostic and formative assessment and fostering a sense of purpose and destination both in terms of the learning outcomes for each programme and preparation for a career.

Student feedback is gathered on an on-going and informal basis within a variety of situations. It is also gathered from student representatives in a formal way at Programme Boards. Student led response and focus groups have addressed single issues without staff involvement and have proved to be helpful to staff and appreciated by students. Formal, quantitative data is also gathered through post enrolment, mid-course and pre graduation surveys and results are considered at the above Boards.

Programme leaders attend the Academic Subject Boards and, in conjunction with other team members, prepare annual reports, conduct admissions, review recruitment and retention, produce Programme Handbooks, arrange student induction, and participate in all external liaisons with employers / practitioners and professional bodies

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. Employers and practitioners have expressed a preference to meet the team through their forum and this is

facilitated through a programme of breakfast meetings.

Professional Bodies require a substantial part of the programme team to be qualified members of a relevant professional body and for those members to be active in the educational processes of that body. This includes participating in accreditation processes on behalf of the professional body, acting as external examiner on accredited courses, serving on government / sector skills council committees as representatives and assisting with internal education and examination programmes. Built Environment team members are fully engaged in all these activities.

In addition, the 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. The programme has accreditation for the cohorts graduating from 2012 to 2017 inclusive gained at the last review in August 2011 with the University also being awarded accredited centre status for the same period

With regards to research and scholarly activity underpinning the curriculum the team are involved in a number of project and forums that directly influence course content and are important guarantors of the currency and relevance of module content and assessment criteria.

Since the previous validation, the team has been instrumental in directing housing and planning policy across north and mid Wales as a result the consultancy work undertaken for local authorities. These have included:

- Local Housing Market Assessment for Powys County Council in 2010, relating to housing need and demand across all sectors, social and private;
- Evaluation of housing need and demand for Denbighshire, Flintshire, and Wrexham councils in 2011 and 2012; and
- A review of private sector housing conditions for Wrexham County Borough Council in 2012.

Currently the team members are leading on active projects relating to a single access route to social housing across North Wales with local authorities and registered social landlords, supported by the Welsh Government with potential for wider implementation as a delivery model, as well as a potentially pioneering assessment of housing stock conditions in Gwynedd. The latter is seeking to save the significant costs of a traditional stock survey by

replacing it with an evaluation of data gathered across the County by the Council, local housing associations, surveyors, estate agents etc. The team is also undertaking consultation for the writing up of a local housing strategy for Denbighshire County Council.

The team is also actively involved in the administration of numerous local and national organisations, with both housing lectures being board members of social housing groups, one as a non-executive director and another as a divisional board member for one of the UK's largest registered social landlords, as well as chair of their equality and diversity scrutiny panel. Other roles present amongst the team include being Director of a leading HIV charity and chair of its board of trustees.

Further examples of influential roles undertaken in the sector include the roles of secretary and vice chair of the International Housing Sociology Working Commission of the United Nations with the various international links associated with such positions. Additional roles include involvement with national and principality organisations ranging from directorships of the Centre for Disability Studies in Wales, and the British Sociological Association.

With regards to scholarly activity, the team continues to maintain a number of links with educational bodies and sector organisations. These include the Southern African Housing Foundation where the team has successfully participated in sharing good practice from the Developed World to Developing nations relating to sustainability in construction and communities, with a member of the team having been invited to Peer Review papers for the 2013 conference. Other peer review and editing roles include the British Journal of Social Work, the Health & Safety at Work Handbook.

The team have conducted research and presented material relating to Health & Safety in the construction industry, asbestos regulations, corporate manslaughter, wellbeing in the workplace, leaseholder perspectives, the use of statistics in housing research, all of which contributes directly to course content. Further examples include papers on the social anthropology of housing rites de passage, the semiotics of rural communities, disability issues and property management, and codes of residential heritage.

Current research includes an examination of social housing management and construction with two of the department's international partners, IUT Alençon (part of the University of Caen-Basse, Normandy and an Erasmus partner of Glyndŵr University) and the British Hellenic College in Athens (who franchise the Architectural Design Technology BSc).

Furthermore, a Building Information Modelling research project is being conducted with a lecturer from Leeds University with the active participation of 2nd Year Architectural Design Technology and Construction Management students.

The team maintains a number of important international connections, reflecting the commitment made to the international students who attend a number of the courses staff are involved in. As well as IUT Alençon and the British Hellenic College, staff are visiting lecturers at Eotvos Lorand University, Budapest, and at Tallinn Technical University. Furthermore, the team are also involved in franchise agreements with local further education colleges, notable Yale and Coleg Menai, allowing for equal attention to be paid to also supporting students from the immediate Welsh regions.

With regards to on-going personal and professional development, two team members are undertaking Professional Doctorates, relating to housing allocations, and organisational and service user development within the public health sector. Another team member is completing a Post Graduate Certificate in e-learning in order to support Virtual Learning Environment delivery and to examine further the potential for e-assessment on the courses.

Furthermore the team actively participate in the Continuous Professional Development opportunities afforded to them as part of their on-going membership of the accrediting bodies associated with the courses; both as a means of supporting currency and relevance, as well as ensuring continued membership and accreditation. In the last 3 months, one member of the team has become an Associate of one of the accrediting bodies and will progress to Chartered Membership within the next 3. In doing so, this team member will join colleagues with memberships that include fellowships of the Chartered Institute of Housing, the Land Institute, the Higher Education Academy, and the Royal Institution of Chartered Surveyors. The team also includes members of the Royal Institute of British Architects, the British Sociological Institute, the Architecture & Surveying Institute; the Chartered Institute of Building, the Institute for Welsh Affairs, and the Association of Building Engineers. The importance placed on these professional links, and the influence this gives the department in those organisations is reflected in the progression of staff through the committees of those bodies, including membership, for example, of the Chartered Institute of Building's panel for developing an academic route to Chartered Membership. This is also why the team is trusted by a number of these professional bodies to organise and host Continuous Professional Development events.

Finally the team are involved in a number of internal and external assessor, examiner and committee roles, including chairing commitments, of educational institutions nationally and internationally. Within the University, staff are 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

A welcoming atmosphere is provided by an extended induction week that emphasises inclusiveness and provides information on sources of help, counselling and opportunities for individual development. Ready access to all tutors and a 'personal tutor' system offering students access to individual private and personal tutorials offers support throughout a student's studies. These tutorials are also linked to the student's personal development and self-management of learning.

Access to learning resources is facilitated through close contact between the programme team and academic liaison staff in the Library. Support provided by library staff includes advice and guidance on accessing appropriate databases, advice on lending and ordering books, the provision of tutorials related to literature searches, and accessing online data bases, the most important being those maintained by the professional bodies.

The University's Virtual Learning Environment, Moodle, is used as a repository for programme related documents and links to websites. In cases where the size and complexity of documents make this impractical, students are supplied with a CD Rom that has all the resources required for particular exercises. These articles might typically include articles, legislation, consultation documents and technical sources where available.

Equality and Diversity

The team is committed to ensuring that the programme remains student centred and has a strong commitment to the University's equal opportunity policy. This is demonstrated by the student profile that includes a substantial proportion of mature entrants, members from ethnic minorities, female students, those from disadvantaged socio-economic backgrounds, students with disabilities, and first language Welsh speakers.