

BSc (Hons) Architectural Technology Programme Specification

<https://www.bradford.ac.uk/courses/ug/architectural-technology-bsc/>

Academic Year:	2022/23
Degree Awarding Body:	The University of Bradford
Target Degree Award:	Bachelor of Science with Honours in Architectural Technology [Framework for Higher Education Qualifications (FHEQ) Level 6]
Interim/exit Awards:	BSc (Hons) Engineering (Architectural Technology); BSc Architectural Technology [FHEQ Level 6]; Diploma of Higher Education Architectural Technology [FHEQ Level 5]; Certificate of Higher Education Architectural Technology [FHEQ L4].
Programme Admission:	September
Programme Modes of Study:	3-years full time (UCAS K130); 4-years full time with 'sandwich' placement year (UCAS K131)
Subject Benchmark Statement:	Architectural Technology (QAA 2019)

Please note: The programme is aligned with the requirements for Chartered Membership of the Chartered Institute of Architectural Technologists (CIAT) and/or the Chartered Association of Building Engineers (CABE). It is aligned with the general requirements of the Chartered Institute of Building (CIOB) and the Royal Institute of Chartered Surveyors (RICS). Students will be notified when the programme has been formally granted accreditation by any of these bodies.

Please note: This programme specification has been published in advance of the academic year to which it applies. Every effort has been made to ensure that the information is accurate at the time of publication, but changes may occur given the interval between publishing and commencement of teaching. Any change which impacts the terms and conditions of an applicant's offer will be communicated to them. Upon commencement of the programme, students will receive further detail about their course and any minor changes will be discussed and/or communicated at this point.

Minor Modifications Schedule

1. New programme
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Introduction

Architectural Technology forms an essential link between design and construction of the built environment. There is a growing need to achieve optimised production, sustainable development, and long-term performance. A new generation of Architectural Technologists is required to work at the interface between designing, planning and construction. They should be equipped to utilise the latest information technology and digital modelling tools for producing sustainable architectural designs, and for managing, assessing, and evaluating construction projects.

The BSc (Hons) Architectural Technology Is a unique new programme which blends architectural design with building engineering, construction technology and management. Students will graduate with a solid understanding of sustainable architectural design, building information management, management of construction, procurement, and

contracts. Graduates will be able to communicate efficiently and work effectively in teams ensuring a coherent whole-life building process.

The programme is designed to align with the accreditation requirements of the Chartered Institute of Architectural Technologists (CIAT). Our Architectural Programmes are in the process of being the first in the UK to be partnered with the International Living Future Institute ensuring that students attain understanding of the most rigorous benchmark of sustainability in the built environment.

Student learning is facilitated by academics with research experience in architectural technology and by practicing architects and civil engineers. Academics and practitioners work collaboratively to deliver this interdisciplinary programme and equip students with the advanced knowledge and skills for a rewarding career in architectural technology. Academic staff promote and maintain an enquiring research approach to physical and intellectual contexts. Teaching and learning approaches balance a respect and understanding of the past and the present with an inspirational and innovative stance towards the future of technology in architectural design. The programme is carefully designed to ensure it embeds and reflects the Chartered Institute of Architectural Technologists (CIAT) accreditation guidelines and QAA subject benchmark statement for Architectural Technology.

The Faculty of Engineering and Informatics places emphasis on both teaching and research, believing them to be mutually dependent. The faculty has research strengths in Architectural Technology, Heritage Structures, Materials Science, Sustainability, Computer Modelling and Design, and Civil Engineering. Also, we draw on research expertise from across the University in Circular Economy, Heritage, Climate Action, Life Cycle Analysis and Digital Health.

We conduct this research jointly with many regional and national companies including Arup, Jacobs, Castle Cement, Buro Happold, Incommunities, Texfelt and many others. The programme also benefits from a strong advisory board with industrial members from a wide range of employers including local architects.

Designed for the next generation of architectural technologists

Our programmes are designed as part of the Conceive-Design-Implement-Operate (CDIO) educational framework for producing the next generation of graduates. This provides a learning experience that stresses the fundamentals of Architectural Technology set within the context of CDIO real-world systems and products. This framework is developed by universities across the globe to ensure that student learning reflects the real world. It promotes working in teams to solve real-world problems enabling students to acquire professional and technical skills. Students' ability to work collaboratively with other engineers and experts in other specialist fields is crucial for creating tomorrow's-built environment solutions. CDIO strategies will be implemented in Sustainable Design Studio activities where students will work on authentic and live projects. Each year students will be given opportunities to partake in activities beyond the University campus. This includes study trips, site visits and outdoor exercises to meet specific module learning outcomes. We have designed our programmes to encourage experience of interdisciplinary working,

allowing breadth, as well as depth, of skills and knowledge. In this way we believe students will be ideally equipped to be highly successful and employable.

Learning with and as part of a research community

Our teaching is well aligned with the research expertise of members of staff. Studies in later stages of the programme will benefit from this expertise and students will undertake individual research project work where they will be expected to display a considerable amount of initiative. We aim to produce graduates who are imaginative, innovative, versatile, and competitive. Our graduates will be able to progress rapidly to professional positions of responsibility with minimal additional training and provide technical, managerial, and entrepreneurial leadership in specialist /interdisciplinary projects.

Students will acquire the knowledge to conceive, develop and detail technical, sustainable, and inclusive architectural design. This will be underpinned by full understanding of global construction technology and its contexts and precedents. Students will be equipped to be able to procure, manage and administrate building contracts. They will know the environmental and health and safety implications of selecting the most appropriate materials, technologies, tools, and processes for their work undertakings and be capable of surveying sites for benefits. 3D visualisation skills will be developed during the programme enabling students to analyse architectural plans and drawings to highlight risks or problems and make changes. The programme is also defined by the emphasis on the use of Building Information Modelling (BIM). Revit software will be used for development of construction concepts through to final designs enhanced by Virtual reality and Mixed Reality visualisation solutions.

Students will work on authentic and even live building and building regeneration projects which will include working closely with regional partners and contribute to meeting the needs of the surrounding community. Students will become aware of ecological footprints, novel materials, and embodied energy processes. Live projects ensure that students learn to negotiate with planning and building authorities and put programme content learning of project and management law into practice. Students will acquire the appropriate behaviours on visiting sites to check progress and inspect work.

Students will often work on their projects in teams. This will be done in the state-of-the-art design studios mirroring real-life design environments. Teamwork will develop communication confidence and equip students with the skills to liaise efficiently with architects, surveyors and other professionals. In the design studios, students will routinely present developing work to tutors and peers for critical feedback. Multi-disciplinary inclusive projects with required outcomes and deadlines will also prepare students for the demands of real-world working life. Students will engage in robust design processes combining manual and digital approaches to create sustainable, meaningful, and lasting design solutions.

The Bradford Graduate

Upon graduation students will be able to work as Architectural Technologists. They will have the capacity for professional growth to continue the path to Chartered Architectural Technologist (MCiAT) status. Our students will have high-level professional and interpersonal skills built from learning through a team-based CDIO environment. Students will be adept at working with complex live projects. They will be familiar with studio practice, experimentation, system thinking and have a solid understanding of the business and enterprise context. We strongly recommend our students seriously consider a placement year to consolidate their knowledge and strengthen their industrial experience.

We value sustainability at Bradford and to that end we have embedded sustainable development across all our programmes. Sustainable development is critical to enable the necessary zero carbon emissions targets for solutions in the built environment to be met, hence, the Bradford graduate will have a sound understanding of the challenges and the potential for solutions, in a world where the actions of human industry are creating new pressures on resources.

Graduates from Architectural Technology would typically be expected to seek employment in architectural practices, construction firms, with property developers, planning departments and local authorities or housing groups. They might also work in HE (Higher Education) and research institutes or other organisations that own a large portfolio of properties or land. They may occasionally set up as an independent business though it is more common that they would work with a team of professionals. As part of a team, duties might include selecting the best materials, technologies, tools and processes for the job, surveying sites and location benefits, carrying out risk assessments, feasibility studies, assessing environmental impacts and identifying legal issues, analysing architectural plans and drawings to highlight risks or problems and making amends using CAD applications, liaising with architects, surveyors and other professionals, preparing documents to help with planning permissions and other approvals and visiting sites to check progress and inspect work.

All our programmes are designed to provide graduates with the skills to enable choice in their future careers. The ability of an architectural technologist to think clearly, logically, and ethically is widely appreciated by many other professions and studies at Bradford may well be a stepping-stone to many alternative careers. As graduates from Bradford, students will have a real foundation for life and for a lifetime of learning.

The University

The University of Bradford has four key strategic objectives: Learning, Teaching & Student Experience; Research and Innovation; Equality, Diversity, and Inclusion; and Business and Community Engagement. We believe in doing research and teaching to deliver career opportunities for our students as well as for economic development and job creation.

The Faculty of Engineering and Informatics strongly believes that each programme subscribes to these four objectives through the three key streams of the University vision:

- The creation of knowledge through fundamental and applied research.

- The dissemination of knowledge by teaching students from all backgrounds.
- The application of knowledge for the prosperity and wellbeing of people.

Lecturers at Bradford are active researchers in their fields of expertise, developing new knowledge, contributing to peer-reviewed journals and books. This research permeates to their teaching practice giving students access to world leading professionals, equipment and ideas within the University's Research and Innovation Strategy 'Shaping Future Societies' and the impacts created in Health Care, the Engineered Environment and Sustainable Societies. We encourage students to contribute to and learn from the varied perspectives of their tutors and peers. Each year students will engage in enquiry-based projects allowing learning through research. The programmes of study include research with an emphasis on application, experiential learning, and real-world engagement. This makes a major contribution to students' skill sets, enhancing employability and the ability to respond to the many different needs of our businesses and communities.

We recognise that society benefits from the talents of all, and that the development of creative, collaborative graduates skilled in communication and teamwork is vital. The Faculty welcomes and celebrates the diverse cultural and national backgrounds of our students. We are committed to an educational experience that is inclusive and one where gender and ethnicity are central elements in developing architectural solutions that address the needs of a diverse society. We do this recognising that inclusive teams are known to be more innovative. The University currently holds Bronze Athena Swan accreditation from AdvanceHE.

Students will have many opportunities to contribute to their Higher Education Achievement Report (HEAR) whilst with us. They can gain HEAR accreditation for becoming student representative for their course, by becoming a student ambassador, helping with open days and applicant experience days, or by being a Peer Assisted Learning (PAL) leader. The PAL scheme allows students in stages two and three to support new students at the University. The PAL scheme is very successful at providing guidance on all aspects of being a student of Bradford. PAL leaders become mentors and role models for new students. We support people to become PAL leaders, but we also recognise their contribution through the HEAR. Both Architectural Society (ArchSoc) and Civil Engineering Society (CivSoc) at the University of Bradford provide platforms and space for all students and staff to socialise, interact, share experiences, and run extracurricular activities.

Programme Aims

The programme is intended to:

- A1. Develop and advance students' knowledge and critical and contextual understanding relating to architectural design, technology, management and practice within a national and international context to prepare them for the job market within the growing discipline of architectural technology.
- A2. Reflect current and future industrial practice providing technical knowledge, communication skills and ability to operate within industry.
- A3. Enable graduates to develop professional skills and attitudes in readiness for Industry 4.0, including:

- a. training to work in multidisciplinary teams,
 - b. communicate innovative architectural design solutions effectively in a professional environment,
 - c. recognise the importance of professional ethics and comply with ethical codes.
- A4. Provide the educational base to permit progression to Chartered Membership of the Chartered Institute of Architectural Technologists (CIAT).

Students on the course are eligible to apply for Associate Membership of CIAT and after graduation with several years of relevant industrial experience can apply to become Chartered Architectural Technologists.

Programme Learning Outcomes

To be eligible for the FHEQ Level 4 award of Certificate of Higher Education, students will be able to:

1. Identify essential facts, concepts, principles and theories in global Architectural context, construction technology, architectural design, manual and digital communications, and circular economy.
2. Explain the role of and contribution made by different stakeholders within the construction industry, particularly related to architectural technology.
3. Apply basic skills in the analysis, synthesis and evaluation of technological information and data, and the ability to develop and design creative and innovative sustainable solutions.
4. Establish the ability to make informed judgements based on evidence, and skills to question current theories and practice.
5. Demonstrate the ability to use information technology (IT) independently to support previously identified cognitive abilities and skills.
6. Locate, extract, and analyse data from multiple sources, including drawn information.

Additionally, to be eligible for the FHEQ Level 5 award of Diploma of Higher Education, students will be able to:

7. Outline the linkages and interdisciplinary relationships between professionals working and operating in built and natural environments.
8. Apply knowledge and understanding in construction technology, sustainable design, building information modelling and virtual reality to the design projects of a familiar and unfamiliar nature.
9. Recognise and analyse problems and plan novel strategies for their solution.
10. Plan construction activities and undertake the process used to manage and control them.

11. Apply appropriate skills in presenting architectural technology information and arguments clearly and correctly, in writing and drawing format, and verbally, to a range of audiences.
12. Monitor progress, critically reflect on their performance in using the relevant skills, and adapt their strategy, as necessary, to achieve the quality of outcomes required.
13. Produce professional reports in accordance with published conventions and/or client expectations, including executive summaries.

Additionally, to be eligible for the FHEQ Level 6 Ordinary Degree award, students will be able to:

14. Critique key concepts, theories and principles used in construction industry related to architectural technology including measurement; physical and financial appraisal of buildings; management of procurement and contracts, legal principles; design factors affecting construction and buildability; the performance of buildings; resource management; document and data handling, and the application of business management theories.
15. Systematically appreciate professional ethics, their impact on the operation of the professions and their influence on society; conflict avoidance/dispute resolution; communities and the stakeholders with whom they have contact.
16. Create quality architectural presentations through various media, including paper/computer-aided design drawings and sketches, schedules, calculations, photography, digital visualisations, and models.
17. Work effectively with others within the context of a multidisciplinary team; respecting inputs from fellow professionals, client(s), and other stakeholders and reflecting on one's own performance and role within the team.

Additionally, to be eligible for the FHEQ Level 6 Honours Degree award, students will be able to:

18. Generate quantitative and qualitative information, together with analysis, argument, and commentary, in a form appropriate to the intended audience, including appropriate acknowledgement and referencing of sources.
19. Plan and implement an individual research project to aid in the development of a cumulative element of original work.
20. Appraise and apply the professional conduct and Code of practice of Architectural Technologists
21. Evaluate and assess the knowledge acquired and recognise and implement good practice.
22. Assess individual levels of knowledge, limits of capability and identify areas for personal development.

Curriculum

The programme is built around a spiral curriculum model where there is a purposeful revisiting of subjects and themes throughout the course leading to a deepening of subject knowledge and understanding. The BSc Architectural Technology curriculum is organised into modular units studied across the "Academic Year" of September to May or discretely in a single Semester.

Stage 1 learning begins with a general understanding of social, political, economic and climatic contexts and technological, aesthetic and theoretical developments in global architecture. Students will gain fundamental skills in 2D and 3D Computer Aided Design (CAD). Fundamental architectural building design concepts and construction material behaviours are studied, and Stage 1 learning is applied in Sustainable Design Studio activity.

Table 1: BSc Architectural Technology Stage 1 Modules

Study Period	Code	Title	Credit	Level	Type
Academic Year	CSE4005-B	Architecture in Global Contexts	20	FHEQ 4	Core
Academic Year	CSE4007-B	Digital Architectural Communication 1	20	FHEQ 4	Core
Academic Year	CSE4008-D	Sustainable Design Studio 1	40	FHEQ 4	Core
Semester 1	CSE4006-B	Construction Technology 1	20	FHEQ 4	Core
Semester 2	OIM4016-B	Climate, Crisis, and You	20	FHEQ 4	Core

At the end of stage 1, students will be eligible to exit with the award of Certificate of Higher Education if they have successfully completed at least 120 credits and achieved the award learning outcomes.

Stage 2

Subject specific learning intensifies in Stage 2 where it is also expected that an increased application of learning is undertaken alongside a developing autonomy in Sustainable Design Studio activity. In Stage 2 students advance and apply their skills in advanced three-dimensional Computer Aided Design (CAD). They learn to utilise Building Information Modelling (BIM) complying with the latest British and International Standards, appraise and apply construction technologies and use Virtual Reality (VR) as a design visualisation tool.

Table 2: BSc Architectural Technology Stage 2 Modules

Study Period	Module Code	Module Title	Credit	Level	Type
Academic Year	CSE5019-B	Digital Architectural Communication 2	20	FHEQ 5	Core
Academic Year	CSE5020-B	Environmental Systems in Buildings	20	FHEQ 5	Core
Academic Year	CSE5022-B	Sustainable Design Studio 2	40	FHEQ 5	Core
Semester 1	CSE5021-B	Project Management	20	FHEQ 5	Core
Semester 2	CSE5018-B	Construction Technology 2	20	FHEQ 5	Core

At the end of stage 2, students will be eligible to exit with the award of Diploma of Higher Education if they have successfully completed at least 240 credits and achieved the award learning outcomes.

Stage 3

Stage 3 activity builds upon the learning and experience achieved in Stage 2 and further individual autonomy is expected as well as effective participation in team project work. In Sustainable Design Studio activity, students will synthesise, evaluate and apply contemporary architectural technologies, construction methods, planning tools and techniques whilst integrating professional and technical concerns within holistic design projects. Students will study real-world case studies which will involve solving problems to produce a useable outcome. The final year research project will also allow students to develop a deeper knowledge and understanding of their own research interests.

Students study 100 core credits and 1 optional module from the list below.

Table 3: BSc Architectural Technology Stage 3 Modules

Study Period	Code	Title	Credits	Level	Type
ACYR	CSE6018-B	Construction Technology 3	20	FHEQ 6	Core
ACYR	CSE6021-B	Professional Studies	20	FHEQ 6	Core
SEM1	CSE6019-B	Integrated Sustainable Design Studio 3	20	FHEQ 6	Core
SEM1	CSE6020-B	Management of Project Procurement and Construction Contracts	20	FHEQ 6	Core
SEM2	CSE6017-B	Advanced Sustainable Research Project	20	FHEQ 6	Core
SEM2	ENB6011-B	Risk Assessment and Management	20	FHEQ 6	Option
SEM2	CSE6010-B	Sustainability in the Built Environment	20	FHEQ 6	Option
SEM2	ENG6005-B	Sustainable Energy	20	FHEQ 6	Option

At the end of stage 3, students will be eligible for:

- The exit award of Ordinary Degree, if they have achieved learning outcomes 1-17, successfully completed at 120 credits in both Level 4 and 5 and successfully completed 60 credits at level 6. This award does not confer eligibility to register for chartered membership.
- The exit award of Honours Degree of Bachelor in Engineering (Architectural Technology) if they have achieved learning outcomes 1-22 and successfully completed 360 credits, but not met the accredited award criteria.
- The target award of Honours Degree of Bachelor in Architectural Technology if they have achieved the award learning outcomes 1-22, successfully completed 360 credits and met the programme specific accredited award regulations.

Please note: the curriculum may change subject to the University's approval, monitoring and review processes.

Placement and/or Study Abroad

This programme provides the option for students to undertake a work placement or period of study abroad in the penultimate year of study. Students wishing to take this option will be encouraged to register for the placement year programme. All Faculty of Engineering (FEI) students are encouraged to apply for Industrial Placements (Year in industry). Timetabled Pre-Placement lectures and Timetabled 'drop-in' sessions will be scheduled to support students throughout the pre-placement process. All placement opportunities received are made available to students on the placement route via the VLE.

Students can also access various support services organised by Career and Employability Services including one-to-one appointments, Employability Workshop/Webinar Programme, Careers Fairs and jobs/placement opportunities. Students are encouraged to take the opportunity to find their own placement.

- On successful completion of the ENG5002-Z, placement, students will be eligible for the additional award of University Diploma Industrial Studies.
- On successful completion of the ENG5004-Z, study abroad experience, students will be eligible for the additional award of University Diploma Industrial Studies (International).

For further information about study abroad opportunities please refer to:

<https://www.bradford.ac.uk/study/abroad/>

Learning and Teaching Strategy

The BSc (Hons) programme in Architectural Technology at the University of Bradford is designed in line with the University's Learning, Teaching and Student Experience Strategy (LTSES). University of Bradford aims to create an inclusive learning culture and transformative university experience. This vision will be realised through the achievement of three objectives: inclusive community, inclusive curriculum and inclusive experiences. We aim to make learning accessible to all of our students regardless of starting point or individual circumstance. Students will be empowered to realise their ambitions and make a positive difference to the world. This is achieved through the highest level of inclusivity in curriculum design, learning experience activity and learning community environment to promote best practice for engagement, accessing and comprehending information and supporting student development.

The BSc (Hons) programme is, therefore, designed to produce 'fit-for-purpose' graduates, able to attain their career aspirations, and equipped with the skills necessary to operate in an increasingly digitalised construction industry. Embedding the strategic aims of LTSES, the programme and module outcomes balance subject knowledge and transferable skills. Our strategy begins with the end in mind. We want students to become great architectural technologists who can provide creative, efficient, and sustainable solutions. This should mean that, by the end of their study with us, they can move seamlessly into the world of work, academic research or become an entrepreneur. We have a long track record of supporting and developing new companies and helping students take first steps as entrepreneurs. The programme is designed so that core modules provide students with fundamental discipline skills and knowledge, and optional modules to recruit interest.

The teaching and learning methods are selected to engage students in developing their fundamental knowledge and understanding through formal learning opportunities and informal and social learning through team-working in projects and competitions. Formal learning opportunities include interactive lectures, case studies, seminars, studio workshop activities, tutorials and practical demonstrations and presentations. Most teaching activities take place face-to-face but teaching and learning methods can be adapted to include a combination of synchronous or asynchronous online lectures/tutorials and seminars (synchronous or asynchronous) and workshop events if needed. Several opportunities are provided for students to engage with industrial experts through activities such as visiting guest lectures and organised site visits. The Department of Civil Engineering and Architecture liaises closely with the professional institutions like CIAT providing many networking and development opportunities for our students.

As part of our focus on building a learning experience which will prepare students for the world of work, our curriculum is developed using the CDIO framework. CDIO strategies are employed in Design Studio activities where students are encouraged to work in teams to Conceive potential solutions, Design structures, processes or services, Implement (or model) and test those designs, and Operate the product or solution. In line with the CDIO philosophy students will have numerous opportunities to be an active learner, to work as an architectural technologist on real-world projects. In each stage, students will work in a team to perform a design exercise that varies in the degree of complexity and challenge but appropriate to their stage. Our students will actively participate in the processes of knowledge acquisition and creation through research-enriched teaching and research-engaged learning. Our students will receive feedback on submitted work at each stage which will inform the learning and application of skills in future stages of the programme.

Multiple means of engagement are used to keep students purposeful and motivated, with a sustained effort throughout the learning journey. Team-working is essential to foster collaborations and a sense of community between students. In team working students learn the importance of planning and goal setting while respecting the requirements of programme, and the needs of others. Practical 'hands-on' architectural design studio activities encourage students to explore their interests, experiment, take risk and go beyond comfort learning. Opportunities are provided for self-evaluation and reflection, so that students can learn to self-regulate. Academic skills workshops are organised during the year to provide further support, if needed, in self-regulation, persistence and the development of essential competencies. A structured assessment timetable helps students work towards fixed deadlines thereby helping students develop the necessary skills for work beyond graduation. To support accessibility, clarity and comprehension, all teaching material is provided online where possible, allowing students to customise the display of information and their learning experience. Throughout the programme, there are many opportunities for students to design their own solutions and to express their own ideas, choosing from a variety of tools and methodologies.

The University recognises the importance of providing pastoral support, taking into consideration all aspects of our students' journeys and development. All students are allocated a personal academic tutor, with whom they meet regularly to discuss and receive guidance on their learning and development. The University also operates a wide range of support services covering areas such as disability, counselling, faith advisors and careers.

The University of Bradford is well known for attracting students from a wide variety of backgrounds, cultures, and countries. The University of Bradford encourages and supports women in technology and engineering, celebrating events such as International Women in Engineering Day. Some of the staff in the Faculty of Engineering and Informatics are also Science, Technology, Engineering and Mathematics (STEM) ambassadors, who actively promote science and engineering subjects to wider audiences. Female staff and students are an integral part to the University of Bradford's Faculty of Engineering and Informatics. The University has held Bronze Athena Swan accreditation on an institutional level since 2015, demonstrating our commitment to striving for gender equality.

Assessment Strategy

In the same way, our assessment strategy is highly inclusive and aligned with the University's LTSES. Assessment is a key part of the student learning process and is designed to incorporate a wide range of different methods to meet the needs of students and industry as well as the accrediting bodies. Our diverse assessment prepares students for the world of work, academic research, or entrepreneurship.

There are two forms of assessment: formative and summative. Formative assessment provides an opportunity for students to receive feedback during their learning. This promotes reflective thinking leading towards an enhanced knowledge. All the modules have some formative assessment, and this may take different forms such as discussions or questioning from their tutors, class tests, presentations, and practical activities. These formative activities are crucial if students are to make best use of their learning experience and they are designed to prepare students for their summative assessment. Summative assessment is how we grade the work on a module and the details of this assessment are available from the beginning of the module so that students understand how their grade is determined.

Summative assessment is mostly by a combination of formal individual/group coursework, architectural portfolio building, presentations, demonstrations, and written examinations depending on the module. These methods of assessment not only assess subject-specific knowledge and skills, but also a suite of transferable skills that provide students with a competitive edge when they graduate.

Assessment Regulations

This Programme conforms to the standard University Regulations, available at the following link: www.bradford.ac.uk/regulations however the following waiver is applicable:

Compensation is only permitted in a maximum of 20 credits across the whole programme with a mark no lower than 30%.

If the above requirement is not met, but the University's undergraduate regulations are complied with, then a non-accredited BSc will be awarded:

BSc Engineering (Architectural Technology)

Admission Requirements

We take into consideration a number of factors when assessing your application. Entry is not just about your grades; we take the time to understand your personal circumstances and make decisions based on your potential to thrive at university and beyond.

Consideration of applications will be based on a combination of formal academic qualifications and other relevant experience.

The minimum entry requirements for the programme are as follows:

112 UCAS points

BBC at A Level

BTEC Extended Diploma DMM or higher in Engineering or Construction, Planning and the Built Environment

Maths and English GCSEs at A*- C (minimum grade of 4)

112 UCAS points from an Access to Higher Education Diploma Level 3 in Science and Engineering or Art and Design.

112 UCAS tariff points from International Baccalaureate qualifications.

Pass in Level 3 Foundation in Art and Design or Pass in Engineering Foundation.

Students coming with non-traditional qualifications at Level 3 will be considered on an individual basis.

Minimum English Language requirement IELTS 6 with a minimum of 5.5 in each section or equivalent required.

Access and Recognition of Prior Learning

Applications are welcome from students with non-traditional qualifications, and/or significant personal/professional experience. For such applicants, evidence of their interests and any work experience would be required and this would likely take the form of a portfolio of work and/or an interview with the programme.

The University of Bradford has always welcomed applications from disabled students. To discuss adjustments or to find out more about support and access, you may wish to contact Disability Services before you apply online: www.bradford.ac.uk/disability/before

Applications are particularly welcomed from adult learners (those aged 21+ at the start of the programme), armed forces families, carers and care leavers, estranged or orphaned learners, refugees and asylum seekers, and Romani or Traveller families. To find out more about the University of Bradford Progression Scheme, visit the webpage: <https://www.bradford.ac.uk/applicants/progression-scheme/>

If applicants have prior certificated learning or professional experience which may be equivalent to parts of this programme, the University has procedures to evaluate and recognise this learning in order to provide applicants with exemptions from specified

modules or parts of the programme. For more details on RPL, visit the webpage:
<https://www.bradford.ac.uk/teaching-quality/prior-learning/>

Please note: This information is relevant to the contemporary recruitment cycle and therefore may be different now to when this document was originally published. The current UCAS tariff for the programme, as well as accepted equivalent qualifications, is published online at the course page:
<https://www.bradford.ac.uk/courses/ug/architectural-technology-bsc/>
