



**Arrangements for:**

**National Certificate  
in  
Architecture and Interior Design**

**at**

**SCQF level 6**

**Group Award Code: GG0L 46**

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## **Acknowledgement**

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# 1 Introduction

This is the Arrangements Document for the National Certificate (NC) in Architecture and Interior Design at SCQF level 6. This document includes: background information on the development of the Group Award, its aims, guidance on access, details of the Group Award structure, and guidance on delivery. The Group Award has been developed under the National Certificate Design Principles published by SQA:  
<http://www.sqa.org.uk/sqa/31216.1379.html>

The NC provides candidates with the opportunity to explore and increase their awareness of the role interior design plays within an architectural context. It is aimed at those who intend to progress their learning to an advanced level, while equipping candidates with essential employability skills required for industry.

Candidates will gain awareness of the emerging social and environmental factors impacting on the architecture and interior design sectors.

# 2 Rationale for the development of the Group Award

Consultation was undertaken with key stakeholders on new, nationally recognised qualifications in architecture. As a result of the consultation, a strong need was established for qualifications in this area at SCQF level 6, which reflected changes and emerging markets within the architecture and the creative industries sectors, with government policy predicting architecture as a key area for innovative growth.

A market need for two distinct Group Awards was established with one focussing on architecture with an interior design component, and the other with art as a component.

The NC in Architecture and Interior Design at SCQF level 6 focuses on the more functional and service orientated role of the architectural designer, responsible for designing the visual aesthetics and functionality of interior space.

Reflecting changes and emerging markets within the architecture and creative industries sectors, the NC provides candidates with an insight and awareness into new innovative working practices, emerging technologies that embrace the need for computer software technology and exploratory media handling, sustainable design and the ever changing building regulations.

The content of this NC broadly aligns to the Architecture Standards set by the Royal Institute of British Architects (RIBA) and the Architects' Registration Board (ARB).

RIBA aims to champion design in order to promote an understanding of the added value of design amongst the wider industry, clients and other stakeholders. This strengthened the case for the requirement to engage and recognise achievement at grass roots level through the integration of interior design with architecture.

### **3 Aims of the Group Award**

#### **3.1 Principal aims of the Group Award**

Principal aims of the NC are to:

- ◆ Provide an opportunity for candidates to engage in a learning experience that offers a cohesive mix of architecture and interior design practice, and creative interdisciplinary working
- ◆ Provide candidates with skills and knowledge of the architecture and interior design sectors preparing them for employment or future study in these areas
- ◆ Develop a critical thinking capacity and reflective evaluation process within a technically challenging and innovative learning environment.
- ◆ Develop specific skills in relation in accordance with the social aspect of buildings.
- ◆ Provide development opportunities for Core/essential Skills
- ◆ Develop skills that encourage entrepreneurial thinking.

#### **3.2 General aims of the Group Award**

**General aims of the NC are to:**

- ◆ Provide candidates with opportunities to develop awareness of how the subject specialisms interior design and architecture can be successfully integrated to meet the requirement of changing industry requirements.
- ◆ Provide candidates with a range of learning, teaching and assessment styles, which motivate them to achieve their full potential, by:
  - developing a positive attitude to their own learning
  - encouraging flexibility and working cooperatively with others
  - providing a unique, holistic learning experience
- ◆ Enhance candidates' employment prospects by providing a distinct professional route into careers in architecture or interior design
- ◆ Providing development opportunities in modern apprenticeships
- ◆ Providing options to progress from NC to HNC/HND to degree

#### **3.3 Target groups**

The NC is aimed at the following client groups:

- ◆ young people who have recently left school
- ◆ adult returners to the education system and/or those undertaking training for employment in an architecture and/or interior design environment
- ◆ those in employment in either architecture and interior design sectors (as a basis for building on good practice or as continuing professional development), and/or those with a desire to develop a specialism to work in an architecture and/or interior design environment

### 3.4 Employment opportunities

For candidates who wish to use the NC as a basis on which to enter employment there is ample opportunity in both the mandatory and optional sections to develop the knowledge and skills which will increase their employability. The balance of practical and theoretical content within the framework and the Units is consistent with the needs and demands of employers.

The framework contains Units which reflect the values, purposes and principles of Curriculum for Excellence (CfE).

The provision of multiple exit routes provides candidates with achievable choices and will put them in a stronger position to move to the next stage of their career development and should increase their chances of employment in disciplines and areas such as:

- ◆ Trainee architect technician
- ◆ Digital media industry
- ◆ Retail

## 4 Access to the Group Award

Entry to the NC is at the discretion of the centre.

The recommended minimum Core Skills entry profile is provided for guidance.

<i>Communication</i>	SCQF level 3
<i>Numeracy</i>	SCQF level 3
<i>Information and Communication Technology (ICT)</i>	SCQF level 3
<i>Problem Solving</i>	SCQF level 3
<i>Working with Others</i>	SCQF level 3

### Alternative Arrangements

Centres may operate alternative access arrangements in cases where candidates have previously acquired competences in a given area. These arrangements could include any of the following:

- ◆ Assessment on demand
- ◆ Credit transfer
- ◆ Accreditation of prior learning
- ◆ Portfolio
- ◆ Personal statements detailing interest/skills in and/or experience of the subject area

## 5 Group Award structure

### 5.1 Framework

Unit title	Code	SCQF credit points	SCQF level	SQA credit value
<b>Mandatory Section 6 credits required</b>				
Understanding Architecture	H2V4 12	6	6	1
Architectural Drafting	H2V0 12	6	6	1
2D Digital Art	H2TP 12	6	6	1
Art and Design: Introduction to Interior Design	F9VL 11	6	5	1
Art and Design: 3D Design — Spatial Design	F9WM 12	6	6	1
Innovative Prototype	H2TT 12	6	6	1
<b>Options section 1: candidates must select a minimum of 2 credits, maximum of 4 credits from this section</b>				
Art and Design: Personal Project	F51M 12	6	6	2
Perspective Drawing and Rendering	H2TX 12	6	6	1
Art and Design: Colour	F5CE 12	6	6	1
<b>Options section 2: candidates must select a minimum of 2 credits, maximum of 4 credits from this section</b>				
Sustainable Design	H2TS 12	6	6	1
Perspective Drawing: An Introduction	H2TW 12	6	6	1
Art and Design: Research and Investigation Skills	F5C2 12	6	6	1
Art and Design: Sketchbook Development	F5CM 12	6	6	1
*Modern Methods of Construction: An Introduction	H66A 46	6	6	1
Interior Architecture: Materials/Finishes	H2V2 12	6	6	1
3D Virtual Environment	H2TR 12	6	6	1
Art and Design: Architectural Model Making 1	F9WT 12	6	6	1
Art and Design: Architectural Model Making 2	F9WV 12	6	6	1
Design Elements and Principles	H2TV 12	6	6	1
Architecture and Business Enterprise	H2TY 12	6	6	1
Mathematics: Craft 1	F3HV 11	6	5	1
Art and Design: Location Drawing	F9XA 12	6	6	1
Art and Design: Life Drawing	F51L 11	6	5	1
Painting and Decorating: Basic Decorative Effects	F79N 12	6	6	1.5

\*Refer to history of changes for revision details.

Candidates will be awarded the National Certificate in Architecture and Interior Design at SCQF level 6 on completion of all of the 6 credits listed in the mandatory section and 6 credits from the options section; candidates must select a minimum of 2 credits to a maximum of 4 credits from each options section. The whole award equates to 12 SQA credits of learning (72 SCQF credit points).



## 5.2 Architectural standards

The Royal Incorporation of Architects in Scotland (RIAS) and the Architects' Registration Board (ARB) have published standards for the various disciplines in Architecture. The content of this NC is broadly aligned to these standards in order to support and develop the skills and experience valued by employers (see Appendix 2).

## 5.4 Core Skills

Development of Core Skills will take place through learning and teaching activities as well as through practical activities which candidates have been involved in planning and delivering, and through reflection on such activities.

The majority of Core Skills are not formally certificated or assessed but the structure offers opportunities for contextualised Core Skills development. There are opportunities to develop all five Core Skills. Progress in development will be dependent on the delivery centre resources and the approaches taken to learning and teaching.

### ***Communication***

There are opportunities to develop aspects of oral and written Communication through participation in group discussion, annotated sketchbook work, presentations, critiques and analysis of the work of practicing architects and artists.

### ***Working with Others***

Units focusing on research or community provide scope for candidates to engage in team projects that will develop and refine the ability to work with others, and develop interpersonal skills.

### ***Problem Solving***

There are opportunities to develop aspects of *Problem Solving* through the development and planning of concepts in response given briefs, development of the expressive use of the visual design elements and by producing a folio of work.

### ***Information and Communication Technology (ICT)***

Candidates will have the opportunity to develop aspects of the Core Skill of *ICT* through exploration of a wide range of 2D and 3D computer software based applications within the context of interior design and architecture.

## Numeracy

Although there are ample opportunities to develop key competences which meet the current needs of industry, when delivered within a design context the Core Skill of *Numeracy* may require broader concepts to be developed that relate to specific discipline and subject areas. These are likely to focus on functional numerical skills and could include, for example, an in-depth understanding and practical applied demonstration of scale and perspective (architectural, interior design applications, location drawings etc.), calculations in relation to balance, symmetry (3D sculptural and site specific applications).

### 5.4.1 Contextualised Core Skills

The following table identifies potential opportunities to develop contextualised Core Skills in the Units on the framework.

Core Skill	Development Opportunities	SCQF level
<i>Communication</i>	<ul style="list-style-type: none"> <li>◆ Art and Design: Introduction to Interior Design</li> <li>◆ Understanding Architecture</li> <li>◆ 3D Design - Spatial Design</li> <li>◆ Innovative Prototype</li> <li>◆ Perspective Drawing and Rendering</li> <li>◆ Art and Design: Personal Project</li> <li>◆ Art and Design: Colour</li> <li>◆ Architectural Drafting</li> </ul>	Level 5 Level 6 Level 6 Level 6 Level 6 Level 6 Level 6 Level 6
<i>Numeracy</i>	<ul style="list-style-type: none"> <li>◆ Understanding Architecture</li> <li>◆ Art and Design: Personal Project</li> </ul>	Level 6 Level 6
<i>Information and Communication (ICT)</i>	<ul style="list-style-type: none"> <li>◆ Understanding Architecture</li> <li>◆ 3D Design - Spatial Design</li> <li>◆ Innovative Prototype</li> <li>◆ Art and Design: Personal Project</li> <li>◆ Art and Design: Colour</li> <li>◆ Architectural Drafting</li> </ul>	Level 6 Level 6 Level 6 Level 6 Level 6 Level 6
<i>Problem Solving</i>	<ul style="list-style-type: none"> <li>◆ All Units</li> </ul>	Level 5 and 6
<i>Working with Others</i>	<ul style="list-style-type: none"> <li>◆ Understanding Architecture</li> <li>◆ Innovative Prototype</li> <li>◆ Perspective Drawing and Rendering</li> <li>◆ Art and Design: Personal Project</li> <li>◆ Art and Design: Colour</li> <li>◆ 2D Digital Images</li> </ul>	Level 6 Level 6 Level 6 Level 6 Level 6 Level 6

An associated range of professional qualities and related soft or essential skills are integral aspects of the NC. These skills include analytical thinking; problem solving in familiar and unfamiliar contexts and ongoing reflective evaluation. Development of the ability to be punctual, enthusiastic, motivated, polite, personable, to manage time and workload effectively and to be able to take responsibility for personal actions, will all help prepare candidates for work and/or further study.

## 5.4.2 Core Skills Exit levels

It is recommended that candidates' Core Skill level is at SCQF level 3 or above, to enable progression to SCQF level 5 on completion of the qualification.

Core Skill	Suggested minimum	
	Entry Level	Exit Level
<i>Communication</i>	3	5
<i>Numeracy</i>	3	5
<i>Information and Communication Technology (ICT)</i>	3	5
<i>Problem Solving</i>	3	5
<i>Working with Others</i>	3	5

## 5.5 Articulation

There are opportunities to articulate to the Higher National Certificate in Architectural Technology or Higher National Certificate in Construction. Candidates may choose to pursue further study within creative industries courses, courses such as:

- ◆ Higher National Certificate in Digital Media
- ◆ Higher National Certificate in Contemporary Art Practice
- ◆ Higher National Certificate in 3D Design
- ◆ Higher National Certificate in Visual Communication

For further information on progression routes see Appendix 1.

# 6 Approaches to delivery and assessment

## 6.1 Content and context

Within the expanding global market place there is a growing requirement for architects to deliver a service that encompasses a creative and imaginative vision. A good understanding of interior design within an architectural context is instrumental towards this end. The National Certificate in Architecture and Interior Design at SCQF level 6 provides candidates with an opportunity to develop their awareness and insight into the role interior design has to play within an architecture context, for design of the visual aesthetics and functionality of interior space.

It is important for candidates to understand the value and importance of interior design within architecture, which has been established in both industry and education. Interior architecture is a good example, which stands at the intersection of architecture, design of the built environment, and conservation. Interior architecture programmes address the design issues intrinsic to the re-use and transformation of existing structures through both an innovative and progressive approach.

Interior design in this context can be seen as a way to solve problems, discover opportunities, and create new objects and experiences. Design can raise expectations, and improve otherwise very unfortunate conditions and human experiences, such as enhancing education, improving care and recovery within a hospital environment, and generally improving the quality of experience in virtually any and every kind of space.

Study of architecture and interior design should include the study of historic architectural and design styles, building codes and safety, preserving and restoring old buildings, drawing plans of original designs, and building physical and virtual (computer-based) models. As technology continues to drive forward, designers and architects can play critical roles in addressing complex challenges.

The architectural sector needs to adopt more flexible and interdisciplinary working approaches to accommodate the fast moving pace at which technology is advancing. Such advances will create new challenges for industry professionals and scope and opportunities for architects and interior designers to work in new and exciting dynamic ways. The NC provides a cohesive mix of architecture and design that explores creative interdisciplinary working, and innovative new practice methods.

This qualification reflects CfE values, purposes and principles framework by helping candidates to develop skills needed for learning, life and work. It focuses on the principles of CfE by providing personalisation and choice, including a breadth of subjects where candidates will embrace challenges and enjoy their learning experience, accommodating interdisciplinary learning, exploring connections between different subject areas, accommodating innovative approaches to teaching and learning that will inspire and motivate learners to develop reflectively, extending employability and citizenship awareness.

## **6.2 Delivery and assessment**

It is expected that delivery of the Units will occur mainly in the practical environment, allowing candidates to build their skills over the timeframe of delivery. The underpinning knowledge in the theoretical Units should be completely contextualised in order that the candidates can then incorporate their learning into their practical application.

The structure and Unit content of the NC allows for an integrative and holistic approach to delivery and assessment. The use of an integrated and linked delivery methodology in centres will provide candidates with a more meaningful learning experience and will promote an increased coherence in the resulting quality and progressive development of practical work.

Although delivery is at the discretion of individual centres, it is strongly recommended that centre staff use opportunities for integration and holistic assessment in the planning processes to support best practice in learning, teaching and assessment.

It is recommended that centres collaborate with industry professionals and organisations to encourage links with the business world, including guest speakers, industrial visits and engagement in real life project briefs. This

approach will contribute to the overall holistic learning experience.

Candidates should be encouraged to become responsible for their own learning, understanding fully where they need to go next, and how best to get there. Opportunity should be given for candidates to engage in individualised learning programmes tailored to their specific needs in order to fulfil Outcome requirements. This could be self-directed study and learning, allowing for the development of critical thinking, planning and self-evaluation skills, making candidates aware of how they prefer to learn and their learning strengths (for example, self-led projects, personal learning plans and self-assessment). Candidates should be encouraged to be self-disciplined and reflective learners.

### **6.2.1 Mode of delivery**

Delivery of the National Certificate in Architecture and Interior Design at SCQF level 6 is at the discretion of the individual centre. It is anticipated that centres will offer a full-time programme of between 12–16 Units to candidates at NC level over an academic session. The NC has been designed to be compatible with these arrangements.

Alternatively, some centres may decide to offer the 12 credit course on a part-time basis.

To enable candidates to build skills necessary for further progression within the programme, it is suggested that the following Units are delivered in the first phase:

- ◆ *Art and Design: Colour*
- ◆ *Understanding Architecture*
- ◆ *Architectural Drafting*

There are opportunities for integrated learning and assessment across the Units and where possible a holistic approach should be taken to the delivery and assessment of the award.

Learning materials, teaching approaches and assessment strategies should be designed to encourage candidate engagement and participation.

Many of the Units provide opportunities for group work; these could be assessed by both art and architecture lecturers/tutors and assessment by panel. Peer assessment could be used as part of the assessment strategy as architecture is a career within the public domain and the use of critique both informs and develops an architect's style.

### **6.2.2 Open learning**

There may be opportunities for some aspects of the qualification to be delivered as e-learning and it would be expected that some assessments could be offered via online virtual learning environments. If assessments are delivered in this way then arrangements must be made to ensure that any closed-book assessments are conducted under supervision. Any assessment tasks must be relevant to the intended course aims and specific learning Outcomes.

Where alternative methods are used, centres must consider how they will ensure the authentication of candidate evidence.

## 7 General information for centres

### Disabled candidates and/or those with additional support needs

The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments, or considering whether any reasonable adjustments may be required. Further advice can be found on our website [www.sqa.org.uk/assessmentarrangements](http://www.sqa.org.uk/assessmentarrangements).

### Internal and external verification

All instruments of assessment used within this/these Group Award(s) should be internally verified, using the appropriate policy within the centre and the guidelines set by SQA.

External verification will be carried out by SQA to ensure that internal assessment is within the national guidelines for these qualifications.

Further information on internal and external verification can be found in *SQA's Guide to Assessment* ([www.sqa.org.uk](http://www.sqa.org.uk)).

## 8 General information for candidates

### 8.1 Introduction

The National Certificate (NC) in Architecture and Interior Design at SCQF level 6 is an introductory course for those that are considering further study, or seeking employment within the area of architecture and/or interior design.

You will gain an insight and develop an understanding of the functional role design plays within the context of interior design and architecture. You will also develop and communicate creative ideas and concepts within the context of architectural design. The course will also offer you a broader view of design thinking and process. Engaging in this programme will prepare you to apply design principles in the creation of structural interiors for living, recreational, and business purposes.

### 8.2 Course summary

This qualification introduces you to the drawing skills, computer software and design practice utilised by architects and designers. A good architect or designer responds sensitively to his or her environment, and must consider context, function, beauty, form, and materiality. Most importantly, they must honour their client's brief.

You will learn about past, present and future trends in drafting, architectural model-making, prototyping and materiality, exploring the poetics of space and light as you begin to understand the subtle art of designing the human environment.



The qualification embraces the ways in which technology is evolving within the context of architecture and interior design. Technology, interior design and architecture are now converging, from the way we capture data and design to the way we manufacture and live. Digital technology will become increasingly important as we change and expand our definition of architecture and interior design through new and more immersive 3D experiences, products and services.

The role design plays visually and functionally is a vital one contributing to the health and wellbeing of our urban environment. This programme will provide learning opportunities focusing on sustainable communities in order to provide future environments that will promote wellbeing.

On completion of this qualification, you will have gained an insight into the functional value and significant role design plays in contributing to our urban environment.

### **8.3 The learning experience**

The qualification will offer you a variety of learning experiences that will include classroom teaching, practical workshop activities. Field trips and the opportunity to talk to and learn from industry may also be included. Learning will be predominantly face to face within a classroom setting although time will be allocated for independent study time. Activities will be a combination of theoretical, practical, interactive as well as candidate led. Personal project work will be a key focus providing you the opportunity for you to explore your own ideas and interests where appropriate. Units will very often link directly with the knowledge, skills and experiences developed in other Units.

### **8.4 Assessment**

Assessment will include on-going and end of Unit assessment. This may consist of practical and theory work. There will also be opportunities for you to assess yourself and your peers during group and whole class collaborative sessions. It is envisaged that you will be given opportunity to continuously assess your personal progress ongoing and have the understanding of how to improve areas of difficulty and challenge further areas of strength. You will be encouraged to follow a journey to achieve personal learning goals in order to reach your fullest learning potential.

The six mandatory Units cover the principal operational areas of the architectural profession. By achieving the individual Unit competences you will gain essential transferable skills that can be utilised within various employment sectors, as well as further study.

During the programme you will also have opportunities to develop Core Skills. The five Core Skills are *Communication, Information and Communication Technology (ICT), Problem Solving, Working with Others,* and *Numeracy*. Development of these Core Skills will very often be integrated into the practical subjects you will study as part of the NC.

## 8.5 Progression pathways

The range of subjects you will study will offer you a valuable insight enabling you to make informed decisions regarding career direction whether it is entry into the workplace or further study.

Options for further study could include the Higher National Certificate in Architectural Technology, Higher National Certificate in Digital Media, Higher National Certificate in Contemporary Art Practice, Higher National Certificate in 3D Design, or the Higher National Certificate in Visual Communication.

Potential employment options could include junior positions, such as an architect technician, or trainee in digital media and retail.

## 9 Glossary of terms

**SCQF:** This stands for the Scottish Credit and Qualification Framework, which is a new way of speaking about qualifications and how they inter-relate. We use SCQF terminology throughout this guide to refer to credits and levels. For further information on the SCQF visit the SCQF website at [www.scqf.org.uk](http://www.scqf.org.uk)

**SCQF credit points:** One SCQF credit point equates to 10 hours of learning. NQ Units at SCQF levels 2–6 are worth 6 SCQF credit points, NQ Units at level 7 are worth 8 SCQF points.

**SCQF levels:** The SCQF covers 12 levels of learning. National Qualification Group Awards are available at SCQF levels 2–6 and will normally be made up of National Units which are available from SCQF levels 2–7.

**Dedicated Unit to cover Core Skills:** This is a non-subject Unit that is written to cover one or more particular Core Skills.

**Embedded Core Skills:** This is where the development of a Core Skill is incorporated into the Unit and where the Unit assessment also covers the requirements of Core Skill assessment at a particular level.

**Signposted Core Skills:** This refers to the opportunities to develop a particular Core Skill at a specified level that lie outwith automatic certification.

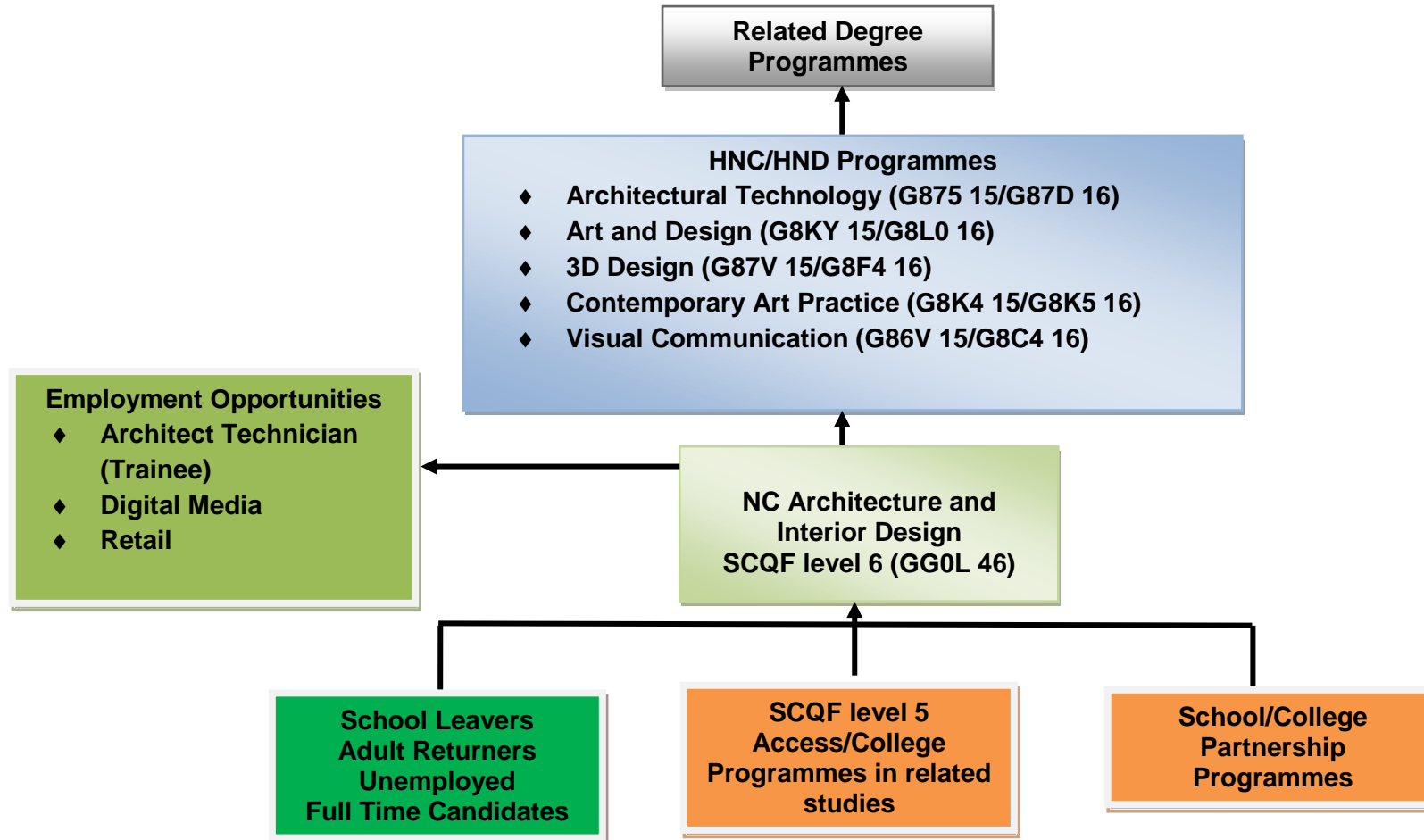
**Qualification Design Team:** The QDT works in conjunction with a Qualification Manager/Development Manager to steer the development of the National Certificate/National Progression Award from its inception/revision through to validation. The group is made up of key stakeholders representing the interests of centres, employers, universities and other relevant organisations.

**Consortium-devised National Certificates/National Progression Awards** are those developments or revisions undertaken by a group of centres in partnership with SQA.

## **10 Appendices**

- Appendix 1: Progression Routes
- Appendix 2: Architecture Standards Map
- Appendix 3: Core Skills Map

## Appendix 1: Progression Routes



## Appendix 2: Architecture Standards Map

Subject Benchmark Statement — Architecture 2010 (QAA)

The Architects' Registration Board (ARB)

The Architects' Registration Board (ARB) was established by an Act of Parliament, the Architects Act, in 1997. The ARB is the independent statutory regulator of all registered architects within the UK.

The ARB's duties and responsibilities for regulating architects are set out in the Act.

The key duties and responsibilities are to:

- ◆ keep an up to date register of architects
- ◆ decide what qualifications are needed to become an architect
- ◆ set standards for education and professional practice
- ◆ investigate complaints about an architect's conduct or competence, and
- ◆ make sure that only people on the register use the name 'architect'.

The ARB website is regularly updated and contains all current information for architects, members of the public and candidates of architecture. The website contains the current list of all Schools of Architecture that offer ARB-prescribed qualifications as well as the up to date Register of Architects.

The ARB's Criteria for qualification prescription at Part 1 and Part 2 are embedded within the subject benchmark statement, but the ARB Procedures for Prescription are available from the ARB's website at [www.arb.org.uk](http://www.arb.org.uk).

The Royal Institute of British Architects (RIBA) and The Architects' Registration Board (ARB)

The Royal Institute of British Architects is the UK membership body for architecture and the architectural profession. It provides support for over 40,000 members worldwide in the form of training, research and technical services; publications and events; and, through its validation programme, sets academic standards for the education of architects both in the UK and overseas. The RIBA hosts many exhibitions and lectures and is home to the British Architectural Library. Annual schemes recognise outstanding architecture, including the work of candidates, and culminate in the President's Medals and Stirling Prize, among many other prestigious awards, prizes, scholarships and bursaries.

The RIBA Validation Criteria are embedded in the subject benchmark statement, but the RIBA Procedures for UK Validation and International Validation are available through their website at [www.architecture.com](http://www.architecture.com).

## **Benchmark standard**

The General Criteria at Part 1 and Part 2

- GC1: Ability to create architectural designs that satisfy both aesthetic and technical requirements.
- GC2: Adequate knowledge of the histories and theories of architecture and the related arts, technologies and human sciences.
- GC3: Knowledge of the fine arts as an influence on the quality of architectural design.
- GC4: Adequate knowledge of urban design, planning and the skills involved in the planning process.
- 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.
- 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.
- GC7: Understanding of the methods of investigation and preparation of the brief for a design project.
- GC8: Understanding of the structural design, constructional and engineering problems associated with building design.
- 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.
- GC10: The necessary design skills to meet building users' requirements within the constraints imposed by cost factors and building regulations.
- GC11: Adequate knowledge of the industries, organisations, regulations and procedures involved in translating design concepts into buildings and integrating plans into overall planning.

## Map of Architecture Standards

Unit	Subject Benchmark Statement — Architecture 2010 (QAA) The General Criteria at Part 1 and Part 2										
	GC1	GC2	GC3	GC4	GC5	GC6	GC7	GC8	GC9	GC10	GC11
<b>NC in Architecture and Interior Design at SCQF level 6: Mandatory Units</b>											
Art and Design: Introduction to Interior Design	✓							✓			
Understanding Architecture		✓		✓	✓	✓			✓	✓	✓
Art and Design: 3D Design — Spatial Design	✓							✓		✓	✓
Innovative Prototype				✓							
2D Digital Art	✓		✓								
Architectural Drafting	✓							✓			
<b>Optional Units</b>											
Art and Design: Personal Project		✓		✓			✓				
Art and Design: Colour	✓		✓								✓
Perspective Drawing: an Introduction	✓							✓			
Perspective Drawing and Rendering	✓							✓			
Sustainable Design	✓	✓				✓		✓	✓	✓	✓
Art and Design: Research and Investigation Skills	✓	✓	✓	✓		✓	✓	✓		✓	✓
Art and Design: Sketchbook Development			✓								
Modern Methods of Construction	✓			✓	✓			✓		✓	✓
Interior Architecture: Materials/Finishes	✓	✓				✓		✓	✓		
3D Virtual Environment	✓							✓			
Art and Design: Architectural Model Making 1	✓							✓			
Art and Design: Architectural Model Making 2	✓							✓			
Design Elements and Principles	✓				✓	✓		✓	✓	✓	✓
Architecture and Business Enterprise				✓	✓						
Mathematics: Craft 1											
Art and Design: Location Drawing			✓								
Art and Design: Life Drawing			✓								

## Appendix 3: Core Skills Map

Key: S = Signposted E = Embedded

Unit	Communication		Working with Others		Numeracy		ICT		Problem Solving		
	Oral	Written	WCwO	RCC	Using Number	Using Graphical Information	Accessing Information	Providing/Creating Information	Critical Thinking	Planning and Organising	Reviewing and Evaluating
Understanding Architecture	S (5)	S (5)	S (5)	S (5)		S (5)	S (5)	S (5)		S (5)	
2D Digital Art							S (6)	S (6)	S (6)	S (6)	
Architectural Drafting		S (6)			S (6)		S (6)		S (6)	S (6)	
Art and Design: Introduction to Interior Design	S (5)	S (5)							S (5)	S (5)	S (5)
Art and Design: 3D Design - Spatial Design	S (6)	S (6)			S (6)	S (6)			S (6)	S (6)	S (6)
Innovative Prototype											
Perspective Drawing and Rendering			S (6)	S (6)	S (6)		S (6)	S (6)	S (6)	S (6)	S (6)
Art and Design: Colour	S (5)	S (5)							S (5)	S (5)	S (5)
Technology for Architecture: An Introduction	S (6)	S (6)	S (6)	S (6)			S (6)	S (6)		S (6)	S (6)
Art and Design: Personal Project	S (6)	S (6)					S (6)	S (6)	E (6)	E (6)	E (6)
Sustainable Design	S (6)	S (6)	S (6)	S (6)					S (6)	S (6)	S (6)
Art and Design: Research and Investigation Skills	S (6)	S (6)					S (5)	S (5)			
Art and Design: Sketchbook Development	S (5)	S (5)							S (5)	S (5)	S (5)
Modern Methods of Construction	S (6)	S (6)	S (6)	S (6)					S (6)	S (6)	S (6)
Interior Architecture	S (6)	S (6)			S (6)	S (6)	S (6)	S (6)	S (6)	S (6)	S (6)
3D Virtual Environment	S (6)	S (6)			S (6)	S (6)	S (6)	S (6)	S (6)	S (6)	S (6)
Art and Design: Architectural Model Making 1	S (6)	S (6)			S (6)	S (6)			S (6)	S (6)	S (6)



### Appendix 3: Core Skills Map (cont)

Key: S = Signposted E = Embedded

Unit	Communication		Working with Others		Numeracy		ICT		Problem Solving		
	Oral	Written	WCwO	RCC	Using Number	Using Graphical Information	Accessing Information	Providing/Creating Information	Critical Thinking	Planning and Organising	Reviewing and Evaluating
Art and Design: Architectural Model Making 2	S (6)	S (6)			S (6)	S (6)			S (6)	S (6)	S (6)
Design Elements and Principles	S (6)	S (6)	S (6)	S (6)			S (6)	S (6)	S (6)	S (6)	S (6)
Architecture and Business Enterprise	S (6)	S (6)	S (6)	S (6)		S (6)	S (6)	S (6)	S (6)	S (6)	S (6)
Mathematics: Craft 1					E (5)	S (5)					
Art and Design: Location Drawing	S (6)	S (6)							S (6)	S (6)	S (6)
Art and Design: Life Drawing	S (5)	S (5)							S (5)	S (5)	S (5)
Painting and Decorating: Basic Decorative Effects	S (4)	S (4)							S (4)	S (4)	S (4)