



Subject Benchmark Statement: Architectural Technology

The Basics

This document is a summary of the Subject Benchmark Statement for Architectural Technology. It is specifically designed to provide a short and accessible overview of the main statement for students, employers and academics. It is not intended to replace or alter the Subject Benchmark Statement, which should be referred to in the design and approval of courses and when any further detail is required.

Subject Benchmark Statements describe the nature of study and the benchmark academic standards expected of graduates in specific subject areas, and in respect of particular qualifications. They provide a picture of what graduates in a particular subject might reasonably be expected to know, do and understand at the end of their course or programme.

Subject Benchmark Statements are presented in four sections. Section 1 outlines the contextual information - providing the operational landscape and boundaries of the subject discipline. This includes consideration of the ways in which the discipline addresses wider social goals, specifically in relation to: equity, equality, diversity and inclusion (EEDI); the requirements of disabled students; education for sustainable development (ESD); and enterprise and entrepreneurship.

Section 2 covers distinctive features of the course, including curriculum design, partnership arrangements, flexibility of delivery, progression and ongoing monitoring processes. Section 3 explains any features relevant to teaching, learning and assessment activities for the subject. Section 4 describes the benchmark standards of achievement reached by all graduates with a bachelor's degree with honours in the subject, with some subjects also including achievement at master's level.



Why study a degree in Architectural Technology?

As a subject discipline, Architectural Technology provides an education in essential professional and technical design. It focuses on the anatomy and physiology of buildings in terms of their structures and systems. It encompasses materials, components and services relating to production, performance and processes. All these features are underpinned by science, architectural engineering and technology.

Architectural technology helps to ensure robust design and technological solutions for long-term durability of buildings and structures, to meet user needs as well as health and safety, environmental sustainability, regulatory and briefing requirements. It is fundamental to the construction and assembly of new buildings but is increasingly important in retrofitting existing structures.

A degree in Architectural Technology forms a key part of the process of becoming an [Architectural Technologist](#). The [Chartered Institute of Architectural Technologists](#) (CIAT), as the lead PSRB, uses the Subject Benchmark Statement as a basis for its requirements for accreditation of honours and master's degree-level qualifications.



What are the main teaching and learning approaches in architectural technology?

As a subject which reflects the nature of the professional sector, teaching and learning embraces the practical application of theory as well as employability skills. The variety of Architectural Technology courses offered by higher education providers has led to a rich range of approaches. Case studies, practical development projects using real sites, project simulations and collaborative interdisciplinary projects are encouraged because of their relevance to the industry. Studio-based teaching helps to give experience of the workplace, develop professional skills and enable problem-based learning.



How are students assessed?

The assessment of Architectural Technology courses includes a wide range of methods that are accessible to students who are disabled or from varying educational and cultural backgrounds within different learning situations. Methods which reflect the vocational nature of architectural technology, the appropriate academic challenge and continued professional development are encouraged.

The assessment of practical work is most likely to be through exercises or project/portfolio submissions. Other assessment approaches typically used include design projects, essays and examinations, oral and graphical presentations, and reports on external placements.

Where individual students may be disadvantaged by particular assessment methods, adjustments to those assessments are considered in discussion with the student concerned, while ensuring fairness across the full cohort. The procedures used for assessment, cover the subject knowledge (breadth and depth), abilities and skills developed through the degree course.



Benchmark Standards

The minimum threshold standards that a student will have demonstrated when they are awarded an honours degree in Architectural Technology are outlined on **pages 20-22** of the Subject Benchmark Statement. The vast majority of students will perform significantly better than the minimum threshold standards. Each higher education provider has its own method of determining what appropriate evidence of this achievement will be and should refer to [Annex D: Outcome classification descriptions for FHEQ Level 6 and FQHEIS Level 10 degrees](#). This Annex sets out common descriptions of the four main degree outcome classifications for bachelor's degrees with honours – 1st, 2.1, 2.2 and 3rd.

The statement was developed by subject experts drawn from across the sector. Details of the Advisory Group can be found on **page 24** of the Statement.

Read the full Subject Benchmark Statement

The full Subject Benchmark Statement is available on the QAA website.



Subject Benchmark Statements are published in QAA's capacity as a membership organisation on behalf of the higher education sector.