

CIOB ACCREDITATION PROCESS & GUIDANCE NOTES

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1.0 What is Accreditation?

CIOB Accreditation is the gold standard of educational programmes in the built environment and a mark of quality assurance for the teaching institute. All accredited programmes are published on the CIOB Accredited Centres and Programmes list which can be found on our website at www.ciob.org.uk/education/accreditation

Graduates of accredited programmes enjoy exemption from membership requirements. Please note that the CIOB does not accredit programmes that have not been approved for validation. Please do not submit your application prior to gaining validation.

CIOB Accreditation confers benefits for the teaching institute, the students and teachers of accredited programmes.

1.1 The Teaching Institute

The CIOB sets standards across the industry in a wide range of construction disciplines. CIOB Accreditation is recognised all over the world as a mark of quality assurance. It provides a route to attaining excellence in the built environment discipline. Through Accreditation, the institute can develop links with industry experts, gain access to the latest research, CPD events and influential figures in the industry. Accredited teaching institutes benefit from the use of the CIOB logo for advertising purposes.

1.2 The Students

Students of accredited programmes can be assured that their chosen programme of study meets the highest standards in the discipline. Students of accredited programmes enjoy exemption from membership requirements as well as free access to our information service and library resources. CIOB membership gives routes to progression, professional development, careers information and advice. Outstanding students of accredited programmes are awarded CIOB Certificates of Excellence.

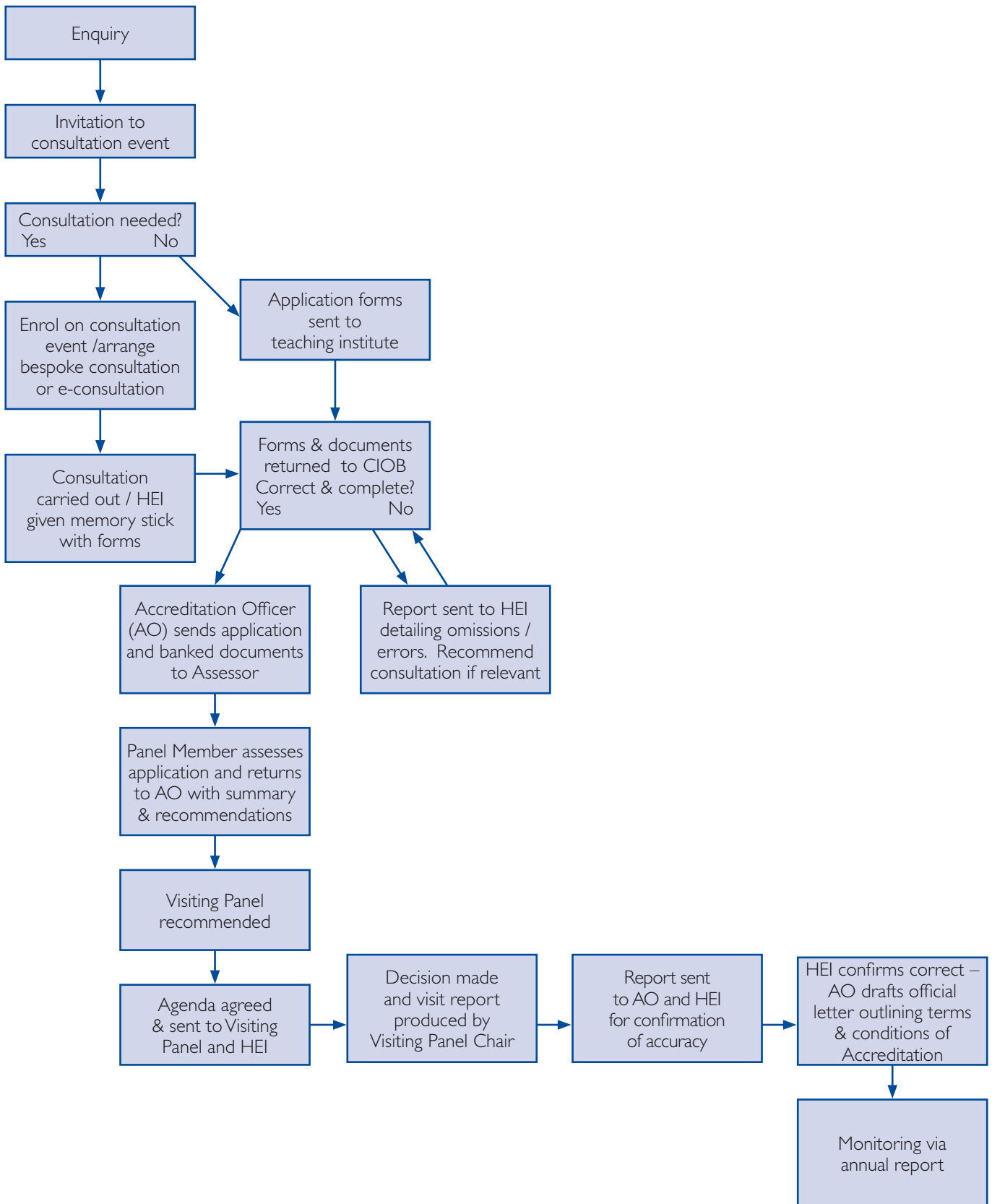
1.3 Recognition

Recognition of programmes and qualifications does not confer the same benefits as Accreditation. Students of recognised programmes and qualifications receive partial exemption from membership requirements. Teaching institutes with recognised programmes are not permitted to use the CIOB logo. Certificates of Excellence are not awarded to students of recognised programmes.

1.4 Accreditation Policy

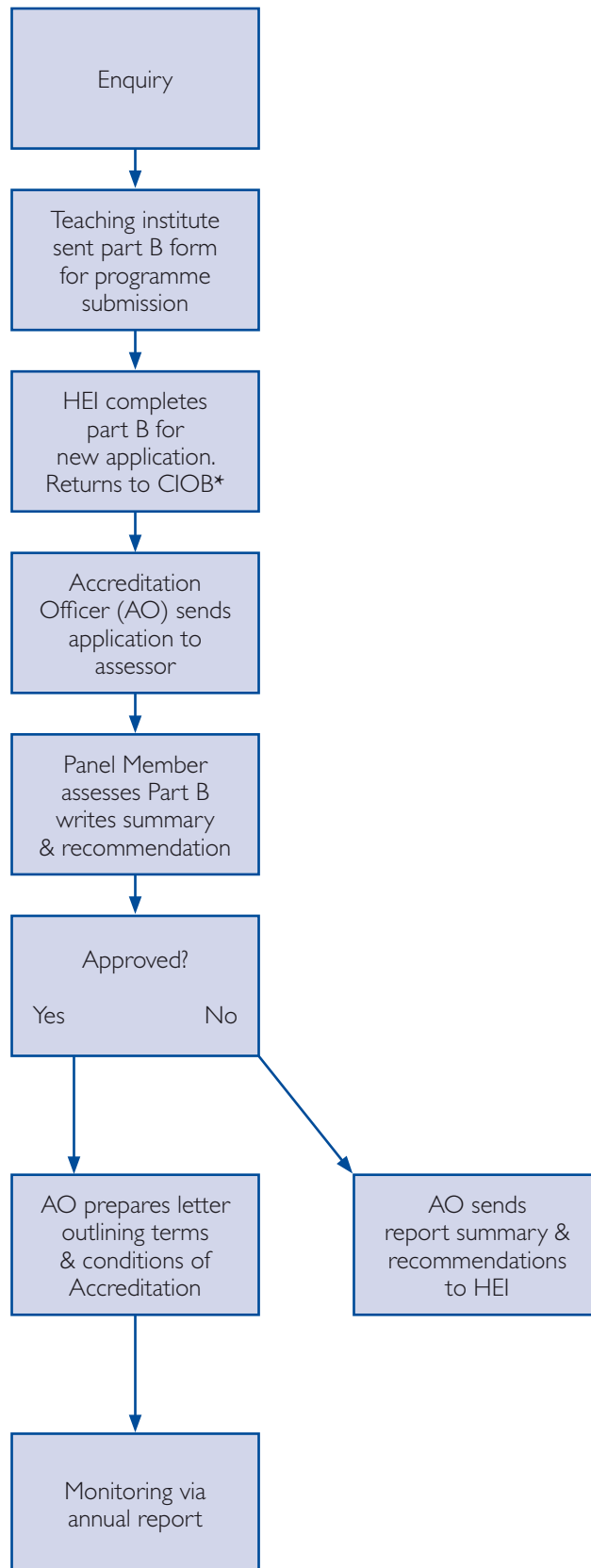
The promotion of professionalism in the construction industry by rewarding high standards in education is a core part of the CIOB's work. Our accreditation policy is to forge and develop links with teaching institutions and industry partners to promote best practice in education and in the industry. We therefore do not require that a teaching institute has strong links to the CIOB in order to gain Accreditation but rather a commitment to develop those links over a period of five years. This will be achieved through access to our regional networking activities.

I.5 Accreditation process for first time applications or applications for renewal of Accreditation*



* Please note – Teaching institutes who have previously held accredited centre status will not usually require a visit. CIOB reserve the right to visit any accredited centre.

I.6 Accreditation process for submission of further programmes and process for teaching institutes with Accredited Centre Status*



* Teaching institutes with current Accredited Centre Status must also complete an annual monitoring report when submitting programmes for Accreditation. CIOB reserve the right to visit any accredited centre.

2.0 Consultation Services

When applying for programme Accreditation for the first time, it is recommended that teaching institutes seek a consultation to advise and assist with the requirements for CIOB Accreditation. Consultations are available in three forms:

1. Bespoke Consultation

This will involve a visit from a CIOB trained expert in Accreditation who will view the teaching institute's quality systems and procedures as well as looking at the programme to advise on any areas that need developing.

2. E-Consultation

A consultation with a CIOB trained expert via email to advise on the requirements for programme Accreditation. To request an e-consultation, please contact the Education Administrator at educationadmin@ciob.org.uk

3. Consultation Event

This will involve enrolling on to a planned CIOB consultation event to be held at the CIOB Headquarters in Ascot. The events will be held biannually for a minimum of 5 people and a maximum of 15 persons. For further information, please contact the Education Administrator at educationadmin@ciob.org.uk

Please see our list of fees for information on prices and payment methods.

Please ensure you complete all sections of the application form and attach the relevant appendices. Applications that are incomplete or incorrectly filled out will be returned and this may cause delay in processing the application. Please note, programmes that have not been approved for validation cannot be processed until confirmation of validation is provided.

2.1 Part A Application

Section A - Contact & Programme Details

1. Contact Details

- Please enter the date of the application to help us ensure you receive a prompt and efficient standard of customer care.
- Enter the name of the teaching institute as it should appear on the Certificate of Accreditation.
- Enter the faculty or department and full postal address.
- Enter the name and contact details of the person to whom all correspondence should be sent.

2. Programme Details

- Enter the titles of programmes to be considered as they should appear on the Certificate of Accreditation.
- List any pathways of the programme. Pathways are defined as specialisms from one award which are designated in the award title.
- Enter the delivery mode.
- Indicate if the teaching institute is self-validating and if so, enter the name of the validating/awarding body.
- Indicate if the programme is to be franchised to a separate delivery site and enter the number of proposed delivery sites. In the event that courses are franchised out, the validating body must complete Part A of the application and must list all proposed delivery sites. If necessary, these can be listed on a separate page together with the names of the programme leaders and full postal address of the delivery sites.
- The Chartered Institute of Building reserves the right to carry out a visit to all delivery sites of the programme. See page 19, 3.4 for terms & conditions of franchise arrangements.

Section B - Governance

1. Please describe the mechanisms by committee or otherwise, through which the strategic plan is implemented in the faculty. Provide details of any proposed future changes or developments in the faculty programmes including the establishment of new programmes that are part of the strategic planning.
2. Question 2 applies only to teaching institutes that are not self-validating and should be completed by the validating body. Please ensure that the name and contact details of the appropriate person at the validating body are provided in section A2 as this application will be forwarded to the validating body for comment.
3. Describe how the existing programmes have evolved and developed through strategic planning.
4. This section applies only to teaching institutes that are not self-validating and is for comment by the validating body.

5. Describe systems or mechanisms in place through which the strategic planning contributes to knowledge and best practice in the faculty. List any committees with links to industry or research projects which are part of the strategic plan. Include details of any existing or planned activities such as Research Assessment Exercises, funding for continued research, industry sponsorships or awards. Give details of systems for knowledge transfer.
6. This section applies only to teaching institutes that are not self-validating and is for comment by the validating body.
7. Describe any means through which knowledge from the research policy is transferred to the faculty and how it influences programme development.
8. This section applies only to teaching institutes that are not self-validating and is for comment by the validating body.
9. Describe how the assessment strategy feeds into the strategic planning for the faculty in terms of programme development and the establishment of future programmes. This may be presented in an attached flow chart form. Please also include examples of how the assessment strategy has influenced and continues to influence the strategic plan.
10. This section applies only to teaching institutes that are not self-validating and is for comment by the validating body.
11. Describe the role of the faculty in the strategic plan.
12. Describe the means through which programme validity and quality is monitored. List any panels or boards specifically tasked with this function and the Professional Statutory and Regulatory Bodies to which they refer. Other relevant information would be systems and committees for monitoring and responding to progression data and external examiner reports.
13. Describe how the teaching institute develops links to industry. List any industry committees or boards which include industry members or any special agreements with industry partners that exist. Indicate if industrialists have a role in the design of new programmes, review of existing programmes and the delivery of the programme.
14. This section applies to foundation degree applications or applications for other programmes which include an industrial placement. Please explain how the roles and responsibilities are divided between the teaching institute and the industry partner and how quality assurance is carried out of the learning and assessment.

Section C - Quality Assurance

1. Describe the systems or procedures in place for carrying out self-evaluation and for responding to the conditions and observations of Quality Assurance Agency or other external audit report.
2. Describe mechanisms by committee or otherwise through which students are consulted about quality issues.
3. Describe the systems through which students are provided with academic support and any facilities to help students from less traditional educational backgrounds such as students with limited experience of studying.

Section D - Resources (Human)

1. Describe how the allocation of academic staff is carried out and monitored to ensure the effective management and delivery of the programme. We would like to see evidence of planning in the allocation of human resources and systems for monitoring provision and responding to shortfalls.
2. List the numbers of full-time contracted teaching staff and the numbers of part-time and freelance members together with their job titles.
3. List the numbers of support staff together with their job titles.
4. In this section please give details of the different qualifications and levels of experience in the team. Details should also be provided of the professional development policy and funding for staff development.

Section E - Resources (Environment)

1. Describe the location of the delivery site/s for the programme and how it/they are served by public transport. The location of the centre should be described in terms of its proximity to the nearest city centre. Please also describe access for the disabled. In the event of franchise arrangements to multiple delivery sites, complete section E for each proposed site.
2. Provide a description of the quality and conditions of the delivery site, the classrooms and the availability of resources such as library and information services, laboratories, studios and workshops. In addition, details should be provided about systems for reviewing the adequacy of the resources and any plans to move or upgrade them in the future.

3. Provide details on how learners are instructed in the use of specialist features. Include details of inductions and training in IT systems, accessing library facilities, using specialist software and laboratory equipment.
4. Provide details of systems for evaluating, reviewing and monitoring physical resource allocation. List any committees or groups that have a role in the process.

Section F - Additional Information

1. Additional supporting information may include existing links to CIOB or other Professional Institutes, branch activities, continuous professional development events, participation in Higher Education Funding Council Research Assessment Exercises or other support for research and development and details of any awards received.
2. Please make sure the application form is signed and dated and print your name under the signature.
3. Indicate if you would like details of the Accreditation to appear in CIOB UK and international publications.
4. Complete the checklist of appendices you are attaching to the application.

2.2 Part B Application (Foundation Degree)

Section A

1. Contact Details

- To help us ensure that you receive a prompt and efficient service, please enter the date of your application.
- Enter the name of the teaching institute as it should appear on the Certificate of Accreditation.
- Enter the faculty or department and full postal address.
- Enter the name and contact details of the person to whom you would like correspondence sent.
- Enter the name of the validating/awarding body. If your institute is self-validating, write self-validating in this space.
- Enter the name of the contact who will deal with certificates of excellence.

2. Programme Details

- Enter the appropriate delivery mode. CIOB must be informed of any franchise arrangements for delivering the programme.
- Enter the names of all sites where the programme is to be delivered. In the event of franchise arrangements to multiple delivery sites, each site should be listed on a separate page with the names of the programme leaders and full postal address.
- Enter the duration of the programme in all delivery modes.
- Write the title of the programme as it should appear on the Certificate of Accreditation. All pathways from the programme should be listed. Pathways are defined as specialisms from one award which are designated in the award title.
- Ensure the date when Accreditation should commence is entered correctly. In some circumstances, Accreditation may be backdated. Requests for backdated Accreditation should be made in writing to the Accreditation Officer. Supporting appendices must also be provided for the backdated period.
- For new programmes with no graduating cohort, indicate the first cohort completion date.

Section B - Programme Structure

1. In this section the range, scope and focus of the programme should be outlined giving a good indication of the disposition of the subjects and their cohesion with the programme aims. Provide details of shared modules with other programmes in the faculty as well as specialist modules.
2. Enter the credit allocation at level 4 and level 5 (CIOB Educational Framework Level 1 and 2) in all delivery modes (or equivalent level for Scottish, Irish or international awards) for each year of the programme. Equivalent Scottish and Irish levels can be obtained at the Quality Assurance Agency website www.qaa.ac.uk/academic_infrastructure/fheq/ Enter the credit value of modules.
3. Provide details of the compulsory elements of the programme and a brief rationale for their inclusion.
4. Detail any optional elements outlining how they contribute to the learning outcomes of the programme.

Section C - Programme Aims & Objectives and Work-based Learning

1. Indicate whether the work-based learning is voluntary or compulsory and whether it is achieved through placement or employer. If work-based learning is through placement, please indicate the duration of the placement.
2. Describe the management of the work-based learning, including the allocation of responsibilities between the industry partner/employer and the teaching institute. Describe how the assessment is carried out and managed.
3. List the professional transferable skills that the programme promotes and describe how they are developed.
4. Describe and critically evaluate the balance of academic learning and work-based competencies contained in the programme. Provide details of how the knowledge elements complement and enhance the work-based learning.
5. Describe the aims and expected learning outcomes of the programme and how these are achieved.
6. Describe the aims and learning outcomes of the subjects/modules and their contribution to the aims of the programme.
7. Describe the place and value of the programme in the faculty/department and how it contributes to other programmes in the faculty. This could include information about how the programme is developed in the context of the faculty portfolio. Other relevant information would be how integration with other programmes is encouraged to develop team-building skills.

Section D - Student Progression

1. Provide recruitment, progression data, attrition rates, pass rates, employment rates for the previous three years for full-time courses and five years for part time courses.
2. Explain or account for any irregularities in the data and say how these are addressed.
3. Describe your systems and procedures for monitoring progression and responding to changes in attrition rates, referrals or other data. Provide details of how data is used to ensure the currency and validity of programmes.

4. Detail other relevant programmes to which students may transfer and outline your policy for transferring between programmes.
5. Provide details of any progression routes and indicate if top-up programmes are available.
6. Outline any mechanisms for providing support to students progressing to BSc programmes.

Section E - Assessment & Feedback

1. Select the most appropriate choice from the list of exam regulations used on the programme. Enter an approximate percentage of the assessment mechanisms used on the programme for each year.
2. Describe the range of assessment methods used and how they advance the aims and objectives of the programme.
3. In this section, outline how you monitor the quality and consistency of the work-based assessments.
4. Describe any student committees, personal tutoring schemes or other facilities for students to give feedback on the programme and to receive feedback from tutors. Also provide details of service level agreements for returning assessed work.

Section F - Mapping to the Educational Framework

1. In this section, please provide a commentary on the mapping of the programme to the CIOB Educational Framework. Provide a rationale for areas that do not closely match the Educational Framework. See the example of mapping overleaf for further detailed advice on mapping to the Educational Framework.
2. Sign and date the application and complete the checklist of appendices attached.
3. Indicate if you would like the Accreditation announced in CIOB UK and international publications.
4. Complete the checklist of appendices attached to the application.
5. Mapping to the Educational Framework. It is very important to clearly demonstrate a close match to the CIOB Educational Framework. For further help with the mapping exercise, refer to the example overleaf. Incomplete or incorrectly mapped applications will be returned and this may affect the time frame of the application. A full copy of the CIOB Educational Framework can be obtained from our website at www.ciob.org.uk/education/framework

2.3 Programme Mapping to the CIOB Educational Framework

It is important to demonstrate a close match to the CIOB Educational Framework and to provide a rationale for areas that do not closely match the framework. This should be done in Section F1.

- List the module titles and references whose content matches the Educational Framework requirements in the centre column as in the example below.
- Detail the assessment methods used to achieve the outcome/s in the Method of Assessment column.
- Under specialism sections, please complete all three columns of the table with the learning outcomes, module reference and assessment methods. For an example of the specialism section, see reference 2.7.
- Incomplete mapping may be returned causing delay to the application.
- A full copy of the CIOB Educational Framework can be obtained from our website at www.ciob.org.uk/education/framework

Example of Mapping

Level I – Principles and Context

Construction Technology I

Learning Outcome	Cross Reference to Programme Modules	Method of Assessment
To appreciate the key factors affecting foundation design.	Building Studies 26-4001-00L	Continuous assessment
To demonstrate an understanding of the performance ratings, interaction and placement of structural and non-structural components of buildings.	Building Studies 26-4001-00L	Continuous assessment
To understand and interpret the fundamentals of structural behaviour.	Building Studies 26-4001-00L Materials and Building Science 26-4305-00L	Continuous assessment Continuous assessment and examination
To describe the properties of building materials and understand their performance characteristics with regard to the natural environment and their impact upon it.	Building Studies 26-4001-00L Materials and Building Science 26-4305-00L	Continuous assessment Continuous assessment and examination
To describe the effects of natural and man made phenomena upon the life cycle of building materials.	Building Studies 26-4001-00L Materials and Building Science 26-4305-00L	Continuous assessment Continuous assessment and examination
To integrate the basic scientific principles in the context of the built environment and understand their relevance to building design and performance.	Materials and Building Science 26-4305-00L Building Services and Environmental Issues 26-5336-00S	Continuous assessment and examination Continuous assessment and examination
To appreciate the function and design of building services.	Building Services and Environmental Issues 26-5336-00S Building Studies 26-4001-00L Materials and Building Science 26-4305-00L	Continuous assessment and examination Continuous assessment Continuous assessment and examination
To explain the basic principles of land surveying.	Building Pathology 26-5318-00L	Continuous assessment and examination
To demonstrate a satisfactory competence in land surveying.	Building Pathology 26-5318-00L	Continuous assessment and examination

2.4 Part B Application (Undergraduate Programme)

Section A

1. Contact Details

- To help us ensure that you receive a prompt and efficient service, please enter the date of your application.
- Enter the name of the teaching institute as it should appear on the Certificate of Accreditation.
- Enter the faculty or department and full postal address.
- Enter the name and contact details of the person to whom you would like correspondence sent.
- Enter the name of the validating/awarding body and indicate if they are aware of the application. If your institute is self-validating, please write self-validating in this space.
- Enter the name of the contact who will deal with certificates of excellence.

2. Programme Details

- Enter the appropriate delivery mode of the programme.
- The CIOB must be informed of any franchise arrangements for delivering the programme. Enter the names of all sites where the programme is to be delivered. In the event of franchising arrangements to multiple delivery sites, these should be listed on a separate page with the names of the programme leaders and full postal address of the delivery sites.
- Enter the duration of the programme in all delivery modes.
- Write the title of the programme as it should appear on the Certificate of Accreditation. All pathways from the programme should be listed. Pathways are defined as specialisms from one award which are designated in the award title.
- Ensure the date when Accreditation should commence is entered correctly. In some circumstances, Accreditation may be backdated. Requests for backdated Accreditation should be made in writing to the Accreditation Officer. Supporting appendices must also be provided for the backdated period.
- For new programmes with no graduating cohort, please indicate the first cohort completion date.

Section B - Programme Structure

1. In this section the range, scope and focus of the programme should be outlined giving a good indication of the disposition of the subjects and their cohesion with the programme aims. Provide details of shared modules with other programmes in the faculty as well as specialist modules.
2. Enter the credit allocation and the academic level at which they are achieved for each year of the programme in all delivery modes. Enter the credit value of the modules. Equivalent Scottish and Irish levels can be obtained at the Quality Assurance Agency website **www.qaa.ac.uk/academic_infrastructure/fheq/**
3. Provide details of the compulsory elements of the programme and a brief rationale for their inclusion.
4. Detail any optional elements outlining how they contribute to the learning outcomes of the programme.

Section C - Programme Aims, Objectives & Vocational Relevance

1. Enter details of any industrial placement.
2. If the programme includes an industrial placement, provide details on how this placement is managed. This should include how the responsibilities are divided between the industrial partners and the teaching institute, details of any work-based assessments and how they are carried out. Also provide details of mentoring schemes and systems for supporting the learner in the work place.
3. List the professional transferable skills that the programme promotes and describe how they are developed.
4. Describe and critically evaluate the balance of academic learning and work-based competencies contained in the programme. Provide details of how the knowledge elements complement and enhance the work-based learning.
5. Describe the aims and expected learning outcomes of the programme and how these are achieved.
6. Describe the aims and learning outcomes of the subjects/modules and their contribution to the aims of the programme.

7. Describe the place and value of the programme in the faculty/department and how it contributes to other programmes in the faculty. This could include information about how the programme is developed in the context of the faculty portfolio. Information on how integration with other programmes is encouraged to develop team-building skills. Details on project work undertaken with students from other programmes or faculties are also relevant.
8. Describe the means by which the programme is reviewed and outline the relevant bodies or committees involved in the review process.

Section D - Student Progression

1. Please provide recruitment, progression data, attrition rates, pass rates, employment rates for the previous three years for full-time courses and five years for part time courses.
2. Please explain or account for any irregularities in the data and say how these are addressed.
3. Describe your systems and procedures for monitoring progression and responding to changes in attrition rates, referrals or other data. Give details of how data is used to ensure the currency and validity of programmes.
4. Detail other relevant programmes to which students may transfer and outline your policy for transferring between programmes.

Section E - Assessment & Feedback

1. Select the most appropriate choice from the list of exam regulations used on the programme. Enter an approximate percentage of the assessment mechanisms used on the programme for each year.
2. Describe the range of assessment methods used and how they advance the aims and objectives of the programme.
3. Describe any student committees, personal tutoring schemes or other facilities for students to give feedback on the programme and to receive feedback from tutors. Please also give details of service level agreements for returning assessed work.

Section F - Application Mapping to CIOB Educational Framework

1. In this section, please provide a commentary on the mapping of the programme to the CIOB Educational Framework. Provide a rationale for areas that do not closely match the Educational Framework. See the example of mapping overleaf for further detailed advice on mapping to the Educational Framework.
2. Sign and date the application and complete the checklist of appendices attached.
3. Indicate if you would like the Accreditation announced in CIOB UK and international publications.
4. Complete the checklist of appendices attached to the application.
5. Mapping to the Educational Framework. It is very important to clearly demonstrate a close match to the CIOB Educational Framework. For further help with the mapping exercise, refer to the example overleaf. A full copy of the CIOB Educational Framework can be obtained from our website at **www.ciob.org.uk/education/framework**

2.5 Programme Mapping to the CIOB Educational Framework

It is important to demonstrate a close match to the CIOB Educational Framework and to provide a rationale for areas that do not closely match the framework. This should be done in Section F1.

1. List the module titles and references whose content matches the Educational Framework requirements in the centre column as in the example below.
2. Detail the assessment methods used to achieve the outcome/s in the Method of Assessment column.

3. Under specialism sections, please complete all three columns of the table with the learning outcomes, module reference and assessment methods. For an example of the specialism section, see reference 2.7.
4. Incomplete mapping may be returned causing delay to the application.
5. A full copy of the CIOB Educational Framework can be obtained from our website at www.ciob.org.uk/education/framework

Example of Mapping

Level I – Principles and Context

Construction Technology I

Learning Outcome	Cross Reference to Programme Modules	Method of Assessment
To appreciate the key factors affecting foundation design.	Building Studies 26-4001-00L	Continuous assessment
To demonstrate an understanding of the performance ratings, interaction and placement of structural and non-structural components of buildings.	Building Studies 26-4001-00L	Continuous assessment
To understand and interpret the fundamentals of structural behaviour.	Building Studies 26-4001-00L Materials and Building Science 26-4305-00L	Continuous assessment Continuous assessment and examination
To describe the properties of building materials and understand their performance characteristics with regard to the natural environment and their impact upon it.	Building Studies 26-4001-00L Materials and Building Science 26-4305-00L	Continuous assessment Continuous assessment and examination
To describe the effects of natural and man made phenomena upon the life cycle of building materials.	Building Studies 26-4001-00L Materials and Building Science 26-4305-00L	Continuous assessment Continuous assessment and examination
To integrate the basic scientific principles in the context of the built environment and understand their relevance to building design and performance.	Materials and Building Science 26-4305-00L Building Services and Environmental Issues 26-5336-00S	Continuous assessment and examination Continuous assessment and examination
To appreciate the function and design of building services.	Building Services and Environmental Issues 26-5336-00S Building Studies 26-4001-00L Materials and Building Science 26-4305-00L	Continuous assessment and examination Continuous assessment Continuous assessment and examination
To explain the basic principles of land surveying.	Building Pathology 26-5318-00L	Continuous assessment and examination
To demonstrate a satisfactory competence in land surveying.	Building Pathology 26-5318-00L	Continuous assessment and examination

2.6 Part B Application (Master's Degree)

Section A - Contact & Programme Details

Contact Details

- To help us ensure that you receive a prompt and efficient service, please enter the date of your application.
- Enter the name of the teaching institute as it should appear on the Certificate of Accreditation.
- Enter the faculty or department and full postal address.
- Enter the name and contact details of the person to whom you would like correspondence sent.
- Enter the name of the validating/awarding body. If your institute is self-validating, please write self-validating in this space.
- Enter the name of the contact who will deal with Certificates of Excellence.

Programme Details

- Enter the delivery mode and the delivery site/sites. The CIOB must be informed of any franchise arrangements for delivering the course. In the event of franchising arrangements to multiple delivery sites, these should be listed on a separate page together with the names of the programme leaders and full postal address of the delivery sites.
- Write the title of the programme as it should appear on the Certificate of Accreditation.
- Select the appropriate programme type.
- Please enter the names of all sites where the programme is to be delivered.
- Enter the duration of the programme in all delivery modes.
- All pathways from the programme should be listed. Pathways are defined as specialisms from one award which are designated in the award title.
- Ensure the date when Accreditation should commence is entered correctly. In some circumstances, Accreditation may be backdated. Requests for backdated Accreditation should be made in writing to the Accreditation Officer. Supporting appendices must also be provided for the backdated period.
- For new programmes with no graduating cohort, please indicate the first cohort completion date.

Section B - Programme Structure

1. In this section the range, scope and focus of the programme should be outlined giving a good indication of the disposition of the subjects and their cohesion with the programme aims. Provide details of shared modules with other programmes in the faculty as well as specialist modules.
2. Enter the credit allocation and the academic level at which they are achieved for each year of the programme. Equivalent Scottish and Irish levels can be obtained at the Quality Assurance Agency website www.qaa.ac.uk/academicinfrastructure/fheq/
3. Provide details of the compulsory elements of the programme and a brief rationale for their inclusion.
4. Detail any optional elements outlining how they contribute to the learning outcomes of the programme.
5. Outline the research elements of the programme and provide details of how they link to the research activities of the teaching institute.

Section C - Programme Aims, Objectives & Vocational Relevance

1. Enter details of any industrial placement.
2. List the professional transferable skills that the programme promotes and describe how they are developed through the programme.
3. Briefly evaluate the balance of vocational and academic outcomes. Include details of how the application of knowledge is developed.
4. Describe the aims and expected learning outcomes of the programme and how these are achieved. This could include details of assessment methods and teaching and learning strategies that contribute to the aims of the programme.
5. Describe the aims and learning outcomes of the subjects/modules and their contribution to the aims of the programme.
6. Describe the place and value of the programme in the faculty/department and how it contributes to other programmes in the faculty. This could include information about how the programme is developed in the context of the faculty portfolio. Information on how integration with other programmes is encouraged to develop team-building skills. Details on project work undertaken with students from other programmes or faculties are also relevant.

7. Describe the means by which the programme is reviewed and outline the relevant bodies or committees involved in the review process.

Section D - Student Progression

1. Provide recruitment and progression data, attrition rates, pass rates, employment rates for the previous three years for full-time courses and five years for part time only courses.
2. Explain or account for any irregularities in the data and say how these are addressed.
3. Describe your systems and procedures for monitoring progression and responding to changes in attrition rates, referrals or other data. Provide details of how data is used to ensure the currency and validity of programmes.
4. Detail other relevant programmes to which students may transfer and outline your policy for transferring between programmes.

Section E - Assessment & feedback

1. Select the most appropriate choice from the list of exam regulations used on the programme. Enter an approximate percentage of the assessment mechanisms used on the programme for each year.
2. Describe the range of assessment methods used and how they advance the aims and objectives of the programme.
3. Describe any student committees, personal tutoring schemes or other facilities for students to give feedback on the programme and to receive feedback from tutors. Also provide details of service level agreements for returning assessed work.

Section F - Application Mapping to CIOB Educational Framework

1. In this section, provide a commentary on the mapping of the programme to the CIOB Educational Framework. Provide a rationale for areas that do not closely match the Educational Framework. See the example of mapping overleaf for further detailed advice on mapping to the Educational Framework.
2. Sign and date the application and complete the checklist of appendices attached.
3. Indicate if you would like the Accreditation announced in CIOB UK and international publications.
4. Complete the checklist of appendices attached to the application.

5. Mapping to the Educational Framework. It is very important to clearly demonstrate a close match to the CIOB Educational Framework. For further help with the mapping exercise, refer to the example overleaf. A full copy of the CIOB Educational Framework can be obtained from our website at www.ciob.org.uk/education/framework

2.7 Mapping to the Educational Framework

It is important to demonstrate a close match to the CIOB Educational Framework and to provide a rationale for areas that do not closely match the framework. This should be done in Section F1.

1. For the pre masters section, list the module titles and references whose content matches the framework requirements in the centre column as in the examples on reference 2.3.
2. Detail the assessment methods used to achieve the outcome/s in the Method of Assessment column.

3. Under specialism sections, please complete all three columns of the table listing the learning outcomes, the module reference and method of assessment as in the example below.
4. Incomplete mapping may be returned causing delay to the application.
5. A full copy of the CIOB Educational Framework can be obtained from our website at www.ciob.org.uk/education/framework

Example of Mapping

Level M – Synthesis and Evaluation

Specialism

Learning Outcome	Cross Reference to Programme Modules	Method of Assessment
<p>Principles</p> <p>Develop the ability to apply the knowledge of management and organisations, both systematically and creatively, to the management of projects.</p> <p>Develop the ability to think critically and independently about project management issues and to deal effectively with uncertainty.</p>	<p>Management Theory EB 415032S Management Practice EB415020S Project Management Procurement and Supply Chain Management Project Production Management</p> <p>Project Management Procurement and Supply Chain Management Risk and Value Management</p>	<p>Assignment and examination Assignment and examination Assignment Portfolio and examination Report</p> <p>Assignment Portfolio and examination Assignment</p>
<p>Contextualisation</p> <p>Understand the technological, economic, environmental, ethical, legal and political factors involved in the built environment, their interrelationships and effect on projects and the management of projects.</p> <p>Understand and appreciate the significance of the built environment to the wider environment, the economy and society as a whole.</p>	<p>Economic, Legal and Political Framework EB415019S Procurement and Supply Chain Management Project Management</p> <p>Economic, Legal and Political Framework EB415019S Procurement and Supply Chain Management Project Management</p>	<p>Assignment and examination Portfolio and examination Assignment</p> <p>Assignment and examination Portfolio and examination Assignment</p>
<p>Application to the construction process</p> <p>To develop the ability to identify, analyse and critically evaluate problems in construction and project management, then to develop and implement both recognised and innovative solutions to such problems.</p>	<p>Management Theory EB 415032S Management Practice EB415020S Procurement and Supply Chain Management Project Production Management Risk and Value Management</p>	<p>Assignment and examination Assignment and examination Portfolio and examination Report Assignment</p>
<p>Key issues</p> <p>Engender an understanding of ethics and the requirements of professional standards in order to develop a clear sense of professional responsibility and identity.</p>	<p>Dissertation EB460998D Management Theory EB 415032S Management Practice EB415020S Project Production Management Procurement and Supply Chain Management Risk and Value Management</p>	<p>Written submission Assignment and examination Assignment and examination Report Portfolio and examination Assignment</p>

2.8 The Decision

The CIOB are committed to providing a high level of customer care. We have a service level agreement to provide a decision on all applications within a three month time frame. However, applications containing significant omissions may take longer to process. The CIOB will keep the teaching institute updated and informed of progress at all stages of the application process. The CIOB accreditation department is committed to ensuring the quality, transparency and neutrality of decisions and we quality audit a representative sample of applications annually.

There are five possible outcomes for an application:

1. Accreditation

Accreditation is awarded upon approval of the application. Where no conditions are attached, the programme is accredited. There may be recommendations listed on the official letter. The implementation of the recommendations is at the discretion of the teaching institute. The award of Accreditation is subject to the provision of satisfactory annual reports. Accreditation is normally awarded for a period of five years. However, in some circumstances, the period of Accreditation may be less than five years and fees are prorated accordingly.

2. Accreditation with Conditions

Accreditation may be subject to conditions which must be met by the date indicated in the official letter of Accreditation. Failure to meet conditions by the required date may result in the withdrawal of Accreditation. In the event of delays or difficulties meeting conditions, an extension may be granted in exceptional circumstances. Requests for an extension must be made in writing to the Accreditation Officer. The granting of an extension to the meet-by date is discretionary.

3. Accreditation in Principle

Accreditation in principle is awarded when there is no graduating cohort from the programme. The Accreditation is subject to the provision of external examiner reports and progression data upon graduation of the first cohort. Failure to provide the required documents will result in the withdrawal of Accreditation.

4. Insufficient Information

This means that the CIOB accreditation team are unable to come to a decision on the application due to the absence of information. The application will be returned to the teaching institute with a summary of the missing information and recommendations on how to reapply.

5. Refused

Applications may be refused due to failure to demonstrate a close match to the CIOB Educational Framework in the mapping exercise. Applications may also be refused where the teaching institute fails to demonstrate that the quality, management systems or allocation of resources meet the required standard.

3.0 Terms & Conditions of Accreditation

3.1 Annual Monitoring

Accreditation is awarded subject to the satisfactory fulfilment of the annual monitoring report. A template will be provided for the annual monitoring submission. The submission is to include the self-evaluation document and must include progression data, external examiner reports and QAA or other external audit reports. The annual report is to be submitted each year by the date shown on the official letter of Accreditation. It is the responsibility of the teaching institute to ensure that the annual monitoring report is submitted on time each year.

3.2 Appeals

Teaching institutes reserve the right to appeal against decisions of the accreditation process. All appeals must be made in writing and submitted to the Accreditation Officer within 30 days of receiving the decision. The written appeal must include the name and contact details of the appellant, details of the programme application and details of the grounds for the appeal. All appeals will be acknowledged in writing and the teaching institute will be kept informed at all stages of the appeal. For a full copy of the appeals procedure, please contact the Deputy Institute Secretary.

3.3 Changes to Accredited Programmes/Revalidation

All changes or proposed changes to the structure, content, delivery or learning outcomes of accredited programmes must be reported in writing to the CIOB at least 30 days prior to implementation. Failure to report changes to accredited programmes may result in withdrawal of Accreditation. The teaching institute should send a letter outlining the changes together with a copy of the Programme Specification Document and Module Descriptors to the Accreditation Officer. Please note that the CIOB does not accredit programmes that have not been approved for validation. Please do not submit changes to programmes prior to gaining validation. In the event of the programme changes being rejected by the validating body, the Accreditation of that programme will be withdrawn.

3.4 Franchising Arrangements or Subcontracted Programmes

The CIOB must be informed in the event of franchising or subcontracting programmes to a separate provider. Programmes are accredited only for the delivery site/ sites named on the application form and designated on the Certificate of Accreditation. Details of the franchise agreement must be made available including details of the ownership of the programme and how the programme is resourced and quality assured. The CIOB reserves the right to visit both the franchised provider and the validating/awarding body. The CIOB may award Accreditation to the delivery of the programme in some sites whilst withholding Accreditation of the programme in delivery sites that do not meet the standard required. The Accreditation is valid only for the delivery sites named in the official letter of Accreditation.

3.5 The Use of the CIOB Logo

Teaching institutes with accredited courses may use the CIOB logo for advertising purposes. An electronic version of the logo will be emailed to the teaching institute together with the brand toolkit guide upon approval of the application. The conditions of use set out in the toolkit guide must be adhered to. If in doubt about how to use the logo, please contact the Marketing and Communications Manager. The logo may not be used to advertise courses that are not accredited by the CIOB.

3.6 Certificates of Excellence

Certificates of Excellence are awarded to the best performing students of accredited programmes at the discretion of the CIOB. Certificates of Excellence are not available for students of non-accredited programmes or CIOB recognised programmes.

They are issued annually by the Education Administrator by post only. In April/May a mail-shot is sent to all teaching institutions of accredited programmes requesting nominations for each course. Upon receipt of this information via email at educationadmin@ciob.org.uk, the certificates are ordered and sent to the university. We endeavour to send the certificates within 2 weeks from receipt of email.

3.7 Accreditation Certificates

Upon approval of the programme for Accreditation, a Certificate of Accreditation will be issued and sent by post to the teaching institute.

3.8 Replacement Certificates

Replacement Accreditation Certificates and Certificates of Excellence are available upon request to the Education Administrator. These are charged at £20 each and will have the word "replacement" printed on them.

4.0 Disability Discrimination Act 1995

The references in this section apply to England and Wales only. For all other countries the respective national laws and controls will apply and should be deemed to supersede these notes. Institutions are advised that they should make best endeavours to apply the spirit of the CIOB process with respect to disabilities and making reasonable adjustments in the learning environment.

In October 2004, Part II of the Disability Discrimination Act (DDA 1995) was extended to cover organisations that confer a professional qualification. The Special Education Needs Disability Act (SENDA 2001) is enforced in 3 stages:

- Part 1** From September 2002, reasonable adjustments are to be made so as not to place disabled people at a substantial disadvantage.
- Part 2** From September 2003, adjustments to auxiliary aids and services;
- Part 3** From September 2005, adjustments to physical features;

The Code of Practice entitled "Trade Organisations and Qualifications Bodies (2004)" sets out the understanding of the law as it applies from October 2004. Section 8 of the Code defines qualification bodies such that the major construction professional institutions come under its umbrella.

As a professional institution, CIOB has considered its responsibilities under the terms of SENDA 2001 for all assessments that take place in a vocational context. These often start when candidates attain 18 years of age and include those up to final interviews or examinations to support full membership applications. In the accreditation process, CIOB encourages universities to comply with SENDA. CIOB would also examine the Accreditation of any Teaching institution that discriminates against disabled people. CIOB believes that through a collaborative partnership with higher education institutions, the accreditation system can be used to affect improvements within the construction sector.

Any concerns raised through Accreditation Visits will be considered by the CIOB Education Qualifications Standards Practice Board (EQSP). The board reserves the right to obtain an independent review.

The Chartered Institute of Building

The Chartered Institute of Building (CIOB) represents for the public benefit the most diverse set of professionals in the construction industry.

Our Mission:

To contribute to the creation of a modern, progressive, and responsible construction industry; able to meet the economic, environmental and social challenges faced in the 21st century.

Our 7 Guiding Principles:

- Creating extraordinary people through professional learning and continuous professional development.
- Promoting the built environment as central to the quality of life for everyone everywhere.
- Achieving a sustainable future, worldwide.
- Advocating exemplary ethical practice and behaviour, integrity and transparency.
- Pursuing excellence in management practice, and technological innovation rooted in evidence based science.
- Being socially responsible and working responsibly.
- Enabling our members to find an emotional resonance with the Institute; their success is our success.



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