Programme Specification 2013-14
Postgraduate Diploma in Architectural Practice (RIBA Part 3)

NOTE: This specification provides a concise summary of the main features of the and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if s/he takes advantage of the learning opportunities that are provided.   More detail on the specific learning outcomes, indicative content and the teaching, learning and assessment methods of each module can be found (1) at http://www.bcu.ac.uk/biad/architecture/s/architectural-practice-riba-part-iii-exemption-pgdip (2) in the Module Specifications and (3) in the Student Handbook.

The accuracy of the information contained in this document is reviewed by the University and may be checked within independent review processes undertaken by the Quality Assurance Agency.

Awarding Institution / Body:	**Birmingham City University**
Teaching Institution:	**BIAD/Birmingham City University**
Interim Awards and Final Award:	**Postgraduate Diploma (no interim award)**
Programme Title:	**Postgraduate Diploma in Architectural Practice (RIBA Part 3)**
Main fields of Study:	**Professional practice of architecture**
Modes of Study:	**2 years Part Time**
Language of Study:	**English**
UCAS Code:	**N/A**
JACS Code:	**N/A**

Professional Status of the programme (if applicable):

The programme fully meets and exceeds the joint criteria set out by the Architects Registration Board (ARB) and the Royal Institute of British Architects (RIBA). Its scope is commensurate with the guidelines for RIBA validation and ARB prescription. This programme also meets the requirements of Article 46 of the European Directive on the recognition of Professional Qualifications.

The programme leads to the award of Postgraduate Diploma in Architectural Practice and exemption from RIBA Part 3 Examination. On successful completion of the award the student may register with the Architects Registration Board and become a Chartered member of the RIBA. Registration is a legal requirement for practice as an architect.

Relevant subject benchmark statements and other external reference points used to inform programme outcomes:

In addition to professional body requirements the programme meets with the National Framework for Higher Education Qualifications.

As well as this route to professional qualification the School offers the following higher degrees:-
> Graduate Diploma / Master of Arts in Landscape Architecture
> Master of Arts in Urban Design (awaiting revalidation)
> Master of Arts in Zero Carbon Architecture & Retrofit Design
> Master of Arts in Heritage Conservation (awaiting validation)
> MPhil and PhD degrees by research

The PGDip Architural Practice programme was validated by University Internal Review in 2012, and unconditionally approved under the 4-year cycle of inspection by the Joint Validation Panel of RIBA (Royal Institute of British Architects) in 2009.

The programme is currently fully validated by the RIBA and is due for full RIBA revalidation in January 2014.

Further information:
RIBA: http://www.architecture.com
ARB (Architects Registration Board):
http://www.arb.org.uk/qualifications/information_for_students/default.php.
The ARB/RIBA Joint Criteria: http://www.arb.org.uk/qualifications/arb_criteria/default.php

The programme is due to be revalidated by University Internal Review in May 2018.

Programme philosophy and aims

The aims to:
> Provide an education in architectural practice that provides skills, knowledge and understanding that are not only for the purpose of qualification but can also be taken forward by the student as a qualified architect to form the basis of their on-going professional development.

In order to achieve this it will provide students with:

> Knowledge and support for professional experience to enable students to satisfactorily complete the final examination and join the register of architects in the United Kingdom.
> Ability to act in a professional manner and in accordance with the codes and standards that regulate the profession.
> Critical understanding of the requirements of the legal framework for practice, practice management and construction procurement.
> Ability to identify good practice and excellence and adopt it in their professional life.
> Ability to identify their future learning needs and the opportunities of specialisation and diversification in their careers

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Intended learning outcomes and the means by which they are achieved and demonstrated:

Learning Outcomes[1]

1. Demonstrate overall competence and the ability to behave with integrity, in the ethical and professional manner appropriate to the role of architect and to understand how this will develop in their careers.

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[1] Guidance on the specification of learning outcomes is available from the Centre for the Enhancement of Learning and Teaching.

2. Demonstrate understanding of the range of services offered by architects and delivering those services in a manner that prioritises the interests of the client and other stakeholders and aspires to excel in service delivery.

3. Demonstrate understanding of the legal context within which an architect must operate, and the processes undertaken to ensure compliance with legal requirements, including an understanding of UK construction and contract law, construction procurement processes and the roles of built environment professionals. To show that they are aware of how this understanding will develop as their roles within the profession change.

4. Demonstrate understanding of the business priorities, required management processes and risks of running an architectural practice with an aspiration to provide excellence in business management.

Learning teaching, and assessment methods used

ARC7106   LEGAL FRAMEWORK
The regulatory environment and ethics of the profession is taught through an interactive workshop and lecture programme over 2 days.

This module is assessed by an open essay paper on a current topic in the legislative environment for architectural practice set immediately after the lecture course for a period of four weeks. The essay requires research skills.

ARC7107   PRACTICE AND MANAGEMENT
The business priorities, required management processes and risks of running an architectural practice is taught through pre-prepared exercises and an interactive workshop and lecture programme over 2 days.

This module is assessed by a scenario-based open paper on practice management that is set immediately after the lecture course for a period of four weeks. This paper requires interaction with the student's practice and work with the study group.

ARC7108   CLIENTS AND BUILDING PROCUREMENT
An understanding of the range of services offered by architects and an understanding of UK construction and contract law, construction procurement processes and the roles of built environment professionals is taught in interactive workshops in two, 2-day lecture courses.

This module is assessed by an open-book 3-hour examination on construction management that is held approximately 4 weeks after the lecture course.

ARC7109   RECORDS OF EXPERIENCE
The module consists of the supported preparation of the PEDR record together with a critical self-appraisal and a C.V. The Critical Self Appraisal is assessed by the professional examiners with supporting evidence provided by the PEDR record and the cv.

ARC7110   CASE STUDIES
Based on their own experience in architectural practice the candidates are required to prepare a case study in two parts, one around a pre-contract issue and one around an issue arising during the construction phase of a contract. They can be from a single building or from two different projects. The preparation of the case study is supported by tutorials. The module is assessed by the professional examiners.
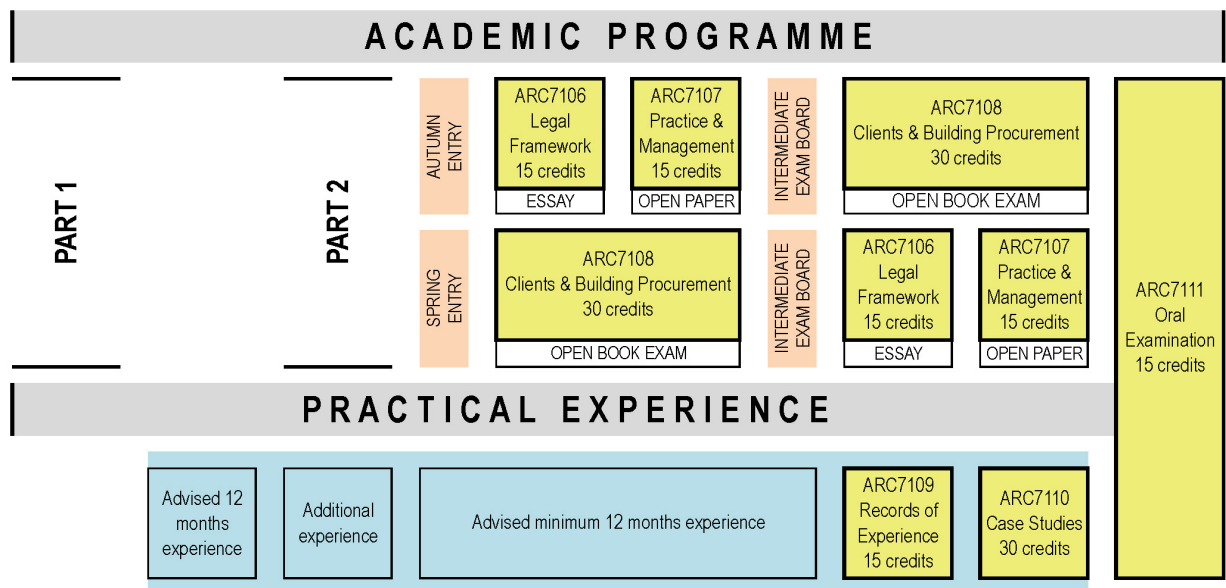
ARC7111   ORAL
The oral examination is an assessment of professionalism and applied knowledge demonstrated in

the practical experience modules ARC7109 and ARC7110. Where there is a lack of professional experience the examiners can refer to the assessed academic modules for evidence of knowledge and understanding. The preparation for the oral is supported by tutorial.

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

The structure of the , the modules, levels and credit values, and the awards which can be gained are shown in the diagram below.

Postgraduate Diploma in Architectural Practice [Part 3]: Programme Sequence

Support for Learning including Personal Development Planning (PDP)

Students are encouraged to identify and, with guidance, to reflect on their own learning needs and are offered the following support as appropriate to meet those needs:

Preparation for the submissions for the Part 3 are supported though tutorial in which individual needs are discussed.

The PEDR is a constant monitoring process of the students' practical experience in which a dialogue is required with the office mentor and the professional studies advisor at the University about learning and development needs.

The preparation of the critical self-appraisal is supported by discussion of the students' experience in practice and their professional development needs.

Criteria for admission

Candidates must satisfy the general admission requirements of the programme.

The current admission requirements can be found under the 'Entry Requirements' tab of the web page for this course.

Methods for evaluation and enhancement of quality and standards including listening and responding to views of students

The main objective is to ensure fitness for purpose and considerable emphasis on student feedback is given by the programme team in responding to issues.

Annual programme monitoring: following the Examination Board a statistical review of all modules is undertaken and analysis of all modules will reveal any issues that require addressing by the programme team.

> PG Programme Director's Forum
> Board of Studies
> Examination Board
> Faculty Academic Standards and Quality Enhancement Committee
> Institute Board
> Review and validation events
> Accreditation / Validation by professional bodies (ARB/RIBA)
> Annual Monitoring Report
> Student module feedback forms
> External Examiners Reports
> Feedback from professional examiners
> Academic planning
> School Academic Development Committee
> Student Experience Committee