

## COURSE RECORD INFORMATION

<b>Name and level of final &amp; intermediate awards</b>	Certificate/Foundation Degree in <b>Architectural Technology</b>
<b>Awarding Body</b>	University of Westminster
<b>Location of Delivery</b>	College of North West London, Willesden, London, NW10 2XD
<b>Mode of Delivery</b>	Part and full time
<b>UW Course Code</b>	AT1SAT1
<b>JACS Code</b>	
<b>UCAS Code</b>	
<b>QAA Subject Benchmarking Group</b>	Architectural Technology
<b>Professional Body Accreditation</b>	Chartered Institute of Architectural Technology
<b>Date of initial course approval/last review</b>	2002/2005/ <b>2008</b>
<b>Date of Programme Specification</b>	2008

## ADMISSIONS POLICY

The Foundation Degree has a progressive recruitment policy, which encourages applications from non-traditional backgrounds. Mature students with relevant experience but without the normal minimum entry requirements are considered favourably. Typically this might be those from a craft or technician background or those who have significant appropriate experience to bring to their studies. Students who have gained an HNC in related studies are also encouraged to apply as the course will offer a stepping-stone into higher education in a University environment. These students will be eligible for Accreditation of Prior Certificated Learning.

### Entry Procedures and Requirements

All applications are considered individually and credit maybe given for previously completed qualifications and work experience, as will all equivalent international qualifications.

All applicants will have completed a Foundation Degree application form and submitted it to admissions at the College of North West London before being invited to interview by the Foundation Degree Programme Manager. If you were successful an offer of either a conditional or unconditional place was made to you.

The normal minimum formal entry requirements for the Foundation Degree programme are as follows:

- o 1 GCE A level plus 3 GCSE at Grade C or above
- o Advanced GNVQ or National Certificates/Diploma in cognate areas
- o Mature candidates with substantial life experiences and who have gained typically three years work experience in cognate areas including some responsibility for managing resources may be considered for the course with:
  - o Advanced crafts certificates in construction related subjects.
  - o GNVQ in cognate areas

### **English language and mathematical skills**

If you did not offer GCSE in Mathematics and English when you applied or were unable to demonstrate equivalent ability then you will have been screened using standard diagnostic tests. Applicants may be referred to a preparatory studies programme before joining the course for further specialist advice and guidance or in course support for English language and Mathematics skills. If you are weak in Mathematical skills the aim is for you to achieve an acceptable standard by the beginning of semester 2.

### **Work based learning**

If you are a part time student you must be employed in an area of work that enables you to satisfy the requirements of the curriculum and this will have been a condition of entry to the course. If you are a full time student you must have agreed with the Programme Manager how the work based learning elements or modules of the course will be achieved. A completed and signed mentor form is required from your sponsoring organisation as a condition before entry to the course. The Programme Manager will liaise with employers and the Careers Office within the College to match work based learning places with employers and full time students entering the course. Despite this it ultimately remains your responsibility to find appropriate work based learning because the College can offer no guarantees of work placement or experience. However, the philosophy of the course design is that normally you will be part time students working full time in the construction sector.

### **Qualifications from Non-UK based courses**

If you were a candidate for the Foundation Degree offering qualifications from non-UK based courses the recommendations of the National Academic Recognition Information Centre (NARIC) will have been used to establish equivalence to the minimum entry standards described above.

If you did not receive your secondary education through the medium of English the University's Admissions Regulations normally require that you should normally have attained the equivalent of IELTS 6.0, Cambridge Proficiency, or TOEFL 550. Alternatively, an overall pass in the UETESOL exam would have been acceptable.

### **Accreditation of Prior Learning**

Under the University of Westminster Academic Regulations you may be awarded recognition for your previous learning through the Accreditation of Prior Certificated Learning (APCL) or Accreditation of Prior Experiential Learning (APEL). This will normally be done for you when you apply for the course. However the Programme Manager will complete an APCL or APEL form with your assistance making a recommendation about your claim which will be considered by the APCL/APEL Board at the University. You will then be notified of the Boards decision. This is a completely independent process and is not within the gift of either the Programme Manager or Liaison Tutor. Should grounds for additional APCL's or APEL's come to light and you wish to apply for them during the course the Programme Manager will mentor and guide you, through the process.

### **For APEL applications**

For APEL applications you must be over 21 and are required to prepare a portfolio of evidence to demonstrate that you have the necessary learning to gain exemptions from course modules.

### **For APCL applications on entry**

For APCL applications on entry to the course normally the following will give a maximum of CAT credit points under APCL for cognate courses:

- o cognate 10 unit (or 150 CAT points) HNC with 2 years work experience and some responsibility
- o cognate 12 unit (or 180 CAT points) HNC
- o cognate HND

The 150 credit will be divided into 120 credits at Level 4 and 30 credits at Level 5 subject to the Foundation Degree Programme Manager's advice and to the University's APCL/APEL procedures. Maximum credit points will only have been awarded if these qualification fully match with your Foundation Degree modules. The Foundation Degree has been specifically designed to accept students from cognate HNC/D at the College of North West London. The timetable has been configured to match the APCL and APEL profile so that students are able to enter directly into the final year of the part time Foundation Degree programme with 150 APCL credits.

If you have applied for APCL/APEL but not been formally advised of the outcome of your application for credit, you should register for and participate in your normal module timetable, including any modules for which you are seeking credit until a decision by the APCL/APEL Board has been made.

## **AIMS OF THE COURSE**

The aim of the course is to provide an educational experience for students with a focus on Architectural Technology that includes preparation for a career in building production within the construction sector.

The course will:

1. Examine the professional role of construction manager within construction organisations.
2. Sensitise the student to the Architectural Technology environment within which buildings are produced organisations operate.
3. Engender an ethical approach to decision making, practice and procedure.
4. Address the Architectural Technology of construction projects through appropriate use of theory and design and management practice and procedure.
5. Enable learners to think creatively and develop their intellect so that they exhibit the abilities of reasoning and critical thinking.
6. Enable learners to research specific areas of knowledge to facilitate sound professional judgments to be made applied to Architectural Technology and its business environment
7. Enable learners to adopt different learning strategies appropriate to the circumstances which facilitate life long learning.
8. Enable learners to develop personal management and technical and managerial knowledge, understanding and skills.

## **EMPLOYMENT AND FURTHER STUDY OPPORTUNITIES**

Today's organisations need graduates with both good degrees and skills relevant to the workplace, i.e. employability skills. The University of Westminster is committed to developing employable graduates by ensuring that:

- o Career development skills are embedded in all courses
- o Opportunities for part-time work, placements and work-related learning activities are widely available to students

- o Staff continue to widen and strengthen the University's links with employers in all sectors, involving them in curriculum design and encouraging their participation in other aspects of the University's career education and guidance provision
- o Staff are provided with up-to-date data on labour market trends and employers' requirements which will inform the service delivered to students.

The philosophy of the course is that learning in the workplace is an important dimension and assists students in internalizing their learning experiences in the more traditional classroom situation. For this reason the Foundation Degree is primarily based around part time study which best facilitates this type of learning however where suitable work can be found for students then the course may be offered full time.

All part time students will be sent by their employer and come from within construction, property or related industries. Most will be mature experienced individuals and many will come from a craft or technician background and bring supervisory and managerial experience. Their companies will support these students through the Foundation Degree course because they are taking increasing responsibility in their organisations and these students therefore need to develop new skills and aptitudes.

There is however, a full time option and there is workplace learning built into the course as an essential element in both levels 4 and 5 (years one and two) of the full time course. Full time students are expected to develop employment skills during the course and it is the stated intention of the course that students will gain full time employment and change mode during the course to complete the Foundation Degree course part time. These students will gain employment within construction, property or related industries.

The Foundation Degree graduate will have the opportunity to transfer onto the part time BSc **Architectural Technology** with honours degree at the University of Westminster with 10 modules of 15 credits each to complete the course. This includes transition studies (part time) of two modules of 15 credits. It is expected that students will be employed within construction, property or related industries on entering their course at the University of Westminster. Typically you will work for construction organizations which may include contracting organizations, working in-house for non-contracting organizations or similar.

### **Transition Studies**

You will progress through the transition studies programme onto the:

- o BSc with honours in **Architectural Technology** part time course – accredited by the Chartered Institute of Architectural Technology

Transfer will normally be automatic to the University of Westminster. Normally both modules of the transition must be passed to progress onto the BSc with honours however one pass and one taken may be accepted. Your results will be considered at the Subject Board for the Degree Programme. When you transfer to the University of Westminster to continue your studies on the honours degree programme you will take the transition programme which comprises two level 5 modules, a level that you have already successfully studied at. This is designed to give you experience of studying in a University environment and to adapt to the different teaching and learning styles, larger groups and more independent study that you will experience at the University. Research Methods is included in the transition as an essential module which introduces you to the philosophies, concepts and techniques you will require for your level 6 studies, more specifically the individual project.

The transition modules are:

Level 5	Construction Site Practice
Level 5	Building Services Engineering

The University Modular Regulations assessment rules apply for pass, taken/condoned credit and fail grades for each module and will be used to calculate your degree classification. The average marks of your best seven modules will be used to calculate your degree classification at the University of Westminster because you will have taken ten modules at level 5.

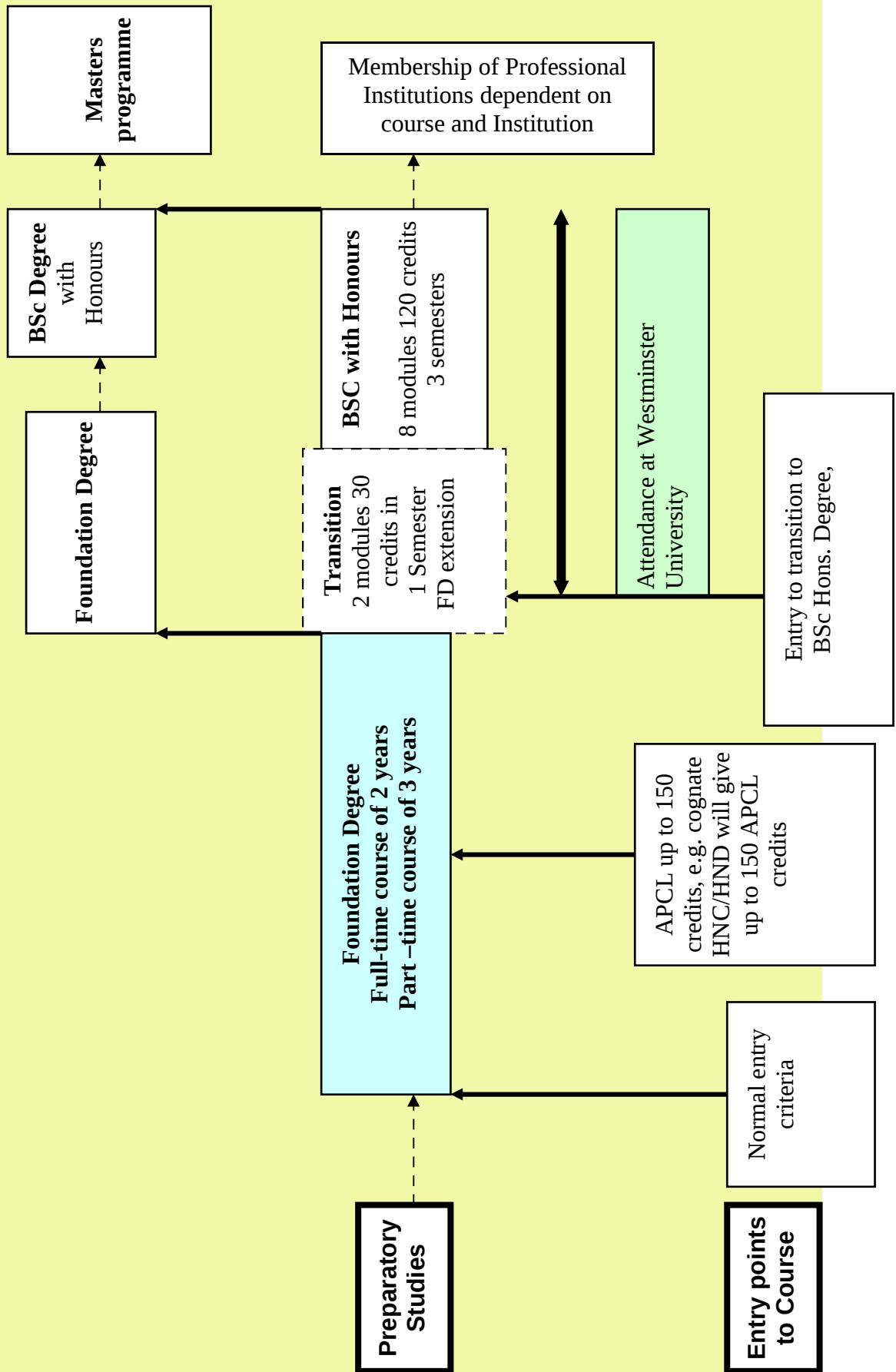
To complete your chosen degree at the University you will take eight 15 credit modules at level 6 including all core modules specified for your degree course.

During the transition programme you will be required to meet with your personal tutor at the University of Westminster regularly so that any difficulties can be identified and resolved as early as possible.

### **Further study**

The University offers a number of MSc programmes in construction related areas. On completion of your degree programme you may be eligible to apply for one of these. Some of these masters courses are RICS accredited and this will be an attractive route for those of you who wish to gain RICS membership.

Diagram showing relationships of the Foundation Degree to other courses, including entry and exit points



## **LEARNING OUTCOMES**

Learning outcomes are statements on what successful students have achieved as the result of learning. They are expressed as threshold statements of achievement and are linked to knowledge, understanding and skills that you will have gained on successful completing a course.

For the purpose of this course document Architectural Technology is defined as the role founded on the skills of the management of building technology and those supporting skills extending into the management of projects. Architectural Technology is primarily concerned with building production and optimising the resources used to satisfy the clients requirements and keeping within budget. Architectural Technology is a distinct professional discipline with course outcomes having a focus on technology and management of building production and maintenance. Foundation Degree graduates would normally work for contracting or like-minded organisations.

### **Knowledge and Understanding**

#### **Level 4 modules:**

The learner can:

- o Exhibit knowledge of underpinning principles, theory and standard practice associated with Architectural Technology and the technology of construction and its business environment.
- o Present an overview of ethical standards of practice in Architectural Technology and the business environment of the construction sector and is able to discuss them in relation to personal values.

#### **Level 5 modules**

The learner can:

- o Display a detailed knowledge of the major theoretical base of the professional discipline of Architectural Technology and can place it within the context of associated ideas, contexts and frameworks set within the business environment.
- o Place the Architectural Technology role within the wider business environment of construction and the norms of ethical business practice.

### **Specific skills**

#### **Cognitive/Intellectual skills**

##### **Level 4**

The learner with guidance:

- o Collects, organizes and analyses data and situations of limited scope associated with the application of underpinning principles and Architectural Technology practice within the business environment of the construction sector in a logical and standard way.
- o Solves defined construction and procedural problems of limited scope using normal good practice and procedure and is sensitised to the complexities associated with the professional discipline of Architectural Technology set



within the business environment of construction and the limitations this imposes.

### **Level 5**

The learner with increasing autonomy under reduced guidance:

- o Identifies key problem areas in Architectural Technology and its business environment and selects appropriate methods to resolve them in a balanced and considered way.
- o Selects and evaluates techniques for using and applying data to key problems that have been identified concerning construction and Architectural Technology.
- o Identifies and analyses problems to situations of varying complexity and predictability associated with Architectural Technology and the business environment and solves them creatively by selecting and applying appropriate techniques.
- o Researches, collects and analyses information for decision making and problem solving using established principles of good practice and applies it to given contexts associated with Architectural Technology and the construction sector business environment and shows business awareness by reflecting on its appropriateness.

### **Key transferable skills/other attributes**

#### **Level 4**

The learner can with support and limited autonomy demonstrate active development of skills applied to activities of limited scope, defined contexts and limited range of standard techniques associated with the following:

- o Group working: Interaction in-group situations with tutors, peers and work colleagues and meeting obligations including negotiation.
- o Learning resources: Accessing, gathering and use of a range of resources for learning and use.
- o Self-evaluation: Self-evaluation of strengths and weakness against accepted norms.
- o Management of information: Collection and management of reliable data from published sources and research simple tasks associated with the construction sector.
- o Autonomy: Take responsibility for own learning in pursuance of a predictable specified range of standard practice techniques associated with Architectural Technology.
- o Communication: Effective communication and use of number skills(including the use of ICT):
  - o Orally and in writing
  - o Use of number
  - o Drawing skills with a variety of media
- o Problem solving: Problem solving of well-defined problems by applying standard methods and tools associated with Architectural Technology while understanding the limitations.
- o Career management skills: Reflects on the process of development of:
  - o Self-awareness of individual strengths and weaknesses and opportunities and threats associated with career management in the business environment.

- o Objectives and action plans and their implementation and personal outcomes of the process.

### **Level 5**

The learner can with limited support and guidance demonstrate that they can evaluate their own strengths and weaknesses and develop strategies to actively develop skills applied to situations of varying complexity and predictability associated with the following:

- o Group working: Interaction effectively in team or group situations exchanging information and responding to changes in a constructive way.
- o Learning resources: Managing learning using appropriate resources for Architectural Technology and the business environment adopting appropriate research strategies and techniques.
- o Self-evaluation: Evaluating own strengths and weaknesses, demonstrating motivation and reflecting on personal development, challenging opinion and developing own criteria and judgment.
- o Management of information: Actively managing information by developing sound research strategies, accessing and selecting appropriate data from a range of sources associated with the business environment of Architectural Technology.
- o Autonomy: Taking responsibility for own learning with minimum guidance and support.
- o Communication: Communicating clearly, concisely and effectively using standard good practice for the construction sector.
- o Problem solving: Participating in problem solving in key areas of Architectural Technology and the business environment of construction, including action planning and the consideration of consequences.
- o Career management skills: Reflects on the process of development of:
  - Self-awareness of individual strengths and weaknesses and opportunities and threats associated with career management in the business environment.
  - Objectives and action plans and their implementation and personal outcomes of the process.

## **TEACHING, LEARNING AND ASSESSMENT METHODS**

Teaching, learning and assessment strategies are designed to develop confidence in non-traditional student groups and progressively build the academic and work related skills so that they can successfully progress into higher education. Many of the modules use work-based inputs although the assessments are college based. This develops the student from, what is for most, a practical familiar situation and builds on their past experiences. During the course all students will have gained work-based experiential learning through working within related industries as part-time students based within companies or full-time students based in colleges with part-time work within companies. Due to the entrance requirements for the Foundation Degree and the characteristics of construction courses, students will tend to be mature.

The aims, outcomes and assessment criteria within each module are clearly stated and set out within the course curriculum making the developmental approach transparent. There is a significant element of course/project work and formal examinations are introduced progressively through the course. Data gathering using mentors/facilitators at work, discussion groups, presentations, workshops are all used to develop an independent, robust and confident individual who will be able to study effectively in a higher education environment. The acquisition of transferable and specialized skills is designed to be cumulative as the course develops, culminating in the application of many of these skills in the integrated project.

The teaching and learning methods used include design studios, workshops, laboratory-based modules, traditional lectures, discussions, seminars, tutorials, project simulations, case studies, role playing and group work, as appropriate. The teaching, learning and assessment strategies for each module are derived from the course and module aims and desired outcomes. Assessment strategies reflect the teaching and learning strategies by focusing on forms of assessment which more commonly replicate what happens in the work environment and are more appropriate to the experience of the older experienced student from the construction and property sectors. Typically this will relate to observation, analysis and problem solving of work based situations. This allows formative feedback. Tests are kept in-class to be flexible, familiar and to give rapid feedback. This will enable the development of skills and confidence which allow the introduction of formal examinations later in the course.

## COURSE STRUCTURE

### Module Details for Foundation Degree in **Architectural Technology**

Level	Module Title	Credit
4	Construction Communication & Graphical Skills	15
4	Design & Technology	15
4	Use of Materials	15
4	Internal Environment	15
4	Work based learning – Management of the Built Environment & PDP	15
4	Work based learning - Design & Quality Studies & PDP	15
4	Procurement, Estimating and Tendering	15
4	Site Measurement & Surveying	15
	<b>Total Credits</b>	<b>120</b>
5	Law	15
5	Development Economics & Cost Planning	15
5	Work based learning - Integrated Design Project & PDP	15
5	Contract Practice	15
5	Design Technology & Materials Applications	15
5	Structural Concepts & Applications	15
5	Concepts for Design	15
5	Statutory and Legal Control	15
	<b>Total Credits</b>	<b>120</b>

## PROGRESSION REQUIREMENTS

The following set out the regulations that govern your progression through the course.

To progress from Level 4 to Level 5 in part time study, a student must achieve an average of 40% across 120 credits.

### How do you obtain a pass or condoned credit in a module?

A student may be awarded condoned credit at Levels 3 and 4 only, where he/she has achieved:

- an overall module mark of greater than or equal to 30% but less than 40%;
- an overall mark of 40% or greater but not reached the required qualifying mark(s) and/or qualifying set(s) as detailed in the module handbook; and
- attempted all referred assessment as offered by the Assessment Board.

Where a student, following a referral opportunity, is awarded condoned credit, the recorded module mark will be capped at 39%. Condoned credit will count towards any credit limits for specified awards. Where a student is awarded condoned credit in a module but subsequently achieves an overall pass within a retake module, credit may contribute only once to an award.

### **How is your award calculated?**

To qualify for the award of Foundation Degree in Science - **Architectural Technology**, you must have obtained at least 240 credits including:

- passed 75 credits at Level 4 or higher and achieved at least a condoned credit in each of the remaining modules worth 45 credits at Level 4; and
- passed a minimum of 120 Credits at Level 5 or higher; and
- satisfied the requirements contained within any course specific regulations for the relevant course scheme
- attempted modules worth no more than 165 credits at Level 5 or higher.

### **Calculating Your Foundation Degree Classification**

The University may award:

- a Foundation Degree with Merit for a students whose marks average at least 60% across the best 105 credits at Level 5 or higher;
- a Foundation Degree with distinction for a students whose marks average at least 70% across the best 105 credits at Level 5 or higher;

## **SUPPORT FOR STUDENTS**

On arrival at the College of North West London for the Degree in Science in **Architectural Technology**, an induction programme will introduce students to:

- the staff responsible for the course at the College,
- the campus on which they will be studying,
- the Library and IT facilities
- the Campus Administration.

Students will be provided with the Course Handbook, which provides detailed information about the course. Students are allocated a personal tutor who can provide advice and guidance on academic matters.

- Details of the Architectural Technology course:
- Library.
- VLE
- Means of communicating with staff
- Advice and guidance,
- Learning support
- Computing facilities

Students of the Foundation Degree in Science - **Architectural Technology** may also use the following facilities of the University of Westminster at 35 Marylebone Road (Baker Street underground station). An induction and registration programme will be organized by the Liaison Tutor at the University of Westminster – 35 Marylebone Road in the first semester to allow new students to familiarize themselves with the University and its systems.

Learning support includes the Library which, across its four sites, holds print collections of 356,000 printed books, 29,000 print and e-journals, over 45,000 electronic resources (databases, e-journals, e-books). Access to all resources is facilitated through Library Search, a new online service.

There are over 3,500 computers spread over the four University campuses available for students use

## **REFERENCE POINTS FOR THE COURSE**

### **Internally**

The Foundation Degree addresses the Mission Statement of the University and the needs of this industrial sector. It is also an integral part of the School Business Plan. The course review has been carried out in accordance with the University's Quality Assurance Handbook.

The course uses the University modular regulations and Quality Assurance systems. It adopts the University Teaching and Learning policy and complies with the requirements of the University modular scheme and Quality Assurance Handbook.

### **Externally**

The programme design has been informed by the Sector Skills Council – ConstructionSkills together with the new higher education body 'Foundation Degree Forward' (fdf), that has the specific function of promoting foundation degrees to potential students, employers, sector skills councils, and higher education colleges and universities.

See [www.citb.org.uk](http://www.citb.org.uk) and [www.fdf.org.uk](http://www.fdf.org.uk) for further details regarding foundation degree programmes.

The programme as designed complies with the QAA HE Subject Benchmark statements, The **Chartered Institute of Building** framework descriptors and University level recommendations of the Dearing Report and SEEC descriptors. The programme has also been mapped against the CIC HE graduate Outcomes.

# QUALITY MANAGEMENT AND ENHANCEMENT

## Course approval, monitoring and review

The course was initially approved by a University Validation Panel in 2002 and subsequently revalidated the last being in 2008. The Panel included internal peers from the University and external subject specialists from academia and industry to ensure the comparability of the course to those offered in other Universities and the relevance to employers. Periodic Course Review helps to ensure that the curriculum is up-to-date and that the skills gained on the course continue to be relevant to employers.

The course is monitored each year by the School to ensure it is running effectively and that issues which might affect the student experience have been appropriately addressed. Staff will consider evidence about the course, including the outcomes from each Course Committee, evidence of student progression and achievement and the reports from External Examiners, to evaluate the effectiveness of the course. The Annual Monitoring Sub-Committee considers the School action plans resulting from this process and the outcomes are reported to the Academic Council, which has overall responsibility for the maintenance of quality and standards in the University.

## Student involvement in quality assurance and enhancement

Student feedback is important to the University and student views are taken seriously. Student feedback is gathered in a variety of ways. The most formal mechanism for feedback on the course is the Course Committee. Student representatives will be elected to sit on the Committee to represent the views of their peer group in various discussions. The University and the Students' Union work together to provide a full induction to the role of the Course Committee.

All students are invited to complete a Module Feedback Questionnaire before the end of each module. The feedback from this will inform the Module Leader on the effectiveness of the module and highlight areas that could be enhanced. The University also has an annual Student Experience Survey which elicits feedback from students about their course and University experience.

Students meet with Review Panels when the periodic review of the course is conducted to provide oral feedback on their experience on the course. Student feedback from Course Committees are part of the Schools' quality assurance evidence base.

Please note – This programme specification provides a concise summary of **QA Process approved for the course**

Two external examiners have been appointed and are responsible for verifying and approving all assessments. Further they attend all collaborative meetings to ensure adherence to programme standards.

specific learning outcomes, content, teaching, learning and assessment methods for each module