

Welsh School of Architecture

Teaching Handbook

2011 - 12

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1.00 Programme Management

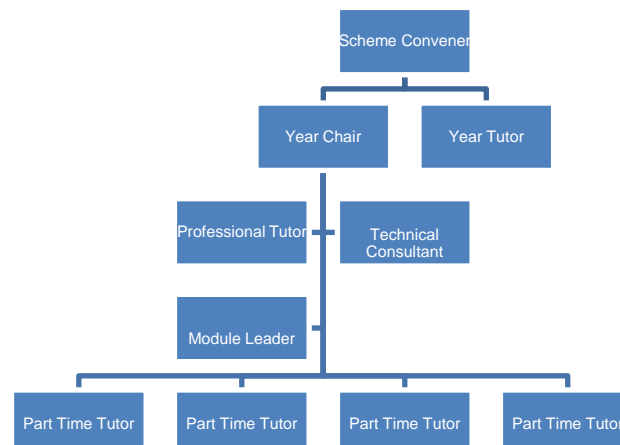
The School operates 'year' as opposed to 'unit' based courses. Each scheme is overseen by a Scheme Convener who takes an overview across the years of the scheme. The **Scheme Convener** is responsible for design standards across the scheme and ensuring adequate student progression between the years. They are responsible for chairing scheme review meetings and other ad hoc scheme meetings and for preparing the annual programme review and evaluation of that scheme. Each year is managed by a Year Chair and Year Tutor from the full-time academic staff, assisted by a Professional Tutor. In addition, part-time teachers from practice form part of the year team; the ratio of tutors to students ranges from 1:12 in Year 1 to 1:9 in M Arch 2. Appendix 1 contains guidance on the appointment and briefing of part-time tutors

The Year Chair is responsible for the overall coordination of the year and liaising with Module Leaders who contribute to the year's teaching. Typically the year chair is designated as leader for the design module and in association with the year team, is responsible for project brief writing (where appropriate) and the organisation of design activities in the school. The Year Chair and Year Tutor also provide pastoral support to students.

The Year Chair and Year Tutor are assisted by a **Professional Tutor**, a key member of the Year Team, responsible for design teaching, the generation of course materials and administering the day to day coordination of the design activities. They also provide a useful link between the staff and students, having only recently graduated, and are able to offer informal feedback to the Year Chairs.

Module Leaders are responsible for the coordination of taught modules including the organisation of the lecture series to setting, writing and marking any method of assessment associated with that module.

The idea of the cohort is central to the ethos of the school. The cohort will come together frequently during the year – in lectures, seminars, crits and crossover tutorials when tutorial groups and studios may come together.



A Typical Year Structure

Table 1 Potential Teaching Roles within the School.				
Role	Studio Role	Module Role	Other Role	3rd Term
Scheme Convenor	Studio Teaching	Contributes to modules	Programme Delivery	Options
Year Chair	Studio Teaching	Contributes to modules	Coordinates whole year inc taught modules	
Year Tutor	Studio Teaching	Module Leader	MSc Module or M Arch Thematic Studio	Options
Subject Specialist		Module Leader	Masters Tutor	Options
Professional Tutor	Studio Teacher	Specialist Support	Administration	Co-ordinating Vertical Studio
Part Time Tutor	Studio			Options
Visiting Critic	Studio Teaching			
Honorary Professor/Distinguished Visiting Fellow	Studio Teaching			Options

1.01. BSc

In each of the three BSc years, the Year Chair and Year Tutors are responsible for the overall management of the design projects and the coordination of the year, but may also have a tutorial group of students. Part-time tutors are typically allocated a tutorial group for the duration of a project, and provide an input into crits. Visiting Critics, only attend for crits. Each year team will also include a member of the School's technology team who is normally responsible for the Architectural Technology taught module.

M Arch

M Arch 1 is the Education in Practice year and students are based in architectural practices. The Year Chair and tutor(s) are responsible for course delivery and maintaining contact with students by means of email, mailshot, the three short courses and through the University's virtual learning environment. In Year 2 the Year Chair and Tutor have responsibility for the overall coordination of the year and will also have an overarching responsibility for design standards across the year. They provide pastoral support and are responsible for helping students match appropriate final design project proposals to themes and student ability. The students opt to work within a thematic studio lead by members of full-time staff from the School. The Studio Leaders are responsible for setting the agenda within their studio, as well as for the day to day organisation of their studio including arranging visiting critics and

consultants and managing a budget. It is expected that permanent members of WSA staff from other parts of the School and from research will make a contribution in particular where their expertise is relevant.

1.03 Dip/MA in Professional Studies

The Dip/MA in Professional Studies is run by a Scheme Convener, with the assistance of a small team of visiting fellows. The Scheme Convener is responsible for course delivery and maintaining contact with students by means of email, mailshot, short courses and through the university's virtual learning environment. Much of the course content is delivered by visiting speakers. The Scheme Convener is also responsible for managing the final Part 3 interviews, and acts as Professional Studies Advisor.

1.04 Part-Time Tutors

Each Year Chair is responsible for the appointment of a team of Part Time tutors. Part-Time Tutors primarily assist with weekly design teaching activities (tutorials and crits), working with an average of 12 students; they liaise with the Year Chair reporting any areas or students of concern and offering a link with practice. They may also contribute towards the formulation of design projects. The School runs bi-annual away days for Part-Time tutors where they are briefed on the School, including its teaching and assessment practices and their role within that framework. The Part Time tutors also offer unique feedback to Year Chairs in terms of student progress, the nature of the design projects being run and on the organisation of the year. Feedback from Part-Time tutors can be included in the end of session module reviews presented to scheme review committees. The School has also produced a briefing note to ensure clarity of role for Part-Time tutors. It is included in appendix 1.

Typically all Part-Time tutors in a particular year will attend on a single day. Informal meetings before the teaching starts, over lunch and at the end of the teaching day help maintain a consistency of approach, and provide opportunities for feedback of student progress to the year team.

2.00 Admissions Policy

2.01. The admissions policy and criteria

The School currently provides a complete and integrated course in architectural education. Students who succeed in the Bachelor of Science degree in Architectural Studies with at least a 2:2 and a mark in design project work of over 55% are encouraged to continue their studies through the M Arch.

2.02. BSc in Architectural Studies

The School attracts applications from well qualified and highly motivated students. In view of the ever-increasing demand for places (in excess of 1000 applications for approx 65 places), since 2005/06, the typical offer has been raised to AAA at A level, 35 points in International Baccalaureate, or similar equivalent, plus portfolio. All applicants are asked to send a small portfolio of four A4 size sheets, showing art and design work as part of their application. Where a portfolio is of exceptionally high quality, lower academic qualifications may be acceptable. A good academic base is required, preferably indicating a balance of skills in visual arts, sciences, writing and research. General Studies, PE and Critical Thinking are not accepted. Applicants are expected to demonstrate an interest in art and design. At A level, we prefer two academic subjects and one art subject (i.e. Art, Graphic Design and Technology etc) to two art and one academic subject. Mature students who do not have these or equivalent qualifications, but who have strong motivation and relevant skills and experience, are invited to the School to discuss the possibility of being admitted.

Advanced/Direct Entry to Later Years

Occasionally applicants request advance entry. Direct entry into Year 3 of the course is never considered (although some overseas students have attended and studied alongside the Year 3 cohort as 'occasional' students when their work is assessed but not formally marked). Direct entry into BSc Year 2 is considered in some circumstances. These can vary, but usually at least two years of relevant architecture-related study at another academic institution is required before the application is seriously considered. Applicants, in these cases, are always asked to provide a portfolio of previous design work, and a reference from their previous institution. If currently engaged in a year of study at another institution they are required, as a condition of acceptance, to complete that year satisfactorily.

General Points

No A-level subjects directly prepare a person for studying architecture. Applicants tend to be assessed with regard to their general intelligence and academic application. Applicants should have an analytical mind, an aesthetic sensibility, and an interest in the built environment. Some experience in art is an advantage, though time in the early part of the scheme is spent learning architectural drawing, and gaining experience in making models. They must be able

to frame a cogent argument in words, orally and in writing, and have a basic (GCSE level) understanding of mathematics.

2.03. M Arch

There is no automatic right to progression from BSc to M Arch within the School although graduates from the BSc in Architectural Studies are given priority. Students with 1st, 2.1 or 2.2 class degrees are granted progression provided that their marks for design work are over 55%. Normally, students with 3rd class degrees are not granted progression.

Entry to the M Arch is invited from graduates from other schools who have at least an upper second class degree giving exemption from RIBA Part 1. Selection is based on an interview with design portfolio.

2.04. Selection Criteria for M Arch

The selection criteria are based on the appraisal and assessment of graduates in the subject of Architecture who demonstrate the ability and potential to flourish within the context of the M Arch degree. Those who enter from our own Part 1 – the BSc in Architectural Studies – will have demonstrated this through their studies and the assessment processes that are in place on that course. A significant part of this is internal reviews at the end of third year studies at which a senior staff member from the M Arch admissions team leads the review and is therefore familiar with standards of achievement.

During the third year, students are also briefed on the nature of the M Arch degree at a number of year meetings. These briefings cover the philosophy, form and nature of the course, the Year of Education in Practice and practice opportunities and the Part 2 challenge.

Applicants from other schools are interviewed at the School during April, May and June of the year prior to entry. Applicants must bring a full academic and design portfolio, and these form the basis of an assessment of aptitude and ability. Interviews are conducted by two senior staff from the M Arch degree who look for a combination of architectural and transferable knowledge and skills that will serve the graduate well through the particular structure, form and intensive nature of the course. Personal commitment and motivation are taken into account and may persuade the course admissions team to take graduates from other schools with a 2.2 honours degree or those applicants who can demonstrate high levels of achievement in practice.

2.05. Dip/MA in Professional Studies

All graduates from the School's M Arch (and former BArch) degree are normally accepted onto the Diploma/MA in Professional Studies (the Part 3). Candidates from other schools of architecture are considered, particularly if they are working in a local practice or a practice with which the School has ongoing links. The entry requirements for the Dip/MA are set out in the Scheme Regulations and it is a condition of acceptance onto the course that the students must have obtained a Part 2 level qualification, and be in approved employment. Students must also provide a letter of support from their practice. If candidates have come from a

course that had neither Part 1 or 2 validation, they are required to contact the ARB to arrange for RIBA/ARB Part 1 and or 2 assessment. This involves documentary submission and an interview – it is their responsibility to arrange this.

2.06. Strategies to ensure Diversity and Widening Access

The School complies with the University's policy of 'widening access'. Consistent with the University/School Learning Teaching and Assessment strategy, the admissions tutors for all of our schemes aim to 'recruit and retain students of the highest quality irrespective of background who can meet the challenges of the University's education and research environment'.

3.00 Induction of Students

Induction is the process of initiating new and continuing students into the procedures, policies, and opportunities involved in the course at the WSA. This primarily follows the content of the course handbook.

In the first year, an induction session is held during enrolment week, during which time the Scheme Convener and the First Year Chair introduce both the objectives of the School and the means by which students achieve them. This includes the School vision and goals, the requirements of the degree (with the WSA and relation to professional accreditation), the structure of the years and modules. The larger question of 'what is architecture?' is addressed by the Scheme Convener. Staff roles are introduced, and research at the School is noted.

Students are asked to familiarise themselves with the contents of the student handbook, and sign a statement that they have received a copy. However, certain topics are highlighted at the induction meeting. Module structure and the schedule of assessment are briefly explained, and University regulations introduced. Representatives from Student Support services introduce the range of assistance provided, the School Disability and Dyslexia contact is introduced, key related staff members are introduced (Library, IT). As the course handbook also contains a section on study skills within an architectural course, the induction is an opportunity to direct students to the particular nature of the processes and outcomes.

4.00 Teaching Methods

4.01. Design modules

Usually, but not always, briefs are set for the design of a building or a place. Projects range, in length, from one day (occasional short designs or charettes) to several months (the Final Design Project in M Arch 2) Nearly all major design projects demand an integrated approach to design in which the student has to deal with aspects of culture and demonstrate technical knowledge and ability.

Projects become progressively more complex, and more self-directed from BSc Year 1 to M Arch 2. Projects are taught through project related lectures, tutorials, interim crits, final crits, and are generally integrated with taught modules. Projects are set and managed by full-time staff but tuition involves full-time and part-time staff, and interim and final crits usually involve invited critics. A detailed description of the process of tutorials and assessment within the school is included in section on assessment.

Design Related Exercises are attached to a design project and are intended to help students in their approach to their design by focusing on specific aspects of the brief or its exploration (e.g. measured drawing, site analysis, precedent analysis, qualitative and empirical environmental design, full size section etc); Such exercises are usually short in duration, 1 or 2 days, but maybe as long as one week. Project Related Lectures are usually presented near the beginning of design projects to introduce the brief, set the context, and to cover relevant knowledge, information and provide inspiration.

Classes related to core skills are held as part of the Design Projects and the Principles and Methods stream of lecture modules. e.g. drawing, model making, CAD, library use, art techniques and life drawing classes are given in BSc Year 1.

4.02. Taught Modules

The basis of learning and teaching in these modules is formal lectures supplemented by a range of other learning activities. These activities take place on the same day as the lectures and may include the following:-

Taught Module Exercises: some taught modules incorporate related exercises; e.g. students are asked to do exercises each week in relation to the themes covered.

Special Lectures: lectures by visiting tutors and critics, or by special invitees. In a number of modules, especially Issues in Contemporary Architecture, visiting speakers are invited to contribute and provide Lectures. This is funded through the annual budgets provided for each year and this ensures that students are exposed to a wide range of views and approaches to architectural design.

Seminars: generally related to taught modules, but may also be ad hoc events to discuss particular issues.

Symposia: related particularly to the whole year discussion on contemporary issues in architecture, held in M Arch 2; led by a member of staff or a visitor to the School.

Essay and Dissertations: related to the 'Literacy' common thread running through BSc and M Arch. Sometimes these are 'stand alone' piece of coursework (e.g. the M Arch Dissertation), and sometimes they are related to design projects or taught modules.

4.03. E-Learning and Distance Learning Activities

In M Arch 1 and in the Dip/MA in Professional Studies, distance-learning techniques using 'Learning Central' are being introduced to support work based learning exercises. The School is also developing distance learning techniques and materials for its suite of Architectural Science Masters degrees and the progress and achievements in these areas are being carefully monitored with regard to potential impact on learning strategies in other areas of the School's portfolio of courses.

4.04. Education in Practice

During the first year of the M Arch course, students combine working in practice with academic studies.

Students are not assisted in finding employment at this stage of the course. They will be briefed in BSc Year 3 regarding job applications, CV preparation and how to prepare for this first professional experience. The School employs an administrator who maintains a database of practices, which have employed students from the Welsh School of Architecture.

The School will subsequently keep in contact with M Arch 1 students by means of post, e-mail, and through the University's virtual learning environment. In addition to the Year Chair and Tutor, the Practice Links Group, which consists of members of staff, Alumni and practitioners, carry out office visits. Students will have at least one office visit by staff or a member of the Practice Links Group regardless of where they are placed although this is increasingly being done via videoconferencing, particularly where travel costs are prohibitive. This is underpinned by three, one week-long, Short Courses held in the School – designed and timetabled to start students off, check on progress and complete the experience. Typically, modularised academic assignments are introduced at one course and handed in at the course following. Modules are related to the three themes of design, cultural studies and practice. Study Visits

These range from site visits related to design projects, to visits abroad, usually lasting approximately 1 week. The School places emphasis on the value of overseas study visits in providing opportunities to study world-class architecture and broaden cultural experience. The visits also provide an excellent opportunity for bonding not only within the cohort but with the year team as well.

The overseas study visit takes place in each year of the BSc and in M Arch 2. This always incorporates related exercises, such as context analyses, building appraisals, thematic analytical studies, as well as preparatory research preceding the visit sometimes published as web pages. Study visits form an integral part of the BSc and M Arch courses, and are a

compulsory component of the year. The visits are linked to project and taught course work and destinations vary between years reflecting educational needs. With the exception of BSc year 3, Design tutors staff the overseas visits, so that students can exchange ideas with staff and gain tutorial guidance when needed. Group and individual work is submitted for assessment.

BSc Year 1 students use a study pack prepared by staff to visit a wide range of buildings of historical and contemporary interest and carry out a related study of urban spaces. They are encouraged to work in groups and are required to submit a 'workbook'.

BSc Year 2 students are encouraged to work more independently. Emphasis shifts to more in-depth analysis of individual buildings facilitated by guided visits to selected buildings. A variety of urban forms are analysed, to complement the Cities and Landscapes module. The Visit has a direct link to the design module; an analytical sketchbook, building study and a short design project are all submitted as part of the Year 2 Design portfolio.

BSc Year 3 & M,Arch Year 2: overseas study visit provides the context for urban studies and the design project work. As well as overseas study visits, students visit local and national sites selected for their project work.

4.05. Short Courses

These are held in the year of 'Education in Practice' (M Arch 1) and the Dip/MA in Professional Studies when students return to the school to study. These courses are intensive conference type events and students attend the formal lectures but also undertake exercises in syndicates or groups.

4.06. Teaching Facilities

The School is located in the Bute Building, King Edward VII Avenue, Cardiff. This is in the heart of the City's civic and academic campus in Cathays Park. The building is in close proximity to all of the University facilities and within walking distance of the Capital's cultural buildings.

All courses are delivered in the building, with the occasional lecture given outside the School. The School occupies the whole of the second floor of the Bute Building and has well equipped laboratories in the Basement. Additionally, the School has access to the Birt Acres Lecture theatre, a 170 seat facility on the first floor of the Bute Building. All the facilities are in close proximity to one another and this ensures that the School benefits from a well-integrated vibrant working environment.

Studios

The studios are purpose designed North-lit studios, all located on the second floor of the Bute Building. The first year of the BSc is housed in five studio rooms and every first year student has a work place with drawing board and layout table. Following first year, a number of students prefer to rent houses in 'ateliers' in close proximity to the School. BSc Years 2 and 3 and M Arch 2 are located in year based studios that can accommodate about approximately

50% to 60% of the years, which tends to satisfy demand. (Those who wish to work in the studio do so and the remaining students work out of studio at home). In the studio every student has a work table upon which they can place their drawing board and shared plan chests for the safe-keeping of drawings, together with a light box and cutting mats. There are three pin sockets available for individual task lamps and laptop computers. Wireless networking is available in all of the School's design studio.

Studio Access

Subject to University approval there is currently 24-hour access into the building. This is unique and an important factor in the maintenance of design standards, studio culture and is recognised by the University who support this arrangement. Entry to the Bute Building outside the normal opening hours (8:00am to 9:00pm Monday to Friday, 9:00am –5:00pm Saturday, 12noon – 9.00pm Sunday) is through the South side doors of the building. ID Cards act as a swipe card and students are briefed with regard to safety and security.

Workshop and spray-booth facilities

A workshop is also located on the second floor of the Bute Building amongst the range of studios. This is equipped with several bench mounted electrical tools including 2 belt sanders, 2 disc sanders, 2 bandsaws, a scroll saw and a pillar drill. A number of portable electric tools include 3 drills, a belt sander, orbital sander, planer and router. All these items of equipment may be used by students after induction by the workshop Craftsman and a short period of training, which includes specific training in health and safety. There is also a professional combination woodworking machine for use by the workshop Craftsperson only, for some of the more heavy duty project work required by students. This is available from 9:00am – 5:00pm as workshop activities have to be supervised and controlled under health and safety requirements. However, prior to end of year hand-ins, it is staffed for longer hours, according to demand. Across the corridor is a specially ventilated spray-booth and next door to this is a model testing facility with a mirror sky and heliodon. All this is on 24 hour access to students.

Lecture Theatres

There are two lecture theatres located on the second floor (60 and 70 seats) of the Bute Building (the same floor as the studios) and they are equipped with slide projectors and digital projectors connected to dedicated networked computers. Lecturers and students can therefore run events either using 35mm slides, computer software, video or digital images. One of these lecture theatres has flexible seating and can therefore be used for other teaching events including seminars, crits and design examinations.

Laboratories

The School has a well-equipped environmental laboratory in the Basement of the Bute. This contains a Wind Tunnel, Hemispherical Sky and Heliodon and Workshop. This is used primarily for research, consultancy and post-graduate work but it is also used to demonstrate

advanced modelling techniques of urban and building environments to BSc Year 3. A smaller artificial sky and heliodon is available for student use.

Crit and Exhibition and Green Rooms

The School has a suite of gallery display spaces that can be connected and opened as one space. This is routinely used for crits, examination and meetings. The spaces are also used for exhibitions and the School has a planned programme of public exhibitions.

Media Lab

The School has a Media Lab & Print Room which houses high specification networked IBM compatible computers together with various input and output devices.

Architectural Library

The Architectural Library is located within the School, with close access to the design studios and lecture theatres. The library is well supported by the University, who assist in keeping the library stock up-to-date, this has allowed for a substantial increase in the number of journal subscriptions and the doubling of membership to on-line databases and services in recent years. The library is staffed by an architectural librarian and two part time assistants. The librarian is a member of academic committees and is therefore able to respond rapidly and effectively to the changing needs to the School. The library opening hours during term time are Monday to Friday from 8.45am to 9.30pm, Saturdays 10am to 5.30pm & Sunday 12pm to 9.30pm. Vacation opening hours are Monday to Friday 8.45am to 5pm.

5.00 Assessment: Monitoring Student Progress and Giving Feedback

5.01. Purpose of Assessment

The ultimate conclusion of the assessment process will be a percentage mark summarising the student's achievement, which confirms that the student has fulfilled the required learning outcomes and met a recognised standard. Nevertheless, it is the continuous and formative aspects of assessment that motivate, guide and reinforce student learning. It is also these aspects of assessment that allow the school to monitor student progress, and identify any issues and concerns. Assessment in the school is therefore a continuous process, with students receiving guidance and feedback on their work at regular intervals. A summary of the processes of assessment and feedback for design project work in the School is shown in Table 2 (see page 19).

5.02. Opportunities to give feedback and to monitor progress

Student progress and feedback takes place in a number of ways:

- Tutorial advice
- Advisory comments and formal written feedback form, from interim crits
- Advisory comments, advisory grades and formal written feedback form, from final crits
- Verbal advice at Interim review on conclusion of 1st Term (BSc years 1 and 2)
- Individual progress interviews (MArch – beginning, middle and end of session)
- Verbal feedback through PowerPoint type review to whole year groups at weekly year meetings.
- Taught Module feedback varies according to the Module Leader but will usually consist of written comments on the piece of work.

These feedback and progress reviews build up to form a comprehensive record of progress.

5.03. Method of feedback in design project work

Feedback to a student comes in four forms:

- Verbal comment and discussion at tutorials and amongst the panel of critics and co-students at crits.
- Written feedback at interim and final crits where feedback is recorded on pro-formas prepared in line with the proposed learning outcomes for the particular type and stage of the project work. At interim crits this is normally prepared by a member of staff or at undergraduate level by the student's design Module Leader. Additionally students may also ask colleagues to keep notes of their crits. The pro-formas are copied to all staff involved in order to inform future tutorials.
- General observations on the progress of projects are also shared between students and staff in year meetings, held after the interim and final crits have been completed.

This may set the agenda for subsequent parts of the project, and maybe draw attention to common problems being encountered.

- (Where appropriate) Verbal feedback at end of term reviews which take place at the end of the autumn term in each year. Their purpose is to review the progress of all students through the first half of the teaching session.

Following interim and final crits and some pre-submission reviews, students may be issued with an advisory letter grade (see 5.04 below). These represent a benchmark as to their progress thus far, but do not necessarily indicate the final mark that a student will achieve for a piece of work and are therefore for guidance only.

Interim crits, as well as design tutorials, are also opportunities for identifying students with particular difficulties which might be affecting their progress, such as personal extenuating circumstances or medical problems. Students who appear to have extenuating or personal circumstances are invited to a subsequent counselling session with year staff.

A student's final mark is not normally determined until the end of year project work examination (see below). Nevertheless assessors are typically asked to provide provisional percentage marks following the final crit for a project. All panel critics meet after the crits have been completed to tour the students' work and moderate the assessments. These marks are used to derive the letter grades issued to students and are recorded on a mark sheet to inform the end of term design review (where applicable) and end-of-session design module examination (see below).

Records of all progress reports and feedback are made available to individual students immediately following crits and meetings; year staff keep a copy for record purposes. These are available for final examination and may be examined by the Board of Examiners.

The Examination Protocols and Guidelines for the School, as well as examples of the feedback forms for a typical student progressing through Year 2 and Year 5 can be viewed in Appendices 3 and 6.

No feedback is given at or following examination. Following publication of end of year results students may seek feedback from year staff relating to overall progress in order to prepare for continuance or career direction.

5.04. Letter grades

Throughout the BSc and M Arch, letter grades applied to design and other assessed work to conform to a consistently applied formula:

A 70% and above

B 60-69%

C 50-59%

D 45-49%

E 35-44% - borderline

F 34% and below

The pass mark for all projects and modules in the B.Sc and M Arch is 40% (50% in postgraduate masters courses). Students are advised that assessments at interim crits are for guidance only, and that those at final crits are provisional, and subject to review at the end-of-session design module examination (see below), where they will be interviewed with their complete portfolios of design work, and assessments finalised for submission to the Board of Examiners. BSc Year 1 students are given guidance grades during the first term projects, with written feedback which is intended to give the students an indication of their progress in the year. This allows the students to obtain a grounding within their architectural education while key skills are being learnt and allows staff to tell students about areas for improvement.

5.05. Student involvement in tutorials, interim crits, and final crits

The skill of assessing (informally) the work of others is an essential part of the professional intellectual equipment of an architect. Students are generally encouraged to participate actively in group tutorials, interim crits, and final crits, in making evaluative comments about the work of their colleagues.

Table 2: Processes of assessment, moderation and feedback in assessing design projects

Assessment Stage	Timing	What typically happens	Purpose	Who involved	Outcome
Design Tutorial	Weekly (or more frequently)	Students discuss ideas with a tutor. Ideas are explored through drawing and sketching.	To allow exploration and provide advice.	Design Tutor, Other students	Tutors keep notes and sketches of design ideas. Tutors advise year chair of non attendance Assessment grades are not be given
Interim Crit	Part way through a project	Students display (pin up) their work and explain it to a panel of critics and other students.	To provide interim feedback on students progress and to suggest areas for further development To provide a motivational milestone	Part-Time Tutors, Permanent Staff Visiting Critics and teachers from outside the school Other Students.	Verbal Feedback to student Written Feedback to student Interim letter grade maybe given (See 5.04 above) General Points subsequently raised at year meeting.
Final Crit	End of Project	Students display their work and explain it to a panel of critics and other students. Work is provisionally marked and moderated by critics following the crits.	To provide students with feedback on project work. To provide a provisional mark	Part-Time Tutors, Permanent Staff Visiting Critics, Other Students.	Verbal Feedback to student Written Feedback to student Provisional percentage mark (not given to student) Provisional Letter Grade (given to student) General Points subsequently raised at year meeting.
End of Term Design Review	January	All students' portfolio are pinned up and reviewed in light of provisional marks. Staff will interview all students.	To review progress of all students through the first half of the teaching session. To offer guidance and counselling to all students	Permanent Year Staff	Aggregate letter grade to indicate progress given to students, but has no weight on the final mark sheet.
End of Session Design Module Examination	May/June	All students' portfolio are pinned up and reviewed. Provisional marks are confirmed and amended within the context of the entire portfolio	To provide a final mark for the students entire. To provide students with a further opportunity to explain their work.	Permanent Year Staff External Examiners	Final Assessment Mark

6.00 Assessment: Marking, Moderation and Examination

Please note that University's Senate Regulations that relate to assessment and the classification of awards are currently under review. You will be notified of any changes that impact on your Programme of Study in due course.

6.01. Introduction, ethos and strategy

Assessment should be: as objective as possible; subject to checks and balances (moderation); recorded and published in a consistent understandable form; fair; and, though sometimes involving ineffable criteria, explicable as far as possible, whilst also recognising that it relies on the professional judgement of experienced assessors.

6.02. Criteria for Assessment

Criteria for Assessment are published for each scheme of study. The School produces separate criteria for assessments in Design, Technology and Environment, Cultural Context and Professional Studies. These criteria are an essential point of reference in setting learning outcomes against which students will be assessed in project work taught modules. The Criteria for Assessment can be found in Appendix 2

The assessment criteria are underpinned by the RIBA/ARB's own criteria for the prescription and validation of courses. In order to pass the BSc, M Arch and Dip/MA in Professional Studies, students must meet all criteria as set out in the document 'Prescription of Qualifications: ARB Criteria'. (Architects Registration Board: May 2002).

The ARB/RIBA criteria indicate the threshold pass level. The School's Criteria for Assessment also provide outline marking schemes which indicate in terms of broad percentage bands, the typical performance expected of a student at that particular level beyond the threshold. Whilst the nature of assessment in architecture is often difficult to objectify, these criteria provide a useful benchmark to ensure fairness of marking and consistency between assessors. The marking schemes can also be used to provide feedback to students on why they may have achieved a particular grade.

6.03. Second Marking of Work

All design project work is subject to a rigorous and iterative marking process involving many individuals to ensure consistency, fairness and reliability of marking.

All other work awarded a mark of 45% or less (55% at Masters Level) in the initial assessment is subjected to 'second-marking' to affirm or amend failure or borderline pass. Those with marks over 70% will also be subject to second marking to confirm success. Currently all

M Arch 2 Dissertations are second marked, following a recommendation by an External Examiner. All work marked by those who are not core members of the Schools teaching team (and teaching assistants) will also be second marked.

6.04. Types of student work assessed

The work that students are asked to produce in a school of architecture may be categorised, for purposes of assessment, into five types:

- design projects;
- studio exercises that inform or supplement design projects;
- essays and dissertations;
- coursework that supplements lecture-based modules;
- lecture-based module class tests and examinations.

Different methods of assessment, moderation, and feedback are appropriate to each.

6.05. Assessing design projects

Architectural design modules account for a large proportion of the aggregate assessment in each year of the BSc and M Arch degree schemes (70 out of 120 credits in B.Sc 1 and 2, 80 out of 120 credits in B.Sc 3 and M.Arch 2), with the exception of M Arch 1; this reflects the centrality of architectural design as the core skill to be acquired through architectural education. Careful assessment of design work is an important challenge for a school of architecture. Although quality in design is impossible to explain fully, it is possible to identify the major dimensions on which judgements tend to be made. Nevertheless, assessment of design work depends most importantly on the involvement of experienced, respected and discriminating assessors, and upon moderation processes that ensure consistency and prevent unfairness. Complex judgements are involved, which cannot always be reduced completely to prescribed criteria for success.

6.06. Processes of assessment, moderation and feedback in assessing design projects

With the multidimensional complexity and the desire to respond to students' own personalities, skills, and the agendas they set for themselves, the processes for involving appropriately experienced assessors, for ensuring fairness and consistency, and for providing students with informative feedback on their performance, become especially important. Processes of assessment, moderation, and feedback occur at many levels. Normally, during a design project, there will be: *design tutorials* (usually weekly); *interim crits* (usually at the mid-point of a project, or, in longer projects, every few weeks); and *final crits* (as a culmination to a project). Formal assessment and feedback occurs at interim and final crits. At the end of the autumn term there is also an *end-of-term review* of all student design work for that term (see below). And at the end of the session there is an *end-of-session design module examination* (see 6.08 below). The processes of assessment, moderation and feedback are summarised in table 2 (see page 19).

6.07. Provisional Marks

Provisional marks are initially determined following final crits. Panel critics meet after the crits have been completed, to tour all of the students' work and moderate the assessments. These

moderated assessments are those that are: recorded in the form of percentage marks; published to students as letter grades (see 5.04 below); and taken to the end of term design review (where applicable) and end-of-session design module examination (see 6.08 below)

6.08. End-of-session design module examinations

End-of-session design module examinations are the formal examinations for the design modules in each year, at which project assessments are finalised:

BSc 1 and BSc 2:

In **BSc 1 and BSc 2**, end-of-session design module examination panels consist of permanent staff of the year under review, together with a senior member of staff and representative permanent staff of the subsequent year of the degree scheme. As in the end-of-term reviews (see above), the panels review all the students' portfolios of work for the session, and interview the students to assess attitude and to enquire about students' own perceptions about their performance, but also, in cases of doubtful performance, giving students a further chance to explain their work. Marks for individual pieces of work are confirmed or amended within the context of the student's total portfolio. Students' aggregate assessments in BSc 2 contribute 20% of the overall assessment in BSc 3 (for the degree). Because of this, BSc student design portfolios are also reviewed subsequently by the BSc external examiners (see below). Any marks agreed by the BSc 2 internal board of examiners remain provisional until they have been reviewed by the BSc External Examiners.

BSc 3:

For the end-of session reviews in BSc 3 all students are allocated equal amounts of pin-up space in studios that are locked to prevent changes to displays after the deadline for pin-up. Two or three days are allocated for the 'internal' examinations, during which every student is seen by one of two or three panels of internal examiners – i.e. staff of the School. Each panel has a similar constitution, consisting of: a chair – a senior member of the permanent staff of the School, who has not be directly involved in teaching the year in studio; a member of the permanent year staff; and one further member of the staff of the School. Each student is interviewed in front of their work for 20 minutes, with time included for the panel to discuss the assessments without the student present. The interview is a formal examination, and not a crit, and feedback is not given to the student. The panels consider all the provisional assessments given through the session, accepting or amending them where necessary. Recorded on a mark sheet, these are presented to an 'internal' examiners' meeting, at which the assessments that will be given to the BSc external examiners are formally agreed.

The BSc external examiners (usually four – all of whom will be experienced architectural teachers or practitioners) interview degree year students individually, alone, each for the same amount of time (usually 20-25 minutes each). The assessments agreed by the external examiners, after due moderation between them, are then taken to the Board of Examiners (with the external and internal examiners present) for formal ratification. This is the end of the

assessment process for BSc 3, and an 'unofficial' pass list is usually published shortly after the Board of Examiners meeting, with year staff available to explain the consequences of results to students and to help with any problems that may arise. Students receive formal notification of their results from the University Registry in due course.

Because BSc 2 aggregate assessments contribute 20% of the aggregate assessment for BSc 3, the BSc external examiners also review the (same session) BSc 2 work, with the mark sheets but without interviewing students, to check that standards have been appropriately set and consistently applied.

M Arch 1:

All *M Arch 1* modules are (in university terms) Level 3 or Level M modules; none are lecture-based; all are assessed by coursework (sometimes supported by record sheets) or by the submission of design projects. All modules attract between 10 and 40 credits out of the 120 credits available for the year. Coursework and project work is assessed, at crits where appropriate, by staff.

Students may, where appropriate and under supervision and moderation by staff, be involved in the assessment of their own work or that of others. In *M Arch 1* the design module consists of two projects, which is assessed by interim and final crits, as outlined above.

M Arch 2:

M Arch 2 students are given equal amounts of pin-up space in studios that are locked after the submission deadline. As in BSc 3 there are both 'internal' and 'external' examinations, but with two additional stages. After submission and before the internal examinations, students' design work is given an assessment by panels of technical assessors, who give advisory assessments on technical aspects of the design work, which are taken to the internal examination panels for their information. Also before the internal examinations, students are examined on the economic aspects of their designs, and given assessments that contribute to the overall assessment for the Practice Management and Economics module.

In *M Arch 2* the internal examination panels each have four members: a chair, from the permanent teaching team in *M Arch 2*; a member of the technical assessment panel (see above); the student's design tutor; and a member of the permanent staff of the School who has not been directly involved with teaching in *M Arch 2*. At the internal examinations each student is allocated 40 minutes, which is divided into four parts: 5 minutes for an introduction to the work, without the student present, during which the panel is informed of the technical assessment; 10 minutes for the student to describe the work; 15 minutes for questions; and a further 10 minutes after the student has left for the panel to confer. During the examination, examiners are not permitted to give feedback or advice to students. Each member of a panel gives his or her own individual mark, with or without discussion amongst panel members, and the average is computed later to give the internal assessment of the student's work. This assessment is taken to the 'internal examiners' meeting and agreed as that which will be given to the *M Arch* external examiners.

The M Arch external examiners (as in BSc 3) interview students individually, alone, each for the same amount of time (usually 25-30 minutes each). The assessments agreed by the external examiners, after due moderation between them, are then taken to the Board of Examiners (with the external and internal examiners present) for formal ratification. This is the end of the assessment process for M Arch 2, and an unofficial pass list is usually published shortly after the Board of Examiners meeting, with year staff available to explain the consequences of results to students and to help with any problems that may arise. Students receive formal notification of their results from the University Registry in due course.

6.09. Assessing group work

Architecture is a collaborative activity. It is important in a school of architecture to give students experience of working creatively in groups. Module leaders are responsible for determining the most appropriate way of assessing group work for their particular modules.

6.10. Assessing essays and dissertations

Various pieces of written work are set through the BSc and M Arch degree schemes. They fall into the following categories:

- short pieces included in the design modules;
- longer pieces related to design projects;
- independent research pieces included in the design modules;
- essays and dissertations related to lecture based modules;
- the Dissertation (a 30 credit stand-alone module in the M Arch)

Short pieces of written work included in the design modules might be: a review of a set book; a qualitative description of the experience of a place; the script of a presentation. Assessment of these, carried out by staff involved in design tuition, will tend to be a matter of satisfactory completion, or be subsumed within the overall assessments for the related project. Longer pieces related to design projects might be: a briefing document; a precedent research report; a design file; a rationale or 'apologia' for a design etc. such work will normally be supervised by the design tutors. It too may be a matter of satisfactory completion, but some may be assessed in their own right, as independent exercises related to design projects. Independent research pieces included in the design modules might be: a biographical account of the work of a particular architect, or an essay on a contemporary issue in architecture etc such work will normally be supervised and assessed by a member of staff who is not one of the design tutors. Essays and dissertations related to lecture based modules might be: an essay on a topic in architectural history; a structured analysis of a case-study work of architecture etc. The module leader will normally assess such pieces of work.

The dissertation constitutes a module in its own right, and has its own methods of assessment. Various interim assessments, usually matters of satisfactory completion, are

made during the preparation of the work (see module documentation). When submitted, Dissertations are provisionally assessed by reading and at an interview with the student.

Dissertations are assessed by panels of three assessors: a chair; and internal examiner who is **not** normally the student's supervisor for the dissertation; and a Dissertation External Examiner who use the Criteria for Assessment to ensure consistency and fairness in marking. A number of assessment panels operate to cover the student cohort, each with its own chairman and a Dissertation External Examiner. The chairmen of the panels do not normally read the dissertations under consideration; but will do so when there is a wide disparity between assessments suggested by the two other assessors. During the examination, examiners are not permitted to give feedback or advice to students. All assessors meet after the interviews to moderate the provisional assessments that will be forwarded to the M Arch external examiners and then to the Board of Examiners.

6.11. Assessing lecture-based module class tests and examinations

Lecture-based modules are single or double modules, accounting in total for one third (40/120 credits) of the aggregate assessment in each year of the BSc degree scheme. There is only one lecture-based module in M Arch 2 (Practice Management and Economics) Lecture based modules are assessed by: class test; and coursework; or by a combination of the two. The form of assessment for each module is stated in the module description. Assessors mark according to the 'Criteria for Assessment', to help ensure consistency and fairness in marking. Scripts of all class tests contributing to aggregate assessment for the degree are available for inspection by external examiners at the end of each session.

Where more than the requisite number of examination questions is answered the highest marks will be selected to go towards the overall mark.

6.12. Dip/MA in Professional Studies

External Examiners for the Examination in Professional Practice read individual candidate's documentary submission and check written examination answers before interviewing commences. The professional interview is conducted by two experienced and well-briefed practitioners, one of whom is on the RIBA's list of professional examiners.

6.13. General Assessment Protocols

Late Submission of Work

A student failing to submit coursework by the due deadline without having an authorised extension may receive a zero mark and risk failing that particular module.

Students who are unable to submit their coursework by the deadline date, including all design deadlines and written work, must contact their Year Chair (**NOT** the Module Leader) to discuss the problem and, if appropriate, negotiate a revised deadline. The Year Chair / Scheme Convenor will complete a Coursework Extension Form noting the reason for the revised deadline and the new date. Any Coursework Extension Form **NOT** signed by the student's

Year Chair will be deemed invalid. For assessments contributing to a final award or for any requests for extensions of more than 7 calendar days, sickness needs to be evidenced by a doctor's note. Student confidentiality will be respected if required.

Extensions will only be granted in exceptional circumstances, and the duration of the extension will be proportional to the extent of the disruption to a student's studies.

Valid reasons for granting extensions might include: non-trivial illnesses (subject to medical certification as required by the regulations), accidents and severe domestic/personal circumstances (this list is not exhaustive):

Examples of reasons which will **NOT** be acceptable include: trivial illnesses (e.g. most colds or sore throats) unless medical certification is produced; forgetting or mistaking deadline dates or traffic congestion on the submission date. (this list is not exhaustive).

Difficulties with computer systems causing delays to submission will be considered on a case by case basis. Electronic copies may be requested.

Skill in Written Expression

Unless specified otherwise in the module learning outcomes, there is no requirement that students demonstrate skills in written expression beyond what is necessary for precision and clarity in presenting content.

Word Limits

Assessed work will be guided on word limit as indicated in the scheme/module documentation. If students do not reach or exceed the word limit, marks may be lost, as a result of e.g. 'an inability to be concise'.

Anonymous Marking

With the exception of class tests and examinations the identity of the student is known to the assessor.

Prevention of Plagiarism and Unfair Practice

Students are made aware of the university guidelines on Plagiarism and Unfair Practice. Any suspicion of plagiarism should be reported immediately to the schools unfair practice coordinator who will arrange for the work to be analysed for evidence of plagiarism, and where necessary take further action. Substantial pieces of written work will normally be electronically checked for plagiarism on submission.

6.14. Appeals

The processes by which students may appeal against a decision of the Boards of Examiners are set down by the University.

6.15. Boards of Examiners and operative protocols

Modifying a mark (BSc and M Arch Courses)

The normal protocol for modifying a mark or module result is dependent on the student's overall performance and the severity of the failed module mark. The Board of Examiners can deem a student to have passed, or raise a module mark to 40% (in modules of 10 or 20 credits only) if the student has an overall 'written' module average of 50% and the failed module is of 35% or more. Special circumstances will also be considered.

Illness and special circumstances –

Marks are recorded on the mark sheet without regard to illness or special circumstances. Details of illness and special circumstances of all students will be available and will be brought to the attention of the Board of Examiners by the personal tutor concerned in cases where performance has been affected and/or the student is in a borderline category. After the record of illness or special circumstances has been heard, the Board of Examiners considers altering the mark in the light of these considerations.

The School produces a set of guidance notes for Boards of Examiners. This can be found in Appendix 5.

6.16. Guidance for external examiners

The School has produced guidance on the engagement of external examiners. This can be found in Appendix 7.

7.00 Monitoring Evaluation and Development of teaching

7.01. Annual Course Monitoring

Courses are monitored by Scheme Review Committees, which meets three times a year to preview and review module conduct. These take place at the beginning of each term and at the end of the academic session focusing on the content, delivery and assessment of each module. The reports of Module Leaders are then interpreted by the Scheme Convenor who compiles an annual programme review and evaluation (APRE) for the entire Scheme. This review is then subject to approval by the Board of Studies. The School Board compiles a Synopsis of the reports produced for each scheme; this is sent to the Academic Standards and Quality Committee for consideration by the University.

7.02. Contribution of students

The School encourages students to take ownership for their School and play an active role in improving and enhancing their student experience. Students are given the opportunity to raise concerns, join debate on suggested changes to programme changes and the teaching and learning resources and provide feedback on all aspects of their student experience at the school through several channels. Each year will have elected student representatives who are invited to attend the School's weekly Management Meetings to discuss matters relating to facilities and equipment, timetabling, space, studios, special events, and safety/security. Students are invited to attend the regular Staff/Student Panels, which take place throughout the academic year. They include reports from SAWSA (Student Association for the Welsh School of Architecture) and ARCHAOS (the UK national architecture student association). Issues raised at the panels are fed into the Scheme Review Committee and Board of Studies agendas for discussion and if necessary, are referred to the School Board as part of the Committee structure in place at the School. Students are also asked to contribute at Learning and Teaching Away Days, and reps invited to Board of Studies.

Students studying outside of the School (M Arch 1/Dip/MA) are given a further opportunity to provide feedback through discussion with practitioners during the office visit. In addition to the more formal mechanisms in place to receive and act upon student feedback, the School welcomes informal discussion with the students, with the aim of improving the teaching provision and support. The students may also tend to find it easier to approach the Graduate Teaching Assistants with any concerns and issues they may have on a more informal basis.

7.03. Student Feedback

Modules and staff are appraised by means of a series of questionnaires, which are distributed to students by a non-academic member of staff at the end of each Term. Numerical results and written comments are distributed to the Head of School and Module Leaders, who use them in their Module Review. The results are available for all staff to consult. Students are informed of any changes made as a results of their views and reminded that their opinions do

inform teaching. This is normally the task of the Year Tutor and individual Module Leader who brief Year Groups at the commencement of Modules and at Year Briefings.

The mechanism by which the questionnaire is analysed has been improved to provide more useful evaluative data. Greater emphasis has been placed upon free response questions, staff felt that this provides more useful information than fixed response questions. Individual staff now also have the option to tailor the questionnaires to meet the needs of their individual modules. From comments made in Scheme Review Committees, staff appear to find the new format more useful. Focus Groups are also encouraged, where needed, to investigate further any particular theme highlighted in the written feedback.

7.04. Staff Student Panel

Staff-Student Panels are held up to 4 times a year and gives students the opportunity to raise any issues of concern to them. Each year nominate a student representative who sit on the Board of Studies and are invited to the School's weekly Management Meetings that take place every Wednesday lunchtime. Our Staff Student Panels are the formal means of dealing with issues within the School however the Student Representative can also highlight any problems/issues they have between panel meetings. As members of the Board of Studies the Student Representatives are invited to comment on the Schemes Annual Programme Review and Evaluation (APRE) and also attend Teaching and Learning Away Days, which serve to enhance the teaching and learning experience at the School.

7.05. External Examiners

The School responds to External Examiners' reports as part of the Scheme review, via the Board of Studies and directly to Registry. Additionally, Scheme Convenors compile direct responses to External Examiners in the form of an action strategy related to specific issues raised by examiners.

7.06. Peer Review of Learning and Teaching (PRLT)

Peer Review of Learning and Teaching is an activity for all staff whose role directly impacts on the student learning experience. It is an opportunity for staff to take part in a regular, scholarly, peer-assisted reflection on the breadth of their teaching / learning support practice. The central tenets of PRLT are reflection, development and enhancement. It is envisaged that, through peer-assisted reflective practice, participants will develop within their roles and accumulate the evidence required to support enhancement and other activities within the school.

The School's approach to PRLT is based around its team teaching ethos, where teams of teachers come together both formally and informally to discuss and reflect upon teaching and learning activities. Particular venues for PRLT include:

- The year teams meet informally at the start of each academic year and at other times to coordinate, plan and discuss teaching activities for the following year, Typically teaching within the years is conducted collaboratively, so that there is input from the

entire team which provides an opportunity for staff to learn from each other, When developing teaching materials (such as project briefs) staff will ask colleagues to provide comment.

- On crit and tutorial days, the year team will meet for lunch with the part-time tutors. This is a useful opportunity to discuss and reflect upon the teaching and learning that has taken place.
- Crits and reviews are typically conducted with pairs of staff. Commonly and inexperienced member of staff, will be paired with those who have more experience.
- Subject teams also meet informally to discuss continuity and progression between years. This forum can also provide a venue for discussion around teaching methods.
- Staff are encouraged to form “buddy pairs” with another member of staff so that they can engage in a one to one discussion around each other’s teaching.

The School does not currently expect staff members to complete any form of review proforma. Nevertheless, the implementation on PRLT is under review by the school’s Learning Teaching and Assessment Committee.

8.00 Student Support

8.01. Personal tutoring

Personal Tutors: Under University Regulations every student on a taught scheme of study must be allocated a personal tutor, whose role it is to keep an eye on general academic progress and to help you with any difficulties experienced during your course, whether these might be academic or connected with personal circumstances. If students have any personal worries or problems which might affect their educational progress they are advised to inform their Personal Tutor. Such consultations are entirely confidential. Each student will be allocated a Personal Tutor from the core studio staff. Students who have problems with their Personal Tutor should seek the advice of the Head of School or another member of staff.

The nature of the Schools' teaching, the way in which the year teams are organised and its personal tutor system emphasises an open door policy which has always been a strength of the School. Academic Support for students in M Arch 1 and the Dip/MA has been strengthened in recent years, with the use of emails, blackboard, the Short Courses, Newsletter and Office Visits.

8.02. Personal and Professional Development Planning

In line with the University's and the School's Learning, Teaching and Assessment Strategy personal and professional development (Reflective Practice) is considered to be an important strand in the overall education at both undergraduate and postgraduate level.

Whilst PPDP is the responsibility of the student, the School has a framework in place within which both the formal and informal aspects of personal development can be implemented, recorded, and successfully employed by students. The School's Objective is "to ensure our students are prepared for practice as Architects and members of the Building Industry and in a wider context lifelong learning and professional development". (*Objective 9: Teaching, Learning and Assessment Strategy*)

The School will seek to ensure that all students have access to appropriate guidance and support on professional, academic and non-academic matters. This will include support for the development, implementation and evaluation of personal and professional development planning (PPDP) systems in line with national policy guidelines. PPDP systems will be designed both to ensure that our students gain an understanding of their individual approach to learning, and to provide students with opportunities to reflect upon their own skills and achievements.

PPDP Practices

Personal and Professional Development Planning (PPDP) takes place within the School in many different situations some formal (for example crits), some less so (for example impromptu chats).

PPDP Definition

A structured and supported process undertaken by an individual to reflect upon their own learning performance and/or achievement and to plan for their personal, educational and career development.

Opportunities and entitlements

- at the start of a course students will be introduced to the opportunities for PPDP;
- students will be provided with opportunities for PPDP at each major stage of the course;

PPDP framework

At the university level students are provided with information on how they might integrate extra-curricular experiences (for example voluntary service; part-time employment or professional work experience; study abroad and working as a student representative or Student Union officer) into their own personal development planning process. Within the School students are provided with information on PPDP in their course including a rationale for the approaches used. To ensure that all students have access to PPDP the following framework has been put in place:

- In the undergraduate course as well as keeping sketchbooks, students are encouraged to keep a reflective journal in which they outline aims, ideas and concerns. This journal provides a focus for discussion at the meetings outlined above. The reflective journal should contain, amongst other things: PPDP pro-formas; sketches, comments, reflections and evaluations of modules; recording of personal reading and any useful points that emerged from it; reflections on study habits; significant events; decisions and insights. The reflective journal provides evidence of a student's increasing ability to record experiences and learn from them, think critically, self-monitor, self-direct, develop autonomy in decision making and identify and utilise preferred learning styles;
- For BSc year 3 students a key event for PPDP is the Career Forum staged by the school prior to Easter. The aim of the Forum is to inform students of the range of career options available to them on graduation. This event is also open to students in other years;
- At the start M Arch 1 and 2 students are encouraged to reflect on their PPDP objectives by filling out a Reflective Practice (PPDP) pro-forma and discussing the subject in group introductory meetings. PPDP pro formas will be issued at regular intervals throughout the course;
- Meetings take place individually with year staff at the beginning of each year, at the end of term and, where appropriate, at the end of the session. At the beginning of the session students will identify key areas of PPDP that they hope to develop during the course. Where appropriate, staff then discuss progress with students at the end of

term review. The emphasis of these discussions will change as students proceed through the School, from skills auditing towards career management;

Minimum outcomes on completion of the BSc Students will have:

- participated in PPDP in a range of learning contexts at each level of the course;
- demonstrated that they can access and use the aids and tools provided by the institution to help them reflect upon their own learning and achievements and to plan for their own personal, educational and career development;
- with support, created their own learning records containing information on the qualities and skills they can evidence which can be drawn upon when applying for a job or further study.
- Detailed curriculum vitae outlining personal details, educational achievements, professional skills (illustrated where appropriate), personal achievements and names and addresses of referees.
- A full and complete portfolio of architectural work from Year 1 to Year 3 including all design projects, written assignments and supplementary work conducted through vacations, study visits etc. This portfolio is likely to be in both paper and electronic format and will be updated on a regular basis throughout the course.

Minimum outcomes on completion of the M Arch Students will have

Opportunities for PPDP will be made clear at key stages in the course. Attention is drawn to the development of skills, abilities, values and attitudes in a variety of ways, for example through learning outcomes.

- PPDP in M Arch 1 is supported primarily through the Practice Experience (AR4004) module. The module asks students to reflect critically upon their experience of working within architectural practice, and to set goals for further development. As part of this module the school has introduced its own PEDR (Professional Experience and Development Record) which comprises of the compilation of an electronic-portfolio and a record of experience. Emphasis is placed upon students comparing their experience to that of their peers. Focussed interviews are conducted in the workplace and reflective seminars are held in the School during the short courses
- Detailed curriculum vitae outlining personal details, educational achievements, professional skills (illustrated where appropriate), personal achievements and names and addresses of referees.
- The focus in M Arch 2 is on the acquisition of a world class portfolio of graduate skills. This is audited on entry to M Arch 2 and again discussed through one-to-one interviews. Gaps and weaknesses are identified and the graduate is encouraged to attend to these areas.

- A full and complete portfolio of architectural work from Year 1 to Year 5 including all design projects, written assignments and supplementary work conducted through vacations, study visits etc. This portfolio is likely to be in both paper and electronic format and will be updated on a regular basis throughout the course.

Quality Assurance

The opportunities for PPDP are reviewed and discussed at the June scheme review committee. A standard item on PPDP is included in the module review pro-formas which is tabled at that meeting.

9.00 Inclusive Learning and Teaching

9.01. Background

The WSA is committed to supporting, developing and promoting equality and diversity in all of its practices and activities and aims to establish an inclusive culture, free from discrimination and based on the values of dignity and respect.

The School strives to achieve a diverse student and staff body and to ensure that our vision of equality and diversity is at the heart of all aspects of our work. The School aims to promote good relations between all members of staff and students in an environment where people's diverse abilities and backgrounds are treated with respect.

Cardiff University is committed to meeting its legal and moral obligations of eliminating discrimination and promoting equality on the grounds of age, disability, gender, race, religion or belief and sexual orientation. All staff have a responsibility to comply with the University's Equality and Diversity Policy.

9.02. Disability Discrimination Act

The Disability Discrimination Act (DDA, 1995) (extended by the Special Educational Needs and Disability Act (SENDA, 2001) to cover education) requires academic institutions

- not to treat disabled people less favourably than non-disabled people;
- to make reasonable adjustments so that disabled people are not substantially disadvantaged as a result of their disability; and
- to anticipate the likely needs of disabled students in its general provision, so as to obviate the need for specific requests or to ensure that the facilities and/or mechanisms are already in place to deal with adjustments before they are requested.

Under the DDA, a person is disabled if they have a physical or mental impairment that has a substantial and long-term effect on their ability to carry out day-to-day activities. This can include impairments of vision or hearing, mental health difficulties, specific learning difficulties (e.g. dyslexia or dyspraxia), various physical conditions (e.g. paraplegia, cerebral palsy, repetitive strain injury, arthritis, ME), and hidden disabilities (e.g. epilepsy, diabetes, asthma). It also covers long-term medical conditions (e.g. multiple sclerosis, cancer, HIV) from the point of diagnosis. The Disability and Dyslexia Service carries out an assessment on behalf of the University to determine whether a student is likely to be covered by the DDA.

This document sets out the school's approach to providing an inclusive curriculum. It should be read in conjunction with the schools teaching handbook which documents the principal teaching, learning and assessment methods carried out in the school

It covers:

- in the most general terms the kinds of threshold within which competency standards are defined within the School, and the pathways which might pose obstacles – or even, of necessity, be closed – to students with certain disabilities;

- reasonable adjustments to the curriculum and to assessment that are routinely available, and how they can be activated;
- the consideration of disabled applicants in admissions procedures;
- the consideration of disabled students in enrolment procedures;
- the access of disabled students to the School's estate;
- sources of information for staff and students regarding disability matters;

9.03. The nature of education in architecture

The study of architecture draws on knowledge and skills from the natural and social sciences, mathematics, humanities and the creative arts. The discipline is concerned with the accommodation of human activity in the full range of natural, historical, social and virtual environments. The creative practice of design is the defining central focus of architecture education and scholarship. The varied and complex intellectual skills of design are fundamental to the conception, elaboration and production of the spaces, buildings, cities and landscapes that make up the built environment. Architecture education is, therefore, rich, varied and, by definition, interdisciplinary, involving intellectual and practical complexity. Whilst in this document we attempt to outline some of the adjustments that we may be able to make for a student with a disability, the broad nature of the subject is such as architecture, means aspects of the course will impact on different students in different ways. In order to avoid making prior assumptions about a student's capacity to study architecture on the basis of disability, each student would be expected to be considered on a case by case basis.

Our B.Sc in Architectural Studies, M.Arch and PGDip/MA in professional studies are accredited by the Royal Institute of British Architects (RIBA) and the Architects Registration Board (ARB). Our Masters in Urban Design is also accredited by the Royal Town Planning Institute. The ARB are legally responsible for ensuring that those who enter the profession of architecture are appropriately qualified, and therefore make it a condition of their accreditation of our courses that **all** graduating students must meet **all** of the criteria laid out in their professional prescription documentation. This potentially reduces the flexibility that the school might have to make adjustments to course requirements in response to a disability.

Design is the defining skill of the practicing architect and in common with all UK schools of architecture, teaching on our B.Sc in Architectural Studies our M.Arch and Masters in Urban Design is based around a series of design projects. The ARB and RIBA also require that at least half of assessed work in our B.Sc and M.Arch Programmes comprises of design project work. Students are encouraged to work within the School's dedicated design studios where they can work collaboratively with their peers whilst receiving tutorial guidance from staff in the school. Through studio work, students are encouraged to develop conceptual ideas and technical skills through an understanding of architecture as the 'art of building'. Both traditional and digital media, two dimensional drawings and three dimensional models are used to explore, develop and present projects.

Whilst it would not be possible for a student with a disability to be exempted from undertaking design project work, we can allow students to work using media that they might find more suited to their needs (for instance the use of computer aided design and drawing software). Nevertheless, the school has a strong belief that architectural ideas are best developed through hand drawing and sketching, and that students who struggle in this area (with or without a disability) may not reach the same standards of design as some of their peers.

Architectural education has traditionally been typified by a culture of students working long hours in the design studio and that this can be problematic for certain groups (for instance those with families). Whilst we maintain a policy of 24 hour access to the building, this is to enable students to work with a degree of flexibility, rather than to encourage them to work excessive hours. Students are advised during year induction sessions, that steady work, following regular office hours is the best approach. Furthermore, staff in the school do not expect students to work for extended hours and set the students a series of regular milestones to ensure work is conducted with a steady pace. Provided that this steady pace is maintained the course is intended to be inclusive to a full range of student.

Design project work is typically assessed through the presentation of the students work to a small audience of tutors and fellow students. Generally work is pinned onto the wall, or (more occasionally) presented using an electronic slide show. Generally this would not provide difficulties for a physically disabled students (help is usually available from fellow students to help pin work up). Those with a speech impediment, or some other mental disability, may struggle to orally explain their work to the audience and so would be encouraged to develop an alternative means of presentation that suits their needs. There are no specific requirements from the school or our accrediting bodies, that work should be presented orally, and although generally it would be expected, flexibility does exist.

The process of reviewing students design work is one where the students receive comments on the strengths and weaknesses of their project work, and where suggestions are made for further development. Often this is undertaken by a visiting external critic, who will be unfamiliar with the students work, and therefore be able to offer a broader perspective than a tutor closely involved with the student. The school provides guidance for its visiting critics to ensure that their comments focus on the strengths of students proposals and how they might be developed further, rather than undue concentration on inherent weaknesses. The school provides written feedback to students on standard pro-forma feedback sheets which also emphasis positive development, over negative critique. Our assessment procedures for design are fully documented in our teaching handbook.

Design Studio work is supported by taught modules on architectural technology, architectural history and analysis, landscape and urban design, and building economics and professional practice. These are typically conducted through lecture courses with associated seminars and workshops. Teaching on our Post Graduate Masters courses, typically takes the form of a combination of lecture courses, workshops, seminars and project work. These aspects would be little different from a students studying in any other humanities or science course. The

nature of workshops and seminars tends to vary from programme to programme, particularly in terms of the numbers of students and tutors involved.

Study visits are carried out on all of the school's courses, with the exception of the PGdip/MA in professional Studies. They are considered to be a valuable opportunities for students to study world class architecture and to broaden their cultural experience. They are also an opportunity for bonding within the cohort, and with teaching staff. The nature of study visits (particularly those to overseas cities) means that we cannot always guarantee access to a student with a physical disability to specific buildings. However staff in the school usually have advanced knowledge of the places being visited, and are able to make enquiries into the accessibility of buildings if necessary. Whilst it might be seen as desirable for a student to be able to access all parts of a particular building, it is not essential. Generally students are responsible for organising their own travel and accommodation for study visits so students with disabilities are able to make arrangements that best suit their needs.

During the first year of our M.Arch, and our PgDip/Masters in Professional Studies, students are located in architectural practices, but return to the school to undertake a series of short course. Students are responsible for finding their own jobs, but the school endeavours to visit students in their practices at least once a year. Representatives of the school may discuss any special requirements with practice supervisors during the visit.

The school has historically had a high number of students on its courses with dyslexia. The practical nature of the architecture course means that it is well suited to dyslexic students. Special consideration is given in written aspects of the course, such as additional time in examinations, and provision of lecture notes in electronic format, using the schools shared drive and on Learning Central.

9.04. Awareness of Procedures and Policies for Disability

9.05. Student awareness

The School is committed to raising and maintaining awareness of Disability and Dyslexia needs amongst incoming and continuing students at all levels within the School. The course handbooks discuss the support available within the School and University, and include contact information for the School's Disability Contact and the University Disability and Dyslexia Service. The disability contact for the school gives an introductory talk for incoming and continuing students in each year and course early on in the Autumn Term. This introductory talk introduces and updates information regarding the support available within the Welsh School of Architecture via Personal Tutors, Year Chairs, Module Leaders and the Disability Contact, and raises awareness of the services on offer which are available through the Disability and Dyslexia Service at the University Student Support centre. Contact details for both the school's Disability Contact and for the University Student Support Centre are noted within the talk.

9.06. Staff awareness

The School is committed to improving and maintaining updated information for staff members regarding Disability and Dyslexia needs and support. Year Chairs and Module leaders are present at the introductory lecture given to the students at the beginning of the year. In addition, the School requests the provision of an informational seminar from the Disability and Dyslexia Service (or the inclusive curriculum officer, to be held at the School for all staff approximately every three years, in order to update existing members of staff, and introduce new members of staff to current policies and procedures. All new members of staff are expected to read the teaching handbook which contains information on the schools disabilities policy.

9.07. Provision for Disabled Students in the Welsh School of Architecture

There are three ways in which students are able to alert the School to their needs:

- Formal disclosure of disability;
- Requests for reasonable adjustment in the provision of teaching and teaching materials;
- Specific provision in examinations and assessments.

9.08. Formal disclosure of disability

Formal disclosure of disability is encouraged for all disabled students, whether or not they require reasonable adjustments or specific provision in their academic studies. Formal disclosure assists the School in meeting the students' needs in a variety of areas, e.g. physical access, coping with medical emergencies, financial support, assistive technology, etc.

Students are informed through induction briefings and course handbooks that they can make a disclosure to any member of teaching or administrative staff in the school. This may be their personal tutor, year chair, the school disability contact or another member of staff. Any student making a declaration is encouraged to fill out the Student Disclosure of Disability form, which is available from the disability contact, or from the university website. Whilst students may have already disclosed their disability to the university centrally (for instance through UCAS forms), they are encouraged to talk directly with members of staff in the school as soon as possible, because it may take time for the relevant information to be passed onto the school.

The Student Disclosure of Disability form asks the student to give permission for their information to be made available to relevant University personnel (which may include personal tutor, hall manager or teaching staff) or other related professionals (e.g. needs assessor), who can help ensure that appropriate provision is made for their study and residence at Cardiff University. Alternatively, the form offers students the option to keep their information, or specific parts of it, entirely confidential, but it is important to note that this may limit the types of reasonable adjustment that can be made. If a student requests confidentiality, If there are adjustments which seem reasonable to the member of staff and are in their power to effect

whilst maintaining confidentiality, they must do so and note this on the Disclosure Form. The request form is sent to the Dyslexia and Disability centre in a sealed envelope and not filed on the school's student record or disclosed to anyone else.

If the student chooses to disclose, the Dyslexia and Disability Service are notified, and the student may choose to arrange a meeting at the service. Within the School, a brief follow-up meeting between the student, Year Chair or tutor and administrative member of staff (as appropriate) is recommended, in which the student's needs are discussed and an agreed plan of action with timescales with regard to what steps the School will make with regard to reasonable adjustments.

A note of the agreed plan of action should be kept with the Disclosure Form together with any correspondence about these adjustments (e.g. email advice from University Disability and Dyslexia service (DDS)) should also be kept on the central confidential file held by School Administrative staff.

The School Administrative staff communicates any necessary information to those staff who 'need to know,' including details of any necessary adjustments that need to be made and advising that further advice is being sought from the DDS (where appropriate). The Disability Contact will speak to staff personally about the student's needs if this is felt necessary. In the case of the Masters in Urban Design, it may be necessary to pass on information about the disability to the disability contact in CPLAN.

The administrative staff sends the Disclosure Form to the DDS. The DDS will then contact the student and arrange a full assessment of need. It is the responsibility of the student to attend the DDS office for this assessment. It is possible that there is a delay in this process if the student is slow to attend the assessment; they may even decide against attending. Assuming the student does attend for the assessment, DDS sends the School a letter with full details of adjustments that can be reasonably made to support the student in their studies. The School administrative staff sends a copy of the letter received from the DDS to those staff who 'need to know,' identifying who is responsible for taking action and keep a copy of this letter on the central confidential file held by the Schools Administrative Staff.

Staff then take action as necessary and advised, and are encouraged to direct any queries to the School Disability Contacts or the DDS.

For Undergraduate and part-time students each year, as the student progresses through the School, the Administrative Staff will ensure that information relating to the disability is passed to the next year team. Should other members of staff be involved in correspondence with the student concerned, or with other parties about the student involved, they are asked to pass written records on to the administrative staff for safe keeping on the central confidential file, and encouraged to seek advice at any stage of needed from the Disability Contacts, the Disability and Dyslexia Service, or to refer to the University web page on disability; <http://www.cardiff.ac.uk/dyslX/infoforstaff/disclose/index.html>

Any disclosure of disability, specific learning difficulty or long-term medical condition is treated as sensitive information in accordance with the Data Protection Act 1998.

9.09. Requests for reasonable adjustment in the provision of teaching and/or teaching materials

The following outlines the School's approach to routine requests for reasonable adjustments:

Access issues: Any recurrent issues regarding the physical access of a student to lecture and tutorial rooms should have been dealt with prior to the student's enrolment. Even so, a student's ability to participate in a particular class or activity may occasionally be compromised by factors involving physical access or mobility as outlined above. In such cases, the School Disability Contact should be consulted who will discuss issues with the schools facilities manager.

Requests for flexibility in attendance. The School recognises that certain conditions may lead to higher than average levels of sickness absence. However, it would be unwilling to sanction on a routine basis alternatives to attendance at tutorials, seminars, lectures, and regular year meetings, as missing these would place the student at a serious academic disadvantage. Nevertheless in certain cases (particularly the taught modules) it may be appropriate for students to pursue a course of independent learning that would allow them to meet the requisite learning outcomes, but these circumstances are likely to be unusual. It should also be recognised that teaching resources in the school are limited, and therefore it may not be possible to provide additional one to one teaching sessions for students who have been unable to attend lectures and seminars.

Requests for delayed submission of work: Students with extenuating circumstances should discuss this matter with their year chair. The school has limited flexibility to extend deadlines and it should be recognised that often deadlines are set so that work can be presented at a particular event which cannot be rescheduled (for instance a design review). Students may miss out on valuable feedback if they miss these sessions so as a result they may be advised to present what they have available, even if they do not feel it to be complete. Reviewers are notified in advance by the year chair if such circumstances exist.

Requests to record lectures: Any student wishing to record a teaching session of any kind is instructed to ask the permission of the lecturer in question. Permission is granted on the understanding that recorded material is for private study only and should not be disseminated more widely. It is expected that, in compliance with the requirements of the DDA, a lecturer will normally grant such a request to a student with relevant disability (e.g. a dyslexic student or a student with hearing impairment). If permission is to be refused for any legitimate reason, the lecturer will need to be able to offer the material in another appropriate format (e.g. a transcript).

Requests for assistants: (scribes, note takers, readers, model makers). These are passed to the School Disability Contact for liaison with the Disability and Dyslexia Service. Assistance with university examinations are currently allocated, when necessary, by REGOS.

Requests for printed for materials to be provided in alternative formats: Such formats may include Braille, large print, electronic or audio (text-to-speech) formats. The lecturer is required to provide a copy of the notes in an electronic, word-processed format (not PDF, or indesign) which can be passed onto the Disability and Dyslexia Service to arrange for the conversion of such material into an appropriate format. Lecture materials are typically placed on the school's Shared network drive, an/or Learning Central so that they can be accessed by students as required

Requests for advance notes/readings. It is recognised that certain students may require advanced copies of lecture notes etc... and that provision of these may constitute a reasonable adjustment. There may be advantages in suggesting such students conduct some preparatory reading prior to the lecture or tutorial.

Requests for particular presentation formats/media in student presentations. There is no prescribed means by which students are expected to present project work. If an individual has special requirements then they should discuss this with their design tutor or year chair to establish a format that is suitable for their needs.

9.10. Requests for specific provision in examinations and assessments

Any students who believe that their performance in examinations or assessments might be disadvantaged by their disability, ongoing/recurrent medical condition or specific learning difficulty may apply for modification in the conduct of the assessment. Such modifications can involve:

- extra time in examinations: Students would need to apply for this using a form ('Specific Provision for Examinations and Class Tests') which can be downloaded from the university web site which is submitted to the Disability and Dyslexia unit.
- Requests for modification of the type or nature of the assessment undertaken (e.g. a written report instead of an oral presentation) Such requests may not be granted if the type or nature of the assessment is integral to the learning outcomes of the module (e.g. a practical test on a practical module). Tutors are advised, on receiving such a request, to consult the Disability Contact and the Chair of the Board of Studies and to allow them to make an official response to the student.

9.11. Admissions

Students with disabilities are encouraged to visit the school prior to an offer being made to discuss with staff the extent to which the school would be able to make reasonable adjustments to enable them to pursue the course. This would normally take place on a designated school open day. Those who notify Declarations of disability are also made on UCAS forms. Those candidates who receive an offer are contacted directly by the Disability and Dyslexia Service in order to make practical arrangements for the facilitation of study.

Prior to any visit the school's admissions administrator will request notification of any particular access requirements.

All prospectuses, programme information and publicity materials are available in electronic format from the School's Website

Mitigating circumstances (disability, prolonged ill-health, bereavement etc.) may be taken into account at the point when the offer of a place on a degree programme (conditional or unconditional) is made. However, it is normal practice to contact the candidate's school or college to ask whether the mitigating circumstances have been notified to the Examining Body, and whether the predictions of A2 results already take into account the mitigating circumstances. If this is the case, no adjustment is made to the offer to avoid 'double-counting', i.e. where the Awarding Body for the qualification has already made allowance for mitigating circumstances in the marking, the University admissions tutor will not do the same to avoid overcompensating. This procedure is in line with advice from REGOS and the practices of other Russell Group institutions.

9.12. Access to Buildings

The Bute Building caters for most students with mobility impairments, There is a lift in the ground-floor lobby which links to the school's principal teaching floor. There are self-opening doors on the Front, and side entrance to the building and internal fire doors are held open with automatic closers. There are parts of the building that do not have lift access which mainly contain staff offices. Students would need to ask reception to contact a staff member to ask them to come to the main floor of the school. There is one seminar space that cannot be accessed by lift, but alternative spaces are available in other parts of the building. There is inaccessible floor in the Library, which contains architecture journal publications. Library staff can access materials on the student's behalf.

The school houses a number of Ph.D students on North Road which has potential access problems. However most teaching takes place in the main Bute building.

In case of emergency, such as fire evacuation, the lifts in the building cannot be used. Students who require assistance in order to leave the building are instructed to make their way to one of the refuse areas (by the main stairwells) to await assistance.

Students who have declared a mobility impairment will be contacted by the Facilities Manager to discuss the necessity of an individual emergency evacuation plan.