

Reference points:	Internal	Corporate Strategy 2015-2020 Academic Quality and Enhancement Manual School Strategy LSBU Academic Regulations
	External	QAA Quality Code for Higher Education 2013 Framework for Higher Education Qualifications Subject Benchmark Statements (Dated) PSRB Competitions and Markets Authority SEEC Level Descriptors 2016
B. Course Aims and Features		
Distinctive features of course	<p>Architectural Technologists are specialists enlisted on architectural projects to translate a designer's intentions into feasible development proposals. They are specialists in analysing the requirements and challenges of a construction project and applying the best fit technology, materials and processes. A fully qualified Chartered Architectural Technologist is qualified to manage construction projects from design through to build.</p> <p>This course prepares students with design, technical and management skills, and teaches them to apply scientific principles and practical knowledge in constructing buildings to meet building performance criteria. Students gain a sound understanding of advanced computer technology in 3D Computer Aided Design and visualisation in the production of design details, and knowledge of administering contracts and projects in fulfilling client and current regulation needs.</p> <p>Students will have the opportunity to learn and work with students from other disciplines, and to develop team-working skills as well as working as a practitioner.</p>	
Course Aims	<p>The BSc (Hons) Architectural Technology aims to:</p> <ol style="list-style-type: none"> 1. Produce graduates who are committed to a career in architectural technology. 2. Produce graduates equipped to take up responsible professional employment in the architectural design industry and become lifelong learners with an appreciation of the value to society of an education in architectural technology. 3. Produce graduates who have a breadth and depth of knowledge and understanding of the key aspects of the scientific, technological and organisational principles of technical design problems in architecture. 4. Allow graduates to acquire and develop analytical and problem-solving skills, and subject-specific skills. To acquire and develop the ability to evaluate evidence, arguments, and assumptions, to reach sound judgements, and communicate effectively. 5. To develop graduates who approach design problems creatively and who have the technical skills to see their ideas through to realisation. 6. Provide an opportunity to those in full-time employment to study towards a degree in Architectural Technology on a part-time basis. 	

	<p>7. To create a unique educational environment that seeks to benefit from the practical experience of mature and part-time students.</p> <p>8. Provide an education centred within the Built Environment that recognises the important roles of other professions in the development of the Built Environment and cultivates interaction and teamwork with these other professionals.</p>
<p>Course Learning Outcomes</p>	<p>a) Students will have knowledge and understanding of:</p> <p>A1 The technology and science of building design, production and performance.</p> <p>A2 Regulatory and legal requirements affecting buildability, sustainability and performance of buildings.</p> <p>A3 Detailed design and production information including analysis, selection, calculations and production drawings.</p> <p>A4 Design methods and processes including the presentation of design proposals to other parties.</p> <p>A5 Business and management skills relevant to the construction industry.</p> <p>A6 Information Technology relevant to the Architectural Technologist.</p> <p>A7 The procurement process and contract administration.</p> <p>A8 The role of the Architectural Technologist in the built environment and in society in general.</p> <p>b) Students will develop their intellectual skills such that they are able to:</p> <p>B1 Demonstrate knowledge and understanding of facts, concepts, principles and theories.</p> <p>B2 Develop creative and innovative solutions.</p> <p>B3 Make informed judgements based upon evidence.</p> <p>B4 Apply knowledge and understanding in solving qualitative and quantitative problems.</p> <p>B5 Evaluate and interpret technological information.</p> <p>B6 Undertake research and obtain and evaluate data.</p> <p>c) Students will acquire and develop practical skills such that they are able to:</p> <p>C1 Use Information Technology to support intellectual skills.</p> <p>C2 Produce quality design presentations through various media.</p> <p>C3 Prepare technical drawings, reports and specifications.</p> <p>C4 Use the library, the Internet, and other information sources effectively.</p> <p>C5 Manage projects efficiently.</p> <p>d) Students will acquire and develop transferrable skills such that they are able to:</p> <p>D1 Effectively communicate in oral presentations, reports and drawing.</p> <p>D2 Apply mathematical skills.</p> <p>D3 Use Information Technology.</p>

	D4 Work effectively as a member of a team. D5 Manage time and work to deadlines. D6 Evaluate and improve their own learning and performance. D7 Use a variety of skills in problem solving.
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C. Teaching and Learning Strategy

Acquisition of A1, A3 and A8 is through a combination of lectures, seminars, tutorials, practical classes, coursework and project work at Levels 4, 5 and 6. Acquisition of A2 is through lectures, tutorials, coursework, and project work at Levels 4, 5 and 6. Acquisition of A4 is through lectures, tutorials, peer reviewed presentations, and project work at Levels 4, 5 and 6. Acquisition of A5 is through lectures, tutorials and coursework at Level 6. Acquisition of A6 is through lectures, computer laboratory classes and coursework at Levels 4, 5 and 6. Acquisition of A7 is through lectures, tutorials, coursework, and project work at Levels 5 and 6. Throughout the course students have module guides relevant to each topic of study, giving additional reading material which students are encouraged to use for private study to consolidate the formal learning process, and both broaden and deepen their knowledge and understanding in the subject area. All students are encouraged to become student members of the CIAT, use their libraries and resources, and attend meetings.

Intellectual skills are developed through the teaching and learning course. Analysis and problem-solving skills are further developed through regular seminars and tutorials. Experimental, research, and design skills are further developed through coursework exercises, practical laboratory work, design projects and research projects.

Practical skills are developed through the teaching and learning course. C1 is developed through lectures and practical computer laboratory sessions. C2 and C3 are developed through the design studio and technology studio project work. C4 and C5 are developed through project work and research projects.

Transferable skills are developed through the teaching and learning course. D1 is developed in design and technology studio presentations. D2 is developed in the structures and environmental science modules at Levels 4 and 5. D3 is developed within the CAD modules at Levels 4 and 5. D4 and D6 are developed through peer-reviewed group project work at Levels 4, 5 and 6. D5 is developed through setting assessment deadlines. D7 is developed through lectures, tutorials and practical experiments. Although not explicitly taught, other skills are nurtured and developed throughout the course which is structured and delivered in such a way as to promote this.

D. Assessment

Testing of the knowledge base is through a combination of unseen written examinations, problem-solving exercises, essays, oral presentations, seminars, design exercises, laboratory reports, poster displays, and individual and group projects. Analysis and problem-solving skills are assessed through unseen written examinations and coursework exercises. Experimental, research, and design skills are assessed through laboratory reports, coursework exercises, project presentations, poster displays, and oral presentations. Practical skills are assessed through, coursework exercises, project reports and presentations and research projects. D1 is assessed through coursework, laboratory work and presentations. D2 is assessed through unseen written examinations and coursework. D3 is assessed through coursework. D4 is assessed in group project coursework and presentations. D5 is assessed by applying penalties for the late submission of coursework. D7 is assessed through unseen written examinations, coursework exercises and project work. The other skills are not formally assessed.

E. Academic Regulations

The University's Academic Regulations apply for this course. Any course specific protocols will be

identified here.

F. Entry Requirements

Year 1 entry

GCSE passes in five subjects (grade C or above), including English Language and Mathematics. The University will accept a pass in the Key Skills Qualification at Level 2 in place of GCSE English and Mathematics. Additionally, applicants are expected to achieve 220-240 UCAS points (minimum of 160 points for candidates who hold technical positions for at least two years in the architecture/design industry), through any combination of the following:

- A Levels/AS Levels/AVCE Double Award
- Advanced Diploma
- BTEC National Diploma/Certificate (NQF) or Extended Diploma / Diploma (QCF)
- International Baccalaureate Diploma
- Irish Leaving Certificate Higher/ Ordinary
- Scottish Higher/Advanced Higher
- A pass in an approved Foundation Year / Extended Degree.

Year 2 entry (full-time) and Year 3 entry (part-time)

- BTEC HNC in Construction or a related course with an overall Merit.

Year 3 entry (full-time) and Year 4 entry (part-time)

- BTEC HND in Construction or a related course with an overall Merit
- A Foundation degree in building or a construction-related subject.

Credit for prior learning (APL) and prior (experiential) learning (AP(E)L)

Applicants may use their related work experiences to gain academic credit towards their course of study. Applicants need to demonstrate that their learning is equivalent to formal learning on the course and produce satisfactory evidence. If an applicant has gained a qualification from a professional body or another institution this may be credited towards the University qualification via our transfer credit scheme.

G. Course structure(s)

Course overview

- The course is delivered on a semester pattern at LSBU, each semester being 15 weeks in duration. Students study six modules at each Level. There are several modes or combination of modes of study:
- Three years, full-time, taught over six semesters, four modules being taught in each semester.
- Four years, sandwich, with a period of industrial training of not less than 36 weeks of supervised work experience interposed between Levels 5 and 6.
- Five years, part-time, taught one day per week over ten semesters, two or three modules being taught in each semester.
- The courses at our franchised colleges are delivered in blocks over a period of two years. Direct-entry students attend intensive block weeks of combined lectures and tutorials with normally eight modules taught in each academic year.
- The duration of the full-time/sandwich degrees may be extended by one year through enrolment on the Extended Degree. A University credit is the equivalent of 150 student study hours. Each module is a self-contained part of the course of study and normally carries a single credit value.

BSc (Hons) Architectural Technology – Full time (2309)

		Semester 1		Semester 2	
Level 4	Construction Tech & Materials	20		Architectural Design & technology	20
	Construction Prac A	20		Legal & Eco Context	20
	Building Services & Enviro. Science	20		Construction Tech. & Structures	20
Level 5	Theory of Arch. Design & Conservation	20		Architectural Design Procedures	20
	Construction Contract Law	20		3D CAD & Building Information Modelling	20
	Measurement cost Planning & Tender Process for Archi. & Bsurv	20		Property Inspection repair & maintainance	20
Level 6	Sustainable Construction & the Environment	20		Architectural Design Project	20
	Arch. Design & Tech (Optional)	20		Architectural Practice Management	20
	Contract Administration	20			
	Research Project	20			

BSc (Hons) Architectural Technology – Part time

	Semester 1		Semester 2	
Year 1	Construction Tech, & Materials	20	Construction Practice A	20
	Construction Practice A	20	Legal & Economic Context	20
	Legal & Economic Context	20		
Year 2	Building Services & Enviro. Science	20	Architectural design & Technology	20
	Construction Tech, & Structures	20	Building Services & Enviro. Science	20
Year 3	Measurement Cost Planning & Tender Process for Arch & Building surveying	20	Theory of Arch. Design & Conservation	20
	Construction Contract Law	20	Property Inspection, Repair & Maintenance	20
Year 4	Contract Administration	20	Architectural Design Procedures	20
	Architectural Design & Tech.	20	3D CAD & Building Information Modelling	20
Year 5	Sustainable Construction & the Environ	20	Architectural Practice Management	20
	Research Project	20	Architectural Design Project	20

Placements information

H. Course Modules

[Provide information on:

- core and optional modules;
- the circumstances when optional modules may not run; and
- how and when students will be informed if optional modules are changed]

Module Code	Module Title	Level	Semester	Credit value	Assessment
EBB-4-010	Construction Practice	4	20	20	A selection of written reports and practical exercises

EBB-4-020	Construction Technology and Materials	4	20	20	Report and Multiple Choice Exam
EBB-4-030	Legal and Economic Context in Built Environment	4	20	20	Multiple Choice Coursework Tests
EBB-4-060	Architectural Design and Technology	4	20	20	Presentation and design project
EBB-4-070	Building Services and Environmental Science	4	20	20	Essay and Multiple Choice Exam
EBB-4-090	Construction Technology and Structures	4	20	20	Report and Multiple Choice Exam
EBB-5-020	Theory of Architectural, Design and Conservation	5	20	20	Presentation and essay
EBB-5-040	Property Inspection, Repair and Maintenance	5	20	20	Individual report
EBB-5-080	Construction Contract Law	5	20	20	
EBB-5-110	Measurement, Cost Planning and Tender Process	5	20	20	Project and in class timed assessment
EBB-5-160	3D CAD and Building Information Modelling	5	20	20	2 x individual courseworks
EBB-5-170	Architectural Design Procedures	5	20	20	Presentation and design project
	Sandwich year (optional for full-time students)				
EBB-6-010	Research Project	6	20	20	An independent research project
EBB-6-060	Contract Administration (non QS)	6	20	20	Individual and group coursework
EBB-6-070	Sustainable Construction and the Environment	6	20	20	Group project and end of module examination
EBB-6-080	Architectural Design Project	6	20	20	Presentation and design project
EBB-6-140	Architectural Design and Technology	6	20	20	Presentation and design project

EBB-6-150	Architectural Practice Management	6	20	20	Group assignment presentation and report
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I. Timetable information

Confirmed timetables are normally available one month prior to the start of the course. Full time study will involve multiple days of attendance (usually 2-3 days), part time study will be for one day/week.

J. Costs and financial support

Course related costs

- provide information about other course-related costs (explain what is and what is not included in the tuition fees, e.g. such additional expenses as cost of books or other learning materials, specialist equipment, uniforms, clothing required for work placements, field trips, bench fees).

Tuition fees/financial support/accommodation and living costs

- Information on tuition fees/financial support can be found by clicking on the following link - <http://www.lsbu.ac.uk/courses/undergraduate/fees-and-funding> or
- <http://www.lsbu.ac.uk/courses/postgraduate/fees-and-funding>
- Information on living costs and accommodation can be found by clicking the following link- <https://my.lsbu.ac.uk/my/portal/Student-Life-Centre/International-Students/Starting-at-LSBU/#expenses>

List of Appendices

- Appendix A: Curriculum Map
- Appendix B: Educational Framework (undergraduate courses)
- Appendix C: Terminology

Appendix A: Curriculum Map

This map provides a design aid to help course teams identify where course outcomes are being developed, taught and assessed within the course. It also provides a checklist for quality assurance purposes and may be used in validation, accreditation and external examining processes. Making the learning outcomes explicit will also help students to monitor their own learning and development as the course progresses.

Modules			Course outcomes																	
Level	Title	Code	A1	A2	A3	A4	A5	A6	B1	B2	B3	B4	C1	C2	C3	C4	D1	D2	D3	D4
4	Construction Practice	BEA-4-484						x					x			x	x		x	x
4	Construction Technology and Materials	EBB-4-020	x	x					x		x	x				x	x			
4	Legal and Economic Context in Built Environment	EBB-4-030							x							x				
4	Architectural Design and Technology	EBB-4-060	x	x	x	x				x	x	x		x		x	x		x	
4	Building Services and Environmental. Science	EBB-4-070	x	x					x		x	x				x	x	x		
4	Construction Technology and Structures	EBB-4-090	x						x		x					x	x			
5	Theory of Architectural, Design and Conservation	EBB-5-020	x						x							x	x			x
5	Property Inspection, Repair and Maintenance	EBB-5-040	x						x							x	x			
5	Construction Contract Law	EBB-5-080		x												x	x			
5	Measurement, Cost Planning and Tender Process	EBB-5-110					x									x	x			
5	3D CAD and Building Information Modelling	EBB-5-160						x					x		x	x	x		x	
5	Architectural Design Procedures	EBB-5-170		x	x	x	x									x	x			
6	Research Project	EBB-6-010								x	x	x				x	x			
6	Contract Administration (non QS)	EBB-6-060					x		x							x	x			

6	Sustainable Construction and the Environment	EBB-6-070						x	x				x			x	x	x		x
6	Architectural Design Project	EBB-6-080			x	x				x	x	x		x	x	x	x		x	
6	Architectural Design and Technology	EBB-6-140			x	x				x	x	x		x	x	x	x		x	
6	Architectural Practice Management	EBB-6-150		x			x									x	x			

Appendix B: Embedding the Educational Framework for Undergraduate Courses

The Educational Framework at London South Bank University is a set of principles for curriculum design and the wider student experience that articulate our commitment to the highest standards of academic knowledge and understanding applied to the challenges of the wider world.

The Educational Framework reflects our status as University of the Year for Graduate Employment awarded by *The Times and The Sunday Times Good University Guide 2018* and builds on our 125 year history as a civic university committed to fostering social mobility through employability and enterprise, enabling our students to translate academic achievement into career success.

There are four key characteristics of LSBU's distinctive approach to the undergraduate curriculum and student experience:

- Develop students' professional and vocational skills through application in industry-standard facilities
- Develop our students' graduate attributes, self-awareness and behaviours aligned to our EPIIC values
- Integrate opportunities for students to develop their confidence, skills and networks into the curriculum
- Foster close relationships with employers, industry, and Professional, Statutory and Regulatory Bodies that underpin our provision (including the opportunity for placements, internships and professional opportunities)

The dimensions of the Educational Framework for curriculum design are:

- **informed by employer and industry** needs as well as professional, statutory and regulatory body requirements
- **embedded learning development** for all students to scaffold their learning through the curriculum taking into account the specific writing and thinking requirements of the discipline/profession
- **high impact pedagogies** that enable the development of student professional and vocational learning through application in industry-standard or authentic workplace contexts
- **inclusive teaching, learning and assessment** that enables all students to access and engage the course
- **assessment for learning** that provides timely and formative feedback

All courses should be designed to support these five dimensions of the Educational Framework. Successful embedding of the Educational Framework requires a systematic approach to course design and delivery that conceptualises the student experience of the curriculum as a whole rather than at modular level and promotes the progressive development of understanding over the entire course. It also builds on a well-established evidence base across the sector for the pedagogic and assessment experiences that contribute to high quality learning.

This appendix to the course specification document enables course teams to evidence how their courses meet minimum expectations, at what level where appropriate, as the basis for embedding the Educational Framework in all undergraduate provision at LSBU.

Dimension of the Educational Framework	Minimum expectations and rationale	How this is achieved in the course
Curricula informed by employer and industry need	<p><u>Outcomes focus and professional/employer links</u> All LSBU courses will evidence the involvement of external stakeholders in the curriculum design process as well as plan for the participation of employers and/or alumni through guest lectures or Q&A sessions, employer panels, employer-generated case studies or other input of expertise into the delivery of the course provide students with access to current workplace examples and role models. Students should have access to employers and/or alumni in at least one module at level 4.</p>	<p>The course is fully accredited by CIAT/CIOB and meets their individual educational requirements. Guest lectures are implemented where practicable. Additional extra-curricular sessions on industry relevant subjects are held in conjunction with professional bodies on a regular basis. The professional bodies are also invited to talk during Construction Practice lectures at Level 4.</p>
Embedded learning development	<p><u>Support for transition and academic preparedness</u> At least two modules at level 4 should include embedded learning development in the curriculum to support student understanding of, and familiarity with, disciplinary ways of thinking and practising (e.g. analytical thinking, academic writing, critical reading, reflection). Where possible, learning development will be normally integrated into content modules rather than as standalone modules. Other level 4 modules should reference and reinforce the learning development to aid in the transfer of learning.</p>	<p>All modules at level 4 are designed to equip the student with the skills, knowledge and attributes required for success at subsequent levels. The construction practice module develops the general transferable core skills while modules such as construction technology, architectural technology, environmental science and law will give the key understanding of principles required to carry through to subsequent years of study.</p>
High impact pedagogies	<p><u>Group-based learning experiences</u> The capacity to work effectively in teams enhances learning through working with peers and develops student outcomes, including communication, networking and respect for diversity of perspectives relevant to professionalism and inclusivity. At least one module at level 4 should include an opportunity for group</p>	<p>Elements of group based work are common throughout the course. This can be both formative and summative but in either case it is about developing their ideas in a collaborative way, sharing knowledge and experience in solving problems.</p>

	<p>working. Group-based learning can also be linked to assessment at level 4 if appropriate. Consideration should be given to how students are allocated to groups to foster experience of diverse perspectives and values.</p>	
Inclusive teaching, learning and assessment	<p><u>Accessible materials, resources and activities</u> All course materials and resources, including course guides, PowerPoint presentations, handouts and Moodle should be provided in an accessible format. For example, font type and size, layout and colour as well as captioning or transcripts for audio-visual materials. Consideration should also be given to accessibility and the availability of alternative formats for reading lists.</p>	<p>Module co-ordinators provide materials in an accessible format as appropriate and are encouraged to follow good practice guidelines, including making lecture notes and additional materials available via the VLE prior to the lecture. A few staff are also taking part in the trial of lecture capture equipment in developing a further level of accessibility.</p>
Assessment for learning	<p><u>Assessment and feedback to support attainment, progression and retention</u> Assessment is recognised as a critical point for at risk students as well as integral to the learning of all students. Formative feedback is essential during transition into university. All first semester modules at level 4 should include a formative or low-stakes summative assessment (e.g. low weighted in final outcome for the module) to provide an early opportunity for students to check progress and receive prompt and useable feedback that can feed-forward into future learning and assessment. Assessment and feedback communicates high expectations and develops a commitment to excellence.</p>	<p>Most modules at Level 4 are delivered long thin (ie. over two semesters), this gives the opportunity for much more formative development to take place and for additional support to be given to students in their early stages of development and understanding. Staff are encouraged to talk about feedback more regularly so that students recognise what it is and get real benefit from it.</p>
High impact pedagogies	<p><u>Research and enquiry experiences</u> Opportunities for students to undertake small-scale independent enquiry enable students to understand how knowledge is generated and tested in the discipline as well as prepare them to engage in enquiry as a highly sought after outcome of university study. In preparation for an undergraduate dissertation at level 6, courses should provide opportunities for students to</p>	<p>As a student progresses through the course they will be developing the ability to undertake research in a meaningful way. This is done via various assessment techniques and questioning, students are often asked to explore real world problems or if employed to use examples they are familiar with in developing their</p>

	<p>develop research skills at level 4 and 5 and should engage with open-ended problems with appropriate support. Research opportunities should build student autonomy and are likely to encourage creativity and problem-solving. Dissemination of student research outcomes, for example via posters, presentations and reports with peer review, should also be considered.</p>	<p>understanding and exploring new ideas. This culminates in the Level 6 research project where they are asked to independently fully research a case study in a given area and explore creative and innovative solutions to problems.</p>
<p>Curricula informed by employer and industry need / Assessment for learning</p>	<p><u>Authentic learning and assessment tasks</u> Live briefs, projects or equivalent authentic workplace learning experiences and/or assessments enable students, for example, to engage with external clients, develop their understanding through situated and experiential learning in real or simulated workplace contexts and deliver outputs to an agreed specification and deadline. Engagement with live briefs creates the opportunity for the development of student outcomes including excellence, professionalism, integrity and creativity. A live brief is likely to develop research and enquiry skills and can be linked to assessment if appropriate.</p>	<p>The use of live briefs and industry related briefs are encouraged, students find them more engaging and are more likely to research the topics in a more meaningful way. In the more Architectural Technology specific subjects, industry and professional body representatives often come in the view student presentations and to take an active part in the assessment process.</p>
<p>Inclusive teaching, learning and assessment</p>	<p><u>Course content and teaching methods acknowledge the diversity of the student cohort</u> An inclusive curriculum incorporates images, examples, case studies and other resources from a broad range of cultural and social views reflecting diversity of the student cohort in terms of, for example, gender, ethnicity, sexuality, religious belief, socio-economic background etc. This commitment to inclusivity enables students to recognise themselves and their experiences in the curriculum as well as foster understanding of other viewpoints and identities.</p>	<p>In lectures staff are encouraged to use a wide range of examples and case studies to better represent the student body. In this context it is often giving comparative examples of other countries and methodologies which they employ, this not only gives a better context but often leads to lively, constructive debates.</p>
<p>Curricula informed by employer and industry need</p>	<p><u>Work-based learning</u> Opportunities for learning that is relevant to future employment or undertaken in a workplace setting are</p>	<p>The full time course offers the option of a sandwich year after year 2 which provides the additional experiential</p>

	<p>fundamental to developing student applied knowledge as well as developing work-relevant student outcomes such as networking, professionalism and integrity. Work-based learning can take the form of work experience, internships or placements as well as, for example, case studies, simulations and role-play in industry-standards settings as relevant to the course. Work-based learning can be linked to assessment if appropriate.</p>	<p>knowledge which should provide better employment opportunities. Students are encouraged to make use of the job shop at LSBU in seeking internships or other part time work to supplement their studies. For those that want it this may also take place overseas as part of the Erasmus scheme.</p>
<p>Embedded learning development</p>	<p><u>Writing in the disciplines: Alternative formats</u> The development of student awareness, understanding and mastery of the specific thinking and communication practices in the discipline is fundamental to applied subject knowledge. This involves explicitly defining the features of disciplinary thinking and practices, finding opportunities to scaffold student attempts to adopt these ways of thinking and practising and providing opportunities to receive formative feedback on this. A writing in the disciplines approach recognises that writing is not a discrete representation of knowledge but integral to the process of knowing and understanding in the discipline. It is expected that assessment utilises formats that are recognisable and applicable to those working in the profession. For example, project report, presentation, poster, lab or field report, journal or professional article, position paper, case report, handbook, exhibition guide.</p>	<p>Throughout the course as well as providing different assessment styles students are commonly asked to produce work in a wide range of formats as they would in the workplace. For this subject area the wide use of presentations, project work, posters and reports reflects the external expectations and better prepares the students for these challenges.</p>
<p>High impact pedagogies</p>	<p><u>Multi-disciplinary, interdisciplinary or interprofessional group-based learning experiences</u> Building on experience of group working at level 4, at level 5 students should be provided with the opportunity to work and manage more complex tasks in groups that work across traditional disciplinary and professional boundaries</p>	<p>Although limited cross disciplinary working directly appears on the course elements are being integrated. Subjects such as Building Information Modelling encourage cross-disciplinary and collaborative working in order to be successful and as such the deeper</p>

	and reflecting interprofessional work-place settings. Learning in multi- or interdisciplinary groups creates the opportunity for the development of student outcomes including inclusivity , communication and networking.	understanding of needs and requirements of other disciplines are beginning to grow.
Assessment for learning	<p><u>Variation of assessment</u></p> <p>An inclusive approach to curriculum recognises diversity and seeks to create a learning environment that enables equal opportunities for learning for all students and does not give those with a particular prior qualification (e.g. A-level or BTEC) an advantage or disadvantage. An holistic assessment strategy should provide opportunities for all students to be able to demonstrate achievement of learning outcomes in different ways throughout the course. This may be by offering alternate assessment tasks at the same assessment point, for example either a written or oral assessment, or by offering a range of different assessment tasks across the curriculum.</p>	<p>You will find a variation of assessment styles and strategies across the course and at different levels.</p> <p>Coursework may be in the form of a report, essay, presentation or in class tests. In a number of modules there are also elements of groupwork to encourage collaboration and understanding. In some subjects independent research is also being used to enhance critical thinking.</p> <p>Examinations are also used and may take various forms from MCT's to short in class tests or the more formal end of module examinations as appropriate.</p>
Curricula informed by employer and industry need	<p><u>Career management skills</u></p> <p>Courses should provide support for the development of career management skills that enable student to be familiar with and understand relevant industries or professions, be able to build on work-related learning opportunities, understand the role of self-appraisal and planning for lifelong learning in career development, develop resilience and manage the career building process. This should be designed to inform the development of excellence and professionalism.</p>	
Curricula informed by employer and industry need / Assessment for learning / High impact pedagogies	<p><u>Capstone project/dissertation</u></p> <p>The level 6 project or dissertation is a critical point for the integration and synthesis of knowledge and skills from across the course. It also provides an important transition into employment if the assessment is authentic, industry-facing or client-driven. It is recommended that this is a capstone experience, bringing together all learning across the course and creates</p>	<p>For the level 6 research project module students are given a choice of industry relevant subjects areas and case studies to select from, which they then fully research while supported by a supervisor who can provide valuable guidance. The student is encouraged to seek solutions to real world problems and to</p>

	the opportunity for the development of student outcomes including professionalism, integrity and creativity .	engage with industry where possible in developing these.
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Appendix C: Terminology

[Please provide a selection of definitions according to your own course and context to help prospective students who may not be familiar with terms used in higher education. Some examples are listed below]

awarding body	a UK higher education provider (typically a university) with the power to award higher education qualifications such as degrees
bursary	a financial award made to students to support their studies; sometimes used interchangeably with 'scholarship'
collaborative provision	a formal arrangement between a degree-awarding body and a partner organisation, allowing for the latter to provide higher education on behalf of the former
compulsory module	a module that students are required to take
contact hours	the time allocated to direct contact between a student and a member of staff through, for example, timetabled lectures, seminars and tutorials
coursework	student work that contributes towards the final result but is not assessed by written examination
current students	students enrolled on a course who have not yet completed their studies or been awarded their qualification
delivery organisation	an organisation that delivers learning opportunities on behalf of a degree-awarding body
distance-learning course	a course of study that does not involve face-to-face contact between students and tutors

extracurricular	activities undertaken by students outside their studies
feedback (on assessment)	advice to students following their completion of a piece of assessed or examined work
formative assessment	a type of assessment designed to help students learn more effectively, to progress in their studies and to prepare for summative assessment; formative assessment does not contribute to the final mark, grade or class of degree awarded to students

higher education provider	organisations that deliver higher education
independent learning	learning that occurs outside the classroom that might include preparation for scheduled sessions, follow-up work, wider reading or practice, completion of assessment tasks, or revision
intensity of study	the time taken to complete a part-time course compared to the equivalent full-time version: for example, half-time study would equate to 0.5 intensity of study
lecture	a presentation or talk on a particular topic; in general lectures involve larger groups of students than seminars and tutorials
learning zone	a flexible student space that supports independent and social learning
material information	information students need to make an informed decision, such as about what and where to study
mode of study	different ways of studying, such as full-time, part-time, e-learning or work-based learning
modular course	a course delivered using modules
module	a self-contained, formally structured unit of study, with a coherent and explicit set of learning outcomes and assessment criteria; some providers use the word 'course' or 'course unit' to refer to individual modules
national teaching fellowship	a national award for individuals who have made an outstanding impact on student learning and the teaching profession
navigability (of websites)	the ease with which users can obtain the information they require from a website
optional module	a module or course unit that students choose to take
performance (examinations)	a type of examination used in performance-based subjects such as drama and music
professional body	an organisation that oversees the activities of a particular profession and represents the interests of its members
prospective student	those applying or considering applying for any programme, at any level and employing any mode of study, with a higher education provider

regulated course	a course that is regulated by a regulatory body
regulatory body	an organisation recognised by government as being responsible for the regulation or approval of a particular range of issues and activities
scholarship	a type of bursary that recognises academic achievement and potential, and which is sometimes used interchangeably with 'bursary'
semester	either of the parts of an academic year that is divided into two for purposes of teaching and assessment (in contrast to division into terms)
seminar	seminars generally involve smaller numbers than lectures and enable students to engage in discussion of a particular topic and/or to explore it in more detail than might be covered in a lecture
summative assessment	formal assessment of students' work, contributing to the final result
term	any of the parts of an academic year that is divided into three or more for purposes of teaching and assessment (in contrast to division into semesters)
total study time	the total time required to study a module, unit or course, including all class contact, independent learning, revision and assessment
tutorial	one-to-one or small group supervision, feedback or detailed discussion on a particular topic or project
work/study placement	a planned period of experience outside the institution (for example, in a workplace or at another higher education institution) to help students develop particular skills, knowledge or understanding as part of their course
workload	see 'total study time'
written examination	a question or set of questions relating to a particular area of study to which candidates write answers usually (but not always) under timed conditions

