RIBA Procedures for Validation

[for UK and international courses in architecture]

RIBA
Architecture.com

This document is used for validation of all RIBA courses and programmes from 1 September 2021

Contents

INTRODUCTION

1

1   introduction

As the centrepiece of the original 1834 Royal Charter, education has always had a place of central significance to the RIBA. Examinations in architecture were established by the RIBA in 1863 and in 1882, successful completion of these became compulsory for those seeking membership of the Institute. Responding to requests from schools of architecture – and as an alternative route to membership – the RIBA developed systems for recognising courses that achieved the standard for exemption from the Institute's examinations. The RIBA established the visiting board process in 1924, to evaluate courses and examinations preparing students for professional practice. These visiting boards are the foundation of the current RIBA validation system. Today, RIBA validation is an *evidence-based, peer review system* working both nationally and internationally as a *critical friend* to schools of architecture, reviewing standards and relevance in today's world, encouraging excellence, and ensuring a positive student experience.

Since the previous RIBA Procedures for Validation and Validation Criteria for UK and International Courses in Architecture were introduced in September 2011, there have been critical shifts in the milieu within which architectural education operates; the external context for the profession and academia has seldom been more volatile. There has nevertheless been sustained growth in the numbers of schools of architecture globally, set against significantly increased costs for students in the UK, Europe, and elsewhere, financial considerations fundamentally condition access to higher education, and the diversity of the profession.

Architecture apprenticeships in the UK have provided an alternative to studying architecture through traditional programmes, where tuition costs and debt are often prohibitive. The renewed emphasis on learning in the workplace is significant, although it should be remembered the *leitmotif* of the 1958 Oxford Conference was to realise the intellectual ambitions of architecture through research, and move away, crucially, from training to *education*. This critical distinction needs to be protected.

This new phase of the RIBA's approach to validation also reflects a troubling record of building failures nationally and internationally over the last century; worrisome linkages between architecture, procurement, and profit, have been compounded by a raging pandemic. The profession and schools must consider how to address the challenges of fire, health, and life safety within an understanding of responsible specification and design which radically mitigates the climate crisis and contributes to healthier cities. This emphasis also reflects the introduction of mandatory competences required for

RIBA chartered members in a growing number of subject areas. These issues are further explored in the RIBA's The Way Ahead document published in 2020; this is a strategic framework integrating education, professional development, and lifelong learning (https://www.architecture.com/-/media/GatherContent/Social-Value-Toolkit-for-Architecture/Additional-Documents/The-Way-Ahead-brochure-4-Sep-20.pdf). The global health crisis must also provoke rethinking the density of and rights to our existing and future cities, debates raised throughout urban histories but often subordinated to the demands of capital.

Fortunately, the moral agenda and social purpose of architecture are being reasserted by a new generation of emergent practitioners who see other models of ethical and balanced practice as essential. The RIBA believes that the profession must restate its commitment to a progressive social, political, and environmental programme reinforced by the work of those pressing for change. This includes *inter alia* UK Architects Declare, Architectural Education Declares, the Technical Studies in Architecture Group, the RIBA's Ethics and Sustainable Development Commission, and further emphasis (in the face of exponentially growing inequalities) on the UN Sustainable Development Goals.

The RIBA's new validation framework – *Themes and Values for Architectural Education* – reflect this injection of intellectual capital into architectural discourse and the professional conscience, providing opportunities for schools to reinforce their pedagogical approaches by stress testing and restating the relevance of their programmes, especially in relation to explicitly demonstrating climate literacy and life safety in students'

learning outcomes. Whilst the profession is effective in its own terms, it is not always modern. For young architects shaken by the ecological indifference of the 20th century but committed to a different moral and practical reality, old models of practice may understandably seem unappealing. The usual paradigms of the global north in respect of architecture and civic design need to be balanced by teaching students the values of alternative social and urban policies reacting to different realities elsewhere in the global economy.

Every architecture school should offer students an even more provocative choice of academic opportunities in their curricula, a strong sense of the obligations of the architect, and an exhilarating educational experience tempered by regard for students' wellbeing. The RIBA wishes to reaffirm its support for a national and global network of schools offering insights on ethical practice, building safety, climate literacy and activism, creative design skills, and the cultural and intellectual rigour required for progressive professional practice and many other related (and less related) careers. This ambition may require realignment by schools in the teaching and communication of the professional and technological agenda, to extend, redefine, and futureproof our graduates' skills.

Schools should note the following principal points:

- a minimum of 50% of all assessed work at part 1 and part 2 is to be in the form of integrated studio design projects (defined in section 2.2)

- 20% of assessed work at part 1 and part 2 should address professional skills, the interpretation of which is the prerogative of the school, but which should reflect the new emphasis on climate literacy and life safety, as well as the RIBA's emerging mandatory competences for chartered members and curricular content of part 3

- following a successful pilot, procedures have been introduced for the validation of doctoral programmes in architecture and related built environment disciplines

- visiting boards will wish to review and better understand the student experience at each level in the schools they visit; where there are concerns about the pastoral (as well as academic) environment, visiting boards will reflect this in the conclusions of their report

- to develop this conversation, students will submit a student appraisal at each level to the RIBA

- visiting boards will also wish to better understand the resource commitment of the schools they visit, and reflect any concerns about the support given to architecture in their report

- a mid-term procedure for international schools recognised by the RIBA will be introduced

- visiting boards will be smaller to reduce the RIBA's carbon footprint, and facilitate a more focused conversation

- from September 2022, the RIBA will charge a retention fee for all validated schools and candidate courses, reflecting the intellectual property a visiting board contributes to schools of architecture, and the logistical requirements for coordinating such visits. The retention fee of £5000 will be invoiced quinquennially (and must be paid) before the cyclical revisit.

- This fee will be introduced to schools at the point of their next validation visit.
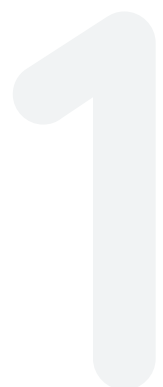
Visiting boards to schools will continue to be held every 5 years. In the UK, the RIBA validates the three essential award levels of professional study known as RIBA parts 1, 2, and 3. Internationally, the RIBA considers courses for validation which demonstrate equivalence to RIBA parts 1 and 2.

Following completion of a visit, a report is produced; all RIBA full visiting board reports are published online. For UK schools, the report forms a key document in their application to the Architects Registration Board (ARB) for prescription of courses and qualifications.

The two bodies have key roles in architectural education, and the difference is important. The ARB is responsible for the standards of education and professional competence and 'prescribes' UK courses which meet these minimum standards. This is based on a school of architecture demonstrating that its programmes address and meet the set standards.

In contrast, RIBA validation is a mark of quality which is the result of an evidence-based peer-review process which seeks to maintain and improve architectural education. While the ARB solely prescribes UK-based courses, the RIBA validates courses at schools of architecture both in the UK and internationally. Although international validation does not grant students from those schools access to practise in the UK, it recognises the standard of excellence met by those students and can provide a route to RIBA membership.

The RIBA Procedures for Validation (2021) (and the *Themes and Values for Architectural Education* framework) are an invitation to schools to reshape their programmes at a time when issues in design and the built environment have never been more capricious or contested. Whilst these procedures describe the principles and practice of academic monitoring, if approached with an open mind, *Themes and Values for Architectural Education* will allow genuine flexibility in educational provision, and the emergence of multiple models for learning about architecture. This document is intended to stimulate interpretation of course and programme content, explore new possibilities for multi- and inter-disciplinarity, catalyse a redefinition of professional ethics, and improve the technical and moral capability of graduates in delivering climate-literate, safe, and, above all, creative architecture.

RIBA Education | September 2021
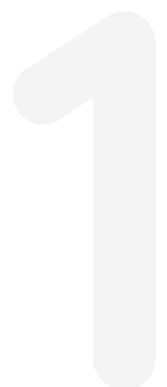
1.1   introduction of the RIBA Procedures for Validation 2021

This document will apply to the validation of all RIBA recognised courses from 1 September 2021. Whilst consolidating the very considerable strengths of all the schools the RIBA currently recognises, the new validation procedures will build on the RIBA's introduction of mandatory competences for its chartered members.

RIBA mandatory competences

Competences are a combination of an architect's knowledge, skills, and experience. As part of the Education and Professional Development Framework described in the RIBA's The Way Ahead, the RIBA has agreed that core competences must embrace a fundamental awareness and understanding of defined priority subjects for architects to be competent to practice, and provide public assurance that architecture is fit for purpose.

Health and Life Safety

UK Chartered Members will need to demonstrate an understanding of seven core areas, such as personal safety, design risk management and fire safety to renew membership from 2023.

The RIBA has launched a pilot Health and Life Safety test that members can undertake now to demonstrate their competence in this subject area.

Climate Literacy

UK Chartered Members will need to demonstrate their ability to design buildings that deliver sustainable outcomes and meet the RIBA 2030 Climate Challenge to renew membership from 2024.

Ethical Practice

UK Chartered Members will need to demonstrate understanding of the RIBA Codes of Conduct and Practice; their duties to themselves, to the profession, to those commissioning services, to those in the workplace, to society and the end user, and to the wider world, to renew membership from 2024.

The new framework for RIBA validation and revalidation which follows – *Themes and Values for Architectural Education* – will explicitly and implicitly refer to all four mandatory competences.
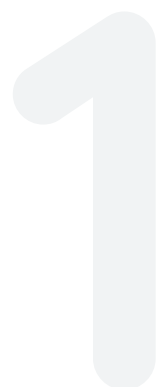
1.2   Themes and Values for Architectural Education: first and second degrees in architecture (RIBA part 1 and part 2)

Architecture courses offered at undergraduate and postgraduate study levels (RIBA part 1 and part 2) will be validated by the RIBA when students' work reflects the following themes and values:

1 **health and life safety:** demonstrating authoritative knowledge of statutory frameworks to safeguard the community and end user

2 **ethical and professional practice:** acquiring professional and communication skills to ensure projects are delivered with integrity and accountability within global, national, and professional climate targets

3 **structures, construction, and resources:** demonstrating climate literacy, responsible specification, and ethical sourcing to enhance wellbeing, minimise embodied carbon, waste, and pollution, and reduce demands on energy and water

4 **histories, theories, and methodologies:** critically analysing and researching narratives and cultural, environmental, and social values in architecture to understand and extend architectural pedagogy

5 **design pedagogies and architectural expression:** critically evaluating authentic aesthetic, compositional, and spatial principles to synthesise socially, ecologically, and environmentally sustainable integrated studio projects

6 **business skills:** developing capability in business skills relevant to working in practice and practice management

graduate attributes

part 1 graduates are expected to demonstrate knowledge and understanding of all the *Themes and Values for Architectural Education* in their design projects and written work, and

○ *apply analytical techniques and problem-solving skills to different types of architectural questions, understanding a complex body of knowledge, some at the current boundaries of the discipline*

○ *use the principles of collaborative and interdisciplinary work to critically evaluate evidence, arguments, and assumptions to reach sound judgements, communicated creatively and effectively*

○ *demonstrate ethical design proposals in the context of the climate emergency with an understanding of the relevant building physics informing zero carbon design standards*

part 2 graduates are expected to demonstrate the application of all the *Themes and Values for Architectural Education* in their design projects and written work, and

○ *understanding how the boundaries of knowledge are advanced through research, to creatively synthesise complex environmental, social, and spatial issues, showing originality and the use of hypothesis in the application of knowledge*

○ *undertake study at, or informed by, the forefront of the academic and professional disciplines*

○ *demonstrate ability to generate design proposals which integrate an understanding of environmental building physics and comply with relevant statutory standards to meet the* RIBA Sustainable Outcomes Guide *targets (including standards for zero carbon design)*

○ *develop the qualities for employment including sound judgement and personal and collective responsibilities, response to evidence-based feedback, and the use of initiative in complex and unpredictable professional environments*

1.3 Themes and Values for Architectural Education:

professional practice (RIBA part 3)

In addition to meeting the ARB Professional Criteria, Part 3 candidates are expected to be able to demonstrate evidence of their understanding of relevant subject material applied in practice, as follows:

1 architecture for social purpose

2 health, safety, and wellbeing

3 business, clients, and services

4 legal, regulatory, and statutory compliance

5 procurement and contracts

6 sustainable architecture

7 inclusive environments

8 places, planning, and communities

9 building conservation and heritage

10 design, construction, and technology
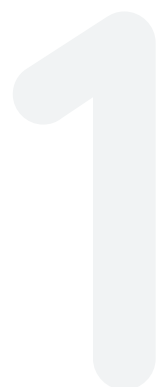
1.4   Themes and Values for Architectural Education: essential source material and references

The following references (in their current edition) critically inform the curricula of RIBA-validated architectural education at all study levels; it is essential all students and academic staff in validated schools are familiar with their content, and application to teaching and learning.

- **Directive 2013/55/EU of the European Parliament and of the Council**
  Council of the European Union 2013
  https://europa.eu/

- **Living With Beauty: Promoting Health, Wellbeing and Sustainable Growth**
  BBBB Commission London 2020
  https://www.gov.uk/government/publications/living-with-beauty-report-of-the-building-better-building-beautiful-commission

- **Open Letter to the Architectural Community: A Call for Curriculum Change**
  London 2019
  https://www.architectureeducationdeclares.com/

- **Procedures for the Prescription of Qualifications**
  ARB London 2019
  http://www.arb.org.uk/

- **RIBA 2030 Climate Challenge**
  RIBA London 2019

- **RIBA Core CPD 2020 Curriculum**
  RIBA London 2019

- **RIBA Ethics and Sustainable Development Commission: Key Findings and Recommendations**
  RIBA London 2018

- **RIBA Health and Safety Guide**
  RIBA London 2020

- **RIBA Plan of Work 2020**
  RIBA London 2020
  all at: https://www.architecture.com/
  https://www.architecture.com/-/media/GatherContent/Test-resources-page/Additional-Documents/2020RIBAPlanofWorkoverviewpdf.pdf?la=en

- **RIBA Sustainable Outcomes Guide**
  RIBA London 2019
  https://www.architecture.com/-/media/GatherContent/Test-resources-page/Additional-Documents/RIBASustainableOutcomesGuide2019pdf.pdf

- **Social Design Principles**
  Footwork Architects London 2019
  www.ftwork.co.uk

- **Subject Benchmark Statement: Architecture**
  QAA Gloucester 2019
  https://www.qaa.ac.uk/

- **UK Architects Declare Climate and Biodiversity Emergency**
  Architects Declare London 2019
  https://www.architectsdeclare.com/

- **United Nations Sustainable Development Goals**
  UN New York 2015
  https://sustainabledevelopment.un.org/?menu=1300
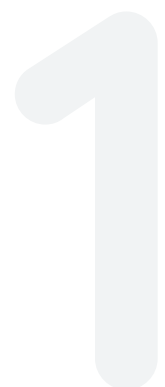
1.5   RIBA validation: principles, priorities, and remit

RIBA validation is an evidence-based, peer group review process benchmarking academic quality, student experience, and the course content and delivery of programmes delivered by schools of architecture. RIBA validation wishes to extend the opportunities for universities to set distinctive agenda for their programmes, thus **Themes and Values for Architectural Education** and the new procedures should confirm that RIBA validation may enfranchise many approaches to the education of students of architecture, while maintaining professional relevance and intellectual rigour.

RIBA validation will:

- acknowledge and encourage experimentation, innovation, and professional relevance in course and programme delivery, structure, and content; teaching methodologies, and academic outcomes

- acknowledge a definition of design as an holistic intellectual activity integrating reflective intellectual analysis and research skills; an advanced spatial, formal, and aesthetic sensibility; a critical and ethical perspective on professional practice; and thoughtful use of the broadest range of architectural technologies impacting on and enhancing design development, building production, and environmentally responsible architecture at all scales

- contribute to realising ambitious academic and professional objectives throughout all RIBA recognised schools, by establishing, refining, and extending a global benchmark for quality in architectural education

Schools will:

- provide courses during the undergraduate cycle of learning that provide graduates with skills comprehensively equipping them for careers within and without the profession of architecture

- provide courses during the postgraduate cycle of learning that are clearly distinguished in ambition from those at first degree level and extend the substance, specificity, and depth in content of architectural education

- provide courses in professional skills following the postgraduate degree that equip successful candidates to become registered architects and charter members of the RIBA
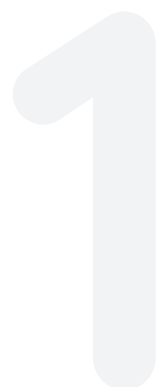
1.6   RIBA validation: equality, diversity, and inclusivity

The RIBA is working towards becoming an inclusive organisation, celebrating multiple approaches and points of view about architecture and architectural education. We believe diversity, with inclusion, drives innovation and wish to build a culture where difference is valued. Validation takes an holistic approach, and we expect the schools of architecture we work with will reflect our values and encourage the broadest demographic of staff and students to participate in teaching and learning. This will give the freedom to address an expansive set of academic initiatives creatively interpreting the RIBA's Themes and Values for Architectural Education.

While the primary focus and remit of visiting boards is the students' work and the fit of this relative to our Themes and Values and the associated graduate attributes, the board also considers the pastoral, academic, and physical environment in which this work is realised. The board is expected to be culturally cognisant of the local region in which it is working recognising that in some locations, there are elements of the curriculum which are determined by statutory/ governmental bodies, and which thus may/will be outside the control of the university to amend or omit.
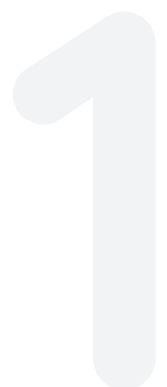
ENQUIRING ABOUT RIBA VALIDATION

2

2 enquiring about RIBA validation

If a school of architecture is offering a course or programme in architecture for which they seek validation (including UK undergraduate or postgraduate apprenticeships), they should contact the RIBA Education department, and ask about the procedures leading to recognition. The main steps are:

- an expression of interest in a letter or email, confirming the school's details and contact details of a named person leading the validation process

- a preliminary (informal) meeting with the RIBA, whether a UK or international school; by arrangement, this may be an online meeting

- submission of specified documentation to the RIBA New Courses Group (details in section 2.2)

- an exploratory visiting board to the school leading to award of candidate course status (or, exceptionally, refusal of candidacy)

- a full visiting board to the school leading to an award of initial validation, and full RIBA recognition (initial validation may be given with or without conditions)

It should be noted that validation may not be transferred from one programme to another; if a school offers the same course structure and content – but delivered on a different campus – this will be treated as a separate validation requiring a separate visit.

2.1 preliminary meetings/discussion for courses under development

Universities with architecture courses at undergraduate and/or postgraduate level which they wish to be validated by the RIBA should contact the Education department as early in the course development phase as possible. A course in any institution where there are no RIBA validated courses will always be considered as a *new course*; in such cases, a **non-returnable validation charge of £12,500+VAT** (where applicable) is payable to the RIBA prior to the exploratory board (if it is agreed such a visit be convened). An explanation of the exploratory visit follows in section 2.3.

The validation charge is also payable for new courses in institutions with RIBA validated courses where the proposal does not share at least half its academic modules in common with those existing courses; this will also be considered a *new* course. Where a course proposal has significant elements in common with a validated course, it will usually (but not exclusively) be considered under procedures for *changes* to recognised courses. However, each course proposal will be considered the RIBA New Courses Group (NCG; see below) on a case by case basis, and the requirement for payment of the charge advised to the school.

The RIBA will only formally consider an architecture course once the university has completed internal validation of the course; however, the school is encouraged to informally approach the RIBA before this. The RIBA will only undertake an exploratory board visit to consider candidate course status if:

○ the course or programme is internally validated

○ students have completed a minimum of three semesters' work for review by the board

○ the university has kept a comprehensive record of the work of one or more cohorts ready for an RIBA visiting board to consider.

When making an application to the NCG from an existing RIBA-recognised school (or a school seeking RIBA recognition), the RIBA must be given the name of a contact person to whom all correspondence will be addressed. NB: the RIBA will not usually consider validation of a school through an intermediary or third party.

If a course is under development and being considered for RIBA validation, the RIBA welcomes the opportunity to discuss this with the course team; an informal online or in person meeting or meetings can be arranged to discuss this further. These meetings are not minuted, and arranged only to support the validation process; meetings will be scheduled in advance, when members of the validation team are available for discussion.

A new course may be considered by the NCG while still at proposal stage, or where there is a small cohort of students in the early years of a course. The diagram on the next page explains the process for a new course or programme seeking RIBA validation, from initial enquiry through candidate course status to full validation:

* exploratory visits are usually made to a new course after 3 semesters' work is available for review by the exploratory board

Process for a new course or programme seeking RIBA validation

formally request preliminary meeting/discussion with RIBA Education			
↓			
submit validated documents to RIBA New Courses Group			
↓			
NCG agrees to convene exploratory board once first cohort completes first year*; school pays validation charge	→ NCG does not agree to convene exploratory board	→ NCG requests documents are revised	→ school resubmits request to NCG
↓			
exploratory board recommends candidate course status	→ board does not recommend candidate course status	→ school resubmits request for validation to NCG; pays fee again	
↓			
full board recommends validation; next visiting board in 5 years	→ board recommends validation, but with conditions	→ the school is revisited	
	exceptionally, board does not recommend validation	→ candidate status retained or removed, or validation is removed	

2.2 RIBA New Courses Group (NCG): reviewing courses under development

Following preliminary meetings and correspondence with the RIBA, the course team developing the proposal will send the following required documents to the NCG for review. This submission should take the form of ONE SINGLE PDF DOCUMENT which includes the following information:

Section number	Section title	MAX number of pages (A4 / 12pt font)
Table of contents (pages should be numbered sequentially)		
1	School context and history	3
2	rationale for introduction of course	3
3	proposed special features of course	2
4	school's academic position statement	2
5	course structure diagram(s) To include separate diagrams of course structure at Pt 1 and Pt 2 (if applicable) showing the relationship with periods of professional practical experience; each diagram should include the names of all the academic modules studied	2
6	copies of *selected* undergraduate and postgraduate level project briefs issued to students for all modules **at award level only**	30
7	*selected* examples of student work illustrating academic outcomes **at award level only**	30 (no more than two examples per module, and subject to prior agreement with the RIBA)
8	external examiners' reports, or - in the case of international schools where alternative means of academic audit may operate - equivalent evidence of third party review/ assessment of outcomes	Up to 3 years of reports
9	Key student information for the current academic year: • total number of students • number at each level • gender balance at each level	1
10	Completed resource document a template for this is available from the RIBA validation team	Template provided

Additional Guidance

The Academic Position Statement
the academic position statement is **not** a history of the institution, or summary of recent events, but is intended to *capture the distinctive character of a school of architecture*, e.g.:

- **teaching pedagogy**

- **synergies between research and teaching**

- **areas of activity and specific outcomes the school considers exceptional**

- **features of teaching and learning characterising and distinguishing the programme when compared with other schools of architecture**

- **special facilities and support for teaching and learning**

- **distinctions between the aims and outcomes of the first and second cycles of learning**

- **means by which the programme develops skills relevant to progressive professional practice**

- **how the themes and values for RIBA validation have been creatively interpreted in terms of academic content and delivery**

These points are neither a template nor a list of headings for the academic position statement. The statement is however an opportunity for schools to distinctively express the uniqueness of their academic offer, teaching delivery, and student experience.

Design Content/Professional Content
The course structure diagrams should demonstrate that **20%** of study across both undergraduate and postgraduate levels relates to professional skills, and that *at least* **50%** of all assessed work at both Part 1 and Part 2 is undertaken as design studio projects.

A design studio project may be defined as:
a piece of work integrating any number of curricular areas in the subject discipline of architecture in support of a defined architectural proposal, where architectural design is an holistic intellectual activity integrating and reconciling all the skills required of a professional practitioner, i.e.

- **a creative conceptual approach to the interpretation of the cultural context and histories and theories of architecture, and how these inform design development and the narrative of project proposals**

- **the role of normative and progressive structural, constructional and environmental technologies informing and driving architectural decisions**

- **innovation and creative imagination in the representation of ideas about architecture, using the full range of analogue and digital media**

- **awareness of the professional context of architectural design including issues of climate literacy and resource efficiency (including the management of project finance), building safety and the legislation related to this, inclusive design, and the social and ethical purpose of the proposals**

NB: for international schools where teaching is not in English, all documents provided to the RIBA must be in English; the scope and number of these documents must be agreed with the RIBA before submission. Documents must be translated into English in a certified translation, and **may be a summary of the key information rather than the entire documentation for the programme**. Student work need *not* be translated into English.

If the NCG is satisfied the proposal has the potential to meet (and, desirably, exceed) RIBA requirements for validation – and there is a minimum of three semesters' student work ready to consider by the point at which the board visits the school – an exploratory visit will be convened.

For determining the membership of an exploratory board (and all RIBA visiting boards), a call for availability on given dates is sent to every member of the validation panel. Usually but not exclusively, this does not state the school to be visited; the request for availability reaches over 100 individuals. From the list of panel members available for a visit, the chair and vice chair are first selected, and then the remaining members of the panel. Selection is made on the basis of experience and fit for the type of visit; every board chosen reflects a diversity of background, knowledge, and interests allowing those newer to the validation process to learn from those who are most experienced.

NB: for international schools, it should be noted that the school is responsible for all board members' travel to and from the UK to the school, all accommodation and subsistence costs, and all airport transfers and domestic travel connected to the visit. Please cross refer to section 3.16.

NBB: all members of all RIBA visiting boards are insured under the RIBA's corporate insurance policy. A copy of this will be provided to each board member before the visit.

2.3   RIBA exploratory visiting board

[undergraduate and/or postgraduate degree; 1½ days in UK, 2 days international]

to new course/s or examination/s preparing for initial validation (NB: a one-off charge is made of £12,500+VAT, to all new UK and international enquirers where applicable[1])

Membership of an exploratory board is usually as follows (3 members):
chair: either an academic or practitioner
vice chair: either an academic or practitioner
reporter: usually an RIBA Validation Manager
quorate providing has at least 2 members

The exploratory visit considers whether the school requesting validation has the academic, physical, financial, and pastoral resources necessary to develop and sustain an architecture course/ programme. The exploratory visit also enables the school to understand the preparation needed for a full visit and has many of the requirements of a full visit, including an exhibition of student work, a sample of academic portfolios, and student and staff meetings.

The school will send their documentation to board members directly (via email), 3 weeks prior to the visit. Exploratory visits will always be held during the academic year, with students and staff available for discussion. The documents to be submitted are identical to those listed in 2.2.1-2.2.10, apart from student work. Student work will be provided for review by the board during the visit and should not be sent with the documentation beforehand. The validation team will discuss with the school what work is to be provided and when.

---

[1] the validation charge for a first/second degree board is invoiced – and must be paid – prior to the exploratory board taking place; this charge is non-returnable.

2.4 the role of the reporter on RIBA visiting boards

RIBA visiting boards are usually reported by an RIBA Validation Manager. As the facilitator of the board, the role of the RIBA Validation Manager is central to its efficiency, liaising between school and board, advising on matters of procedural concern particularly in the case of complex or unpredictable circumstances, judgement through knowledge of precedents which may inform the conclusions of the board, and the provision of administrative support. The chair and board members should consider the expertise and knowledge of the Validation Managers an important asset in the process of successfully conducting a visit.

2.5 timetables for exploratory visiting boards

To give parity to the validation process, the timetable for all visits should be rigorously adhered to.

Timetables for any type of visiting board may not be changed except with the express approval of all parties to the visit. Visits will always be held during term/semester time so the board may meet the required number of students.

The following pages show the timetable for UK and international exploratory visiting boards.

timetable for UK exploratory visit – day 1

NB: prior to the visit, board members must have read all the documentation provided			
time	**activity**	**guidance for board**	**guidance for school**
13:00	board arrives at school and holds first meeting	introductions and chair's briefing identify issues for clarification and investigation during visit	
14:45	board arrives at school	establish base	provide lockable base room for private discussion: • private, acoustically secure • computer, with internet access • printer • projection screen • simple catering • adequate size
15:00	board meets VC/head of institution	discuss school's position statement, resources, future plans	the head of institution is the most senior academic manager, typically a Vice-Chancellor, Rector, or Principal
15:30	board meets head of school /architecture budget holder	clarify school's academic mission; consider issues arising from school's documentation	
16:30	introduction to exhibition; staff (perhaps with students) briefly explain work of each year	request that exhibition introduction runs to time	course leaders introduce exhibition; exhibition should help board understand content and structure of course(s), with representative student project work across all subject areas
17:30	tour of facilities	visit studios, workshops, IT, library, research facilities	nominate student guides to assist board in locating facilities
18:30	board leaves school		
20:00	board private dinner		

timetable for UK exploratory visit – day 2

time	activity/location	guidance for board	guidance for school
08:45	board private meeting	discuss issues for clarification and investigation	
09:00	board considers exhibition and portfolios	consideration of work	no staff or students present; brief facilitator re. location of all relevant material
10:45	board private meeting	private discussion; prepare questions for student meeting	
11:00	board meets students	briefly explain RIBA validation; discuss student experience; encourage all to participate	meeting open to all students from all years (>10% total student number required); no staff members (or facilitator) to be present
12:00	board private meeting	discuss student meeting; prepare questions for staff meeting	
12:15	board meets staff	encourage broad discussion, with staff raising issues and replying to board's questions	meeting open to all part and full time staff; head of architecture/ budget holder should not be present at meeting
13.15	board private working lunch		buffet lunch served in baseroom
14:00	completion of outstanding tasks		
15:00	board final meeting	board considers recommendations, starts drafting report headlines	
17.00	chair, secretary meet head of architecture	reports recommendations of board and main observations	
17.30	board leaves school		

timetable for international exploratory visit

NB: prior to the visit, board members must have read all the documentation provided

time	activity/location	guidance for board	guidance for school
evening prior to visit (suggested 18.00-19.00)	board arrives at hotel and holds preliminary meeting	introductions and chair's briefing; identify issues for clarification and investigation during visit	school arranges for board to be met at airport and taken to hotel; private room (and conference room) available at hotel

timetable for international exploratory visit – day 1

time	activity/location	guidance for board	guidance for school
9:00	board arrives at school	establish base	base room to be private and adequate in size to hold majority of scheduled meetings; provide PC, printer etc. Base room must be close to (or contain) portfolio sample; provide soft drinks and light refreshments
9:30	board meets head of institution (rector/president)	discuss school's position statement, resources, future plans	where English is not school's first language, an interpreter should accompany the board; preferably, interpreter must not be staff member, or student connected with school; the head of institution is the most senior academic manager, typically a Vice-Chancellor, Rector, or Principal
10:00	board meets head of school/ architecture budget holder	clarify school's academic mission; consider issues arising from school's documentation	ensure academic position of school is clearly communicated to board
10:30	introduction to exhibition; staff (perhaps with students) briefly explain work of each year	request that exhibition introduction runs to time	course leaders introduce exhibition; ensure exhibition helps board understand content and structure of course(s), with representative student project work across all subject areas
11:30	tour of facilities	visit studios, workshops, IT, library, research facilities	nominate student guides to assist board in locating facilities
12:30	lunch; discussions with staff, students		informal stand up buffet; progress of visit not to be discussed
13:30	board private view of exhibition, portfolios	consider requirement for additional material	no staff or students should be present; brief facilitator re. location of all relevant material
16:00	meeting with reps. of national architects' association	consider professional context; employability, routes to licensing, scale and scope of local/national practice	
17:00	board private meeting	private discussion of preliminary comments	
17:30	board leaves school		
20:00	board private dinner		

timetable for international exploratory visit – day 2

time	activity/location	guidance for board	guidance for school
9:00	board private meeting	discuss issues for clarification and investigation; prepare questions for student meeting	
9:30	board meets students	briefly explain RIBA validation; discuss student experience; encourage all to participate	meeting open to all students from all years (>10% total student number required); no staff (or facilitator) to be present
10:30	board private meeting	discuss student meeting; prepare questions for staff	
11:00	board meets staff	briefly explain RIBA validation; discuss staff perspective of course/s	meeting open to all part and full time staff; head of architecture/budget holder should not be present
12:00	completion of outstanding tasks	(e.g. continued inspection of work, consideration of additional material)	
13:00	board private working lunch	chair discusses possible recommendations	buffet lunch served in baseroom
14:00	board private meeting	board considers recommendations; starts drafting report headlines	
16:00 (approx.)	meeting with head of architecture (and small number of invited senior academics)	reports recommendations of board and main observations to senior academics	private informal briefing; other faculty members not normally present; findings preliminary, subject to refinements in drafting and approval of RIBA
16:30	board leaves school		school arranges for board to be taken to hotel
19:30	board dinner		
following visit	schedule as for UK exploratory visit (above)		school arranges for board to be taken to airport (usually day 4)

timetable for international exploratory visit – day 3

time	activity/location	guidance for board	guidance for school
9.00	board private meeting	discuss issues for clarification and investigation; prepare questions for student meeting	tea/coffee/light refreshments to be provided
9.30	board meets students	briefly explain RIBA validation; discuss student experience; encourage all to participate	meeting open to all students from all years (>10% total student number required); no staff (or facilitator) to be present
10.30	board private meeting	discuss student meeting; prepare questions for staff	
11.00	board meets staff	briefly explain RIBA validation; discuss staff perspective of course/s	meeting open to all part and full time staff; head of architecture should not be present
12.00	completion of outstanding tasks	(e.g. continued inspection of work, consideration of additional material)	
13.00	board private working lunch	chair and vice-chair discuss possible outcomes	buffet lunch served in base room
14.00	board private meeting	board considers action points, advice and commendations; start drafting report headlines	
16.00 (approx., but may vary)	meeting with head of architecture (+ small number of senior academics)	report recommendations of board and main observations to senior academics	private informal briefing; other faculty members not normally present; findings preliminary, subject to final drafting and approval of RIBA
16.30	board leaves school		school arranges for board to be taken to hotel
19.30	board private dinner	local restaurant	school to arrange pre-payment of meal and drinks
following visit	schedule as for UK exploratory visit (above)		school arranges for board to be taken to airport (usually, day 4)

2.6   outcomes of an exploratory visit

All members of an RIBA visiting board contribute to the contents of a report providing a constructive commentary on the course and work reviewed, with specific and practicable action points that the school of architecture being visited must respond to.

When a course is reviewed for candidate course status, there are two possible outcomes of the exploratory visit:

○ **the course is given candidate course status**

— in the case of UK courses preceding the UK part 3 (and for all international courses) candidate course status may be given for either the undergraduate level (usually a Bachelors award) and/or the postgraduate level (usually a Masters award), depending on the board's recommendations

— the board will state at what level of the course recognition is being given (eg part 1, part 2 or part 3)

— the board will specify action points which the school should act on before an initial validation visit

— the board may provide comments on specific graduate attributes where the course is asked to improve content and/or delivery on that criterion

— a date is agreed for an initial validation visit (this will specify a year for the visit, and the cohort to be reviewed; precise dates will be agreed with the validation team)

○ **the course is *not* given candidate course status**

— the board will state why it is recommended candidate course status is not given for either the undergraduate level and/or postgraduate level

— where course content and structure are not considered to have the potential to satisfy the RIBA graduate attributes, or where there are other concerns regarding academic identity, resources, or course leadership, action points and advice will outline areas where changes or improvements are needed

— the board may also offer additional advice to support the course development ambitions of the school.

○ a board may not award candidate course status with conditions; **the exploratory board either awards candidacy – or not**

○ if a school reapplies for candidacy after this has not been awarded, a further full validation charge may be made

Candidate course for validation status is recommended if the course content and structure are considered to have the potential to meet the RIBA framework and are implemented in the way anticipated. The exploratory visiting board will produce a report containing action points and will specify the time period (which will not exceed 3 years) for which candidate course status applies. This period includes both entirely new courses from universities engaging with RIBA validation for the first time, and new courses offered by mature providers. ** maintain regular contact

A visiting board may recommend to a school that they engage an RIBA education consultant to support the school's ambitions for their programme, and how these are reconciled with the validation process. This consultancy is chargeable; the RIBA Education department can provide further details.

Candidacy is not equivalent to validation, which is only given once the standards of students' work have been reviewed and found satisfactory by an initial visiting board. When a course is awarded candidate status, it is important the course/s and associated qualification/s are correctly described in all publicity material. To avoid misinterpretation, courses with candidate course for validation status should submit all publicity material to the RIBA for guidance prior to publication to ensure there is no unintended ambiguity in advertising copy.

Students on candidate courses for validation are eligible for RIBA student membership.

2.7   validation of new course/s (initial validation)

[first and/or second degree; 2 days, UK and international]   to course/s or examination/s not previously recognised by RIBA

Membership of an initial visiting board is usually as follows (4 members):

chair:	either an academic or practitioner
vice chair:	either an academic, practitioner
member	either an academic or practitioner
student/graduate	studying either first or second cycle, or recent second cycle graduate (UK visits only)

(NB: on international visits only, a regional representative will substitute for the student/graduate member):	either an academic or practitioner
reporter:	usually an RIBA Validation Manager

quorate providing has at least 3 members (any combination)

A board reviewing a candidate course for validation will only be convened after the first cohort has graduated from that course. Therefore, a candidate course for validation with 3 years study time prior to graduation (for example) may not be visited until the fourth year of operation. Validation is not usually granted retrospectively, and applies only to the graduating cohort whose work has been reviewed by the visiting board, and the subsequent cohorts approaching graduation.

2.8   outcomes of visit to validate new course/s

There are four possible outcomes of an initial validation visit.

The first two outcomes are:

○ **the course is unconditionally validated**

or

○ **the course is validated with conditions.**

In both cases, the next full revalidation visit will usually be 5 years from the date of the initial visit (i.e. not the revisit). Courses validated with conditions will be revisited by a subgroup, usually 12-18 months after the initial visit.

Other outcomes are:

○ **the course is not recommended for validation, but continues as a candidate course**

○ **exceptionally, the board may recommend removal of candidate course status.**

Once a course is validated by the RIBA, it may make use of the RIBA logo and other approved marketing materials to promote its courses.

FULL VISITING BOARDS (VALIDATION OF NEW COURSE/S, AND REVALIDATION)

3

3 full visiting boards (validation of new course/s, and revalidation)

Before their visiting board, all UK schools are invited to a preliminary discussion with the RIBA validation team (and, if available, the proposed chair of the board). For international schools, the validation team will hold these discussions with the relevant contact at the school via telephone, videocall, or email. Notes from preliminary discussions may be circulated to visiting board members.

3.1   preliminary discussion

At the preliminary discussion, the RIBA and school being visited will consider:

- a detailed timetable for the visiting board, and its practicability
- the content, structure, and location of the exhibition of student work
- the school's academic position statement
- the student appraisal

- the portfolio sample the board will review (and the location of the portfolios)
- the location and facilities of the base room

This preliminary meeting will usually be held at the RIBA in London.

3.2   documentation required before full visiting board

Not less than 2 weeks before the visit, schools must produce a single, brief, clear, and concise key document for validation or revalidation, in digital format (or its hard-copy equivalent, if previously agreed with RIBA Education):

Section number	Section title	Word count
Table of contents (pages should be numbered sequentially)		
1	School Academic Position Statement	1000 words
2	School Appraisal The School appraisal should critically appraise how the Themes and Values are being met, both at present and projections for the next 5 years. (See Appendix 1)	250 words per section
3	Student Appraisal The Student Appraisal will comprise of a report by each level – ie: 1xPart 1/ 1xPart 2/ 1xPart 3. The report will be limited to 750 words for each level. Please note, it is not a report for each programme, only each level.	750 words per study level
4	Course Structure Diagram(s) To include separate diagrams of course structure for each programme showing the relationship with periods of professional practical experience; each diagram should include the names of all the academic modules studied	
5	Graduate Attribute Mapping Document a **succinct** mapping document explaining where each Graduate Attribute is delivered (in part or in full) and assessed (in part or in full). It would be helpful for Visiting Boards to understand where individual modules develop knowledge and skills throughout the course, as well as the module outputs that are intended to demonstrate achievement of the Graduate Attributes.	
6	Award Level Project briefs The project briefs should be as issued to students and for all modules at award level only (It is helpful if these are located in a separate folder)	

Section number	Section title	Word count
7	External Examiners' Reports In the case of international schools where alternative means of academic audit may operate - equivalent evidence of third party review/ assessment of outcomes	Up to 3 years of reports
8	Responses to External Examiners observations.	Up to 3 years of responses
9	Resource Document (See Appendix 2)	

Additional Guidance

Academic Position Statement
The academic position statement is **not** a history of the institution, or summary of recent events, but is intended to *capture the distinctive character of a school of architecture*. The statement is an opportunity for schools to distinctively express the uniqueness of their academic offer, teaching delivery, and student experience.

Boards will consider the clarity with which schools articulate their academic agenda, communicate this to students and staff, and reflect this in the work reviewed by the RIBA. The academic position statement should include discussion of:

- **those areas of activity and specific outcomes the school considers exceptional**

- **teaching and learning features distinguishing the courses/programme offered when compared with other schools of architecture**

- **the differences in aims and outcomes between the first and second award levels**

- **how the courses/programme offered provides skills relevant to modern practice**

It should be emphasised that these points are not a template for the academic position statement; the statement is an opportunity for schools to capture in their words the unique qualities of their academic offer and student experience.

Design Content/Professional Content
The course structure diagrams should demonstrate that **20%** of study across both undergraduate and postgraduate levels relates to professional skills, and that *at least* **50%** of all assessed work at both Part 1 and Part 2 is undertaken as design studio projects.

While the Themes &Values place greater emphasis on matters of climate literacy, life & health safety and professional ethics, the RIBA still believe that design remains the core discipline of an architectural education.

This requirement is similar to the requirement of the previous procedures for 50% design and is in place to reflect the importance of the integration of these matters in the design process.

Student Appraisal
The student appraisal is an opportunity for students to describe the quality of their experience on the courses they study and should be authored by a cross section of the student body. It should be noted the student appraisal **will not form part of the visiting board report** – although it will be commented on. Although the visiting board may wish to establish the authorship of the student course appraisal to clarify points when and if needed, this authorship will not be stated in the report.

Since student experience can be significantly different at each stage of the architectural education process and student profiles at each stage can also be significantly different, the Student Appraisal will comprise of a report written in its entirety by a cross section of students at each level. Ie. 1xPart 1/ 1xPart 2/ 1xPart 3. The report will be limited to 750 words for each level. Please note, it is not a report for each programme, only each level.

The student appraisal should review the following:

- **quality of the student experience**

  - **teaching and learning:**   in school
  - **teaching and learning:**   peer group
  - **managing workload:**   support and advice
  - **on- and offline facilities:**   studios, classrooms, workshops
  - **links to practice:**   professional experience

This appraisal is important for visiting boards to learn more about the student experience in any institution, but students need to appreciate that whilst the visiting board may comment on issues which it may believe relate to the quality of their learning experience, the RIBA cannot adjudicate on those issues which are entirely within the institution's regulatory control.

3.3   base room

Full visiting boards (and international exploratory boards) normally last two full days. The school must provide the board with a base room for private discussion throughout the visit. Very desirably, the base room should be used for all or the majority of meetings, reducing transit time (and distance) between rooms, floors, and buildings. The base room should be:

- provided with adequate tables and chairs for all the visiting board

- lockable (please provide Validation Manager/board reporter with key)

- private, and acoustically secure

- provided with internet access

- at appropriate intervals during the visit, provided with simple catering for the board

- of sufficient size, especially if it also holds the agreed portfolio sample (and if so, there must be adequate facilities to lay out large format project work)

- desirably, of sufficient size to accommodate the majority of scheduled meetings

- close to the portfolios and exhibition to allow the board to make repeated reference to both

3.4   supporting information

The following information must be available in the base room:

- academic transcripts for each cohort at award levels (i.e. undergraduate and postgraduate cycles)

- the transcripts must include marks for all the modules undertaken by a student during an academic year

- the transcripts must be arranged high to low, with each student's overall mark an average of their performance across all modules completed in an academic year

- the transcripts for those students whose portfolios form part of the sample must be colour coded on the spreadsheet to indicate high/mid/low pass

  *[NB: a common feature of university degree schemes are arrangements for condoning or compensating failed marks. 'Condonement' of a failed mark usually means to overlook or permit it, allowing a student to proceed; 'compensation' implies a marginally failed mark (usually within 2-3% of a pass grade) has been raised to pass level because of balancing strengths elsewhere in the academic portfolio. A problem arises if it is possible for a student to progress to the first or second cycle award without achieving a pass mark in all academic modules identified as mapping against the graduate attributes. The RIBA therefore strongly recommends that validated courses opt for a **no condonement clause in all modules** contributing to achievement of graduate attributes] – A requirement that all students pass all units is a clear and unambiguous requirement that all staff and students can understand.*

Compensation should only be applied in the form of subject specific compensation. For example, a mark in the 35 – 39 range for a technology unit in a particular year, with a specifically identified weakness could be compensated by impressive performance in the technology work linked to the design studio of that year. This work must show clear strength(s) in the area(s) of weakness displayed in the failed assessment. The RIBA would expect all proposed cases of such compensation to be considered carefully by the Assessment Board and to be fully documented. The process should not be automatic.

- all currently validated course documents for all levels of study

- the student course guide or handbook given to all students, for all levels of study

- CVs for all FT, PT, and hourly paid academic staff

- CVs for all external examiners

- staff: student ratio [SSR]

NB: the RIBA has no view on what the best SSR is, although there are two implied criteria for this. The first is that teaching provision in the school allows our Themes and Values at all study levels to be satisfactorily met (and hopefully exceeded); the second is that the SSR is sufficient to not adversely impact the wellbeing of students or staff.

3.5 provision of student work: PLEASE READ CAREFULLY

Student work must be available for all visiting boards to consider (i.e. both exploratory and full visiting boards). The work available for the board to review will be in two principal formats:

- **an exhibition** of work for each level of the course expressing
  - the programme structure of the school, and the differences between study levels
  - the academic/pedagogical position of the school
  - the aims and objectives of each module studied
- **a portfolio sample** representing the full range of students' ability
  - each student's work is to be presented as an **academic portfolio**

An academic portfolio contains *all* the assessed work produced by a student during an academic year, and must include:

- *design studio projects*
- *design process and development work*
- *drawings, sketches, and design diagrams*
- *sketch and final models (and/or well composed and executed photographs of models)*
- *larger scale 3D work, produced by hand or digitally printed/fabricated*
- *structural, constructional, and environmental information*
- *essays*
- *dissertations*
- *reports and other research work*
- *where applicable, examination scripts*
- *any other material demonstrating study, enquiry, and scholarship both related and unrelated to architecture*

By arrangement, students' work may be presented to the visiting board as complete digital portfolios; the student exhibition may also be viewable online. If a school proposes to present students' work digitally, this should be in a format agreed with the RIBA prior to the visit. If a visit is to be conducted with digital portfolios, it is preferred that all work from the agreed folio sample is presented digitally, in a format allowing for direct comparison. Digital presentation of folios does not preclude the parallel presentation of physical 3D work at all scales. NB: without exception, each digital portfolio must contain all assessed work undertaken by a student within an academic year.

High, median, and low pass portfolios must be presented for each course; the number of these folios must be agreed with the RIBA before the visit.

- at full visits, the RIBA does not require a portfolio sample from the first level of the undergraduate course
- exemplary work from level 1 will instead be presented in the exhibition
- schools should note that because of the summative/integrative nature of award level projects, the graduation years in a programme (usually, year 3 full time, and year 5 full time) provide critical evidence for visiting boards
- the quality of work at graduation levels should be emphasised in work reviewed by the board
- where schools operate a year system, the minimum requirement for progression years (i.e. non-award levels) of course/s operating a year system will be 1 low, 3 median, and 2 high pass portfolios
- if an award level cohort exceeds 50 students where a year system operates, the portfolio sample for that level is likely to be at least 10% of the number of students in that cohort
- for new courses approaching initial validation only, or (exceptionally) where student numbers in a school are smaller than usual, the RIBA regards a portfolio sample of 10 students to be the minimum number required to make a visiting board viable
- however, it should be emphasised that all portfolio samples will be agreed by the RIBA with the school well in advance of the visit, and on a school by school basisin schools where a studio/unit/atelier system operates, the sample of portfolios for the progression years (i.e. non-award levels) will be agreed with the RIBA on a school by school basis; desirably, all studios/units/ateliers must be represented in the sample
- there is no requirement to provide either the lowest achieving portfolio, or failing portfolios
- there is no requirement for a student's work to be presented in a traditional bound portfolio, although it must be collected together in a single physical location (e.g. in a box, but not as rolled drawings, nor in sleeves, or folders – or any format inhibiting thorough review of the work)
- all online material should reflect the RIBA's requirements to be accessible and easily reviewed

3.6   school contact person

The university will supply the name and contact details of a person who is contactable and available at all times throughout the visit (except for the visiting board pre-meeting). The school contact person will facilitate the work of the board throughout their visit to the school, but does not attend or participate in any meetings of the board.

3.7   outcomes of a full visiting board

Validation is awarded separately for the undergraduate and postgraduate levels of a programme of architectural education; a board may recommend different outcomes for different levels of the programme. These outcomes are:

unconditional validation

Unconditional validation will be awarded when there are no major causes for concern, and means:

- the course has no conditions it must address within the next academic year

- there will be a mid-term monitoring procedure at the mid-point of the period of validation

- written material collated by the school in response to the RIBA's action points should be submitted to the RIBA one month before the mid-point of the 5 year cycle, i.e. 29 months from the date of the last visit

- unconditional validation is usually given for a period of 5 years from the date of the visit

However…

- the board may propose action points for the school to respond to and, at the chair's discretion, offer advice

- action points must be responded to before the mid-term procedure, or a structured plan approved by the RIBA that responds to the action points

At the conclusion of a visit where unconditional validation is recommended, but in the opinion of the board, there were concerns expressed suggesting a condition or conditions might be imposed, the chair will inform senior staff in the school of this and explain why this action had been considered.

conditional validation

Conditional validation will be given when the board has significant concerns with the work reviewed. The board will propose action points for the school to act upon within the next academic year (or sooner, if specified). A sub-group will revisit the school to consider the actions taken by the school in response to the conditions stated in the report.

Conditional validation will be proposed when one or more of the following is evident:

- one or more of the graduate attributes not being met are not being met

- lowest pass standards are unacceptable

- the school has not responded to action points made previously, or provided a clear reason for not acting on those action points

- any serious concerns suggesting that the Themes and Values and Graduate Atriibutes will not be met, or lowest pass standards maintained in the future

- *(typically, but not exclusively, this may relate to a shortfall in staffing, academic leadership, resources, or institutional support which cannot satisfactorily be addressed by the mid-term procedure)*

- membership of the revisiting sub-group will usually have some continuity with the full board recommending conditional validation, as follows:
  chair: either an academic or a practitioner
  vice chair: either an academic or a practitioner
  reporter: usually an RIBA Validation Manager
  quorate providing has at least 2 members (any combination)

- the revisiting sub-group will usually visit the school for 1 day within 1 year of the full board, and following the graduation of the next award level cohort

- where the revisiting sub-group is satisfied the conditions in the report have been met, the RIBA Education and Learning Committee will recommend validation without conditions until the next scheduled visiting board (i.e. usually 5 years after the last full board visit)

- if after considering new work at the revisit, the sub-group is not satisfied the necessary improvements have been made, a full board will visit the school usually no more than 12 months after the sub-group; **this will result either in continued validation or withdrawal of validation**

- if no revisit is agreed with the school within 3 months of the RIBA Education and Learning Committee ratifying the final version of the visiting board report requiring a revisit, **validation will be withdrawn**

- in the event of a course, programme, or examination being conditioned, the school is responsible for bearing all the costs of a revisit (i.e. travel, accommodation, subsistence, and incidental expenses). There will be an additional administration charge of £2500 payable to the RIBA to contribute to RIBA staff costs connected with correspondence, logistical arrangements, and documentation. The administration charge is subject to annual review, and any updated charge posted on www.architecture.com; these will supersede the sum stated in these procedures. This applies equally to UK and international schools.

withdrawal of validation

Exceptionally, withdrawal of validation will be proposed if:

- there are serious concerns regarding the failure of the course to appropriately deliver the learning outcomes

- there are serious concerns regarding the failure of the course to appropriately address the validation Themes and Values and Graduate Attributes

- there are serious concerns regarding the failure of the course to meet required academic standards, or an appropriate quality of student experience

- there is immediate evidence of shortfalls in staffing, academic leadership, or resources

Validation will also be withdrawn if:

- a school does not invite the RIBA to revalidate their courses/programme in architecture within 6 months of the date at which the usual 5 year cycle of recognition ends. Validation will be withdrawn from the end of the academic year following this recommendation being agreed by the RIBA Board under advisement from the RIBA Education Committee

- any school which has had its validation withdrawn but wishes to reapply for RIBA recognition will be required to pay the full validation fee (£12,500+VAT, where applicable)

NB: if a school believes there are significant circumstances justifying extension of the usual cycle of revalidation this may, exceptionally, be considered by RIBA Education. Any claim for extension must be formally submitted to the department at least 6 months before the end of the usual 5 year validation cycle. A validation cycle cannot usually be extended longer than 6 years overall.

3.8   suspension of a visiting board

Neither an exploratory board nor a revisiting board may be suspended; all exploratory and revisiting boards will be completed to the agreed timetable to allow the board to reach their conclusions following consideration of all the evidence prepared by the school.

Exceptionally, suspension of a visiting board is an option at a full validation visit only, and only if it becomes clear during the visit that the school has not provided:

- evidence in the form of student work agreed with the RIBA before the visit, and needed for the board to complete its tasks *or*
- a sufficient number of students to adequately discuss their experience of the courses/programme under consideration *or*
- a sufficient number of staff to adequately discuss their perspectives on the courses/programme under consideration *or*
- immediate evidence of actions addressing shortfalls in staffing, academic leadership, or resources

The reasons for the suspension will be given to the principal of the institution, who will be asked to ensure all necessary information is provided for a reconvened visit (usually within 6 months).

When a board has been suspended due to a significant body of evidence being unavailable for a board to consider, or on any other grounds which the chair of the board may communicate to the principal of the institution at the visit, there will be additional charges:

- the school will be responsible for bearing all the costs of a reconvened visit (i.e. travel, accommodation, subsistence, and incidental expenses)
- an additional administration charge of £2500 will be payable to the RIBA to contribute to RIBA staff costs connected with correspondence, logistical arrangements, and documentation
- this administration charge is subject to annual review, and any updated charge posted on www.architecture. com; these will supersede the sum stated in these procedures
- these terms apply equally to UK and international schools

3.9   standard requirements of validation

Standard requirements are that:

- the institution appoints suitably qualified external examiners (or has in place an acceptable system of external assessment of award level students using appropriately qualified third party reviewers)
- the examiners (or external assessors) produce a report for the institution, commenting on academic quality and best practice, coverage of the graduate attributes and themes and Values, and minimum pass standards
- **NB: this requirement applies equally to UK and international schools of architecture**
- in the event of amendments to course content, structure, or delivery, the institution contacts the RIBA New Courses Group for approval of significant changes to the courses/programme during the validation period

- in all schools (i.e. UK and international), there is an agreed mid-term monitoring procedure requiring the school to provide a short submission addressing the action points from the full visit report (chair, vice-chair, and reporter to review submission)
- a list of students passing the highest level qualification the institution awards is supplied to the RIBA annually

3.10 the visiting board report

In addition to the visiting board's comments, the report will specify action points, and may also include commendations and advice. These are explained below.

commendations

Commendations (NB: **never more than three**) are given to schools where particular practice is identified by the board as being distinctive, and/or exemplary. NB: a board is not required to give commendations.

action points

Once a visiting board has identified constructive comments regarding academic standards, the student educational experience, and the course structure, content, and delivery in the institution (or any aspect of resources affecting these matters) these are reported to the school as action points.

- these must be specific, measurable, achievable, relevant, and deliverable within a reasonable time frame

- the institution is expected to act promptly on all action points

- the RIBA welcomes evidence of the actions taken by the institution before or by the agreed mid-term procedure

advice

The visiting board may also provide advice to the school on desirable improvements it is felt will assist course development, raise academic standards, and improve the student experience. The school is not mandated to respond to this advice, but is encouraged to do so.

commentary

For full visiting boards, commentary on individual graduate attributes will only be provided when:

- a course is conditioned, and there are specific areas of concern which need detailed, prompt actions by the school

- a course is unconditionally validated, but there are concerns that learning outcomes are acceptably if inconsistently demonstrated, with particular areas requiring consideration

Following approval by the RIBA Education Committee and notification to RIBA Council, copies of the final report are sent to the school, and Vice Chancellor (or equivalent) of the institution. Final reports of:

- boards confirming candidate course status
- full visiting boards
- revisiting boards

are published on www.architecture.com. Once ratified by Education Committee, the school may circulate the report; any other recipients of the report may not publish it without permission of the school and RIBA. As the final report is intended to provide support to the continuous improvement of architectural education in any university with which the RIBA has a relationship, the RIBA expects it will be made available to the school's external examiners, and its contents critically reviewed by staff and students.

3.11   revalidation

full visiting board

[first and/or second degree: to courses/programmes previously recognised
2 days, UK and international]   by RIBA (revalidation is usually every 5 years)

Membership of a full visiting board is usually as follows (4 members):
chair: either an academic or practitioner
vice chair: either an academic or practitioner
member   either an academic or practitioner
student/graduate   studying either first or second cycle, or recent second cycle graduate
                                      (UK visits only)
(NB: on international visits only, a
regional representative will substitute
for the student/graduate member):   either an academic or practitioner
reporter: usually an RIBA Validation Manager
quorate providing has 3 members (any combination)

- the size of a board may be increased where the school has multiple courses within its programme, or large student numbers

- exceptionally, the size of a board may also be increased where a school has a complex or multiple studio structure

However, to achieve parity across all the schools the RIBA visits, the timetable agreed for each visit must not significantly depart from the templates in this document.

3.12   mid-term procedure

In the case of all validated schools (**UK and international**) which are unconditionally revalidated at undergraduate and/or postgraduate degree levels, there is a requirement for a mid-term procedure addressing the action points set out in the visiting board report. This submission will be made online, and contains the following:

- not more than 2 sides of written A4 outlining strategic actions taken to address the Themes and Values and the action points in the full report, giving the timeline for implementation

- the document will be forwarded to the chair (or senior member) of the visiting board for comments

- exceptionally, if the strategic actions outlined by the school are not considered to address the action points, the school may be asked to provide further clarification

The mid-term document is sent to the chair and vice chair of the visiting board for comments; any serious concerns arising from a mid-term submission will be referred to RIBA Education for review, and may form part of the briefing note for the next full visiting board.

3.13 cancellation

If, for any type of visiting board, unavoidable late withdrawal by a board member for reasons of *force majeure* means a visit may take place with fewer members than notified (although remains quorate), approval to proceed is required from the head of architecture at the school being visited. If a board becomes non-quorate for any reason, the RIBA may postpone the visit.

3.14 additional costs (international visits only)

In addition to the one off validation fees itemised elsewhere, there are additional charges payable by schools, as follows:

- for all international schools, the university must meet all costs of board members' travel, accommodation and subsistence, including travel, accommodation and subsistence costs incurred by a member accessing the point of departure in the UK (usually, but not exclusively, London Heathrow airport)

- to cover all incidental travel expenses (i.e. those which are additional to the return flights and airport and domestic transfers), a sum of £500+VAT will be invoiced before the visit

- this invoice must be paid in full 60 days before the visit is undertaken

- for all UK and international schools, the university must pay a retention fee of £1000+VAT/p.a.

- this will be invoiced at the start of each quinquennial validation cycle, i.e. £5000+VAT total

- this sum will be invoiced – and must be paid by the school – before the visit is undertaken

NB: RIBA panel members and staff cannot under any circumstances accept a *per diem* allowance or honorarium from any institution for participation in any visit.

NBB: all members of RIBA visiting boards are insured under the RIBA's corporate insurance policy. A copy of this will be provided to each board member before the visit.

3.15 timetables for full visiting boards

To give parity to the validation process, the timetable for all visits should be rigorously adhered to.

Timetables for any type of visiting board may not be changed except with the express approval of all parties to the visit. Visits will always be held during term/ semester time so the board may meet the required number of students.

The following pages show the timetable for full UK and international visiting boards.

UK and international full visiting board
Full visiting board timetable – day 1

NB: prior to the visit, board members must have read all the documentation provided			
time	**activity/location**	**guidance for board**	**guidance for school**
18.00-19.00	first meeting/hotel conference room	introductions, briefing by chair and vice chair/Validation Manager; the meeting is to focus on: ○ the student course appraisal ○ school resource audit ○ external examiners' reports (or equivalent for international schools) ○ any other matters	hotel conference room should be private, adequate in size, and provided with soft drinks and light refreshments
19.30	private dinner	private dinner	

Full visiting board timetable – day 2

time	activity/location	guidance for board	guidance for school
morning			
08:30	board arrives at school	establish base	provide base room for private discussion: • private, acoustically secure • computer, with internet access • printer • projection screen • simple catering • adequate size
09:00	meeting with architecture budget holder and course leaders	clarify school's academic mission; consider issues arising from school's documentation	introduce school's academic agenda and coursework offer, highlighting relevant issues for board's attention
10:00	review exhibition, parts 1 and 2 folios	initial consideration of work	course leaders to briefly introduce exhibition and folios
10:45	private view of exhibition and folios	consider questions arising from introduction to exhibition and folios	no staff or students to be present
11.15	break	private discussion; consider requirement for additional material	brief facilitator re. location of all relevant material if board request information
11.30	review part 3 work[2]	**all** board members review part 3 work	display part 3 work separately; course leader introduces work
12.00	brief facilities inspection	visit studios, workshops, IT, library, research facilities	nominate student guides to assist board in locating facilities
afternoon			
13:00	buffet lunch with students and staff	completion by 13.45 essential	informal, with no discussion of progress of visit; completion by 13.45 essential
13:45	prepare for student meeting	consider student course appraisal; prepare questions; nominate student member to facilitate meeting	
14:00	student meeting	generate agenda from student course appraisal; encourage all students to contribute; the student meeting will be led by the student/graduate board member	meeting open to all students from all years (>10% total student number required); no staff (or facilitator) to be present
15:15	discuss student meeting	consider questions for staff meeting on day 3	
15:45	review folios and exhibition	consider preliminary commentary	brief facilitator re. location of all relevant material

---

[2] if applicable; part 3 work will be considered throughout visit

Full visiting board timetable – day 2

time	activity/location	guidance for board	guidance for school
evening			
17:15	review work	prepare questions for head of institution	meeting slot may also be used to explore issues arising from review of work
18:15	against criteria	chair and secretary draft preliminary headlines	
20:00	complete first full day of visit	clarify need for additional meetings, material	provide mobile numbers in case additional meetings required
	board private dinner	informal discussions continue	private event

Full visiting board timetable – day 3

time	activity/location	guidance for board	guidance for school
morning			
08:45	prepare for meeting with head of institution	prepare questions for head of institution	the head of institution is the most senior academic manager, typically a Vice-Chancellor, Rector, or Principal
09:00	meet head of institution	session discusses school's position statement, resources, future plans	
09:30	break	review head of institution meeting; prepare questions for external examiners	
09:45	meet external and professional examiners	discuss response to examiners' reports, and role of examiners in establishing standards	>50% of external and professional examiners required for each course
10:45	break	prepare questions for staff	
11:15	meet academic staff	encourage broad discussion, with staff raising issues and replying to board's questions	meeting open to all part and full time staff; head of architecture/budget holder should not be present
12:15	discuss meetings; review folios	consider requirement for additional material/ clarification	

time	activity/location	guidance for board	guidance for school
afternoon			
12:45	private board lunch	board reviews recommendations, starts writing draft report headlines	light buffet in base room
13:45	review work against criteria	includes further inspection of work, discussion with course leaders where required	all work remains available for inspection
15:30	consider report headlines	chair and secretary complete report headlines for discussion and agreement by board	
17:00 (approx.)	meet architecture budget holder and course leaders	provide written first draft of report headlines; chair, vicechair, and secretary only attend final meeting; remaining board members free to leave school	head of architecture and/or key faculty budget holder to be present
17:30	complete visit	chair, vice-chair, and secretary leave school	

revisiting board

[undergraduate or postgraduate: to course/s **conditioned** by the last
1½ days UK, 2 days international] visiting board
(charges and costs apply to UK and international* visits;
please see www.architecture.com)

Membership of a revisiting board is usually as follows:
chair: either an academic or practitioner
vice chair: either an academic or practitioner
reporter: usually, an RIBA Validation Manager
quorate providing has at least 2 members (any combination)

The membership of a revisiting board may offer some
continuity with the previous full board. There is no
standard timetable for a revisiting board; this will be
agreed by the RIBA on an individual basis. However, all
revisits will include meetings with the head of architecture,
course leaders, and external examiners, and require
schools to produce an exhibition and portfolio sample.

DOCTORAL
PROGRAMMES

4

4   doctoral programmes

Universities offering programmes at doctoral level which are primarily concerned with architecture and the built environment, and which they wish to have validated by the RIBA, should contact the Education department to discuss procedures for formal recognition. A university with an existing RIBA recognised programme may choose whether it invites the RIBA to consider its doctoral programme independently of its Bachelors/Masters provision. This procedure is usually separate from the first/second cycle visiting board, although may run concurrently.

The types of PhDs considered will be:

1   traditional, by research (80-1000,000 words)

2   by design

3   by publication

4   practice-based (design research)

5   professional (pedagogy; practice; scholarship)

A doctoral programme in a university where there are no RIBA-validated courses will always be considered as a *new course* irrespective of the time it has been running; a non-returnable charge of £7500 (+VAT, where applicable) is payable prior to the visit (if agreed by New Courses Group a visit will be convened). Revalidation of PhD programmes will be subject to a retention fee, currently chargeable at £2500 (+VAT, where applicable), invoiced every 5 years.

These charges are also payable for doctoral programmes in institutions already hosting RIBA-validated courses/ programme. All proposals for validation of such programmes will be considered by the RIBA NCG. Revalidation of PhD programmes is usually on a 5 year cycle, and the school will be invoiced for the retention charge current at that point at the end of every quinquennial cycle.

full visiting board: **[PhD: 2 days,** **UK and international]**	to doctoral programme[3] (NB: a charge of £7500[4] is made to all new UK and international enquirers)

Membership of a PhD visiting board is usually as follows:

chair:	an academic or practitioner with direct experience of research scholarship
member/vice chair:	an academic with direct experience of completions (in architecture, or a related discipline)
reporter:	RIBA staff member (responsible for writing the report)

---

[3]   a visiting board to a doctoral programme is <u>by separate invitation to the RIBA</u>, and is not an adjunct to any Bachelors/Masters validation (although, if requested, may be coincident with, but operating separately of the undergraduate and postgraduate degree visiting board)

[4]   the validation charge for a doctoral programme is invoiced – and must be paid – prior to the board taking place; the charge is non-returnable

4.1 general requirements for doctoral degrees

[adapted from the current revision of the QAA Framework for Higher Education Qualifications] Doctoral degrees will be awarded to candidates who demonstrate:

- creation and interpretation of new knowledge, through original research and advanced scholarship, of a quality to satisfy peer review, extend the forefront of the discipline, and merit publication

- systematic acquisition and understanding of a substantial body of knowledge at the forefront of an academic discipline, or area of professional practice

- general ability to conceptualise, design, and implement a project for the generation of new knowledge, applications, or understanding at the forefront of the discipline, adjusting the project design to reflect unforeseen problems

- detailed understanding of applicable methodologies for research and advanced academic enquiry.

Typically, holders of the qualification will:

- make informed judgements on complex issues in specialist fields, often in the absence of complete data, communicating their ideas and conclusions clearly and effectively to specialist and non-specialist audiences

- undertake pure and/or applied research and development at an advanced level, contributing substantially to the development of new techniques, ideas or approaches.

Holders will further have:

- the qualities and transferable skills necessary for employment requiring exercise of personal responsibility and autonomous initiatives in complex and unpredictable situations, in professional or equivalent environments.

4.2 additional notes

- doctoral programmes including a research component, but which have a substantial taught element (for example, professional doctorates), usually lead to awards that include the name of the discipline in their title

- professional doctorates aim to develop an individual's professional practice and support them in producing a contribution to (professional) knowledge

- the titles PhD and DPhil are commonly used for doctoral degrees awarded on the basis of original research

- achievement of outcomes consistent with the qualification descriptors for doctoral degrees normally requires study equivalent to three full-time calendar years

- doctorates may be awarded in recognition of a substantial body of original research undertaken over the course of many years; typically a portfolio of work previously published in a peer-refereed context is submitted for assessment

- most higher education awarding bodies restrict candidacy to graduates or academic staff of several years' standing

4.3   criteria for validation of PhD programmes

In addition to the general requirements set out above, the specific criteria an RIBA-recognised doctoral programme must satisfy will address:

1   doctoral training

- taught courses supporting candidates' independent research
- compulsory and optional modules
- formal and informal training, e.g. seminars, conferences
- content of courses
- quality of courses

current course specification document required

2   supervision

- timescale of supervision
- quality and frequency of candidates' engagement with supervisor
- type and quality of feedback
- robustness of ethical and methodological approaches
- candidate: supervisor ratio (1:6 desirable)

typically, 5no samples of feedback to candidates required (within last 24 months)

3   quality of theses

- originality of methods and/or outputs
- quality of research data
- contribution to knowledge
- rigour and innovation in research methods
- potential impact

description of quality indicators; 2-3no A4 pages maximum

4   environment

- training for supervisors
- internal QA and supervisor mentoring
- candidate mentoring; opportunities for candidates in research and teaching
- integration of programme to supporting discipline-wide teaching, research, and scholarship
- premises and technology

description of training required; 2-3no A4 pages maximum

5   completion rates

- statistics on annual completions
- success rate
- feedback from external examinations

typically, 2 years' of internal and external examiners' reports required; max 6no examiners' reports

4.4   additional material required

6   synopsis of programme aims and outcomes; schedule of titles and abstracts of all registered candidates; candidates' work plans for completion

7   institutional organogram, explaining fit of doctoral offer within architecture programme

8   doctoral programme structural diagram, with list and timetable of taught course modules supporting individual research and scholarship; course statement (max. 2no sides A4)

9   usually, a minimum of 9 completed PhDs examined not more than 2 years before the visit (3 pass, with no corrections/3 pass, with minor corrections/3 pass, with major corrections)

10   first supervisors' CVs

PhD visiting board [UK+international] – day 1

NB: prior to the visit, board members must have read all the documentation provided

time	activity/location	guidance for board	guidance for school
13:00	board arrives at hotel and holds first meeting	introductions, briefing by chair; meeting to focus on: 6 programme synopsis 7 institutional organisation 8 programme structure 9 completed PhDs 10 supervisors' CVs	hotel conference room should be private, adequate in size, and provided with soft drinks and light refreshments
15:00	board arrives at school	establish base	base room to be private and adequately sized to hold majority of meetings; equipment to include data projector and screen, PC, printer, telephone etc. Base room to be close to (or contain) sample of work/posters
15:30	board meets VC/head of institution	discuss school's position on research, resources, future plans	the head of institution is the most senior academic manager, typically a Vice-Chancellor, Rector etc.
16:00	board meets head of architecture, plus research director (or equivalent)	clarify school's research mission; consider issues arising from school's documentation; review plans for next REF submission	
16:30	introduction to work; research staff (with selected candidates) <u>briefly</u> explain work in progress and completed	request that introduction runs to time	research leaders introduce work; exhibition to help board understand content/structure of course, with representative candidates' work. Sample of work will be agreed with RIBA in advance of visit, but should also include posters from early stage researchers
17:30	tour of facilities	visit library, research facilities, Masters' studios, workshops	candidate guides to assist board in locating facilities
18:30	board leaves school		
19.30	board private dinner	hotel or local restaurant	

PhD visiting board [UK+international] – day 2

time	activity/location	guidance for board	guidance for school
08:45	board private meeting	discuss issues for clarification and investigation	base room
09:00	board considers displayed work	consideration of work	no staff or candidates present; brief school contact re. location of relevant material
10:45	board private meeting	private discussion; prepare questions for candidate meeting	base room
11:00	board meets candidates	briefly explain RIBA validation; discuss experience; encourage all to participate	meeting open to all candidates from programme (>20% total number required); no staff to be present
12:00	board private meeting	discuss candidate meeting; prepare questions for supervisor meeting	base room
12:15	board meets supervisors	encourage broad discussion, with academics raising issues and replying to board's questions	meeting open to all part and full time academic staff; head of architecture/research director should not be present at meeting
13.00	board meets external assessors	encourage constructive critical discussion of standards and ambition of programme; support for candidates	base room
13:45	board private lunch		served in base room
14:15	board final meeting	board considers recommendations, starts drafting report headlines	base room
17.00	chair, vice chair meet head of architecture/ research director	reports recommendations of board and main observations	base room
17.30	board leaves school		

NB: if a PhD programme is considered concurrently with a first and second degree in architecture, a bespoke two and a half day programme may apply. The RIBA will supply details of this on request.

COLLABORATIVE AND FRANCHISE AGREEMENTS; PROVISION OF OFFSHORE COURSES

5

5　collaborative and franchise agreements; provision of offshore courses

Collaborative, franchise, and offshore arrangements between a host institution and one or more academic partners will be considered by the RIBA under the same procedures as any new course. Collaborative courses will be charged at the same rate as a new course, i.e. a non-returnable fee of £12,500+VAT paid prior to the exploratory visit. The retention fee detailed in section 1 will apply equally to all collaborative courses. For clarity, all documentation must be provided to the NCG in English.

Please note that any change of franchise partner must be treated as a new course application and normal new course charges will apply.

5.1 submission to NCG

At both NCG submission stage and any subsequent exploratory board or full visit the RIBA will require:

- rationale behind the collaboration; perceived/actual benefits for institution and students/ institutional support and bespoke resources dedicated to collaboration
- the complete collaborative, franchise, or offshore agreement:
  - process for review/monitoring during, and at the end of the proposed agreement
  - process for renewal /termination of the agreement
  - arrangements for current students if the agreement is terminated/suspended
  - the qualification to be awarded (and by whom); transferability
  - evidence of links with awarding institution/partner (e.g. correspondence, meeting minutes etc.), files of meeting minutes etc.
  - notification of, and rationale for change of partner/ awarding body
- written details of quality assurance processes governing:
  - the awarding body's institutional policy on the quality assurance and standards of collaborative programmes, franchises, and offshore arrangements

- course/programme structure and content
- internal validation at institution offering the courses/programme
- internal validation by awarding body
- processes for course/programme development including
  - evolutionary changes
  - significant changes
- details of internal assessment processes (including timing and location of examination boards, oversight by the awarding body etc.)
- external examining/assessment processes, and details of examiners/external assessors

- details of:
  - level of engagement with statutory bodies in the UK and host country (where the agreement refers to locations outside the UK): this is to enable students to have a clear idea of their route for entry to the profession
  - routes to registration; e.g. ARB Prescribed Examination. Implications for:
    - registration in home country if applicable
    - registration in the UK, if applicable or desirable

5.2 exploratory/full visits to courses and programmes established under collaborative and franchise agreements, and/or operating offshore

The standard timetables will be followed in all cases. Schools should also note the following:

- external examiners/external assessors will attend RIBA visits
- at least one representative from the awarding body must attend the visit. This representative will be expected to have a specific and detailed knowledge of the collaboration/franchise arrangement.

REPORTING
A FULL VISIT

6

6   reporting a full visit

The conclusions of the visiting board following a full visit are recorded in a report, which has 3 parts.

6.1   report headlines

The report headlines contain the following:

- name and address of institution hosting the course/s or examination/s
- name, job title, contact details of budget holder for architecture
- name, job title, contact details of architecture programme leaders at each award level
- date of visit
- name of award/s to be validated in the undergraduate course (part 1)
- name of award/s to be validated in the postgraduate course (part 2)
- name of award to be validated at part 3
- name of award/s to be validated at doctoral level (if applicable)
- duration of award/s to be validated (full time)
- duration of award/s to be validated (part time)
- specify if award not made by host institution
- any commendations the board concludes are appropriate
  [NB: commendations may be defined as:

  - distinctive/distinguishing characteristics of the course/programme/graduates
  - areas of excellence/good practice
  - awards, prizes, scholarships, bursaries etc. (where applicable)]

The intention of commendations is to identify, if appropriate, a small number of items that set the school apart from other institutions, and demonstrate a unique offer to existing and prospective students of architecture. This may include areas of good/excellent practice in teaching and/or research, evidence of a distinctive course structure and related content, and any particularly creative approaches to the integration of subject areas across the architecture curriculum.

A visiting board should **not** identify commendations where there is agreement no genuinely distinctive characteristics have emerged during the visit. Whilst awards, prizes, scholarships, and bursaries (for example) provide evidence of student achievement, these should usually be articulated in the body of the report, rather than identified as commendations.

6.2   report annexe

This will contain short notes of meetings with the head of architecture, students, academic staff, and head of institution. It may also include notes on resources, as required.

This part of the report will be drafted after the visit and agreed by visiting board members, usually within 4 weeks of the visit; the agreed draft of the report headlines and annexe will be sent to the school for correction of factual errors or omissions only. Following any revisions, the completed report is returned to the school, submitted to the RIBA Education adn Learning Committee for ratification, and notified to RIBA Council.

6.3 after the visit (exploratory, full validation, and PhD visiting boards)

post-visit

following visit usually within 4 weeks	reporter completes draft report; issues to board	board receives draft for comments, revisions; responses within 2 weeks	
usually within 6 weeks	draft reissued to board	reporter integrates members' comments; report agreed with chair, issued to school	
usually within 8 weeks	draft issued to head of architecture	report and its recommendations must be treated in confidence by school and all board members	factual errors, omissions only may be corrected; no comment within 2 weeks indicates report accepted; within 7 days of receipt of draft, head of architecture may write to RIBA Education department requesting formal review
usually within 10 weeks	final comments incorporated; revised draft issued to school	reporter integrates final comments, consulting chair if required	
usually within 12 weeks [at next scheduled meeting of Education Committee]	report received, considered, and ratified by Education Committee (or by circulation)		report and Committee's comments passed to RIBA Council for noting (except where recommendation to remove validation or candidate course status, or schools requests formal review)
	Education department	**following noting by Council, reporter publishes report on www.architecture.com**	**report issued to head of institution and head of architecture**

RIBA NEW COURSES GROUP (NCG): CHANGES TO COURSES, PROGRAMMES, AWARDS AND AWARD TITLES, RESOURCES

7

7 RIBA New Courses Group (NCG): changes to courses, programmes, awards and award titles, resources

It is a condition of continued validation that all validated schools and examination centres must submit course changes to the RIBA NCG as soon as these are internally validated by the institution. This is in the interests of keeping RIBA documentation and online information up to date, and ensures that course changes continue to map satisfactorily against the Themes and Values and Graduate Attributes.

7.1 minor course changes

Courses are expected to evolve to reflect changes within the epistemology of architecture, practice, and higher education. If, after reviewing the details of a change, the NCG is satisfied the course still fulfils the criteria for approval (including percentages specified for core, taught course, and other related subjects), and that the change does not alter the purpose and results, it will recommend it be accepted as a minor change, subject to review at the next scheduled visiting board.

Where changes are considered to fundamentally alter the content and thematic concerns of a course, the NCG may recommend that proposals be considered either as a major change, or under procedures for new courses. Early consideration of changes is always recommended, but a formal recommendation cannot be made by the RIBA NCG until the course changes have been formally approved through internal validation procedures at the university or examination centre.

Where a school is uncertain if a change should be notified to the RIBA, the Education department may be consulted on an informal basis for advice.

7.2 major course changes

Significant changes to a recognised course or examination should be notified to the RIBA Education department. This also applies to any series of small changes which cumulatively contribute to a major change. Changes in course leadership, staffing, academic identity and content, course delivery, resources and physical location or any other issues that may affect academic outcomes, performance against RIBA Graduate Attributes criteria, and the student experience should also be notified to the RIBA Education department. Consideration of these changes and their formal approval is undertaken by the RIBA New Courses Group.

7.3 changes in structure and content

Schools must ensure that documents submitted to NCG outlining course changes are clear, concise, and **brief**. Documents should provide a synoptic overview of the rationale for course changes with clear comparisons made between the existing course structure/content and that proposed. The following documents are required:

- a brief letter of introduction outlining the nature of, and rationale for, the proposed changes
- a course diagram/s of the existing course
- a course diagram/s of the proposed course highlighting revisions
- "Before" and "after" mapping documentation demonstrating how the course changes map against the Themes and Values and Graduate Attributes.

7.4 change of course and/or award title

Schools must notify the RIBA NCG of the date from which a change in course and/or award title is effective, and the cohort/s to which it applies. All changes to the title of a recognised award should usually be notified to the RIBA NCG for formal approval (whether accompanied by changes in course content or not).

7.5 changes in resourcing and school/university structure

Any significant changes to resources (including academic and support staffing, course/ programme and school leadership, accommodation, and equipment) must be notified to NCG as soon the institution is aware of these; any significant changes to the structure and organisation of the university hosting RIBA validated courses in architecture must also be notified to NCG. In both cases, the school will notify the RIBA of these changes within 6 weeks of their agreement by the university.

7.6   full time and part time courses; employment during study

The RIBA welcomes the introduction of courses which draw on the synergies between academic study and workplace-based learning. When considering courses or course changes relating to either part- or full-time courses reflecting such models, schools are reminded that:

- full-time employment is defined as more than 20 hours work per week (i.e. more than 2 days/week)

- for professional practical experience to be eligible for inclusion on the RIBA's recording platform, this is normally required to be more than 20 hours work per week (i.e. more than 2 days/week). Students working less than 20 hours per week are likely to be required to complete commensurately more experience in practice than the usual minimum 24 months

- part time students may be eligible for a tuition fee loan and a maintenance loan this is dependent on whether a part-time course has a course intensity of 25% or more

- course intensity measures how much of a course is completed each year compared to an equivalent full-time course

- potential part time students should check with their intended host university to establish their eligibility for funding

- a **full**-**time course** will involve more than 20 hours of **study** per week (i.e. > 2 days/week)

- a part time course will involve less than 20 hours study/week (i.e. < 2 days/week)

PROFESSIONAL SKILLS AND THE TEST OF PROFESSIONAL COMPETENCE AT PART 3

8

8 professional skills and the test of professional competence at Part 3

8.1   the RIBA Education Review

A key recommendation of the RIBA Education Review (RER) was that an understanding of professional skills (please refer to the *Themes and Values* framework for part 3) must begin – practically and cognitively – during the first and second cycles of learning in UK schools of architecture. It should not be a body of knowledge detached from those degrees. Whilst students' learning about professional skills is informed by their professional practical experience, there are important issues regarding the ethical and moral principles of professionalism, the context of practice, and business and management models for architecture that can be taught – and assessed – well before graduation, and/or work placement at either first or second degree. This is why the RIBA is asking that 20% of assessed work at part 1 and part 2 levels address professional skills.

The Education Review also concluded that the testing of competence for registration as an architect could occur during the latter stages of the second degree. This shall not be before a student has completed a minimum of 24 months professional experience congruent with the eligibility criteria described below. It is anticipated that the test of professional competence may occur at the end of year 6 in a 7 year educational framework.

The structure, content, and delivery of the professional skills curriculum must demonstrate the requirement for 20% of assessed work at part 1 or part 2 levels addressing professional skills.

The RIBA encourages the development of course structures which reflect this aspiration and **strongly recommends that all established and proposed providers of architectural education in the UK develop course/programme structures reflecting these principles; all course changes must be notified to the NCG.**

8.2   the RIBA Compact

Subsequent to the conclusion of the RER, it was agreed there also needed to be clearer expectations set for both graduates and employers as students made the transition into practice both post-part 1 and part 2. This has resulted in The Compact (https://www.architecture.com/knowledge-and-resources/knowledge-landing-page/the-compact)

The Compact asks practices, schools of architecture and the RIBA to set out a structure for the first few months a graduate has in the professional workplace – and 'draws together obligations which all parties must meet, committing to a level of mutual responsibility in improving practical experience outcomes'. RIBA visiting boards will explore how the professional skills curriculum reflects the ethos and practice of the Compact and check that the school are meeting their obligations.

8.2.1   the RIBA Compact: school of architecture obligations

- meet the obligations of the Compact as required by the RIBA procedures for validation

- publish details of the service offered to students during the period of professional practical experience (including during Part 3 studies), covering costs, monitoring, times and dates of recall days, professional studies advisor contact details and arrangements, educational support and access to learning resources

- monitor the professional practice experience gained by students, and ensure that elements are incorporated into the academic framework, which is reviewed by RIBA visiting boards

- offer appropriate advice and guidance on RIBA Practical Experience Eligibility Criteria and the relevance of proposed placement

- fulfil requirements with regards to the timely evaluation and signing of professional practice experience records (PEDR) by the professional skills staff in the school

- communicate effectively with the student's employment mentor, the RIBA, and other consultants and principals involved in the supervision of students in placement

- through the RIBA validation process, develop course changes recommended in the RIBA Education Review (RER) which support the delivery of professional skills within the academic framework

8.3 architecture apprenticeships (UK only)

The RIBA welcomes applications to the NCG from schools intending to offer architecture apprenticeships at either (or both) level 6 (undergraduate) and level 7 (postgraduate).

The requirements for applications vary, depending on whether the course is a variation of part-time provision by an existing RIBA-validated provider or a new application:

Degree apprenticeships offered by schools and institutions which already offer RIBA-validated part-time programmes will normally be regarded as new pathways of the existing programmes and not new courses unless the course content and delivery of the apprenticeship differs significantly from any existing provision.

Schools and institutions should submit documentation to the New Courses Group (NCG). If the NCG is satisfied, the apprenticeship pathway will be validated for Part 1 or Part 2 and 3 (as appropriate) with immediate effect.

Schools and institutions must provide the following information to the NCG:

1. Statement of intent highlighting the background and reasoning for setting up the new pathway

2. Course diagram comparing the new provision with existing full-time and part-time pathways
   - The school/institution must highlight which parts of the programme comprise existing modules and which are new
   - Module descriptors must be provided for new modules
   - New modules must be mapped to the validation criteria (the school/institution should provide complete mapping highlighting the new content)

3. **Full** information regarding content of the End-Point Assessment for Level 6 and/or Level 7, as appropriate.

4. Programme specification and module descriptors for new modules

5. Details of the arrangements governing the relationship between the School, student and the employer. A summary of the arrangements is acceptable at NCG stage.

Once a proposal for an architecture apprenticeship offered by an established provider of part time education is accepted by the NCG, it will recommend it be accepted as a new pathway, subject to review at the next scheduled visiting board.

Where schools are *not* providers of part time architectural education but intend to introduce apprenticeships at either level 6 or level 7, the NCG will regard this as a **new course**; the NCG will be seeking assurances that the structure of delivery and academic and pastoral support for part time learning will be robust. Once the NCG has accepted this proposal, an exploratory board will be convened; the procedures for this are set out in section 2.3. Although it is anticipated the exploratory board will usually award candidate course status at the conclusion of their visit, this board may, exceptionally, award full validation

- if the school is an established provider of architectural education with courses/programmes already recognised by the RIBA, an application to the NCG to offer an apprenticeship will usually be accepted *without* a validation fee being **chargeable**

- exceptionally, if the course content and delivery of the apprenticeship differs significantly from any existing provision, the NCG will determine the course to be a new course and will ask the provider to pay a validation fee (£12,500+VAT). This course will then be required to follow the usual steps to validation

8.4   professional practical experience

Candidates for the RIBA Part 3 examination stage should have recently completed a minimum of 24 months' practical experience under the direct supervision of a professional working in the construction industry, which should include at least 12 months working in a Relevant European Territory, under the direct supervision of an architect.

A Relevant European Territory means the British Islands (the United Kingdom, the Channel Islands and the Isle of Man), States in the European Economic Area (EEA) and Switzerland.

While it is acceptable for any professional who is working within the construction industry (as defined below) to supervise up to 12 months of the graduate's PPE, a registered architect is likely to be in the best position to assist the graduate in acquiring the required skills and knowledge.

Graduates must be mentored during their practical experience. A definition of 'direct supervision' has been provided but, essentially, the employment mentor should have control over and take responsibility for the work being undertaken. Typically the graduate and mentor will be employed by the same organisation but where the relationship is not typical, they will need to satisfy the professional skills lead in their host school that the level and type of supervision is appropriate.

8.5   PEDR: eligible experience

- experience of architectural practice in the British Islands (the United Kingdom, the Channel Islands and the Isle of Man; States in the European Economic Area (EEA) and Switzerland, under the direct supervision of an architect registered with the Architects Registration Board, or registered within the territory where the experience is being undertaken

- experience of architectural practice in any other location, under the direct supervision of an architect registered within the territory where the experience is being undertaken

- experience within the construction industry under the supervision of a qualified professional within the relevant field

- all graduates recording their professional practical experience are asked to register this on the RIBA's recording platform, i.e. www.architecture.com/pedr

8.6   RIBA/ARB definitions

- **'months'**: these will be calendar months of full time working (at least 20 hours a week). Reasonable time off for holidays and illness may be included in this period. (Where the work in less than 20 hours per week, applicants will be expected to complete a commensurately longer period of experience)

- **'practical experience'**: experience which consists of activities which would typically be undertaken by an architect in practice

- **'recently'**: at least 12 of the 24 months' experience should have been undertaken in the two years immediately before taking the test of professional competence

- **'direct supervision'**: the person supervising should have responsibility for and control over the work being undertaken

- **'professional working in the construction industry'**: will be an architect registered in the territory where the experience is being undertaken, or a chartered or similarly qualified member of an appropriate professional body. The 'construction industry' will include qualified professionals typically involved in the procurement, design, and management of the built environment.

8.7   RIBA guidance note on the application of the regulation

The RIBA supports the principal professional practical experience regulation (Architects Registration Board rules 15.3 and 15.4), and the set of definitions underpinning this. However, application of the regulation varies between the two bodies; the RIBA may use it for review of the test of professional competence (part 3) within an academic programme, whereas the ARB may refer to the regulation when considering admission to the UK register of architects. Each body will issue a guidance note and set of FAQs, with some differences in emphasis.

First cycle graduates studying on the professional cycle and intending to take the test of professional competence should note this will test UK practice and law, although best practice in the international context **must** also be considered. Practical experience is integral to demonstrating professional competence, and is important in assisting individuals to succeed in preparing for, and undertaking the test.

It is recommended that those planning to undertake the test undertake a minimum of 12 months' experience in the UK; those whose experience lies solely outside the UK may find it more demanding to meet the required level of knowledge and skill.

First cycle graduates studying on the professional cycle must be mentored during their practical experience; essentially, the employment mentor should have control over and take responsibility for the work being undertaken. Typically the individual and mentor will be employed by the same organisation but where the relationship is not typical, they will need to satisfy the professional skills lead in the school that the level and type of supervision is appropriate.

While it is acceptable for any professional who is working within the construction industry (as defined above) may supervise up to 12 months of the experience, a registered architect is likely to be in the best position to assist acquisition of the required levels of skill and knowledge.

8.8 RIBA review of professional skills provision at part 3

The themes and values required for the study and testing of skills at RIBA part 3 refer to the 10 headings of the RIBA Core Curriculum for CPD; this is entirely deliberate and is intended to create linkages between the requirements of the test of professional competence (part 3), and the lifelong learning and upskilling required for the progressive professional practice post-registration.

Where the provider of the structures for the test and its assessment may be formed of more than one organisation, the group, consortium, or subcontracting arrangements should be clearly documented, and collaborative agreements reviewed at regular intervals. The group/consortium/ subcontract agreements must clearly state the rights and responsibilities of each partner organisation, including appeal processes for candidates, and the status of the awarding body.

The test of professional competence may also be made available to individuals already holding recognised RIBA part 1 and part 2 awards. The format of any freestanding taught course in support of the test is entirely the prerogative of the provider. However, admission to a course in the UK testing professional competence is normally restricted to candidates who:

- hold UK RIBA validated qualifications at part 1 and at part 2, *or*

- hold international RIBA validated qualifications equivalent to part 1 and part 2, *or*

- have completed the ARB Prescribed Examination at part 1 and/or part 2, *or*

- any combination of the above

- all providers of a taught course supporting a test of professional competence must have measures in place to ensure that those undertaking this are aware of the requirements for RIBA Chartered Membership and ARB registration

- applicants for RIBA Chartered Membership should hold RIBA-validated qualifications, except where they may be eligible through an alternative approved route, details of which can be found on www.architecture. com/membership

- in addition to any other awards connected to a postgraduate course (part 2), programmes may provide an academic award for part 3 (the test of professional competence)

Individuals interested in UK registration, but holding either EU qualifications or international qualifications recognised by the RIBA as equivalent to first and/or professional cycle qualifications are advised to contact the ARB to discuss their eligibility for the ARB Prescribed Examination prior to joining a taught course supporting the test of professional competence.

Schools of architecture will determine the means by which the professional skills are assessed; these will be subject to the same quality assurance processes governing all other curricular areas.

- the university or governing body will also appoint at least one external examiner to consider the taught course supporting the test of professional competence

- the university or governing body will have procedures for individuals to appeal for reasons of maladministration by the provider or misconduct of the test, in accordance with the provider's quality assurance procedures

- proposed changes to the taught course, test of professional competence, and/or its location, or to any group/consortium/subcontract arrangements are to be approved by the RIBA NCG under procedures for course changes

- subject to their own data protection requirements and after each test session, providers will submit to the RIBA the names of candidates who successfully demonstrate their professional competence

a school may elect for success in the test of professional competence to be conditional upon satisfactory completion of the major integrated design studio project of the professional cycle, i.e. that graduation is dependent on the student demonstrating the holism of their intellectual, technological, and professional skills.

8.9   guidelines for the test of professional competence/part 3

Those undertaking the test of professional competence will be expected to express themselves in clear, accurate, and concise spoken and written English. There will be no standard requirement for documentary submissions, with the exception of:

The exception to this is:

○ **a record of professional experience** recording the development of competences achieved through practical experience over a minimum period of 24 month

EXTERNAL EXAMINERS/ EXTERNAL ASSESSORS

9

9   external examiners/external assessors

The content of this section is consistent with the requirements of the QAA *UK Quality Code for Higher Education, Advice and Guidance: External Expertise for the assurance of academic quality and standards in higher education: external examining* (current edition). All validated courses and examinations will appoint external examiners, or have in place a robust system of external assessment; it is recommended that this involves examiner/assessor interviews with those students who have satisfactorily completed the required modules mapping against the graduate attributes. External examiner/assessor reports for the last three years, and a summary of provider responses to key points, are required documents in preparation for an RIBA visiting board.

9.1   background

The RIBA acknowledges that external examiners (or external assessors) are appointed by providers of architectural education with the primary responsibility to provide the university or examination centre with feedback on the standard of academic work produced and awards being made, and the appropriate operation of assessment procedures. External examiners confirm that the provider consistently and fairly implements their own policies and procedures to ensure the integrity and rigour of assessment practices. They also comment on the quality and standards of the courses in relation to the national standards and frameworks, and comment on the reasonable comparability of standards achieved at other providers with whom the examiner has experience.

9.2   appointment

The RIBA expects that, in selecting and appointing external examiners/external assessors, schools of architecture reflect the recommendations of the QAA Code, with the following specific guidelines adhered to:

- a sufficient number of external examiners or external assessors will be appointed at each level of the course to allow time for the work of all students completing each level of the RIBA professional award to be considered in detail

- desirably, there should be a balance of academic and practitioner external examiners.

9.3   external examiners'/external assessors' reports

The QAA code provides detailed guidance on the timing, form, and scope of reports which external examiners will produce. The RIBA expects schools of architecture to use external examiners' reports to comment on the academic standards being achieved and how these contribute to meeting the graduate attributes, as well as creatively reflecting the validation framework at both levels of study.

9.4   university response to external examiners'/external assessors' reports

The RIBA will expect universities and examination centres to ensure that external examiners are, within a reasonable time, provided with responses to their comments and recommendations, detailing any action taken, or to be taken.

REVIEW AND APPEALS PROCEDURES

10

10 review and appeals procedures

10.1 review of a full visiting board report

The school may request a review of a full visiting board report. Within 10 working days of receipt of the final draft report (i.e. the report headlines as issued to the school) the head of architecture should:

- write to the RIBA Education department setting out why for procedural reasons (or other inconsistencies) the report should be reviewed
- raise any other appropriate matter/s the board should have considered which could have significantly affected their conclusions

If a review is requested, the RIBA Education Committee will:

- convene a review group of three members of the committee (or co-opt others similarly qualified) unconnected to either the school or original board
- at the discretion of the chair of the Education Committee, meet with representatives of the school and visiting board to hear representations
- consider changes to the report

10.2 appeal against visiting board report

If the conclusions reached by a visiting board are other than:

- initial validation following the first full visiting board to a school

    or

- candidate course status following an exploratory visit…

the school may within 10 working days of receipt of the visiting board's report headlines lodge an appeal to the RIBA Director of Education indicating the basis on which it is challenging the decision.

The appeal will be considered by a group consisting of

- the President of the RIBA (or her/his nominee, usually an RIBA Councillor)
- a senior academic currently employed in a school of architecture
- one other member of RIBA Council

None of the members of the appeals group will have had any involvement in the visiting board concerned, or (within the last 5 years) any formal connection to the appellant school.

In addition to the documentation originally submitted by the school to the visiting board, the RIBA Director of Education will ask for formal comments from the following to be considered by the appeals group:

- chair of the visiting board
- chair of the RIBA Education Committee
- nominated member of the RIBA Board

The appeals group will usually operate on the basis of written submissions but, at its discretion, can ask representatives from the school, the visiting board, and chairs or members of relevant RIBA bodies to attend a meeting.

The appeals group will review the original decision of the visiting board, and formally report its findings to the school, RIBA Education Committee, and RIBA Board. The decision of the appeals group is final.

10.3 reconsideration of a visiting board report

Very exceptionally, the RIBA Education Committee may not ratify a visiting board's conclusions. In such cases, the report is referred back to the visiting board for further consideration, with directions the Committee considers appropriate. The visiting board is required to submit its revised report within 20 working days. As part of this process, the school may be asked to expand relevant information, although no new evidence may be considered.

The RIBA Education and Learning Committee is delegated to make a formal decision on behalf of the RIBA in all cases except where there is a conclusion proposing removal of validation; in such cases a final decision will rest with the RIBA Board under advisement from the Education Committee.

APPENDICES

11

appendix A: draft course appraisal proforma

The six Themes and Values for Architectural Education identify the specific areas of concern and direction that the RIBA have identified as of particular importance to the institution and profession.

Critically appraise (1) how and where you are addressing each one at present and (2) how you intend to develop it over the next 5 years.	
health and life safety: demonstrating authoritative knowledge of statutory frameworks to safeguard the community and end user	*1 (max 250 words)*
	2 (max 250 words)
ethical and professional practice: acquiring professional and communication skills to ensure projects are delivered with integrity and accountability within global, national, and professional climate targets	*1 (max 250 words)*
	2 (max 250 words)
structures, construction, and resources: demonstrating climate literacy, responsible specification, and ethical sourcing to enhance wellbeing, minimise embodied carbon, waste, and pollution, and reduce demands on energy and water	*1 (max 250 words)*
	2 (max 250 words)
histories, theories, and methodologies: critically analysing and researching narratives and cultural, environmental, and social values in architecture to understand and extend architectural pedagogy	*1 (max 250 words)*
	2 (max 250 words)

design pedagogies and architectural expression: critically evaluating authentic aesthetic, compositional, and spatial principles to synthesise socially, ecologically, and environmentally sustainable integrated studio projects	*1 (max 250 words)*
	2 (max 250 words)
business skills: developing capability in business skills relevant to working in practice and practice management	*1 (max 250 words)*
	2 (max 250 words)

appendix B: RIBA visiting board resource document

for compilation by school prior to visit (but not included in the final visiting board report)

This appendix principally addresses resources, and is completed by the school **prior** to the visit and contains the following:

B1   **university and school management**

B2   **course/programme structure**

B3   **staffing**

B4   **studios**

B5   **assessment**

B6   **research and scholarly activity**

B7   **media and production resources**

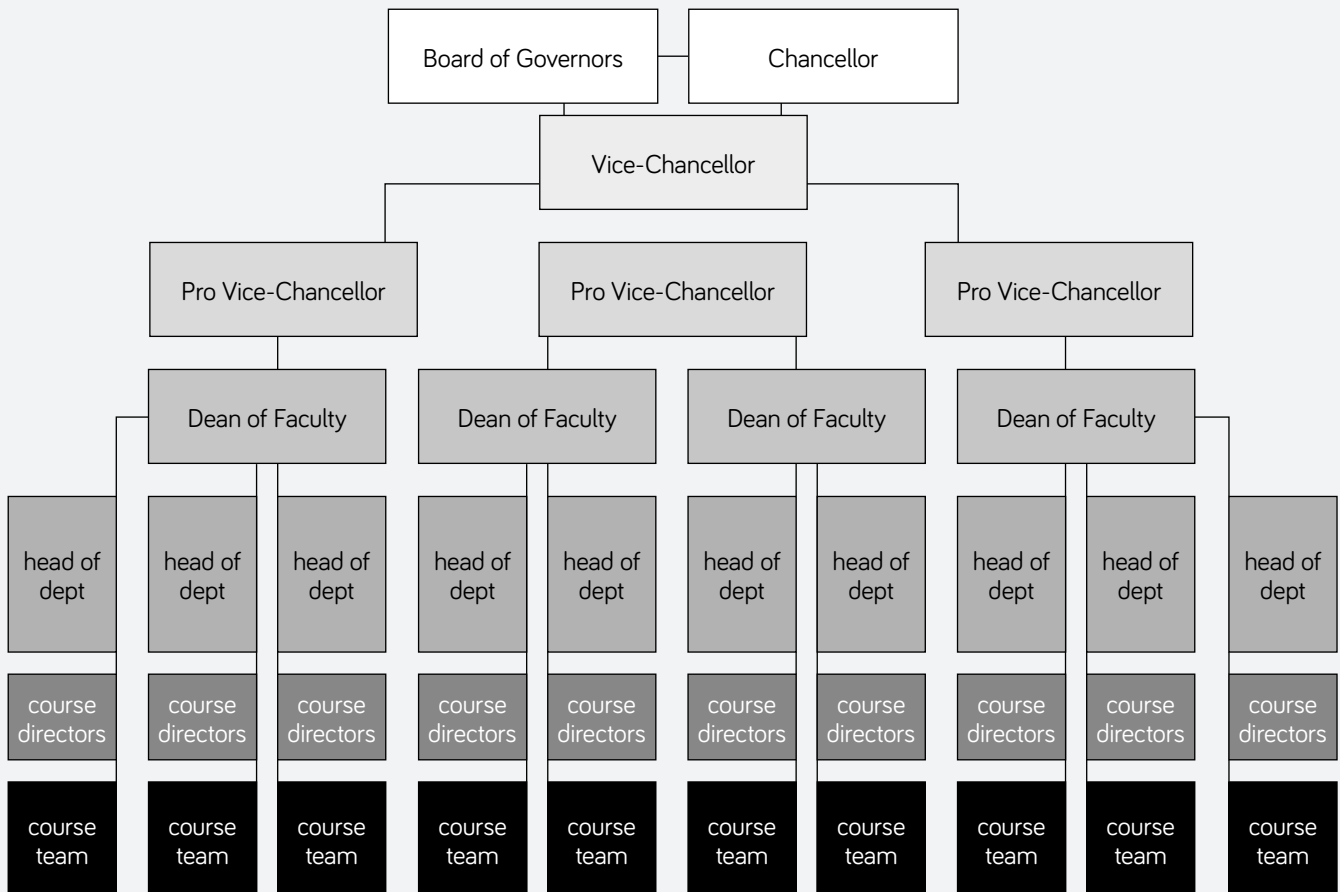**B8**   **professional practical experience**

B9   **admissions**

B10 **equal opportunities**

B1   university and school/faculty management

○ **diagram showing committee and management structure of university, placing architecture in the wider organisational context**

please use a similar type of format to describe the structure of your institution

B2   course structure

○ **diagram/s showing year by year delivery of academic modules and credits**

please use a similar type of format for each course in your programme

BA1	3 modules/60 credits (semester 1)	credits	module coordinator (give name)
YOU-4-101	Design 101	20	NF-P
YOU-4-102	Drawing and Media 1	20	SD
YOU-4-103	Design 102	20	NFP

BA1	3 modules/60 credits (semester 2)	credits	module coordinator
YOU-4-104	Technical Design 1	20	Dr IC
YOU-4-105	Culture Matters 1	20	HP
YOU-4-106	Design 103	20	NF-P

BA2	3 modules/60 credits (semester 1)	credits	module coordinator
YOU-5-107	Design 201	20	JS
YOU-5-108	Drawing and Media 2	20	SD
YOU-5-109	Design 202	20	JS

BA2	3 modules/60 credits (semester 2)	credits	module coordinator
YOU-5-110	Technical Design 2	20	HA
YOU-5-111	Culture Matters 2	20	HP
YOU-5-112	Design 203	20	JS

BA3	3 modules/60 credits (semester 1)	credits	module coordinator
YOU-6-113	Design 301	20	HvL
YOU-6-114	Professional Skills	20	DC
YOU-6-115	Design 302	20	HvL

BA3	2 modules/60 credits (semester 2)	credits	module coordinator
YOU-6-116	Technical Design 3	20	JM
YOU-6-117	Design 303	40	HvL

B3　staffing

○ **list all academic staff teaching courses for which you've requested validation:**

please use this format

academic staff member 1
name:
qualifications:
job title:
date appointed:
state if full time, part time, or visiting lecturer (with number of hours per year):
academic specialisms:
relevant professional activities:

academic staff member 2
name:
qualifications:
job title:
date appointed:
state if full time, part time, or visiting lecturer (with number of hours per year):
academic specialisms:
relevant professional activities:

NB: cut and paste box to add each staff member

○ **list all technical and admin staff supporting courses for which validation is requested:**

please use this format

technical/admin staff member 1
name:
date appointed:
job title:
state if full time, part time, or visiting lecturer (with number of hours per year):
specialisms:

technical/admin staff member 2
name:
date appointed:
job title:
state if full time, part time, or visiting lecturer (with number of hours per year):
specialisms:

NB: cut and paste box to add staff member

B4 studios

location/s:			
opening hours:			
dedicated spaces for each level of course:	Y	N	
dedicated space for each student:	Y	N	

B5 assessment

3no A4 pages maximum

- provide extracts from course documentation describing assessment procedures at each level of programme

- these will include protocols for moderation, compensation, referral, deferral etc.

B6 research and scholarly activity

3no A4 pages max

- list titles of recent dissertations (last 2 years only)

- list major items of staff research and scholarly activity (last 5 years only)

research support: library

please use this format

location	
opening hours	
numbers of subject specific books	
number of subject specific journals and magazines	
number of subject specific e-books and e-journals	
name of specialist architecture librarian	
state whether librarian full- or part time	
state whether inter-library loans possible	

B7   media/production resources: IT/AV facilities

IT facilities

please use this format

location/s:
opening hours:
number of subject specific PCs:
number of subject specific Macs:
number of non-subject specific computers:
list principal software available to architecture students: 1 2 3 4 5
number of plotters/printers available to students of architecture:

AV facilities

please use this format

location/s:
opening hours:
list principal analogue equipment available 1 2 3 4 5
list principal digital equipment available 1 2 3 4 5
list other equipment and facilities available for AV production 1 2 3 4 5

production: workshops

location/s:
opening hours:

list principal analogue equipment available, e.g. dimensioning saw
1
2
3
4
5

list principal digital equipment available, e.g. rapid prototyper
1
2
3
4
5

list other equipment and facilities available for fabrication:
1
2
3
4
5

B8   the compact and professional practical experience/PPE

please use this format

name of professional skills lead:
Summary of practical training arrangements post Part 1 including costs, monitoring, schedule of recall days, PSA contact details and arrangements, educational support and access to learning resources
summary of practical training arrangements post part 2 as above:
arrangements for monitoring experience and the extent to which it is incorporated into the academic framework (i.e. delivery of professional skills teaching and provision of key information to final (or earlier) year students
arrangements for communicating with students on practical training in relation to placement queries and timely evaluation of student PEDR records
arrangements for communicating with practices/networking events/assistance with finding and maintaining employment

B9   admissions:

summary of policies

please use this format

hyperlink #1
hyperlink #2
hyperlink #3

B10   equal opportunities:

summary of policies

please use this format

hyperlink #1
hyperlink #2
hyperlink #3

RIBA
Architecture.com