BA (HONS) ARCHITECTURAL DESIGN AND TECHNOLOGY

CHARTERED INSTITUTE OF ARCHITECTURAL TECHNOLOGISTS ACCREDITATION REVIEW

June 2018
School of Art, Design and Fashion

SOLENT UNIVERSITY

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CHARTERED INSTITUTE OF ARCHITECTURAL TECHNOLOGISTS ACCREDITATION REVIEW

BA (HONS) ARCHITECTURAL DESIGN AND TECHNOLOGY

SOLENT UNIVERSITY, SOUTHAMPTON

INTRODUCTION

Solent University, Southampton (SU) has a long history of offering professional courses in a number of Built Environment-related disciplines. The overarching principles of this provision are: to deliver courses that meet the demands and expectations of industry and professional bodies; to promote enthusiasm for the pursuit of knowledge and stimulate an enquiring, analytical, creative and independent approach on the part of each student, and; to maximise employability by producing graduates who have the knowledge, skills, and intellectual maturity to enable them to work effectively in the professional environment.

The purpose of this submission is to seek continued Chartered Institute of Architectural Technologists (CIAT) accreditation for the BA (Hons) Architectural Design and Technology* (ADT) Course at Solent University.

The submission is composed of two parts:
Part One – Review Document, contains reflective appraisal of the period since the last Accreditation Review in 2013
Part Two – Appendices including supplementary evidence in support of the submission.

*Including BA (Hons) Architectural Technology which is being phased out and replaced with BA (Hons) Architectural Design and Technology

PART ONE

REVIEW DOCUMENT

CONTEXT

Solent University's Strategic Plan emphasises the University's dedication to academic excellence, social justice and the integration of theory and practice.

There is a strong focus on real-world learning and this is built into the range of courses offered. The University seeks to develop innovative, employer-facing courses to optimise career opportunities for our graduates. Our courses are taught by lecturers who have subject expertise and strong ties to industry. This provides our students with practical insights and work experience opportunities.

We have strong local roots within Southampton and its region, working closely with the city, the community, employers and voluntary organisations. The University is friendly and inclusive, with a developing international dimension. This makes for a lively, welcoming and stimulating place for work, study and relaxation.

Recently, SU was restructured into five academic schools:

- School of Art, Design and Fashion
- School of Business, Law and Communications
- School of Media Arts and Technology
- School of Sport, Health and Social Sciences
- Warsash School of Maritime Science and Engineering

The BA (Hons) Architectural Design and Technology (ADT) course sits in the Architectural and Design Practice Subject Group which is part of the School of Art, Design and Fashion.

The Group was formed in 2016. Since its inception, the Group's portfolio of courses grew with the addition of new undergraduate and postgraduate courses.

Courses that are currently part of the Architectural and Design Practice group are:

- BA (Hons) Architectural Design and Technology
- BA (Hons) Interior Design
- BA (Hons) Interior Design Decoration (including Top-up)
- BA (Hons) Product Design (including Top-up)
- MSc Sustainable Building Design

- Due to start 2018/19:
- BA (Hons) Architectural Design and Visualisation
- MSc Architectural Project Management
- MSc Advanced Building Simulation

Due to start 2019/20:

- MA Design for Health and Wellbeing

SCHOOL MANAGEMENT AND COURSE TEAM

Professor [redacted] is Director of the School of Art, Design Fashion.

[redacted] MCIAT is Head of Architectural and Design Practice Subject Area and Course Leader for BA (Hons) Architectural Design and Technology.

Although now two separate subject groups, the ADT course is delivered in collaboration with its sister courses from Design and Built Environment Subject Area, headed by Joh [redacted] which includes BSc (Hons) Construction Management, BSc (Hons) International Construction, Design and Sustainability (Top-up) and Higher Nationals with shared units and teaching.

The School also offers a Design Foundation year with direct pathways that feed into Level 4 of all courses including BA (Hons) Architectural Design and Technology.

The course is taught by experienced and well qualified full-time and associate lectures with backgrounds from across the sector who carry relevant academic and teaching qualifications and are members of professional bodies including Chartered Institute of Architectural Technologists (CIAT), Chartered Institute of Building (CIOB), Royal Institute of Chartered Surveyors (RICS), Chartered Association of Building Engineers (CABE) and Society of British and International Design (SIBD). At the time of writing, there were four members of the team who are MCIAT and one ACIAT in the process of upgrading to MCIAT. For Staff Profiles please refer to Appendix 1.

KEY STAFF

Architectural and Design Practice Subject Area

[redacted] **MCIAT**

Head, Architectural and Design Practice Subject Group

Course Leader, BA (Hons) Architectural Design and Technology

Units Leader: Architectural Design Principles, Architectural Design, Professional Practice

Dr [redacted] **MCIAT BREEAM AP**

Unit Leader: Construction Technology, Sustainable Architecture and Innovation, Final Year Project

Dr [redacted] **ACIAT**

Unit Leader: Innovative Technologies and Applications, Refurbishment and Building Surveying

[redacted] **MCIAT**

Associate Lecturer, Senior Architectural Technologist at Simpson Hilder Associates

Unit Leader: Introduction to Architectural Technology, Construction and Sustainable Technology, Applications of Architectural Technology

[redacted] **MCIAT**

Associate Lecturer, Architectural Technologist at Solent University

Unit Leader: Contract Administration and Specification

[redacted] **SBID**

Associate Lecturer, Director at Anima & Amare Interior Design

Subject taught: CDM Regulations

Design and Built Environment Subject Area

[redacted] **MRICS FCABE SFHEA**

Head, Design and Built Environment

Unit Leader: Management in the Built Environment

Dr [redacted] **ICIOB**

Unit Leader: Procurement and Project Management

Dr [redacted] MCIOB
Unit Leader: Science of the Built Environment

Dr [redacted] MCIOB
Course Leader, BSc (Hons) Construction Management
Unit Leader: Research Project

[redacted]
Associate Lecturer
Unit Leader: Principles of Business Environment

BA (HONS) ARCHITECTURAL DESIGN AND TECHNOLOGY

Background
The course was first validated in 1996 making it one of the longest running accredited degree courses in architectural technology in the UK. The course content and structure are aligned with the requirements of the professional body, the Chartered Institute of Architectural Technologists (CIAT) and QAA Benchmark Statement for Architectural Technology. CIAT afforded the course 'Accreditation in Principle' in 1996, and Full Accreditation in 2001 with successful re-accreditations in 2007 and 2013.

From 2017/18, the course title was changed from BA (Hons) Architectural Technology to BA (Hons) Architectural Design and Technology. New Level Four entrants were enrolled on the new title while existing students will remain on the old one until it is fully phased out.

Course Rationale
The BA (Hons) Architectural Design and Technology course is designed to equip graduates with knowledge, intellectual, practical and transferable skills to become specialists in the design and construction of buildings; designers with robust understanding of technology, and technologists with strong awareness of aesthetics. The curriculum is based on the twin pillars of architectural design and construction technology, underpinned by understanding of management, professional practice, procurement and contracts.

The principal aim of the course is to instil within students the aspiration to become Chartered Architectural Technologists, fully aware and proud of the unique identity and pivotal role and purpose of Architectural Technology as a key discipline in the Built

Environment. This ethos is embedded in the curriculum which is structured in three core themes: 'Design', 'Technology' and 'Professional Practice' echoing the structure of the 'subject-specific areas' as outlined in QAA Benchmark for Architectural Technology.

The grouping of units in distinct themes aims to foster students' understanding of the purpose and context of each subject within the course. The units are designed to allow seamless progression in the attainment of knowledge, intellectual and practical skills within each theme. Although the themes run in parallel to each other, theory and practical skills gained in each theme cross over, horizontally and vertically, to create a truly integrated and coherent suite of study. For instance, the Architectural Design unit (Level Five, Design Theme) builds on the skills gained in the Architectural Design Principles unit (Level Four, Design Theme) and is underpinned by the knowledge gained in Construction Technology (Level Five, Technology Theme).

Course Structure Diagrams for both Full- and Part-Time routes are shown in Table 1 and Table 2 respectively. Course mapping against 2014 QAA Benchmark Statement for Architectural Technology can be found in Table 3 while Table 4 illustrates the thematic course structure. Table 5 provides details of shared units. Full Programme Specification is provided in Appendix 2 while Unit Descriptors are available in Appendix 3.

Table 1 - Full Time Course Structure

Core unit

Option unit

Level Four

Winter: Sep-Jan

Spring: Jan - June

- Architectural Design Principles — ARC400 — 20 CATS
- Construction and Sustainable Technology — ADP405 — 20 CATS
- Principles of Business Environment — ARC402 — 20 CATS
- Science of the Built Environment — ARC407 — 20 CATS
- Introduction to Architectural Technology — ARC409 — 20 CATS
- Management of the Built Environment — ARC411 — 20 CATS

Level Five

Winter: Sep-Jan

- Architectural Design — ARC500 — 20 CATS
- Innovative Technologies and Applications — ARC501 — 20 CATS
- Construction Technology — ARC507 — 20 CATS

Spring: Jan - June

- Applications of Architectural Technology — ARC508 — 20 CATS
- Procurement and Project Management — ARC503 — 20 CATS
- Contracts Administration and Specification — ARC504 — 20 CATS

Level Six

Winter: Sep-Jan

Spring: Jan - June

- Sustainable Architecture and Innovation — ADP602 — 20 CATS
- Design Project — ARC600 — 20 CATS
- Refurbishment and Building Surveying — TBE605 — 20 CATS
- Professional Practice — ARC603 — 20 CATS

Choose One

- Research Project — ARC604 — 40 CATS
- Final Year Project — ARC605 — 40 CATS

Table 2 - Part Time Course Structure

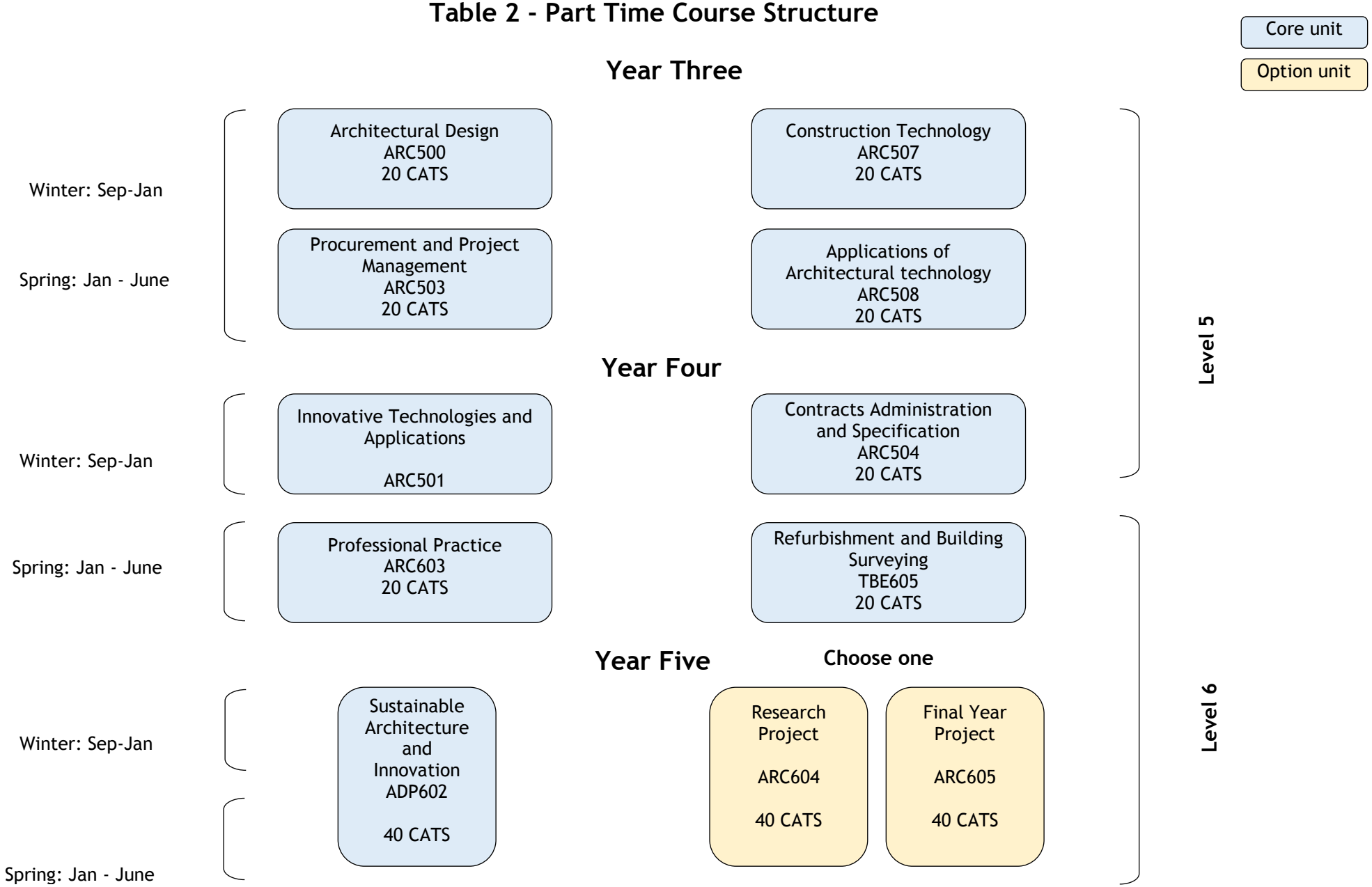

Table 3 - Mapping to the QAA Benchmark Statement for Architectural Technology and Professional Standards Framework

Mandatory Threshold Standards	Key Subject Area	Level Four						Level Five						Level Six				
		ARC400	ADP405	ARC402	ARC407	ARC409	ARC411	ARC500	ARC501	ARC503	ARC504	ARC507	ARC508	ADP602	TBE605	ARC603	ARC604(option)	ARC605(option)
1. an awareness of the context, and the political, economic, environmental, social and technological aspects that inform and influence the practice of Architectural Technology nationally and internationally	*Design*																	
2. an ability to problem solve to realise the design into built form through the generation of detailed design solutions that respond to familiar and unfamiliar situations																		
3. an ability to successfully complete a sustainable and inclusive design project, systematic review or systematic case study, informed by current understandings in the discipline																		
4. an awareness of building elements, components, systems, and methods used for different building typologies	*Technology*																	
5. an awareness of current topics and practices which inform the discipline of Architectural Technology including new and emerging technologies																		
6. an awareness of project and design management, project procurement and process, construction and contract management	*Management*																	
7. an ability to identify hazards and risks and develop and maintain safe systems of work and legal and relevant legislation and regulatory frameworks	*Practice*																	
8. an ability to work independently and as a member of a team identifying personal development needs and to plan to meet these needs through relevant and appropriate methods																		

Table 4 - Thematic Course Structure

Themes	Design	Technology	Professional Practice
Level 4	Architectural Design Principles (ARC400)	Construction and Sustainable Technology (ADP405)	Principles of Business Environment (ARC402)
	Introduction to Architectural Technology (ARC409)	Science of the Built Environment (ARC407)	Management of the Built Environment (ARC411)
Level 5	Architectural Design (ARC500)	Construction Technology (ARC507)	Procurement and Project Management (ACR503)
	Applications of Architectural Technology (ARC508)	Innovative Technologies and Applications (ARC501)	Contract Administration and Specification (ARC504)
Level 6	Refurbishment and Building Surveying (TBE605)		Professional Practice (ARC603)
	Sustainable and Innovative Architecture (ADP602)		
	Options: Research Project (ARC604) Final Year Project (AR605)		

Table 5 - Shared Units

	Unit	Shared (Y/N)	Shared with
Level 4	Architectural Design Principles (ARC400)	Y	BA (Hons) Interior Design
	Principles of Business Environment (ARC402)	Y	BSc (Hons) Construction Management and all Higher Nationals
	Science of the Built Environment (ARC407)	Y	HNC Architectural Technology
	Introduction to Architectural Technology (ARC409)	Y	HNC Architectural Technology
	Management of the Built Environment (ARC411)	Y	HNC Architectural Technology
	Construction and Sustainable Technology (ADP405)	Y	HNC Architectural Technology
Level 5	Architectural Design (ARC500)	N	
	Innovative Technologies and Applications (ARC501)	Y	BA (Hons) Interior Design
	Procurement and Project Management (ACR503)	N	
	Contract Administration and Specification (ARC504)	N	
	Construction Technology (ARC507)	N	
	Applications of Architectural Technology (ARC508)	N	
	Sustainable and Innovative Architecture (ADP602)	N	
Level 6	Professional Practice (ARC603)	N	
	Refurbishment and Building Surveying (TBE605)	Y	BA (Hons) Interior Design
	Research Project (ARC604)	N	
	Final Year Project (AR605)	N	

SPECIAL FEATURES

Course structure based on the twin pillars of 'Architectural Design' and 'Construction Technology' as two integral parts of the construction process, accredited by CIAT and designed to meet industry requirements

Genuine embedding of employability by offering 'real world' learning and proactive involvement of employers in the design and delivery of curriculum

Professional, highly-qualified and committed teaching team

Dedicated studio equipped with industry standard software, and recently refurbished to provide a pleasant and professional working environment

Extra value and features that go beyond standard expectation

LEARNING, TEACHING AND ASSESSMENT STRATEGY

The course is designed to provide well-rounded education based on the twin pillars of architectural design and construction technology, underpinned by units in sustainability, management, professional practice, procurement and contractual procedures.

The course adopts a balanced, student-centred teaching and learning strategy combining critical thinking and practical skills. Delivered through lectures, seminars, studio sessions and workshops, learning and teaching is designed to allow cumulative attainment of knowledge and skills. In individual and group tutorials, workshops, seminars and studio sessions students are encouraged to become critical thinkers and gain a range of creative and practical skills.

Level Four is foundational designed to enable students make the transition to higher education. It introduces areas that are fundamental to the study of Architectural Technology and provides grounding in key subjects including architectural design, construction technology and technical detailing with focus on low-rise buildings, complemented by units in management principles, science of building, legal, and health and safety issues. Students also learn basic skills in architectural drawing and graphical

representation as a means of conveying design ideas and technical details, and are introduced to a variety of media including manual and digital techniques.

During this level, students also gain essential study skills including research, academic writing, referencing, creative thinking and use of relevant software, i.e. AutoCAD. By developing a foundation in research, key knowledge, practical, transferrable and technical skills, students develop a sound conceptual platform upon which they begin to develop the analytical and critical skills which are vital to the course and discipline.

Level Five is developmental in nature and involves exploration of ideas and issues of increased sophistication, increasing depth and breadth of knowledge, understanding, practical, cognitive and practical skills. Application of knowledge and critical analysis and evaluation are encouraged at this level as students explore areas of increased complexity in architectural design, technical detailing, and construction technology, e.g. commercial and high-rise. The professional practice aspect of Level Five focusses on procurement and project management, specification and contract administration. While students continue to use AutoCAD, Revit and BIM concept are also introduced at this level. By the end of this stage students they normally become fairly confident users of both software.

At Level Five, students build on the knowledge gained during the previous year and extend their skills and ability to deal with more complex, unfamiliar scenarios. At this stage, students are expected to be able to locate, synthesise and select information in order to produce advanced design and technical solutions. They are encouraged to develop greater independence of thought and operation through taking increased ownership of their work.

Level Six is characterised by greater integration between knowledge and skills. Students are expected to become independent thinkers with the ability to take a proactive approach to learning and time-management. Learning and teaching at this level aim to nurture the ability of students to display initiative and decision making, set own goals and prepare for the transition from undergraduate level education to becoming successful practitioners and/or embark on postgraduate studies.

At Level Six, students are expected to display increased breadth and depth of knowledge and demonstrate their ability to operate independently as well as part of a team and exercise judgement to select and justify solutions. They are required to produce work to high technical and professional standards. The design and construction technology units

deal with areas of advanced complexity and specialism (e.g. sustainability, innovative construction). The professional practice unit prepares students for the transition into employment and/or career progression.

More recently, Level Six students have been introduced to the concept of *eco-refurbishment* in the Refurbishment and Building Surveying unit (TBE605). Since a large proportion of the existing UK housing stock suffers from poor level of energy performance, eco-refurbishment is seen as a significant action to meet national targets for reducing carbon emissions, alleviating fuel poverty and mitigating climate change. The Refurbishment and Building Surveying unit aims to familiarise students with the importance of eco-refurbishment and provide them with the knowledge and skills they need to identify hazards and deficiencies in current housing stock by implementing UK Housing Health and Safety Rating System and diagnostic tests using thermal cameras and propose improvements qualitatively and quantitatively with thermal simulations. Within this unit, students are also introduced to modern methods of surveying by 3D laser scanning with hands on experience and the practical implementation using Revit software.

Studio teaching enables students to develop key concepts and skills to tackle briefs that increase in complexity each year. During studio sessions, students have frequent one-to-one opportunities to interact with tutors and fellow students, and are used as an effective tool to develop the sense of community and belonging. Since project work is used extensively throughout the course, studio teaching provides the ideal environment for students to explore, develop and formulate responses and present solutions in relation to the design and contextual approach to project briefs.

Assessment tasks are designed to match what the students need to know and do to demonstrate attainment of intended learning outcomes for each unit and level. To mirror industry practice in both form and content, and where possible, live briefs are set by employers who also take part in delivering and critiquing students' work

Project work forms the backbone of the assessment strategy of this course. Each summative assessment has a formative dimension as a vehicle for learning rather than purely a framework for grading students and testing outcomes.

Furthermore, units are designed to enable students to build confidence and professionalism through undertaking a range of projects and assessments that focus on

these skills identified as being important to employers: presentation skills, inter-personal communication, team work, mentoring and writing styles appropriate to a range of industry requirements.

INCLUSIVITY

Solent is a university that prides itself on widening participation. In recognising that styles of learning and work vary from one student to another, the team utilises studio teaching to provide tailored, guided support to meet the individual needs of each student. During weekly studio sessions, students receive individual, one-to one feedback, an approach that enables tutors to identify the abilities of each student and, accordingly, focus on nurturing areas of strength whilst providing additional support where necessary.

Assessment tasks are designed to enable students to be stretched and challenged each to his/her own ability. Students can work at their own pace while structured formative feedback is used as a safety net to enable students' measure progress against set targets.

Our inclusive approach extends to the final year option units where students have the option of choosing either Research Project (ARC604) or Final Year Project (ARC605). In acknowledging that learners have different strengths, interests and aspirations, students are empowered to make their own choices. For example those who are considering pursuing postgraduate studies or research pathway might opt for the Research Project unit while those who may struggle with academic writing may find the Final Year Project unit a more suitable option.

RESOURCES

Architectural Technology Studio

The course currently occupies specialist studio facilities of approximately 120m^2 which is shared with Interior Design and postgraduate students. The space contains 40 PCs running specialist software such as AutoCAD, Revit, Vector Works, Google Sketch-Up Pro and Adobe Creative Suite. The software is updated annually while hardware is maintained centrally keeping the studio as up-to-date as possible. In addition to timetabled sessions, the studio is also available for students to use on an open access basis. At busy times of the year, the studio is kept open until 9 pm and during weekends. The studio provides an

ideal environment for students from different levels, disciplines and modes of study to interact, debate and share good practice in an informal and collegiate fashion thus instilling a culture of collaboration that mimics industry practice.

Laboratory Resources

The Science of the Built Environment unit (ARC407) exposes students to hands on practical laboratory sessions on Material Sciences and Environment Sciences. The laboratory is fully equipped for carrying out various tests. For instance the construction science laboratory has the universal testing machine used to determine both tensile and compressive strength of materials such as concrete, steel etc. The Hounsfield and Denison tests are performed by the student to determine the tensile strength of steel using different composition of materials. Other construction materials tested in the lab include the determination of tensile strength of different polymers, compressive strength of bricks and deflection test for timber.

Furthermore in the environment science lab the B600 Noise Control Demonstration Unit is usually to demonstrate noise generation and control strategies to the student, while the Air Conditioning Rig is used to demonstrate how to achieve the desired temperature and humidity. The Airflow Demonstration Rig is also used to demonstrate how a drop in air velocity and pressure effects energy consumption. Other experiment undertaken by the student in environmental science lab include Light and heat transfer.

Centrally managed library and ICT resources

Please refer to Appendix 5 for library and ICT resources including architecture and built environment data bases.

STUDENT EXPERIENCE

The course prides itself on the close relationship between staff and students. National Student Survey results have risen steadily from a low of 68% in 2012/13 to 93% in 2016/17 ranking 6th of 54 for student satisfaction.

Staff, supported by the School and University are committed to enhancing the student experience. At course level, students are able to approach tutors for academic support

while staff are proactive in targeting support to students in need. The University run a number of initiatives and early intervention schemes to support students who might be experiencing personal difficulties. Furthermore, the Wellbeing Hub was recently launched to provide advice and guidance on all matters relating to general wellbeing such as disability service and counselling.

CHANGES SINCE THE LAST ACCREDITATION REVIEW

Change	Rationale
Changes affecting the whole course	
Course title change from *BA (Hons) Architectural Technology* to *BA (Hons) Architectural Design and Technology* *Effective from 2017/18*	As the first course to be accredited as Bachelor of Art (BA Hons) instead of Bachelor of Science (BSc Hons) (with the exception of BA (Hons) Architectural Technology and the Environment offered by Plymouth University) the course has always had a strong emphasis on architectural and technical design. Recent changes in industry have seen the role of Chartered Architectural Technologists grow and become pivotal in design teams. It is not unusual today for Architectural Technologists to take the lead designer role, be it conceptual or technical. What's more, 'Design' was included as one of the core four areas of competency in the application for gaining Chartered status (MCIAT) via CIAT's Professional Assessment route. It was therefore considered that including the word 'Design' alongside 'Technology' in the course title would be more inclusive and representative not only of the course content itself, but the important role Chartered Architectural Technologists play in the design and construction process.
ERASMUS Bi lateral Agreement with VIA University College, Denmark *Effective from 2015/16*	To improve student mobility and provide opportunities to travel and gain valuable international experience.
Changes affecting Level Four	
Unit modification Old unit title and code: Introduction to Architectural Technology (ARC403) New unit title and code: Introduction to Architectural Technology (ARC409) *Effective from 2015/16*	Modification to the assessment, making the manual and electronic drawings separate assignments, makes explicit the relative importance of the manual element for developing ideas, relative to the production of a finished drawing using the electronic medium of AutoCAD. Furthermore it will provide the opportunity to have the two elements submitted sequentially for summative marking, ensuring that students receive feedback on the effectiveness of their development work well before the final submission of the completed AutoCAD drawing.
Unit modification Old unit title and code: Management in the Built Environment (ARC405) New unit title and code: Management in the Built Environment (ARC411) *Effective from 2015/16*	Unit modification to include knowledge and understanding of the economic perspectives and practices associated within the construction industry.

cont …

Change	Rationale
Unit modification Principles of Construction Technology (ARC401) renamed to Construction and Sustainable Technology (ADP405) *Effective: 2017/18*	To allow for an increased emphasis on sustainable and alternative approaches alongside traditional construction technology. Adding a foundation of formal teaching in sustainable construction at level 4 will complement the teaching of architectural design at level 4, and onward in level 5 and 6, as the course progresses, and inform students' thinking in the later years of the course, enabling them to embed sustainability in their design work from first principles. This is no change to the assessment type/weighting.
Changes affecting Level Five	
Course structure modification Change all level 5 units from 'thin-long' to 'short-fat' *Effective 2016/17*	To create a 'semesterised' timetable that enables students' mobility through the ERASMUS Exchange agreement with VIA University College in Denmark. This was an operational change only with all unit contents and assessments remaining the same.
Changes affecting Level Six	
Unit modification Old unit title and code: Sustainable Architecture and Innovation (ARC601) New unit title and code: Sustainable Architecture and Innovation (ADP602) And Remove Design Project (ARC600) *Effective 2017/18*	Modification to increase the weighting of Sustainable Architecture and Innovation (ARC601) unit from 20 to 40 credit points and remove Design Project (ARC600). Sustainability is a subject that is highly pertinent to the Built Environment and one that evolves constantly as new concepts and emerging technologies come to the forefront. Doubling the credit points allocated to the subject will allow these advances to be explored at a greater depth and utilise the expertise and research interests of staff. The new 40 credit point unit has the same title 'Sustainable Architecture and Innovation' but a new code (ADP602). The removal of ARC600 was based on a recommendation from the external examiner to consolidate the final year of the course and reduce students' workload to allow them dedicate more time to their final year project. It was also in response to a university wide initiative in 2016/17 to streamline courses and reduce the number of units.

UPDATE ON 2013 ACCREDITATION REVIEW ACTION PLAN

Timescale	Action	*Outcome*
Short Term Timescale: Immediate	Having established a strong working relationship with the SE Region, the team looks forward to supporting and hosting local initiatives such as CPD events and POP Record Workshops. Discussions are already under way for ideas on future events. Collaboration with the Region in order to increase graduate CIAT membership and placements has already been discussed previously.	*Achieved.* *The Course Leader is now a member of the SE Regional Committee and continually encourages students to join CIAT and mentors graduates through the process of becoming MCIAT, this is in addition to supporting new lecturers to gain Chartered status.* *SU hosted several CIAT events the highlight of these is the 2016 AGM.*
Medium Term Timescale: 2-3 years	Degree Show: at the end of each year, the Built Environment group hosts an end of year event which includes a display of final year student projects and dissertation presentations. The event is sponsored by CIAT and CIOB Regions and attended by staff, students and their families and employers. This is a highly successful event which allows students to showcase and celebrate some of their achievements. The team intends to build on the success of this event and eventually turn it into a full end of year Degree Show.	*Achieved.* *Being part of the School Art, Design and Fashion created the opportunity to take part in the annual summer show usually held at the beginning of June in The Spark where students showcase their projects and network with industry.* *The annual employers meeting takes place before the start of the show and prestigious guest speakers are invited to deliver keynote speeches.* *Prizes from professional bodies such as CIAT, CIOB, SBID and BRE Academy as well as industry are awarded at the show in what has come a long way from a smallish display of work to an outstanding celebration of students' success.*
Long Term Timescale: open	Although it has not been possible in the current climate, the long-term ambition is to be able to deliver courses at Masters Level. In the meantime, the team is considering offering short courses (e.g. CAD and Revit under Autodesk License. Professional Review.	*Achieved.* *One new MSc course was launched in 2017/18 with another two already validated and due to start in 2018/19. In 2017 a collaboration agreement was signed between SU and BRE Academy to enable the embedding of BREEAM Accredited Professional (AP) qualification in the Master courses.*

LINKS WITH, AND PROMOTION OF CIAT

The course team, School and University are proud of the strong relationship with our accrediting body, the Chartered Institute of Architectural Technologists.

The Course Leader is actively involved with CIAT education, accreditation and professional assessment panels.

In recognising the long standing relationship between CIAT and SU, in 2014 the University Honourary Degrees Scrutiny Panel approved the nomination of [redacted] CIAT Chief Executive for the award of Honourary Doctor of Technology, the first such award to be awarded by architecture and built environment subject areas in the history of University. In 2015/16, the University awarded a Honourary Fellowship to [redacted] President of CIAT in recognition of his continued contribution and support of the course and University.

2016 was the year when the CIAT Annual General Meeting came to Solent University which was held in The Spark, SU's new state of the art teaching building. The event was the culmination of nearly two years of planning and collaboration between the South East Regional Committee of which the Course leader is a member, and CIAT Central Office. As well as attending to the AGM business, delegates had the opportunity to experience the innovative and modern environment of the new building and learn about its design and construction in a presentation delivered by [redacted] Director at Scott Brownrigg and The Spark's Project Architect.

The University regularly hold events to promote CIAT such as membership and progression workshops. In February 2017 the first SE Aspiration Professional Insights event was also held at SU.

New students applies to join CIAT during Fresher's Week and many graduates, encouraged and mentored by the course leader, have progressed successfully to MCIAT.

At the time of writing, four members of the team were MCIAT, and one ACIAT working towards MCIAT.

The team proactively encourage students to take part in CIAT Student Awards. In 2017, two Solent final year students won First ([redacted] and Highly Commended ([redacted] in CIAT Student Award for Technical Excellence in Architectural Technology (Project).

In 2016, Solent graduate Tom Welch won Highly Commended in the same Award.

INDUSTRY LINKS AND EMPLOYABILITY

The course sits alongside a provision with an established track record of delivering professionally accredited courses. Over the years we have developed strong links with various professional bodies and each course carries appropriate professional accreditation including Chartered Institute of Architectural Technologists (CIAT), Chartered Institute of Building (CIOB), Institution of Civil Engineers (ICE), Society of British and International Design (SBID), Chartered Association of Building Engineers (CABE) and Building Research Establishment (BRE) Academy.

The team has established employer liaison arrangements which have been built up over more than two decades. An industrial liaison panel has been running successfully for a number of years made up from professionals representing all major stakeholders of the industry i.e. local employing organisations, professional bodies, etc. The course team regards these links as essential to ensuring that the courses are able to respond to the needs of the industry and continuing industrial relevance. Changes to curriculum content are, in part, a result of the consultations held with the liaison panel.

This close co-operation also provides 'live' student projects, guest lectures, prizes, industrial case studies and opportunities for student of employment. Through our industry links, students have been able to secure career advice, work placements and full time employment.

In addition to CPD and networking events, the highlight of the academic year is our successful Summer Show which provides another opportunity for students to meet, interact and even secure jobs with employers.

COURSE WITH EXTRA VALUE

As a team, we constantly go over and above our normal duties in order to create opportunities for our students to maximise their employment potential and give them an edge in a highly competitive market. Below are examples of the some of these initiatives:

Real World Learning

Over the years the course has nurtured strong industry links. These links extend beyond providing guest lecturing, site visits, and the annual Employer Liaison Panel which takes place at the end of the academic year. Employers and clients are regularly involved in the design, delivery and assessment of projects.

The course specifically addresses employability by embedding it in the curriculum as students are exposed regularly to real world scenarios through live briefs and guest lecturers who play a proactive in the design and delivery of project briefs thus provide what is in effect campus-based work experience.

What's more, new campus buildings have provided ample opportunities for students to engage with real world learning that is right on the University's door step. This includes site visits at various stages of construction, live briefs, work placements and guest lectures from architects, contractors and other professionals that are involved in the projects.

BREEAM Accredited Graduate (AG)

Since 2015, the University has been a subscriber to the Building Research Establishment Environmental Assessment Method Accredited Graduate (BREEAM AG) programme which is accessible through the Building Research Establishment (BRE) Academy. The scheme is offered to all final year students completely free of charge as a bolt-on to their standard curriculum. BREEAM AGs will gain a foundation in the drivers and challenges for sustainability within the built environment and learn how common challenges within industry are addressed to meet sustainability requirement. Upon passing the assessment, students receive a certificate and logo, and be able to add this additional qualification to their CV. It can also pave the way for those interested to pursue their training and become BREEAM Accredited Professional (AP). Students who progress onto one of the MSc courses

offered by the Subject Group have the opportunity to study towards becoming BREEAM AP at a favourable rate as a result of a collaboration agreement between SU and BRE Academy to facilitate the embedding of the qualification within the postgraduate provision.

Mock Interviews

These are offered to every final year student as part of the Professional Practice unit (ARC603). At these interviews, conducted by practitioners, students receive feedback on their CVs, portfolios and interview techniques. Students who are already in employment, e.g. part timers, are offered a CIAT Professional Assessment mock interview carried out by experienced CIAT assessors. The aim of these mock interviews is to ensure that every student leaves with a clear career pathway as well as a job application pack that has been reviewed and critiqued by an industry expert.

Not only that, but as a result of these mock interviews a number of students have been successful in gaining employment with the practice that interviewed them.

Examples of site visits and visiting lecturers:

Peppa Pig World Visitors Centre at Paultons Park, HPW Architecture
Newton Waterproofing Systems
CIAT 50th Anniversary Celebration at Brighton Pavilion
BRE Innovation Park
Austen House Back of the Walls Halls of Residence, McAlair & Rushe
Watermark Westquay, Acme
Solent University new buildings:
The Spark, Scott Brownrigg and Interserve
Solent Sports Building, ArchitecturePLB and Morgan Sindall
Harbour Hotel, HGP Architects

Examples of live briefs and visiting lectures:

[redacted] – President CIAT
[redacted] – BrightSpace Architects
[redacted] – HPW Architecture
[redacted] – Simpson Hilder Associates

[redacted] – Studio Four Architects
[redacted] – NHBC
[redacted] – Newton Waterproofing Systems
[redacted] – ArchietcturePLB
[redacted] – HPW Architecture
[redacted] – RPA:Group
[redacted] – BRE Academy
[redacted] - BRE Academy
[redacted] - BRE Academy
[redacted] – BRE Academy
[redacted] – BRE Academy

TYPICAL COHORT DESCRIPTION

Full-Time Students

The majority of full time students are school leavers who apply through the standard UCAS entry route (i.e. A-levels, BTEC, etc.). The current minimum requirement is 112 UCAS tariff points, or equivalent. A typical cohort size is 25-30 students.

Part-Time Students

The part-time degree is aimed at students working at local practices. Students with no prior qualifications are normally admitted to the HNC Architectural Technology course as SU or Bournemouth and Poole College franchise before progressing on to year three of the five year-part time route.

Students who are already in possession of HNC in a relevant subject are normally admitted directly onto year three of the part time course.

STUDENT ACHIEVEMMENT

Progression and Performance

Figures in Table 6 demonstrate that progression rates and student achievement and performance are broadly at or above comparators with a marked year-on-year improvement in each metric.

Table 6 – Student Performance

Year	Progression (%)				Award (%)		Good Honours (%)	
	Level 4-5		Level 5-6					
	SU	Comparator	SU	Comparator	SU	Comparator	SU	Comparator
2014/15	53.3	53.8	51.6	58.9	82.9	81.2	55.2	58.3
2015/16	87	94	78.3	86	86	96	68.2	55
2016/17	82	80	90	81	92	92	79.2	60

GRADUATE DESTINATIONS

Data from the Destinations of Leavers from Higher Education Survey (DLHE) for the last three years shows Solent Architectural Technology graduates performing consistently higher than the sector average at securing Professional and Managerial (PM) level employment, as shown in Table 7 below*. A further breakdown of graduate destinations can be found in Appendix 4.

Table 7 – Architectural Technology Graduate Destinations

Year	Number of leavers in employment (%)	SU PM level employment rate (%)	Sector PM level benchmark (%)	SU Graduates Average salary (£)	Sector average salary for the subject (£)
2015	19	84.2	72.6	20,400	18,164
2016	15	91.7	84.5	20,627	18,739
2017	14	91.7	86.3	20,931	20,087

* Unofficial data gathered by the course leader points to an almost 100% PM graduate employment in 2018.

RESEARCH

Hi Timber ERASMUS+ Research Project

Solent University has been awarded a share of circa €400,000 ERASMUS+ research project entitled "Sustainable High-Rise Buildings Designed and Constructed in Timber" (HiTimber). The aim of the project is to fulfil the future demands in higher education including innovation, sustainability, international, trans-disciplinary and entrepreneurial approaches for the development of a new study module/elective element in sustainable high-rise timber buildings. The specific objectives of the project are:

- To strategically research at which level sustainable design, construction and management of sustainable high-rise timber buildings are to be planned and implemented in EU countries.
- To educate all participants (students, teachers, entrepreneurs) in the field of the sustainability and the emerging global problems. The first series of the workshops to educate students is to be held at Solent University in April 2018.
- To develop and implement the new strategic trans-disciplinary module/elective element, which meets the needs of the HEIs and market representatives, fulfils the future challenges of sustainable design and construction of high-rise timber buildings.
- To improve competencies of students and teachers in problem solving and team work, innovative thinking, motivation, awareness of cross-professional project input and project management by using project-based learning approach.
- To ensure open awareness of the project results to local, national, EU level and international target groups.

The project will allow HEIs to develop and reinforce ERASMUS+ networks in regards to increasing their trans-national knowledge for cooperation, research, sharing and confronting ideas and practices in order to produce relevant and high quality project results and foster cooperation after the project ends. Participants in this project are:

VIA University College, Denmark (Coordinator)
Solent University, United Kingdom
Tallinna Tehnikakorgkool, Estonia
Vilnius Gediminas Technical University, Lithuania

Tecnico, University of Lisboa, Portugal

Participating institutes will organise short mobility periods for teachers and students. In April 2018, the first teaching workshop will take place at Southampton and involves 30 students (including 10 ADT students from SU) working in collaboration with their peers from other universities, as well as lecturers and industry experts from all partners delivering lecturer and seminars. The workshop will provide an excellent opportunity to students to gain research skills, knowledge in a new topic, and provide them with the opportunity to interact on an international level.

EXTERNAL EXAMINERS

SU operates a Unit-External Examiner system whereby each external examiner is responsible for examining a maximum of 15 units. Mr [redacted] was the external examiner for the majority of units on the course and his reports can be found in Appendix 6. Other external examiners reports are available if required. Mr [redacted] MCIAT takes over as external examiner from 2017/18.

PART TWO

APPENDICES

APPENDIX 1

STAFF PROFILES

APPENDIX 2

PROGRAMME SPECIFICATION

Course Data	
Awarding Institution	Solent University
Teaching Institution	Solent University
Accrediting Body	Chartered Institute of Architectural Technologists (CIAT)
QAA Subject Benchmarking Group	Architectural Technology
QAA Framework for Higher Education Qualifications Level	6
Award	BA (Hon) Architectural Design and Technology
UCAS Code	K236
Course Code(s)	BARDT
Approved Annual Start Dates	September
Language of Instruction	English
Language of Assessment	English
Mode of Study	Full-Time/Part-Time
Academic School	School of Art, Design and Fashion
Foundation Year/s	Yes KK13
Placement Year	No
Approval effective from	2011/12
Revalidation due	2017/18

Aims of the Course
The Architectural Design and Technology and Interior Design Programme aims to:

Provide a stimulating and challenging programme of study based on the processes used within the built environment and its allied industries, in order to develop the knowledge and understanding, cognitive, practical, professional and transferable skills to equip graduates for success in their chosen career;

Produce graduates who are capable of making an immediate contribution in the workplace at an appropriate professional level through the use of real world problems derived from the industry and practical applications of theoretical and technical concepts and processes;

Deliver flexible and accessible provision that meets the learning needs and career aspirations of students from a range of educational backgrounds;

Provide courses with professional recognition and/or accreditation that develop the lifelong learning skills required for career development and progression in a rapidly-changing work environment;

Meet the needs of employers within the construction and built environment industry and substantially enhance the employability of students.

In addition, the specific aims of the BA (Hons) Architectural Design and Technology course are to:

Generate in-depth understanding and knowledge of the role of architectural technology and its applications in different contexts within the built environment;

Develop a range of skills and knowledge that underpin the role of the architectural technologist in bridging the gap between architectural design and construction technology;

Provide opportunities for part-time students working in the Built Environment to undertake workplace projects as part of their studies and to accelerate their studies through appropriate use of AP(E)L processes.

Intended Course Learning Outcomes
On successful completion of the course, students should be able to:

Knowledge and Understanding
K1) Detail the factors affecting the design, construction and performance of buildings in a range of specific instances and contexts and the processes and practices of architectural technology employed to identify and address them.
K2) Accurately identify and explain relevant scientific and technological concepts and techniques and their integration into architecture and the wider built environment.
K3) Explain regulatory, legal, social, environmental and professional requirements and contexts and how these impact upon architectural technology and the built environment.

Cognitive Skills
C1) Apply appropriate architectural technology concepts and methods to critically analyse complex design and technical problems and generate and evaluate solutions.
C2) Exercise informed judgment to select and apply appropriate procurement, contractual, legal and management procedures and devise strategies for conducting architectural technology project work.
C3) Independently research and investigate the requirements of practical projects, including client-based or workplace projects and devise creative and effective solutions to unfamiliar and/or complex problems.

Practical and Professional Skills
P1) Formulate strategies for using a range of technologies, media and packages to research, present and justify solutions to complex issues and problems within architectural technology and the built environment.
P2) Deploy a range of practical skills and techniques creatively to produce effective architectural presentations.
P3) Display developed awareness of professional standards and expectations when working independently and/or within multi-disciplinary teams.

Transferable and Key Skills
T1) Communicate effectively using various media, including paper/computer-aided design drawings and sketches, schedules, calculations, electronic visualisations, and models.
T2) Set appropriate objectives and reflect critically and constructively on own performance.
T3) Work productively and responsibly, demonstrating autonomy and initiative, and exercising judgment when dealing with complex and unfamiliar problems.

Map of Units to Intended Course Learning Outcomes

Unit Title	Knowledge & Understanding			Cognitive			Practical & Professional			Transferable & Key		
	K1	K2	K3	C1	C2	C3	P1	P2	P3	T1	T2	T3
FHEQ Level 4												
Architectural Design Principles	●			●		●	●	●		●		
Introduction to Architectural Technology	●	●		●		●	●	●		●		
Construction and Sustainable Technology	●	●				●	●			●		
Science of the Built Environment	●	●				●	●			●		●
Principles of Business Environment			●		●				●		●	●
Management in the Built Environment		●	●		●				●		●	●
FHEQ Level 5												
Architectural Design	●	●	●	●		●		●	●	●	●	
Innovative Technologies and Applications	●			●		●		●	●	●	●	●
Construction Technology		●	●	●		●	●	●		●		●
Application of Architectural Technology	●	●	●	●		●		●	●	●	●	
Procurement and Project Management			●		●	●		●		●		●
Contract Administration and Specification			●		●		●	●		●		●
FHEQ Level 6												
Sustainable Architecture and Innovation	●		●	●		●	●	●	●	●	●	●
Refurbishment and Building Surveying	●			●		●			●	●	●	
Professional Practice			●		●	●	●		●	●	●	●
Research Project	●	●	●	●	●	●	●	●	●	●	●	●
Final Year Project	●	●	●	●	●	●	●	●	●	●	●	●

Structure and Assessment Summary – Full time

Code	Unit Name	Credit	Type	Mode	Assessment Weighting %			
					AE1	AE2	AE3	AE4
FHEQ Level 4								
ARC400	Architectural Design Principles	20	C	CD	100			
ADP405	Construction and Sustainable Technology	20	C	CD	50	50		
ARC402	Principles of Business Environment	20	C	CD	25	25	50	
ARC409	Introduction to Architectural Technology	20	C	CD	50	50		
ARC411	Management in the Built Environment	20	O	CD	30	40	30	
ARC407	Science of the Built Environment	20	C	CD	25	25	50	
FHEQ Level 5								
ARC500	Architectural Design	20	C	CD	100			
ARC501	Innovative Technologies and Applications	20	C	CD	100			
ARC507	Construction Technology	20	C	CD	30	70		
ARC503	Procurement and Project Management	20	C	CD	20	80		
ARC504	Contract Administration and Specification	20	C	CD	100			
ARC508	Application of Architectural Technology	20	C	CD	100			
FHEQ Level 6								
ADP602	Sustainable Architecture and Innovation	40	C	CD	50	50		
TBE605	Refurbishment and Building Surveying	20	C	CD	50	50		
ARC603	Professional Practice	20	C	CD	40	60		
ARC604	Research Project	40	O	CD	5	20	75	
ARC605	Final Year Project	40	O	CD	5	20	60	15

Assessment Regulations
Assessment is carried out in accordance with Solent University's Assessment Policy and Regulations, as set out in the current edition of the Academic Handbook (Section 20).

Awards

120 credits, with a minimum of 120 credits at FHEQ Level 4 or higher	Certificate of Higher Education*
240 credits, with a minimum of 120 credits at FHEQ Level 5 or higher	Diploma of Higher Education*
300 credits	Ordinary Degree*
360 credits, with a minimum of 120 at FHEQ Level 6 or higher	Honours Degree

* In circumstances where a student is enrolled on a full degree course but has not passed all assessments, an exit award may be granted if they have met the requirements as set out in the Assessment Regulations.

Classification
Awards will be calculated as set out in the Solent University Assessment Regulations.

Exemption(s) from Solent University Assessment Policy, Regulations and/or Academic Framework: None

Special Provisions relating to requirements of Professional/Statutory Bodies: None

Map to Architecture Technology Subject Benchmark

Threshold*	**Learning Outcome**
Evaluate resources and assess environmental impact. Identify, assess and challenge client requirements and user factors. Manage health and safety in design Assess and advise on regulatory control and consent requirement and legal constraints	K1, K2, K3, C1
Investigate, analyse and select detailed design solutions. Develop briefs and design programmes and test design solutions. Select construction methods and plan work activities and resources. Select and agree procurement procedures and forms of contract Specify and define technical and performance requirements.	C2, C3
Present project designs and advise on their selection and make recommendations for preparing detailed designs. Form design teams and establish their responsibilities and methods of working. Control contract quality, progress and costs and manage project handover.	P1, P2, T3
Work with teams and other people Operate in a professional manner	T1, T2, P3

* This is intended to mean that all students (taken over all years) graduating with an honours degree in this discipline will have achieved this.
Learning Outcomes for exit awards

1. Learning Outcomes for Award of Cert HE:

Knowledge and Understanding

K1) Explain key processes and practices of architectural technology and major factors affecting the design, production and performance of buildings.
K2) Recognise essential concepts that serve to integrate technology into architecture and the wider built environment.
K3) Locate and organise relevant information from a range of sources.

Cognitive Skills

C1) Assess the suitability of a range of given design methods and construction techniques.
C2) Analyse the requirements of projects and devise solutions to well-defined, familiar and sometimes complex problems.

Practical and Professional Skills

P1) Apply practical and technical skills to produce small-scale architectural presentations.
P2) Use a range of media, technologies and procedures appropriately to present solutions clearly and correctly.
P3) Display awareness of professional standards and expectations for working in teams.

Transferable and Key Skills

T1) Communicate effectively using written and visual means.
T2) Carry out work independently with some support and guidance.
T3) Identify own strengths, weaknesses and areas for improvement in relation to given criteria.

2. Learning Outcomes for Award of Dip HE

Knowledge and Understanding

K1) Discuss a wide range of processes and practices of architectural technology including factors affecting the design, production and performance of buildings.
K2) Explain relevant scientific concepts and strategies and how these relate to the theory and practice of architectural technology.
K3) Recognise aspects of the regulatory, legal, social, environmental and professional contexts that impact upon architectural technology and the built environment.

Cognitive Skills

C1) Use judgement to analyse and evaluate factors affecting the selection and modification of technical design solutions.
C2) Select and apply relevant procurement, contractual and legal procedures for a given project.
C3) Apply prior knowledge to create solutions to complex problems in differing, sometimes unfamiliar and unpredictable contexts.

Practical and Professional Skills

P1) Use a range of media, technologies, packages and techniques to research, present and evidence solutions in a convincing manner.
P2) Apply a range of practical skills to produce architectural presentations.
P3) Display awareness of professional standards and expectations when working in multi-disciplinary teams.

Transferable and Key Skills

T1) Communicate information accurately and effectively using a range of media and methods.
T2) Carry out work independently with minimal support and guidance, taking some accountability for outcomes.
T3) Reflect constructively on own and team performance, exercising judgement and identifying strengths and ways of improving.

Foundation year information

The following Foundation Years apply to this course:

Design Foundation Year
International Foundation Year

For more information and to see the course specification for the foundation year(s), please use the link and select the study programme you wish to view:

Foundation Years at Solent University

APPENDIX 3

UNIT DESCRIPTORS

APPENDIX 4

BREAKDOWN OF GRADUATE DESTINATIONS

Destinations of Leavers from Higher Education 2018 Survey (Data collected by Course Leader, not verified or published yet)

Main destination	Job title	PM level	Employer name
Studying	MSc Sustainable Building Design	Yes	SU
Studying	MSc Sustainable Building Design	Yes	SU
Studying	MA Architecture and Urbanism		University of East London
Employed only	Architectural Technologist	Yes	Hyphen Architects
Employed only	Architectural Technologist	Yes	Saunders Architects
Employed only	Architectural Technologist	Yes	HGP Architects
Employed only	Architectural Technologist	Yes	HGP Architects
Employed only	Architectural Technologist	Yes	HGP Architects
Employed only	Architectural Technologist	Yes	HGP Architects
Employed only	Architectural Technologist	Yes	HGP Architects
Employed only	Architectural Technologist	Yes	ADAM Architecture
Employed only	Architectural Technologist	Yes	Freelance architectural technologist
Employed only	Architectural Technologist	Yes	Simpson Hilder Associates
Employed only	Architectural Technologist	Yes	Piper Whitlock Architects
Employed only	Architectural Technologist	Yes	Thrive Architects
Employed only	Architectural Technologist	Yes	Anders Roberts Cheers Architects
Employed only	Architectural Technologist	Yes	Architectural Technologist
Employed only	Architectural Technician	Yes	Architectural Technician
Employed only	Director	Yes	Evolution Electrical Services Ltd
Employed only	Architectural Technologist/Project Manager	Yes	Almoosa Specialist Hospital, Al Hassa, Saudi Arabia
Employed only	Architect?	Yes	Nesma and Partners Contracting Co. Ltd., Alkhobar, Saudi Arabia

Destinations of Leavers from Higher Education - 2017 Survey

Main destination	Job title	PM level	Employer name	Salary
Employed and studying	Assistant Client Manager	Yes	Curry's PC World	
Employed only	Architectural technician	Yes	DHP UK	
Employed only	Architectural Technician	Yes	Fulcro Engineering Services Ltd	18500
Employed only	Architectural Technician	Yes	Richard Clark Architects	18500
Employed only	Architectural Technologist	Yes	Lyons+Sleeman+Hoare Ltd	23750
Employed only	Architectural Technologist	Yes	Paul Lambert Associates ltd	21200
Employed only	Architectural Technologist	Yes	JMP Architects	22500
Employed only	Architectural Technologist	Yes	HPW Architecture Ltd	
Employed only	Assistant architectural technologist	Yes	Clague architects	19500
Employed only	Assistant Technical Project Manager	Yes	Barratt David Wilson Southampton	21000
Employed only	Junior Architectural Technologist	Yes	Simpson Hilder Associates Limited	22500
Other	Waiter	No	Saddleback Farmshop	11400
Unemployed				
Unemployed				

Destinations of Leavers from Higher Education - 2016 Survey

Main destination	Job title	PM level	Employer name	Salary
Employed only	Architectural Advisor	Yes	Fluent Architectural design services	
Employed only	Architectural assistant/technician	Yes	Adrian Salt and Pang Limited	£16,640
Employed only	Architectural Technologist	Yes	Corporate Architecture Limited	£18,000
Employed only	Architectural Technologist	Yes	Harrison Sutton Partnership	£18,000
Employed only	Architectural Technologist	Yes	HGP Architects	£18,000
Employed only	Trainee technical manager	Yes	Taylor Wimpey Southern Counties	£20,000
Employed only	Architectural assistant	Yes	Litespeed designs	£22,000
Employed only	Architectural Technologist	Yes	HAP architects	£23,000
Employed only	Architectural Technologist	Yes	Robin Nugent Architects	£25,000
Employed only	CAD designer	Yes	LSC facades	£25,000
Employed only	Architectural Technologist	Yes	Stride Treglown	
Employed only	IT Engineer	No	Daisy Group	
Unemployed				
Unemployed				
Unemployed				

Destinations of Leavers from Higher Education - 2015 Survey

Main destination	Job title	PM level	Employer name	Salary
Employed only	Design engineer	Yes	Abec Projects	
Employed only	Architectural technologist	Yes	S and S construction	£25,000
Employed only	architectural technologist	Yes	Stride Treglown	£20,000
Employed only	Architectural Technologist	Yes	Peter Jackson Architects	
Employed only	Architectural Technologist	Yes	MH Architects	£20,000
Employed only	Architectural Technologist	Yes	Matrix Fitness Systems UK	£23,000
Employed only	Architectural Technologist	Yes	Morrish Builders	
Employed only	Architectural Technologist	Yes	Aspire Architects	£21,000
Employed only	Assistant architectural technician	Yes	The RPA group	£20,000
Employed only	Assistant Architectural Technician	Yes	the rpa:group	£20,000
Employed only	Architectural Technician and designer	Yes	Brightspace Architects	£19,000
Employed only	Technician	Yes	HGP architects	£22,000
Employed only	Jr lighting designer	Yes	Lighthouse designs	£18,000
Employed only	Horse Riding Instructor	Yes	T S Equitation	£13,000
Employed only	Property Consultant	Yes	My London Home	£40,000
Employed only	Building Surveyor	Yes	The Marthin Ralph Group	£18,000
Employed only	Sales assistant	No	John Lewis	
Employed only	Sales Representative	No	Bentalls (Fenwicks ltd.)	£14,000
Employed only	Warehouse Operative	No	Fenwick	£13,000
Unemployed				

APPENDIX 5

CENTRAL LIBRARY AND ICT RESOURCES

Southampton Solent University

GET READY TO LEARN

A wide range of resources to support your studies

solent.ac.uk/library

LIBRARY

ACCESS TO A RANGE OF SERVICES AND RESOURCES THAT ARE RELEVANT TO YOUR STUDIES.

The library at the university offers a modern and spacious learning environment where you can study quietly or work in groups. You'll have access to print, online and audio-visual materials along with computing facilities, equipment loans and access to a wide range of software.

The library portal offers fast information access both on and off campus whenever you need it.

CUSTOMER SERVICE EXCELLENCE CSE

OPEN 24/7 AT PEAK PERIODS	SCORED 91% FOR STUDENT SATISFACTION IN THE 2016 NATIONAL STUDENT SURVEY (NINTH BEST SCORE IN THE COUNTRY)	140, 000 PRINT BOOKS
450 PCS AND MACS IN OPEN ACCESS AREAS	54,000 E-JOURNALS	35, 000 E- BOOKS

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AN ONLINE GUIDE TO BECOMING A BETTER LEARNER.
GET ALL THE HELP AND ADVICE YOU NEED.

An online, interactive induction and skills development programme which aims to help you settle into study and give you the tools to achieve better grades.

Help and advice on:

- Essay writing
- Presentations
- Writing reports
- Referencing
- Research skills
- Grammar
- Time management
- Digital skills
- Critical thinking
- Group work
- Academic writing
- Passing exams
- Reflective writing
- Tutor feedback

learn.solent.ac.uk/succeed

Architecture & Built Environment

Key resources include -

- Construction Information Service - full text books, reports, standards and some articles - all focussing on Construction
- isurv - provides access to important full text information for the surveying profession (username and password required on and off campus - check link to password information)
- BCIS Online - cost and pricing information for the construction industry (only available on campus)
- Digimap - view and customise Ordnance Survey maps and map data
- Art Source - some full text journal articles available - useful for architecture
- IEEE Xplore - full text engineering database also covering aspects of construction. Video tutorials are available to help you use IEEE Xplore.

Online journals include –

- Construction management and economics
- Proceedings of the ICE - Engineering and Sustainability
- Building (also available in print)
- Architect's journal (also available in print)
- Construction and building materials
- Architectural review (also available in print)

APPENDIX 6

EXTERNAL EXAMINERS REPORTS

2016-17
2015-16
2014-15

Southampton Solent University

Unit External Examiner Annual Report 2016-17

Unit external examiner reports will be received and disseminated to the relevant schools/services by Academic Services. They will also be considered formally as part of the course review process. You will normally receive a response to your report within six weeks of submission. A summary of themes emerging from external examiner reports is presented to the University's Academic Board.

External examiner reports are made available in full to students. They also constitute recorded information held by the University and are therefore open to disclosure if requested under the Freedom of Information Act. For this reason please ensure your report does not identify any individual students or members of staff.

Comments provided must be informative and, where possible, highlight any areas of good practice and/or concerns that you have identified. This will be used to disseminate good practice and identify areas for enhancement.

The University will work with the course teams concerned to address any issues raised in a supportive and developmental way.

If you have any queries on any part of the process or the report then please contact as.externalexaminers@solent.ac.uk

General Information

Name: [redacted]

Please ensure that all questions are answered (unless otherwise stated) and comment boxes completed, where appropriate. The report will not be accepted until the University is satisfied that all questions and comment boxes are completed.

Section 1 - Standards

Comments provided for each unit or question must be informative and, where possible, highlight any areas of good practice and/or concerns that you have identified.

1.1

Unit standards

Please complete all the rows containing a unit code and title. These are your allocated units - if any units are missing please add these in if possible or contact us.

Unit Information	Were you sent copies of all assessment tasks prior to their release of students?	Were the standards set for the units appropriate for their level?	Were the standards of student performance comparable with similar programmes or subjects in other UK institutions with which you are familiar?
ARC401 Principles of Construction Technology	(•) YES ( ) NO	(•) YES ( ) NO	(•) YES ( ) NO
Comment:	Click here to enter text.		
ARC408 Architectural Technology Project	(•) YES ( ) NO	(•) YES ( ) NO	(•) YES ( ) NO
Comment:	Click here to enter text.		
ARC409 Introduction to Architectural Technology	(•) YES ( ) NO	(•) YES ( ) NO	(•) YES ( ) NO
Comment:	**This is a good primer unit. It is nice to see that hand drawing has been retained.**		
BPC401 Principles of Construction Technology	(•) YES ( ) NO	(•) YES ( ) NO	(•) YES ( ) NO
Comment:	Click here to enter text.		
BPC403 Architectural Technology Project	(•) YES ( ) NO	(•) YES ( ) NO	(•) YES ( ) NO
Comment:	**The project brief is sufficiently challenging to allow students to express their design ideas. It is commendable that the project is based around a live client.**		
BPC412 Introduction to Architectural Technology	(•) YES ( ) NO	(•) YES ( ) NO	(•) YES ( ) NO
Comment:	Click here to enter text.		
ARC500 Architectural Design	(•) YES ( ) NO	(•) YES ( ) NO	(•) YES ( ) NO
Comment:	Click here to enter text.		

ARC501 Innovative Technologies and Applications	◉ YES ○ NO	◉ YES ○ NO	◉ YES ○ NO
Comment:	**It might be worth reviewing whether this continues to have a place at Level 5. Could it be better placed in Level 4 and perhaps drop or reduce tuition in AutoCAD?**		
ARC508 Application of Architectural Technology	◉ YES ○ NO	◉ YES ○ NO	◉ YES ○ NO
Comment:	**The aim of this unit is sound but the execution through the assignment work could be stronger. 'Building Regulation drawings' are referred to in the brief but little evidence found in the submissions viewed. I wonder if the project building used is too big.**		
ARC600 Design Project	◉ YES ○ NO	◉ YES ○ NO	◉ YES ○ NO
Comment:	Click here to enter text.		
ARC601 Sustainable Architecture and Innovation	◉ YES ○ NO	◉ YES ○ NO	◉ YES ○ NO
Comment:	Click here to enter text.		
ARC603 Professional Practice	◉ YES ○ NO	◉ YES ○ NO	◉ YES ○ NO
Comment:	**Some really interesting work being carried out. At the upper end the work is excellent and an exemplar of good practice for the subject. A more obvious link to Chartered MCIAT status could be incorporated.**		
ARC604 Research Project	◉ YES ○ NO	◉ YES ○ NO	◉ YES ○ NO
Comment:	**The quality of student work overall is good and at the upper end is excellent for undergraduate level. Quite a bit of the primary data collection is limited (e.g. 12 questionnaire responses) which does pose questions on academic rigour.**		
ARC605 Final Year Project	◉ YES ○ NO	◉ YES ○ NO	◉ YES ○ NO
Comment:	**I saw a couple of excellent student presentations of their project.**		

1.2
Do any unit(s) give you cause for immediate concern or require immediate action on the part of the University?

○ **YES** ◉ **NO**

Comment Click here to enter text.

Section 2 - Support

2.1
Have you attended an external examiner briefing day during your tenure?

○ YES ◉ NO

2.2
Were you adequately briefed concerning your responsibilities and rights as a Unit External Examiner?

◉ YES ○ NO

2.3
Were you able to access necessary information and resources to carry out your role?

◉ YES ○ NO

2.4
If you made recommendations in your previous report, did you receive a response to these?

◉ YES ○ NO

2.5
Are there any recommendations you would like to make with regards to the information provided that is given to unit external examiners to better support them in their role?

○ YES ◉ NO

Please comment on your responses above and specifically highlighting any areas of good practice or concerns:

Comment
No comment

Section 3 - Assessment

Sample of Student Work

Were you provided with the details of the following items in good time to give feedback to the staff involved?

3.1
The unit descriptors containing the intended learning outcomes of the unit(s) for which you were responsible?

(•) YES ( ) NO

3.2
The assessment brief and criteria to be used to assess the level of student attainment?

(•) YES ( ) NO

3.3
An appropriate sample of student assessments and, if relevant, suitable arrangements made to moderate presentations/ performances/ recitals/ appropriate professional placements/ oral examinations etc.?

(•) YES ( ) NO

Please comment on your responses above specifically highlighting any areas of good practice or concerns:

Comment
The course team have always been extremely helpful and attentive during my visits to view and moderate work. The samples of work are clearly arranged in a way that makes the job a little easier. The introduction of some final year student project presentations was most welcome this year. This is something the course team might want to develop with future examiners of the Level 6 project unit.

Nature of Assessment

Comments provided for each question must be informative and, where possible, highlight any areas of good practice and/ or concerns that you have identified.

3.4
Were the assessment methods appropriate to demonstrate achievement of intended learning outcomes?

◉ **YES** ○ **NO**

Comment
The assessment methods are wholly appropriate in relation to the intended learning outcomes.

3.5
Were you satisfied with the level and range of assessment tasks?

◉ **YES** ○ **NO**

Comment
The range of assessment types across all units at each level was good with a good blend of group work.

3.6
Were you satisfied with the extent to which employability has been embedded into assessments?

◉ **YES** ○ **NO**

Comment
Employability is more than adequately addressed through unit assessments. Much of the work is industry-focused as would be expected for a professionally accredited programme. There is evidence of a good range of transferable skills being developed by the student.

3.7
Do you have any recommendations regarding the assessment of any particular units? If so, please identify the units below.

○ YES ◉ NO

Comment
Click here to enter text.

Marking and Feedback

Comments provided for each question must be informative and, where possible, highlight any areas of good practice and/or concerns that you have identified.

3.8
Were you satisfied with the standard and consistency of marking?

◉ YES ○ NO

Comment
I continued to see good consistency across all the units I viewed. It was interesting to note there was more use made of the higher level excellent grades (A2-A1). I had previously commented on an apparent reluctance to use the full range of excellent grades. The award of A1 to a student for his final year project (ARC605) was justified in my view.

3.9
Were you satisfied with the quality and consistency of feedback provided to students land that it enabled them to understand the grade awarded and areas for improvement?

◉ YES ○ NO

Comment
The quality of feedback was again consistent and fair. The commentary gave reasonably clear indication why the work achieved the grade it did.

3.10
Were you satisfied with the level and evidence of internal moderation undertaken and Unit Leaders' response?

◉ **YES** ○ **NO**

Comment
The internal moderation process appears robust and is well documented.

Section 4 - Student Performance

Comments provided must be informative and, where possible, highlight any areas of good practice and/or concerns that you have identified.

4.1
Standards and student performance are aligned with the framework for higher education qualifications and applicable benchmark statements and reflects any additional professional, statutory and regulatory body requirements.

Comment
I continue to be satisfied the standards and student performance align with FHEQ, benchmark statements and professional body requirements.

4.2
The strengths of student performance in the unit(s) allocated.

Comment
Some of the student output in the units allocated was exceptional with levels of performance as good as any comparable work I have seen at similar levels in other HEIs.

4.3
The weakness of student performance in the unit(s) allocated.

Comment
Some of the weaker level of performance appeared symptomatic of lack of student engagement rather than any failure in the unit delivery. I saw a spread of student performance as expected and nothing that I am not familiar with in my own institution or at other HEIs I have been to.

4.4
The overall student performance compared to that of previous years of your appointment?

Comment
I have seen an improvement in some aspects of performance (e.g. final year project) and some areas that have steadily maintained a level of performance. Overall I feel the trajectory is a positive development.

4.5
Practical and/or specialist skills demonstrated by students in the units.

Comment
The units I covered demonstrated a good range of practical/specialists skills appropriate to the programmes they relate to. I saw again examples of good levels of graphical communication skills for this level of study and particularly impressive use of CAD software. The attention given to specialist skills such as architectural detailing is commendable and to be encouraged across all levels.

4.6
Higher order intellectual skills demonstrated by students in the units.

Comment
I am satisfied that the work I viewed demonstrated appropriate levels of engagement and higher order intellectual skills for all unit levels.

4.7
Transferable and employability skills demonstrated by students in the units.

Comment
Students are able to demonstrate clear transferable skills gained by completing the assessments. The standards of technical drawing, both by hand and computer, continue to be generally very high.

Section 5 - Good Practice and Enhancement

5.1
Please identify and comment on any areas of distinctive and/or innovative good practice.

Comment
The work being undertaken in ARC603 'Professional Practice' demonstrates aspects of good practice, preparing graduates for the workplace and their professional role. The blend of group and individual work is good. The discipline inculcated through the unit of team working and interdependency is to be applauded. Attention to detail such as scheduled group meetings with minuted papers is commendable.

The regular use of live projects and industry interaction generally are examples of good practice.

5.2
Please identify any areas for enhancement, in particular to the quality of learning opportunities provided to students.

Comment
I have previously commented on the continued validity of ARC501. It is questionable much of the content continues to be 'innovative technologies'. The course team might wish to review the relevance of this and whether Revit tuition is brought forward to Level 4. There could be a justification for divorcing the software training from this unit and improving the coverage on BIM in a wider sense. Project management procedures, using clash detection software etc could be included.

Section 6 - Unit Assessment Boards

Questions 6.2-6.4 are only to be completed by those unit examiners who attended a unit assessment board during the 2016-17 academic session.

6.1
Did you attend a unit assessment board during the 2016-17 academic session?

○ YES ◉ NO

If answered 'yes' please answer questions 6.2, 6.3 & 6.4
If answered 'no' please go straight to section 7

Comments provided for each question must be informative and, where possible, highlight any areas of good practice and/ or concerns that you have identified.

6.2
Were you satisfied with the conduct of the board(s) you attended?

○ YES ○ NO

Comment
Click here to enter text.

6.3
Were all students treated equitably and objectively at the board(s)?

○ YES ○ NO

Comment
Click here to enter text.

6.4
Were you able to endorse the outcomes of the assessment processes?

○ YES ○ NO

Comment
Click here to enter text.

Section 7 - Final Exit Report

7.0
If this is the last report of your tenure, use the space below to comment on your term in office.

Comment
I have been able to view units across all three undergraduate levels and have seen in my tenure a consolidation and, in many areas, an improvement of student performance.

The course team have responded to feedback and changes have been made where needed to further enhance both the student experience and level of attainment.
The restructuring of schools with movement of courses this academic year does not appear to have had an adverse effect on student experience. I understand there is also to be a physical relocation of courses to new accommodation. Hopefully this will not impact too much on both student experience and performance.

It has been a pleasure to have been involved in moderating the units, meeting the course team and learning from the good practice that I have seen.

Southampton Solent University

Unit External Examiner Annual Report 2015/16

Unit external examiner reports will be received and disseminated by Academic Services. They will also be considered formally as part of the course review process. You will normally receive a response to your report within six weeks of submission. A summary of themes emerging from external examiner reports is presented to the University's Academic Board.

External examiner reports are made available in full to students. They also constitute recorded information held by the University and are therefore open to disclosure if requested under the Freedom of Information Act. For this reason please ensure your report does not identify any individual students or members of staff.

Comments provided must be informative and, where possible, highlight any areas of good practice and/or concerns that you have identified. This will be used to disseminate good practice and identify areas for enhancement.

The University will work with the course teams concerned to address any issues raised in a supportive and developmental way.

If you have any queries on any part of the process or the report then please contact as.externalexaminers@solent.ac.uk

General Information

Name: [redacted]

Please note that all questions must be answered unless otherwise stated and comment boxes completed, where appropriate.

Section 1 - Standards

Comments provided for each unit or question must be informative and, where possible, highlight any areas of good practice and/or concerns that you have identified.

1.1
Unit standards

Please complete all the rows containing a unit code and title. These are your allocated units - if any units are missing please add these in if possible or contact us.

Unit information	Were you sent copies of all assessment tasks prior to their release to students?	Were the standards set for the units appropriate for their level?	Were the standards of student performance comparable with similar programmes or subjects in other UK institutions with which you are familiar?
ARC408 Architectural Technology Project	Yes	Yes	Yes
Comment	A very appropriate level 4 assignment involving group and formative work		
ARC403 Introduction to Architectural Technology	Yes	Yes	Yes
Comment			
ARC401 Principles of Construction Technology	Yes	Yes	Yes
Comment			
ARC400 Architectural Design Principles	Yes	Yes	Yes
Comment			
ARC501 Innovative Technologies and Applications	Yes	Yes	Yes
Comment	Well-structured assignment. Could Part C('Thinking about BIM') be expanded		
ARC500 Architectural Design	Yes	Yes	Yes
Comment	Good quality output from the project		
ARC508 Application of Architectural Technology	Yes	Yes	Yes
Comment	Important developmental work in detailing covered in the assignment		
ARC600 Design Project	Yes	Yes	Yes
Comment			
ARC601 Sustainable Architecture and Innovation	Yes	Yes	Yes
Comment	Well organised with some very good outputs		
ARC605 Final Year Project	Yes	Yes	Yes
Comment	Output is excellent but students required to develop their own brief and act as client/developer		

ARC604 Research Project	Yes	Yes	Yes
Comment	High quality impressive work at the top end. Very helpful feedback		
ARC603 Professional Practice	Yes	Yes	Yes
Comment	Excellent example of this type of subject. Well organised and appreciated by students		
BPC403 Architectural Technology Project	Yes	Yes	Yes
Comment	Interesting and challenging project with some excellent results		
BPC401 Principles of Construction Technology	Yes	Yes	Yes
Comment	Clear assignment tasks, appropriate for this level. Not clear how the formative element actually works in practice		
ARC409 Introduction to Architectural Technology	Yes	Yes	Yes
Comment			
BPC412 Introduction to Architectural Technology	Yes	Yes	Yes
Comment	Good, on-going feedback provided		

1.2

Do any unit(s) give you cause for immediate concern or require immediate action on the part of the University?

No

Comment:

Section 2 - Support

2.1
Have you attended an external examiner briefing day during your tenure?
No

2.2
Were you adequately briefed concerning your responsibilities and rights as a Unit External Examiner?
Yes

2.3
Were you able to access necessary information and resources to carry out your role?
Yes

2.4
If you made recommendations in your previous report, did you receive a response to these?
Yes

2.5
Are there any recommendations you would like to make with regards to the information provided that is given to unit external examiners to better support them in their role?
Yes

Please comment on your responses above specifically highlighting any areas of good practice or concerns:

I appreciated the streamlining of the paperwork and signing off required this year for each unit compared to previous years but felt the unit information pack was not as complete as previously seen (lacking in stats). It was also very difficult to read some of the print outs (small print).
I found one example of significant error between a student's feedback grade for ARC605 Project and that entered on the Excel Sheet provided. This was quickly corrected and I was able to check the updated sheet. I understand from unit staff that the timescale between assessment and collation of marks had been reduced this year. It is of concern that insufficient time may be given to proper controls that would limit the risk for errors.

Section 3 - Assessment

Sample of Student Work

Were you provided with the details of the following items in good time to give feedback to the staff involved?

3.1
The unit descriptors containing the intended learning outcomes of the unit(s) for which you were responsible?
Yes

3.2
The assessment brief and criteria to be used to assess the level of student attainment?
Yes

3.3
An appropriate sample of student assessments and, if relevant, suitable arrangements made to moderate presentations/performances/recitals/appropriate professional placements/oral examinations etc.?
Yes

Please comment on your responses above specifically highlighting any areas of good practice or concerns:

The work provided was again well arranged and easy to access and the attention paid by the unit staff by being available for questioning was very helpful.

Nature of Assessment

Comments provided for each question must be informative and, where possible, highlight any areas of good practice and/or concerns that you have identified.

3.4
Were the assessment methods appropriate to demonstrate achievement of intended learning outcomes?
Yes

Comment:

The assessments used were sufficiently robust and adequately reflected the intended learning outcomes of each unit I inspected.
I still have some reservations about the free choice of project and site for ARC605 and how the staff team ensure each student is consistently meeting the learning outcomes. I feel the students may be asked too much to write their own development brief and source a site. It seems difficult to compare such varying projects with some more challenging than others.

3.5
Were you satisfied with the level and range of assessment tasks?
Yes

Comment:

The range and types of assessment were suitably broad and appropriate for each level of study.

3.6
Were you satisfied with the extent to which employability has been embedded into assessments?
Yes

Comment:

As expected from a professionally vocational course, employability and engagement with employers is well integrated into assessments. The use of live projects and external practitioners as 'clients' are examples of good practice. The increasing focus on employability at Level 6 is evident. ARC603 Professional Practice is worthy of particular mention as an exemplar for employability engagement and professional development.

3.7
Do you have any recommendations regarding the assessment of any particular units? If so, please identify the units below.
No

Comment:

Marking and Feedback

Comments provided for each question must be informative and, where possible, highlight any areas of good practice and/or concerns that you have identified.

3.8
Were you satisfied with the standard and consistency of marking?
Yes

Comment:

I have no major concerns with the standard or consistency of marking but did feel that in several instances wider use of the grading system could have been used at the lower end. I saw virtually no examples of a 'threshold' pass example in the range 40-45%. I wonder if staff are wary of marking in the borderline fail/pass range. In ARC605, for example, at the top end the work is excellent and full use of the grading system is employed whereas the lower end grades seemed to be bunched, avoiding the full range.

3.9
Were you satisfied with the quality and consistency of feedback provided to students and that it enabled them to understand the grade awarded and areas for improvement?
Yes

Comment:

The examples of feedback I saw were consistent in providing sound reasons for the grade awarded and where improvements could be made.

3.10
Were you satisfied with the level and evidence of internal moderation undertaken and Unit Leaders' response?
Yes

Comment:

The internal moderation procedure appears robust.

Section 4 - Student Performance

Comments provided must be informative and, where possible, highlight any areas of good practice and/or concerns that you have identified.

4.1
Standards and student performance are aligned with the framework for higher education qualifications and applicable benchmark statements and reflects any additional professional, statutory and regulatory body requirements.

The academic standards remain appropriate to the award of an honours degree or Higher National Diploma and are fully comparable with other institutions I am familiar with. The work I viewed in the allocated units satisfactorily reflects the subject benchmark statements for Architectural Technology.

4.2
The strengths of student performance in the unit(s) allocated.

At each level students have the opportunity to develop their own personal portfolio through the outputs required from each unit. The output from final year units such as ARC605 demonstrate the strengths of student performance, reflecting the nature of the work of a professional architectural technologist.

4.3
The weaknesses of student performance in the unit(s) allocated.

There were no specific areas to highlight.

4.4
The overall student performance compared to that of previous years of your appointment?

Overall student performance appears comparable to that seen in the previous visits I have made. I have seen general raising of standards in computerised presentation work and in technical detailing.

4.5
Practical and/or specialist skills demonstrated by students in the units.

At each level there are units that allow students to demonstrate specialist skills relating to the architectural technology profession. It is encouraging to see the full range of drawing/presentation techniques being used from hand drawing and 2D CAD to 3D modelling and BIM.

4.6
Higher order intellectual skills demonstrated by students in the units.

Research, design development, problem solving are some examples of higher order skills evident in the units I examined across the range of levels. ARC604 Research Project is a good example of how students demonstrate independent thinking and analysis.

4.7
Transferable and employability skills demonstrated by students in the units.

All the units I examined have elements of transferable and employability skills. Relating to the professional vocations of architectural technology and interior design there are the appropriate skills tested (some identified above in 4.5).

Section 5 - Good Practice and Enhancement

5.1
Please identify and comment on any areas of distinctive and/or innovative good practice.

Specific examples of good practice were noted across several units. ARC603 Professional Practice has already been identified earlier in this report as an exemplar. The use of an e-portfolio, personal and professional development and focus on employability are all excellent as is the use of a series of guest external lectures. The unit appears well organised, employing a range of delivery and assessment techniques. The students I met on my visit also spoke highly of this unit and the way it was run.
ARC604 Research Project has again produced work of a high quality allowing students to conduct an independent piece of research into interesting topics relevant to the subject of architectural technology. BPC403 Architectural Technology Project offered an interesting and challenging design project involving a live client. The output from this project was excellent.
ARC501 Innovative Technologies and Applications is also identified as a good example of addressing industry needs in preparing graduates for engagement in BIM including an understanding on the collaborative aspects of BIM and its wider context.
The introduction of the BRE Accredited graduate scheme is also an example of distinctive practice and was appreciated by the students that I met.

5.2
Please identify any areas for enhancement, in particular to the quality of the learning opportunities provided to students.

Arising from my meeting with a small group of students representing all levels and both programmes (AT & ID) it was clear there was a feeling that improvements could be made in the provision of a 'studio' space where students could work freely at any time. Room 2.31 was sometimes cramped for space and hot.
Students also felt there could be more tuition offered in software such as Photoshop and 3D StudioMax.
Students expressed a wish for a short placement option in the course (as an alternative to a full year placement.
ID students felt there should be more live projects and site visits on their programme.
All students expressed positive views on the programmes and they would recommend them to others.

Section 6 - Unit Assessment Boards

Questions 6.2-6.4 are only to be completed by those unit examiners who attended a unit assessment board during the 2015/16 academic session.

6.1
Did you attend a unit assessment board during the 2015/16 academic session?
No
If answered "yes" please answer questions 6.2, 6.3 & 6.4
If answered "no" please go straight to section 7

Comments provided for each question must be informative and, where possible, highlight any areas of good practice and/or concerns that you have identified.

6.2
Were you satisfied with the conduct of the board(s) you attended?
Yes/No

Comment:

6.3
Were all students treated equitably and objectively at the board(s)?
Yes/No

Comment:

6.4
Were you able to endorse the outcomes of the assessment processes?
Yes/No

Comment:

Section 7 - Final Exit Report

7.0
If this is the last report of your tenure, use the space below to comment on your term in office.

N/A

Unit external examiner 2014/15

Unit external examiner reports will be received and considered by Academic Services. They will also be considered formally as part of the course review process. You will normally receive a response to your report within six weeks of submission. A summary of themes emerging from external examiner reports is presented to the University's Academic Board.

External examiner reports are made available in full to students. They also constitute recorded information held by the University and are therefore open to disclosure if requested under the Freedom of Information Act.

The University will take very seriously any negative answers and will work with the course teams concerned to address the issues raised in a supportive and developmental way.

Please note: Individual students or members of staff should not be identified in the report.

You will be prompted to use free text boxes within your report in order to provide qualitative feedback. This will be used to disseminate good practice and identify areas for enhancement.

General information

This information is held in our system. If any information is incorrect then please contact as.externalexaminers@solent.ac.uk

Name: [redacted]

Date of appointment: 01 August 2013

Employer: Cardiff Metropolitan

Section 1 - Standards

1.1

Unit standards

Unit information	Were the standards set for the units appropriate for their level?	Were the standards of student performance comparable with similar programmes or subjects in other UK institutions with which you are familiar?	Were you sent copies of all assessment tasks prior to their release to students?
Architectural Design Principles (ARC400) Level 4 - 2014	yes	yes	yes
Principles of Construction Technology (ARC401) Level 4 - 2014	yes	yes	yes
Introduction to Architectural Technology (ARC403) Level 4 - 2014	yes	yes	yes
Architectural Technology Project (ARC408) Level 4 - 2014	yes	yes	yes
Architectural Design (ARC500) Level 5 - 2014	yes	yes	yes
Innovative Technologies and Applications (ARC501) Level 5 - 2014	yes	yes	yes
Application of Architectural Technology (ARC505) Level 5 - 2014	yes	yes	yes
Application of Architectural Technology (ARC508) Level 5 - 2014	yes	yes	yes
Design Project (ARC600) Level 6 - 2014	yes	yes	yes

Sustainable Architecture and Innovation (ARC601) Level 6 - 2014	yes	yes	yes
Professional Practice (ARC603) Level 6 - 2014	yes	yes	yes
Research Project (ARC604) Level 6 - 2014	yes	yes	yes
Final Year Project (ARC605) Level 6 - 2014	yes	yes	yes
Introduction to Architectural Technology (BPC400) Level 4 - 2014	yes	yes	yes
Principles of Construction Technology (BPC401) Level 4 - 2014	yes	yes	yes
Architectural Technology Project (BPC403) Level 4 - 2014	yes	yes	yes

1.2
Please give reasons for any negative response

1.3
Do any units give you cause for immediate concern or require immediate action on the part of the University?

Nothing of immediate concern

Section 2 - Support

2.1
Have you attended an external examiner briefing day during your tenure?

no

2.2
Were you adequately briefed concerning your responsibilities and rights as a Unit External Examiner?

yes

2.3
Were you made aware of the online resources for external examiners at www.solent.ac.uk/externalexaminers **?**

yes

2.4
Were you able to access necessary information and resources to carry out your role?

yes

2.5
If you made recommendations in your previous report, did you receive feedback on these?

yes

2.6
Are there any recommendations you would make with regards to the information that is given to unit external examiners to better support them in their role?

yes

Please give reasons for any negative response, or if you have any recommendations regarding support

2.1. I have been invited to a briefing day but was unavailable on the date offered, 2.6. Where modules involve assessment of large drawings it would be helpful to have a sample pinned up to view rather than folded and packed away.

Section 3 - Assessment

Sample of Student Work

Were you provided with the details of the following items in good time to give feedback to the staff involved?

3.1
The module descriptors containing the intended learning outcomes of the unit(s) for which you were responsible

yes

3.2
The assessment brief and criteria to be used to assess the level of student attainment

yes

3.3
An appropriate sample of examination scripts

na

3.4
An appropriate sample of completed assignments

yes

Comment

A good range of student work was made available for all the units I reviewed with all the supporting unit documentation available. I have identified one recommendation for presentation of large format drawings under review. I would find it easier if large drawings were pinned up rather than folded into packs.

Marking and Feedback

3.5
Were you satisfied with the standard and consistency of marking?

yes

The standard of marking and feedback was consistent across all the units I reviewed. The feedback comments were generally informative and constructive.

3.6
Were you satisfied that the scripts were marked in such a way as to enable you to see the reasons for the award of marks given?

yes

The assessment marking appeared transparent.

3.7
Were you satisfied with the standard of internal moderation?

yes

The documentation accompanying each unit sample of work gave me confidence that appropriate controls are in place for internal moderation of setting of assignments and their marking.

3.8
Were you satisfied with the quality and consistency of feedback to students?

yes

Written and audio feedback were reviewed and the standard across all units was found to be thorough and well focussed.

Nature of Assessment

3.9
Were the assessment methods appropriate to demonstrate achievement of intended learning outcomes?

yes

There was a good range of assessment methods employed across the units that related well to the required learning outcomes.

3.10
Were you satisfied with the level and range of assessment tasks?

yes

The level and range of assessment tasks were appropriate for the level of each unit I viewed.

3.11
Were you satisfied with the extent to which employability has been embedded into units?

yes

Employability links are one of the positive strengths of the programmes these units support. There are some good examples of best practice where unit assessment is based on live projects or use of industry support.

3.12
If relevant, were suitable arrangements made for you to conduct oral examinations and/or moderate performances/recitals/appropriate professional placements etc?

na

3.13
Do you have any recommendations regarding the assessment of the unit(s)?

no

3.14
Did you provide comment on student work for all units received for consideration at the unit assessment board?

yes

I provided a general statement by email as requested on 24th June to confirm I was happy with the standard of work I saw for the allocated units. I also confirmed I was happy to endorse results related to the allocated units I reviewed.

Section 4 - Unit assessment boards

Section 4 is only to be completed by those unit examiners who attended a unit assessment board during the 2014/15 academic session. If unsure please contact as.externalexaminers@solent.ac.uk

4.1
Were you satisfied with the conduct of the board(s) you attended?

4.2
Were all students treated equitably and objectively at the board(s)?

4.3
Were you able to endorse the outcomes of the assessment processes?

Section 5 - Student performance

Please comment on:

5.1
Standards and student performance are aligned with the framework for higher education qualifications and applicable benchmark statements and reflects any additional professional, statutory and regulatory body requirements (if applicable).

The overall standard and student performance appear fully aligned with the framework for higher education qualifications and the applicable benchmark statements. Across the module levels there is a clear alignment with the requirements of the professional accrediting body(CIAT).

5.2
The strengths of student performance in the unit(s) allocated

Student performance in use of energy analytical modelling (ARC501) is good. Perhaps the discussion could be developed more, with commentary on the work they have done such as strengths and weaknesses. Students show a good understanding of building technology across a number of units (ARC600/500 BPC400/401) and demonstrated a very good level of architectural detailing (ARC508). There were good hand drawn details evidenced in BPC400. It would be nice to see a little more hand drawn work across the BSc units although it is welcome to see more use of sketchbook development work being encouraged in the Level 4 units (ARC400) that will hopefully continue. The standard of performance in the research project (ARC604) was generally good with an interesting range of topics covered. There is a slight reservation about the use of primary research in this unit as a lot of it is limited which does question its effectiveness and reliability.

5.3
The weaknesses of student performance in the unit(s) allocated

In the level 6 project module (ARC605) it was not always evident the student demonstrated a clear understanding of contextual matters relating to their design and how it developed including relationship to site factors and environmental factors. There could be more emphasis on technical innovation being considered. Some of the project constructions were a little 'safe'. There was not enough evidence of student ability to produce a specification (e.g. NBS, Building Regulation s). Perhaps this should be a clearer assessed element in one of the project units.

5.4
Overall attainment of students compares favourably with that of previous years?

The overall attainment of students is at least as good as that seen in the previous year.

Please comment on the level of skills demonstrated by students in the unit(s) covered in this report, with particular comment on:

5.5
Practical and/or specialist skills:

Students have demonstrated a good range of practical skills in presenting their work both in written and graphic form including use of some complex specialist software (Revit). Of particular note are the Revit skills evident in ARC501 and hand drawn skills in BPC400. The technology and detailing skills seen in ARC508/505 are also commendable. The ability of students to record and evidence development work leading to final solutions (whether a detail or a complete building design) is still not fully apparent although it is noted that staff have implemented some changes (e.g.ARC400/500) requiring a sketchbook.

5.6
Higher order intellectual skills:

The research project (ARC604) demonstrated students' good level of attainment in conducting a piece of research work and interpreting results from primary investigation. I have already commented on my concerns about the efficacy of the use of limited primary data.

5.7
Transferable and employability skills:

Although the units I reviewed support programmes that are professionally focussed it is evident that students have gained many good transferable skills. The units involve application and problem solving skills and the ability to communicate using a broad range of techniques. The ability to work in groups is also a feature of some of the units I have reviewed.

Section 6 - Good practice

6.1
Identify any areas of distinctive and/or innovative good practice

The involvement of live projects and external consultants is commendable e.g. ARC500 and helps students relate knowledge and theory to application in practice. The work in ARC501 (Innovative Technologies & Applications) also demonstrates some good practice in exploring the BIM capabilities in Revit software. The e-portfolios produced for Professional Practice unit (ARC603) are an example of innovative good practice and enhance the students' professional development.

6.2
Please comment on any distinctive features within the provision: a) where staff research or professional practice has informed these developments. b) where employers/industry/PSRBs have directly influenced the unit(s) allocated.

Staff professional practice experience has clearly informed a number of the units, particularly related to the design projects. Relevant practice experience is an important feature in professionally focussed programmes such as these. As previously mentioned, input from employers as evidenced in ARC500 is commendable and to be encouraged.

6.3
Are there any units that you believe should receive additional attention during the course review process?

ARC 605 Final Year Project might benefit from a clearer requirement for students to demonstrate some aspects of technical innovation in their design (perhaps linked to ARC601). For a major project of 40 credits there should be more evident on context, site and design development. It does appear rather demanding of the student for them to identify a project, a site and develop their own brief. The student appears to be acting as both developer and client. It is also difficult to see how staff can ensure parity across such a disparate range of projects. ARC600 Design Project might benefit from a review of the desired learning outcomes. It is not entirely clear what the aim or purpose is. There is a mix of design (spatial layouts) and technical (fire escape strategy). Some elements of Building Regulations appear covered (fire/access/disabled) but many are not. At the meeting with students there were concerns expressed about this 20 credit unit. They felt nearly as much time was spent on it as the 40 credit ARC605 with some feeling a little confused as to its value.

6.4
Please suggest any possible enhancement to the quality of the learning opportunities provided to students.

As noted previously I think the final year outcome would be enhanced if the students were asked to produce a reasonably detailed specification relating to their design project. A project sketchbook for ARC605 that records development work would add value. Although a sketchbook is asked for the development work is not evident - some were files of manufacturer's literature. From my meeting with students it emerged they would welcome more introduction to detailing and less theory (I am reporting their comments rather than necessarily expressing a recommendation). From the student's reference to just one detailing unit perhaps the programme team might consider how detailing is cross-referenced across other units at all levels.

Section 7 - Final exit report

7.0
If this is the last report of your tenure, use the space below to comment on your term in office and/or any other issues which you feel appropriate.

APPENDIX 7

PLANS FOR THE FUTURE

FUTURE PLANS

- Continue with all aspects of current good practice to maintain the reputation of the course within industry and provide the best possible student experience in order to enhance their future career and potential. *Timescale: ongoing*

- Maintain our strong links with CIAT and work collaboratively for the mutual benefits of both organisations. *Timescale: ongoing*

- Grow the newly established Master courses to provide progression opportunities for SU students. *Timescale: ongoing*

- Continue to grow research activity within the group and produce high quality outputs. *Timescale: medium 2-3 years*

- Work towards achieving CIAT Centre of Excellence status *Timescale: long 3-5 year*