

# Programme Specification

## BSc (Hons) Architectural Technology

Date of Publication to Students: September 2012

**NOTE:** This specification provides a concise summary of the main features of the course and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if s/he takes advantage of the learning opportunities that are provided. More detail on the specific learning outcomes, indicative content and the teaching, learning and assessment methods of each module can be found (1) at <http://moodle.bcu.ac.uk/tid/>, (2) in the Module Specifications and (3) in the Student Course Guide.

The accuracy of the information contained in this document is reviewed by the University and may be checked within independent review processes undertaken by the Quality Assurance Agency.

<b>Awarding Institution / Body:</b>	<b>Birmingham City University</b>
<b>Teaching Institution:</b>	<b>Birmingham City University</b>
<b>Interim Awards and Final Award:</b>	<b>Certificate in HE</b> (only on successful completion of all Level 4 modules and not continuing into Level 5) <b>Diploma in HE</b> (only on successful completion of all Level 4 and Level 5 modules and not continuing into Level 6) <b>BSc (Hons)</b>
<b>Programme Title:</b>	<b>BSc (Hons)Architectural Technology</b>
<b>Main fields of Study:</b>	<b>Architectural Technology</b>
<b>Modes of Study:</b>	<b>Full Time / Part Time/ Sandwich</b>
<b>Language of Study:</b>	<b>English</b>
<b>UCAS Code:</b>	K236
<b>JACS Code:</b>	K130

### Professional Status of the programme (if applicable):

The programme is accredited by the Chartered Institute of Architectural Technologists (CIAT) (2011) allowing students to progress through their studies as student members and then to enrol onto the POP Record (Professional and Occupational Practice) to become chartered members of CIAT on successful completion of the course.

The programme is also accredited by the Chartered Institute of Building (CIOB).

**Relevant subject benchmark statements and other external reference points used to inform programme outcomes:**

The subject benchmark statement is referenced from the QAA bench marking group for architectural technology that was published in 2007; requests for comment were sent by QAA to the principal professional bodies and the Centre for Education in the Built Environment (CEBE), the Higher Education Academy Subject Centre.

**Programme philosophy**

Architectural Technology @ BCU is where science meets design. The course focuses on not only on the creation of the built environment, but also on the structuring of space in and around it.

To do this the course will inspire the student to develop a detailed appreciation of and ability to analyse design, buildability, technology, procurement and contractual relations in the construction process and the actors involved in that process – all set within the social, regulatory, technical, sustainable and aesthetic context of the UK and global development industry.

The course thus develops the skills necessary to produce a sustainable built and natural environment suitable for the users of today and tomorrow.

The course structure provides for a solid foundation of knowledge and practical experience, mixing academic depth with the requirements of a dynamic sector of the industry. Accredited by the Chartered Institute of Architectural Technologists (CIAT), it uses a problem based learning approach to meet the requirements of the institute, and the transferable skills essential for the modern professional. Graduates will emerge from the course ready to enter employment and start their journey towards full membership with CIAT.

The course also matches the requirements set out in CIAT's agreements with the Society for the Environment, enabling them to also progress towards accreditation as a Chartered Environmentalist (CEnv).

**Programme aims.**

The programme aims to:

- Provide a curriculum which synthesises the study of Architectural Technology in a broad based holistic manner, together with personal qualities of observation, analysis, judgement and communication appropriate for that profession.
- Provide students with a clear understanding of a range of traditional and modern methods of construction, and a range of materials and material properties.
- Provide students with a clear understanding of how their decisions regarding technology, materials and design impact on the environment.
- Provide the students with an ability to respond to the practical challenges presented by rapidly evolving technological, regulatory, social and economic demands, as they apply to both proposed and existing developments.
- Provide the students with an understanding of the whole life cycle of buildings and their uses from inception through to demolition, including design solutions for alteration,

adaptation and extension.

- To be conversant with the ethics, principles and practices of an Architectural Technologist.

**Intended learning outcomes and the means by which they are achieved and demonstrated:**

**Learning Outcomes**

**1. Knowledge and Understanding**

- KU1.** Construction technology relating to a wide range of building and civil engineering projects with appropriate regard to health and safety and environmental responsibility;
- KU2.** Time, cost and quality implications associated with varying forms of construction and project procurement;
- KU3.** Document preparation and appraisal, managing interpersonal relationships, applied problem solving including quantitative and qualitative analysis, business acumen and project management;
- KU4.** The English legal system, the broad range of legislative, common and contract law and the influences of European law;
- KU5.** The influences of the general economy on development and the specific financial and economic aspects of construction;
- KU6.** Business management systems and techniques appropriate to the construction and property profession, team based working and group dynamics;
- KU7.** Information technology including use of word processing, spreadsheet, databases, CAD and industry specific software.

**2. Intellectual Skills**

- IS1.** Analyse, critically evaluate and produce a sophisticated synthesis of economic, technical and legal principles and concepts;
- IS2.** Use proficiently information and materials from a variety of sources;
- IS3.** Transfer learning study skills to new fields of the programme discipline;
- IS4.** Apply economic, technical, legal and other knowledge, theories and concepts to a diverse range of practical issues and problems;
- IS5.** Make critical judgements about the merits of differing approaches to problem solving;
- IS6.** Expose the strengths and weaknesses of economic, technical and legal solutions, make and present a reasoned choice between them and offer alternatives.

**3. Practical Skills**

- PS1.** Act independently in constructing own learning models, plan and undertake tasks including working to deadlines, and accept accountability for own learning decisions;
- PS2.** Reflect on and appraise learning needs and adopt appropriate learning strategies;
- PS3.** Identify accurately and proficiently the issues which require research;
- PS4.** Apply effectively appropriate methodologies to a major active learning project, using primary and secondary, paper and electronic sources;
- PS5.** Collect relevant information, assimilate knowledge, marshal a coherent and rational argument, and relate theory and practice;
- PS6.** Undertake, with guidance, speculation and exploration, seeking and making use of feedback;
- PS7.** Draw independent conclusions based on a rigorous, analytical and critical assessment of argument, opinion and data.

#### **4. Transferable/Key Skills**

- TS1.** Understand and use with expertise and precision, orally and in writing, the English language in relation to issues within construction and property;
- TS2.** Make effective oral and written presentations which are coherent and comprehensible to others;
- TS3.** Work with, and relate effectively to, others;
- TS4.** Manage time and prioritise workloads;
- TS5.** Access and make appropriate use of relevant numerical and statistical information;
- TS6.** Make effective use of relevant information technology, including a word- processing package, a spreadsheet package, a database package, a presentation software package, CAD, the World Wide Web, e-mail, and electronic information retrieval systems;
- TS7.** Understand career opportunities and begin to plan a career path;
- TS8.** Show confidence and self-awareness, reflect on own learning, be self-reliant and constructively self-critical

#### **Learning teaching, and assessment methods used**

##### **1. Knowledge and understanding**

Knowledge and understanding are acquired through formal lectures, seminars and other directed independent learning activities at all stages. The progressive use of real life case studies is developed throughout the course.

Knowledge is assessed, formatively and summatively, by a number of methods, including seminars, coursework, examinations (seen and unseen, open and closed book) and project work.

Assessment criteria are published at University, course and module level. Minimum standards of referencing are specified.

##### **2. Intellectual skills**

A range of real and theoretical case studies and problem-based learning scenarios is used across many subject areas and provides the major focus at final level.

Assessment includes individual and group presentations (oral and written), seminars, coursework and examinations (seen and unseen, open and closed book)

Self-confidence and discipline is developed through student-led presentations, especially associated with practical project work.

##### **3. Practical skills**

The acquisition of research skills is central to the learning strategy of the programme. Initiative and independence are fostered throughout, and develop incrementally as the course progresses. Emphasis is placed on guided, self-directed and student-centred learning, with increasing independence of approach, thought and process.

Learners are encouraged to plan their own work schedules and are required to meet strict deadlines. Diaries of work may be required in some modules, particularly project-based modules. Learners undertake a Honours Research Project (four options).

#### **4. Transferable/key skills**

Transferable/key skills are core to the learning strategy of the programme. They are pervasive, and are incorporated into modules and assessments as appropriate, eg team-working skills are fostered via seminars and other group-work.

The use of information technology is implicit and supported throughout the course, and is compulsory for some aspects of assessment.

Assessment methods include seminar presentations, role-play, coursework, Honours Research Project and examinations (seen and unseen, open and closed-book).

Students are involved in the development of their own skills and in the assessment of others through critical evaluation of programmes, projects and presentations.

Skills in time management/working to deadlines developed through project work presentation/coursework submission requirements.

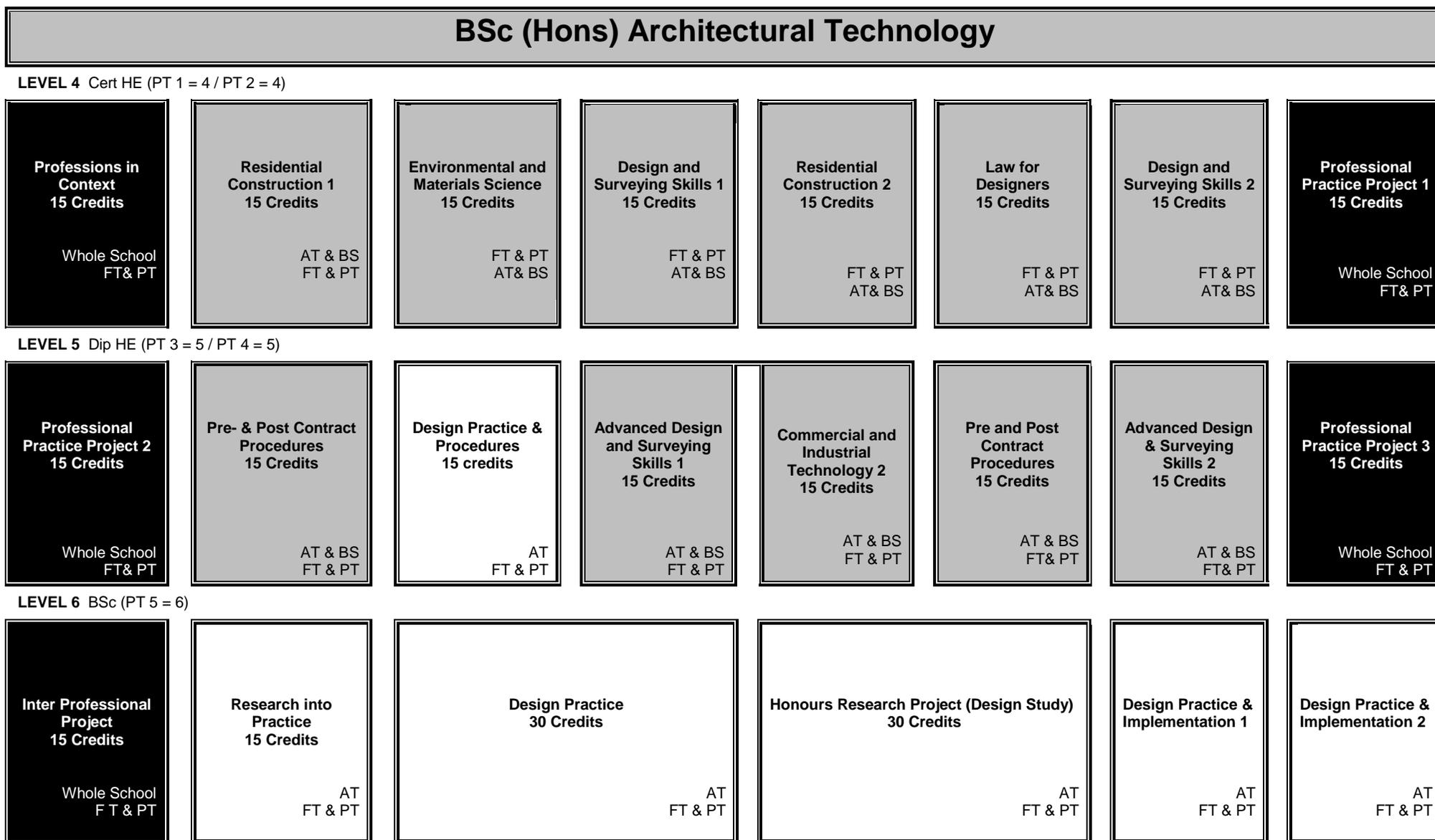
#### **Programme structure and requirements, levels, modules, credits and awards**

The BSc (Hons) programme is normally available on a full and part-time study basis. Students may, in certain circumstances, move between full and part-time modes of attendance. The course is divided into study units called modules, and these are either double (30 credits) or single (15 credits). Students complete 120 credits at each of Level 4, Level 5 and Level 6. Each 15 credit module represents 150 hours of student learning and assessment. Students follow a scheme of compulsory study with a choice of Honours Research Project (options, and choice of topic).

The structure of the course, the modules, levels and credit ratings, and the awards which can be gained are shown below.

## Programme structure & requirements, levels, modules, credits & awards

The structure of the course, the modules, levels & credit values, & the awards which can be gained are shown in the diagram below



## **Support for Learning including Personal Development Planning (PDP)**

Students are encouraged to identify and, with guidance, to reflect on their own learning needs and are offered the following support as appropriate to those needs:

- An initial induction programme dealing with orientation and the dissemination of essential information including a programme of study skills, library use, essay-writing, problem-solving and information technology;
- Personal Development Planning is embedded into the course philosophy and support will be given to all students through personal tutorials and professional development modules;
- Extra sessions on revision and examination techniques for those needing additional support;
- A University Student Course Guide, containing information relating to the University, Birmingham School of the Built Environment, the course and the modules;
- A Module Document containing details of content, programme and assessment for each module studied
- Options guidance session on the choice of Honours Research Project;
- Access to administrative staff and to academic staff, including the Year Tutors, Course Director, Undergraduate Programme Director and Head of School, at reasonable times;
- A Year Tutor to advise on pastoral and academic issues, and to offer support and;
- Access to University resources, including the Learning Resources Centres, and a range of supported IT equipment;
- Access to the services of the Liaison Librarian team;
- A programme of careers advice;
- Assistance and support for learning skills from specialist University staff;
- Access to the University's Student Services, including those offered by the careers service, financial advisers, medical centre, disability service, crèche, counselling service and chaplaincy.

### **Criteria for admission**

Candidates must satisfy the general admission requirements of the programme.

The current admission requirements can be found under the 'Entry Requirements' tab of the web page for this course.

### **Methods for evaluation and enhancement of quality and standards including listening and responding to views of students**

- Committees:
  - Board of Studies
  - Examination Board
  - Faculty Academic Standards and Quality Enhancement Committee
  - Learning and Teaching Committee
  - Student Experience Committee
  - Faculty Board
  - Senate
  -
- Mechanisms for review and evaluation:

- Individual module evaluation by students, staff and, where appropriate, other stakeholders
- Annual review of modules by module leaders and teaching staff
- Annual course evaluation reports and action plans
- Peer observation of teaching
- Individual performance reviews for staff
- External examiners' comments and formal reports
- Student representatives' feedback to Boards of Studies
- Consideration of the minutes of Boards of Studies by Student Experience Committee
- National Student Survey
- University Student Experience Survey
- Annual Course Development staff 'away-day' event
- Regular review by CIAT for professional accreditation purposes
- University programme review and re-approval process