OFFICE USE ONLY	
Date of validation event:	31 May 2019
Date of approval by Academic Board:	29 August 2019
Approved Validation Period:	*5 years from September 2019*
Date and type of revision:	02 April 2020 *APSC approval of HNC award and HND exit award* *18 June 2021 admin update of HNC module codes*

PART TWO PROGRAMME SPECIFICATION

BSc (Hons) Architectural Design Technology
Higher National Certificate in Architectural Design Technology

1 Awarding body

Glyndŵr University

2 Programme delivered by

Glyndŵr University

3 Location of delivery

Glyndŵr University - Plas Coch Campus

4 Faculty/Department

Faculty of Arts, Science and Technology
Built Environment Department

5 Exit awards available

Higher National Certificate in Architectural Design Technology
Higher National Diploma in Architectural Design Technology
BSc (Ord.) Architectural Design Technology

6 Professional, Statutory or Regulatory Body (PSRB) accreditation

The BSc (Hons) Architectural Design Technology programme was accredited by the Chartered Institute of Architectural Technologists (CIAT) until February 2020, the continuation of which is subject to an accreditation visit scheduled to take place June 2020.

This information is correct at the time of validation, please refer to the PSRB register for current accreditation status

7 Accreditation available

Graduates of the BSc (Hons) Architectural Design Technology programme are able to become Associated Members of CIAT and may progress to full Chartered

Membership once they are able to demonstrate an appropriate level of professional experience.

8	**Please add details of any conditions that may affect accreditation (e.g. is it dependent on choices made by a student?)**

N/A

9	JACS3 / HECoS **codes**

JACS 3:
BSc (Hons) Architectural Design Technology – **K190**
HECoS:
BSc (Hons) Architectural Design Technology – **100122**

10	UCAS **code**

BSc (Hons) Architectural Design Technology – **K190**

11	**Relevant QAA subject benchmark statement/s**

Land, Construction, Real Estate and Surveying (October 2016)
Architectural Technology (October 2014)

12	**Other external and internal reference points used to inform the programme outcomes**

Chartered Institute of Building (CIOB) *Education Framework for Undergraduate Programmes* - 2018 Edition
Chartered Institute of Architectural Technologists (CIAT) *Accreditation Guidelines for Honours Degree Level Programmes*
Chartered Institute of Architectural Technologists (CIAT) *Chartered Membership: Professional Standards Framework*

13	**Mode of study**

Full & part time

14	**Normal length of study**

Full time 3 years / Part time 4 years

15	**Language of study**

English

17 Criteria for admission to the programme

Standard entry criteria

Requirements and admission procedures are in accordance with University policy and regulations for undergraduate qualifications. Standard entry criteria to the proposed programme are conditional upon candidates having gained pre-requisite qualifications as follows:

112 UCAS tariff points for 3 year Bachelor; (48 UCAS tariff points for the 'Foundation Year'); or

a *BTEC National Certificate* or *Diploma*, or

membership of a professional body at a level deemed appropriate by the programme team.

International entry qualifications are outlined on the National Academic Recognition and Information Centre (NARIC) as equivalent to the relevant UK entry qualification.

In addition to the academic entry requirements, all applicants whose first language is not English or Welsh must demonstrate English language proficiency.

European students are able to provide this evidence in a number of ways (please see http://www.glyndwr.ac.uk/en/Europeanstudents/entryrequirements/ for details), including IELTS.

International students require a UKVI Approved Secure English Language Test (SELT) (please see http://www.glyndwr.ac.uk/en/Internationalstudents/EntryandEnglishLanguageRequirements/ for details).

Applicants who wish to enrol on the Higher National Certificate will be required to be employed within the construction sector, and to be facilitated with 'day-release' mode of attendance.

Where programme delivery is provided by a collaborative partner organisation, that organisation shall be responsible for admitting students to programmes in accordance with the criteria identified above.

DBS Requirements

N/A

Non-standard entry criteria and programme specific requirements

Applications from candidates who do not satisfy the standard entry criteria identified in the preceding section are welcome. Such applicants will be expected to demonstrate through interview that they have the potential to succeed on the programme. Candidates employed within the architectural profession or within the wider construction industry and have sufficient appropriate experience, though assessment prior to admission will be considered in order to measure academic capability, particularly in mathematics and English or Welsh.

18 Recognition of Prior (Experiential) Learning

Applicants may enter the programme at various levels with Recognition of Prior Learning (RPL) or Recognition of Prior Experiential learning (RPEL) in accordance with the University General Regulations.

Programme specific restrictions

N/A

19 Aims of the programme

The BSc (Hons) degree in Architectural Design Technology is intended to provide a qualification that is recognised by the construction industry and its associated

professions as a comprehensive, informed and valuable measure of the ability of the Wrexham Glyndŵr University graduate to work as an architectural technologist.

For the student, the programme is intended to provide a challenging, rewarding and valuable experience in the development of knowledge and understanding of those processes and technologies that exist within the contemporary design and construction sector.

20 Distinctive features of the programme

The design of the BSc (Hons) Architectural Design Technology programme has been developed to satisfy the requirements of the most recent CIAT *Accreditation Guidelines* and *Professional Standards Framework*, and as such, accommodates all of those professional and industrial contexts that the pre-eminent professional body for architectural technologists considers important. Such contexts range from the conceptual to the procedural and technological, and so collective module content combines to facilitate a breadth of understanding and depth of knowledge that will equip the Glyndŵr University graduate with the means to succeed as an architectural technologist.

The practice of architectural technology requires a good understanding of those other professional, technical and operational contributors to the design, construction and use of buildings, and so such perspectives have been important considerations in the design and detailing of module content. It is given that architectural technologists are responsible for managing people and processes as well as the quality, cost and timeliness of outputs, and so all of these themes run through the curriculum to ensure considerate and informed graduates upon successful completion of the programme.

As an CIAT-accredited programme, the specific architectural technology modules draw on the four themes of Design, Managing, Practising, and Developing (Self), recognising these as those CIAT measure as part of their professional assessment for gaining Chartered Architectural Technologist status. Furthermore, the continued retention of the word Design in the course title, as opposed to the standard title Architectural Technology found in other accredited courses, is deliberate. It is recognition of the challenge architectural technology as a profession presents to the traditional perception that design belongs solely to Architects, as represented by the Royal Institute of British Architects. Students on the Architectural Design Technology course with an interest in design, an interest in technology, or some other interest touching on both, who wish to develop specifically those areas, are welcome on this course as much as those coming fresh to the subject. Through the shared modules with the other Built Environment programmes, and the specific modules mentioned here, the interests of all students can be accommodated, enhanced, and expanded into those areas not previously considered.

Having established the significance of the industrial context in the development of module content, it is important that the programme exploits to the full, opportunities for engagement with professionals operating within the industry. This will be facilitated through site visits, study tours, guest and timetabled lectures from specialists, and further direct experience of those contemporary procedural and technological developments that are shaping the architectural future through credit-bearing work-based learning and extra-curricular CPD.

Academically and experientially therefore, the Wrexham Glyndŵr graduate of Architectural Design Technology will benefit from a programme that threads formal

professional body requirements, the application of processes and technologies in the modern professional context, and the personal and academic qualities expected at Level 6, into design and technological competency conducive to such a vibrant and challenging industrial sector.

21 Programme structure narrative

The BSc (Hons) Architectural Design Technology programme is delivered full-time and part-time.

Higher National Certificate in Architectural Design Technology: 120 credits
Students who achieve 120 credits at level 4 may exit with a *Higher National Certificate in Architectural Design Technology*

Higher National Diploma in Architectural Design Technology: 240 credits
Students who achieve 120 credits at level 4 and 120 credits at level 5 may exit with a *Higher National Diploma in Architectural Design Technology*.

BSc (Ord) Architectural Design Technology
Students who achieve 120 credits at level 4 and 120 credits at level 5 and 60 credits at level 6 may exit with a BSc (Ord) Architectural Design Technology. The combination of Level 6 modules required for an Ordinary Degree must include the defining, substantive module, AUR616 Architectural Design and Technology 3.

BSc (Hons) Architectural Design Technology: 360 credits
Students who achieve 120 credits at level 4, 120 credits at level 5 and 120 credits at level 6 will exit the programme with a BSc (Hons) Architectural Design Technology.

22 Programme structure diagram

The table below identifies modules that comprise the *BSc (Hons) Architectural Design Technology programme* at Levels 4, 5 and 6; those shaded horizontally represent similar thematic strands that help articulate particular areas of cumulative learning in response to published CIAT guidance

HNC Arch. Des. Tech. *BSc (Hons) Arch. Des. Tech. (Yr 1)* **Level 4**		*BSc (Hons) Arch. Des. Tech.* **Level 5**	*BSc (Hons) Arch. Des. Tech.* **Level 6**
Mod title	**Design & Technology 1**	**Architectural Design & Technology 2** (incl. WBL)	**Architectural Design & Technology 3**
New Mod.	AUR407/AURH407	AUR534	AUR616
Credit value	20	40	40
Core/Opt.	Core	Core	Core
Mod leader	Colin Stuhlfelder	Colin Stuhlfelder	Colin Stuhlfelder
Mod title	**Construction Management 1**	**Planning and Building Regulations**	**Inter-professional Studies**
New Mod.	AUR405/AURH405	AUR538	AUR624
Credit value	20	20	20
Core/Opt.	Core	Core	Core
Mod leader	David Cheesbrough	David Cheesbrough	David Cheesbrough

Mod title	Construction Technology 1	Construction Technology 2	Construction Technology 3
New Mod.	AUR406/AURH406	AUR536	AUR619
Credit value	20	20	20
Core/Opt.	Core	Core	Core
Mod leader	Gareth Carr	Gareth Carr	David Cheesbrough
Mod title	**Sustainable Construction**	**Digital Technologies in Surveying**	**Commercial Management**
New Mod.	AUR413/AURH413	AUR537	AUR617
Credit value	20	20	20
Core/Opt.	Core	Core	Core
Mod leader	David Cheesbrough	Louise Duff	David Cheesbrough
Mod title	**Quantity Surveying Practice 1**	**Procurement and Contract Practice 2**	**Project Management Technologies & BIM**
New Mod.	AUR408/AURH408	AUR539	AUR625
Credit value	20	20	20
Core/Opt.	Core	Core	Core
Mod leader	David Cheesbrough	David Cheesbrough	Colin Stuhlfelder
Mod title	**Science and Materials 1**		
New Mod.	AUR409/AURH409		
Credit value	20		
Core/Opt.	Core		
Mod leader	Gareth Carr		

In terms of part-time delivery, a four-year programme will comprise four ‘blocks’ that synchronise with full-time delivery, thus embedding part-time students within full-time cohorts as far as possible. This approach is beneficial in developing cohesion within the student body of the Built Environment section, and in bringing part-time professional experience to the classroom to the benefit of all.

	BSc (Hons) Architectural Design Technology *Indicative **3 yrs full-time** delivery*	
	Semester 1	*Semester 2*
Level 4 **Year 1**	AUR413 **Sustainable Construction**	
	AUR408 **Quantity Surveying Practice 1**	
	AUR409 **Science and Materials 1**	
	AUR407 **Design & Technology 1**	
	AUR405 **Construction Management 1**	
	AUR406 **Construction Technology 1**	
Level 5 **Year 2**	AUR537 **Digital Technologies in Surveying**	
	AUR534 **Architectural Design & Technology 2**	**(WBL)**
	AUR539 **Procurement and Contract Practice 2**	
	AUR538 **Planning and Building Regulations**	
	AUR536 **Construction Technology 2**	
Level 6 **Year 3**	AUR617 **Commercial Management**	
	AUR625 **Project Management Technologies & BIM**	
	AUR616 **Architectural Design & Technology 3**	

	AUR624 **Inter-professional Studies**
	AUR619 **Construction Technology 3**

BSc (Hons) Architectural Design Technology
(HNC Architectural Design Technology)
*Indicative **'long and thin' 4 yrs part-time block** delivery*

	Semester 1	*Semester 2*
Level 4 **HNC** **Block 1**	AUR413/AURH413 **Sustainable Construction**	
	AUR408/AURH408 **Quantity Surveying Practice 1**	
	AUR409/AURH409 **Science and Materials 1**	
	AUR407/AURH407 **Design & Technology 1**	
	AUR405/AURH405 **Construction Management 1**	
	AUR406/AURH406 **Construction Technology 1**	
Level 5 BSc(Hons) **Block 2**	AUR534 **Architectural Design & Technology 2** and **WBL**	
	AUR538 **Planning and Building Regulations**	
	AUR536 **Construction Technology 2**	
	AUR539 **Procurement and Contract Practice 2**	
Level 5/6 BSc(Hons) **Block 3**	AUR616 **Architectural Design & Technology 3**	
	AUR537 **Digital Technologies in Surveying**	
Level 6 BSc(Hons) **Block 4**	AUR624 **Inter-professional Studies**	
	AUR619 **Construction Technology 3**	
	AUR617 **Commercial Management**	
	AUR625 **Project Management Technologies & BIM**	

23 Intended learning outcomes of the programme

The following table identifies Intended Learning Outcomes derived from QAA Benchmark Statements and sector-specific framework documents referred to in Part One, Section 7 of this submission.

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

	Higher National Certificate in Architectural Design Technology	Higher National Diploma in Architectural Design Technology	BSc (Ord.) Architectural Design Technology	BSc (Hons) Architectural Design Technology
B	**Intellectual skills:**			
B1	Apply, present and communicate solutions to a variety of design scenarios.	Selectively apply, present and defend solutions to a variety of design scenarios.	Select, synthesise and defend, solutions to a variety of design scenarios.	
B2				Present in a professional, concise and accurate fashion findings from research and practical investigations.
B3	Identify own learning needs and undertake personal development, evaluating achievements against targets.	Review and identify own learning needs and undertake personal development, evaluating achievements against targets.	Review and critically analyse own learning needs and undertake personal development, evaluating achievements against targets.	
B4	Describe social, political and cultural issues and implications of innovative developments in the general field of the Built Environment.	Evaluate social, political and cultural issues and implications of innovative developments in the general field of the Built Environment.	Critically evaluate social, political and cultural issues and implications of innovative developments in the general field of the Built Environment.	

	Higher National Certificate in Architectural Design Technology	Higher National Diploma in Architectural Design Technology	BSc (Ord.) Architectural Design Technology	BSc (Hons) Architectural Design Technology
C	**Subject skills.**			
C1	Select appropriate construction technologies for Sustainable Development of the Built Environment	Select and apply appropriate construction technologies for Sustainable Development of the Built Environment	Critically assess and evaluate appropriate construction technologies for Sustainable Development of the Built Environment	
C2		Select and utilise an appropriate management technique for a variety of developments.	Critically assess and apply an appropriate management technique for a variety of developments.	
C3			Work effectively in teams through appropriate interpersonal relationships utilising group dynamics to agree and assess goals, plans, reviews and progress.	
C4	Communicate professional ethics and values together with the duty of care and corporate responsibility.	Have an evaluated awareness of professional ethics and values together with the duty of care and corporate responsibility.	Have a critical awareness of professional ethics and values together with the duty of care and corporate responsibility.	
C5	Use appropriate technology, particularly relevant CAD programmes, to design and present Architectural solutions to given scenarios	Use appropriate technology, particularly relevant CAD programmes, to evaluate, design and present Architectural solutions to given scenarios	Use appropriate technology, particularly relevant CAD programmes, to critically evaluate, design and present Architectural solutions to given scenarios	

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

24 Curriculum matrix

For successful completion of the awards described in the previous table, students will achieve the following learning outcomes:

BSc (Hons) Architectural Design Technology																								
	Module Title	Core or option?	**A1**	**A2**	***A3***	***A4***	***A5***	***A6***	***A7***	***A8***	***B1***	***B2***	***B3***	***B4***	***C1***	***C2***	***C3***	***C4***	***C5***	***D1***	***D2***	***D3***	***D4***	***D5***	***D6***
Level 4	AUR413/AURH413 Sustainable Construction	Core	■	□	■	□	■	□	□	□	□	□	□	■	■	□	□	□	□	□	■	■	□	□	□
	AUR408/AURH408 Quantity Surveying Practice 1	Core	□	□	■	□	□	□	□	□	□	□	□	□	□	□	□	□	□	■	■	□	■	□	□
	AUR409/AURH409Science and Materials 1	Core	■	■	□	□	■	□	□	□	□	□	□	■	■	□	□	□	□	□	■	■	□	□	□
	AUR407/AURH407 Design & Technology 1	Core	■	■	□	□	■	□	□	□	■	□	□	□	■	□	□	□	■	□	■	■	□	□	■
	AUR405/AURH405 Construction Management 1	Core	■	□	■	□	■	□	□	□	□	□	□	■	□	□	□	■	■	■	■	□	■	□	□
	AUR406/AURH406 Construction Technology 1	Core	■	■	□	□	■	□	□	□	□	□	□	□	■	□	□	□	■	□	■	■	□	□	□
Level 5	*AUR537 Digital Technologies in Surveying*	Core	□	□	■	□	□	□	□	□	■	□	□	■	□	□	□	□	■	□	■	□	□	□	■
	AUR534 Architectural Design & Technology 2 (incl. WBL)	Core	■	□	■	■	□	□	■	□	■	□	□	■	■	□	□	□	■	■	■	■	□	□	■
	AUR539 Procurement and Contract Practice 2	Core	■	□	■	□	□	□	□	□	□	□	□	■	■	■	□	■	□	■	■	■	■	□	□
	AUR538 Planning and Building Regulations	Core	■	■	■	■	■	□	■	□	■	□	■	■	■	□	□	□	□	□	■	■	□	□	□
	AUR536 Construction Technology 2	Core	□	■	□	■	■	□	■	□	□	□	□	□	■	□	□	□	■	□	■	■	□	□	□

	Module Title	A1	A2	A3	A4	A5	A6	A7	A8	B1	B2	B3	B4	C1	C2	C3	C4	C5	D1	D2	D3	D4	D5	D6
Level 6	*AUR617 Commercial Management*	☐	☐	■	☐	■	■	■	☐	☐	☐	☐	■	☐	■	☐	☐	☐	■	■	☐	■	■	☐
	AUR625 Project Management Technologies & BIM	■	☐	■	☐	■	■	■	☐	☐	☐	☐	■	☐	■	☐	■	■	■	■	☐	■	☐	■
	AUR624 Inter-professional Studies	■	☐	■	☐	■	■	■	☐	■	■	■	■	☐	☐	■	■	■	■	■	■	■	■	■
	AUR616 Architectural Design & Technology 3	■	■	■	■	☐	☐	■	■	■	■	■	■	■	■	■	■	■	☐	■	☐	■	■	■
	AUR619 Construction Technology 3	☐	■	☐	■	■	☐	■	☐	☐	☐	☐	☐	■	☐	☐	☐	■	■	■	■	☐	☐	☐

25 Learning and teaching strategy

The learning and teaching experience will benefit from a variety of approaches that ensure content is considered against a broad contextual background commensurate with the diverse nature of professional and industrial practice. Candidates will develop academic skills and associated competencies in an environment that encourages original thought and personal development through the interpretation and analysis of technical content. For example, at Level 4, academic study skills, as well as professional development, will be threaded throughout all the modules, with each differing assessment being used as an opportunity to demonstrate to the students what methods and approaches are required for each. Students will be encouraged to engage with Study Skills services and will use the Level 4 Design & Technology 1 module as the vehicle for exploring the convergence of various representational and presentational skills with the expectations of being a professional within their respective industries.

In exploiting opportunities to encourage the interest and engagement of students, delivery will be such that a variety of recognised methods will be employed, both instructive and exploratory, towards appropriate coverage and depth in the consideration of module content. Wherever possible, scenario-based opportunities will be utilised to explore both general principles and specific issues in context, and traditional didactic methods will be limited to those areas of the curriculum that necessitate such an instructive approach. In this respect, delivery will be overtly student-centred, and all who participate should be given the opportunity to feel comfortable and confident in contributing to the learning process, within an environment of mutual respect and learning.

Appropriate resources will be used to ensure that knowledge and understanding is developed in the use of facilities and equipment that best-reflect current professional and industrial practice. Resources may include technological equipment, computational software and electronic databases that might be expected to be utilised in the design, construction and use of buildings and infrastructure in contemporary development processes. A ‘base-room’ is established within the University which will be utilised to its fullest extent in order to give identity to the programme, and to provide students with a collective space that encourages a collegiate approach to their study.

Where possible, industrial engagement within programmes will be through contributions from guest speakers, visits to live architectural and civil engineering projects and through attendance at seminars, conferences and exhibitions that are often promoted within the sector.

Personal Development Planning will be part of the Design & Technology 1 module, where professional standards, and the expectations of Continuous Professional Development in their respective fields will be considered. For students entering at Level 5 or Level 6, these will be met in the respective Work Based Learning module at Level 5, and in Project Management, Technologies & BIM.

26 Work based/placement learning statement

Work-based learning is a significant component in the BSc (Hons) Architectural Design Technology programme, and is accommodated in the *Architectural Design & Technology 2*. The purpose of work-based learning in this context is to engage the student, the employer and the academic provider in the identification, analysis and

extension of understanding in a work-related aspect of the student's chosen field. Such a collaborative approach will create a three-dimensional relationship wherein the student is central in directing its course, steered by the advice and guidance of both employer and academic provider towards the completion of the learning outcomes defined by the module specification; the success of the work-based learning component will therefore depend upon the full engagement of the student, the employer organisation and the delivery team in pursuit of these objectives. The placement will be assessed via a selection of Core Attributes, Key Attitudes and Practical Skillsets.

Placements will be of five working days duration within an employer organisation considered appropriate in terms of its industrial context. The process of placement will accord with those statutory health, safety and welfare requirements of the University, potential collaborative partners, and the employer organisation, sufficient to ensure the health, safety and welfare of the student whilst undertaking the placement.

27 Welsh medium provision

The BSc (Hons) Architectural Design Technology programme will be delivered through the medium of English, students are entitled to submit assessments in the medium of Welsh if this is preferred.

28 Assessment strategy

A range of assessment methods will be utilised in order to simulate the sorts of written, practical, visual and oral communication methods that might be expected to take place within the professional and industrial work environment. The Work-based Learning component in particular, will allow students to directly connect professional and vocational aspects of their chosen sector with those academic components of the programme.

The assessment strategy will encompass a range of techniques to ensure that students are provided with diverse opportunities to demonstrate their knowledge and understanding. Written submissions, the practical use of technological equipment, visual presentations, laboratory analyses, in-class tests, coursework and oral presentations are all important components in a systematic approach to providing students with opportunities to achieve learning outcomes. Types of assessment have been selected to best-suit the nature of the technical content of each module, and collectively constitute a balanced and coherent whole in pursuit of an inclusive and broad-based approach to the measurement of ability.

BSc (Hons) Architectural Design Technology (HNC Architectural Design Technology)				FT		Part-time							
						B1		B2		B3		B4	
	Module code & title	**Assessment type and weighting**	**Assessment loading**	S 1	S 2	S 1	S 2	S 1	S 2	S 1	S 2	S 1	S 2
BSc(Hons) Level 4 (HNC ADT)	**AUR407/AURH407** Design Technology 1	1. Portfolio (100%)	4000 words eq.		+		+						
	AUR405/AURH405 Construction Management 1	1. Portfolio (100%)	4000 words eq.		+		+						
	AUR406/AURH406 Construction Technology 1	1. In-class Test (50%) 2. Coursework (50%)	2 hrs 2000 words eq.	+	+	+	+						
	AUR413/AURH413 Sustainable Construction	1. Poster Pres. (100%)	4000 words eq.		+		+						
	AUR408/AURH408 Quantity Surveying Practice 1	1. Coursework (100%)	4000 words eq.		+		+						
	AUR409/AURH409 Science and Materials 1	1. Coursework (100%)	4000 words eq.		+		+						
BSc(Hons) Level 5	**AUR538** Planning and Building Regulations	1. Essay (50%) 2. Coursework (50%)	2000 words 2000 words eq.	+	+			+	+				
	AUR534 Architectural Design & Technology 2 (incl. WBL)	1. Group Project (20%) 2. Presentation (20%) 3. Presentation (30%) 4. Refl. Practice (30%)	2000 words eq. 2000 words eq. 3000 words eq. 20 min.	+ +	 + +			+ +	 + +				
	AUR536 Construction Technology 2	1. In-class Test (50%) 2. Case Study (50%)	2 hrs 2000 words eq.	+	+			+	+				
	AUR537 Digital Technologies in Surveying	1. Practical (100%)	4000 words eq.	+	+					+	+		
	AUR539 Procurement and Contract Practice 2	1. Essay (50%) 2. Coursework (50%)	2000 words 2000 words eq.	+	+			+	+				
BSc(Hons) Level 6	***AUR624*** Inter-professional Studies	1. Presentation (80%) 2. Refl. Practice (20%)	3000 words eq. 1000 words	+	+							+	+
	AUR616 Architectural Design & Technology 3	1. Group Project (20%) 2. Presentation (20%) 3. Report (30%) 4. Presentation (30%)	1000 words eq. 1000 words eq. 3000 words 3000 words eq.	+ +	 + +					+ +	 + +		
	AUR619 Construction Technology 3	1. Presentation (50%) 2. In-class Test (50%)	2000 words eq. 2 hrs	+	+							+	+
	AUR617 Commercial Management	1. Coursework (100%)	4000 words eq.		+							+	+
	AUR625 Project Management Technologies & BIM	1. Report (40%) 2. Report (60%)	1500 words 2500 words	+	 +							+	 +

29 Assessment regulations

Glyndwr University's General Regulations and Definitions, Regulations for Bachelor Degrees, Diplomas, Certificates and Foundation Degrees, and Regulations for BTEC Higher National Qualifications will apply.

Derogations

The following derogation will apply to AUR534 Architectural Design & Technology 2 and AUR616 Architectural Design & Technology 3;
Credits shall be awarded by an Assessment Board for those modules in which a pass mark (40%) has been achieved, with a minimum mark of 40% in each element of assessment.

Non-credit bearing assessment

N/A

Borderline classifications (for undergraduate programmes only)

In considering borderline cases the Assessment Board shall raise the classification to the next level if all of the following criteria are met:

- At least 50% of the credits at level 6 fall within the higher classification.
- All level 6 modules must have been passed at the first attempt. (If failure has been compensated in accordance with Paragraph 10 above in respect of a Level 6 module, this module will not qualify as a pass at the first attempt and consequently, the borderline criteria will not be met);
- The mark achieved for AUR616 Architectural Design & Technology 3 is within the higher classification.

30 Programme Management

Programme leader

Colin Stuhlfelder

Module Leaders

Gareth Carr	https://www.glyndwr.ac.uk/en/StaffProfiles/GarethCarr/
David Cheesbrough	https://www.glyndwr.ac.uk/en/StaffProfiles/DaveCheesbrough/
Louise Duff	https://www.glyndwr.ac.uk/en/StaffProfiles/LouiseDuff/
Colin Stuhlfelder	https://www.glyndwr.ac.uk/en/StaffProfiles/ColinStuhlfelder/

31 Quality Management

Quality and Standards

External review of quality and standards within the programmes is provided by the External Examiner appointed by Glyndŵr University.

A Student Voice Forum (SVF) will be held twice each year to provide a forum for students, via representatives, to contribute formal commentary as to how programmes and the learning environment within which they take place are managed; minutes and responses to SVFs are subsequently posted to the Virtual Learning Environment. Furthermore, the report of the External Examiner and associated team response is made available to students via Student Voice Fora. SVF minutes and responses subsequently inform the Annual Monitoring Report and where appropriate, the Academic Link Annual Report.

Students are also encouraged to approach Programme Leaders and module tutors individually, should they have any concerns in relation to their programme of study.

Formalised anonymous feedback is obtained from Student Evaluation of Module surveys at mid- and end-points of module delivery.

An Annual Monitoring Report (AMR) is prepared in respect of each programme of study by Programme Leaders. AMRs collect performance data in module and programme contexts using indicators such as mean, standard deviation, retention data and feedback from students and staff. Actions recommended through this process are then implemented by programme teams.

32 Research and scholarship activity

All members of the Built Environment staff are members of the professional bodies, with varying levels of engagement including regional and national body membership, including invitations to speak at conferences and events on behalf of these bodies.

With regards to the research and scholarly activity carried out by members of the team, digital technologies and the part they play in aspects of the construction industry is a shared focus, including the role of drones in the measuring and recording of the built environment, and the use of virtual and augmented reality in the recording and preservation of historic architectural sites.

33 Learning support

Institutional level support for students

The University has a range of departments that offer support to students, including:

- Library & IT Resources
- The Assessment Centre
- DisAbility Support Team
- Irlen Centre
- Careers Centre and Job Shop
- Zone Enterprise hub
- Chaplaincy
- Counselling & Wellbeing
- Student Funding and Welfare

- International Welfare
- Student Programmes Centre
- Glyndŵr Students' Union

Students are able to access support through the Virtual Learning Environment (VLE), Library services (including on-line access), funding, welfare, disability, careers and study skills support available at Glyndŵr University. New students joining the programme will be expected to participate in an induction programme at the University where practicable, to ensure that study is effectively supported in the contexts identified above.

All students at Wrexham Glyndŵr University are allocated a Personal Tutor whose main responsibility is to act as the first point of contact for their personal tutees and to provide pastoral and academic support throughout their studies at the University.

34 Equality and Diversity

Glyndŵr University is committed to providing access to all students and promotes equal opportunities in compliance with the Equality Act 2010 legislation. This programme complies fully with the University's Equality and Diversity Policy https://www.glyndwr.ac.uk/en/AboutGlyndwrUniversity/EqualityandDiversity/ ensuring that everyone who has the potential to achieve in higher education is given the chance to do so.