



## SECTION 1: KEY PROGRAMME DETAILS

This section provides students with key details about their programme.

PROGRAMME INFORMATION	
<b>Final Award Title</b>	PG Certificate Professional Practice and Management in Architecture
<b>Default Award Title (Exit Award)</b>	PG Certificate Architectural Studies
<b>Interim Award Titles (Exit Awards)</b>	---
<b>Awarding Institution</b>	UWE Bristol
<b>Teaching Institutions</b>	---
<b>Partner Institutions</b>	---
<b>Delivery Locations</b>	Frenchay Campus, UWE Bristol
<b>Study Abroad / Exchange / Credit Recognition</b>	---
<b>Faculty Responsible For Programme</b>	Faculty of Environment & Technology
<b>Department Responsible For Programme</b>	Department of Architecture & The Built Environment
<b>Professional Statutory or Regulatory Body (PSRB) Links</b>	Prescription by the Architects' Registration Board Accreditation by the Royal Institute of British Architects
<b>Apprenticeship</b>	---
<b>Mode of Delivery</b>	PT (Part Time attendance)
<b>Entry Requirements</b>	The University's Standard Entry Requirements apply.
<b>For Implementation From</b>	September 2020
<b>Programme Codes</b>	ISIS: K10A32 UCAS: K10A JACS/HECOS: 100122 SLC: (tbc)

<b>PART B: FOR STUDENT AND ACADEMIC SERVICES COMPLETION ONLY</b>	
<b>First UVP Approval Date</b>	<b>28 May 2019</b>
<b>Date of Last Revalidation (through Programme Enhancement Review)</b>	
<b>Next Programme Enhancement Review Date</b>	<b>2024-2025</b>

## SECTION 2: PROGRAMME OVERVIEW, AIMS and LEARNING OUTCOMES

This section provides students with an overview of the programme, its aims and its learning outcomes. It sets out what prospective and registered students can expect to know, understand and be able to do on successful completion of the programme.

Please write this section in the first person, addressing your prospective students.

### PART A: PROGRAMME OVERVIEW, AIMS and LEARNING OUTCOMES

#### 1. (Programme) Overview (c. 400 words)

The Professional Practice and Management in Architecture programme provides a routeway to enable students to complete the final stage (ARB/RIBA Part 3) of an architectural student's formal education. This is the point at which they cease to be students and are eligible to become architects. It is the culmination of the formal, academic training and the practical, work-based learning, and it provides the basis for 'life-long learning' in the architectural profession. Its primary purpose is to enable the student to demonstrate competence for the practice of architecture.

The programme provides the opportunity to acquire the knowledge and develop necessary skills relating to architectural practice, professionalism, and managing the relationship between the architect and the wider construction industry and society. These correspond to the requirements set out in the criteria published by the ARB and RIBA. The programme offers varied and flexible patterns of study, through a blended learning approach, well-suited to part-time students working in practice.

In addition to meeting the skills requirements for Part 3, the development of transferable skills such as business, marketing, project management, and communication is an important aim of the programme. Importance is placed on appropriate visual, written and oral communication skills as well as listening skills.

The Professional Practice and Management in Architecture programme culminates in the examination in Professional Practice and Management (RIBA Part 3), the successful completion of which allows the candidate to apply to the ARB (Architects' Registration Board) to be entered on to the Register of Architects. The candidate, once officially registered may also, if they so wish, apply to become an RIBA Chartered member. The 'Part 3 Course' is prescribed by the ARB and validated by the RIBA with a similar process as for RIBA Parts 1 and 2.

#### 2. Educational Aims (c. 4-6 aims)

- To provide a coherent programme of advanced postgraduate study in the professional practice and management of architectural practice that is informed by research (including that carried out by academic staff at UWE);
- to educate critically engaged architectural professionals with an ethically responsible attitude towards society, clients, users and the environment;

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- to encourage students to develop the capacity for reflexive practice and critical judgement necessary to work as architectural professionals in a range of contemporary contexts within the construction industry and wider society;
- to achieve the knowledge and skills needed to meet the requirements for prescription by the Architects' Registration Board [ARB] and validation by the Royal Institute of British Architects [RIBA] as a Part 3 qualification in architecture.

**3. Programme Learning Outcomes (c. 6-8 outcomes)****Programme (Learning) Outcomes (POs)**

<b>No.</b>	<b>PO Text</b>
<b>PO1</b>	To demonstrate overall professional competence and the ability to behave with integrity, in the ethical and professional manner appropriate to the role of an architect.
<b>PO2</b>	To demonstrate understanding of the range of services offered by architects and the delivery of those services in a manner prioritising the interests of the client and other stakeholders.
<b>PO3</b>	To demonstrate understanding of the legal context within which an architect must operate, and the processes undertaken to ensure compliance with legal requirements or standards.
<b>PO4</b>	To demonstrate understanding of the business priorities, required management processes and risks of running an architectural practice, and the relationship between the practice of architecture and the UK construction industry.
<b>PO5</b>	To demonstrate understanding of UK construction and contract law, construction procurement processes and the roles of built environment professionals.

The ARB/RIBA graduate attributes are expanded and supplemented in detail in the programme learning outcomes set out below.

**A : Knowledge and Understanding of**

- 1) To provide a critical overview of the construction industry and critically examine the context within which the architectural profession operates.
- 2) To analyse the major trends and issues in the construction industry and its place within the national and global economy.
- 3) To demonstrate a critical application of notions of professionalism, the profession of architecture and 'cross-professional knowledge'.
- 4) To examine critically construction contract administration and practice and the legislative context of contracts.
- 5) To analyse and apportion risk in order to select an appropriate procurement method and contract strategy for building projects.
- 6) To provide a critical overview of practice management principles that relate directly to the business of architecture and the construction disciplines.

**Teaching & Learning Methods and Strategies** – The development of a student's knowledge and understanding is achieved through a series of lectures that are supported by seminars,

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workshops and tutorials and cover topics such as professionalism, legislation and the legal framework pertaining to the building industry (for example, Planning Law, Health and Safety legislation, Property Law, Building Control), procurement, building contracts, managing building projects, practice management and business administration.

In addition to the direct learning and teaching provision, some aspects of the course are provided through distance learning to augment and provide a more comprehensive coverage of the topics and assist the student's learning. Students are expected to access a wide range of learning resources via the Faculty's digital learning resources and directed learning. The directed teaching methods and distance learning will be supported by directed study of textbooks and journal articles (hard copy and digital).

**Assessment** – Testing of knowledge and understanding is through a set of portfolios (which includes essays, reports, scenario-based exercises, and presentations) and the oral exam/professional interview.

**B : Intellectual Skills**

- 1) To evaluate critically how past and current decisions may influence future actions.
- 2) To exercise ethical judgement based on critical consideration and reflection and a synthesis of information and concepts.
- 3) To demonstrate an ability to interpret, apply and synthesise different sources of information.
- 4) To demonstrate an ability to form balanced judgements supported by evidence.

**Teaching & Learning Methods and Strategies** –Intellectual skills develop systematically through the course structure, building on those which students will already have obtained through their Part 1 and Part 2 education.

Some of the module content addresses issues of practice and application. Students are expected to apply their knowledge to new situations. Work undertaken requires appropriate research, analysis and recommendation.

Module content focuses on previous learning across a range of subject areas in giving appropriate, well-founded advice as the result of a thorough critical appraisal. The complexity and open-endedness of problems tackled is significantly greater in Level M modules and helps to develop strategies for managing uncertainty and risk.

The programme provides opportunity for reflection through tutorials and individual work (documentary submission), workshops and lectures, along with guidance on consolidating aspects of learning.

**Assessment** – Intellectual skills are assessed in relevant coursework including the Case Study, the Career Evaluation, scenario-based exercises, and the Oral Exam/Professional Interview.

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### **C : Subject, Professional and Practical Skills**

- 1) To apply current good practice with regard to the procedures and management of a building project.
- 2) To apply in an architectural context an in-depth understanding of the legal context and statutory requirements for building projects.
- 3) To identify appropriate architectural services required for building projects, manage their development and provide the appropriate communication of a building design.
- 4) To apply Health and Safety principles and legislation.
- 5) To apply practice management principles.

**Teaching & Learning Methods and Strategies** – Competence to practise architecture is built up over time, through the acquisition of knowledge and practical skills. The modules will reinforce knowledge and skills which the student has already acquired and will require them to assess these against their own competence. The modules will provide opportunities to practise activities and develop or evaluate skills in an appropriate learning context. Learning methods include workshops, distance learning or workplace-based activities and exercises.

**Assessment** – Subject, professional and practical skills are assessed through a set of portfolios (which includes essays, reports, scenario-based exercises, and presentations), the Case Study, the Career Evaluation, the record of professional experience (e.g. logbook, professional Experience Development Record (PEDR)), and the Oral Exam/Professional Interview.

### **D Transferable Skills and Other Attributes**

- 1) To use management and interpersonal skills to build and coordinate teams, negotiate tasks, deal with tensions, and resolve conflict, commensurate with undertaking a management role.
- 2) To demonstrate procedures for effective business and financial management and the legal context for practice and explore issues surrounding staffing and the provision of a productive work environment.
- 3) To demonstrate methods of critical self-evaluation required for life-long learning.
- 4) To demonstrate an ability of researching and developing professional knowledge and skills.
- 5) To communicate ideas professionally, clearly and concisely in writing, verbally and graphically in order to influence people's views and actions.

**Teaching & Learning Methods and Strategies** – Parts 1 and 2 and work experience will have developed and required these skills, namely presentation (graphic, oral and written skills) and teamwork. This programme reinforces and develops these in conjunction with 'professionalism'. The application and significance of these skills are explored. The transferable skills which might also be 'new' for students will be the business, practice and management. These are transferable directly to employment and career progression, but could also be transferred to other settings/industries (e.g. setting up and running a chip shop).

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**Assessment** – Transferable skills and other attributes are assessed by evidence of career progression, including the Career Evaluation, the record of professional experience (e.g. logbook, professional Experience Development Record (PEDR)), the Case Study, and the Oral Exam/Professional Interview.

#### 4. Programme (Learning) Outcomes (POs) Mapping

<b>Programme Outcomes:</b>	UBLMXR-15-M	UBLMW5-15-M	UBLMDX-30-M
<b>PO1:</b> <i>To demonstrate overall professional competence and the ability to behave with integrity, in the ethical and professional manner appropriate to the role of an architect.</i>	X		X
<b>PO2:</b> <i>To demonstrate understanding of the range of services offered by architects and the delivery of those services in a manner prioritising the interests of the client and other stakeholders.</i>	X		X
<b>PO3:</b> <i>To demonstrate understanding of the legal context within which an architect must operate, and the processes undertaken to ensure compliance with legal requirements or standards.</i>	X	X	X
<b>PO4:</b> <i>To demonstrate understanding of the business priorities, required management processes and risks of running an architectural practice, and the relationship between the practice of architecture and the UK construction industry.</i>	X		X
<b>PO5:</b> <i>To demonstrate understanding of UK construction and contract law, construction procurement processes and the roles of built environment professionals.</i>		X	X



**PART B: PROGRAMME STRUCTURE****1. Structure (Full-time)**

This structure diagram demonstrates the student journey from entry through to Graduation for a typical **full time student** including:

- level and credit requirements
- interim award titles
- compulsory and optional modules

**2. Structure (part-time)**

This structure diagram demonstrates the student journey from entry through to Graduation for a typical **part-time student**, including:

- level and credit requirements
- interim award titles
- compulsory and optional modules

The programme consists of three Level-M modules, all of which must be completed to achieve the award.

The programme is delivered through three block courses of 3-days each. The block courses are run as a series of lecturer, seminars, presentations, group exercises and workshops. Individual tutorials are held within the block courses. Distance learning assignment augment the programme.

The programme is completed by the Professional Experience Module, which includes the professional interview. All other modules are a co- or pre-requisite for this module.

**Year: 1**

**Interim award:** None

**Compulsory modules**

Module Code	Module Title	Level	Credit
<b>UBLMXR-15-M</b>	Architectural Profession and Project Procedures	M	15
<b>UBLMW5-15-M</b>	Procurement and Contract Management	M	15
<b>UBLMDX-30-M</b>	Professional Experience in Architecture (Part 3)	M	30

**Optional modules**

None

**PART C: HIGHER EDUCATION ACHIEVEMENT RECORD (HEAR) SYNOPSIS**

In the Professional Practice and Management in Architecture programme students acquire the knowledge and develop necessary skills relating to architectural practice, professionalism, and managing the relationship between the architect and the wider construction industry and society. These correspond to the requirements set out in the Part 3 criteria published by the ARB and RIBA.

**PART C: HIGHER EDUCATION ACHIEVEMENT RECORD (HEAR) SYNOPSIS**

In addition to meeting the skills requirements for Part 3, the development of transferable skills such as business, marketing, project management, and communication are developed in the programme; and the enhancement of professional skills in visual, written and oral communication, as well as listening skills, continues throughout this programme. On successful completion of this programme a student will have demonstrated competence for the practice of architecture.

**PART D: EXTERNAL REFERENCE POINTS AND BENCHMARKS**

The PG Cert in Professional Practice and Management in Architecture is designed to meet the requirements for prescription by the Architects' Registration Board [ARB] and validation by the Royal Institute of British Architects [RIBA] as a Part 3 qualification in architecture, the final step towards becoming a Registered Architect in the UK. The knowledge and skills developed in the programme are conceived in the context of the general criteria and graduate attributes contained in the RIBA/ARB criteria for validation/prescription that are derived from the requirements of Article 46 of the EU Qualifications Directive and echoed in the QAA Benchmark Statement for Architecture.

**PART E: REGULATIONS**

B: Approved variant to University Academic Regulations and Procedures

Assessment for this programme requires a variant of the procedures set out in the Academic Regulations and Procedures 2008 for the assessment of programmes under the Modular Scheme (F8-10). The regulations will apply except as set out in the variations below. The variations are required to ensure that the programme meets the requirement of the ARB/RIBA in relation to its accreditation of Part 3 programmes.

Variations to individual module requirements will be clearly set out in the module specifications.

1. There will be a professional examiner for the module Professional Experience, as is required by ARB/RIBA to conduct the final assessment Oral Examination/Professional Interview and to be involved in the assessment of all the elements within the module. S/he will work with an internal examiner on the assessment of this module. This is a separate role from that of the external examiner as understood by the University's Academic Regulations and Procedures.
2. Two of the elements of the Professional Experience module, the Oral Examination/Professional Interview and the record of professional experience (eg logbook/PEDR) will be assessed on a Pass/Fail basis against the criteria for Part 3 established by the ARB/RIBA. (Note: Students will not be eligible to undertake these assessment elements for this module if they have not accrued work experience in accordance with ARB/RIBA Practical Training requirements.)
3. All other individual elements of the module Professional Experience must be passed at 50% in order for the module as a whole to be passed; this is to ensure that the students have met all the Part 3 criteria which are mapped against the individual elements of work

4. The number of attempts for each module will be as set out in the Academic Regulations and Procedures. However the timing of the resit runs for the Professional Experience module will be fixed by the professional examiner - as required by the ARB/RIBA
5. Where students have not been able to meet the work experience requirement required to pass the Professional Experience module, they may be permitted to defer the assessment until a later assessment date when they will have been able to meet this requirement (maximum of 3 years). Students deferring in these circumstances only shall not incur any penalty in terms of marks capping or an additional fees requirement.
6. There will be one Examining Board for the programme, carrying out the functions of both Field and Award Boards. EXAMINATION BOARD TERMS OF REFERENCE

An examining board shall be responsible for determining:

- i) that assignments contributing to assessment are properly scrutinised and marked
- ii) that all assessments are properly conducted
- iii) the effect, if any, of circumstances related to the delivery or assessment of a module adversely affecting the performance of a whole cohort or a particular sub-group of students in an assessment or the module or unit of study or as a whole
- iv) the mark or other outcome achieved by a student in respect of an assessment or re-assessment of his or her performance in each module and on the award as a whole
- v) whether a student has complied with the requirements to progress to further study on an award or to receive an award
- vi) the recommendation for a particular award and, if appropriate, the differential level of award to be made to the student, having regard to the student's overall profile of assessment under the regulations for the programme, and subject to such limitations as are set out in the University's Ordinances and Academic Regulations
- vii) the award of credit to a student in respect of his or her performance in a module or in accordance with the Academic Regulations
- viii) the satisfaction of any requirements of a professional body for recognition of the award in so far as may be delegated by the professional body
- ix) the effect of any extenuating circumstances affecting the performance of a student in relation to an award or progression within an award
- x) the action to be taken in relation to the determination of the outcome of the assessment of modules and of the award, in accordance with the Academic Regulations, in respect of a student who has committed an assessment offence
- xi) any relevant matters arising from the work of the board which the board wishes to draw to the attention of the appropriate scheme/programme management committee.

The composition of an examining board shall be:

i). the Executive Dean of the faculty, or his or her nominee ii) the programme leader iii) the module leaders for modules contributing to the award iv) the professional examiner for the module Professional Experience, as is required by ARB/RIBA v. the chief external examiner to the award.