University of the Built Environment
EST. 1919

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Postgraduate Certificate Architecture and Professional Practice

Programme Specification 2027-2028

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Summary Programme Details

Final Award

Award: Postgraduate Certificate
Title of (final) Programme: Architecture and Professional Practice
Credit points: 60
Level of award: 7

Intermediate award(s)

N/A

Validation

Validating institution: University of the Built Environment
Date of last validation: September 2026
Date of next periodic review: September 2031
Date of commencement of first delivery: September 2027

Professional accreditation / recognition

Accrediting/recognising body: Architects Registration Board (ARB) accreditation being sought*
Details of the accreditation/recognition: The **Architects Registration Board (ARB)** is the statutory body responsible for regulating the architecture profession in the United Kingdom.
Date of last programme accreditation/recognition: Application in progress
Date of next periodic review: Application in progress

QAA Guidance

UK Quality Code for Higher Education (opens new window)

QAA Credit Framework for England (opens a new window)

Quality Assurance Agency (QAA) Subject Benchmark Statement: Architecture 2026 (opens new window)

OfS Standards

Office for Students (OfS) Sector Recognised Standards (opens a new window)

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*ARB accreditation is currently being sought for the new PG Cert Architecture and Professional Practice. Accreditation is required before students can enrol. An accreditation decision is anticipated between April and July 2027.

Programme Overview

Duration: 12 – 36 month pathways with a completion schedule determined on prior experience and circumstance
Delivery Mode: Part time
Department/school: The London School of Architecture (LSA)
Primary Campus: 4 Beechwood Road, London, E8 3DY
Maximum period of registration: 5 years
UCAS Code/ HECoS Code: N/A / 100122 – Architecture
Programming Code: TBC

Rationale

Responding directly to the ARB's recent education reforms and to increasing demand for more flexible, agile, and accessible routes towards qualification, the PG Cert Architecture and Professional Practice represents a significant and timely innovation in UK architectural education, offering integrated and concurrent pathway to registration with the ARB*.

The ARB's shift towards an outcomes-based regulatory framework places emphasis on demonstrated competence, professional judgement, and protection of the public interest, rather than on prescribed and sequential educational stages. The programme responds directly to this agenda by reconsidering the traditional separation between Part 2 and Part 3, enabling professional competencies to be developed, contextualised, and assessed alongside advanced academic design work.

The London School of Architecture (LSA) is uniquely positioned to deliver this model. Its established approach embeds paid professional experience within the Part 2 curriculum, ensuring that academic learning is continuously informed by live practice. Extending this embedded model to include Part 3 allows professional knowledge—ethics, legal frameworks, procurement, contracts, and practice management—to be integrated with design research and real workplace responsibility, fostering a more coherent and reflective educational experience.

The flexibility to commence the Part 3 programme at different points during the two-year MArch Architecture reflects the increasingly non-linear nature of architectural careers. Students enter Part 2 with diverse backgrounds and varying levels of professional experience. A modular and concurrent Part 3 structure enables alignment between learning, employment context, and responsibility within practice, while ensuring consistent academic and professional standards.

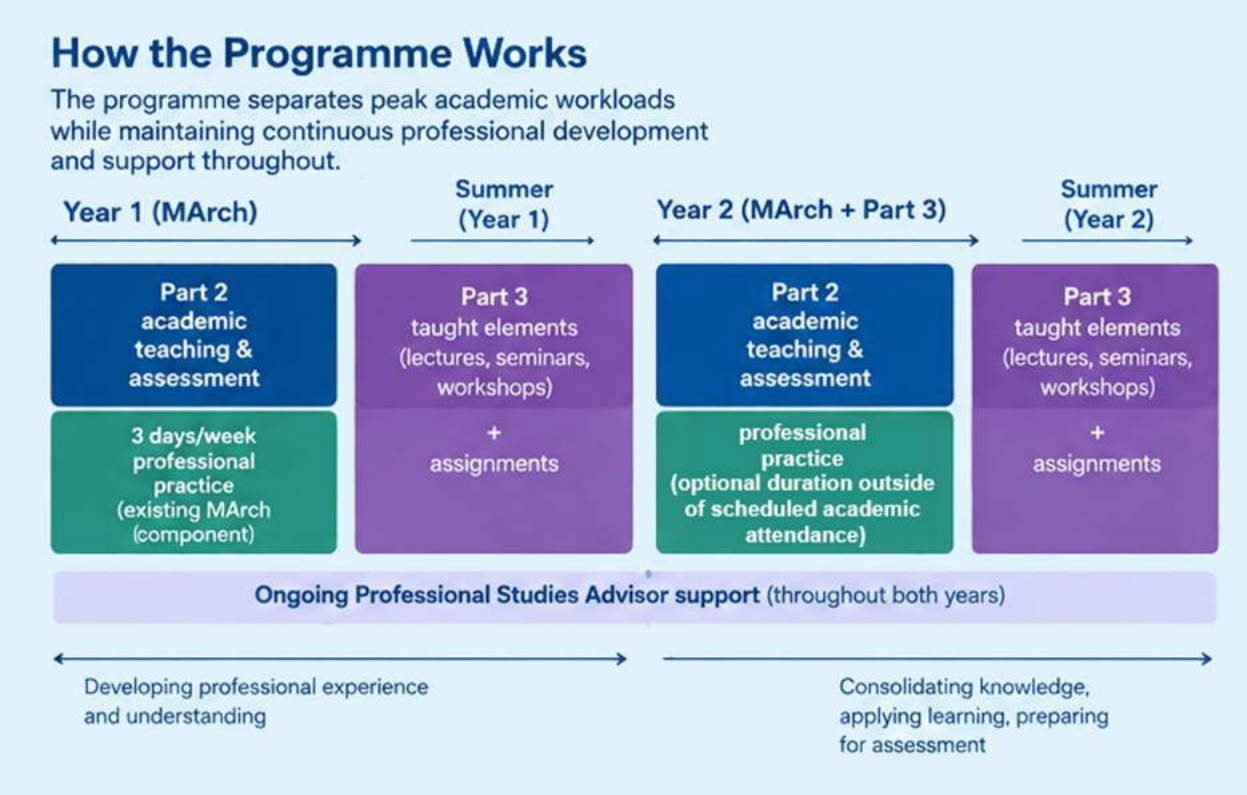
This model also responds to sector wide concerns regarding the length, cost, and accessibility of the route to qualification. By reducing fragmentation and duplication, and by enabling earlier engagement with professional outcomes, the

programme offers a more transparent and potentially more inclusive model of professional formation. Registration on this programme is offered via two pathways:

1. Academic (Part 2) and Professional Qualification (Part 3) Combined Pathway 24-36 months

Students applying for the Master of Architecture programme are also provided with the option of applying to complete the PG Cert Architecture and Professional Practice programme concurrently as a combined pathway. Applicants that are not deemed eligible for this pathway may still complete the Master of Architecture degree as an independent programme and re-apply for the PG Cert following successful completion of year 1 or upon final award of the Master of Architecture.

The combined pathway will be delivered via the following structure across each academic year:



2. Academic (Part 2) and Professional Qualification (Part 3) Independent Pathway 12-24 months

Students can apply to study the PG Cert Architecture and Professional Practice programme as an independent, stand-alone pathway if they already hold an ARB accredited Academic Qualification (Part 2). This pathway will normally be undertaken over a 12 month period whilst also engaged within professional practice. Taught elements of programme modules will be accessible at various points throughout the year alongside the provision of a Professional Studies

Advisor as a regular point of academic and professional support. The independent pathway will be delivered via the following structure:



Entry Requirements

The Postgraduate Certificate (PGCert) in Architecture and Professional Practice is designed for graduates seeking to progress towards professional registration as an architect within the framework of the Architects Registration Board (ARB)'s reformed approach to architectural education and professional practice.* The programme recognises that professional readiness is demonstrated through the achievement of competencies and professional behaviours, rather than through the completion of a prescribed period of employment. The programme therefore adopts a competency-based approach to admissions and professional development.

Academic Qualifications

Applicants must:

- Be registered on our ARB-accredited Master of Architecture programme (Combined Pathway)

  or

- Hold an ARB-accredited Master's-level Academic Qualification (Part 2) in architecture from another institution (Independent Pathway)

English language requirements

All University of the Built Environment programmes are taught and assessed in English. The applicant will therefore be required to demonstrate adequate proficiency in the language before being admitted to a course:

- GCSE Grade 4 (or c) or above in English Language or English Literature, or an equivalent qualification. For further information on equivalent qualifications please contact: admissions@ube.ac.uk
- Grade 6.0 or above, with at least 6.0 in the reading and writing modules, in the International English Language Testing System (IELTS) academic test administered by the British Council.
- 88 or above in the Internet option, 230 or above in the computer-based option or 570 or above in the paper-based option, of the Teaching of English as a Foreign Language (TOEFL) test.
- Grade 4 (or C) or above in English (Language or Literature) at A/S Level.
- HKDSE (Hong Kong Diploma of Secondary Education) Grade 3, or HKALE (Hong Kong Advanced Level Examination – Advanced Level & Advanced Supplementary Level) Grade E, or HKCEE (Hong Kong Certificate of Education Examination) Grade 3-5 or Grade A-D (Syllabus B only).

Applicants with a bachelor's degree that has been taught and examined in the English medium can be considered for entry in the absence of the qualifications detailed above if applying for a non-apprenticeship programme.

Professional Context Requirement

Applicants must demonstrate that they are engaged in a professional environment that provides opportunities to develop, apply and evidence the professional competencies required for architectural registration, under the mentorship of an ARB registered architect.

This may include employment within:

- An architectural practice;
- A multidisciplinary design practice;
- A public-sector organisation;
- A client, developer or contractor organisation;
- Another suitable built environment setting approved by the School.

The School recognises that applicants may enter the programme with varying levels of professional experience. No minimum period of employment or professional experience is required. Instead, applicants must demonstrate that their current or proposed role provides sufficient access to professional activities through which the required competencies can be developed and evidenced through a Record of Professional Practice Experience and completion of the programme modules.

Application Requirement

As part of the admissions process applicants will normally be required to submit:

- A curriculum vitae;
- A portfolio;
- A personal statement;
- A description of their current professional role and responsibilities; this might be via submission of their completed Record of Professional Practice Experience to date.
- A statement of support from their employer or professional supervisor.

Skills Scan

All applicants deemed suitable for interview will undertake an initial Skills Scan.

The Skills Scan provides a structured review of the applicant's existing knowledge, skills, experience and professional exposure against the ARB competency framework. The process enables applicants, employers and tutors to identify:

- Existing strengths and areas of competence;
- Areas requiring further professional development;
- Gaps in professional experience;
- Opportunities for future competency development during the programme.

The outcome of this scan will contribute to our assessment of the applicant's eligibility to embark upon the PG Cert Architecture and Professional Practice.

Tripartite Professional Development Meeting

At the point at which an offer is made for admission onto the course, a tripartite meeting will normally be held involving:

- The student;
- The employer or nominated workplace supervisor;
- A representative of the London School of Architecture.

The purpose of the meeting is to confirm that the professional environment provides appropriate opportunities for the student to gain experience across the range of professional competencies addressed by the programme, including areas such as:

- Professional ethics and judgement;

- Regulatory and statutory compliance;
- Design delivery and project management;
- Procurement and contracts;
- Client engagement;
- Construction and site-based activities;
- Collaboration, leadership and communication.

Where gaps in experience are identified, appropriate development opportunities will be incorporated into a student and practice Professional Development Plan which will then be evidenced through the Record of Professional Practice Experience over the duration of the programme.

Ongoing Professional Engagement

Students are required to maintain engagement in an appropriate professional context throughout the duration of the programme, evidencing their development against the programme's competency framework through the completion the Record of Professional Practice Experience and the programme modules.

Progress reviews will be undertaken periodically with the LSA Professional Studies Advisor and the Professional Practice Experience Supervisor to monitor achievement, identify any gaps in experience and ensure students are appropriately supported in achieving the professional outcomes required for successful completion of the qualification.

International students

The LSA does not currently admit EU and International students as it does not hold a Home Office Sponsor License for the Student Route (previously Tier 4).

There may be circumstances where EU and International applicants are already in possession of alternative visas, which do allow for study and work within the UK. It is the responsibility of the applicant to check eligibility with local UK immigration authorities prior to enrolment.

Potential Applicant Profiles

The potential applicant profiles consist of the following :

- Existing and continuing students of the LSA MArch Architecture Part 2 prescribed (ARB) and validated (RIBA) course wishing to complete their professional education and Join the ARB as a registered Architect*.

- Students from other Masters' level 7 awards prescribed by the ARB wishing to complete their professional education and join the ARB as a registered Architect.*
- EU graduates from a 5-year Masters course in architecture (EU) currently working in London, wishing to complete their professional education and join the ARB as a registered Architect* ((pending ARB examination of Academic Qualification (AQ)).
- Students who do not have a Masters level course in architecture but seek to change career and enrol on the LSA MArch Architecture and / or LSA Professional Qualification (PQ) (note: candidate with PQ UK only, ARB would require a separate award to be completed by the candidate in due course to demonstrate the remaining AQ competencies, or submit to ARB directly through portfolio examination).
- International graduates from a Masters course in architecture (e.g. US, Hong Kong) currently working in London, wishing to complete their professional education and Join the ARB as a registered Architect* (pending ARB examination of AQ).

Programme Progression

For details of progression arrangements, please view the Academic and Programme Regulations (opens new window).

Students who successfully complete the PG Cert Architecture and Professional Practice programme will be eligible to register directly with the Architects Registration Board (ARB)*, subject to meeting all relevant professional requirements.

Award Regulations

For details of award arrangements, please view the Academic and Programme Regulations (opens new window).

*ARB accreditation is currently being sought for the new PG Cert Architecture and Professional Practice. Accreditation is required before students can enrol. An accreditation decision is anticipated between April and July 2027.

Career Prospects

Successful completion of the qualification provides a pathway to professional registration as an architect in the UK, subject to meeting the requirements of the Architects Registration Board. Registration significantly broadens career opportunities and enables individuals to assume greater professional responsibility for the design and delivery of projects.

Qualified architects may pursue careers across private practice, public-sector organisations, consultancies, property and development companies, construction firms, and specialist design disciplines. Career progression may include roles involving project leadership, practice management, strategic decision-making, and consultancy services. In the longer term, graduates may progress to senior leadership positions, including Associate, Director, Partner, or equivalent roles within organisations operating across the built environment sector.

The knowledge and competencies developed through Part 3 study, particularly in relation to professional judgment, regulatory compliance, contractual processes, risk management, ethics, and business practice, also support a range of careers that intersect with architecture, including development management, construction management, urban design, sustainability, heritage and conservation, and policy-related roles.

Programme Aims

Programme aims

The programme seeks to develop a critical and professional ability to practice in the UK as an architect, understanding the problems and opportunities in contemporary architectural practice. With this, candidates not only gain the ability to critically evaluate practice, but to provide leadership in new forms of practice. It has been designed to reflect the following agendas:

Professionalism and Ethics – Recognize the significance of the Architects Code: Standards of Conduct and Practice and the need for architect to act always in an ethical and professional manner. Display a committed approach to equity, diversity and inclusion, including in their approach to designing environments and in their relationships with colleagues, work constructively with and within a broader team, exercising leadership, effective communication and personal responsibility. Recognize, the responsibilities and duties of care that architects have towards their clients, users, the public and those with whom they work. Adopt a reflective approach to their work by identifying individual learning needs required for further development within the profession, ensuring they are up to

date with current standards and best practice. Acknowledge and work within the limits of their competence, expertise and experience.

Health, Life Safety, and Climate Literacy – Uphold the architect's obligations to the health and safety of the public and building users and building constructors. Uphold the architect's obligations to the environment, society, and the wellbeing and quality of lives of current and future generations. Apply the principles of risk management, liabilities, and insurance to architectural projects. Plan, manage monitor and communicate health and safety, arrangements for construction projects as required by current legislation.

Practice and Management – Manage and structure projects, administer construction contract and resolve common construction-related challenges. Manage the inter-relationships of individuals, organization, statutory bodies, and professions involved in procuring and delivering architectural projects, recognizing how these are defined through contractual and organizational structures. Select appropriate procurement routes and means of delivery, recognizing their relative risks to contractual parties, their implications for sustainable design outcomes and how these influence the selection and management of construction contracts. Apply the principles of cost management, control, and budgeting to architectural projects. Resource, plan, implement and record project tasks to achieve stated goals, either individually or within a team. Communicate effectively with both specialist and non-specialist audiences through a range of media.

Leadership, and Communication – Make use of the principles of sustainable, responsible and ethical practice and recognize how they relate to running an architects practice. Understand the financial and resource management aspects of running an architectural practice including the means of professional remuneration and fee setting. Recognise the ethical and legal impact of practice structures, recruitment and employment terms and their impact on work/life balance, health and wellbeing of colleagues.

Innovation, Research and Evaluation – Work with clients and other stakeholders to gain a mutual understanding of constraints and opportunities, identify immediate and long-term interests, set project agendas, define desirable and feasible project outcomes, and develop appropriate briefs for projects. Locate, evaluate and apply relevant legislation, regulations, standards, codes of practice and policies related to the development of the built environment. Use appropriate digital systems for creating, modelling, processing, presenting, and sharing design, building and project information.

Programme Structure

Module List

Code	Module	Level	Credits	Core/ Elective
LSA7P1A	Professional Portfolio: CASE STUDY PATHWAY	7	30	Elective
LSA7P1B	Professional Portfolio: SCENARIO PATHWAY	7	30	Elective
LSA7PQ2	Professional Dialogue	7	30	Core

Notes

Credits are part of the Credit Accumulation and Transfer System (CATS). Two UK credits are equivalent to one European Credit Transfer System (ECTS) credit.

Students entering with exemptions may see a change to their study route.

Learning Outcomes

Learning Outcomes have been drafted in line with the ARB Competency Outcomes. Having successfully completed the programme, the student will have met the following learning outcomes.

Level 7

Ability to Perform Competencies (Knowledge, Ability and Performance)

A - Design

A7.1 Critically appraise and justify the selection and application of digital systems for creating, modelling, processing, presenting, and sharing design, building and project information. (D12)	ALL

B - Research and Evaluation

B7.1 Ability to appraise how to work with clients and other stakeholders to gain a mutual understanding of constraints and opportunities, identify immediate and long-term	ALL

interests, set project agendas, define desirable and feasible project outcomes, and develop appropriate briefs for projects. (RE2)	
B7.2 Critically evaluate and apply relevant legislation, regulations, standards, codes of practice and policies related to the development of the built environment. (RE4)	ALL

C – Management, Practice and Leadership

C7.1 Critically evaluate the application of sustainable, responsible and ethical practice, and recognise how they relate to running an architect's practice. (M1)	ALL
C7.2 Critically evaluate the effectiveness of financial and resource management aspects of running an architectural practice including the means of professional remuneration and fee setting. (M2)	ALL
C7.3 Critically evaluate the ethical and legal impact of practice structures, recruitment and employment terms and their impact on work/life balance, health and wellbeing of colleagues. (M3)	ALL
C7.4 Ability to appraise, manage and structure projects, administer construction contract and resolve common construction-related challenges. (M4)	ALL
C7.5 Critically evaluate the inter-relationships of individuals, organization, statutory bodies, and professions involved in procuring and delivering architectural projects, recognizing how these are defined through contractual and organizational structures. (M5)	ALL
C7.6 Critically evaluate procurement routes and means of delivery, recognizing their relative risks to contractual parties, their implications for sustainable design outcomes and how these influence the selection and management of construction contracts. (M6)	ALL
C7.7 Apply and critically evaluate the principles of risk management, liabilities, and insurance to architectural projects. (M7)	ALL
C7.8 Apply and critically evaluate the principles of cost management, control, and budgeting to architectural projects. (M8)	ALL

C7.9 Critically evaluate health and safety management arrangements within construction projects as required by current legislation. (M9)	ALL
C7.10 Critically appraise how to resource, plan, implement and record project tasks to achieve stated goals, either individually or within a team. (M10)	ALL
C7.11 Ability to develop and justify tools and strategies to communicate effectively with both specialist and non-specialist audiences through a range of media. (M11)	ALL

D – Professionalism and Ethics

Learning Outcomes	Relevant modules
D7.1 Critically evaluate and recognize the significance of the Architects Code: Standards of Conduct and Practice and the need for architect to act always in an ethical and professional manner through performance. (PE1)	ALL
D7.2 Critically justify equity, diversity and inclusion, including in their approach to designing environments and in their relationships with colleagues, employees, clients and communities through performance. (PE2)	ALL
D7.3 Critique how to work constructively with and within a broader team, exercising leadership, effective communication and personal responsibility through performance. (PE3)	ALL
D7.4 Critically evaluate the architect's professional obligations to the health and safety of the public and building users and building constructors through performance. (PE4)	ALL
D7.5 Propose how to uphold the architect's obligations to the environment, society, and the wellbeing and quality of lives of current and future generations through performance. (PE5)	ALL
D7.6 Critically appraise the responsibilities and duties of care that architects have towards their clients, users, the public and those with whom they work through performance. (PE6)	ALL

Learning Outcomes	Relevant modules
D7.7 Reflectively critique their work by identifying individual learning needs required for further development within the profession, ensuring they are up to date with current standards and best practice through performance. (PE7)	ALL
D7.8 Critically appraise, acknowledge and work within the limits of their competence, expertise and experience through performance. (PE8)	ALL

Delivery Structure

Autumn (UK) Entry - 12 month Part-Time Part 3 Only

For completion of the Part 3 ONLY where a Part 2 qualification would already have been obtained. This allows the programme to be completed 12 months part time as per other stand alone Part 3 programmes in the UK.

Year 1, Semester 1 (completion of one of the following)

Module Code	Module Name	Level
LSA7P1A or LSA7P1B	Professional Portfolio: CASE STUDY PATHWAY or Professional Portfolio: SCENARIO PATHWAY	7

Year 1, Semester 2 (completion of remaining module)

Module Code	Module Name	Level
LSA7PQ2	Professional Dialogue	7

Autumn (UK) Entry – Concurrent Part 2/3 Pathway

For completion of the combined pathway by electing to complete one module in year 1 of the MArch Architecture programme, followed by completion of the remaining core module in Year 2.

Year 1, (completion of one of the following)

Module Code	Module Name	Level
LSA7P1A or LSA7P1B	Professional Portfolio: CASE STUDY PATHWAY or Professional Portfolio: SCENARIO PATHWAY	7

Year 2, (completion of remaining module)

Module Code	Module Name	Level
LSA7PQ2	Professional Dialogue	7

Module Summaries

Elective Modules

LSA7P1A Professional Portfolio: CASE STUDY PATHWAY

This module provides candidates an opportunity to demonstrate a Professional Portfolio of Competence and contains the essential competence by demonstrating ability of Management Practice (ARB Competencies 4 and 3) together with Professionalism and Ethics, Health and Life safety and climate Literacy (ARB Competence 5).

The assessment for this module will be a traditional case study submission of 7,500 words equivalency.

LSA7P1B Professional Portfolio: SCENARIO PATHWAY

This module provides candidates an opportunity to demonstrate a Professional Portfolio of Competence and contains the essential competence by demonstrating ability of Management Practice (ARB Competencies 4 and 3) together with Professionalism and Ethics, Health and Life safety and climate Literacy (ARB Competence 5).

The assessment for this module will be a scenario assessment submission demonstrating key area of ability as follows:

- SCENARIO PAPER 1: Management and Practice
- SCENARIO PAPER 2: Health, Life safety and Climate Literacy
- SCENARIO PAPER 3: Professionalism and Ethics

Core Module

LSA7PQ2 Professional Dialogue

This module provides candidates an opportunity to demonstrate a Professional Dialogue of Competence and contains the core contemporary knowledge to demonstrate ability and understanding of Management Practice and Leadership (ARB competence 4) and Legislative Context (ARB Competence 3), together with ability in Design (ARB Competence 2), and finally Ability to Perform under the ARB's Professionalism and Ethics Competence (ARB Competence 1) as defined by the ARB.

The Module will be evidenced via:

- A Professional Dialogue 1. Leadership
- A Professional Dialogue 2. Management
- A Record of Experience (ROE)
- A Professional Interview (Viva)

Learning, Teaching and Assessment

Learning and Teaching

A range of teaching and learning methods are used on the course with an emphasis on independent study supported by tutorials, workshops, facilitated study groups and lecture delivery. The frequency and timetabling of any of these types of teaching and learning methods will vary depending on the module. The following categories cover most of the teaching and learning techniques used:

- Studio lectures and talks
- Group work
- Workshops
- Seminars or group tutorials to aid peer group learning
- Individual tutorials
- Student-centred/self-directed learning
- Presentations

The modules examine a specific body of knowledge and ways of thinking about it, followed through by more discursive forms of learning including seminars and group workshops and most lectures and sessions make extensive use of visual material.

Knowledge and understanding

The educational strategy of the course is rooted in three important principles: the commitment to a deep understanding of architecture and it's deployment within the context of professional practice; a high degree of personal motivation; and the experience of a shared culture of learning.

The teaching, learning and assessment strategy for the programme is guided by the University-wide Learning, Teaching and Assessment Strategy (LTAS 2020-2025). The approach adopted is student-centred learning design, that supports the educational needs of our diverse student community. Learning has been designed with flexibility in mind to support students to adopt their own learning experience best suited to their needs.

Students are encouraged to research beyond the material provided and undertake self-directed learning throughout their programme.

Intellectual skills

Learning and teaching methods are applied to enable the development of cognitive skills. These skills are aligned to those used by Architects but also meet the needs of working in other industries. These skills are developed through interaction with multi-media learning resources, self-directed learning and via participation in student-centred learning activities. The approach to assessment is lecturer-guided and formative feedback on these skills is given appropriate emphasis.

Students are encouraged to develop and apply their knowledge and understanding through a range of activities and exercises. These require students to apply research and analysis to industry issues that help them develop their own competency as a professional within the field of architecture.

Subject practical skills

Graduates of the PG Cert Architecture and Professional Practice Programme will acquire a range of subject-specific practical skills that are directly applicable professional practice in the construction sector. These include:

- Manage and structure projects, administer construction contract and resolve common construction-related challenges. (M4)
- Manage the inter-relationships of individuals, organization, statutory bodies, and professions involved in procuring and delivering architectural projects, recognizing how these are defined through contractual and organizational structures. (M5)
- Apply the principles of risk management, liabilities, and insurance to architectural projects. (M7)
- Apply the principles of cost management, control, and budgeting to architectural projects. (M8)
- Work with clients and other stakeholders to gain a mutual understanding of constraints and opportunities, identify immediate and long-term interests, set project agendas, define desirable and feasible project outcomes, and develop appropriate briefs for projects. (RE2)
- Use appropriate digital systems for creating, modelling, processing, presenting, and sharing design, building and project information. (D12)

Key/Transferable skills

The BE Ready Orientation sets out the importance of transferable skills. These skills are developed through the programme, utilising study, and assessment. This can be via virtual learning environment (VLE) alongside in person discussion, tuition discussion, problem-solving exercises, which are conducted individually or in groups, and coursework, which provides the ideal combination to internalise these aspects though different learning methods. The Study Skills area of the VLE is a further resource for support in developing these skills.

The learning activities in this programme require students to undertake research, evaluate their findings and develop solutions. The teaching of module topics requires students' engagement with a range of activities that develop research and evaluation skills and cultivate a systematic approach to problem solving. Engagement with the University of the Built Environment learning community develops communication and collaboration skills. Students also have the opportunity to develop transferrable skills through formative and summative opportunities within the modules.

Assessment

The assessment strategy for the programme is guided by the University of the Built Environment-wide Learning, Teaching and Assessment Strategy. The aim of University of the Built Environment's assessments is to allow students an opportunity to demonstrate what they have learned using a range of formats and which encourage critical self-reflection linked to personal development. To support this, assessments are clearly related to module learning outcomes and the activities within the module support students in achieving these.

University of the Built Environment's practice is to require assessments to be vocationally and professionally relevant. Assessments are built that have direct application to industry standards, and that enable students to learn through real world scenarios and working practice. This involves the generation of tasks based on problems, scenarios or case studies from recent real-world situations that reflect and/or replicate the vocational requirements of the industry and the international nature of the subject matter. All elements of assessments are discipline-specific for each programme as well as supporting the acquisition and promotion of transferable skills, including research skills development.

Formative assessment and feedback opportunities are provided throughout the programme in a variety of formats to motivate, guide and develop students through their learning. Students are required to complete various pieces of coursework in the modules which are assessed within set time frames. Detailed feedback is provided on lecturer-assessed work, which explains how the mark was derived, what was done well and what could be improved for future

assessments. Objective testing is also utilised in formative (including self-assessment) and summative assessment. Individual projects in the final stage are assessed in accordance with their own guidelines and marking schemes.

All assessment contributing to award is subject to moderation policies. Moderation at University of the Built Environment is designed to reflect the quality of the student submission and the benchmark standards for the various levels of undergraduate study. Moderation of marking accords with QAA recommended best practice to ensure that marking criteria have been fairly, accurately, and consistently applied during first marking.

Assessment Diet

The types of assessments used on this programme will include coursework, portfolio, verbal presentation and interview (viva voce).

Study Support

Induction

The purpose of Induction is to prepare students for commencement of study at the University but also to support students throughout their learning journey. Students are expected to attend induction activities either online or in person at the London School of Architecture which will be scheduled the week prior to the commencement of the academic year.

There are a variety of resources and support during Induction which will help students to get started. These include how to use the VLE, how to navigate a module, the University e-library, famliarisation with the timetable, programme content, academic and non-academic staff and how to join a webinar. Induction also provides practical advice such as how to manage independent study, where to find our Study Skills resources and how to access academic or pastoral support. All this information is key to having a successful start to supported online learning with the London School of Architecture and the University of the Built Environment.

Resources are available to support students with referencing and how to develop good academic practice to avoid academic misconduct. A range of study skills support materials are available to apprentices.

Student learning support

The LSA Student and Academic Support Coordinator (SASC), based at Beechwood Road, is the first point of contact for any queries related to studying with LSA. For more detailed information and support they can refer to University teams that

specialise in supporting disability and wellbeing, academic support, finance and careers. Additional academic support is available for the Academic Support and Enhancement (ASET) team this includes:

- delivering support tutorials to students identified as academically at risk to develop the academic skills needed for success;
- developing 'self-serve' support resources to enable students to develop their academic skills;
- delivering teaching webinars and drop-in sessions on academic skills;
- working with the Education team and other support teams to identify ways in which student success can be further facilitated.

Additional support may be available to applicants in the target groups as described in the University's Access and Participation Plan.

English language support

For those students whose first language is not English, or those students who wish to develop their English language skills, additional support is provided through online resources on the VLE in the resource 'Developing Academic Writing'.

The resource includes topics such as sentence structure, writing essays and guidance for writing at Master's level aimed at developing students' study skills.

Personal and professional development

Students are undertaking vocational programmes that are intrinsically linked to the accrediting professional bodies. Students are encouraged and supported to understand the need for the recognition of these bodies and guided as to how to meet the professional membership requirements.

More generally, the University has a dedicated Careers Advisor to ensure students have appropriate access to careers education, information, advice and guidance.

Programme specific support

Each programme has a Programme Leader, as well as Module Leaders, Module Lecturers and Academic Support Tutors to support the students throughout their time with the Programme. For this qualification the Programme Leader will also act as the Professional Studies Co-ordinator and will act as a point of contact and liaison for both the student and their employer when the student is engaged in professional practice experience.

The University of the Built Environment staff are accessible during normal UK working hours, during which they also monitor the 24/7 forums asynchronously

and provide encouragement, assistance and necessary tutor and student feedback services.

Access to the University of the Built Environment e-Library is on a 24/7 basis and the University has a full-time librarian during normal UK working hours.