PROGRAMME SPECIFICATION

Awarding body/institution	Glyndŵr University
Teaching institution (if different from above)	
Details of accreditation by a professional, statutory or regulatory body	The programme is accredited by the lead professional body in the field the Chartered Institute of Architectural Technologists (CIAT) (www.ciat.org.uk) / http://www.ciat.org.uk/en/careers/accredited_degrees.cfm The programme is professionally accredited by the Chartered Institute of Building (CIOB) (www.ciob.org.uk The programme is also accredited by the Association of Building Engineers (ABE) (www.abe.org.uk)
What type of accreditation does this programme lead to?	Enrolees are offered student membership of CIAT, and may apply for associate membership (ACIAT) on graduation. Fully chartered status (MCIAT) is then achievable through successful completion of the Chartered Architectural Technologist Professional and Occupational Performance (POP) Record, followed by a Professional Practice Interview. Graduates may progress to full (Chartered) membership of the RICS though completion of a partner higher degree and a period of approved employment and an assessment of professional competence. Alternatively graduates may enter membership as an Associate (non chartered) grade and follow the professional route to qualify that will include some further academic assessment. Graduates are recognised by the CIOB as meeting the academic requirements for membership (ie Chartered Status) that is achieved following a period of approved employment and an assessment of professional competence. Graduates may also qualify for membership of the ABE following a period of approved employment and an assessment of professional competence.
Is accreditation in some way dependent on choices made by students?	No

Final award/s available eg BSc/DipHe/CertHE	BSc, Diploma of HE, Certificate of HE in Architectural Design Technology
Award title	BSc (Hons) Architectural Design Technology
JACS 2 code	K100
UCAS code (to be completed by admissions)	K100
Relevant QAA subject benchmark statement/s	Architectural Technology, 2007
Other external and internal reference points used to inform the programme outcomes	
Mode/s of study (p/t, f/t, distance learning)	Full time and Part time.
Language of study	English with a proportion being available in Welsh
Date at which the programme specification was written or revised	Updated September 2012

Criteria for admission to the programme

In common with all programmes in the Department of Biology and Environment, Architectural Design Technology (ADT) welcomes applications from all backgrounds, from school and college leavers, mature students, people in industry whether employment is relevant or not, and international students. The aim of the admissions policy is to enable maximum participation from all who are interested and potentially capable of succeeding in the discipline.

The student profile is accordingly wide with a cross-section of ages and backgrounds. Generally most students are recent school leavers but a significant minority are from an older age group seeking a change in the working direction of their lives. The University is fully committed to the principle of lifelong learning and to widening access to those groups that have not traditionally accessed Higher Education or, specifically, courses related to the Built Environment. For ADT this policy consistently produces a varied profile of students with clear benefits to the group dynamic engendered by the mix of backgrounds and experiences.

All enquirers and applicants are invited to the University for an entirely informal meeting with the Programme Leader and a personal tour of the University to view the general facilities available to every student, and those specific to the programme itself.

The meeting focuses on their individual expectations of what the course has to offer as well as an explanation of the structure and organisation of the course, more readily grasped in personal discussion than by reference to documents. Most applicants find it particularly enlightening to be shown examples of previous students' work as they are able to appreciate the scope of all three levels of the course and the nature and format of submissions.

Recruitment to the course is the direct responsibility of the Programme Leader, assisted by the wider Programme Team, and direct applications are welcomed as well as through the formal UCAS route. The normal minimum requirements for entry onto the programme are:

- A UCAS tariff equivalent of 240 points which may be achieved in a variety of combinations from AS and A Levels, but with a maximum of 80 points coming from the former. Consideration will also be given to equivalent formal qualifications from other awarding bodies including Irish Leaving Certificates, International and Welsh Baccalaureate, Access Courses, BTEC National, GNVQ, NVQ and VRQ as well as other qualifications from overseas.

- BTEC National Diploma or Certificate, with merits in at least four units.

- Membership, at an appropriate level, of an appropriate professional body. The close relationship between the programme and the accrediting Professional Bodies enables there to be a matching of the curriculum against their educational frameworks.

- BTEC Higher National Diploma or Certificate. With the appropriate unit specification advanced standing onto the programme is possible and may, with relevant employment experience, allow entry at Level 5.

Additionally:

- Applications from individuals who do not meet any of the qualifications outlined above will be welcomed. Such applicants will be expected to demonstrate through interview that they have the potential to succeed on the programme. A significant aspect of selection is the level of commitment, enthusiasm and interest in the subject as well as the requisite key and cognitive skills.

The team has a long involvement with applying Accredited Prior Learning (APL) and Accredited Prior Experiential Learning (APEL) in line with University regulations which have been established with strong input from the course team.

Aims of the programme

In preparing this document extensive reference has been made to the QAA Benchmark Statement for Architectural Technology, 2007, which is welcome formal recognition of the subject as a mature distinct discipline. The specific aims of the programme are closely aligned to those of the University with regard to employability and full contribution to the economic vitality of the immediate locality. It seeks to provide a broad and academically rigorous educational experience for prospective Architectural Design Technologists, and imbue them with an awareness of the potential of their chosen profession to influence the built environment, and the society within which it exists. More specifically the aims are to:

- Provide students with knowledge of the fundamental constructional, technological, and organisational principles and their application to the analysis and solution of architectural design problems.

- Ensure that students gain detailed knowledge of good design and technical practice and are able to convey that knowledge to others within the architectural sphere by appropriate methods.

- Expand and enhance students' research, communication, and intellectual skills,

within a supportive and stimulating environment for student centred learning.

- Enable students to gain the ability to apply current information technology to the design and construction process.

- Produce graduates who are able to work effectively as a member of a design team, as well as independently, and have the required foundation for future continuing professional development.

- To maintain standards and enhance the quality of provision through close monitoring of module and programme specifications

The programme specific aims are to provide a three year full-time, or six year part-time, course seeking to empower individuals and offering them self-determination in terms of learning, and professional and personal development. The detailed structure of the programme is discussed later in this document.

Distinctive features of the programme

The programme provides an absorbing and challenging educational framework for students aspiring to pursue careers as architectural designers and technologists, and has a strong vocational impetus. The strategy underpinning the programme ensures that students experience vocationally relevant education, in line with the University's stated policy, providing them with the knowledge, skills, and attitudes to enable them to operate effectively within the workplace.

The programme has an excellent record of students progressing onto employment. Predictable destinations include architectural practices, building contracting organisations with in-house design services, local authorities' developmental and property sections, and the facilities management departments of existing estates. Perhaps less predictably the generic skills acquired on the course have led to students finding employment with building component manufacturers, specialising in CAD applications, and progressing onto teacher training courses or higher degree programmes in related fields.

The Programme Team maintains extensive links with industry and has established an Employers' Forum to ensure that the content of the ADT programme, and its related courses, are relevant to the needs of both employers and students.

The programme team acknowledges the continuing contribution of their Employers' Forum which consists of a number of individuals who represent a broad spectrum of disciplines within the Built Environment, including some alumni who are now in practice. Both the public and private sectors are well represented. Meetings are held regularly and outcomes recorded for feeding back into Department Team meetings where they are used to inform the curriculum design process, along with the Construction Industry Council's common learning outcomes. More directly the forum also provides a source of guest lecturers with contemporary expertise in their specialised fields. The programme team has close links with both professional bodies and sector skills councils.

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

The ADT programme is designed to be delivered over a three year full-time and six year part-time period although it is possible for the award to be achieved in less proscribed modes,

provided that the University regulations regarding progression and duration of registration are respected. It is by no means unusual for students to move between the full and part-time modes as their personal circumstances change.

Each year comprises a series of modules totalling 120 credits, making 360 credits for the whole programme, as detailed on the following tables. The modular content ranges from 40 to 10 credits each, generally reflecting the stature of the module within the overall scheme, whilst always recognising the essential importance of all modules.

Modularity, the inclusion of particular modules across a number of courses, is a longstanding strategy of Built Environment programmes achieving efficiency and flexibility of delivery of discernibly different courses with a common core. Commonality varies between programmes and levels but, overall, ADT shares 40% of its content with Estate Management, and 60% with Building Studies. Full and part-time students attend the same modules. Modular content structure at each level is as follows:

Level 4

At *Level 4* studies are introductory and wide. The fundamental principles of the **economic and legal frameworks**, particularly those relating to **Health and Safety**, provide the background to the constraints acting within and upon the construction industry. At the same time an appreciation of **historical development** and **sustainability** is provided in the **Introduction to the Built Environment** which contextualises the contemporary state of the built environment. **Construction Technology**, at a domestic level, supplies the technical knowledge which directly underpins the **Design 1** module. The Design 1 module, progressed through a series of domestic scaled projects, also incorporates a significant amount of dimensional **surveying** and **model making** techniques, enabling the exploration of three dimensional forms. Two dimensional **CAD** methods of architectural representation will be addressed through the CAD module which uses Autocad's Architectural Desktop software package, a significant part of this module's assessment is related to Design 1.

Level 5

At *Level 5* the **Design 2** module is centred on the development of a non-domestic building, underpinned by three dimensional work in Sketchup a user friendly **CAAD** package, examining alternative **environmental strategies** and explores the influence of **existing buildings** on the environment. The technological theme is broadened to encompass **services** and **structures** of buildings as well as deepened by a second **Construction Technology** module. Again, individual and group work is present at this level, largely through **integrated projects** operating across several modules, and is subject to a rigorous series of **tutorials** and **peer group critiques**. The legislative theme is extended by the modules in **developmental law** and **building regulations,** with issues of **procurement, management**, and **costing** developed in the **Contract Administration** module

Level 6

The core of the *Level 6* work is centred on the main individual and group projects in **Design 3** which also contains simplified elements of research and analysis generally associated with a dissertation. The intention at this level is to widen the student's awareness of the increasing complexity of the design process and its integration with more complex technology through the **Modern Methods of Construction** module. The involvement and contribution of other professional disciplines is central to the **Inter-Professional Studies** module which also looks at legislative responsibilities in the workplace, and professional responsibilities in the construction industry within the context of a multi-disciplinary project of overall site development. **Building Maintenance and Appraisal** centres on the physical practicalities of

maintaining new and older buildings possibly compromised by outdated design and technology approaches. **Conservation of Buildings** examines the justification and strong human desire for retaining buildings within not only a strictly **historical** but also a **social** and sustainable context, issues which are also very much part of the **Politics of Architecture** module, but from a more theoretical perspective.

The full and part time indicative delivery/programme structures are listed overleaf.

ADT- Full Time Route

LEVEL FOUR

Sem 1	Sem 2

Architectural Design 1 40 Credits AUR 470　　　　IW	
Intro to Built Environment 20 Credits AUR 483　　　　DJ	
CAD 20 Credits AUR 473　　　　DC	
Construction Technology 1 20 Credits AUR 476　　　　DJ	
Health Safety & Welfare Law 10 Credits AUR 485　DJ	Economic Framework 10 credits AUR 487　CS

LEVEL FIVE

Sem 1	Sem 2

Architectural Design 2 40 Credits AUR 570　　　　IW	
Development Law 10 Credits AUR 586　DC	Contract Administration 10 Credits AUR 580
CAAD 10 Credits AUR 573　IW	Building Regulations 10 Credits AUR 577　IW
Construction Technology 2 20 Credits AUR 576　　　　DJ	
Architectural Structures 10 Credits AUR 571　IW	Building Services 10 Credits AUR 572　DJ

LEVEL SIX

Sem 1	Sem 2

Architectural Design 3 40 Credits AUR 670　　　　IW	
Inter-professional Studies 20 Credits AUR 680　　　KG BH IW	
Building Appraisal and Maintenance 20 Credits AUR 676　　　　DJ	
Modern Methods of Construction 20 Credits AUR 675　　　　DC	
Politics of Architecture 10 Credits AUR 691　BH	Conservation of Buildings 10 Credits AUR 678　IW

ADT part time route

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Architectural Design 1(Part) 20 Credits AUR 470 IW	Architectural Design 1(Part) 20 Credits AUR 470 IW	Architectural Design 2 (Part) 20 Credits AUR 570 IW	Architectural Design 2 (Part) 20 Credits AUR 570 IW	Inter-Professional Studies 20 Credits AUR 680 KG/BH/IW	Architectural Design 3 40 Credits AUR 670 IW
Introduction to the Built Environment 20 Credits AUR 483 DJ	Construction Technology 1 20 Credits AUR 476 DJ	Construction Technology 2 20 Credits AUR 576 DJ	CAAD 10 Credits AUR 573 PM	Modern Methods of Construction 20 Credits AUR 675 DC	
Health Safety and Welfare Law 10 Credits AUR 485 DJ	CAD 20 Credits AUR 473 PM	Architectural Structures 10 Credits AUR 571 IW	Building Regulations 10 Credits AUR 577 IW		Politics of Architecture 10 Credits AUR 691 BH
Economic Framework 10 Credits AUR 487 CS		Building Services 10 Credits AUR 572 DJ	Development Law 10 Credits AUR 586 DC	Building Appraisal and Management 20 Credits AUR 676 DWJ	Conservation of Buildings 10 Credits AUR 678 IW
			Contract Administration 10 Credits AUR 580 CS		

Intended learning outcomes of the programme

A) Knowledge and understanding

Students will be able to:

A1 Have a critical understanding of the nature and extent of the UK Construction Industry by identifying the responsible institutional and professional bodies within the Built Environment.

A2 Analyse and explain the way in which ADT relates to society generally, and the central role it has to play socially, politically and culturally.

A3 Apply knowledge and understanding of the principles of technology, design, management, and maintenance factors.

A4 Have a critical awareness of the legislative framework and the policy options within which ADT operates, with particular regard to health and safety, planning, and building control.

A5 Evaluate the design, materials, and technological principles underpinning architectural technology.

A6 Select and apply the principles of sustainable architectural development, environmental legislation, energy management, and appreciate their relevance to a wider global impact.

B) Intellectual skills

Students will be able to:

B1 Identify, assess and challenge client requirements and user factors in compiling briefs and proposing ADT solutions formulated from independent ideas.

B2 Select and evaluate survey requirements, technical information, and developmental factors appropriate to responding to the requirements of a project.

B3 Critically evaluate current policies and practices to enable strategic thinking beyond the immediate confines of a problem.

B4 Actively seek feedback and use it as a basis for personal and professional development by taking responsibility for their learning, and increasing an awareness of their abilities.

B5 Present and communicate effectively using a variety of appropriate techniques at different stages of the design process.

C) Subject and other skills

Students will be able to:

C1 Evaluate the characteristics of construction techniques, materials, services installations, and structural systems.

C2 Integrate various technology related issues to the development of architectural designs.

C3 Appreciate the collaborative interaction required between the different building industry professionals to realise building projects whilst avoiding or resolving conflicts and differences.

C4 Assess and prepare reports on the condition of property, and the instigation of remedial and maintenance strategies.

C5 Differentiate between various procurement procedures and forms of contract, including cost estimating, tender action, and project planning.

D) Professional Skills and abilities and Employability Skills and abilities

Students will be able to:

D1 Demonstrate the ability to communicate accurately and synthesise structured and coherent written reports supported by verbal presentations to a range of audiences.
D2 Apply IT skills and resources to assemble and disseminate information, and to support learning and professional practice.
D3 Identify and apply strategies for personal and professional development by agreeing personal learning plans and recording progress.
D4 Work effectively as part of a team to identify goals; take responsibility for their own actions through reviewing and evaluating progress.
D5 Calculate, check, and presenting solutions to numerically based problems.

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

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

The learning and teaching strategy provides a varied and stimulating experience for students, the overarching intention being to enable and empower them to progressively claim, within defined limits, their favoured subject areas and mode of working within the field of ADT. Simulation of working office practices within parameters that actively encourage creativity and promote professional skills, however, are integral to the course.

The programme enjoys up to a 60% commonality with its related programmes, most notably Building Studies, with the remaining 40%, comprising mainly of the 40 credit Architectural Design (AD) modules present at every level, giving ADT its distinct identity. The modules shared with other programmes are largely lecture based providing the raw information and understanding subsequently used to inform the content of the projects which drive the AD modules.

These challenging projects undertaken individually or in groups, whilst discrete in assessing design issues and increasing in complexity as the course proceeds, will also play a central role in integrating the more traditional lecture content of other modules, usually shared with the other Built Environment programmes, into the overall process of ADT with the deployment of several integrated cross-modular projects. This is the main vehicle for appreciating the inter-connectedness of the many built environment strands or themes and the contribution they all make to the design process.

The AD modules act as a focus for the integration of these broad themes, technological, environmental, and managerial which span the course. In this sense they underpin the philosophy of the course whilst providing the vehicle for both the inter-personal and intellectual development of the student into a progressively more independent learner. In a design context students need space to develop their own approaches and style. The potential for this space to become a vacuum is recognised and so controlled through a disciplined series of seminars, tutorials, and presentations.

Delivery of the content of each year is condensed into two days a week, a strategy much liked by existing students with inevitable external interests. The days are full, with contact running from 9.30 – 4.30, but it is stressed that overall commitment requires thirty-seven hours a week, including self-direction, the norm on a full-time course.

In addition to the campus based activities use will also be made of the contacts established through the Employers' Forum to facilitate site and other industrial visits. These will also include programme visits to mainland European cities of note to inform the students' appreciation of contemporary urban developments.

Welsh Medium

Students are encouraged by all members of the Team to present work, participate in discussions or receive feedback in Welsh or English as they wish and in accordance with current language equality legislation.

Opportunities to enjoy the bilingual nature of Wales are drawn to the attention of students and the team have noticed the enthusiastic response of even international students to the opportunity to experience one of Europe's oldest languages. Welsh language courses (free of charge) are available within the university and these provide routes to additional employment opportunities.

Whilst most members of the Team have to varying extents ability in Welsh, academic colleagues will always provide appropriate support to any non Welsh speaking colleague who wishes to offer the fullest support to Welsh speaking students. Approximately 18% of the programme can be undertaken through the medium of Welsh.

Assessment strategy used to enable outcomes to be achieved and demonstrated

Assessment strategies for individual modules are detailed in the Module Specifications. Overall an extremely broad range of assessment methods will be employed on the programme requiring students to adopt a flexible attitude to their studies, and are encouraged to develop their own techniques where appropriate. Methods include written assignments in the form of essays and reports, scenario based open book examinations in the form of time controlled 'in-course assessment', the production of developmental sketches and finalised drawings in both traditional and CAD forms, presentations to seminar and whole class gatherings, tutorials, model and video making.

Assignment and project briefs will be prepared to meet particular outcomes or range of outcomes. Feedback is recognised as a crucial element of the assessment process and will be provided formally within, at most, three weeks of the submission date. The AD projects employ feedback as an integral part of the development procedure occurring at regular intervals and involving peers as well as lecturers in a rolling process.

Assessment is designed to achieve a combination of outcomes and is progressive in that as students move through levels, so the nature and extent of their skills and competences is enhanced. Year 1 assesses primarily to establish understanding and knowledge, Year 2 to establish intellectual skills, and Year 3 to establish the ability for critical analysis, and synthesis. Subject and employability skills are assessed over the three years.

The importance of student interdependence in realising the potential of individual students is

stressed by the deployment of, at commencement of the course, group projects within the AD modules. The intention is to promote, progressively, the comfortable acceptance of group working as the equivalent of individual working.

Group work will be based on larger scale development opportunities with local relevance of significant scale. Submissions will require students to specify individual responsibilities, and include an element of individual presentation and submission to allow individual marks to be allocated within the group.

Scenario based open book examinations, in the form of time controlled 'in-course assessment', will be deployed in appropriate modules, invariably those which are largely lecture based and shared with other courses.

To ensure that submission dates are considered holistically, avoiding clashes where appropriate, the Programme Team will prepare Assessment Calendars listing all assessment submission components, together with relevant information on standard assignment and examination formats, grading criteria, and feedback mechanisms.

For the benefit of the entire programme team certain Year 1 modules will have a diagnostic assessment element to establish the student's overall abilities at course commencement. Formative assessment will usually inform the progress of a piece of work rather than stand alone as it proceeds towards a final submission and summative assessment.

Assessment regulations that apply to the programme

The following awards are provided by the programme:

- **Certificate of Higher Education** – the achievement of 120 credits from within the programme.

- **Diploma of Higher Education** – the achievement of 240 credits of which a minimum of 120 credits should be from level 5 or 6 from within the programme including any optional modules to a maximum of 40 credits plus a maximum of 120 credits at level 4.

- **BSc (Ord)** – the achievement of 300 credits of which a minimum of 60 and maximum of 80 should be at level 6, a maximum of 120 credits at level 4 and the remainder from level 5.

- **BSc (Hons)** – the achievement of 360 credits, 120 each at levels 4, 5 and 6.

Where students enter with AP(E)L, APL, or advanced standing the Negotiated and Experiential Learning modules may be used as bridging elements to complete coverage of lower levels enabling entrants to progress to higher levels.

Glyndwr University regulations for Bachelor Degrees, Diplomas, Certificates, and Foundation Degrees apply to this programme.

Programme Management

The programme will be managed by a named programme leader supported by module tutors. The key mechanism for quality control and enhancement will be the processes and

procedures associated with the annual monitoring cycle, which is formalised through the production of the Annual Monitoring Report. This document evaluates the programme delivery drawing on feedback from students, the professional bodies, external examiners, and employers.

The Academic Head of the Department will ensure that the management of the programme operates within the requirements of the University's quality assurance system at Department level by facilitating discussion and reporting at Department Team meetings.

Due to the substantial commonality of modules between built environment programmes separate meetings for named programmes are not held. The Academic Head chairs a joint programme team meeting / department meeting that commonly addresses issues arising from the programmes and oversees the proper engagement with the quality assurance and enhancement process.

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

Students are represented at Department team meetings and their views on the programme are collected via a number of methods. Formal quantitative data is gathered through SPOMS, SPOCS, and other questionnaires at the mid-point of each semester, supplemented by informal feedback gleaned through the tutorial system and smaller groups.

Part-time and sessional members of staff, and staff members contributing from other Departments, are invited to the Department Team meetings although final responsibility for their modules remains with a member of the core Programme Team.

Staff are committed to ensuring that the programme remains student centred.

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

The team are currently piloting the employment of a dedicated student liaison officer. The purpose of this role is to monitor attendance and assessment submission with a view to identifying and problems that students may have at an early stage. Students are then directed to appropriate support.

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

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

Students may present work in Welsh or English as the Team have sufficient Welsh speakers to offer feedback and advice in either language. Opportunities to enjoy the bilingual nature of Wales are drawn to the attention of all students and the Team have noted the enthusiastic response of many international students to the chance to experience one of Europe's oldest languages.

Responsibility for the day to day management of the programme lies with the Programme Leader who, in a dual role as Personal Tutor, maintains contact with each student individually to ensure their welfare and development on the programme throughout their period of study. In its broadest sense this includes monitoring attendance and assisting students with special needs as well as, more usually, addressing any problems that may arise with particular modules or equipment. Additionally the Programme Leader is the focus for the continual process of updating the design and delivery of the course to ensure contemporaneity, producing the Programme Handbook, arranging student induction, and all liaisons with external examiners and professional bodies.

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

Particular support for learning

The programme resides in the Department of Biology and Environment, which is part of the University Institute of Arts, Science and Technology, and is able to access its facilities and lecturer expertise. For ADT this means use of the specialist computer laboratories where the CAD modules are delivered. ADT also enjoys access to the workshops of the School of Art and Design where instruction and assistance is given in model making which forms part of the assessment requirements of the AD modules. Following initial instruction in the basics of model making access is relatively informal, but in accordance with overall timetabling of the workshops.

The ADT base room is equipped with a number of drawing boards, primarily used at Level 4, to establish approaches to design, and also a suite of dedicated PCs used at all levels to research and progress design projects individually and in groups. This PC provision duplicates facilities available elsewhere, namely in the computer laboratories and library, but allows access within a predominantly architectural environment which the students effectively own and are relaxed with.

Equality and Diversity

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

In common with all Built Environment programmes Architectural Design Technology (ADT) welcomes applications from all backgrounds, from school and college leavers, mature students, people in industry whether employment is relevant or not, and international

students. The aim of the admissions policy is to enable maximum participation from all who are interested and potentially capable of succeeding in the discipline.

In line with the University's Disability Policy students with a disability or learning difficulty are encouraged to inform their Programme Leader of their circumstances upon entry. Where such needs are identified, students are referred to the University's Disability Advisor. This is further reinforced through the induction programme and personal tutorial system and programme team members have experience of supporting students with disabilities or learning differences.