



Royal Institute of British Architects

**RIBA procedures for validation
and validation criteria
for
UK and international courses and examinations
in architecture**

© RIBA Education Department 25 July 2011
Section 10.2 updated with effect from 1 September 2012
Second Revision 2 May 2014

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Acknowledgements

The RIBA wishes to thank all those who have contributed to the development, refinement, and completion of this document.

1 Introduction by David Gloster, RIBA Director of Education

1.1 Education and the RIBA

Education has always been central to the RIBA and, parallel to the practice of architecture, is the centrepiece of the original 1834 Royal Charter. RIBA examinations in architecture were established in 1863; in 1882, successful completion of these became compulsory for those seeking membership of the Institute. Responding to requests from schools of architecture - and as an alternative route to membership - the RIBA developed systems for recognising courses that achieved the standard for exemption from the Institute's examinations. In 1924, RIBA visiting boards were established to evaluate courses and examinations preparing students for professional practice. These visiting boards are the foundation of the current RIBA validation system.

Today, RIBA validation is an evidence-based, peer review system working internationally as a critical friend to schools of architecture, monitoring courses to improve median achievement, encourage the excellent, and ensure a positive student experience.

Since the last review of RIBA validation criteria and procedures, the number of schools with RIBA recognised courses in architecture has increased significantly. Thus, the new criteria and procedures introduced in September 2011 provide an important opportunity for schools to review their course content, and define distinctive academic agendas responding to a more competitive educational environment - all in dialogue with the RIBA.

Schools will:

- state clear academic objectives distinguishing their offer from competitor courses, and highlighting specific areas of excellence
- avoid prescriptive compliance with the criteria in favour of an interpretation encouraging students to creatively develop all aspects of their professional skills
- contribute to graduate employability by ensuring that students' skills in digital and analogue media, structured written work, and the exploration of design ideas through making are thoroughly represented in all academic portfolios
- provide courses at part 2 that clearly differ in substance and content from those offered at first degree level, and reflect the standards expected of graduates undertaking sustained, specialised postgraduate study
- **provide courses where at least 50% of all assessed work at part 1 and at part 2 is undertaken as design studio projects**

The RIBA Education department will:

- contribute to realising worthwhile academic objectives throughout all RIBA recognised schools, and establish a global benchmark for standards in architecture education

RIBA visiting boards will:

- firstly, acknowledge experimentation, innovation, and professional relevance in course delivery, teaching methodology, and academic outcomes, emphasising the distinctive qualities of a school in its written report
- secondly, place emphasis on schools providing the means for students to meet the graduate attributes stated for each award level

- thirdly, use the criteria as diagnostic tools to consider where any shortfall in meeting graduate attributes is apparent

RIBA validation offers schools and their students many benefits, including:

- knowledge that their academic standards are benchmarked against a rigorous, global, evidence based system using third party peer review by academics and construction industry practitioners
- free RIBA student membership for all part 1 and part 2 students studying at RIBA validated schools
- RIBA chartered membership for students graduating with RIBA validated qualifications from international schools (following 2 years professional experience in an architect's office)

RIBA validation considers students' work as the primary evidence to decide whether a course or examination in architecture meets, and exceeds, academic standards defined by the RIBA validation criteria. The criteria for validation (effective from September 2011) are held in common with the Architects Registration Board, and together with the procedures for validation form the key documents used to consider courses for RIBA validation or revalidation.

Visiting boards to schools are usually held every 5 years. In the UK, the RIBA validates the three essential award levels of professional study known as RIBA parts 1, 2, and 3. Internationally, the RIBA considers courses for validation which demonstrate equivalence to RIBA parts 1 and 2. Students with RIBA validated qualifications from international schools wishing to apply to UK schools for entry to part 2 or part 3 courses are required to satisfy Architects Registration Board requirements by successfully completing the ARB Prescribed Examination.

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

For those studying in the UK, registration as an architect in the UK is also dependent on completing a minimum of 2 years practical experience which must map against eligibility criteria. The first year is normally undertaken between part 1 and part 2, the second before sitting the part 3 Professional Practice examination. However, whilst the visiting board should be satisfied that practical experience for part 1 and part 2 graduates is robust, considering the specific details of such arrangements is not part of the board's remit.

This document describes how visiting boards work, and the procedures that help schools of architecture prepare for, and complete the validation and revalidation cycle.

2 How RIBA visiting boards work

RIBA visiting boards are composed of architects in practice, students of architecture, and academics involved in the teaching of architecture, as well as co-professionals working in the built environment or relevant related disciplines.

Boards visit the schools of architecture where the teaching of courses takes place, talk to students, staff, and academic managers, and review the students' work. RIBA boards visit schools of architecture to establish the quality of resources supporting the courses under consideration, talk to those involved in studying and teaching, and offer the school the best possible opportunity to present the work students have produced in response to a specific academic agenda.

A board visits a school to consider the following points:

- how students' work reflects RIBA validation criteria
- academic standards and graduate attributes
- elements contributing to a distinctive academic agenda
- areas of best practice and academic excellence
- overall quality of student experience

2.1 Types of visiting boards

The RIBA operates five types of board, dependent on the status of the course/s or examinations offered for validation.

i) exploratory visit: (Charges apply; please see www.architecture.com)
[usually 1½ days in UK; 2 days internationally] to new course/s or examination/s preparing for initial validation

Membership of an exploratory board is normally as follows:

chair: either an academic or practitioner
member: either an academic or practitioner
member: either an academic or practitioner
secretary: either an RIBA staff member, or nomination

quorate providing has at least 3 members, including secretary

ii) initial visiting board: (Costs apply to international visits*; please see www.architecture.com)

[usually 2 days] to course/s or examination/s not previously recognised by RIBA

Membership of an initial visiting board is normally as follows:

chair: either an academic or practitioner
vice chair: either an academic or practitioner
member: practitioner
member: academic
co-professional: either from a related or relevant discipline
student/graduate: studying either part 1 or part 2 (refer to section 2.3)
regional representative: normally nominated by school
secretary: either an RIBA staff member, or nomination

quorate providing has at least 5 members (4 academic/practitioner members plus co-professional or student member)

iii) full visiting board: (Costs apply to international visits*; please see www.architecture.com)to course/s or examination/s previously recognised by RIBA (normally every 5 years)

[usually 2 days]

Membership of a visiting board is normally as follows:

chair: either an academic or practitioner
vice chair: either an academic or practitioner
member: practitioner
member: academic
co-professional: either from a related or relevant discipline
student/graduate: studying either part 1 or part 2 (refer to section 2.3)
regional representative: normally nominated by school
secretary: either an RIBA staff member, or RIBA nomination

quorate providing has at least 5 members (4 academic/practitioner members plus co-professional or student member)

- the size of a board may be increased where the school has multiple courses, or large student numbers
- the size of a board may also be increased where a school has a complex, multiple studio structure

iv) revisiting board: to course/s or examination **conditioned** by the last visiting board
[usually 1½ days]
(Charges and costs apply to UK and international* visits; please see www.architecture.com)

Membership of a revisiting board is normally as follows:

chair: either an academic or practitioner
vice chair: either an academic or practitioner
member: practitioner
member: academic
secretary: either an RIBA staff member, or RIBA nomination

quorate providing has at least 3 members (academic/practitioner)

By agreement, the membership of a revisiting board will offer some continuity with the previous full board. It should be noted that there is no standard timetable for a revisiting board, as this will be agreed by the RIBA on a case by case basis. However, all revisits will include meetings with the head of architecture, course leaders, and external examiners, and will require schools to produce an exhibition and portfolio sample. This sample will also be agreed on a case by case basis.

v) mid term board: usually to course/s or examination/s in the UK
[usually 1 day]
already recognised by RIBA
chair: either an academic or practitioner
vice chair: either an academic or practitioner
secretary: either an RIBA staff member, or RIBA nomination

The RIBA will also undertake monitoring boards to visit candidate courses, and consider their progress. These will be held at a mutually agreed time, and usually on an annual basis.

If, on any type of board, late cancellations require a visit to take place with fewer members than notified (but with the board remaining quorate), approval is required from the head of architecture. Should, due to late cancellation, a board become non-quorate, the RIBA reserves the right to postpone the visit.

***For all types of international visit institutions are responsible for bearing all costs of the board members' travel, accommodation and subsistence. This is in addition to the administrative charge applied by the RIBA. RIBA panel members and staff cannot accept a per diem allowance or honorarium from any institution for their participation in any visit.**

2.2 RIBA validation panel

Visiting boards are nominated by the RIBA Education department from a validation panel. Members of this panel confirm their availability for visits to schools, but have no prior knowledge of which school they will visit until their membership of a board has been confirmed.

- this panel has more than 100 members from which visiting boards are nominated
- it includes academics, practitioners, co-professionals, and students of architecture
- all academic, practitioner, and student or graduate members of the validation panel must be an RIBA member
- panel members are usually appointed for 4 years
- RIBA Education Committee may agree to extend a period of service of a member of the validation panel for a further 4 years
- student and graduate members are normally re-appointed annually
- as a condition of continued membership, all members of the validation panel are required to attend annual training events

Each member of a visiting board has an equal voice when making observations to the chair on the evidence the school has provided. However, the board is concerned only with reaching a consensus (rather than unanimous) view on its action points.

2.3 Responsibilities of visiting board members

There is a code of conduct for all members (and individual guidance notes for chairs) contained in a separate document available on request; however, the specific responsibilities of board members are summarised below.

chair

- representing the RIBA
- providing role model for conduct of RIBA visiting board members
- ensuring school visited provides all evidence agreed and/or required
- ensuring board members properly consider all evidence provided
- correlating board members' observations to form consensus view
- feeding back headline recommendations to school at conclusion of visit
- after visit, providing feedback to Education department to complete report

vice-chair

- representing the RIBA
- deputising for the chair in the event of illness, or other extenuating circumstances
- delegating tasks to member sub groups as required
- considering all evidence provided by school
- working with board to form consensus view
- contributing to development of headline recommendations
- after visit, providing feedback to Education department to complete report

academic/practitioner member, regional representative, co-professional (UK boards only)

- representing the RIBA
- considering all evidence provided by school
- working with board to form consensus view
- contributing to development of headline recommendations
- after visit, providing feedback to Education department to complete report

student and graduate member (UK boards only)

- representing the RIBA
- full member of board
- considering all evidence provided by school
- assisting with or chairing meeting with students
- working with board to form consensus view
- contributing to development of headline recommendations
- after visit, providing feedback to Education department to complete report

NB: students and graduates may serve on visiting boards for no more than 3 years after graduation from their part 2 course.

The following may observe any visit without requiring the prior agreement of the university or examination centre visited:

- RIBA Director of Education
- chair of RIBA Education Committee
- an RIBA staff member shadowing a colleague for work experience
- any other RIBA officer observing the validation process

Observers may be nominated by the RIBA, and typically will be...

- a representative from another validation system observing the validation process
- an academic from an RIBA candidate course observing the validation process

NB:

- 1 non-RIBA observer only is permitted on any visiting board
- any nominated non-RIBA observer is subject to agreement by the RIBA, the chair, and the school to be visited (agreement is not to be unreasonably withheld)

Observers do not participate in the formal business of the visiting board, and are bound by the same rules of confidentiality as visiting board members.

3 New course proposals, exploratory visits, and course changes

Universities or examination centres developing new architecture courses which they wish to have validated by the RIBA should contact the Education department as soon as possible. A course in an institution where there are no RIBA validated courses will be considered as a *new course*; in such cases, a non-returnable validation fee is payable to the RIBA; the scale of charges is available on www.architecture.com. This is also true for new courses in institutions with RIBA validated courses where the new proposal does not have a significant number of academic elements in common with those existing courses. All new course proposals will be considered by the RIBA New Courses Group (NCG).

Where the proposal is for a course with significant elements in common with an already validated course, it may be considered under procedures for changes to recognised courses.

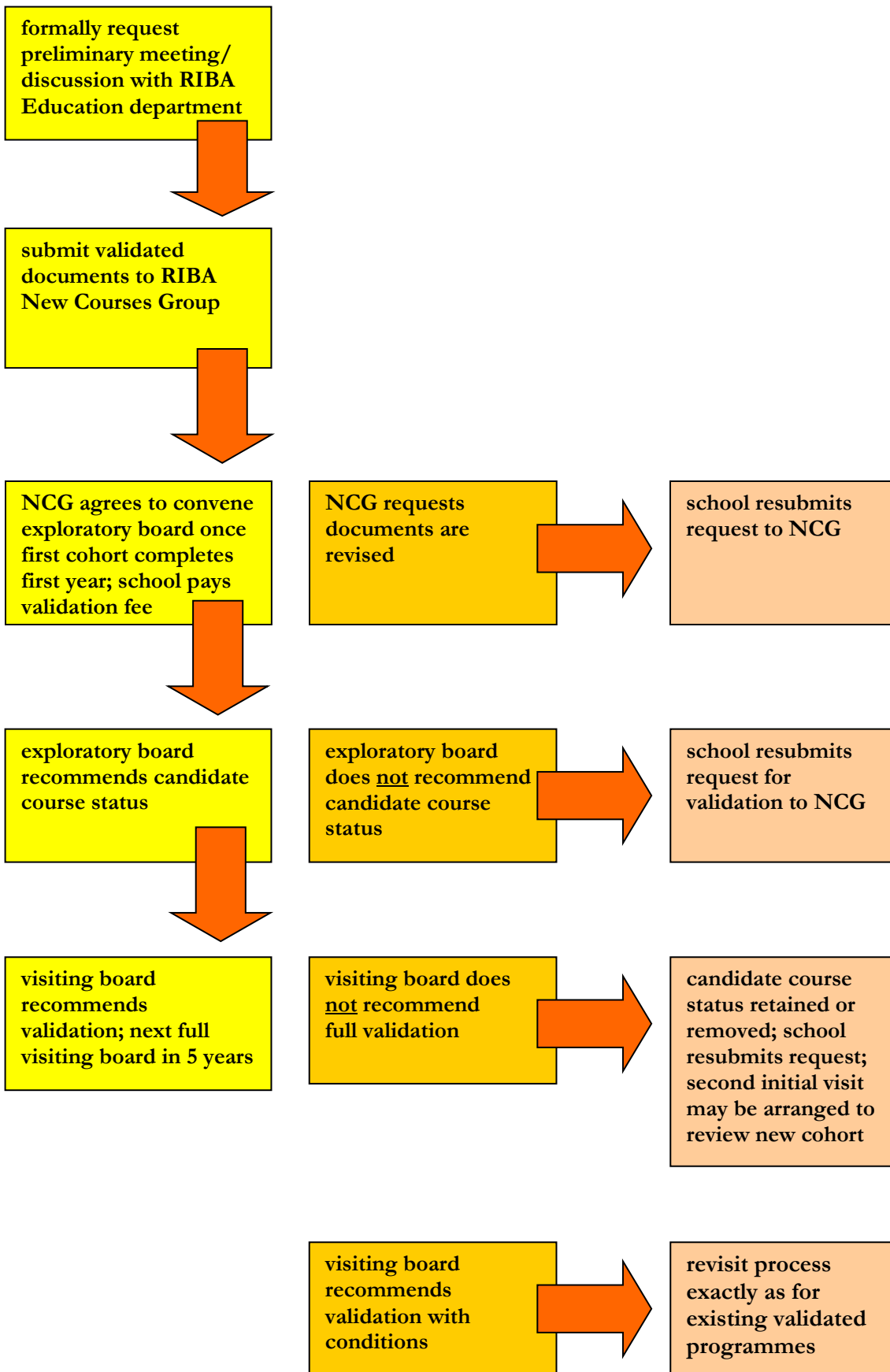
The RIBA cannot formally consider any proposed programmes of architecture before the university/examination centre has completed internal validation of all documents supporting the course, although a university/examination centre may informally approach the RIBA before this point. The RIBA will not convene an exploratory board to consider a new programme for candidate course status (even if internally validated) unless:

- a cohort of students has completed a minimum of one year's study
- the university/examination centre has kept all the work of this cohort ready for an RIBA visiting board to consider

From commencement of an application to NCG from an existing RIBA-validated school (or a school seeking RIBA candidate course status), the school must agree on and notify the RIBA of a named individual to whom all correspondence must be addressed.

3.1 Submissions to the NCG; decision on exploratory visit

Initial discussions will be held with the university or examination centre to understand whether the proposal should be considered as a new course or course change, and/or advise how a new course establishes its academic position, and reflects RIBA criteria for validation. A new course may be considered by the NCG while still at project proposal stage, or where there is a small cohort of students in the early years of the course. The institution should contact the RIBA validation team to arrange an initial meeting. The following diagram explains the development process for a new course, from initial enquiry through candidate course status to full validation:



3.2 Exploratory visits

Following the preliminary meeting (or exchange of correspondence), the university or examination centre will send documents to the NCG for discussion. If the NCG is satisfied the proposal has the potential to meet (and exceed) RIBA validation criteria, a decision will be held to make an exploratory visit. If an exploratory visit is satisfactory, the course will be designated 'candidate course for recognition'. **'Candidate course for recognition' implies that the course proposal is considered to have the potential to meet RIBA criteria, if implemented as anticipated.** It is **not** equivalent to validation, which is only granted once the standards of work have been assessed and found satisfactory by a full board. An exploratory board may only visit a school once there is a minimum of one academic year's work from a cohort ready to consider.

The purpose of an exploratory visit is for the board to consider whether any new course requesting RIBA validation has the academic, physical, and financial resources necessary to sustain and develop a course in architecture in the long term. No course will be visited unless there has been at least one cohort of students who have completed their studies, and can provide their full academic folios for a board to view.

An exploratory visit enables a school to understand the procedures and preparation needed for a full visit, and involves many of the requirements of a full visit, including an exhibition of student work, academic portfolios, and student and staff meetings.

Documents should be sent by the school to members of the board directly, and 3 weeks prior to the visit. Exploratory visits should always be held during the academic year, when students and staff are available for discussion. The school is asked to provide a secure, lockable baseroom for the board that can be used for all private discussions during the visit; this must include a computer, printer, internet access and a projection screen connected to the computer. The timetable for the visit follows.

3.3 Required documents for initial NCG submissions AND exploratory visits

Documents will usually include:

- one volume, white wirebound only
 - for the NCG submission this should be submitted either electronically in one document, or sent as a loose bound hard copy to allow copying
 - for any exploratory visit, one white wirebound copy for each board member and the secretary must be provided
- A4, double sided copying only
- each page numbered sequentially, with table of contents included to guide NCG members to the following sections:
 - school context and history
 - rationale for introduction of course
 - proposed special features of course
 - school's academic position statement (2xA4 maximum, 12 point font; also sent to the RIBA as a Word document)

- separate diagrams of course structure at part 1 and/or part 2, and part 3 (if applicable); each diagram must include the names of each academic module studied
- criteria mapping document demonstrating how each academic module reflects RIBA validation criteria, and provides evidence that at least 50% of all assessed work at part 1 (and, where applicable, at part 2) is undertaken as design studio projects
- typical project briefs issued to students
- if applicable, award level (part 1 and part 2) project briefs (as issued to students) for all modules
- if applicable, external examiners' reports
- selected examples of student work illustrating outcomes of academic modules
- student information (total number, number at each level, gender balance)
- report part C; this is completed by the school and does not form part of the final report, but provides supporting information for the RIBA and RIBA visiting board prior to the visit
- all courses seeking candidate course status are required to complete part C

The academic position statement

Boards will consider the clarity with which schools articulate their academic agenda, communicate this to students and staff, and reflect this in the work presented to the RIBA.

The academic position statement should include discussion of:

- those areas of activity and specific outcomes the schools would wish to be considered as exceptional
- the features of teaching and learning that characterise and distinguish the courses offered when considered against other schools of architecture
- the differences between the aims and outcomes of the first and second award levels
- the means by which the course/s offered provide skills relevant to modern professional practice
- how the validation criteria have been creatively interpreted in terms of course content and delivery

It should be emphasised that the above points **do not** constitute a template or list of headings for the academic position statement, which should be considered an opportunity for schools to creatively capture the uniqueness of their academic offer and student experience.

On request, the RIBA can provide exemplar documents of the following:

- academic position statement
- criteria mapping document

NB: for international schools where the language of instruction may not be English, all documents provided to the RIBA must - without exception - be in English. These documents should be agreed with the RIBA before submission. Where not originally in English, such documentation must be translated into English as a certified translation.

3.4 Mapping course content against RIBA validation criteria

Critical to the visiting board process is establishing that the course/s or examinations the visiting board will consider map adequately against RIBA validation criteria. Schools should provide a document which comprehensively and accurately illustrates which elements of academic content map against the criteria.

3.5 Timetable for UK exploratory visit day 1

day and time	activity	guidance for board	guidance for school
13:00	board arrives at hotel and holds prelim meeting	introductions and chair's briefing identify issues for clarification and investigation during visit	
14:45	board arrives at school	establish base	provide lockable base room for private discussion: <ul style="list-style-type: none"> ▪ private, acoustically secure ▪ computer, with internet access ▪ printer ▪ projection screen ▪ simple catering ▪ adequate size
15:00	board meets VC/head of institution	discuss school's position statement, resources, future plans	the head of institution is the most senior academic manager, typically a Vice-Chancellor, Rector, or Principal
15:30	board meets head of school /architecture budget holder	clarify school's academic mission; consider issues arising from school's documentation	
16:30	introduction to exhibition; staff (perhaps with students) <u>briefly</u> explain work of each year	request that exhibition introduction runs to time	course leaders introduce exhibition; exhibition should help board understand content and structure of course(s), with representative student project work across <u>all</u> subject areas
17:30	tour of facilities	visit studios, workshops, IT, library, research facilities	nominate student guides to assist board in locating facilities
18:30	board leaves school		
20.00	board private dinner		

day 2

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

3.6 Timetable for international exploratory visit

day and time	activity	guidance for board	guidance for school
evening prior to visit (suggested 18.00-20.00)	board arrives at hotel and holds preliminary meeting	introductions and chair's briefing; identify issues for clarification and investigation during visit	school arranges for board to be met at airport and taken to hotel; private room (and conference room) available at hotel
day 1			
9.00	board arrives at school, establishes base	private discussion	provide lockable base room for private discussion: <ul style="list-style-type: none"> ▪ private, acoustically secure ▪ computer, with internet access ▪ printer ▪ projection screen ▪ simple catering ▪ adequate size
9.30	board meets head of institution (rector/president)	discuss school's position statement, resources, future plans	where English is not school's first language, an interpreter should accompany the board; preferably, interpreter must not be staff member, or student connected with school; the head of institution is the most senior academic manager, typically a Vice-Chancellor, Rector, or Principal
10.00	board meets head of school/architecture budget holder	clarify school's academic mission; consider issues arising from school's documentation	ensure academic position of school is clearly communicated to board
10.30	introduction to exhibition; staff (perhaps with students) <u>briefly</u> explain work of each year	request that exhibition introduction runs to time	course leaders introduce exhibition; ensure exhibition helps board understand content and structure of course(s), with representative student project work across <u>all</u> subject areas
11.30	tour of facilities	visit studios, workshops, IT, library, research facilities	nominate student guides to assist board in locating facilities
12.30	lunch; discussions with staff, students		informal stand up buffet; progress of visit <u>not</u> to be discussed
13.30	board private view of exhibition, portfolios	consider requirement for additional material	no staff or students should be present; brief facilitator re. location of all relevant material
16.00	meeting with reps. of national architects' association	consider professional context; employability, routes to licensing, scale and scope of local/national practice	

17.00	board private meeting	private discussion of preliminary comments	
17.30	board leaves school		
20.00	board private dinner		
day 2			
9.00	board private meeting	discuss issues for clarification and investigation; prepare questions for student meeting	
9.30	board meets students	briefly explain RIBA validation; discuss student experience; encourage all to participate	meeting open to all students from all years (>10% total student number required); no staff (or facilitator) to be present
10.30	board private meeting	discuss student meeting; prepare questions for staff	
11.00	board meets staff	briefly explain RIBA validation; discuss staff perspective of course/s	meeting open to all part and full time staff; head of architecture/budget holder should not be present
12.00	completion of outstanding tasks	(e.g. continued inspection of work, consideration of additional material)	
13.00	board private working lunch	chair discusses possible recommendations	buffet lunch served in baseroom
14.00	board private meeting	board considers recommendations; starts drafting report headlines	
16.00 (approx.)	meeting with head of architecture (and small number of invited senior academics)	reports recommendations of board and main observations to senior academics	private informal briefing; other faculty members not normally present; findings preliminary, subject to refinements in drafting and approval of RIBA
16.30	board leaves school		school arranges for board to be taken to hotel
19.30	board dinner		
following visit	schedule as for UK exploratory visit (above)		

Post-visit timetable

following visit normally within 4 weeks	secretary completes draft report; issues to board	board receives draft for comments, revisions; responses within 2 weeks	
normally within 6 weeks	draft reissued to board	secretary integrates members' comments; report agreed with chair, issued to school	
normally within 8 weeks	draft issued to head of architecture/ key budget holder	report and its recommendations must be treated in confidence by school and all board members	factual errors, omissions only may be corrected; no comment within 2 weeks indicates report accepted
normally within 10 weeks	final comments incorporated; revised draft issued to school	secretary integrates final comments, consulting chair if required	within 7 days of receipt of draft head of architecture/key budget holder may write to Education department requesting formal review
normally within 12 weeks [but at next scheduled meeting of NCG]	report received, considered by NCG; NCG recommends to Education Committee		
at next scheduled meeting of Education Committee	report received, discussed by Education Committee (delegated authority to make decisions except removal of validation or candidate course status)		findings of report and Committee's comments passed to RIBA Council for noting (except where recommendation to remove validation or candidate course status, or school request for formal review)
	Education department	following noting by Council, secretary publishes report on www.architecture.com	report issued to head of institution, head of architecture, and senior architecture staff

3.7 Outcomes of an exploratory visit

Where a course is being considered for candidate course status, there are two possible outcomes of an exploratory visit:

- the course is given candidate course status
 - in the case of courses preceding the UK professional practice examination (and for all international courses) candidate course status may be given for part 1 and/or part 2 (depending on the board's recommendations)
 - the board will state at what level of the course part 1 and/or part 2 is achieved
 - the board will suggest action points the school should consider prior to an initial validation visit
 - the board will provide a commentary on areas of the validation criteria where the course team should improve content and/or delivery
 - a date is agreed for an initial validation visit
- the course is *not* given candidate course status
 - the board will state the reasons why it is recommended part 1 and/or part 2 candidate course status is not given

There are no conditions attached if candidate course status is not given. However...

- it is **very strongly recommended** that where a school wishes to pursue RIBA validation but did not achieve candidate course status at an exploratory visit, the school appoints an RIBA-nominated education consultant to advise on future preparations for validation
- it is also **very strongly recommended** that where a school wishes to pursue RIBA validation but did not achieve candidate course status at an exploratory visit, the institution gives serious consideration to the timescale within which RIBA recognition might be achieved, and the resources necessary to achieve this.

Where course content and structure are *not* judged to have the potential to satisfactorily reflect RIBA validation criteria, or where there are other concerns regarding academic identity, resources, or course leadership, action points and advice will be given outlining areas where changes or improvements are needed. The board may offer additional advice to support the course development aspirations of the school. The school may request another visit at a later date, although this will be subject to the same NCG procedures (and validation charging) previously itemised.

A board may not award candidate course status with conditions; the exploratory board either awards candidacy, or not.

The exploratory visiting board will produce a report containing its recommended action points. **Candidate course for validation status is recommended if the course content and structure is considered to have the potential to fulfil RIBA validation criteria, if implemented in the way anticipated.** The exploratory visiting board will specify the time period (not exceeding 5 years) over which candidate course status applies.

Without exception, a full visiting board to a candidate course will not be organised until after the first cohort has graduated. Therefore, a candidate course for validation of 3 years duration (for example) may not be visited until the fourth year in which it operates. It should be noted that validation is not retrospective, and only applies to the graduating cohort whose work has been considered by the visiting board, and those subsequent cohorts approaching graduation.

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

When a course is awarded candidate status, it is important that the course and associated qualification/s are correctly described in all university and examination centre publicity material. To avoid misinterpretation, courses with ‘candidate course for validation’ status should submit all publicity material to the RIBA for guidance *prior* to publication to ensure there is no unintended ambiguity in advertising copy.

When an existing provider applies for validation of a new course proposal, the procedures for this are as described for new courses. In these circumstances, candidate course for validation should not usually exceed 2 years from the date given in the exploratory board report.

3.8 Initial visiting board

Once a first cohort of students have graduated from a course, a course with candidate course status may be considered for full RIBA validation. **An initial visiting board has the same requirements as a full board, and works to the same procedures and timetable.**

Following a successful exploratory visit, an initial visiting board will be convened to consider the work of a graduating cohort at award level. There are four possible outcomes of an initial validation visit. The first two outcomes are:

- the course is unconditionally validated

or

- the course is validated with conditions

In both cases, the next full revalidation visit will be in 5 years.

The other outcomes are:

- the course is not recommended for validation, but continues as a candidate course
- exceptionally, the board may recommend removal of candidate course status

3.9 Course changes

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

Changes in structure and content

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

- a brief letter of introduction outlining the nature of, and rationale for, the proposed changes
- a course diagram/s of the existing course
- a course diagram/s of the proposed course highlighting revisions

- mapping documentation demonstrating how the course changes map against the validation criteria.

Change of award title

Schools must notify the RIBA of the date from which a change in course title is effective, and the cohort/s to which it applies.

Changes in resourcing and school/university structure

Any significant changes to teaching resources (including staffing, and course and school leadership) must be notified to NCG; any significant changes to the structure of the university hosting RIBA validated courses in architecture must also be notified to NCG. In both cases, the school should notify the RIBA of these changes within 3 months of their agreement by the university.

3.10 Collaborative / franchise agreements

Collaborative and franchise arrangements between a host institution and one or more academic partners will be considered by the RIBA under the same procedures as any new course (see section 3 and all subsections).

For clarity, all documentation must be provided in English.

In addition to the documentation required under section 3.3, at both NCG submission stage and any subsequent exploratory board or full visit the RIBA will require:

- rationale behind the collaboration; perceived/actual benefits for institution and students/ institutional support and bespoke resources dedicated to collaboration
- the complete franchise agreement:
 - process for review/monitoring during, and at the end of the franchise
 - process for renewal /termination of the agreement
 - arrangements for current students if the franchise is terminated/suspended
 - the qualification to be awarded (and by whom); transferability
 - evidence of links with awarding institution/franchise partner (e.g. correspondence, meeting minutes etc.) ,files of meeting minutes etc.
- written details of quality assurance processes governing:
 - the awarding body's institutional policy on the quality assurance and standards of collaborative programmes/franchises
 - course structure and content
 - internal validation at institution offering the programme
 - internal validation by awarding body
 - processes for programme development including
 - evolutionary changes
 - significant changes
 - details of internal assessment processes (including timing and location of examination boards, oversight by the awarding body etc.)
 - external examining processes, and details of examiners/ assessors
- details of:

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

Exploratory/full visit - meetings

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

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

4 Full visiting boards (for initial validation and revalidation)

Ahead of a visiting board, and usually 6 months in advance, the RIBA will discuss with the school the following key points:

- the detailed timetable for the visiting board, and its practicability
- the content, structure, and location of the exhibition
- the portfolio sample the board will see (and the location of the portfolios)
- the location and facilities of the base room

and

- where relevant, meet any person acting as mentor to school or its courses

UK schools will receive a preliminary visit, normally involving the chair of the board and secretary. For international schools, the secretary will hold these discussions with the relevant contact at the school via telephone or email.

Notes from the preliminary meeting and discussions will be circulated to all members of the visiting board.

4.1 Documentation required 3 weeks before full visiting board

Schools are asked to produce a single, brief, clear, and concise document for initial validation/revalidation, in the following format:

- one volume, white wirebound
- A4, double sided copying
- each page numbered sequentially, with table of contents included to guide panel members to the following sections:
 - school's academic position statement (2xA4 max.; 12 point font; also sent to the RIBA as a Word document)
 - the academic position statement represents an opportunity for the school to promote its distinctive offer for inclusion in the visiting board report, and uploading to www.architecture.com

- school and student course appraisals (3xA4 and 2xA4 max. respectively; 12 point font); the student course appraisal **must** be written and agreed by a representative cross section of students attending the course/s
- separate diagrams of course structure at part 1, part 2, and part 3 (where applicable); each diagram must include the names of each academic module studied
- criteria mapping document
- award level (part 1 and part 2) project briefs for all modules (as issued to students)
- external examiners' reports for the last 3 years
- summary of school's responses to key external examiner observations

NB: for international schools where the language of instruction may not be English, all documents provided to the RIBA must - without exception - be in English. These documents should be agreed with the RIBA before submission. Where not originally in English, such documentation must be translated into English as a certified translation.

Schools are also required to complete all sections of part C of the report prior to the visit; details of this are given in section 8 of this document. Part C does not form part of the final report, but provides supporting information for the RIBA and RIBA visiting board prior to the visit. Part C and the appendices detailing the meetings with the head of institution, budget holder and course leaders, students and external examiners (and any other meetings as appropriate) do not form part of the report but will be made available on request.

On request, the RIBA can provide exemplar documents of the following:

- academic position statement
- criteria mapping document

Single copies of the documentation should also be:

- distributed by the school to each board member 3 weeks before the visit
with
- one further archive copy and one digital copy to be sent to the RIBA Education department

The RIBA reserves the right to request that schools re-present this information if not provided in the format requested.

4.2 Academic position statement (also referred to in section 3.3)

Boards will consider the clarity with which schools articulate an academic agenda, communicate this to students and staff, and reflect this in the work presented to the RIBA.

The academic position statement should include discussion of:

- those areas of activity and specific outcomes the schools would wish to be considered as exceptional
- the features of teaching and learning that characterise and distinguish the courses offered when considered against other schools of architecture
- the differences between the aims and outcomes of the first and second award levels
- the means by which the course/s offered provide skills relevant to modern professional practice

- how the validation criteria have been creatively interpreted in terms of course content and delivery

It should be emphasised that the above points **do not** constitute a template or list of headings for the academic position statement, which should be considered an opportunity for schools to creatively capture the uniqueness of their academic offer and student experience.

4.3 School and student course appraisal

Course appraisals represent an opportunity for both academic staff and students to set out their views on, and experience of, the courses they teach and study. It is the responsibility of the school to ensure that both appraisals are included in the documentation provided for the visiting board.

In not more than 3 sides of A4, the school appraisal should define the current and future circumstances of the course/s, considering the following:

- developments since the last visiting board
 - academic staff
 - administrative and technical staff
 - students
 - physical resources including studios, workshops, classrooms, auditoria etc
 - learning support facilities including library, student counselling, staff development etc
- strategic development plan for school
 - role of architecture within, and support from, faculty
 - course content and course delivery changes
 - development of new courses
 - external factors influencing course delivery
 - resource planning for next 5 years: staff, facilities, accommodation etc

In not more than 2 sides of A4 (12 point font), the student appraisal should review the course/s, including the following:

- student experience
 - course structure and delivery
 - representation
 - facilities
 - contact time
 - links with profession

The student course appraisal **must** be written and agreed by a representative cross section of students attending the course/s.

The course appraisals will be treated as confidential by the RIBA.

4.4 Supporting information

The following information should be made available in the base room:

- academic transcripts for each cohort at award level (i.e. parts 1, 2, and 3 where applicable)

- individual academic transcripts for those students whose portfolios form part of the agreed sample
- copy of current revision of university academic regulations
- copy of current revision of university's quality assurance documentation, outlining arrangements for annual course monitoring, internal validation, and course review
- copies of all currently validated course documents (i.e. parts 1, 2, and 3 where applicable)
- course guide or handbook given to all students
- staff CVs
- external examiner CVs

4.5 Visit timetables

Timetables for visiting boards are given below. Visits will always be held while the school is in session so that the board may meet the students.

NB: as there is no standard timetable for a revisiting board, the scheduling of this will be agreed by the RIBA on a case by case basis.

Pre-visit timetable: UK and international

day and time	activity	guidance for board	guidance for school
during academic year prior to visit	agree date of visit with RIBA and school		RIBA Validation Coordinator contacts school, arranges dates for visit, sends current briefing information. Head of institution formally invites board on agreed date
	agree membership of visiting board	RIBA Validation Coordinator contacts panel members to establish availability; working with Education team, proposes board membership including chair and vice-chair	school advises if any proposed member has conflict of interest compromising their involvement
6 months prior to visit	chair and secretary to enter preliminary discussions with school	arrangements for board reviewed including documentation, exhibition, portfolio sample, base room	UK schools will receive a preliminary visit. This is arranged by the RIBA Validation Coordinator for international schools, the secretary will hold these discussions with the school via telephone or email
3 weeks prior to visit	details of hotel, travel etc. finalised		detailed arrangements for visit given to board by RIBA Validation Coordinator
	school documentary submission sent directly to board from school	school documentation delivered directly to board	the RIBA Validation Coordinator will provide board members' contact details
	RIBA briefing information sent to board	including confirmation of hotel, copies of reports of the last full and mid-term visit and all other relevant briefing information	
> 1 week prior to visit	agree programme with school	board receives RIBA visit schedule with details of the location and attendees for each meeting	school advises location of meetings, individuals involved in each, activities during visit
1 week prior to visit	board members review documents	board members review: <ul style="list-style-type: none"> ▪ RIBA procedures and criteria ▪ school documentation ▪ RIBA briefing document 	

Full visiting board timetable

day and time	activity	guidance for board	guidance for school
prior to the visit, board members must have read all documentation provided and started recording observations for further discussion at first private meeting on day 1 of visit			
day 1			
18.00 hotel conference room	board's first private meeting	introductions and chair's briefing	
18.15	review previous RIBA documentation	identify issues for clarification and investigation during visit	
	review school's documentation	consider academic position statement, school and student appraisals; identify matters for clarification and investigation during visit	
19.00	prepare for meetings with head of school, course leaders	identify topics for discussion; agree and allocate questions to board members	prior to visit, senior academics to be briefed re. scope of school and studio introductions
19.15	prepare for meeting with students	discussion of academic delivery, standards, facilities, external links to other schools, practice etc.	prior to visit, students to be briefed re. role and remit of board
19.30-20.00	allocate tasks for first day of visit (11.45am on)	board considers all levels of course (parts 1, 2, and 3) equally: <ul style="list-style-type: none"> ▪ design studio projects at both award levels ▪ technology and communication submissions ▪ dissertations and other written work ▪ part 3 case studies and other related written work 	prior to visit, staff to be briefed re. role and remit of board
20.00 hotel	private dinner	informal discussion of visit continues	

day and time	activity	guidance for board	guidance for school
day 2 morning 08.30	board arrives at school	establish base	provide base room for private discussion: <ul style="list-style-type: none"> ▪ private, acoustically secure ▪ computer, with internet access ▪ printer ▪ projection screen ▪ simple catering ▪ adequate size
09.00	meeting with architecture budget holder and course leaders	clarify school's academic mission; consider issues arising from school's documentation	introduce school's academic agenda and coursework offer, highlighting relevant issues for board's attention
10.00	review exhibition, parts 1 and 2 folios	initial consideration of work	course leaders to <u>briefly</u> introduce exhibition and folios
10.45	private view of exhibition and folios	consider questions arising from introduction to exhibition and folios	no staff or students to be present
11.15	break	private discussion; consider requirement for additional material	brief facilitator re. location of all relevant material if board request information
11.30	review part 3 work ¹	all board members review part 3 work	display part 3 work separately; course leader introduces work
12.00	brief facilities inspection	visit studios, workshops, IT, library, research facilities	nominate student guides to assist board in locating facilities
afternoon			
13.00	buffet lunch with students and staff	completion by 13.45 essential	informal, with no discussion of progress of visit; completion by 13.45 essential
13.45	prepare for student meeting	consider student course appraisal; prepare questions; nominate student member to facilitate meeting	
14.00	student meeting	generate agenda from student course appraisal; encourage all students to contribute; the student meeting will be led by the student/graduate board member	meeting open to all students from all years (>10% total student number required); no staff (or facilitator) to be present
15.15	discuss student meeting	consider questions for staff meeting on day 3	
15.45	review folios and exhibition	consider preliminary commentary	brief facilitator re. location of all relevant material

¹ if applicable; part 3 work will be considered throughout visit

day and time	activity	guidance for board	guidance for school
day 2			
17.15	review work against criteria	chair and secretary draft preliminary headlines	
18.15	complete first full day of visit	clarify need for additional meetings, material	provide mobile numbers in case additional meetings required
20.00	board private dinner	informal discussions continue	private event
day 3 morning			
08.45	prepare for meeting with head of institution	prepare questions for head of institution	the head of institution is the most senior academic manager, typically a Vice-Chancellor, Rector, or Principal
09.00	meet head of institution	session discusses school's position statement, resources, future plans	
09.30	break	review head of institution meeting; prepare questions for external examiners	
09.45	meet external and professional examiners	discuss response to examiners' reports, and role of examiners in establishing standards	>50% of external and professional examiners required for each course
10.45	break	prepare questions for staff	
11.15	meet academic staff	encourage broad discussion, with staff raising issues and replying to board's questions	meeting open to all part and full time staff; head of architecture/budget holder should not be present
12.15	discuss meetings; review folios	consider requirement for additional material/ clarification	
afternoon			
12.45	private board lunch	board reviews recommendations, starts writing draft report headlines	light buffet in base room
13.45	review work against criteria	includes further inspection of work, discussion with course leaders where required	all work remains available for inspection
15.30	consider report headlines	chair and secretary complete report headlines for discussion and agreement by board	

17.00 (approx.)	meet architecture budget holder and course leaders	provide written first draft of report headlines; chair, vice-chair, and secretary only attend final meeting; remaining board members free to leave school	head of architecture and/or key faculty budget holder to be present
17.30	complete visit	chair, vice-chair, and secretary leave school	

Post-visit timetable

day and time	activity	guidance for board	guidance for school
following visit normally within 4 weeks	secretary completes draft report; issues to board	board receives draft for comments, revisions; responses within 2 weeks	
normally within 6 weeks	draft reissued to board	secretary integrates member's comments; report agreed with chair, issued to school	
normally within 8 weeks	draft issued to head of architecture/ key budget holder	report and its recommendations must be treated in confidence by school and all board members	factual errors, omissions only may be corrected; no comment within 2 weeks indicates report accepted
normally within 10 weeks	final comments incorporated; revised draft issued to school	secretary integrates final comments, consulting chair if required	within 7 days of receipt of draft head of architecture/key budget holder may write to Education department requesting formal review
normally within 12 weeks [but at next scheduled meeting of Education Committee]	report received, discussed by Education Committee (has delegated authority to make decisions except removal of validation or candidate course status)		findings of report and Committee's comments passed to RIBA Council for noting (except where recommendation to remove validation or candidate course status, or school request for formal review)
normally within 12	Education department	following noting by Council, secretary publishes report on	report issued to head of institution, head of architecture, and senior

weeks	www.architecture.com	architecture staff
within 16 weeks	recommend'n to remove validation or candidate status considered by RIBA Board	school will be informed of decision by chair of RIBA Board

NB: the RIBA Board is the executive trustee board of the RIBA

Following discussion at the preliminary visit (or in advance of an international visit), the timetable may be adjusted to take account of:

- the number or size of courses under review
- the complexity of a particular studio/unit/atelier structure
- any other relevant issues the school draws to the attention of the RIBA

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

4.6 Base room

Full visiting boards (and international exploratory boards) normally last two full days. The school is asked to provide the visiting board with a base room for private discussion throughout the visit that is:

- lockable (please provide secretary with key)
- private, and acoustically secure
- provided with internet access
- provided with simple catering for the board, at appropriate intervals during visit
- of adequate size, especially if it accommodates the agreed portfolio sample (if so, there should be adequate facilities to lay out large format project work)

4.7 Inspection of student work

Student work must be available for the board to consider. This should be in two formats:

- **an exhibition** of work for each level of the course expressing
 - the academic position of the school
 - the aims and objectives of each module studied
- **a portfolio sample** representing the full range of students' ability
 - each student's work is to be presented as an academic portfolio
 - **an academic portfolio contains *all* the assessed work produced by a student for an academic year, and must include:**
 - **design studio projects**
 - **design process and development work**
 - **drawings, sketches, and design diagrams**
 - **sketch and final models**
 - **larger scale 3D work**
 - **structural, constructional, and environmental information**
 - **essays**
 - **dissertations**
 - **reports and other research work**
 - **examination scripts**
 - high, middle and low pass portfolios must be presented for each course
 - it should be noted that because of the summative/integrative nature of many award level projects, these years in a programme (usually, year 3 full time, and year 5 full time) provide critical evidence for RIBA visiting boards
 - in schools where a year system operates, the minimum requirement for progression years (i.e. non-award levels) of course/s operating a year system will be 1 low, 3 middle, and 2 high pass portfolios

- in schools in which a year system operates, where an award level cohort exceeds 60 students, the portfolio sample for that level of the course is unlikely to be less than 10% of the total number of students
- however, it should be emphasised that all portfolio samples will be agreed with the school well in advance of the visit, and on a case by case basis
- **at full visits the RIBA no longer requires a portfolio sample from the first level of part 1, although exemplary work may be presented in the exhibition.**
- in schools where a studio/unit/atelier system operates, the sample of portfolios for the progression years (i.e. non-award level) will be agreed with the RIBA on a case by case basis
- there is no requirement to provide failing portfolios
- there is no requirement for a student's work to be presented in a traditional bound portfolio, although it must be collected together in a single physical location

Schools should include each student's work from previous year/s assessments in sampled academic portfolios of the award year:

- where elements of the criteria are met in years other than the award year
- where changes in course structure result in the academic content studied by a graduating cohort being significantly different from that studied by the preceding cohort

Due to difficulties in cross referencing, students' work in the academic portfolio should not be presented to the visiting board in a digital format, except where this is the medium in which the submission is assessed. If a school proposes to present students' portfolios digitally, this should be with the prior agreement of the RIBA, and in a format agreed **and demonstrated** at the preliminary visit prior to the full visit.

The academic portfolio allows a visiting board to compare standards for students' performance across an entire year's study, and at all levels of ability.

NB: a common feature of most university degree schemes are arrangements for condoning or compensating failed marks. 'Condonement' of a failed mark usually means to overlook or permit it, allowing a student to proceed; 'compensation' implies a marginally failed mark (usually within 2-3% of a pass grade) has been raised to pass level because of balancing strengths elsewhere in the academic portfolio.

A problem arises if it is possible for a student to progress to the award of part 1 or part 2 without achieving a pass mark in all academic modules identified as mapping against the validation criteria. **The RIBA therefore strongly recommends that validated courses opt for a no condonement clause in all modules contributing to achievement of the Graduates Attributes and General or Professional Criteria.**

4.8 School facilitator

Whilst not required, schools may nominate a facilitator (usually a member of university or school QA staff). **The RIBA's preferred method is a named person who is contactable**

and accessible at all times, but who does not attend the private or public meetings of the board. Alternatively, the School may nominate a facilitator as below:

- a facilitator is an observer, and **does not** comment on the observations of the board, but acts solely to assist the board in the completion of its work
- **Facilitators will not record the proceedings of the visiting board.**
- the facilitator liaises with board members through the RIBA secretary to the visiting board
- usually, a facilitator may attend all sessions of the visiting board, except the private meeting on the first evening, private board dinners and lunches, the meeting with students, and the private meeting on the final afternoon of the visit
- facilitators may also be available throughout the visit, but choose not attend the sessions open to them
- the name and contact details of the facilitator a school wishes to nominate (if applicable) should be notified to the RIBA at the time all documents are sent to board members (i.e. 3 weeks prior to the visit)

At any other time, and at the discretion of the chair of the visiting board, the chair may convene a private meeting of the board from which the facilitator will be respectfully asked to withdraw.

4.9 Outcomes of a full visiting board

Validation is awarded separately for part 1, part 2 and, for UK schools only, part 3 of a programme of architecture courses; a board may recommend different outcomes for different parts of a programme.

There are several possible outcomes of a full visiting board.

4.10 Withdrawal of validation

Exceptionally, withdrawal of validation* will be recommended if:

- there are serious concerns regarding the failure of the course to deliver the graduate attributes
- there are serious concerns regarding the failure of the course to address the validation criteria
- there are serious concerns regarding the failure of the course to meet required academic standards, or an appropriate quality student experience
- there is immediate evidence of shortfalls in staffing, academic leadership, or resources

Validation will also be withdrawn if a school does not invite the RIBA to revalidate their course/s in architecture within 6 months of the date at which the usual 5 year cycle of recognition ends.

*** validation will be withdrawn from the end of the academic year following this recommendation being agreed by the RIBA Board under advisement from the RIBA Education Committee**

If a school believes there are very significant circumstances requiring an extension of the usual cycle of revalidation this may, very exceptionally, be considered by the RIBA Education Committee. Any claim for extension must be formally submitted to the RIBA Education department at least 6 months before the end of the usual 5 year validation cycle.

4.11 Conditional validation

Conditional validation will be recommended when the board has causes for concern that the school must act upon within the next academic year (or sooner), and means that:

- a revisiting sub-group will come to the school to consider the actions taken by the school responding to the conditions stated in the report

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

- graduate attributes are not being met
- validation criteria are not being met
- lowest pass standards are unacceptable
- the school has not responded to action points made previously, or provided a clear reason for not acting on those action points
- any serious concern suggesting that graduate attributes will not be realised, nor criteria be met or lowest pass standards maintained in the future
(typically, but not exclusively, this may relate to a shortfall in staffing, academic leadership, or resources which cannot satisfactorily be addressed by the mid-term visit)
- membership of the revisiting sub-group will usually have some continuity with the full board recommending conditional validation, as follows:
 - chair: either an academic or practitioner
 - vice chair: either an academic or practitioner
 - member: practitioner
 - member: academic
 - secretary: either an RIBA staff member, or RIBA nomination
quorate providing has at least 3 members (academic/practitioner)
- the revisiting sub-group will usually visit the school for 1 day within 1 year of the full board, and following the graduation of the next award level cohort
- where the revisiting sub-group is satisfied the conditions in the report have been met, the RIBA Education Committee will recommend validation without conditions until the next scheduled visiting board (i.e. 5 years after the last full board visit)
- if after considering new work at the revisit, the sub-group is not satisfied the necessary improvements have been made, a full board will visit the school usually no more than 12 months after the revisiting sub-group; **this will result either in continued validation or withdrawal of validation**
- if no revisit is agreed with the school within 3 months of the RIBA Education Committee ratifying the final version of the visiting board report requiring a revisit, **validation will be withdrawn**

4.12 Unconditional validation

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

- the course has no conditions it must address within the next academic year
- there will be a mid term monitoring visit at the mid point of the period of validation
- unconditional validation is for a period of 5 years from the date of the visit

However...

- the board will propose action points for the school to act on and, at the chair's discretion, offer advice
- action points must be responded to before the mid term visit, or a structured plan approved by the RIBA that acts on the action points

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

Exceptionally, and without prejudice to granting unconditional or conditional validation, a board may propose that a school appoint an education consultant nominated by the RIBA. This consultant will advise on course development, content, structure, and criteria mapping as well as the resources required to deliver these satisfactorily.

4.13 Standard requirements of validation

Standard requirements are that:

- the institution appoints suitably qualified external examiners (or, exceptionally, has in place an acceptable system of external assessment of award level students using appropriately qualified third party academic reviewers)
- the examiners (or external assessors) produce an annual report for the institution, commenting on academic quality and best practice, coverage of the graduate attributes and validation criteria, and minimum pass standards
- the institution contacts the RIBA New Courses Group for approval of significant changes to the courses and examinations during the validation period
- in UK schools only, there is a mid-term monitoring visit to the school (chair, vice-chair, and secretary to attend)
- a list of students awarded recognised qualifications is supplied to the RIBA each year (including current contact details)
- In the UK, standard requirements of validation include the completion by the institution of the annual statistical return issued by the RIBA Education Department

4.14 Action points

Once a visiting board has identified constructive comments during a visit regarding academic quality, or course structure, content, and delivery in the institution, or aspects of resources affecting these matters these are reported to the school as action points.

- every visiting board report will contain action points
- the institution is expected to act promptly on these action points
- the RIBA welcomes evidence of the actions taken by the institution before, or in the case of UK schools only, by the mid-term visit

4.15 Advice

The visiting board may also provide advice to the school on desirable but not essential improvements it is felt would assist course development, raise academic standards, and improve the student experience.

4.16 Commentary

For full visiting boards, commentary on individual validation criteria will only be provided when:

- a course is conditioned, and there are specific areas of concern which need detailed, prompt actions by the school
- a course is unconditionally validated, but there are concerns that graduate attributes are inconsistent, with particular areas that require review

4.17 Costs of revisiting boards

In the event of a course or courses, or examination, being conditioned, the school is responsible for bearing all the costs of a revisit (i.e. travel, accommodation, subsistence, and incidental expenses). There will be an additional administration charge of £500 payable to the RIBA to contribute to RIBA staff costs connected with correspondence, logistical arrangements, and documentation. The administration charge is subject to annual review, and any updated charge posted on www.architecture.com; these will supersede the sum stated in these procedures. This applies equally to UK and international schools.

5 Mid term visit (usually, UK schools only)

A mid term visit will take place not less than 2, and not more than 3, years after the previous full visiting board. Mid term visits are held to ensure that schools have acted comprehensively on the action points identified by the previous visiting board, and allows schools to comment informally on their response to the advice given by that board.

Mid term boards will include an RIBA nominated chair, vice-chair, and secretary; there will usually be some continuity between the membership of the previous full visiting board and the mid term board. The duration of a mid term visit will usually be one day; the school must provide the RIBA with the following information for board members to consider **1 week before the visit**:

- a clear, concise, and brief plan (2 A4 sides max., 12 point font) explaining how the action points and advice summarised in the previous visiting board report have been addressed
- a clear, concise, and brief document (2 A4 sides max., 12 point font) summarising changes to the course/s since the last RIBA visiting board, (and changes in the school, faculty, and university where this impacts on the delivery of architecture education). These changes may be the same as, or additional to, any course changes formally notified to the NCG.

The following must be available **on the day of the visit**:

- small synoptic exhibition of students' work, sufficient to explain the current academic themes of the course/s, and reflecting any changes made as a result of the full board's recommendations
- small sample of high, low, and medium pass academic portfolios agreed in advance with the RIBA, and illustrating the school's response to the full board's recommendations
- relevant documentation supporting the exhibition and portfolio sample

At the mid term visit, the board will consider if the school has responded to the action points identified by the full board. If the board considers that the appropriate actions have not been taken by the institution and there is no adequate rationale to substantiate this, the

mid term board may - exceptionally - recommend to the Education Committee the following:

- that the course/s be conditioned

and

- that a full board revisit the institution within a year

If that revisiting board considers the action points have still not been satisfactorily responded to, there are two possible outcomes:

- withdrawal of validation
- continued validation with conditions; a final revisiting board will visit the institution within a year

Course changes cannot be approved at a mid-term visit, although they may be discussed in principle. Schools must follow the procedure set out in section 3.9 (page 22).

The timetable for a mid term visit is:

day and time	activity	guidance for board	guidance for school
morning			
11.00	board arrives at school	the mid term visit principally considers the school's response to action points (and advice, where relevant) in the full board report	provide room for private discussion: <ul style="list-style-type: none"> ▪ private, acoustically secure ▪ internet access
11.30	meeting with architecture budget holder, course leaders	discuss response to action points arising from visiting board report	discuss relevant revisions to school's academic agenda and course offer made in response to RIBA's action points
12.00	review synoptic exhibition and portfolio sample		provide brief introduction to exhibition and folio sample
12.45	private meeting	private discussion; consider need for additional material; draft report headlines	
13.15	buffet lunch in base room	completion by 14.00 essential	
afternoon			
14.00	prepare for student meeting	discuss student response to revisions to academic agenda and course made by school in response to action points	
14.15	student meeting	generate questions from previous student course appraisal and school's response to action points; encourage all students to contribute	meeting to be attended by student representatives from all years of (i.e. part 1, 2, and 3 if applicable); no staff members to be present
14.45	further review of exhibition and portfolios	complete report headlines	
15.45	meeting with architecture budget holder, course leaders	feed back report headlines to key architecture staff	
16.00	visit ends	chair, vice-chair, and secretary leave school	

6 Suspension of a visiting board

Suspension of a visiting board is an option at a full validation or revalidation only. All exploratory boards will be completed to the scheduled timetable to allow the visiting board to reach their conclusions following consideration of all the evidence prepared by the school.

If it becomes clear during a validation/revalidation visit that the school has not provided either;

- the evidence in the form of student work agreed with the RIBA before the visit, and needed for the board to complete its tasks

or

- provided a sufficient number of students to adequately discuss their experience of the course/s under consideration

or

- provided a sufficient number of staff to adequately discuss their perspectives on the course/s under consideration

or

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

then, exceptionally, the visit will be suspended. The reasons for this will be given to the principal of the institution, who will be asked to ensure all necessary information is provided for a reconvened visit. This usually takes place within 6 months.

When a board has been suspended due to a significant body of evidence being unavailable for a board to consider, or on any other grounds which the chair of the board may communicate to the principal of the institution at the visit, the RIBA will reasonably charge the school for all accommodation, travel, and subsistence connected to the revisit.

7 How a full visit is reported

The recommendations of the visiting board following a full visit are recorded in a report, which has three parts:

- 7.1 report part A. This contains
- name and address of institution hosting the course/s or examination/s
 - name, job title, and contact details of budget holder for architecture
 - name, job title, and contact details of architecture programme leaders at part 1, part 2, and part 3 (where applicable)
 - date of visit
 - name of award/s to be validated at part 1
 - name of award/s to be validated at part 2
 - name of award/s to be validated at part 3
 - duration of award/s to be validated (full time)
 - duration of award/s to be validated (part time)
 - specify if award not made by host institution
 - any conditions, recommendations, and advice the board concludes are appropriate

This part of the report will be drafted during the visit, and handed to the head of architecture during the final meeting of the board. Whilst the wording of part A of the

report may be subject to later minor revision, all the essential points will remain carried forward to include with report B.

7.2 report part B. This contains

- the school's academic position statement
- commendations, which may be defined as:
 - distinctive/distinguishing characteristics of course/programme/graduates
 - areas of excellence/good practice
 - awards, prizes, scholarships, bursaries etc. (where applicable)

The intention of commendations is to identify, where applicable, a small number of items (3-4 maximum) which set that school apart from other institutions, and demonstrates a unique offer to existing and prospective students of architecture attending that school. This may include areas of good/excellent practice in teaching and/or research, evidence of a distinctive course structure and related content, and any particularly creative approaches to the integration of subject areas across the architecture curriculum.

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

- commentary
 - review delivery of academic position
 - review delivery of graduate attributes
 - where concerns expressed, review criteria
- other information
 - student numbers at parts 1, 2, and 3
 - list of academic staff
 - facilities
 - members of visiting board

This part of the report will be drafted after the visit and agreed by visiting board members, usually within 8 weeks of the visit; the agreed draft of both reports A and B will then be sent to the school for correction of factual inaccuracies or omissions only. Following any such revisions, the completed report is returned to the school, submitted to the RIBA Education Committee for approval, and made available to RIBA Council for notification only.

7.3 additional information: part C. **This is completed by the school prior to the visit** and contains appendices on the following:

- assessment
- practical training
- school management
- staffing
- research and scholarly activity
- information resources: IT facilities
- production resources: workshops
- media resources: AV facilities
- studios
- information resources: library

- equal opportunities

Templates for these appendices follow; these are downloadable from www.architecture.com. It should be noted that part C does not form part of the final report, although the information provided by the school may be referred to in the visiting board report.

7.3 Report part C: appendices (for completion by school prior to visit, and not forming part of the final visiting board report)

Assessment
<ul style="list-style-type: none"> ▪ brief description of main assessment methods and their application at each level of the course(s), including protocols for moderation, compensation, referral, deferral etc.

Practical training
<ul style="list-style-type: none"> ▪ brief description of practical training arrangements post part 1 ▪ brief description of practical training arrangements post part 2 ▪ name of Professional Studies Adviser ▪ description of how help is provided to students in finding work placement ▪ arrangements for visiting students in offices ▪ arrangements for call back sessions in year/s out

School management
<ul style="list-style-type: none"> ▪ diagram showing committee and management structure of school placed in wider context of university or examination centre organisation

Staffing
list all academic staff teaching courses for which validation is requested:
<ul style="list-style-type: none"> ▪ name ▪ qualifications ▪ date appointed ▪ grade/post ▪ state if full-time/part-time/visiting lecturer (state number of hours per year) ▪ academic specialisms ▪ relevant professional activities
list all technical and administrative staff supporting courses for which validation is requested:
<ul style="list-style-type: none"> ▪ name ▪ date appointed ▪ grade/post ▪ specific responsibilities
If relevant, list all staffing provided from a collaborating school, department, or institution.

Research and scholarly activities; staff development (where applicable)
<ul style="list-style-type: none"> ▪ relationship between research activities and courses to be validated ▪ titles of recent dissertations (for last 2 years of course only) ▪ staff research policy ▪ major areas of staff research and scholarly activity ▪ funded research projects ▪ RAE/REF gradings ▪ staff development policy

<ul style="list-style-type: none"> ▪ summary of staff development activities (research, other scholarly activity, CPD etc.) 	
Information resources: IT facilities	
<ul style="list-style-type: none"> ▪ location 	
<ul style="list-style-type: none"> ▪ opening hours 	
<ul style="list-style-type: none"> ▪ number of subject specific PCs 	
<ul style="list-style-type: none"> ▪ number of subject specific Apple/Mac 	
<ul style="list-style-type: none"> ▪ number and type of plotters/printers available to students of architecture 	
<ul style="list-style-type: none"> ▪ list software available to architecture students 	
<ul style="list-style-type: none"> ▪ list other equipment available for IT and digitally generated work 	

Production resources: modelling and construction workshops	
<ul style="list-style-type: none"> ▪ location 	
<ul style="list-style-type: none"> ▪ opening hours 	
<ul style="list-style-type: none"> ▪ timber working facilities 	
<ul style="list-style-type: none"> ▪ metal working facilities 	
<ul style="list-style-type: none"> ▪ list other equipment and facilities available for analogue fabrication 	
<ul style="list-style-type: none"> ▪ CNC router 	
<ul style="list-style-type: none"> ▪ rapid prototyping 	
<ul style="list-style-type: none"> ▪ laser cutter 	
<ul style="list-style-type: none"> ▪ list other equipment and facilities available for digital fabrication 	

Media resources: AV facilities	
<ul style="list-style-type: none"> ▪ location 	
<ul style="list-style-type: none"> ▪ opening hours 	
<ul style="list-style-type: none"> ▪ film facilities 	
<ul style="list-style-type: none"> ▪ video facilities 	
<ul style="list-style-type: none"> ▪ list other equipment and facilities available for AV presentations 	

Studios	
<ul style="list-style-type: none"> ▪ location 	
<ul style="list-style-type: none"> ▪ opening hours 	
<ul style="list-style-type: none"> ▪ dedicated spaces for each level of course 	

Research support: library	
<ul style="list-style-type: none"> ▪ location 	
<ul style="list-style-type: none"> ▪ opening hours 	
<ul style="list-style-type: none"> ▪ numbers of subject specific books 	

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

Admissions and equal opportunities	
▪ summary of institution's equal opportunities policies	

8 Review and appeals procedures

8.1 Review of a full visiting board report

The school may request a review of a full visiting board report. Within 7 days of the receipt of the final draft report (i.e. the report as agreed by the visiting board, but prior to its submission to the RIBA Education Committee for ratification) the head of architecture should:

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

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

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

8.2 Appeal against visiting board report

If the recommendations made by a visiting board are other than:

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

or

- candidate course status following an exploratory visit...

the school may within 28 working days of the RIBA visiting board's recommendations made in report A lodge an appeal to the RIBA Director of Education indicating the basis on which it is challenging the decision.

The appeal will be considered by a group consisting of

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

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

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

- chair of the visiting board
- chair of the RIBA Education Committee
- chair (or nominated member) of the RIBA Board (the RIBA Board is the executive trustee board of the RIBA)

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

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

8.3 Reconsideration of a visiting board report

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

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

9 The confirmed report

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

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

are published on the RIBA website (www.architecture.com). The institution may distribute the report, but recipients of the report may not publish or distribute it without permission of the school and RIBA. The RIBA expects that, in addition to copies supplied to the ARB for the prescription of courses and qualifications, the final report would be made available to the school's external examiners, and its contents reviewed with staff and students.

10 Professional Practice examination: RIBA part 3

10.1 Practical experience eligibility criteria

Candidates for the RIBA part 3 oral examination stage should have recently completed a minimum of 24 months' practical experience under the direct supervision of a professional working in the construction industry, which should include at least 12 months working in the EEA, Channel Islands, or the Isle of Man, under the direct supervision of an architect.

Practical training record (PEDR) categories of experience:

- experience of architectural practice in the UK, EEA, Channel Islands, or Isle of Man, under the direct supervision of an architect registered with the Architects Registration Board, or registered within the territory where the experience is being undertaken
- experience of architectural practice in any other location, under the direct supervision of an architect registered within the territory where the experience is being undertaken
- experience within the construction industry under the supervision of a qualified professional within the relevant field

RIBA/ARB definitions

- **‘months’**: these will be calendar months of full time working (at least 20 hours a week). Reasonable time off for holidays and illness may be included in this period. (Where the work is less than 20 hours per week, applicants will be expected to complete a commensurately longer period of experience)
- **‘practical experience’**: experience which consists of activities which would typically be undertaken by an architect in practice. (The part 3 Professional Criteria are helpful in setting out in broad terms some of the activities which are likely to be required to be undertaken).
- **‘recently’**: at least 12 of the 24 months’ experience should have been undertaken in the two years immediately before taking the part 3 exam
- **‘direct supervision’**: the person supervising should have responsibility for and control over the work being undertaken
- **‘professional working in the construction industry’**: will be an architect registered in the territory where the experience is being undertaken, or a chartered or similarly qualified member of an appropriate professional body. The ‘construction industry’ will include qualified professionals typically involved in the procurement, design, and management of the built environment.

RIBA guidance note on the application of the regulation

The RIBA and the ARB will share in common the main practical experience regulation (ARB Rule 13b) and a set of definitions which underpins this. The usage of the regulation will vary between the two bodies; the RIBA will use it for the purposes of admission to the oral examination stage of the part 3, whereas the ARB will use it for the purposes of admission to the Register.

Each body will issue a guidance note and set of Frequently Asked Questions which will mirror that of the other body where possible, though there may be some slight difference in emphasis.

Whilst the RIBA practical experience regulations states that candidates for the RIBA part 3 oral examination stage should have undertaken a minimum of 12 months experience working in the EEA (including the UK), the Channel Islands, or the Isle of Man under the supervision of an architect, candidates should note that the UK’s part 3 qualification tests UK practice and law. Practical experience is an integral element of the part 3 qualification, and is important in assisting individuals to meet the part 3 Professional Criteria against which all part 3 candidates are assessed.

It is therefore recommended that candidates undertake a minimum of 12 months’ experience within the UK, as those whose experience lies solely outside the UK may find it difficult to meet the required level of knowledge and skill.

Candidates must be mentored during their practical experience. A definition of ‘direct supervision’ has been provided but, essentially, the employment mentor should have control over and take responsibility for the work being undertaken. Typically the candidate and the mentor will be employed by the same organisation but where the relationship is not typical,

they will need to satisfy their professional studies advisor (PSA) that the level and type of supervision is appropriate.

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

The practical experience eligibility criteria set out requirements for admission to the oral examination of the RIBA part 3 examination in the UK. Candidates may find that schools and part 3 providers have additional requirements for entry to courses and for examination purposes. In the first instance they should discuss any queries with their PSA who will be able to advise them about the suitability of a placement, and whether it is likely to satisfy the practical experience eligibility criteria.

10.2 RIBA recognition of part 3 courses

For a course or examination centre to award RIBA part 3, course and examination providers will invite an RIBA visiting board to consider for validation (or revalidation) suitable programmes in professional practice. The revalidation of such courses and examinations is on the same 5 year cycle as programmes offering the award of RIBA parts 1 and 2.

Courses and examinations will be required to have appropriate quality assurance procedures, and conform to best practice. Courses may provide an academic award in addition to the part 3, but should have clear means to distinguish between academic assessment and the demonstration of professional competence.

Where a part 3 provider is formed of more than one organisation, the group or consortium arrangements should be clearly documented and collaborative agreements reviewed at regular intervals. The group/consortium agreements must clearly state the rights and responsibilities of each partner organisation, including who is required to appoint external examiners, appeal processes for candidates, and the status of the awarding body.

RIBA validated courses and examinations in Professional Practice (part 3) must demonstrate to a visiting board that:

- a) all successful candidates, including those at the lowest pass threshold, meet the requirements outlined under the RIBA Professional Criteria for part 3
- b) the course and examinations conform to the procedures contained in this document, and any changes approved by the RIBA
- c) the course and examinations are usually delivered and examined in the United Kingdom
- d) the examination is usually formed of a minimum of two parts described in section 10.3
- e) admission to an RIBA validated part 3 course in the UK is normally restricted to candidates who:
 - hold UK RIBA validated qualifications at part 1 and at part 2, or
 - hold international RIBA validated qualifications equivalent to part 1 and part 2, or
 - have completed the ARB Prescribed Examination at part 1 and/or part 2, or

- any combination of the above
- f) candidates who have completed the appropriate qualification/s listed under Annex V or Annex VI of the Mutual Recognition of Professional Qualifications Directive (2005/36/EC) may also be admitted to a part 3 course
 - g) with specific reference to candidates who do not hold any of the qualifications listed in point e), all part 3 course providers must have measures in place to ensure that all candidates are made aware of the requirements for RIBA Chartered Membership and for ARB registration. Applicants for RIBA Chartered Membership should hold RIBA validated qualifications, except where they may be eligible through an alternative approved route, details of which can be found on www.architecture.com/membership

Applicants for Part 3 with international RIBA qualifications or EU qualifications should be advised to contact the ARB to discuss their eligibility for the ARB Prescribed Examination prior to joining a Part 3 course

- h) the provider will have procedures for the selection, recruitment, and training of Professional Examiners for the part 3 examination
- i) Professional Examiners must be registered architects with a minimum of 5 years post-registration experience
- j) the oral examination of each candidate will be conducted by two Professional Examiners, at least one of whom will have examined part 3 on at least one other occasion
- k) Professional Examiners will not have had a direct role in tutoring the candidate being examined
- l) with regards to assessment and reporting, Professional Examiners will follow the quality assurance procedures of the host university or examination centre
- m) Professional Examiners shall be sufficiently experienced to examine all aspects of a candidate's submission, a complete version of which will be available for review
- n) where Professional Examiners are required to assess any part of the documentary submission, they are provided with appropriate assessment criteria and guidance notes
- o) the university or governing body will also appoint at least one External Examiner for their part 3 course and examination
- p) the university or governing body will have procedures for candidates to appeal for reasons of maladministration by the provider or misconduct of the examination, in accordance with the provider's quality assurance procedures
- q) proposed changes to the course, programmes, and examinations, to the location of the course/examination, or to partner/consortium/franchise arrangements are approved by the RIBA under procedures for course changes
- r) subject to their own data protection requirements and after each examination session, part 3 providers will submit to the RIBA the names of candidates who successfully pass the Professional Practice examination

10.3 Guidelines for the Professional Practice examination

The Professional Practice examination (RIBA part 3) is usually in two parts:

- a documentary submission to demonstrate professional knowledge, judgement, conduct and ethics, which includes the practical training record
- an oral examination

Candidates will be expected to express themselves clear, accurate, and concise English in both parts of the examination.

The documentary submission

Candidates will demonstrate they meet the RIBA Professional Criteria for part 3 through a documentary submission defined by the provider, and typically consisting of the following:

- **a professional curriculum vitae** recording the candidate's educational and professional career, including non-architectural work, and summarising the candidate's experience in architectural practice
- **a career evaluation** including a personal appraisal of the candidate's education and experience of architectural practice within the context of the part 3 criteria
- **a record of professional experience** recording the development of competences achieved through practical experience over a minimum period of 24 months. Further information on this requirement can be found at www.pedr.co.uk
- **a case study** reflecting the candidate's professional experience and examination requirements, but usually a critical written evaluation of at least one project undertaken by the candidate during their recorded practical training, supplementing the PEDR and career evaluation

[NB: candidates with experience of multiple projects, where no single project covers all RIBA work stages, may draw from their experience of different projects to illustrate their competence to practise as an architect]

- **written examinations, assessed course work, scenario-based essays and reports** demonstrating a candidate's knowledge and understanding of professional practice, and their ability to exercise sound judgement, and make responsible decisions

Part 3 providers have different methods of delivering the Professional Practice curriculum; typically, these include scenario-based assessment and written examinations, but other forms of evaluation should continue to be developed.

The oral examination

The oral examination is the final element in the examination process. It provides an opportunity for candidates to develop and comment upon their documentary submission through discussion with the Professional Examiners, who may further establish the candidate's judgement and understanding in relation to the Professional Criteria for part 3.

10.4 Guidelines for part 3 examiners

- candidates will be examined by a minimum of two Professional Examiners, who undertake the oral examination
- all part 3 courses will appoint one or more External Examiners whose duties are usually set out by the host university or examination centre
- the External Examiner will have recent experience and knowledge of Professional Practice examination procedures, and the RIBA Professional Criteria at part 3

There is no prescribed time limit for the period a Professional Examiner may continue examining a particular course, but providers should have procedures ensuring the panel of Professional Examiners is frequently refreshed and reinvigorated. For an optimum perspective

on expected standards, Professional Examiners are also encouraged to examine in other universities and examination centres.

Appointment and role of Professional Examiners

The Professional Practice examination is the entry point to the profession, and Professional Examiners are the final arbiters when making decisions to grant the professional award. Professional Examiners may, however, consult with and take advice from the External Examiner and /or part 3 course director, subject to institutional procedures.

Part 3 providers must satisfy themselves as to the adequacy of the Professional Examiners they appoint, and the procedures in place for their selection and training.

- providers may be required to demonstrate formal evidence of Professional Examiners' competence
- a Professional Examiner may be an internal appointment i.e. a member of university or examination centre staff, but with care taken to avoid conflicts of interest
- in such cases, the second Professional Examiner must be independent from the university or examination centre
- no Professional Examiner should be a personal tutor to the candidate examined
- the RIBA will keep a list of experienced registered architects to act as part 3 Professional Examiners for the Professional Practice examination; providers may select their Professional Examiners from this list
- to maintain the list of Professional Examiners, and to allow the RIBA to offer relevant CPD and training, the names and addresses of all Professional Examiners should be notified annually to the RIBA
- the list will contain two categories...
 - category A: members who are experienced Professional Examiners, and have examined part 3 at least once previously
 - category B: members who have no prior experience as a Professional Examiner at part 3

Inclusion on the list of part 3 Professional Examiners does not imply endorsement of the skill, ability, suitability, or experience of an individual to act as a Professional Examiner.

The information held by the RIBA is used only for administering the Professional Practice examination and will only be disclosed (or copied) to:

- heads of architecture
- professional studies advisors
- relevant RIBA staff
- members of the RIBA Education Committee

Briefing sessions for Professional Examiners will be arranged at regular intervals by the RIBA. Course and examination providers will carry out regular training and have in place procedures to assess their Professional Examiners.

11 External examiners

The content of this section is consistent with the requirements of the *QAA code of practice for the assurance of academic quality and standards in higher education: external examining* (current edition).

All validated courses and examinations will appoint external examiners. External examiner reports for the last three years, and a summary of university and examination centre responses to key points, are required documentation in preparation for an RIBA visiting board (refer to section 4.1).

Background

The RIBA acknowledges that external examiners are appointed by universities and examination centres with a primary responsibility to provide the university or examination centre with feedback on the standard of academic work produced and awards being made, and the appropriate operation of assessment procedures. In their code of practice, the QAA state that ‘external examining provides one of the principal means for the maintenance of nationally comparable standards within autonomous higher education institutions’.

Appointment

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

- a sufficient number of external examiners will be appointed at each level of the course to allow time for the work of all students completing each level of the RIBA professional award to be considered in detail
- desirably, there should be a balance of academic and practitioner external examiners
- at least one external examiner will be appointed with specific responsibility for the part 3 programme

External examiners’ reports

The QAA code provides detailed guidance on the timing, form, and scope of reports which external examiners will produce. The RIBA expects universities and examination centres to use external examiners’ reports to comment on the academic standards being achieved and how these contribute to meeting graduate attributes at parts 1 and 2 (and producing successful candidates at part 3), as well as creatively reflecting the validation criteria at all levels of the professional pathway.

Feedback to external examiners

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

12 Changes to recognised courses

12.1 Changes to award titles

All changes to the title of a recognised award should usually be notified to the RIBA NCG for formal approval (whether accompanied by changes in course content or not).

12.2 Significant course changes

Significant changes to a recognised course or examination should be notified to the RIBA Education department. This also applies to any series of small changes which cumulatively contribute to a significant change. Changes in course leadership, staffing, academic identity and content, course delivery, resources and physical location or any other issues that may

affect academic outcomes, performance against RIBA validation criteria, and the student experience should also be notified to the RIBA Education department. Consideration of these changes and their formal approval is undertaken by the RIBA New Courses Group.

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

Early consideration of changes is always recommended, but a formal recommendation cannot be made by the RIBA NCG until the course changes have been formally approved through internal validation procedures at the university or examination centre.

12.3 Approval of course changes

Final approval of changes in both award title and course changes is usually through the RIBA NCG.

Courses are expected to evolve in order to reflect changes within the epistemology of architecture, its practice, and higher education more generally. If, after scrutinising the details of a change, the RIBA NCG is satisfied that the course still fulfils the criteria for approval (including the percentages specified for core, related and other subjects), and that the change does not radically alter the purpose and results, it will recommend that it be accepted, subject to a full evaluation at the next scheduled visiting board. Where changes are judged to fundamentally alter the content and thematic concerns of a course, the RIBA NCG may recommend that proposals be considered under procedures for new courses.

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Appendices

RIBA Validation Criteria at part 1 and part 2

Introduction

The RIBA wishes to encourage a dialogue supporting and promoting a diverse, engaging, rigorous, and intelligent raft of schools of architecture, each clearly distinguished from the other by defined academic objectives and a sense of the individual identity of their courses and qualifications. The RIBA further seeks to enhance the quality of architecture education by recognising and applauding experimentation, innovation, and professional relevance in course delivery, teaching methodology, and academic outcomes.

Whilst the validation criteria may offer a basis for curricular design, it is intended that schools develop courses pursuing distinctive interpretations of the practical and theoretical skills needed by professional architects occupying increasingly diverse roles, and working in a global economy. In the interests of achieving academic work of the highest order, neither course design nor the students' experience of architecture education should be proscribed by the criteria, although it remains important to establish threshold standards.

As the sole review body visiting schools of architecture, the primary purpose of RIBA boards is to consider the quality of student work, and make constructive observations to the host school based on this evidence. Following a visit, the RIBA is interested in continuing discussion with the school to ensure there is clarity about the desired outcomes, and support change where needed. The validation process is one of critical support contributing to the realisation of worthwhile academic objectives throughout all RIBA recognised schools, and the establishment of a global benchmark for standards in architecture education. A successful visiting board should evidence a course avoiding straightforward compliance with the criteria, one which demonstrates a creative interpretation of those criteria to produce a distinctive course offer and outcomes.

The primacy of the academic folio is central to the validation process. The academic portfolio is a complete chronological record of a student's design studio projects and taught course submissions, and includes essays, dissertations, reports, examination scripts, sketchbooks, models, and all other relevant graphic and documentary material enabling a visiting board to form recommendations about the attributes of graduates at each level of the course. The RIBA encourages a diversity of material in the academic portfolio, including 2- and 3D work, representation of the full range of both digital and analogue media, and the exploration of design ideas through making.

Broadly interpreted, design represents the key intellectual and practical skill of an architect; therefore, at least 50% of all assessed work at part 1 and at part 2 is to be executed as design studio projects. Taught course submissions should support this academic core, with particular evidence shown of students' ability to form structured, extended written theses. In introducing a single set of validation criteria, a critical emphasis is also now placed on the graduate attributes ('level indicators') at part 1 and at part 2. Developing and evidencing these attributes in graduates should be seen as the primary responsibility of courses in architecture; in considering students' work, visiting boards will first wish to confirm those

attributes are present in students at each award level. It is the distinction between graduate attributes at part 1 and part 2 that should reflect the differing aspirations and intellectual agendas of part 1 and part 2 courses.

The RIBA thus particularly encourages the development of ambitious part 2 programmes reflecting the graduate attributes stated at part 2. This will ensure a clear distinction between part 1 as a first degree, and the enhanced standards expected from a higher degree.

David Gloster
RIBA Director of Education

July 2011

Interpretation of requirements at parts 1, 2, and 3

The remainder of this document comprises four sections as follows:

- The General Criteria at parts 1 and 2;
- The Graduate Attributes for part 1;
- The Graduate Attributes for part 2;
- The Professional Criteria at part 3

To interpret the document for part 1 courses and assessments, the General Criteria at parts 1 and 2 as a whole, including the numbered subsections, should be read along with the Graduate Attributes for part 1. Similarly, for part 2, the General Criteria including subsections should be read along with the Graduate Attributes for part 2. No weightings are given to the areas within the General Criteria with the exception of Design, which is to constitute at least half of assessed work at part 1 and part 2 levels.

For part 3 courses and assessments, the Graduate Attributes of the successful candidate are reflected within the introductory paragraphs. The Professional Criteria at part 3 exist within the paragraphs titled and numbered 1-5. The numbered subsections are for explanation and guidance only and do not form part of the Professional Criteria at part 3.

The terms ‘knowledge’, ‘understanding’, ‘ability’ and ‘skills’ are used in the General and Professional Criteria to indicate the nature of achievement required as the student progresses through qualifications at parts 1, 2, and 3.

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The General Criteria at RIBA part 1 and RIBA part 2

GC1 Ability to create architectural designs that satisfy both aesthetic and technical requirements

GC1 The graduate will have the ability to:

- .1 prepare and present building design projects of diverse scale, complexity, and type in a variety of contexts, using a range of media, and in response to a brief;
- .2 understand the constructional and structural systems, the environmental strategies and the regulatory requirements that apply to the design and construction of a comprehensive design project;
- .3 develop a conceptual and critical approach to architectural design that integrates and satisfies the aesthetic aspects of a building and the technical requirements of its construction and the needs of the user.

GC2 Adequate knowledge of the histories and theories of architecture and the related arts, technologies and human sciences

GC2 The graduate will have knowledge of:

- .1 the cultural, social and intellectual histories, theories and technologies that influence the design of buildings;
- .2 the influence of history and theory on the spatial, social, and technological aspects of architecture;
- .3 the application of appropriate theoretical concepts to studio design projects, demonstrating a reflective and critical approach.

GC3 Knowledge of the fine arts as an influence on the quality of architectural design

GC3 The graduate will have knowledge of:

- .1 how the theories, practices and technologies of the arts influence architectural design;
- .2 the creative application of the fine arts and their relevance and impact on architecture;
- .3 the creative application of such work to studio design projects, in terms of their conceptualisation and representation.

GC4 Adequate knowledge of urban design, planning and the skills involved in the planning process

GC4 The graduate will have knowledge of:

- .1 theories of urban design and the planning of communities;
- .2 the influence of the design and development of cities, past and present on the contemporary built environment;
- .3 current planning policy and development control legislation, including social, environmental and economic aspects, and the relevance of these to design development.

GC5 Understanding of the relationship between people and buildings, and between buildings and their environment, and the need to relate buildings and the spaces between them to human needs and scale

GC5 The graduate will have an understanding of:

- .1 the needs and aspirations of building users;
- .2 the impact of buildings on the environment, and the precepts of sustainable design;
- .3 the way in which buildings fit into their local context.

GC6 Understanding of the profession of architecture and the role of the architect in society, in particular in preparing briefs that take account of social factors

GC6 The graduate will have an understanding of:

- .1 the nature of professionalism and the duties and responsibilities of architects to clients, building users, constructors, co-professionals and the wider society;
- .2 the role of the architect within the design team and construction industry, recognising the importance of current methods and trends in the construction of the built environment;
- .3 the potential impact of building projects on existing and proposed communities.

GC7 Understanding of the methods of investigation and preparation of the brief for a design project

GC7 The graduate will have an understanding of:

- .1 the need to critically review precedents relevant to the function, organisation and technological strategy of design proposals;
- .2 the need to appraise and prepare building briefs of diverse scales and types, to define client and user requirements and their appropriateness to site and context;
- .3 the contributions of architects and co-professionals to the formulation of the brief, and the methods of investigation used in its preparation.

GC8 Understanding of the structural design, constructional and engineering problems associated with building design

GC8 The graduate will have an understanding of:

- .1 the investigation, critical appraisal and selection of alternative structural, constructional and material systems relevant to architectural design;
- .2 strategies for building construction, and ability to integrate knowledge of structural principles and construction techniques;
- .3 the physical properties and characteristics of building materials, components and systems, and the environmental impact of specification choices.

GC9 Adequate knowledge of physical problems and technologies and the function of buildings so as to provide them with internal conditions of comfort and protection against the climate, in the framework of sustainable development

GC9 The graduate will have knowledge of:

- .1 principles associated with designing optimum visual, thermal and acoustic environments;
- .2 systems for environmental comfort realised within relevant precepts of sustainable design;
- .3 strategies for building services, and ability to integrate these in a design project.

GC10 The necessary design skills to meet building users' requirements within the constraints imposed by cost factors and building regulations

GC10 The graduate will have the skills to:

- .1 critically examine the financial factors implied in varying building types, constructional systems, and specification choices, and the impact of these on architectural design;
- .2 understand the cost control mechanisms which operate during the development of a project;
- .3 prepare designs that will meet building users' requirements and comply with UK legislation, appropriate performance standards and health and safety requirements.

GC11 Adequate knowledge of the industries, organisations, regulations and procedures involved in translating design concepts into buildings and integrating plans into overall planning

GC11 The graduate will have knowledge of:

- .1 the fundamental legal, professional and statutory responsibilities of the architect, and the organisations, regulations and procedures involved in the negotiation and approval of architectural designs, including land law, development control, building regulations and health and safety legislation;
- .2 the professional inter-relationships of individuals and organisations involved in procuring and delivering architectural projects, and how these are defined through contractual and organisational structures;
- .3 the basic management theories and business principles related to running both an architects' practice and architectural projects, recognising current and emerging trends in the construction industry.

The Graduate Attributes for part 1

GA1 With regard to meeting the eleven General Criteria at parts 1 and 2 above, the part 1 will be awarded to students who have:

- .1 ability to generate design proposals using understanding of a body of knowledge, some at the current boundaries of professional practice and the academic discipline of architecture;
- .2 ability to apply a range of communication methods and media to present design proposals clearly and effectively;
- .3 understanding of the alternative materials, processes and techniques that apply to architectural design and building construction;
- .4 ability to evaluate evidence, arguments and assumptions in order to make and present sound judgments within a structured discourse relating to architectural culture, theory and design;
- .5 knowledge of the context of the architect and the construction industry, and the professional qualities needed for decision making in complex and unpredictable circumstances; and
- .6 ability to identify individual learning needs and understand the personal responsibility required for further professional education.

The Graduate Attributes for part 2

GA2 With regard to meeting the eleven General Criteria at parts 1 and 2 above, the part 2 will be awarded to students who have:

- .1 ability to generate complex design proposals showing understanding of current architectural issues, originality in the application of subject knowledge and, where appropriate, to test new hypotheses and speculations;
- .2 ability to evaluate and apply a comprehensive range of visual, oral and written media to test, analyse, critically appraise and explain design proposals;
- .3 ability to evaluate materials, processes and techniques that apply to complex architectural designs and building construction, and to integrate these into practicable design proposals;
- .4 critical understanding of how knowledge is advanced through research to produce clear, logically argued and original written work relating to architectural culture, theory and design;
- .5 understanding of the context of the architect and the construction industry, including the architect's role in the processes of procurement and building production, and under legislation;
- .6 problem solving skills, professional judgement, and ability to take the initiative and make appropriate decisions in complex and unpredictable circumstances; and
- .7 ability to identify individual learning needs and understand the personal responsibility required to prepare for qualification as an architect.

The Professional Criteria at part 3

Candidates wishing to sit the Professional Practice Examination in Architecture (part 3) are normally required to have successfully completed a recognised qualification at part 1 and part 2 level, or their equivalent recognised examinations. In addition, candidates are required to have completed the relevant professional practice experience before undertaking the Examination.

Each candidate's experience of learning and development in professional practice will differ, depending upon the type of project, type and location of practice and management processes undertaken, and the preparation for the examination must therefore be approached in a structured way.

The candidate should manage the relationship between professional experience and academic study to provide coverage of the Professional Criteria, presenting a critically reflective body of work that complies with the requirements of the professional studies adviser or course provider. To meet the Professional Criteria, the candidate's experience should include evidence of commercial awareness, self management, professional competence and integrity. A successful candidate should also be able to demonstrate authorship, knowledge, effective communications skills, and reasoning and understanding in relation to all issues within the Professional Criteria outlined below.

PC1 Professionalism

A successful candidate will demonstrate overall competence and the ability to behave with integrity, in the ethical and professional manner appropriate to the role of architect. The candidate will have the skills necessary to undertake effective communication and presentation, organisation, self-management and autonomous working. The candidate will have a clear understanding of the architect's obligation to society and the profession, and a sufficient awareness of the limits of their competence and professional experience to ensure they are unlikely to bring the profession into disrepute.

Demonstration of an understanding of the following will contribute to this criterion being met:

- .1 professional ethics;
- .2 the architect's obligation to society and the protection of the environment;
- .3 professional regulation, conduct and discipline;
- .4 institutional membership, benefits, obligations and codes of conduct;
- .5 attributes of integrity, impartiality, reliability and courtesy;
- .6 time management, recording, planning and review;
- .7 effective communication, presentation, confirmation and recording;
- .8 flexibility, adaptability and the principles of negotiation;
- .9 autonomous working and taking responsibility within a practice context;
- .10 continuing professional development.

PC2 Clients, users, and delivery of services

A successful candidate will be able to demonstrate understanding of the range of services offered by architects and delivering those services in a manner prioritising the interests of the client and other stakeholders. The candidate will have the skills necessary to provide a competent service, both singly and as part of a team, including understanding of client needs, appropriate communication, programming, coordination and competent delivery. This will be supported by knowledge of the briefing process, forms and terms of appointment, the means of professional remuneration, relevant legislation, and the execution of appropriate programmed and coordinated project tasks.

Demonstration of an understanding of the following will contribute to this criterion being met:

- .1 types of clients, their priorities and the management of the relationship;
- .2 briefing, organising and the programming of services appropriate to appointment;
- .3 architects' contracts, terms of engagement, scope of services and relevant legislation;
- .4 obligations to stakeholders, warranties and third party rights;
- .5 communication, progress reporting and the provision of appropriate and timely advice;
- .6 budget and financial awareness and cost monitoring or control;
- .7 responsibility for coordination and integration of design team input;
- .8 invoicing, payment of fees and financial management;
- .9 intellectual property rights and copyright law;
- .10 duty of care, professional liability, negligence and professional indemnity including insurance.

PC3 Legal framework and processes

A successful candidate will be able to demonstrate understanding of the legal context within which an architect must operate, and the processes undertaken to ensure compliance with legal requirements or standards. The candidate will have the skills necessary to positively interact with statutory and private bodies or individuals, and competently deliver projects within diverse legislative frameworks. This will be supported by knowledge of the relevant law, legislation, guidance and controls relevant to architectural design and construction.

Demonstration of an understanding of the following will contribute to this criterion being met:

- .1 the relevant UK legal systems, civil liabilities and the laws of contract and tort (delict)*;
- .2 planning and Conservation Acts, guidance and processes;
- .3 building regulations, approved documents and standards, guidance and processes;
- .4 land law, property law and rights of other proprietors;
- .5 terms within construction contracts implied by statute;
- .6 health and safety legislation and regulations;
- .7 statutory undertakers and authorities, their requirements and processes;
- .8 environmental and sustainability legislation;
- .9 historic buildings legislation;
- .10 accessibility and inclusion legislation.

* Scotland

PC4 Practice and management

A successful candidate will be able to demonstrate understanding of the business priorities, required management processes and risks of running an architectural practice, and the relationship between the practice of architecture and the UK construction industry. The candidate will have the skills necessary to engage in business administration and ability to resource, plan, implement and record project tasks to achieve stated goals, either individually or within a team. This will be supported by knowledge of the nature of legal business entities, office systems, administration procedures and the relevant legislation.

Demonstration of an understanding of the following will contribute to this criterion being met:

- .1 the roles of architectural practice in the construction industry;
- .2 external factors affecting construction and practice at national and international levels;
- .3 practice structures, legal status and business styles;
- .4 personnel management and employment-related legislation;
- .5 practice finance, business planning, funding and taxation;
- .6 marketing, fee calculation, bidding and negotiation;
- .7 resource management and job costing;
- .8 administration, quality management, QA systems, recording and review;
- .9 staff development, motivation, supervision and planning;
- .10 team working and leadership.

PC5 Building procurement

A successful candidate will be able to demonstrate understanding of UK construction and contract law, construction procurement processes and the roles of built environment professionals. The candidate will have the skills necessary to plan project-related tasks, coordinate and engage in design team interaction, execute effective contract communication and resolve construction-related challenges and disputes. This will be supported by an understanding of contractual relationships, the obligations upon an architect acting as contract administrator, job-related administrative systems and the management of projects in the context of the candidate's professional experience.

Demonstration of an understanding of the following will contribute to this criterion being met:

- .1 procurement methods, including for public and larger projects and relevant legislation;
- .2 the effect of different procurement processes on programme, cost, risk and quality;
- .3 collaboration in construction and provisions for team working;
- .4 tendering methods, codes, procedures and project planning;
- .5 forms of contract and sub-contract, design responsibility and third party rights;
- .6 application and use of contract documentation;
- .7 roles of design/construction team members and their interaction;
- .8 duties and powers of a lead consultant and contract administrator;
- .9 site processes, quality monitoring, progress recording, payment and completion;
- .10 claims, litigation and alternative dispute resolution methods.

Royal Institute of British Architects

**Report of the RIBA visiting board
to the University of xxx**

Date of visiting board:
Confirmed by RIBA Education Committee:

- 1 Details of institution hosting course/s** **(report part A)**
University of xxx
- 2 Head of Architecture**
- 3 Course/s offered for revalidation**
[Programme Name] RIBA part x
[Programme Name] RIBA part x
[Programme Name] RIBA part x
- 4 Course leader/s**
xxx, Part 1
xxx, Part 2
xxx, Part 3
- 5 Awarding body**
University of XXX
- 6 The visiting board**
xxx– chair/ academic
xxx- vice chair/ practitioner
xxx- academic/practitioner
xxx- academic / practitioner
xxx- student/graduate
xxx- regional representative
- [xxxx – RIBA Education Department staff member]
- 7 Procedures and criteria for the visit**
The visiting board was carried out under the *RIBA procedures for validation and validation criteria for UK and international courses and examinations in architecture* (published July 2011, and effective from September 2011); this document is available at www.architecture.com.
- 8 Proposals of the visiting board**
The visiting board proposes to the RIBA Education Committee that the following courses and qualifications are (unconditionally revalidated/revalidated with conditions/withdrawal of validation):
- [Programme Name] RIBA part x*
[Programme Name] RIBA part x
[Programme Name] RIBA part x
- This proposal will be submitted to the RIBA Education Committee for ratification, and subsequent notification to RIBA Council.

- 9 Standard requirements for continued recognition**
Continued RIBA recognition of all courses and qualifications is dependent upon:
- i external examiners being appointed for the course
 - ii any significant changes to the courses and qualifications being submitted to the RIBA
 - iii any change of award title, and the effective date of the change, being notified to the RIBA so that its recognition may formally be transferred to the new title
 - iv submission to the RIBA of the names of students passing the courses and qualifications listed
 - v In the UK, standard requirements of validation include the completion by the institution of the annual statistical return issued by the RIBA Education Department
- 10 Academic position statement** **(import after visit)**
(Statement written by the school)
- 11 Commendations**
The visiting board made the following commendations:
- 11.1
- 12 Conditions**
There are no conditions/ the following conditions of recognition apply:
- 12.1
- 13 Action points**
The visiting board proposes the following action points. The RIBA expects the university to report on how it will address these action points. The university is referred to the RIBA's criteria and procedures for validation for details of mid term monitoring visits. Failure by the university to satisfactorily resolve action points may result in a course being conditioned by a future visiting board.
- 13.1
- 14. Advice**
The visiting board offers the following advice to the school on desirable, but not essential improvements, which, it is felt, would assist course development and raise standards.
- 14.1
- 15 Delivery of academic position** **(report part B)**
The following key points were noted:
- 15.1
- 16 Delivery of graduate attributes**
It should be noted that where the visiting board considered graduate attributes to have been met, no commentary is offered. Where concerns were noted (or an attribute clearly not met), commentary is supplied. Finally, where academic outcomes suggested a graduate attribute was particularly positively demonstrated, commentary is supplied.

Provide commentary/ delete as appropriate

Graduate Attributes for part 1

- GA1.1 ability to generate design proposals using understanding of a body of knowledge, some at the current boundaries of professional practice and the academic discipline of architecture
- GA1.2 ability to apply a range of communication methods and media to present design proposals clearly and effectively
- GA1.3 understanding of the alternative materials, processes and techniques that apply to architectural design and building construction
- GA1.4 ability to evaluate evidence, arguments and assumptions in order to make and present sound judgments within a structured discourse relating to architectural culture, theory and design
- GA1.5 knowledge of the context of the architect and the construction industry, and the professional qualities needed for decision making in complex and unpredictable circumstances
- GA1.6 ability to identify individual learning needs and understand the personal responsibility required for further professional education

Graduate Attributes for part 2

- GA2.1 ability to generate complex design proposals showing understanding of current architectural issues, originality in the application of subject knowledge and, where appropriate, to test new hypotheses and speculations
- GA2.2 ability to evaluate and apply a comprehensive range of visual, oral and written media to test, analyse, critically appraise and explain design proposals
- GA2.3 ability to evaluate materials, processes and techniques that apply to complex architectural designs and building construction, and to integrate these into practicable design proposals
- GA2.4 critical understanding of how knowledge is advanced through research to produce clear, logically argued and original written work relating to architectural culture, theory and design
- GA2.5 understanding of the context of the architect and the construction industry, including the architect's role in the processes of procurement and building production, and under legislation
- GA2.6 problem solving skills, professional judgement, and ability to take the initiative and make appropriate decisions in complex and unpredictable circumstances

GA2.7 ability to identify individual learning needs and understand the personal responsibility required to prepare for qualification as an architect

17 Review of work against criteria

It should be noted that where the visiting board considered a criterion to have been met, no commentary is offered. Where concerns were noted (or a criterion clearly not met), commentary is supplied. Finally, where academic outcomes suggested a criterion was particularly positively demonstrated, commentary is supplied.

Provide commentary/ delete as appropriate

GC1 Ability to create architectural designs that satisfy both aesthetic and technical requirements

GC1 The graduate will have the ability to:

- .1 prepare and present building design projects of diverse scale, complexity, and type in a variety of contexts, using a range of media, and in response to a brief;
- .2 understand the constructional and structural systems, the environmental strategies and the regulatory requirements that apply to the design and construction of a comprehensive design project;
- .3 develop a conceptual and critical approach to architectural design that integrates and satisfies the aesthetic aspects of a building and the technical requirements of its construction and the needs of the user.

GC2 Adequate knowledge of the histories and theories of architecture and the related arts, technologies and human sciences

GC2 The graduate will have knowledge of:

- .1 the cultural, social and intellectual histories, theories and technologies that influence the design of buildings;
- .2 the influence of history and theory on the spatial, social, and technological aspects of architecture;
- .3 the application of appropriate theoretical concepts to studio design projects, demonstrating a reflective and critical approach.

GC3 Knowledge of the fine arts as an influence on the quality of architectural design

GC3 The graduate will have knowledge of:

- .1 how the theories, practices and technologies of the arts influence architectural design;
- .2 the creative application of the fine arts and their relevance and impact on architecture;
- .3 the creative application of such work to studio design projects, in terms of their conceptualisation and representation.

GC4 Adequate knowledge of urban design, planning and the skills involved in the planning process

GC4 The graduate will have knowledge of:

- .1 theories of urban design and the planning of communities;
- .2 the influence of the design and development of cities, past and present on the contemporary built environment;
- .3 current planning policy and development control legislation, including social, environmental and economic aspects, and the relevance of these to design development.

GC5 Understanding of the relationship between people and buildings, and between buildings and their environment, and the need to relate buildings and the spaces between them to human needs and scale

GC5 The graduate will have an understanding of:

- .1 the needs and aspirations of building users;
- .2 the impact of buildings on the environment, and the precepts of sustainable design;
- .3 the way in which buildings fit into their local context.

GC6 Understanding of the profession of architecture and the role of the architect in society, in particular in preparing briefs that take account of social factors

GC6 The graduate will have an understanding of:

- .1 the nature of professionalism and the duties and responsibilities of architects to clients, building users, constructors, co-professionals and the wider society;
- .2 the role of the architect within the design team and construction industry, recognising the importance of current methods and trends in the construction of the built environment;
- .3 the potential impact of building projects on existing and proposed communities.

GC7 Understanding of the methods of investigation and preparation of the brief for a design project

GC7 The graduate will have an understanding of:

- .1 the need to critically review precedents relevant to the function, organisation and technological strategy of design proposals;
- .2 the need to appraise and prepare building briefs of diverse scales and types, to define client and user requirements and their appropriateness to site and context;
- .3 the contributions of architects and co-professionals to the formulation of the brief, and the methods of investigation used in its preparation.

GC8 Understanding of the structural design, constructional and engineering problems associated with building design

GC8 The graduate will have an understanding of:

- .1 the investigation, critical appraisal and selection of alternative structural, constructional and material systems relevant to architectural design;
- .2 strategies for building construction, and ability to integrate knowledge of structural principles and construction techniques;
- .3 the physical properties and characteristics of building materials, components and systems, and the environmental impact of specification choices.

GC9 Adequate knowledge of physical problems and technologies and the function of buildings so as to provide them with internal conditions of comfort and protection against the climate

GC9 The graduate will have knowledge of:

- .1 principles associated with designing optimum visual, thermal and acoustic environments;
- .2 systems for environmental comfort realised within relevant precepts of sustainable design;
- .3 strategies for building services, and ability to integrate these in a design project.

GC10 The necessary design skills to meet building users' requirements within the constraints imposed by cost factors and building regulations

GC10 The graduate will have the skills to:

- .1 critically examine the financial factors implied in varying building types, constructional systems, and specification choices, and the impact of these on architectural design;
- .2 understand the cost control mechanisms which operate during the development of a project;
- .3 prepare designs that will meet building users' requirements and comply with UK legislation, appropriate performance standards and health and safety requirements.

GC11 Adequate knowledge of the industries, organisations, regulations and procedures involved in translating design concepts into buildings and integrating plans into overall planning

GC11 The graduate will have knowledge of:

- .1 the fundamental legal, professional and statutory responsibilities of the architect, and the organisations, regulations and procedures involved in the negotiation and approval of architectural designs, including land law, development control, building regulations and health and safety legislation;
- .2 the professional inter-relationships of individuals and organisations involved in procuring and delivering architectural projects, and how these are defined through contractual and organisational structures;
- .3 the basic management theories and business principles related to running both an architects' practice and architectural projects, recognising current and emerging trends in the construction industry.

18 Other information

18.1 Student numbers

18.2 Documentation provided

The School provided all advance documentation in accordance with the validation procedures.

***Notes of meetings**

On request, the RIBA will issue a copy of the minutes taken from the following meetings:

- Budget holder and course leaders
- Students
- Head of institution
- External examiners
- Staff

These notes will not form part of the published report but will be made available on request. The full set of notes will be issued to the mid-term panel and the next full visiting board.