

CAA

Commonwealth Association of Architects

QUALIFICATIONS IN ARCHITECTURE RECOMMENDED FOR RECOGNITION BY CAA:

Procedures and Criteria

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1. BACKGROUND

1.1 Reasons for recognition

Since 1968 the CAA has periodically published a List of qualifications in architecture it considered, after inspection, to be a sufficient standard to recommend recognition by national authorities. The purpose of this List as set out in *Qualifications in Architecture Recommended for Recognition* by CAA 1990 is “to make available to national authorities a list of those qualifications that the CAA considers they can reliably recommend for recognition.....as meeting the academic requirements appropriate for registration, accreditation or acceptance as an architect”. The List was primarily intended to provide a means of recognition of courses in countries which do not have their own validation system, a situation which is diminishing and may even become extinct. It also “helps member institutes and registration boards to maintain their own lists” and is intended to “promote the free movement of practising architects, teaching staff, and students by facilitating accreditation”. There is a growing need for mutual recognition of qualifications between countries both within and outside the Commonwealth.

The future formal purpose of the List and its means of production may be seen as twofold:

- a) to continue to provide the means of recommending recognition of a course to a national authority in a country which does not have its own validation procedure, and
- b) to provide a list of qualifications which can be recommended for recognition by all the constituent national authorities.

There are also a number of informal, but none the less important, purposes of the List and its means of production and maintenance concerned with exchange and improvement of knowledge and skills in the education, research and practice of architecture, particularly in a trans-cultural and global context, and the exchange of the experience of standards.

1.2 Title of the List

Since its introduction the List, which sets out the recommended qualifications by country and school, has been referred to in various ways. Given its purpose and status it is important that it has a consistent title, which is taken to be the *CAA List of Qualifications in Architecture Recommended for Recognition*. This makes it clear that it is the qualifications which are recommended and not the schools per se for a school might have one or more qualifications which are not recommended for recognition. For the sake of brevity the List will be referred to as the *CAA List* where appropriate in this document.

1.3 Reasons for revising procedures

The current procedures build on the *Statement of Objectives and Standards of Recognition of Schools* agreed by the CAA in May 1971, which were updated and consolidated into the first edition of the present text in January 2000, and respond to a number of changes and requirements, including the following.

- Increasing demand for international recognition of qualifications.
- International recognition requires substantial equivalency of standards between validating authorities and clearly established and monitored validation procedures acceptable both within and outside the Commonwealth.
- The rapid growth in the number of schools of architecture in the Commonwealth makes CAA representation on all visiting boards impracticable and the development of validation systems agreements desirable.
- The growth in number of Commonwealth countries with their own validation procedures.
- The development of masters courses at the CAA Part 2 level and of courses delivered in other than their normal settings.
- The growth in international architectural practice and the global and trans-cultural context for architecture requires an increase in the dissemination of skills and knowledge in the teaching, research and practice of architecture.

2. INTRODUCTION

2.1 Validation of competencies and variety

In any system of validation it is of prime importance to establish the standards of achievement to be attained and the means of assessment through peer group review. Of equal importance is the need to preserve and encourage diversity, innovation and development. The international validation of courses (including programmes and examinations) highlights these concerns, particularly when addressing such a wide range of countries and situations as constitute the Commonwealth.

This necessary diversity occurs within an increasingly inter-related international context. Differences in the education and practice of architects between the various countries of the Commonwealth may be great but many of the problems are shared and are of a global nature, for instance: rapid urbanisation; urban congestion; conservation of resources and reduction of pollution; the effects of growth and change in technology; the consequences of mass communication; loss of cultural identity; rapid changes in long-standing social, cultural, and political structures and institutions; growth in population, longevity, wealth and poverty; destruction of the natural environment. Architecture and other professions, commerce and industries are being practised and pursued on a global scale with good and bad consequences at local and regional scales.

All these shared problems and challenges, faced by all nations, cultures and societies across the world, have consequences for the world we make through architecture. The CAA is ideally placed with its international network to help nurture architectural education and practice in response to these problems and challenges and to develop the necessary guidance, standards and procedures. Thus the validation of appropriate international standards and the maintenance of variety of approach are seen as fundamental to the validation processes.

The CAA's *General Statement of Educational Objectives and Content* and APPENDIX A: VALIDATION CRITERIA of this document make clear the areas of learning and the levels of achievement (in terms of awareness, understanding, ability, etc), which are expected.

It is recognised that globally relevant skills and understanding can be learned in the context of locally domain specific knowledge. (For example, the concept of 'lateral stability' can be learned whether the local materials are rammed earth, bricks, bamboo, steel or concrete.) In APPENDIX C: C.2 *Strategy* a strategy is set out for the validation of courses, which preserves and encourages the necessary locally relevant variety.

2.2 UNESCO/UIA compatibility

The procedures and criteria are compatible with the aims and objectives of architectural education set out in the *UNESCO/UIA Charter for Architectural Education*, June 1996 (revised 2004-05).

2.3 Glossary

CAA List:	The <i>CAA List of Qualifications in Architecture Recommended for Recognition</i> .
National institute:	This normally refers to the professional institute which has voluntary membership of CAA by means of paying an annual subscription having fulfilled membership eligibility criteria. However, throughout this document reference to national institute/authority in relation to validation system means those bodies with responsibility for a national accreditation/validation system (eg professional institute and/or registration body).
Peer group review:	The concept of delegating the validation of courses to a panel of suitably qualified and approved experts who work to pre-determined procedures and criteria; this concept recognises the dynamic state of architectural education, encourages its development and sets minimum standards of achievement against core competencies, whilst encouraging variety of provision.
Recognition:	The status of being recognised, ie relating to those courses/programmes and examinations listed by CAA as having reached the required CAA Part 1 and/or 2 standards and are recommended to national authorities as meeting the academic requirements appropriate for registration, accreditation, or acceptance as an architect.
Validation:	The granting of approval/recognition to a course/programme/examination which has been tested to produce results of a minimum acceptable standard against set criteria (ie output related).
Validation Panel:	A pool of suitably qualified and approved people from whom members of a Visiting Board are drawn.
Visiting Board:	A team of people comprising representatives drawn from the CAA Validation Panel and others nominated by relevant national authorities, who undertake a validation visit to a school or national/regional validation authority.

3. CAA VALIDATION PANEL

3.1 Purpose of the Panel

In order to maintain the *CAA List of Qualifications in Architecture Recommended for Recognition* a CAA Validation Panel has been established to:

- validate and monitor national and regional validation processes;
- validate individual courses where necessary;
- review self-assessments and brief Visiting Boards;
- review and make recommendations on reports;
- consider new course proposals and course changes;
- oversee the administration and selection of Visiting Boards;
- consider reports from CAA members of Visiting Boards in countries where the national validation process has not been approved;
- provide consistency and continuity;
- keep procedures under review;
- provide training for members of Visiting Boards;
- act as a repository of experience.

3.2 Arrangements for the Panel

Membership of the CAA Validation Panel should maintain and reflect, as far as reasonably practicable, the balance of the interests of the architectural profession, and have, as near as possible, equal representation from education, practice and gender perspectives. Each CAA region can nominate up to twenty suitably qualified candidates via its Vice President, reflecting the nature of the region, from which ten people will be appointed to sit on the Validation Panel, which in total should not exceed fifty persons.

The method of nominating candidates to sit on the Validation Panel will be left to the discretion of each CAA Region, however, the following criteria should be applied.

- The selection process must be transparent and facilitate the nomination of suitably qualified people on the basis of their experience and demonstrable capability as experts in the judgement of educational achievement in architecture. Gender representation is expected.

The Validation Panel will be run by a Chair, nominated by the President and approved by CAA Council. This person will be different from the Chair of the Education Committee.

The day-to-day operations of the Validation Panel will be conducted through an Executive Committee of up to four people nominated by the Chair, approved by the President and drawn from the Panel, and which may include the Chair and members of the Education Committee.

The Chair will chair meetings of the CAA Validation Panel and its Executive Committee; ensure that the Validation Panel carries out prescribed functions and that a review of its criteria and procedures is undertaken every six years.

Membership of the Validation Panel will be agreed every three years by CAA Council. Members will normally serve for a single term of six years. Those members and former members who are withdrawn may be placed on a reserve list from which Visiting Board members may be drawn for a period not exceeding six years.

The Chair of the Validation Panel will nominate a Secretary from the Validation Panel membership whose responsibility it is to keep the membership list up to date, to collate CVs of current and reserve members, keep minutes of meetings of the Executive Committee and help with the correspondence and arrangements related to Visiting Boards.

The Chair may also nominate a *New Courses and Course Changes* Group, drawn from the Validation Panel and of a size suited to work in hand.

Costs of administering and organising the Validation Panel will be borne by CAA. It is not envisaged that the full Panel should meet in person but opportunities for meetings larger than the membership of the Executive Committee will be arranged when opportunities arrive, eg the triennial General Assembly.

Training of Panel members will take place immediately prior to a specific Visiting Board - usually the day before and at the same location. This is aimed at ensuring consistency between Visiting Boards by informing and reminding all Board members of their responsibilities and of the systems to be followed and criteria to be applied.

Every three years the Chair of the Validation Panel is required to report on the activities of the Panel; every six years a review of procedures and standards should be undertaken resulting in a report sent to CAA Council via its Education Committee and then to all member national institutes.

3.3 Arrangements for Visiting Boards and the New Courses and Course Changes Group

Every Visiting Board shall have a Chair nominated by the Chair of the CAA Validation Panel in consultation with other relevant parties. The Chair of the Visiting Board shall appoint one of the members of the Board to be Secretary where an independent secretary has not been appointed.

With the agreement of the national institute, the CAA may appoint one or more additional CAA representative(s), either as full members or as observers to maximise the opportunity for the exchange of knowledge and experience. The costs incurred by such additional representation would be the responsibility of the CAA or of a member institute.

The CAA seeks to promote quality in architectural education. Experiment and innovation in course patterns and in teaching methods are encouraged.

Visiting Boards are intended to stimulate critical self-analysis in schools, to afford practical help and to provide counsel and assistance to schools in achieving their objectives. In choosing personnel for a Visiting Board duty, it is essential that a balanced group is assembled who between them have appropriate experience and are able to represent the various interests and needs suited to the particular circumstances.

Representatives on Visiting Boards should not be chosen from persons who have recently served, or are currently serving as external examiners to the school to be visited, or who have a similar conflict of interest or close connection with the school.

At least one member of a Visiting Board should provide continuity from the previous visit.

For visits for renewal of recognition, all members of the Visiting Board should be provided with copies of the report of the previous visit as well as information set out in APPENDIX F.

The cost of distance and local travel, accommodation and sustenance for CAA representatives are the responsibility of the national institute. Such costs may be shared with other bodies such as the registration authority, educational institute or national government. In the case of a developing country the CAA will support an application for financial assistance from appropriate funding bodies. The CAA may, where appropriate, offer financial assistance (eg an airfare), where personnel on a Visiting Board are able to offer lectures or workshops in addition to serving on a Visiting Board. The CAA Validation Panel Secretary should be contacted regarding travel arrangements including visas for Board members.

More detailed descriptions of the procedures for Visiting Boards are to be found in APPENDICES B, C, D, E, F, G and H.

The composition of Visiting Boards normally shall be as follows.

A. Validating and monitoring national/regional validation processes:

- One in-region, out-of-country representative.
- One out-of-region representative.
- One in-country representative (at the discretion of the national institute(s)).

To be drawn from the membership of the CAA Validation Panel and agreed between the Chair of the CAA Validation Panel, the Chair of the Education Committee or equivalent of the national institute of the country to be validated in consultation with the regional Vice President. Both out-of-country representatives should have previous experience of serving on CAA visiting boards.

B. Validating and revalidating existing courses

- One in-region, out-of-country representative.
- One out-of-region representative.
- One optional observer from another national institute.

To be drawn from membership of the CAA Validation Panel agreed in consultation with the regional Vice President of the member institute and school.

- Up to two in-country representatives of the registration authority.
- Up to two in-country representatives of the national institute.
- One student from another school (where feasible).
- One optional local lay member with relevant experience.

To be nominated by the national institute and agreed in consultation with the regional Vice President and Chair of the CAA Validation Panel and the Head of School.

At least one CAA representative should have previous experience of serving on a CAA Visiting Board.

C. Advisory visits

Including new courses and course changes visits.

- Normally not less than three persons, comprising at least two CAA members and at least one nominated by the national institute.
- The composition of advisory visits may vary to suit particular circumstances.

CAA members are to be drawn from the CAA Validation Panel, and must have previous experience of serving on a CAA Visiting Board and dealing with new courses, as appropriate.

D. Combined Visiting Boards

On occasions CAA undertakes combined visits with another national institute where that institute has an accreditation role in countries other than its own. In the past this has taken place solely with the RIBA. Membership of such visits may vary according to circumstances and will be agreed following normal consultations (see B above). Composition of these Panels should normally be at least:

- one CAA out-of-region representative,
- one CAA in-region representative,
- two representatives from the national institute making the combined visit with the CAA,
- up to two representatives of the host registration authority or other relevant bodies,
- up to two in-country representatives of the host national institute,
- one student from another school (where feasible),
- one optional local lay member with relevant experience.

3.4 Procedures for setting up a Visiting Board.

A Visiting Board is constituted to provide a balanced representation of the various interests in architectural education.

Procedures for setting up a Visiting Board shall be as follows:

A. Validating and monitoring national/regional validation processes

A country or region seeking CAA recognition or continued recognition of its national/regional validation procedures will notify the Chair of the CAA Validation Panel and the Regional Vice President of the CAA.

The Chair of the CAA Validation Panel nominates suitable people to serve on a visiting Board, consulting as necessary with the CAA Validation Panel Executive Committee, the Chair of the Education Committee and the national institute (or registration authority or equivalent as appropriate), and the CAA regional Vice President. Agreement on personnel should be arrived at through mutual consent of all the parties involved with the Chair of the CAA Validation Panel having authority to make the final choice.

B. Validating and revalidating courses and advisory visits

A school seeking CAA recognition, or continued recognition of a course, or seeking advice on establishing a course, should advise its national institute which will notify the Chair of the CAA Validation Panel and the regional Vice President of the CAA. Prior informal consultation with the regional Vice President is recommended.

The Chair of the CAA Validation Panel nominates suitable people to represent CAA on the Visiting Board at least one of whom shall have previous relevant experience. CAA representatives will be drawn from the CAA Validation Panel.

Other representatives will be nominated by the relevant authorities (national institute, registration authority, etc) in consultation with the Chair of the CAA Validation Panel, regional Vice President and Head of School. Agreement on the personnel should be arrived at through mutual consent of all the parties involved with the Chair of the CAA Validation Panel having authority to make the final choice.

C. Revisits

Revisit Boards will vary according to individual circumstances. The Visiting Board might comprise the entire Panel from the previous visit or designated representatives from the original Board, nominated by the Chair of the Visiting Board and agreed with the Chair of the CAA Validation Panel and the other authorities involved including the CAA regional Vice President.

D. Combined visits

Personnel for combined visits shall be nominated by the Chair of the CAA Validation Panel and the equivalent in the partner national institute following consultation with all the relevant authorities including the CAA regional Vice President. Every effort should be made to keep the size of the Board and costs to a minimal acceptable level.

3.5 Types and duties of Visiting Boards for the validation of courses

CAA offers four different types of visit:

A. An advisory visit

- To give advice to a school preparing to submit a new or existing course for initial validation, particularly a school which has no other recognised courses. The size and membership for an advisory visit will be determined by the Panel dependent upon the circumstances and purpose of the visit. Normally there will be not less than three people, two of whom will be appointed by the Validation Panel. Such a visit is purely advisory and not intended to give any form of validation in principle nor should it make any statement or report which might compromise any ensuing Visiting Board.

B. A Visiting Board

- To validate (initial validation) or revalidate (continued validation), normally every five years, one or more courses. A Visiting Board is expected to:
 - inspect the school, including the accommodation, administration and facilities provided, including those offered by other departments;
 - enquire into the qualifications of the staff and their conditions of engagement, to ensure that they are adequately equipped to teach and have sufficient time for practice and/or research;
 - meet the staff and students and hear their views;
 - enquire into and encourage co-operation between the school and related departments in the parent institution, other education institutions, local architects and building specialists;
 - investigate any matters suggested by the information supplied by the school;
 - acquaint the school with relevant work going on in other schools of architecture and in the profession;
 - to foster the exchange of information, and to do everything in its power to raise the standards of architectural education;
 - prepare a report (see APPENDIX H) which, when approved by the Executive Committee of CAA's Validation Panel, is sent to the national institute, registration authority, Vice Chancellor and Head of School;
 - make a recommendation to the CAA, the national institute and the registration authority as to whether the course offered by the school reaches the standard necessary for recognition. Normally recognition is granted or continued for five years. Alternatively, recognition may be subject to specified conditions, or for a shorter period, or deferred until specified conditions have been fulfilled, or withdrawn from an agreed date, or declined;
 - advise the school on aspects that require to be improved;
 - recommend to the parent institution or other authority concerning practical help over resource issues.

C. A revisit

- To validate or revalidate a course which has been refused validation by a Visiting Board. The membership and timing of the revisit are to be specified by that Visiting Board and approved by the Validation Panel.

D. A national validation visit

- Validate, revalidate or monitor national validation processes.
- Observe a national Visiting Board in action.
- Meet representatives of the national system of validation and to discuss criteria, standards and procedures.
- Meet, as necessary, representatives from education and practice who have experienced or been involved in a national Visiting Board during the last six years.
- Inspect national Visiting Board reports since the last CAA visit (normally six years).
- Discuss interim and review reports on the validation process by the national institute, normally submitted to CAA every three and six years respectively.
- Prepare a report for CAA Council via the Education Committee (see APPENDIX B: B.2 *Report*) which when approved is sent to the national institute granting CAA recognition or continued recognition of the national validation processes. Normally, recognition is granted or continued for six years. Alternatively, recognition may be subject to specified conditions, or for a starter period, or deferred until specified conditions have been fulfilled, or withdrawn from an agreed date, or declined.

3.6 Procedures for review of CAA validation procedures and standards

It is essential that the constituent national authorities have confidence in the procedures and standards of the Panel. To this end the following safeguards are built into the constitution and activities of the Panel.

- There is a rolling programme of rotation of membership of the Panel to ensure continuity and the introduction of new experience.
- The Panel is required to make a triennial report on its activities and every six years to undertake a review of its procedures and standards through a report to the CAA Council via the Education Committee and copied to each of the national institutes.
- From time-to-time and with the approval of the Chair of the CAA Validation Panel, national authorities are invited to nominate suitable representatives to observe Visiting Boards for the purpose of assuring the quality of procedures and standards.

3.7 Procedures for appeals

Should a school seek to appeal recommendations of a Visiting Board, Chair of the Validation Panel or Chair of the Education Committee, it must do so in writing to the President of CAA within twenty working days of receipt of the report that is being appealed against. The appeal submission must indicate its basis enclosing relevant documentation that the school believes should be considered. Grounds for appeal should normally relate to procedural matters, ie where agreed procedures have not been followed and, as a consequence, may have influenced the recommendations of the Visiting Board. The CAA President or nominee will chair an appeal committee of three CAA Council members, none of whom shall have had any recent involvement in the school or programme, the visit or subsequent recommendations. The appeal committee will review all related matters and rule whether or not the appeal is to be upheld or not. The decisions of the appeal committee shall be binding and final. Outlay costs related to the appeal shall be borne by the school.

4. THE VALIDATION OF VARIETY

4.1 Strategy

The Validation Panel will be concerned with two distinctly different but related activities:

- a) the validation and monitoring of national and regional validation procedures (see APPENDIX B), and
- b) the validation of existing and new courses and course changes in countries which do not have their own validation procedures (see APPENDICES C & D) or where the national authority's validation procedure is not accepted by the CAA. (See APPENDIX E.)

In both these activities there is a need to ensure the attainment of international standards and to ensure, maintain and encourage variety of approach and outcome as described in 2.0 INTRODUCTION.

Within the variety and underlying it are some core competencies and common concerns, which are given greater or lesser emphasis and variation of interpretation according to the national and cultural context, and which change with time and place. Recognition of these core competencies and common concerns and their statement is essential for mutual recognition of qualifications and as a context within and against which to consider individual courses and national validation procedures.

Individual courses and national validation procedures also need to be considered against the context of statements of national and local aims and objectives as described in APPENDIX C.

4.2 CAA General Statement of Educational Objectives and Content

4.2.1 The CAA recognises that the variety of approach and concern inherent in the schools of architecture of the Commonwealth must be respected and nurtured, but also believes that this variety exists within the context of the following common objectives, concerns and intentions which are of general application in architectural education.

The CAA considers architecture to be an integrative design discipline which requires:

- cultural, social, aesthetic, technical, and managerial knowledge and judgements;
- knowledge of architectural precedents so that there may be an understanding of the array of forms used in design;
- skill in the manipulation and resolution of complex three-dimensional organisational problems.

In this context the general objectives for architectural education are summarised as:

a) The mature and ethical development of the personality and character of each student and the development of each student's intellectual and creative potential through:

- encouraging open-minded enquiring attitudes to the spectrum of arts, humanities and sciences, and to the interrelated activities of creativity and scholarship;
- opening the mind, the heart and the eye to a sensitivity to people, places and forms;
- training the mind in scholarship with an ordered and ordering ability to learn, explore, reason and communicate;
- developing powers and skills of creativity, invention and design;
- developing interpersonal and managerial skills.

b) The development of an understanding of the discipline of architecture and an ability to lead the discipline thoughtfully and responsibly in the creation of architecture in response to known and unpredicted social, cultural, environmental, and technical problems and possibilities.

Within the discipline students need to develop frameworks of knowledge and understanding regarding how:

- buildings and the urban and landscaped environment are formed in response to needs (practical, social, cultural, legal, emotional, economic and ecological), ideals, technologies and place;
- the form of buildings and built environments and their use are interrelated;
- the way individuals and societies generate and use buildings and urban and landscaped environments and interpret and invest with meaning their use and form;
- a building behaves structurally;
- a building behaves environmentally and the ecological and resource implications of that behaviour and its relationship to the comfort and activities of the users of the building;
- processes of building and the potential and interrelationship of materials in construction influence design.

c) Instruction in the basic professional and managerial practices, skills and knowledge necessary for initial entry into the profession as a basis for subsequent development through experience and education in practice.

4.2.2 The *UNESCO/UIA Charter for Architectural Education* specifies the objectives of architectural education and defines the knowledge and capabilities expected of architecture graduates; these have been adapted and incorporated into CAA's validation criteria described in APPENDIX A. Levels of achievement are specified (in terms of awareness, understanding, ability, etc) to be attained in any course of architectural education which is validated by the CAA.

To ensure the development of core competencies the CAA recommends that about 70% of the total academic programme in any one academic year should normally comprise the core syllabus, up to 15% of any one academic year can consist of option studies related to architecture while up to 15% can consist of options outside of the architectural programme. At least 50% of the academic studies should be related to design activity. However, it is important to stress the need for an integrated and balanced educational programme which develops core competencies and understanding of a range of relevant and related subjects.

4.3 CAA Parts 1 and 2

The CAA adopts a scheme of recognition of courses at initial and advanced levels, CAA Parts 1 and 2, which is common in many member countries, in order to facilitate the international recognition of qualifications. It does not at present recognise qualifications at the Part 3, Professional Practice and Management level. The CAA recommends that the CAA List should be supplemented by a local examination in Professional Practice and Experience as a prerequisite to registration in a member country.

The CAA is firmly of the view that the period of academic studies to the end of Part 2 level should always be not less than the equivalent of five years of full-time studies. A minimum of two years' experience in an architectural practice is recommended before being eligible for professional registration (with at least one year of professional practice undertaken following the conclusion of academic studies).

4.4 Bachelors and Masters courses

Bachelor degree courses structured either in two parts, or as a single programme, have for a long time been the vehicle for achieving validation. However the changing educational environment internationally now includes the emergence of Masters degree courses that are structured to attain professional recognition standing. CAA accepts that such Masters programmes may also be considered for validation.

Two-tier Masters architectural programmes that consist of undergraduate architectural education that fulfils CAA Part 1 standard followed by Masters level education that achieves CAA Part 2 standard will be assessed for validation under the same full procedures and criteria established in this document that were originally conceived for Bachelors degrees.

4.5 Courses delivered in other than normal settings

The CAA appreciates that a validated course may potentially include aspects that are delivered at other than a home campus setting.

It is recognised that some schools of architecture teach parts of their accredited architecture courses through means other than by regular attendance of students at the home campus. Home campus delivery and assessment, including aspects such as concurrent practice experience, electronic delivery of material and distance learning is herein referred to as the 'normal setting'. In some instances parts of courses are provided at places remote from the normal home campus including full delivery or collaborative teaching with another institution, possibly in another country. Such instances are herein referred to as 'outside settings'.

For both home and outside settings it is expected that schools will maintain an identifiable quality assurance system including entry standards that are equivalent to requirements for the normal setting and articulation and advanced standing requirements that ensure normal setting standards.

An underlying principle of CAA course validation is that the named course is reviewed in the context of its normal setting. In order to encompass outside settings and to ensure the maintenance of validation standards, schools seeking validation for parts of their course that are delivered in outside settings are required to also provide information pertaining to such settings.

The following is required.

- Specific statements in the documentation for the Visiting Board regarding human (including staff CVs) and physical resources, management, delivery and examination of the outside setting, and
- the full range of student work produced in the outside setting as provided within the normal setting.

The CAA Visiting Board report will include commentary on all aspects of the course.

It is recommended that schools administering or teaching courses in another country should also gain approval for their programmes from the registration authority of the country in question.

APPENDIX A VALIDATION CRITERIA

A.1 Characteristics required of schools with validated courses

- A.1.1 Normally the school should be in or associated with an institution of high academic level, preferably of university standard which can provide the wide range of studies required for the education and training of an architect.
- A.1.2 The organisation of the school should allow for flexibility in the development of the course to meet the changing needs of architectural education. The school should have an identifiable management structure that ensures highly qualified architectural expertise is central in leadership and decision-making.
- A.1.3 The school should have the necessary facilities and financial support to achieve the physical, library and computing context in which it can attain its objectives.
- A.1.4 There should be evidence that the school is involved in understanding the environmental problems of its community and that it is endeavouring to make contributions to their solutions through the study of real problems.
- A.1.5 The staff profile should be of a high level of academic attainment and teaching ability and provide the necessary range of specialist skills and academic and practice experience. A school should encourage continuing research by staff or involvement in appropriate practice. Research should be regarded as an inherent activity of architectural teachers. Research may be founded on practice project work or relate to building construction. It may be integrated with teaching or it may relate to academic disciplines.
- A.1.6 In general a school should have an entrance level which should not be below university entry or its equivalent.
- A.1.7 The school should support gender and racial equity of opportunity for access to architectural education.
- A.1.8 Students should have the opportunity to make positive contributions to the manner in which the school functions and there should be evidence of the method of ensuring good student/staff contact, not only in the teaching but in the general administration of the informal activities of the school.
- A.1.9 The school needs to have systems for self-evaluation and peer review conducted at regular intervals, including in the review panel, teachers from other schools and practising architects.
- A.1.10 Where appropriate, the school should facilitate staff and student exchanges with other schools, study visits, exhibitions of work and taking part in international competitions.

A.2 Validated courses

- A.2.1 Validated courses of study must be balanced between the theoretical and practical aspects of architectural training and shall ensure the acquisition of:
 - A.2.1.1 an ability to create comprehensive architectural designs that satisfy aesthetic, cultural, functional and technical requirements and are sustainable, and the ability to translate such designs into construction documents;
 - A.2.1.2 adequate personal and professional skills including communication (written, oral, aural, graphic, electronic, etc), information technology, personal effectiveness, problem-solving, and teamwork (including working with other disciplines and non-professionals);
 - A.2.1.3 an adequate knowledge of the history and theories of architecture and the related arts, technologies and human sciences;
 - A.2.1.4 a knowledge of the fine arts as an influence on the quality of architectural design;
 - A.2.1.5 an adequate knowledge of urban design, planning and the skills involved in the planning process;

- A.2.1.6 an understanding of the relationship between people and buildings, and between buildings and their environment, and of the need to relate buildings and the spaces between them to human needs and scale with adequate knowledge of the means to produce safe environments accessible to people of varying physical and mental abilities;
 - A.2.1.7 an adequate knowledge of the means of achieving environmentally sustainable design;
 - A.2.1.8. an 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;
 - A.2.1.9 an understanding of the methods of investigation and preparation of the brief for a design project;
 - A.2.1.10 an understanding of the structural design, constructional and engineering problems associated with building design;
 - A.2.1.11 an adequate knowledge of physical problems and technologies and of the function of buildings so as to provide them with internal conditions of comfort and protection against the climate;
 - A.2.1.12 the necessary design skills to meet the requirements of clients and building users within the constraints imposed by cost factors and building regulations;
 - A.2.1.13 an adequate knowledge of the industries, organisations, regulations and procedures involved in translating design concepts into buildings and integrating plans into overall planning;
 - A.2.1.14 an adequate knowledge of project financing and cost control;
 - A.2.1.15 an adequate knowledge of procurement processes in the construction industry including building contracts and documentation.
- A.2.2 Architectural students should be made critically aware of the political and financial motivations behind clients' briefs and building regulations in order to foster an ethical framework for decision-making within the built environment. Graduates in architecture should be sensitive to differences in gender, culture and customs, and be encouraged to assume responsibility as professionals in society.
- A.2.3 Educational programmes should promote architectural design which considers the cost of future maintenance, also taking into account that, unlike traditional construction methods with low maintenance materials, some contemporary, experimental and unproved industrial systems and materials require constant and expensive maintenance.
- A.2.4 Design project work is the basic means of architectural education and projects, including teacher/student dialogue, must form a substantial part of the learning period and occupy at least half of the curriculum. Design project work is normally undertaken in a studio setting conducive to peer and tutor support.
- A.2.5 The education should be formalised by an examination at the end of the programme of studies, the principal part being an individual presentation and defence of an architectural project demonstrating the acquired knowledge and concomitant skills. For this purpose, review panels (ie 'crits' or 'juries') should include practising architects and teachers from other schools and, if possible, from other countries.
- A.2.6 The balanced acquisition of the necessary design capabilities, knowledge and skills requires maturation; the period of academic studies in architecture should be normally not less than the equivalent of five years of full-time studies in a university or an equivalent institution, plus two years' experience in an architectural practice of which one may be obtained prior to the conclusion of academic studies.
- A.2.7 The CAA encourages diversity through support for programmes of related studies which, for example, link architecture with other subjects, eg planning, management, engineering, etc, in a combined course; emphasise research; encourage particular teaching methods; develop specialisations within architecture; and promote advanced degrees.

The CAA is keen to foster variety in architecture programmes which embrace breadth and depth of studies and have local/regional/global relevance.

Schools are also encouraged to allow students to participate in a range of option studies outside the architectural programme, for example, establishing proficiency in another language.

A.2.8 The CAA considers that a research-teaching nexus will help strengthen graduate capabilities and thereby the profession's future relevance and standards. Encouragement is given for research and teaching to be linked in architectural design. Students undertaking research under staff guidance may contribute to generating a clearer understanding of knowledge that underpins design decisions. Explicit criteria that guides design development and evaluation can assist communication of better designs. In a research-teaching nexus academics can share their own disciplinary research with students, thereby teaching research methods, and academics can actively involve students in carrying out research of relevance to the discipline.

A.2.9 Encouragement is given to include opportunity for 'live' and community development projects in validated courses. Such project focus is seen as appropriate to achieve user-oriented cultural and social sensitivity and understanding of the architect's role and responsibilities to their community.

APPENDIX B PROCEDURES FOR ACCEPTANCE AND QUALITY ASSURANCE OF NATIONAL AND REGIONAL VALIDATION PROCEDURES AND STANDARDS

B.1 Principles

The validation and quality assurance of national or regional validation procedures and standards is a new venture and there is no known precedent. The relevant procedures and standards will need to be developed and reviewed in practice by the Validation Panel and in discussion with the various national validating authorities (eg registration bodies, national professional institutions, etc). Such matters as the membership and chairmanship of the Visiting Board to a national authority, the material to be submitted prior to a visit, the material to be seen on a visit, the programme for a visit, the procedures for sampling national Visiting Boards in connection with a visit, and the procedures for reporting and the consideration of reports and subsequent action will need to be established. However certain guidelines and principles can be set down. (See also 3.3, 3.4, 3.5.)

- The procedure needs to ensure that whilst standards are assured it maintains and encourages appropriate diversity, innovation and development in national/regional validation processes. (See 2.1 *Validation of competencies and variety*.)
- The CAA validation procedures and documentation set out in this document should be used as a benchmark against which national systems can be considered.
- The procedure needs to include a review of a national/regional statement of architectural education objectives, content, criteria and standards.
- The procedure needs to consider the standards achieved in schools, in particular the lowest pass standard accepted by national/regional Visiting Boards and to include a means of sampling Visiting Boards to review both their conduct and the standards accepted.
- The procedure needs to consider the means by which a national/regional authority ensures its standards are internationally compatible.
- The mix of practitioner, academic, student and lay members, and the provision for the rotation of their membership on national Validation Panels and Visiting Boards needs to be examined as the means of ensuring variety and renewal of experience and perspective and the provision of continuity.
- The provision for training of Visiting Board members needs to be examined.
- The procedures need to include provision for taking account of national professional and lay views of the standards being achieved and to consider the means in the national procedures for obtaining such views.
- A policy and procedure is required for evaluating offshore delivery of programmes/courses.
- There needs to be a procedure for sampling of Visiting Boards to monitor the maintenance of quality by the inclusion of a CAA representative on a stated proportion of national/regional Visiting Boards.
- For a national validation system to be considered for adoption by CAA it is essential that a sufficient number of courses fall within the system to allow for adequate peer group review, informed debate and competition between courses (normally at least ten validated courses, within a system that has been operating successfully for over ten years). Where this is not possible, CAA will consider for recognition an experienced regional validation system, normally involving a minimum of ten programmes/courses, in two or more countries.
- Approval must be subject to revalidation, normally every six years.
- Each approved national validation authority should be required to make a report to CAA Council normally three years after each revalidation.

In the case of the CAA not accepting a national authority's validation procedures and standards, it will be necessary for a CAA appointed member to be part of each Visiting Board for that national authority and to recommend to the CAA whether or not the visited courses should be on the CAA List. (See APPENDIX E.)

B.2 Report

The report of a Visiting Board validating the validation procedures of a national authority should include the following.

- A statement of the validation procedures being reviewed and the purpose of the validation.
- A statement that:
 - **either** the validation procedures and standards are recommended as acceptable and that, subject to approval by CAA Council, the CAA will include on the *CAA List of Qualifications in Architecture Recommended for Recognition* all qualifications validated under these procedures;
 - **or** the validation procedures are recommended as acceptable subject to certain conditions being met and that, subject to approval by CAA Council, the CAA will include on the *CAA List of Qualifications in Architecture Recommended for Recognition* all qualifications validated under these procedures subsequent to the conditions being fulfilled;
 - **or** the validation procedures and standards do not meet the requirements of the CAA.

- In the case of unconditional acceptance, the date of the next Visiting Board.
- In the case of a conditional acceptance, a statement of the reasons for conditional acceptance, the actions necessary to fulfil the conditions and the evidence required to demonstrate that they have been fulfilled.
- In the case of the procedures and standards not being accepted, a statement of the reasons and the action necessary before a resubmission and another visit.
- Advice on areas where development is desirable or improvement is expected.
- A commentary comprising additional comments amplifying the reasons for the recommendations.
- Where there is a recommended acceptance or conditional acceptance, subject to the conditions being fulfilled:
 - a statement of the requirement of an annual report to the CAA on activities and proposed developments;
 - a statement of the provisions for CAA representation on a specified proportion of Visiting Boards for the purpose of monitoring procedures and standards;
 - a statement of the requirement to advise the CAA of the decisions made on the recommendations of all future Visiting Boards.

B.3 Maintenance of the CAA List of Qualifications Recommended for Recognition

There needs to be an established reporting procedure, normally on an annual basis, whereby a national authority with approved validation procedures and standards is required to advise the CAA of all decisions regarding courses which it validates so that the CAA can maintain an accurate and up-to-date List.

B.4 CAA recognition certificate

Upon completion of a successful validation of a course undertaken by a CAA validated national/regional process, and after notification by the national/regional process secretariat to the CAA, the CAA issues certificates that recognises the relevant level achieved for the named course(s).

- CAA Part 1 certificate states that students who have successfully completed the course are recognised as being academically prepared to continue studies in a CAA Part 2 recognised course.
- CAA Part 2 certificate states that the qualification is recommended for recognition to CAA member national institute/authorities.

APPENDIX C PROCEDURES FOR THE INITIAL VALIDATION OF EXISTING COURSES AND THE REVALIDATION OF COURSES FOR CONTINUING RECOGNITION; COURSES NOT SUBJECT TO NATIONAL VALIDATION PROCEDURES.

C.1 Purpose

These procedures are intended for courses which are not subject to the validation procedures of a national authority and cover:

- the initial validation of established courses for which a school wishes to seek CAA validation, and
- the revalidation of courses already on the CAA List for continuation on the List.

In the former case a school is advised to contact the Validation Panel to discuss whether an advisory visit (see 3.5 *Types and duties of Visiting Boards for the validation of courses*) would be appropriate before requesting a Visiting Board. Otherwise the procedures are identical.

C.2 Strategy

The strategy for the validation of courses is based on the following procedure:

- a) a consideration of the resourcing and organisation of the school relative to the validation criteria for schools of architecture set out in APPENDIX A.
- b) a consideration of the validity of each school's statement of objectives for the school and for each course being submitted for recognition relative to:
 - the CAA's *General Statement of Objectives and Content* (4.2), and
 - the specific cultural, academic, and professional context for the school.
- c) A consideration of the course structure and content and the objectives of each part of the course relative to the school's statement of objectives.
- d) A consideration of the school's standards as evidenced in the work of the students from the top down to assess:
 - whether the course is meeting its objectives;
 - the strengths and weaknesses of the course and the school;
 - whether the bottom pass standard is adequate for recognition in that it meets the validation criteria for courses set out in APPENDIX A and, if not, to determine the remedial measures which the school needs to take.

The procedure recognises that different cultural, environmental, economic, industrial, and professional contexts require different emphases in skills and different approaches to education and practice but that there are generally held understandings of architecture as a cultural and social activity and some skills which are common to all contexts, eg a student needs to be able to set in some form or other aims and objectives in response to a need and to design and implement a response (usually involving building) to that need and to recognise that is an iterative process requiring testing, evaluation and criticism and development throughout the process.

The procedure recognises that the initial validation of the architect is a validation of general skills and understanding and specific practice abilities and understanding in the cultural, environmental, economic, industrial, and professional context of the school.

The composition of Visiting Boards involves in-country, in-region and out-of-region personnel (see 3.3).

C.3 Information to be supplied by the school

The Validation Panel will specify the number of copies of the following documents required to be delivered to the Panel and the date in advance of the visit they are to be provided.

- The self-appraisal (see APPENDIX F).
- Response to the questionnaire (see APPENDIX F).
- School, faculty or parent institution prospectus, handbook, calendar, or other publication setting out course regulations and information for students.

For the duration of the visit the following information is to be made available, preferably all in the same room or in close proximity.

- C.3.1 An exhibition is required of a complete range of studio work undertaken during the previous twelve months for all years of the course arranged chronologically with relevant programmes, the brief given to students and a statement of the educational objectives of the project. This exhibition should show the development of the curriculum throughout the entire course: drawings to be hung separately and consecutively with the exception of large sets of drawings, which are best overlapped. The line of demarcation between the work of each year should be clear. In selecting work for the exhibition, the school is asked to present a range of representative work. The sequence of work shown should follow the sequence of the course.
- C.3.2 Portfolios of studio work undertaken during the previous twelve months of two top students, two average students and of the three students who achieved the lowest passes is required for each year of the course. If there is insufficient space in the main room these portfolios should be available for inspection in some other convenient place, and arranged in such a way as to make inspection easy. The CAA would appreciate it if the basis of the selection - average, lowest or highest - is made clear on the portfolio. It would also prefer the preparatory material as well as the final drawings to be included in the portfolios so as to reveal the students' approach to projects. The work should be accompanied by assignment handouts, any student written work related to the projects and feedback/assessment sheets.
- C.3.3 All work of two top, two average and three lowest pass students for all other core and elective subjects is required. This may include written or drawn assignments or essays, examination and test scripts, reports and dissertations. The work should be accompanied by the assignment handouts and any feedback/assessment sheets.

C.4 Procedures for the visit

- C.4.1 The visit should be treated as a co-operative exercise between the Board and the school and the Board will wish to see schools functioning as normally as possible during term time, with lectures and studio work. The timetable (APPENDIX G) is necessarily tight but members receive a great deal of information about each school in advance and most of them have experience of several visits. While procedures are kept under review and suggestions from the schools are welcome, there is general agreement that it is possible to gain a fair impression of a school by the existing means.
- C.4.2 During the visit the Board has a sequence of meetings starting with a private meeting with the Head of School and where appropriate, a separate meeting with the Head of Institution. These meetings afford an opportunity of bringing any matters of concern to the Board's attention.
- C.4.3 For the tour of the exhibition which follows, the school is asked to arrange for a member of staff briefly to explain the work of each year and its relationship with the preceding and following years. The purpose of this is to demonstrate the structure of the course, and a detailed explanation of each design project is not required. The school may wish to arrange for one or two students from each year to be present.
- C.4.4 If the school has external examiners, the Board will wish to meet with them to discuss academic developments and the standards achieved. It is helpful if the external examiners also join the Board's discussion with the staff.
- C.4.5 As well as talking to individual students in the studios, members of the Board also have a meeting with a group of students. The essential purpose of this meeting is to discuss the students' experience of the courses. It is the school's responsibility to ensure that the students are well briefed about the Visiting Board's task and at least twenty are present at the meeting, chosen (by whatever means the school or its student society prefers) so that there are two or three representative to each year and, if possible, some recently qualified graduates of the school. It is helpful if the students themselves have a discussion prior to the meeting with the Board. The meeting with the Board is usually unstructured but students may, if they wish, prepare a brief list of topics for discussion. Preferably, this should be available to the Board on the first day.
- C.4.6 It is hoped that all members of staff will participate in the timetabled discussion with the Board, which may focus upon any aspect of the school and its courses. The Board has not at this stage of the visit reached its formal conclusions and members often use this opportunity to test out tentative opinions they have formed thus far. Discussions also take place during the less formal encounters with staff in the studios or over lunch. Subjects which come up frequently are methods of assessment, the relationship of lecture courses to project work, use of specialists, seeming gaps in the course, and future developments. The discussion is intended to be free and all members of staff are encouraged to join in. Time permitting, the Board tries to allow for a period towards the end of the meeting for the staff to raise issues which have emerged during the visit and discussion of these is often continued over lunch.

The Board should be provided with a suitable room in the school to use as a base, in which to keep papers and to hold private meetings. The Board should also be provided with stationery and if required, secretarial support. The Board prefers to have a simple buffet lunch in the school, giving an opportunity to see more of the staff and students and to meet those from the parent institution involved in the management of the school. If the institution wishes to entertain the Board more formally, this should be for lunch on only one of the two days. The Board wishes to avoid evening engagements.

C.5 Report and conclusions

C.5.1 The Visiting Board is required to prepare a report and will reach its conclusions by consensus. Recognition is awarded separately for each qualification considered by the Board on its visit. Before leaving the school the Chairman outlines the Board's findings to the Head of the School.

C.5.2 There are several possible outcomes of a Visiting Board. The Visiting Board will recommend one of the following to the CAA Council (and will not necessarily make the same recommendation in respect of all courses which were the subject of the visit):

Unconditional validation (either initial or continued):

Where courses and examinations have achieved the necessary standard, validation is recommended unconditionally for an indefinite period. The next visit will normally be in five years' time. Validation is not conditional on any advice being followed (see C.5.8).

Conditional validation (either initial or continued):

Where aspects of a course and the associated examinations require improvement, or fall below the necessary standard, recognition may be recommended subject to conditions on remedial action to be taken. Such conditions normally concern actions required to rectify omissions within the course content and/or specification of areas where standards need to be improved. Conditions must be fulfilled within a specified timescale, normally not less than two years. This timescale will differ according to the nature and extent of the identified cause(s) of concern (see C.5.4).

Refusal or withdrawal of validation:

Where there are very serious concerns about a course which a Visiting Board does not judge could be rectified by specifying conditions of validation, it will be recommended that recognition be refused or be withdrawn with effect from the end of the academic session as appropriate.

C.5.3 Abandoning a visit:

In exceptional circumstances the Chair of a Visiting Board may choose to abandon a visit when it is deemed that it would be impossible for the Visiting Board to carry out its duties properly (eg insufficient documentation or student work available, etc).

C.5.4 Where conditional validation is recommended, one or more of the following will be required in order to provide evidence to demonstrate that the conditions have been met:

- appointment of additional external examiners (perhaps with a specified remit for particular aspects of the examinations);
- submission to the Validation Panel of each year's external examiner reports (for a specified time period);
- a requirement for the school to make annual reports to the Validation Panel showing how concerns recorded in the Visiting Board have been addressed;
- a requirement that the school, in consultation with the Validation Panel, should appoint a professional advisor or advisors (normally for two years) to work with the school and to provide regular reports to the Validation Panel;
- a revisit at a specified time by a sub-group of the Visiting Board (normally the Chair, Secretary and one or two other members). The purpose of such a revisit will be specified in the report;
- other evidence as specified by the Visiting Board.

C.5.5 Where a recommendation for conditional validation is ratified by the CAA and the Validation Panel is satisfied within the prescribed time span that the conditions have been met, it will recommend continued validation without conditions until the next scheduled revalidation visit. Where the Validation Panel is not satisfied on the basis of evidence received that the necessary improvements have been made within the specified time scale then a full revalidation visit will be held. This will be at the earliest possible opportunity and will either result in continued validation or withdrawal of validation.

C.5.6 Format of reports:

The findings of the Visiting Board are in its report. Reports follow a standard format which is given in outline in APPENDIX H. In summary the report records: the documentation that was available to the Visiting Board, the full titles of courses and examinations recommended for validation, conditions of validation, whether a revisit is recommended (and if so the timing, purpose and form of the revisit) and advice for improvement. The final section is in the form of a commentary on the documentation and visit.

C.5.7 Standard condition of approval:

A standard condition of approval normally is that the institution undertakes to inform the Validation Panel of any significant changes to the courses and examinations during the period of validation.

C.5.8 Advice:

The Visiting Board may provide advice to the school on desirable improvements. In contrast to conditions of approval, validation is not dependent on such advice being followed but at the next visit the Visiting Board will wish to establish whether the advice has been followed.

C.5.9 The commentary section of the report explains the factors which have led the Visiting Board to particular recommendations and is intended to provide a marker for the next visit and to assist the school in making further improvements in the quality of its architectural education.

C.6 Procedures after the visit

C.6.1 Once it has been agreed by the Visiting Board members, the draft report is sent to the CAA validation secretariat which handles the finalisation process. After having been checked by the Chair of the Validation Panel the draft report is issued by the CAA validation secretariat to the Head of School for correction of any factual inaccuracies. It is then submitted to the Executive Committee of the Validation Panel for its consideration. The Executive Committee has the delegated authority of CAA Council and its Education Committee to approve the findings of the report, including a formal decision on recognition, so that the report can be issued as soon as possible. The final report goes to CAA Council for its formal ratification at the next available meeting.

C.6.2 After formal ratification, the confirmed report is normally sent to the Vice Chancellor/Principal/Director and Academic Registrar of the parent institution with a copy to the Head of School. Dissemination of the report within the school and its parent institution is a matter for their discretion, but it is the intention of the CAA that the report should be discussed by the staff and students of the school and by committees of the institution. The report is also sent to the national professional institute and to the registration authority for adoption.

C.6.3 The report is treated by the CAA, the national professional institute and the registration authority as a confidential document available to the CAA Council and relevant committees but not to be published in any way.

C.6.4 CAA List of Qualifications in Architecture Recommended for Recognition:

The CAA List is amended appropriately.

C.6.5 In the exceptional circumstance that the Validation Panel Executive Committee does not accept the Visiting Board's recommendations, the report is referred back to the Visiting Board for further consideration. The Visiting Board is required to submit its reconsidered report within one month. The school may be asked for amplification but new evidence is not considered.

C.6.6 CAA recognition certificate:

Upon completion of a successful validation of a course undertaken by CAA, the CAA issues certificates that recognise the relevant level achieved for the named course(s).

- CAA Part 1 certificate states that students who have successfully completed the course are recognised as being academically prepared to continue studies in a CAA Part 2 recognised course.
- CAA Part 2 certificate states that the qualification is recommended for recognition to CAA member national institute/authorities.

APPENDIX D VALIDATION OF NEW COURSES AND COURSE CHANGES NOT SUBJECT TO NATIONAL VALIDATION PROCEDURES

D.1 Initial discussions

Institutions developing new programmes of architectural study, for which they are considering applying in due course for validation from the CAA, are encouraged to contact the validation secretariat at an early stage. All new courses in an institution which does not have a course at the same level already validated by the CAA, must be considered under the following procedures. Where the new proposal is for a course with significant elements in common with an already validated course then it may be considered under course changes procedures - see D.6 below.

D.2 Consideration of new courses

Exploratory discussions will be held with the institution in order to gain a clear understanding of the proposal, to determine whether it should be considered as a new course or a course change, and to advise how the course might be developed in relation to the *CAA General Statement of Educational Objectives and Content* (4.2) and the validation criteria (APPENDIX A).

Once the proposals for the new course have been fully specified the host institution may seek *candidate for recognition* status from the Validation Panel. Candidate for recognition status implies that course proposals should, if implemented in the way expected, enable the course's subsequent initial validation. It is not, however, equivalent to recognition which can only be granted once the standards of the work produced have been assessed and found satisfactory at initial validation.

In some cases the consideration of candidate for recognition status for a new course will be made before it has been introduced, in others there will be students in the early years of the course. Consideration at an early stage is recommended so long as the documentation of the proposals is sufficiently well-developed. Consideration will normally involve an advisory visit (see 3.5) from members of the *New Courses and Course Changes* Group which is a sub-group of the Validation Panel.

D.3 Documentation for a new course

Documentation required for a visit to consider a new course covers so far as possible the same topics as those for a revalidation Visiting Board. This will normally be full details of the course (or proposed course) and the school context, including staffing. The information specified in APPENDIX F should be provided omitting only those details which will not yet be available (normally student statistics and copies of such documents as examination papers for previous years and external examiner reports): documentation prepared for internal validation within an institution may be sufficient for this purpose.

In place of the critical self-appraisal a new course statement must be provided, covering: the rationale for the introduction of the course, proposed special features, the context (including the relationship with the wider academic provision within the school) and any other issues which the school wishes to draw to the special attention of the *New Courses and Course Changes* Group.

D.4 Timetable and facilities for the visit

Since students' work is not available for inspection it is normally possible to amend the timetable set out in APPENDIX G so that the visit takes one day. An individual timetable is produced for each visit and includes the names of the participants in each meeting and the location of meetings.

Visits are normally held during term-time so that Board members can interact with students at work. The school is asked to provide a secure room which can be used as a base and for all private discussions during the visit.

D.5 Conclusion and report

Candidate for recognition status is recommended if the course content and structure are judged to be of the appropriate standard. The Validation Panel is advised that the proposals, if implemented in the way expected, should enable the course's subsequent initial validation.

Conditions are not attached to such a recommendation. Where the course content and structure are not judged to fully meet criteria for approval, a detailed statement will be provided in the report of the visit outlining the areas where changes or improvements are needed. The school may enter into further discussions with the *New Courses and Course Changes* Group and/or request another advisory visit at a later date.

The qualifications of students graduating from courses with candidate for recognition status will not receive recognition until the courses and examinations have achieved initial validation. It is very important that the status of the course and the associated qualification is correctly described in all publicity materials.

D.6 Significant changes to validated courses

Any significant changes to a validated course and the associated examination must be notified to the CAA via the Secretary to the Validation Panel. This applies also to a series of small changes which cumulatively represent a significant change. Consideration of the changes is undertaken by the *New Courses and Course Changes* Group which is a sub-group of the Validation Panel.

All significant changes to any aspect of a course as described in documentation provided at the time of validation must be notified including, for example, major changes to: course structure or content; teaching resources, including staffing; assessment methods and arrangements; the method of arriving at award classifications, and arrangements for professional practice. Where a school is uncertain if a change should be notified it is advisable to keep the *New Courses and Course Changes* Group informed.

Courses are expected to evolve in order to reflect changes within architecture and changes within higher education more generally. If, after scrutinising the details of a change, the *New Courses and Course Changes* Group is satisfied that the course still fulfils the criteria approval, 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 thrust of a course the *New Courses and Course Changes* Group may recommend that proposals be considered under procedures for new courses.

D.7 Changes to award titles

All changes in the title of an award must be notified (whether accompanied by changes in the course content or not) so that, where appropriate, CAA approval can be formally transferred to the new qualification.

APPENDIX E CAA VALIDATION AND REVALIDATION OF COURSES SUBJECT TO NATIONAL VALIDATION PROCEDURES

E.1 Purpose

These procedures are intended for programmes/courses in schools which are subject to national validation procedures which have not been accepted by the CAA under the provisions of APPENDIX B. Under the arrangements covered by Appendix E, CAA has representation on Visiting Boards arranged by, and according to the procedures laid down by the national validation system. The national validation system has to be sufficiently developed and large enough for CAA to become a partner in the process. To be a candidate for this arrangement, CAA would normally expect the national validation system to involve not less than ten validated programmes/courses and experience of running the system for at least ten years.

E.2 Arrangements

E.2.1 The Validation Panel in discussion with the national authority will appoint a member to each national Visiting Board to a course or courses which are to be considered for inclusion in the CAA List.

E.2.2 The CAA representative will consider the course(s) in accordance with the CAA strategy set out in APPENDIX C and the provisions of the national procedures and forward a copy of the draft report to the CAA validation secretariat, together with a recommendation as to whether a course is to be included or maintained on the CAA List and, if the inclusion is to be conditional, a statement of the conditions and the necessary action required. The validation secretariat passes the draft report to the Executive Committee of the Validation Panel for its consideration.

E.2.3 If the Executive Committee of the Validation Panel endorses a recommendation for the inclusion or maintenance of a course on the CAA List, the recommendation is forwarded to the CAA Council for formal decision on recognition subject to the course being formally recognised by the national authority. The national authority is then informed and the *CAA List of Qualifications in Architecture Recommended for Recognition* is then amended as appropriate.

E.2.4 If the Executive Committee of the Validation Panel does not consider that a course should be included or maintained on the CAA List it will inform the national authority and give the reasons for its decision.

E.2.5 In the exceptional circumstances that the CAA does not accept the recommendation of its representative, the report will be referred back to the representative for further consideration. The representative will be required to submit a further recommendation, revised if considered appropriate, with additional substantiation where necessary. The school may be asked for amplification but new evidence is not considered.

E.2.6 **CAA recognition certificate:**

Upon completion of a successful validation of a course and on the recommendation of the CAA representative being agreed by the Executive Committee of the CAA Validation Panel and Council, the CAA issues a certificate that recognises the relevant level achieved for the named course(s).

- CAA Part 1 certificate states that students who have successfully completed the course are recognised as being academically prepared to continue studies in a CAA Part 2 recognised course.
- CAA Part 2 certificate states that the qualification is recommended for recognition to CAA member national institute/authorities.

APPENDIX F DOCUMENTATION FOR VISITING BOARDS VALIDATING COURSES

F.1 Introduction

Documents are required in advance of the visit, which collectively demonstrate that the course(s) may fulfil the criteria necessary for validation. There are three aspects to this: a critical self-appraisal, responses to a questionnaire and supplementary information. Additional documentation must be provided for inspection during the visit.

Information to be included in each category is explained below, in all cases it is necessary to provide adequate information on each course/qualification for which validation is sought, though duplication should be avoided.

F.2 Critical self-appraisal

In the critical self-appraisal the school analyses developments (in particular, where appropriate, since the last Visiting Board), explains plans for the future and provides the rationale for changes made or proposed. It is the school's opportunity to provide a statement of views to the Validation Panel but it should openly address problems as well as achievements.

The appraisal should be of approximately 3000 to 4000 words with no attachments.

The critical self-appraisal should cover (although not necessarily using these points as headings):

- a summary of the way the critical self-appraisal was compiled and the involvement of students and other members of the school community;
- a brief history of the course(s) and an explanation of the current context (including the relationship to the wider academic provision within the school/faculty, approximate student numbers);
- a critical evaluation of the achievement of course mission and objectives and their continued relevance;
- special features of the course(s) whether planned or not: the school's perception of its own strengths and weaknesses;
- changes introduced since the last visit and reasons for their introduction including the way comments and recommendations in the report of the last visit have been addressed and responses to external examiners' reports;
- how the course(s) has developed in response to student comments;
- effects of changes in the resource base in recent years and anticipated future changes in resources;
- plans for the future.

F.3 Questionnaire

The following data is required in a standard format and is intended to provide the necessary details of the course(s) and a clear statement and demonstration of how the criteria for validation are achieved. Copies are provided to the Visiting Board members in advance

F.3.1 **Introductory information:**

- Name and address of the institution,
- Name of school responsible for the course(s),
- Head of School,
- Name and post of the main contact staff member (to answer any queries over the submission) and telephone/fax/e-mail numbers,
- Date of visit.

F.3.2 **Course details:**

For each award/examination for which validation is sought state:

- the title (as it appears on the award certificate),
- the awarding authority,
- the length, if studied full-time without interruption, of the course (and periods of practical training if applicable) which leads to the award,
- if the course may also be followed part-time,
- the qualification in architecture (Part 1 and/or 2) for which validation is requested and the stage within each course/programme at which this is applicable.

Strategic objectives:

State the overall objectives of each course and demonstrate how these meet the *CAA General Statement of Educational Objectives and Content* (4.2).

Aims of each year/level:

State the aims of each year/level of each course (provide a brief separate statement for each year/level).

Course structure:

For each course attach a detailed course structure diagram showing module titles (or separate course elements if not modular) and credit weighting of each, and clearly indicating which elements/modules are compulsory and which are optional giving full details of the options available. (Where two awards/courses have significant content in common it may be most appropriate to show this through one diagram).

The course structure diagram should describe the course for which validation is sought. If there are significant changes from the course(s) as taken by students whose work will be seen by the Visiting Board, an explanation of these changes and an outline of the previous version should be provided.

F.3.3 Admissions policies and student statistics:

Staff/student ratio:

Provide the staff/student ratio and explain how this has been computed taking account of permanent full and fractional staff and part-time, sessional staff.

Admissions:

Give admissions policies and required qualifications for entry to each course.

Provide target intake figures.

Explain the policy on direct entry at a stage other than the start of the first year including arrangements covering accredited prior learning or accredited experiential prior learning.

Student statistics:

Provide an analysis of the background qualifications, subjects and grades of entrants to the first year/level of each course for which validation is sought, for the past three years.

Separately provide this information for advanced-standing entrants to later years/level of the course(s).

Provide student cohort statistics for each course to be validated over the past five years showing admission to each year, withdrawals, deferrals, failures, passes and classifications of degree.

Provide an explanation of the numbers of students who withdrew or failed/were referred.

Provide a gender profile of current students.

F.3.4 Professional experience:

Explain any provisions for required or voluntary professional practice experience in the course.

F.3.5 External examiners:

Provide the names of relevant examination boards and the names and institution of the external examiners for the current and last four years; provide the external examiners' reports for the preceding three years and letters of response to the reports if these are sent (provide an explanation for any reports which are missing).

F.4 Supplementary information

The following is a guide to the information which is requested to support the case for validation and which should be submitted with the responses to the questionnaire. Normally this will be found in institutional handbooks, student handbooks, course handbooks, quality assurance handbooks and research reviews. These may be submitted along with detailed reference to the relevant sections (page and paragraph numbers) in the place of further documentation drafted specifically for the Visiting Board.

F.4.1 The course(s):

Full details of the content of each element of the course(s) (at all levels/years) including a summary list of design projects available for studio work and the method for co-ordinating and integrating subject coursework with design projects.

Qualifications/awards:

The requirements in order to gain each award: in the case of modular/credit-rated courses how many credits are required, which modules must be passed etc.

How award classifications for each award are decided: for modular courses how the marks gained in each module contribute to the overall degree classification.

Teaching and learning approaches:

A brief description of the range of teaching methods and their use within the course(s), the use of visiting critics and guest speaker series (or similar).

The opportunities for student travel (including field trips, overseas visits, etc) whether formally integrated within the course(s) or not and how these are funded.

Assessment:

A brief description of the main assessment methods and their application at various levels of the course(s).

Practical experience arrangements (where appropriate):

The practical experience arrangements; whether a full-time member of staff is designated Practical Experience Adviser, how help is provided to students in finding training posts, whether they are visited in their offices, etc.

F.4.2 **The school context:**

Committee and management structure:

A chart showing the committee and management structure of the school and its place within the wider institutional structure.

Other taught courses:

The courses in related areas, but for which validation is not sought, taught in the school or institution. This should indicate if there is any content in common or joint teaching with the course(s) for which validation is sought and provide approximate student numbers for each.

Research activities:

This may include: research activity within the course(s); numbers of students taking research degrees in architecture over the last five years; titles of recent MPhil/PhD dissertations; staff research policy and major areas of research/consultancy activity; a list of funded research projects.

Staff development:

Staff development activities and funding relevant to the course(s).

Links with the profession and Continuing Professional Development (CPD):

The school's role in CPD activities and other relationships with the architectural profession (locally, nationally, internationally).

F.4.3 **Quality assurance procedures:**

The method of annual course monitoring/appraisal and of internal validation.

F.4.4 **External examiners:**

The method of involvement of external examiners: whether external examiners are appointed to specific courses, or under a modular system, to membership of 'two tier' examination boards.

Guidelines issued to external examiners on their role by the school or institution (including guidelines on reporting unless these are repeated in the reports themselves) and the method of response.

F.4.5 **Facilities:**

Accommodation:

Names of the sites where the course(s) are delivered.

Plans of accommodation including the utilisation of accommodation and the workshop and laboratory provision.

Library provision:

What library sources are available, where they are situated and the library opening hours. The stocks of books, periodicals and other resources to support these course(s). If there is a specialist librarian for architecture, full or part-time.

Other facilities:

Computer (including CAD), audio visual, photographic facilities, etc, to support the course(s).

F.4.6 Staffing:

List all academic staff from the school involved with the courses for which validation is sought, providing for each:

- name
- qualifications
- date appointed
- grade/post
- full, part-time (or visiting lecturer) - if part-time the number of hours
- responsibilities/subject taught
- current professional activities
- research activities over the past five years

List technical and administrative/support staff, providing for each:

- name
- date appointed
- grade/post
- responsibilities

F.4.7 Information to be provided as part of the visit:

Immediately, in advance of the commencement of the visit, one copy of each of the following must be made available to the Visiting Board.

- The full syllabus for all subjects/modules, reading lists for each and full details of the assessment method. This should cover both studio and non-studio work.
- Timetables for classes that are in session during the teaching term within which the visit takes place.
- Copies of published versions of the most recent reports on the course(s) or school from any government bodies.
- The school's and institution's documents and prospectus that outline the institution's mission and the programme's history and philosophy.

APPENDIX G OUTLINE PROGRAMME FOR VISITING BOARDS VALIDATING COURSES

Timetable for the CAA Visiting Board

Day and time	Activity	Guidance for Visiting Board members	Guidance for schools
One year prior to the visit.	Arrange date of visit.		Validation Secretary contacts all schools to arrange dates for visits, and sends each a copy of up-to-date briefing information. The Vice Chancellor (or equivalent) and the member institute formally invite a Visiting Board on the mutually convenient date.
Six months prior to the visit.	Arrange membership of Visiting Board.	Validation Panel Secretary contacts Panel members to establish availability and, in consultation with the Panel Chair, proposes membership of each Visiting Board.	Schools are asked to advise if any proposed members would have a conflict of interest (eg external examiners) or whether there are other well-founded reasons for opposing their involvement.
Approx eight weeks prior to the visit.	Send copy of the critical self-appraisal to CAA validation secretariat.	Executive Committee of the CAA Validation Panel discusses critical self-appraisal and passes comments to members of the Visiting Board.	APPENDIX F details the information a school must include in the critical self-appraisal. Students are encouraged to provide a statement as an appendix to this or as a separate submission to the Visiting Board.
	Commence arrangements for Visiting Board members' travel/visas.	Arrange travel bookings and visa applications if required.	School to arrange formal invitation to Visiting Board members for visa application purposes.
Four weeks prior to the visit.	Deliver copies of advance documentation (number and delivery to be agreed with Validation Secretary).	Validation Panel Secretary co-ordinates circulation of school documentation and detailed arrangements for the visit.	Ensure that required documents are delivered according to requirements of Validation Secretary (sending direct to CAA and Board members as required).
Immediately prior to the visit.	Review of Documentation: <ul style="list-style-type: none"> • CAA procedures and criteria. • Format for Visiting Board report. • School's documentation. • Report of last full visit, • Follow-up reports. • Other briefing material. 	Ensure familiarity with all documents.	Ensure familiarity with documents.

Day and time	Activity	Guidance for Visiting Board members	Guidance for schools
	Preparation at the school.		<p>The school needs to assemble a full cross-section of all aspects of student assessed work (including group work) at all levels from the year preceding the visit, including but not limited to lowest passes in each degree band. The relevant mark sheets should be provided.</p> <p>All documentation for a particular group should be in the same room in order for the Board to gain a full picture of student achievement.</p> <p>Work should be presented in a way that allows the identification of the work of an individual student in different aspects of the course.</p> <p>Where models, IT or other media are relevant, either the original submissions or documentary evidence of them should be available to the Board.</p>
Day 1	Half day training and briefing for members of the Visiting Board		
	The Visiting Board's first private meeting.	Normally held at the hotel.	The required supporting documentation must be provided to the Visiting Board Chair in advance of this meeting.
14.00		Training session to inform and remind all Board members of their responsibilities, the systems to be followed and the criteria to be applied.	
18.00	1. School's documentation.	Systematically review and identify matters to be clarified and investigated during the visit.	
18.40	2. Report of last visit and follow-up reports, if applicable.	Identify important matters to be investigated during the visit.	

Day and time	Activity	Guidance for Visiting Board members	Guidance for schools
19.00	3. Preparation for meetings with Head of School and Head of Institution.	Identify a few topics for discussion, bearing in mind that this is primarily the school's opportunity to introduce the programme to the Board.	
19.30	4. Allocation of tasks. Reviewing work in progress and associated facilities: <ul style="list-style-type: none"> • Work in studios and other teaching (lectures, seminars, crits, etc). • IT facilities. • Reviewing library provision. • Record of student work (eg portfolios, exhibitions, dissertations, essays, other course work, examination scripts, questions and answers) for each stage of course(s). 	Chairman of Visiting Board to allocate tasks between members of the Board.	
20.30	Private dinner of the Board.		Usually held at the Board's hotel: continued informal discussion of the forthcoming visit.
Day 2	First full working day of the visit		
08.45	Visiting Board arrives at school.	Establish base.	School welcomes Visiting Board and provides a private secure meeting room as a base.
09.00	Private meeting with Head of Institution.		The institution's opportunity to introduce itself to the Board, highlighting major issues it would like the Board to take note of, noting areas of achievement or weakness.
09.30	Private meeting with Head of School.		Bearing in mind the particular nature of the school, there may be a need to deviate from the standard response, and this should be made clear at the first meeting.

Day and time	Activity	Guidance for Visiting Board members	Guidance for schools
10.00	Orientation tour of premises and display of student work.	Note content, balance etc. Student member of Board to encourage students to organise and attend tomorrow's student meeting.	Provide brief introduction of the Visiting Board to staff and students present. Follow with a tour of exhibition of student work at each level guided by a member of staff for each year (perhaps with one/two students): the purpose is to demonstrate the overall content and structure of the course(s).
11.30	Observation of work in progress and visits to facilities.	Visiting Board to break into smaller groups to visit studios, sample lectures, seminars, crits, (where ongoing) visit library, workshops, IT facilities, discuss research etc.	School to ensure that there are arrangements for members to undertake these visits and that relevant staff are available to talk to Board members about the activities of departments.
13.00	Informal lunch attended by staff and members of the Visiting Board.	Completion by 14.00 is essential.	This should be informal and low key. The Board will need to reconvene promptly at 14.00 in order to maintain the programme.
14.00	Brief private meeting of the Visiting Board.	Short review to see whether the morning's events have triggered any matters to be pursued, or changes in task allocation or priority.	Refreshments would be welcomed by the Board.
16.00	Brief private meeting of the Board.	Short review of progress, exchange impressions and brief each other on particular aspects.	Refreshments would be welcomed by the Board.
16.15	Continue private inspection of the record of student work.	Continue inspection. Ensure balanced review of all parts of the programme. Ensure cross-checking of findings and substantive evidences to support conclusions.	

Day and time	Activity	Guidance for Visiting Board members	Guidance for schools
Private meeting of the Board.			
18.00	Review progress of the visit.	Review impressions and report back on progress. Note any incomplete areas of work. Avoid conclusions; views will inevitably be moderated by meetings to follow. Confirm that required information is available; if not decide whether to suspend visit.	
	Identify matters for discussion with external examiners.	Matters will include: academic developments, standards achieved, school's responses to external examiners' comments, clarification of what the examiners examine. (Is it the total record?)	Arrange for external examiners to be at the school promptly for tomorrow's meeting. Ensure that they are conversant with their reports as submitted to the Board.
	Identify matters for discussion with students.	This meeting may be run by the students. Consider a wide range of issues and the use of SWOT (strengths, weaknesses, opportunities, threats) analysis in order to avoid over influencing the meeting.	Ensure the students are briefed on the purpose of the visit and are aware of and have organised themselves for the student meeting.
	Identify matters for discussion with staff.	Consider whether the Head of School should be present throughout, and whether smaller staff groups should be invited to hold discussions or review aspects of the record of students with members of the Board. Agree the structure of the meeting and issues to be discussed.	Ensure that all staff are available to attend the staff meeting tomorrow. Ascertain whether the Head is to be available for all or part of the meeting.
Day 3 Second full working day of the visit			
08.45	Meeting with external examiners.	For each part of the course, question the examiners. Ensure that they have the opportunity to convey their views.	It is important that all current external examiners are present. Ensure external examiners are aware which reports and other information has been provided to the Visiting Board.

Day and time	Activity	Guidance for Visiting Board members	Guidance for schools
09.45	Meeting with students.	Ensure views are obtained from students at all levels within the courses.	Ensure students are fully informed of the purposes of the visit.
11.00	Brief private meeting of the Board.	Review outcome of morning meetings. If necessary, revise questions/approach for staff meeting.	The Board will welcome refreshments.
11.15	Meeting with staff.	Encourage a wide-ranging and open discussion.	
12.45	Lunch.	Members are reminded that the progress of the visit must not be discussed, but informal observations may be gained.	The Board welcomes the opportunity to lunch with staff and students, but they should be advised that members cannot discuss the progress of the visit.
14.00	Private meeting of the Board.	Review progress and identify any outstanding work. Allocate tasks. Secretary to alert Head of any staff input required.	The Board will welcome refreshments.
14.15	Completion of outstanding tasks.	In the event that all work is complete, then start the following items early.	Ensure that any staff requested by the Secretary are available to assist the Board.
15.15	Penultimate private meeting of the Board.		
	General findings.	Prior to agreeing item by item the content of the report, it will be helpful to hear general comments from each member of the Board.	
15.45	Agree the content of the report in accordance with the format (APPENDIX H). Rest of day (and following morning if necessary) spent drafting the report.		

Day and time	Activity	Guidance for Visiting Board members	Guidance for schools
Day 4	Last day of the visit		
	Final private meeting of the Board.		
08.45	Completion of draft report.		
10.00	Private meeting between the Visiting Board and the Head of School.	<p>Note that the findings of the Visiting Board are subject to refinement in drafting and approval of the Executive Committee of the Validation Panel and ratification by the CAA Council, and are therefore preliminary. Chair relates to the Head the recommendations of the Board and the main observations.</p> <p>Note especially any conditions, recommendations or observations. Keep the meeting brief and focused.</p>	<p>This is intended as a private informal briefing. Other members of faculty are not normally present.</p>
10.30	Presentation of draft report to the whole school.	<p>Chair of the Board summarises findings and thanks the school.</p>	<p>This session is not to be a discussion; it is purely for information.</p>
	Conclusion of the visit.	<p>Thank the Head for the assistance of the school and institution in working with the Visiting Board. Conclude the visit and review with the Head the timetable for the provision of the final report.</p>	
	Draft report issued to Visiting Board.	<p>The Secretary produces the draft report. Visiting Board members receive a copy of the draft for comment and amendment as necessary. A response is normally required within one week. A copy of the draft report is also sent to the CAA validation secretariat.</p>	

Day and time	Activity	Guidance for Visiting Board members	Guidance for schools
After the visit			
Within two weeks.	Amended draft report sent to the CAA validation secretariat for finalisation and to Board members for information.	Board members should return any comments on the initial draft report to the Chair and Secretary of the Visiting Board within one week of the visit.	
Within three weeks.	Draft report issued to the Head of School by the CAA validation secretariat, having been checked by the Chair of the CAA Validation Panel.	The document will be treated in confidence by members of the Visiting Board, the Chair of the CAA Validation Panel and the validation secretariat.	The Head may make corrections of fact. At this stage the report is still in draft and the school is recommended to keep the findings confidential. Failure to comment within one week of receipt of the draft will indicate acceptance of the draft.
Within five weeks.	Incorporate final comments in the report.	CAA validation secretariat will incorporate final comments, in liaison with the Chair and Secretary to the Visiting Board.	
Within three months (usually less).	The 'final' report is received and discussed by the Executive Committee of the Validation Panel.	The Executive Committee of the Validation Panel receives the report and if satisfied gives its approval and recommendation for final ratification to CAA Council.	The final unconfirmed report is issued to the School by the CAA validation secretariat. The Chair and Executive Committee of the Validation Panel have delegated authority to approve the final report, on behalf of the CAA Council, so that it can be issued to the School as soon as possible. It is still subject to formal ratification by the CAA Council at the next available meeting.
Within five months.	Ratification by CAA Council.		
Within six months.	Dispatch of the confirmed report. Notify and thank members of the Visiting Board. Issue CAA recognition certificate(s) to the school.	CAA validation secretariat issues the confirmed report to the Vice Chancellor and Academic Registrar of the institution and sends copies to the Head of School, national professional institute and registration authority; notifies and thanks Board. CAA validation secretariat issues recognition certificate(s).	Receive confirmed final report and confirmation of ratification by the CAA Council. The Head of School is encouraged to discuss the findings with staff and students and to provide a copy of the report to external examiners. The CAA will only provide copies to third parties with express approval of the institution.

APPENDIX H
VISITING BOARD COURSE VALIDATION REPORT FORMAT

Cover page

CONFIDENTIAL

Commonwealth Association of Architects (CAA)
<Name of Professional Association>
<Name of Registration Board>

VISITING BOARD REPORT FOR THE:
< Title of course(s)>
AT: <Name of Institution>

NOTE: within the following template, guidance is given in *italics* and < > indicates particular information is to be inserted.

REPORT date

ADD Footer to all pages – Draft/Final/Confirmed CAA Visiting Board report for (title of course) at (name of institution) + (month/year of visit)

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Page

1. Introduction
 1.1 Board members

2. Recognition Status
 2.1 Recommendation to CAA
 2.2 <Recommendations to other bodies as required>
 2.3 Criteria for validation
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 2.6 Standard condition of approval
 2.7 Comments
 2.8 Signed

3. Commentary
 3.1 Self-appraisal
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4. Attachments
 4.1 Documentation provided prior to visit
 4.2 Additional information supplied during the visit
 4.3 Exhibition of student work
 4.4 Record of meetings
 4.5 Course structure diagrams

H.1 Introduction

This report is for the purpose of assessment for validation (CAA Part/s < x >) of the <title of course/s> at the <name of institution>. It was prepared by a Visiting Board representing the Commonwealth Association of Architects, the <name of professional body> and the <name of registration board>.

The visit to the school took place from <date to date> and the report was presented to the staff and students of the Department on <date>.

The Board sincerely thanks the Head of the School, <name> and the academic and general staff <name as appropriate> for the assistance provided during the visit.

<Other comments and thanks as appropriate>.

H.1.1 **Visiting Board members:**

For example:

Name	Qualification/Position/Contact e-mail	Membership/Organisation
Prof Jane Smith	BArch NZIA Head of School, University of Fiji Email: jsmith@uf.ac.fj	Chair CAA In-region representative

H.2 Recognition Status

H.2.1 Recommendation to CAA:

The Visiting Board recommends to CAA Council:

Unconditional validation <(initial or continued) of:

- < title of course(s)>.

<or>

Conditional validation <(initial or continued) of:

- <title of course(s)>,
- <statement of reasons for conditional validation: actions required to rectify omissions within course content and/or areas where standards need to be improved>,
- <evidence required in order to demonstrate that the conditions have been met>,
- <timescale for fulfilling conditions>.

The next Visiting Board should be held in <year>.

<or>

<Refusal or withdrawal of validation of:

- <title of course>,
- <statement of reasons for <refusal/withdrawal>,>
- <statement of actions required before a further request for a validation visit will be considered,>
- <effective date of <refusal/withdrawal <date>.>

Excerpt from C.5.2: *There are several possible outcomes of a Visiting Board. The Visiting Board will recommend one of the following to the CAA Council (and will not necessarily make the same recommendation in respect of all courses which were the subject of the visit):*

Unconditional validation (either initial or continued):

Where courses and examinations have achieved the necessary standard, validation is recommended unconditionally for an indefinite period. The next visit will normally be in five years' time. Validation is not conditional on any advice being followed (see C.5.8).

Conditional validation (either initial or continued):

Where aspects of a course and the associated examinations require improvement, or fall below the necessary standard, recognition may be recommended subject to conditions on remedial action to be taken. Such conditions normally concern actions required to rectify omissions within the course content and/or specification of areas where standards need to be improved. Conditions must be fulfilled within a specified timescale, normally not less than two years. This timescale will differ according to the nature and extent of the identified cause(s) of concern (see C.5.4).

Refusal or withdrawal of validation:

Where there are very serious concerns about a course which a Visiting Board does not judge could be rectified by specifying conditions of validation, it will be recommended that recognition be refused or be withdrawn with effect from the end of the academic session as appropriate.

Excerpt from D.5.4: *Where conditional validation is recommended, one or more of the following will be required in order to provide evidence to demonstrate that the conditions have been met:*

- *appointment of additional external examiners (perhaps with a specified remit for particular aspects of the examinations);*
- *submission to the Validation Panel of each year's external examiner reports (for a specified time period);*
- *a requirement for the school to make annual reports to the Validation Panel showing how concerns recorded in the Visiting Board have been addressed;*
- *a requirement that the school, in consultation with the Validation Panel, should appoint a professional advisor or advisors (normally for two years) to work with the school and to provide regular reports to the Validation Panel;*

- a revisit at a specified time by a sub-group of the Visiting Board (normally the Chair, Secretary and one or two other members). The purpose of such a revisit will be specified in the report;
- other evidence as specified by the Visiting Board.

H.2.2 **Recommendations to other bodies:**

<As required>.

H.2.3 **Criteria for validation:**

The Visiting Board is satisfied <or not satisfied> that these courses and associated awards meet the standards requisite for recognition and fulfil the CAA's *General Statement of Educational Objectives and Content*.

H.2.4 **Standards:**

The work from previous years of these courses inspected during the visit was judged <or not> to meet required standards and the following comments apply:

- <Comments on each course>.

H.2.5 **Advice:**

Areas where development is desirable or improvement expected.

H.2.6 **Standard condition of approval:**

Any significant course changes must be notified to the CAA Validation Panel.

H.2.7 **Comments:**

H.2.8 **Signed:**

Chair of the Visiting Board
(On behalf of the Visiting Board)

Head of School
(Acceptance of the report and confirmation of matters of fact)

H.3 Commentary

H.3.1 **Self-appraisal:**

Points arising from the self-appraisal, and the responses made to previous Visiting Board report or advisory report (and to reports of any revisits) and external examiner comments. Other developments since the last visit and anticipated in the future. Context of the courses within the wider provision of the school or faculty.

H.3.2 **Detailed review of courses:**

For each course – more detailed comments (where appropriate) on:

- clarity, validity and achievement of course objectives;
- admissions and arrangements for direct entry at a stage other than the start of the course;
- quality and coverage of the syllabus (including balance and integration between design/non-design work);
- progression within course;
- assessment: methods, content and coverage, relative weightings, standards achieved (commenting separately on examinations, course work, dissertations, design projects – as appropriate), external examining arrangements;
- teaching and learning methods;
- practical training arrangements.

<Title of each course>.

H.3.2.1 **<Continue by subject titles>**.

H.3.3 **Resources:**

H.3.3.1 **Staff:**

Any special strengths or other comments. Involvement of practitioners, etc on a part-time basis. Any points raised in the staff meeting which are not covered elsewhere in the report.

H.3.3.2 Students:

Any relevant points arising from the documents provided by, or meetings, with students which are not covered elsewhere. Comments based on student statistics.

H.3.3.3 Facilities and equipment:

Accommodation, library, IT, etc.

H.3.4 Conclusions

H.4 Attachments

H.4.1 Documentation provided prior to visit:

- course validation main report document <date>;
- <summary of content> *eg an executive summary and sections on: preliminaries; policies; courses; management and quality assurance; resources; other academic and allied activities; future plans; self appraisal. In addition there were appendices, etc;*
- <Last CAA Visiting Board Report of <previous report date>.

H.4.2 Additional information supplied during the visit:

- <List additional information>.

For example:

- *A range of recent final year thesis documents.*
- *Examination papers, student scripts and examination results for several subjects.*
- *Some continuous assessment tests and assignments papers.*
- *Additional handouts/assignments etc, for subjects.*
- *Timetable for the current semester.*
- *University handbook.*
- *Various publications of the staff of the school.*

H.4.3 Exhibition of student work:

- <Detail>.

For example:

- *The school provided a comprehensive general exhibition of design work for each year in the courses. The school also provided a range of portfolios of students work covering examples at low-pass; average-pass and high-pass for the various subjects.*
- *An exhibition of graduating thesis student projects was viewed in the library. The general exhibition, the range of portfolios and the library exhibition were available for review throughout the period of the visit.*

H.4.4 Record of meetings:

For example:

Day 1	Day 2	Day 3
<p><i>Introductory meeting with the Head of School and academic staff.</i></p> <p><i>Presentations by year ordinators, related to exhibition of design work.</i></p> <p><i>Acting Vice-Chancellor University.</i></p> <p><i>Informal discussions with staff over lunch.</i></p>	<p><i>Private meeting between the fifteen undergraduate students. Board of School members and students lunched together.</i></p> <p><i>Academic staff (in the absence of the Head of School and the course director)</i></p> <p><i>Acting PVC Academic of the director.</i></p>	<p><i>Private meeting between the three Visiting Board and the Head of School.</i></p> <p><i>Presentation of the draft report to the staff and students of the school.</i></p>

H.4.5 Course structure diagrams:

As provided by the school prior to the visit.