



Arrangements for:

**National Certificate
in Architecture and Art**

at

SCQF level 6

Group Award Code: GG0M 46

Validation date: September 2012

Date of original publication: December 2012

Version: 02 (January 2014)

Acknowledgement

SQA acknowledges the valuable contribution that Scotland's colleges have made to the development of National Qualification Group Awards.

History of changes

It is anticipated that changes will take place during the life of the qualification, and this section will record these changes. This document is the latest version and incorporates the changes summarised below.

Version number	Description	Date
02	Revision of Unit: F3JR 12, Modern Methods Of Construction has been revised by H66A 46 Modern Methods Of Construction: An Introduction. The old unit will finish on 31/07/2017.	27/01/2014

Contents

1	Introduction	1
2	Rationale for the development of the Group Award	1
3	Aims of the Group Award	2
3.1	Principal aims of the Group Award.....	2
3.2	General aims of the Group Award.....	2
3.3	Target groups	2
3.4	Employment opportunities	3
4	Access to the Group Award.....	3
5	Group Award structure	4
5.1	Framework.....	4
5.2	Architectural standards	5
5.3	Core Skills	5
5.3.1	Contextualised Core Skills	6
5.3.2	Core Skills Exit levels	7
5.4	Articulation.....	7
6	Approaches to delivery and assessment	7
6.1	Content and context.....	7
6.2	Delivery and assessment.....	8
6.2.1	Mode of delivery.....	9
6.2.2	Open learning	9
7	General information for centres	10
8	General information for candidates.....	10
8.1	Introduction.....	10
8.2	Course summary	10
8.3	The learning experience	11
8.4	Assessment.....	11
8.5	Progression pathways	12
9	Glossary of terms	12
10	Appendices.....	13
Appendix 1:	Progression Routes	14
Appendix 2:	Architecture Standards	15
Appendix 3:	Core Skills Map	18

1 Introduction

This is the Arrangements Document for the National Certificate (NC) in Architecture and Art 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 qualification 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 art 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 arts 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 National Certificate in Architecture and Art concentrates primarily on the conceptual, aesthetic and personal attributes closely associated with the practice of art within an architectural context.

Reflecting changes and emerging markets within the architecture and creative industries sectors, the qualification 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 architecture with art.

3 Aims of the Group Award

3.1 Principal aims of the Group Award

The principal aims of the National Certificate in Architecture and Art at SCQF level 6 are to:

- ◆ Provide an opportunity for candidates to engage in a learning experience that offers a cohesive mix of architecture and art practice, and creative interdisciplinary working
- ◆ Provide candidates with skills and knowledge that will prepare them for employment or future study, whilst also enabling them to specialise in a particular area of architecture or contemporary art practice
- ◆ Develop critical thinking capacity and reflective evaluation process within a technically challenging and innovative learning environment.
- ◆ Develop specific skills in relation to the social aspect of buildings/sculpture
- ◆ Provide development opportunities for Core/essential Skills
- ◆ Develop skills that encourage entrepreneurial thinking.

3.2 General aims of the Group Award

The general aims of the National Certificate in Architecture and Art at SCQF level 6 are to:

- ◆ Develop candidates' awareness of how subject specialisms in architecture and art can be successfully integrated to meet changing industry requirements.
- ◆ Provide candidates with a range of learning, teaching and assessment styles
- ◆ Motivate candidates to achieve their full potential by:
 - developing a positive attitude to their own learning
 - encouraging flexibility and working cooperatively with others
 - providing a holistic learning experience
- ◆ Enhance candidates' employment prospects by providing a distinct route into careers in an architecture and/or art environment
- ◆ Providing development opportunities in modern apprenticeships
- ◆ Provide options for candidates to progress to Higher National/Degree programmes

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 art environment
- ◆ those in employment in either architecture and art 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 art environment

3.4 Employment opportunities

For those candidates who wish to use the NC as a basis on which to enter employment in an architecture and/or art environment, there is ample opportunity in the mandatory and optional sections of the framework to develop the knowledge and skills which will increase their employability skills. 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).

Multiple exit routes provide candidates with achievable choices, placing them in a stronger position to move to the next stage of their career development and may increase their chances of employment in a range of disciplines and areas such as:

- ◆ Trainee architect technician
- ◆ Digital media industry
- ◆ Photography assistant
- ◆ Galleries
- ◆ 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 have alternative access arrangements in place for cases where candidates have previously acquired required 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
Mandatory Section 6 credits required				
Understanding Architecture	H2V4 12	6	5	1
Architectural Drafting	H2V0 12	6	6	1
2D Digital Art	H2TP 12	6	6	1
Art and Design: Colour	F5CE 12	6	6	1
Art and Design: 3D - Basic Construction Skills	F9VF 11	6	5	1
Art and Design: Exploratory Media Handling	F5CJ 12	6	6	1
Options section 1: candidates must select a minimum of 2 credits, maximum of 4 credits from this section				
Art and Design: Personal Project	F51M 12	6	6	2
Perspective Drawing and Rendering	H2TX 12	6	6	1
Technology for Architecture: An Introduction	H2V3 12	6	6	1
Options section 2: candidates must select a minimum of 2 credits, maximum of 4 credits from this section				
Sustainable Design	H2TS 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 Art 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).

5.3 Core Skills

Development of Core Skills will take place through learning and teaching activities as well as through practical activities.

The majority of Core Skills are not formally certificated or assessed in this qualification however the structure of the NC offers opportunities for contextualised Core Skills development. There are opportunities to develop aspects of 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/or 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 with a research or community focus 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 to 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 *ICT* through exploration of a wide range of 2D and 3D computer software based applications within the context of architecture and art.

Numeracy

Although there are ample opportunities to develop key competences which meet the current needs of industry, when delivered within an art context, the Core Skill of *Numeracy* may require broader concepts to be developed that relate to specific disciplines 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).

5.3.1 Contextualised Core Skills

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

Core Skill	Development Opportunities	SCQF level
<i>Communication</i>	<ul style="list-style-type: none"> ◆ Art and Design: 3D Construction Skills ◆ Understanding Architecture ◆ Technology for Architecture: An Introduction ◆ Art and Design: Personal Project ◆ Art and Design: Colour ◆ Architectural Drafting ◆ Art and Design: Exploratory Media Handling 	Level 5 Level 6 Level 6 Level 6 Level 6 Level 6 Level 6
<i>Numeracy</i>	<ul style="list-style-type: none"> ◆ Understanding Architecture ◆ Perspective Drawing and Rendering ◆ Art and Design: Personal Project ◆ Architectural Drafting 	Level 6 Level 6 Level 6 Level 6
<i>Information and Communication Technology (ICT)</i>	<ul style="list-style-type: none"> ◆ All Units 	Level 5 and 6
<i>Problem Solving</i>	<ul style="list-style-type: none"> ◆ All Units 	Level 5 and 6
<i>Working with Others</i>	<ul style="list-style-type: none"> ◆ Understanding Architecture ◆ Technology for Architecture: An Introduction ◆ Perspective Drawing and Rendering ◆ Art and Design: Personal Project ◆ Art and Design: Colour 	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 on-going reflective evaluation. Development of the ability to be punctual, enthusiastic, motivated, polite and personable, to manage time and workload effectively and to be able to take responsibility for personal actions, will help prepare candidates for work and/or further study.

5.3.2 Core Skills Exit levels

It is recommended that candidates' Core Skill entry 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

5.4 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, 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 art within an architectural context is instrumental towards this end. The National Certificate in Architecture and Art at SCQF level 6 will provide candidates with an opportunity to develop their awareness and insight into the role art has to play within an architecture context and vice versa.

It is important for candidates to understand that, in essence, architecture and art are inseparable; art finds its place in architecture through study of structure, space, nature and materials, as well as engineering and philosophical ideas and ideologies. Designing interior space in and around a development necessarily involves decision making about visual aesthetics and involves creative planning and a building can be conceived as an art form. Opportunities exist to develop new approaches and working methods encompassing these ideas.

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

This qualification reflects CfE values, purposes and principles and helps 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. The qualification encourages interdisciplinary learning, explores connections between different subject areas, and provides innovative approaches to teaching and learning that aim to inspire and motivate candidates.

6.2 Delivery and assessment

It is expected that delivery of the Units will occur mainly in the practical environment, allowing candidates to develop their practical skills over the timeframe of delivery. The underpinning knowledge in the theoretical Units should be contextualised in order that the candidates can incorporate the 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 in order to link 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 take responsibility 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 Art 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 offer the qualification on a part-time basis.

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

- ◆ *Perspective Drawing and Rendering*
- ◆ *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.

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).

8 General information for candidates

8.1 Introduction

The National Certificate (NC) in Architecture and Art at SCQF level 6 is an introductory course intended for those that are considering further study, or seeking employment within the area of architecture and/or art. The qualification offers flexibility and choice across a broad range of topics within the context of architecture and art.

You will gain an insight into the aesthetic value of architecture and art, and will develop an understanding of the important contribution that these areas make to our urban environment.

You will also develop and communicate creative ideas and concepts within the context of architectural design.

8.2 Course summary

This qualification introduces you to the drawing skills, computer software and design practice utilised by architects and designers. You will explore past, present and future trends in drafting, architectural model-making, prototyping and materiality, and the poetics of space and light. Through exploration you will begin to develop an understanding of the subtle art of designing the human environment.

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 also explore different technical and creative approaches to drawing, focusing on 3-dimensional tonal drawing, perspective drawing and expressive concept drawing. This will enable you to produce exciting visuals communicating clearly your creative ideas and concepts. You will experiment with a variety of materials and techniques such as pencil, inks, charcoal, pastels, collage and painting. You will be encouraged to be experimental and use an exploratory approach to technique and application of your ideas.

You will learn about colour and gain practical experience of how different intensities, arrangements and applications of colour can evoke feeling and mood, contributing to the atmosphere relating to the interior or exterior space you are designing.

You will also be given opportunity to initiate a personal project that will detail the journey of your ideas from the initial inspiration stage through development which will lead to the production of a final piece of work. This project is candidate-led and you will be given freedom to make your own decisions regarding the progression of ideas.

The programme will introduce you to the ways in which technology is evolving within the context of architecture and art. You will also develop a creative awareness and have the foresight to envisage opportunities encouraging creative collaboration and team working, bringing both architecture and art together.

8.3 The learning experience

The programme will offer you a variety of learning experiences that include classroom teaching and 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. Activities will be a combination of theoretical, practical, interactive and candidate led. Personal project work will be a key focus providing you with the opportunity to explore your own ideas and interests where appropriate. Units will very often link directly with the knowledge, skills and experiences developed in others.

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, including identifying areas of strength and weakness, and will be encouraged to set personal learning goals in order to help you reach your fullest potential.

The six mandatory Units cover the principal areas of the architectural profession, encompassing art as a key focus. By achieving the individual Units 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 aspects of Core Skills. The five Core Skills are *Communication, Information and Communication Technology (ICT), Problem Solving, Working with Others* and *Numeracy*. Development of aspect of these Core Skills will often be integrated into the practical subjects you will study as part of the NC.

8.5 Progression pathways

The range of areas that you will study will enable 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 Higher National Certificate in Visual Communication.

Potential employment options could include a trainee architect, employment within the digital media industry, employment within a gallery, or working in 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

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.

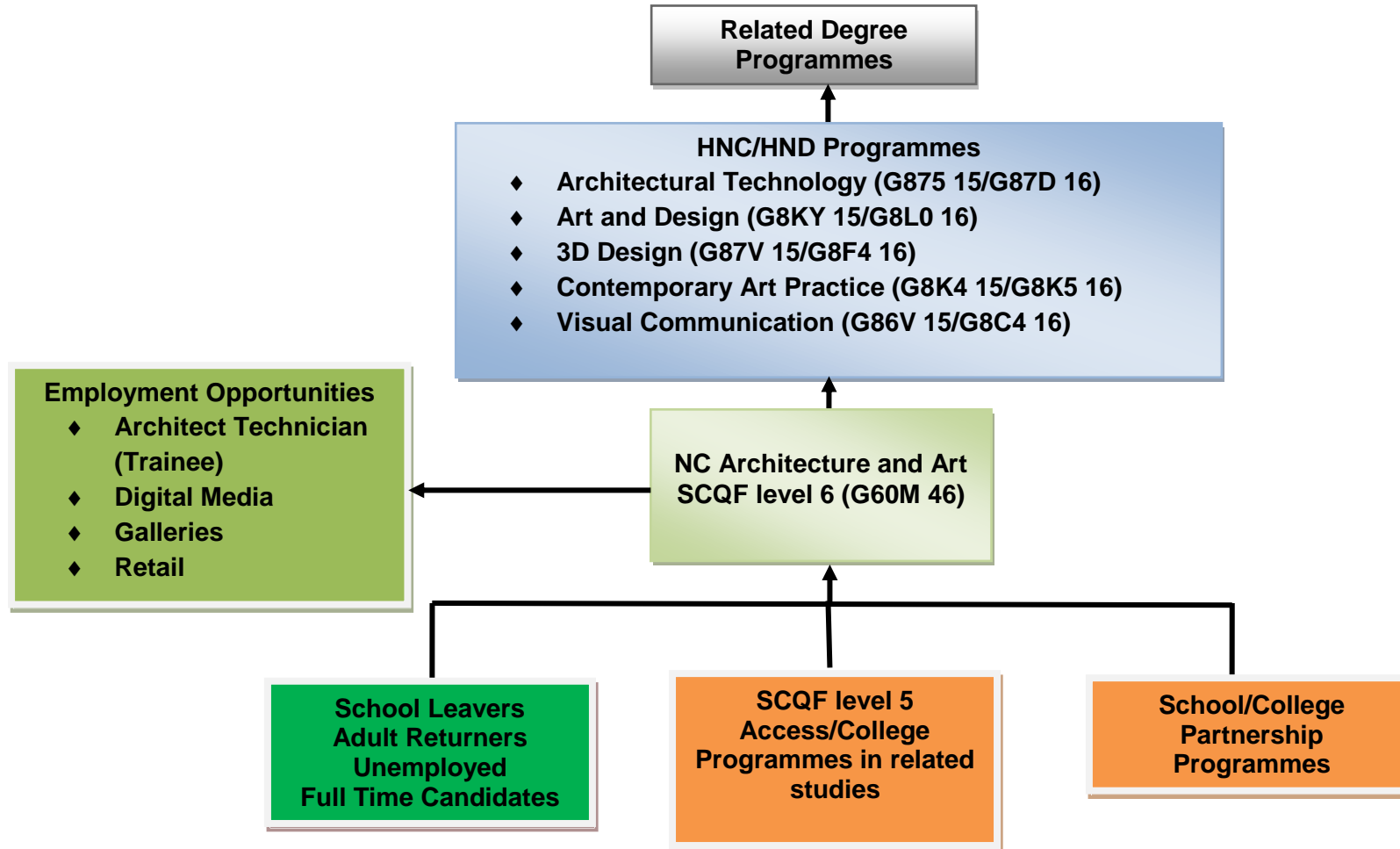
Qualification Design Team: The QDT works in conjunction with a Qualification Manager/Development Manager to steer the development of the National Certificate/National Progression Award from its inception/revision through to validation. The group is made up of key stakeholders representing the interests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

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.

The Royal Institute of British Architects (RIBA); 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.

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 to Units

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
National Certificate in Architecture and Art at SCQF level 6: Mandatory Units											
Art and Design: 3D — Basic Construction Skills	✓							✓			
Understanding Architecture		✓		✓	✓	✓		✓	✓	✓	✓
2D Digital Art	✓										
Art and Design: Colour	✓		✓								
Architectural Drafting	✓			✓				✓		✓	✓
Art and Design: Exploratory Media Handling						✓					
Optional Units											
Perspective Drawing and Rendering	✓							✓			
Technology for Architecture: An Introduction	✓			✓				✓	✓	✓	✓
Art and Design: Personal Project		✓	✓	✓			✓				
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
Art and Design: 3D - Basic Construction Skills	S (5)	S (5)								S (5)	S (5)
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)	
Art and Design: Colour	S (5)	S (5)							S (5)	S (5)	S (5)
Architectural Drafting	S (6)				S (6)		S (6)		S (6)	S (6)	
Art and Design: Exploratory Media Handling	S (5)	S (5)	S (4)	S (4)			S (4)	S (4)	S (5)	S (5)	S (5)
Perspective Drawing and Rendering			S (6)	S (6)	S (6)		S (6)	S (6)	S (6)	S (6)	S (6)
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: Materials/Finishes	S (6)	S (6)			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
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)
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)