**Programme Specification**

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| **Please note:** This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she passes the programme.More detailed information on the learning outcomes, content and teaching, learning and assessment methods of each module can be found here:  <http://www.kent.ac.uk/humanities/studying/modules/index.html> The accuracy of the information contained in this specification is reviewed by the University and may be checked by the Quality Assurance Agency for Higher Education. |

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| **BA (Hons) Architecture** |

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| 1. **Awarding Institution/Body** | University of Kent |
| 1. **Teaching Institution** | University of Kent |
| 1. **School responsible for management of the programme** | Kent School of Architecture |
| 1. **Teaching Site** | Canterbury |
| 1. **Mode of Delivery** | Full-time |
| 1. **Programme accredited by** | Prescribed by the Architects Registration Board (ARB) and validated by the Royal Institute of British Architects (RIBA) |
| 1. **Final Award** | BA (Hons) Architecture (with ARB/RIBA Part 1 exception)  Fallback Awards (without ARB/RIBA Part 1 exemption):  Certificate of Higher Education  Diploma of Higher Education |
| 1. **Programme** | Architecture |
| 1. **UCAS Code (or other code)** | K100 |
| 1. **Credits/ECTS Value** | 360 (180 ECTS) |
| 1. **Study Level** | Undergraduate |
| 1. **Relevant QAA subject benchmarking group(s)** | Architecture |
| 1. **Date of production/revision** | May 2014 |
| 1. **Intended Start Date of Delivery of this Programme** | Autumn Term 2014 |

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| 1. **Educational Aims of the Programme**   The programme aims to give students the: |
| 1. ability to generate design proposals using understanding of a body of knowledge, some at the current boundaries of professional practice and the academic discipline of architecture; 2. ability to apply a range of communication methods and media to present design proposals clearly and effectively; 3. understanding of the alternative materials, processes and techniques that apply to architectural design and building construction; 4. ability to evaluate evidence, arguments and assumptions in order to make and present sound judgments within a structured discourse relating to architectural culture, theory and design; 5. knowledge of the context of the architect and the construction industry, and the professional qualities needed for decision making in complex and unpredictable circumstances; and 6. ability to identify individual learning needs and understand the personal responsibility required for further professional education. |

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| 1. **Programme Outcomes**   The programme provides opportunities for students to develop and demonstrate knowledge and understanding, qualities, skills and other attributes in the following areas. The programme outcomes have references to the subject benchmarking statement for Architecture*.* Under section C: subject-specific skills, all the jointly-held learning outcomes of the profession (ARB/RIBA/subject benchmark) have been included, but retaining their codes prefixed by GC in order to ensure clarity at times of professional validation and prescription. Similarly, the jointly-held graduate attributes retain their GA prefixes in their codes. For more information on the skills provided by individual modules and on the specific learning outcomes associated with the Certificate and Diploma awards, see the module mapping. | |
| **Knowledge and Understanding** | |
| **A. Knowledge and Understanding of:** | **Teaching/learning and assessment methods and strategies used to enable outcomes to be achieved and demonstrated:** |
| 1. An awareness of the potential of design. | **Teaching/learning**  The formal lecture, seminars, practical exercises with demonstrations in technology and computer aided design.  Recommended and required readings, study visits and critiques of work in progress.  Self Directed Learning throughindividual reading and research and peer group learning.  **Assessment**  Continuous assessment is made throughout the year on completion of each module (or by critique and/or portfolio presentation). Assessment takes a number of forms but is generally based around design projects and assessment criteria set out in the project brief for each assignment. There are a small number of essay submissions, which relate to the cultural context of architectural design. One formal written examination is used to assess awareness and knowledge in environmental design. |
| 1. Awareness of concepts of historical change. |
| 1. Awareness of the Western tradition of design. |
| 1. Knowledge of the historical development of European architecture, and of its relationship to the English mainstream. |
| 1. Knowledge of key buildings from Western architectural history. |
| 1. An understanding of the concept of unconscious, ‘vernacular’ design, and knowledge of housing as opposed to the one-off designed house. |
| 1. A knowledge of the concept of building typology, and understanding of the house as a representative type. |
| 1. A knowledge of key modern houses representing a variety of twentieth-century design. |
| 1. An awareness of the aesthetic possibilities of natural light. |
| 1. A knowledge of iterative and evidence-based approaches to design. |
| 1. Understanding the challenges of integrating building fabric (materials), services and control regimes into a unified environmental design strategy. |
| 1. An understanding of the sensory impact of architecture and design. |
| 1. An understanding of the western and selected non-western traditions of landscape design. |
| 1. An understanding of some significant historical episodes in architectural history and an ability to draw from these episodes an understanding of abstract architectural principles. |
| 1. An understanding of the role of buildings and interiors outside architectural history, for example in social and economic history. |
| 1. An awareness of cultural theories and their relevance to modern design. |
| 1. A knowledge of the theoretical underpinnings of key modernist designers. |
| 1. A knowledge of health and safety, and regulatory frameworks. |
| **Skills and Other Attributes**  **B. Intellectual Skills:** | |
| 1. An ability to research historical and theoretical topics. | **Teaching/learning**  Lead lectures; tutor-led tutorials; student and tutor-led seminars; self-directed learning facilitated by study packs and the use of research-based teaching materials and methods; problem-based learning scenarios.  **Assessment**  Written assessment papers; design assessment (critiques); case study analysis; dissertation/report. |
| 1. An awareness of the role of research in overcoming knowledge gaps. |
| 1. An ability to critically evaluate your own ideas in the context of learning. |
| 1. An ability to solve complex problems and to communicate their resolution clearly. |
| 1. An ability to relate the concepts underlying one’s own design to themes in contemporary theory. |
| 1. An ability to undertake investigation, speculation and exploration of complex design issues and critical awareness and debate. |
| 1. An ability to undertake intellectual enquiry into an aspect of design. |
| 1. An ability to synthesise information from a number of sources in order to gain a coherent understanding of theory and practice. |
| 1. An ability to argue rationally and to draw independent conclusions based on a rigorous, analytical and critical approach to data, demonstration and argument |
| **C. Subject-specific Skills:** | |
| GC1.1 The ability to prepare and present building design projects of diverse scale, complexity, and type in a variety of contexts, using a range of media, and in response to a brief. | **Teaching/learning**  Studio based design projects with group activities, design critiques, visiting lecture programme, tutorials by visiting professionals, lectures and directed and self-directed study.  **Assessment**  Design project presentation, essays, seminar, design and technology reports. |
| GC1.2 The ability to understand the constructional and structural systems, the environmental strategies and the regulatory requirements that apply to the design and construction of a comprehensive design project. |
| GC1.3 The ability to develop a conceptual and critical approach to architectural design that integrates and satisfies the aesthetic aspects of a building and the technical requirements of its construction and the needs of the user. |
| GC2.1 A knowledge of the cultural, social and intellectual histories, theories and technologies that influence the design of buildings. |
| GC2.2 A knowledge of the influence of history and theory on the spatial, social, and technological aspects of architecture. |
| GC2.3 A knowledge of the application of appropriate theoretical concepts to studio design projects, demonstrating a reflective and critical approach. |
| GC3.1 A knowledge of how the theories, practices and technologies of the arts influence architectural design. |
| GC3.2 A knowledge of the creative application of the fine arts and their relevance and impact on architecture. |
| GC3.3 A knowledge of the creative application of such work [the fine arts] to studio design projects, in terms of their conceptualisation and representation. |
| GC4.1 A knowledge of theories of urban design and the planning of communities. |
| GC4.2 A knowledge of the influence of the design and development of cities, past and present on the contemporary built environment. |
| GC4.3 A knowledge of current planning policy and development control legislation, including social, environmental and economic aspects, and the relevance of these to design development. |
| GC5.1 An understanding of the needs and aspirations of building users. |
| GC5.2 An understanding of the impact of buildings on the environment, and the precepts of sustainable design. |
| GC5.3 An understanding of the way in which buildings fit into their local context. |
| GC6.1 An understanding of the nature of professionalism and the duties and responsibilities of architects to clients, building users, constructors, co-professionals and the wider society. |
| GC6.2 An understanding of the role of the architect within the design team and construction industry, recognising the importance of current methods and trends in the construction of the built environment. |
| GC6.3 An understanding of the potential impact of building projects on existing and proposed communities. |
| GC7.1 An understanding of the need to critically review precedents relevant to the function, organisation and technological strategy of design proposals. |
| GC7.2 An understanding of the need to appraise and prepare building briefs of diverse scales and types, to define client and user requirements and their appropriateness to site and context. |
| GC7.3 An understanding of the contributions of architects and co-professionals to the formulation of the brief, and the methods of investigation used in its preparation. |
| GC8.1 An understanding of the investigation, critical appraisal and selection of alternative structural, constructional and material systems relevant to architectural design. |
| GC8.2 An understanding of strategies for building construction, and ability to integrate knowledge of structural principles and construction techniques. |
| GC8.3 An understanding of the physical properties and characteristics of building materials, components and systems, and the environmental impact of specification choices. |
| GC9.1 Knowledge of principles associated with designing optimum visual, thermal and acoustic environments. |
| GC9.2 Knowledge of systems for environmental comfort realised within relevant precepts of sustainable design. |
| GC9.3 Knowledge of strategies for building services, and ability to integrate these in a design project. |

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| GC10.1 The skills to critically examine the financial factors implied in varying building types, constructional systems, and specification choices, and the impact of these on architectural design. |  |
| GC10.2 The skills to understand the cost control mechanisms which operate during the development of a project. |
| GC10.3 The skills to prepare designs that will meet building users' requirements and comply with UK legislation, appropriate performance standards and health and safety requirements. |
| GC11.1 Knowledge of the fundamental legal, professional and statutory responsibilities of the architect, and the organisations, regulations and procedures involved in the negotiation and approval of architectural designs, including land law, development control, building regulations and health and safety legislation. |
| GC11.2 Knowledge of the professional inter-relationships of individuals and organisations involved in procuring and delivering architectural projects, and how these are defined through contractual and organisational structures. |
| GC11.3 Knowledge of the basic management theories and business principles related to running both an architect's practice and architectural projects, recognising current and emerging trends in the construction industry. |
| C1 An ability to design buildings and landscapes which are plausible technically and environmentally. |
| C2 The necessary skills to prepare analytical and detailed technical drawings accurately illustrating environmental design solutions. |
| C3 Ability to masterplan a group of buildings to create a series of appropriately scaled external spaces. |
| C4 An ability to plan and design a multi-cellular building**.** |
| C5 An ability to detail the construction of a complex building, applying the principles of off-site construction where appropriate**.** |
| C6 An ability to develop an energy strategy, and assess the carbon emissions and environmental impact of a project. |
| C7 The necessary skills to prepare analytical and detailed technical drawings illustrating environmental design solutions. |
| C8 Ability to apply the principles of evidence-based design to the evaluation of environmental design strategies. |

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| GA1 Ability to generate design proposals using understanding of a body of knowledge, some at the current boundaries of professional practice and the academic discipline of architecture. |  |
| GA2 Ability to apply a range of communication methods and media to present design proposals clearly and effectively. |
| GA3 Understanding of the alternative materials, processes and techniques that apply to architectural design and building construction. |
| GA5 Knowledge of the context of the architect and the construction industry, and the professional qualities needed for decision making in complex and unpredictable circumstances. |
| **D. Transferable skills** | |
| D1 An awareness of the need to take the initiative in work at university. | **Teaching/learning**  Transferable/key skills are generally incorporated within modules and related to relevant assessments as appropriate.  Design project studio tutorials, both student and tutor-led, cultural and technology seminars, self-directed learning facilitated by tutor guidance and the use of research-based teaching materials and methods.  **Assessment**  Design project presentations, essays, reports. In addition a portfolio review of the entire year’s body of assignments provides a formative assessment that fosters an ethos of pride in one’s work. |
| D2 The ability to organise time effectively. |
| D3 Ability to assimilate material from a variety of sources and to contextualise information. |
| D4 An ability to write clearly, using academic conventions and appropriate illustrations in a well-designed format. |
| D5 Demonstrate research skills and analytical skills. |
| D6 Ability to produce reports which are clear, analytical and logical covering a range of technical issues and include appropriate illustrations. |
| D7 Ability to work as part of a team. |
| D8 The ability to be self-critical and to exercise criticism. |
| D9 The ability to organise a personal programme of work to meet given deadlines. |
| D10 An ability to produce and collate an appropriate set of drawings to communicate a design proposal. |
| D11 An ability to produce 2D visualisations and 3D models using a variety of media. |
| D12 Ability to integrate information between software packages. |
| D13 Ability to produce 2D and 3D computer drawings. |
| D14 Ability to produce high quality rendered images. |
| D15 An ability to be self-critical and an understanding of one’s strengths and weaknesses. |
| D16 Ability to use images as a communication tool. |
| GA4 Ability to evaluate evidence, arguments and assumptions in order to make and present sound judgments within a structured discourse relating to architectural culture, theory and design. |
| GA6 Ability to identify individual learning needs and understand the personal responsibility required for further professional education. |
| For more information on which modules provide which skills, see the module mapping | |

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| 1. **Programme Structures and Requirements, Levels, Modules, Credits and Awards**   The programme is studied over three years full-time and is divided into a number of study blocks called modules. Each module is designated at one of three ascending levels: Certificate (C), Intermediate (I) or Honours (H). Single-weighted modules carry 15 credits and double-weighted modules 30 credits. One credit corresponds to approximately 10 hours of ‘learning time’. This includes all taught and supervised classes and all private study and research. Thus, for a full-time student each year of study involves approximately 1200 hours of learning time. For further information on modules and credits refer to the Credit Framework at http://www.kent.ac.uk/teaching/qa/credit-framework/creditinfo.html  The programme is divided into three stages, each comprising 120 credits. For full-time students each stage represents an academic year of study. You must pass all modules and achieve all the credit for that stage (120 credits) before being permitted to proceed to the next stage. There is no opportunity for the compensation or condonement of failure. Students have the opportunity to retrieve failure over the Summer before progressing to the next stage of study. Normally, only two retrieval opportunities will be permitted per module.  To be eligible for the award of an honours degree students normally have to obtain 360 credits, at least 210 of which must be Level I or above, and at least 90 of which must be level H or above. Your overall degree classification will be calculated on the basis of 20% of your Stage Two marks and 80% of your Stage 3 marks. Further information relating to Credit Requirements for Awards can be found in Annex 4 of the Credit Framework for Taught Programmes at: <http://www.kent.ac.uk/registry/quality/credit/creditinfoannx4.html>  The programme as laid out in terms of available modules is subject to change.  Students with 120 credits at level C who cannot progress into, or who fail to complete, stage 2 may be eligible for the award of a certificate (Certificate of HE) as an exit award. Students who satisfy the credit requirements for stage 1 and 2 but who cannot progress into, or who fail to complete, stage 3 may be eligible for the award of a diploma (Diploma of HE) as an exit award.  There is one set of learning outcomes for the programme; from this set the LOs of individual modules are drawn. The table appended at the end of this section (LO/Module Mapping) indicates which modules have particular LOs, and demonstrate that the programme learning outcomes are embedded in the totality of modules. In addition, all Graduate Criteria and Attributes (GCs and Gas) LOs are met within the Stage Three module, both the 33 subject-specific GCs and six GAs. Although module LOs are based on the programme LOs, they have been tempered in scope and level according to the Stage to which they relate. The eleven ‘headline’ criteria (GC1 – 11) are deemed to have been met by students who meet all 33 constituent sub-criteria by the end of Stage Three. Since all criteria and attributes are fully met in Stage Three, it is possible for students to spend part of Stage Two in an approved partner school of architecture, either under the auspices of the Erasmus programme, or under other bilateral agreements. This is by agreement with the School Erasmus Coordinator and Programme Director.  **Study Abroad** - the curriculum allows for the opportunity for students to seek study abroad opportunities in the autumn and spring term of Stage 2 whether through the Erasmus system or alternatively with individual UoK Study Abroad partner institutes. During the placement students will be enrolled on the dedicated BA (Hons) Architecture ‘Term Abroad’ module. The Term Abroad contributes to and is assessed in line with the University of Kent Codes of Practice/Credit Framework. The placement will be graded on a pass/fail basis as documented by the transcript from the host institution and will therefore be zero-weighted with respect to classification. Modules totalling at least 60 credits (30ECTS or 600 hours) must be undertaken. If a student is unsuccessful at the first attempt and no retrieval mechanism is available at the host institute for a second attempt in the same academic year, the student may be instructed to submit a portfolio of all the academic work undertaken abroad to be marked at Kent by Kent staff on a ‘Pass/Fail’ basis for consideration at the next KSA Examination Board. This is to ensure that students studying abroad have the same opportunities for retrieval and Stage progression as the rest of their academic cohort. All students are required to submit a written report on their study abroad. An architecture study abroad committee will make selections and recommendations for study abroad based on the merit of the applicant following submission of an application supported by a portfolio and transcripts.  Students taking the term-abroad module will have the Stage Two component of their degree  assessment based purely on their modules taken in the term based at KSA. |

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| **Code** | **Title** | **Level** | **Credits** | **Term(s)** |
| **Stage 1** | | | | |
| ***Compulsory Modules*** | | | | |
| AR323 | Folio | C | 30 | Autumn/Spring/ Summer |
| AR318 | Form Finding | C | 15 | Autumn |
| AR322 | Modern House | C | 15 | Autumn |
| AR325 | Light and Structure | C | 15 | Autumn |
| AR319 | Building Design | C | 15 | Spring |
| AR324 | Ancient and Medieval Architecture | C | 15 | Spring |
| AR320 | Building Construction | C | 15 | Spring |
| **Stage 2** | | | | |
| ***Compulsory Modules (unless replaced by Term Abroad Module)*** | | | | |
| AR552 | Architecture and Landscape | I | 30 | Autumn |
| AR544 | Renaissance to Neo-Classicism | I | 15 | Autumn |
| AR542 | Climate | I | 15 | Autumn |
| AR541 | Collective Dwelling | I | 30 | Spring |
| AR549 | Form and Structure | I | 15 | Spring |
| AR551 | Nineteenth-Century Architecture | I | 15 | Spring |
| ***Optional Modules*** | | | | |
| AR553 | Term Abroad | I | 60 | Autumn |
| AR553 | Term Abroad | I | 60 | Spring |
| **Stage 3** | | | | |
| ***Compulsory Modules*** | | | | |
| AR545 | Adapt and Extend | H | 30 | Autumn |
| AR548 | Modernisms | H | 15 | Autumn |
| AR597 | Dissertation | H | 30 | Autumn/Spring |
| AR543 | Urban | H | 45 | Spring |

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| 1. **Work-Based Learning**   Disability Statement: Where disabled students are due to undertake a work placement as part of this programme of study, a representative of the University will meet with the work placement provider in advance to ensure the provision of anticipatory and reasonable adjustments in line with legal requirements. |
| Where relevant to the programme of study, provide details of any work-based learning element, inclusive of employer details, delivery, assessment and support for students. |
| * Student mentoring available for some students in Stage Three under the auspices of RIBA South East region |

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| 1. **Support for Students and their Learning** |
| * School and University induction programme * Programme/module handbooks * Library services, see http://www.kent.ac.uk/library/ * Disability and Dyslexia Support Service (DDSS), see www.kent.ac.uk/ddss/ * Centre for English and World Languages, see http://www.kent.ac.uk/cewl/index.html * Student Learning Advisory Service, see http://www.kent.ac.uk/uelt/about/slas.html * PASS system, see http://www.kent.ac.uk/teaching/documents/quality-assurance/codes/taught/pdf/AnnexG.pdf * Academic Advisor system * Kent Union, see www.kentunion.co.uk/ * Careers and Employability Services, see www.kent.ac.uk/ces/ * Counselling Service www.kent.ac.uk/counselling/ * Information Services (computing and library services), see www.kent.ac.uk/is/ * Undergraduate student representation at School, Faculty and Institutional levels * International Office, see www.kent.ac.uk/international/ * Medical Centre, see www.kent.ac.uk/counselling/menu/Medical-Centre.html * Student: staff ratio of approximately 15:1 * Fully equipped design studios and computing suite * Students will be given individual module ‘briefs’, explaining fully what is required for assessment etc. * The Senior Tutor is responsible for overseeing student progress and will identify and contact students who are experiencing difficulties, offering them appropriate support or referring them to other agencies within the University. Student may also elect to see the Senior Tutor for advice and support. * A subject concessions committee meets to consider cases from students who have been unable to submit work due to illness or other unforeseen circumstances. * Staff-Student Liaison Committee |
| 1. **Entry Profile**   The minimum age to study a degree programme at the university is normally at least 17 years old by 20 September in the year the course begins. There is no upper age limit. |
| 20.1 **Entry Route**  For fuller information, please refer to the University prospectus |
| * UCAS * Applicants need to have a portfolio (guidelines available on KSA website) * In exceptional cases, applications with advanced standing may be considered for entry to years other than Stage One under the provisions of APE/CL (Accreditation of Prior Experiential/Certificated Learning) |
| 20.2 **What does this programme have to offer?** |
| * An excellent grounding in architectural design studies * The opportunity to take the first step towards a rewarding career as a professional architect within a friendly and highly motivated department * The development of a broad range of skills that are highly sought after by employers and which open up a wide range of careers to graduates, within the architecture as well as other professional fields * A creative studio culture * Engagement with the region * Links with local employers and professional practitioners * Strong European links * A wide variety of visiting lecturers * Fieldwork * International study visits and field trips * Public exhibitions of student work |
| 20.3 **Personal Profile** |
| * An interest in the design of the places we live and work in * A desire to become a professional architect and help shape the spaces and places we inhabit * A willingness to engage in informed debate about the future and direction of architecture and a sustainable environment * A willingness to acquire technical and IT skills * A commitment to develop the skills required to analyse design briefs and generate exciting solutions |
| 1. **Methods for Evaluating and Enhancing the Quality and Standards of Teaching and Learning** |
| **21.1 Mechanisms for review and evaluation of teaching, learning, assessment, the curriculum and outcome standards** |
| * Student evaluations are carried out periodically to gauge student’s satisfaction with the modules of study and the learning environment * Annual reports are produced for the programme which identify strengths and areas for improvement see http://www.kent.ac.uk/teaching/qa/codes/taught/annexe.html * External examiners' reports monitor the quality and standards set by the profession and the government see http://www.kent.ac.uk/teaching/qa/codes/taught/annexk.html * Periodic programme review takes place annually to make minor changes and every 4 years to consider any major changes in direction see http://www.kent.ac.uk/teaching/qa/codes/taught/annexf.html * Annual staff appraisal provides the means for staff to identify their own developmental needs and ensures that students receive the best possible teaching * Peer observation amongst staff mirrors that of the student critique where students learn from each other and gives staff the opportunity to improve their teaching methods and skills * Quality Assurance Framework, <http://www.kent.ac.uk/teaching/qa/codes/index.html> * QAA Institutional Review, see <http://www.qaa.ac.uk/InstitutionReports/types-of-review/IRENI/Pages/default.aspx> * External accreditation by the Architects Registration Board (prescription) and the Royal Institute of British Architects (validation) ensures the qualification you gain is compatible with the needs of the profession and society |
| **21.2 Committees with responsibility for monitoring and evaluating quality and standards** |
| * Staff/Student Liaison Committee meetings are held regularly to help solve any day to day issues and identify more long term matters that should be considered at formal committee meetings * KSA Learning and Teaching Committee * Faculty Learning and Teaching Committee * Faculty Board * The University Learning and Teaching Board * The Board of Examiners (including External Examiners) |
| 21.3 **Mechanisms for gaining student feedback on the quality of teaching and their learning experience** |
| * Student evaluations are conducted annually to gauge student satisfaction with the programme * Staff/Student consultative committee * Student representation on other committees * Programme monitoring takes place annually to enhance and develop provision * Approximately every six years the programme is subject to review by the University * The Quality Assurance Agency also conducts institutional audits of the University’s quality and enhancement standards * Annual National Student Survey * University complaints procedures * ARB scrutinises annual monitoring reports, including summaries of student views, as a condition of continuing prescription * RIBA validation panel convenes a student group meeting |
| 21.4 **Staff Development priorities include:** |
| * PGCHE requirements * ILT membership * Annual appraisals * Institutional Level Staff Development Programme * Academic Practice Provision (PGCHE, ATAP and other development opportunities) * Professional body membership and requirements * Programme team meetings * Research seminars * Conferences * Study leave * Research seminars run by CASE and CREAte |
| 1. **Indicators of Quality and Standards** |
| * Results of periodic programme review *(last PPR 2011)* * QAA Institutional Audit 2008 * Annual External Examiner reports * Annual programme and module monitoring reports * The programme is prescribed by the ARB and is validated by the RIBA |
| 22.1The following reference points were used in creating these specifications: |
| * QAA UK Quality Code for Higher Education * QAA Subject Benchmark Statement Architecture * ARB and RIBA jointly-held Graduate Criteria and Attributes for architectural education * EU Directive: 11 points of architectural education * School and Faculty plan * University Plan/Learning and Teaching Strategy * Staff research activities |