**Application for Accreditation of a New Qualification**

**Stage 3 Submission Form**

At Stage 3, the final qualification documentation and evidence demonstrating compliance with the Standards will be reviewed in detail. Please refer to the [Standards for Learning Providers](https://arb.org.uk/information-for-schools-of-architecture/accreditation-handbook/standards-for-learning-providers/) section of the Accreditation Handbook while completing this form for information about requirements to demonstrate compliance with the Standards and associated measures.

The Stage 3 submission must be received by ARB no less than one year before the intended start date of the qualification to allow time for the submission to be considered, the visit to take place and the Accreditation Committee (the Committee) to consider the application before the planned start date. The qualification must have had full internal approval before the provider makes the Stage 3 submission – the main validation event must have taken place and the qualification had final approval following confirmation of compliance with any internal validation conditions resulting from the validation event. The Stage 3 visit will typically take place 16-20 weeks after the Stage 3 submission.

To ensure ARB has the most up-to-date details, this form asks for some information also supplied at Stage 1 and/or 2 as there may have been changes in the time since.

Once completed, this form and the supporting evidence must be submitted together in a single consignment to Qualifications@arb.org.uk. Each individual document must be under 20MB in size, clearly labelled, and can be submitted in its original format (documents do not typically need to be converted into a particular format, such as PDFs). Once submitted, the provider will not be able to amend or add to the application unless permitted by ARB, or further explanations and/or material are requested by ARB.

1. **Application contacts**

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| **Provider name** |  |
| **Provider address***If the provider intends to deliver the qualification elsewhere, state the primary address and the delivery address(es).* |  |
| **Primary contact for application**Name, position held, email and tel. |  |
| **Additional contact(s) for application**Name, position held, email and tel.*Details for at least one additional application contact must be included.* |  |
| **Finance contact(s) for fee invoices**Name, position held, email and tel. *ARB will send application fee invoices to the contact(s) given here.* |  |

1. **Qualification details**

If the qualification will be offered in different modes (e.g. full-time, part-time, apprenticeship), please list each mode and its duration on a separate row. Add rows if necessary.

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| **Type**  | **Awarding body***If different to the provider.* | **Qualification title***The formal title as on the award certificate. See also details about the title, certificate and provider’s responsibilities at* [*Standard 2.1*](https://arb.org.uk/information-for-schools-of-architecture/accreditation-handbook/standards-for-learning-providers/). | **Duration**  | **Mode** | **Intended start date**  | **Earliest award date** |
| Select type |  |  |  | Select mode |  |  |
| Select type |  |  |  | Select mode |  |  |
| Select type |  |  |  | Select mode |  |  |

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| **Date of main internal validation event** |  |
| **Date of final internal approval following compliance with any internal validation conditions** |  |

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| **Preferred annual monitoring submission date, if accredited***The date requested must be at an appropriate point in the year when the provider will be able to submit all the material routinely required for* [*annual monitoring*](http://www.arb.org.uk/annual-monitoring)*, and must be the same for all of the provider’s qualifications.* |  |

1. **Compliance with the Standards for Learning Providers**

Complete this section to demonstrate how the provider and qualification will comply with the Standards and measures1 – list the evidence supplied and, where applicable, specify the pages/sections relevant to the derived question. Links to documents publicly available on the provider’s website are acceptable.

While notes about expected evidence have been included for reference (also summarised in the [Stage 3 submission checklist](#SubmissionChecklist) below), please refer to the [Standards for Learning Providers](https://arb.org.uk/information-for-schools-of-architecture/accreditation-handbook/standards-for-learning-providers/) section of the Accreditation Handbook while completing this form for information about requirements to demonstrate compliance with the Standards and associated measures. Other evidence can be submitted, though ARB is not required to take account of any material that it does not consider relevant to accreditation.

1 Measures may also be referred to as ‘Standard X.X’, e.g. ‘Standard 1.1’ denotes measure 1.1.

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| **Standard 1: Educational Content** Qualifications are designed, developed, delivered and reviewed to ensure that those who are awarded the qualification have met the Outcomes at the relevant level. |
| **Measure 1.1: Showing how the qualification delivers the relevant Outcomes.***Evidence expected:* [*mapping document*](https://arb.org.uk/wp-content/uploads/Competency-Outcomes-Mapping-Template-2025-07.xlsx) *showing where the Outcomes are met; programme specification; module descriptors; qualification structure diagram showing where the modules are taken in relation to one another; internal validation report and confirmation of final approval.* |
| **Derived question 1.1.1:** Do the module learning outcomes map to ARB’s Outcomes? | **Evidence** (where applicable, specify the relevant pages/sections): |
| **Measure 1.2: Regularly reviewing the qualification content to ensure continued delivery of the Outcomes, and compliance with this Standard.***Evidence expected: external examiner report (template); external examiner handbook; mechanisms for regular internal and external reviews (formal and/or informal) of the qualification.* |
| **Derived question 1.2.1:** Does/will the provider have mechanisms to regularly review (formally and/or informally) the educational content of the qualification – what are these/what will these be? | **Evidence** (where applicable, specify the relevant pages/sections): |
| **Derived question 1.2.2:** In their annual reports, will external examiners comment on:1. Whether the qualification delivers ARB’s Outcomes to the relevant level?
2. Whether standards are appropriate for a qualification at this academic level?
3. Whether the qualification is comparable with other accredited UK qualifications at this level?
 | **Evidence** (where applicable, specify the relevant pages/sections): |

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| **Standard 2: Assessments** Assessments are designed, developed, delivered and reviewed to ensure that those who are awarded the qualification have met the outcomes. |
| **Measure 2.1: Showing how assessments fairly test whether the student has met the Outcomes at the relevant level.***Evidence expected:* [*mapping document*](https://arb.org.uk/wp-content/uploads/Competency-Outcomes-Mapping-Template-2025-07.xlsx) *showing where the Outcomes are met; module descriptors; grade descriptors; copy of the certificate that will be awarded to successful graduates (see* [*Standard 2.1*](https://arb.org.uk/information-for-schools-of-architecture/accreditation-handbook/standards-for-learning-providers/)*); quality assurance processes/quality handbook; assessment regulations and procedures; contingency plans for assessments in the event of disruption; compensation and condonement policy and procedure; study abroad and placement year policy and procedure (where relevant); policy and procedures for monitoring and approving practice experience (where relevant).* |
| **Derived question 2.1.1:** Are the assessments appropriate to test the learning outcomes? | **Evidence** (where applicable, specify the relevant pages/sections): |
| **Derived question 2.1.2:** Will compensation and/or condonement be permitted for any modules in which ARB’s Outcomes are assessed to passing standard?  | **Evidence** (where applicable, specify the relevant pages/sections): |
| **Derived question 2.1.3:** What second marking and moderation policies and procedures will be in place? | **Evidence** (where applicable, specify the relevant pages/sections): |
| **Derived question 2.1.4:** What mechanisms does/will the provider have in place to prevent, identify, and deal with academic misconduct? | **Evidence** (where applicable, specify the relevant pages/sections): |
| **Derived question 2.1.5:** What contingency measures will be in place to manage assessments in the event of disruption to ensure quality and standards will be maintained? | **Evidence** (where applicable, specify the relevant pages/sections): |
| **Derived question 2.1.6:** Where relevant, how will the provider manage periods of study abroad or in a work placement to ensure that all graduates achieve the learning outcomes? | **Evidence** (where applicable, specify the relevant pages/sections): |
| **Derived question 2.1.7:** Where relevant, what will be the provider’s approach to monitoring and approving practice experience to determine whether ARB’s practical training requirements have been satisfied? | **Evidence** (where applicable, specify the relevant pages/sections): |
| **Measure 2.2: Showing how external examiners provide assurance about the rigour of assessment arrangements and that those who are awarded the qualification have met the Outcomes.***Evidence expected: external examiner report (template); external examiner handbook.* |
| **Derived question 2.2.1:** What will external examiners review (sample size and range)? | **Evidence** (where applicable, specify the relevant pages/sections): |
| **Derived question 2.2.2:** What materials will be provided to external examiners to enable them to undertake their role? | **Evidence** (where applicable, specify the relevant pages/sections): |
| **Derived question 2.2.3:** Will external examiners comment on the rigour of assessment processes and practice? In their annual reports, will external examiners be required to:1. Explicitly confirm whether – on the basis of the work reviewed – they were satisfied that all those who received the award had met all ARB Outcomes at the relevant level?

*Broad reference(s) to the qualification delivering the Outcomes (which is covered under 1.2.2) and/or general PSRB requirements having been met will not be sufficient for this purpose.*1. Comment on the rigour of assessment processes and practice (e.g. compliance with assessment regulations, fairness of assessment procedures, comparability of standards to other accredited UK qualifications)?
 | **Evidence** (where applicable, specify the relevant pages/sections): |
| **Measure 2.3: Regularly reviewing the content and procedures of assessments to ensure continued delivery of the Outcomes, and compliance with relevant quality assurance processes, regulations and frameworks.***Evidence expected: mechanisms for regular internal and external reviews (formal and/or informal) of assessments.* |
| **Derived question 2.3.1:** Does/will the provider have mechanisms to regularly monitor (formally and/or informally) that the assessments continue to be appropriate to test the Outcomes and maintain standards – what are these/what will these be? | **Evidence** (where applicable, specify the relevant pages/sections): |

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| **Standard 3: Governance and Leadership** Providers will have effective governance and leadership to ensure the quality of education and training, and instil a culture of equality, continuous improvement, transparency and accountability. |
| **Measure 3.1: Having a governance system that treats staff and students fairly, and delivers education, assessment and training in a way that fulfils the principles of equity, diversity and inclusion.***Evidence expected: governance structure diagram(s); policies and procedures relating to reasonable adjustments and extenuating circumstances; equality, diversity and inclusion (EDI) policy/strategy and procedures; staff and external examiner responsibilities, training and reporting mechanisms in relation to EDI.* |
| **Derived question 3.1.1:** Has a governance structure diagram been supplied (showing where the school/department of architecture sits within the structure of the wider institution and the Committee structures to which it reports)? | **Evidence** (where applicable, specify the relevant pages/sections): |
| **Derived question 3.1.2:** How does/will the provider actively promote and maintain a culture of equality, diversity and inclusion for both staff and students?  | **Evidence** (where applicable, specify the relevant pages/sections): |
| **Derived question 3.1.3:** What policies and procedures for reasonable adjustments (for both staff and students) and students’ extenuating circumstances are/will be in place? | **Evidence** (where applicable, specify the relevant pages/sections): |
| **Derived question 3.1.4:** What mechanisms are/will be in place for staff and students to raise concerns about or report incidents of discrimination, bullying or harassment; and how are reports monitored and acted upon? | **Evidence** (where applicable, specify the relevant pages/sections): |
| **Derived question 3.1.5:** How does/will the provider ensure that staff and students are aware of the policies and mechanisms regarding reasonable adjustments, extenuating circumstances, and reporting incidents of discrimination, bullying or harassment? | **Evidence** (where applicable, specify the relevant pages/sections): |
| **Derived question 3.1.6:** How is the efficacy of the EDI scheme monitored? | **Evidence** (where applicable, specify the relevant pages/sections): |
| **Derived question 3.1.7:** What mechanisms are/will be in place for the school/department to escalate matters or take action in the event of an issue arising that the institution-wide policy/procedure does not address in a timely manner? | **Evidence** (where applicable, specify the relevant pages/sections): |
| **Derived question 3.1.8:** How does/will the provider ensure that staff and external examiners are familiar with the EDI policy/strategy and their responsibilities under it? | **Evidence** (where applicable, specify the relevant pages/sections): |
| **Derived question 3.1.9:** What training do/will staff undertake regarding EDI matters, and how frequently will this be updated and/or refreshed? | **Evidence** (where applicable, specify the relevant pages/sections): |
| **Measure 3.2: Showing how feedback is sought and the views of students, staff and relevant stakeholders contribute to the development of policies, systems or processes that relate to these Standards.***Evidence expected: mechanisms for gathering staff, student and stakeholder feedback to inform policies, systems or processes.* |
| **Derived question 3.2.1:** What mechanisms are/will be in place to get feedback from students, staff and relevant stakeholders? | **Evidence** (where applicable, specify the relevant pages/sections): |
| **Derived question 3.2.2:** How does/will the provider take this feedback into account when developing the qualification and policies, processes and resources that relate to the Standards? | **Evidence** (where applicable, specify the relevant pages/sections): |
| **Measure 3.3: Having appropriate systems for students, staff and third parties to raise concerns about the provider’s compliance with these Standards, for investigating those concerns, and documenting and reporting any action taken.***Evidence expected: means for concerns about the provider’s compliance with the Standards to be reported and acted upon.* |
| **Derived question 3.3.1:** How will students, staff and stakeholders be made aware of ARB’s Standards? | **Evidence** (where applicable, specify the relevant pages/sections): |
| **Derived question 3.3.2:** What mechanisms are/will be in place for reporting, documenting, and responding to concerns raised relating to accreditation requirements? | **Evidence** (where applicable, specify the relevant pages/sections): |
| **Derived question 3.3.3:** Which post(s)/department will be responsible for reporting issues relating to the Standards and/or conditions of accreditation to ARB? | **Evidence** (where applicable, specify the relevant pages/sections): |
| **Measure 3.4: Recording and analysing the protected characteristics of applicants and students, and taking documented action where that analysis shows that any policy, system or process be disadvantaging any of those groups.***Evidence expected: collection and analysis of applicant and enrolled student protected characteristics data; approach to addressing policies and procedures that disadvantage students based on protected characteristics.* |
| **Derived question 3.4.1:** How will applicant and student EDI data be monitored and analysed to identify if any groups may be disadvantaged by the provider’s policies, processes or systems? | **Evidence** (where applicable, specify the relevant pages/sections): |
| **Derived question 3.4.2:** How will the provider take action to address any concerns that arise from this analysis? | **Evidence** (where applicable, specify the relevant pages/sections): |
| **Measure 3.5: Having systems in place to accurately recognise applicants’ academic and/or professional experience and suitability at the point of admission.***Evidence expected: admissions requirements, policy and rationale; advanced/direct entry policy and procedure.* |
| **Derived question 3.5.1:** What will be the admissions requirements and procedures for the qualification? | **Evidence** (where applicable, specify the relevant pages/sections): |
| **Derived question 3.5.2:** How were the admissions criteria determined? | **Evidence** (where applicable, specify the relevant pages/sections): |
| **Derived question 3.5.3:** If permitted, what arrangements for direct entry will be in place, and how will these ensure student attainment of the Outcomes? | **Evidence** (where applicable, specify the relevant pages/sections): |

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| **Standard 4: Human Resources** There will be qualified and experienced educators, assessors and support staff to deliver the Outcomes and to ensure compliance with these Standards. |
| **Measure 4.1: Showing how the quantity, quality and experience of staff will ensure delivery of the Outcomes and compliance with these Standards.***Evidence expected:* [*overview of all staff*](https://arb.org.uk/wp-content/uploads/Application-Staff-List-Template-2024-05.xlsx) *that will be involved in delivering, assessing and supporting the qualification; projected staff numbers for each of the first five years of delivery (high-level summary of planned staff numbers);* [*projected student numbers*](https://arb.org.uk/wp-content/uploads/Application-Projected-Student-Data-Template-2024-05.xlsx) *for each of the first five years;* [*projected staff to student ratio (SSR)*](https://arb.org.uk/wp-content/uploads/Application-Projected-Student-Data-Template-2024-05.xlsx) *for each of the first five years, including calculation method; list of other qualifications delivered by the school/department of architecture, and approximate total student numbers for each; CVs of key academic staff already in post – head of architecture (or equivalent), course and module leaders, and (where relevant) PSAs and professional examiners; schedule for appointment of FTE/salaried staff not yet in post (include in the overview of all staff); human resource allocation model; contingency plans for human resources in the event of disruption.* |
| **Derived question 4.1.1:** What staff will be in place to deliver the qualification? | **Evidence** (where applicable, specify the relevant pages/sections): |
| **Derived question 4.1.2:** How will the provider maintain staffing levels for the qualification?  | **Evidence** (where applicable, specify the relevant pages/sections): |
| **Derived question 4.1.3:** What risks has the provider identified relating to staffing (including external examiners), and what contingency measures are/will be in place to mitigate those risks? | **Evidence** (where applicable, specify the relevant pages/sections): |
| **Measure 4.2: Having in place procedures for selecting, inducting, supporting and appraising staff that will ensure the continued delivery of the Outcomes and compliance with these Standards.***Evidence expected: policies and procedures relating to staff induction and appraisal.* |
| **Derived question 4.2.1:** How are staff inducted and kept up-to-date with academic regulations and ARB requirements? | **Evidence** (where applicable, specify the relevant pages/sections): |
| **Derived question 4.2.2:** What staff appraisal scheme is/will be in place? | **Evidence** (where applicable, specify the relevant pages/sections): |
| **Measure 4.3: Having in place procedures for selecting, inducting and training external examiners that will provide assurance as to the delivery of the Outcomes and compliance with these Standards.***Evidence expected: external examiner appointment criteria and procedures, including induction (refer to* [*Standard 4.3*](https://arb.org.uk/information-for-schools-of-architecture/accreditation-handbook/standards-for-learning-providers/)*); external examiner role, responsibilities and terms of reference; nomination forms and dates of terms of external examiners (nomination forms of any already appointed, or a copy of the nomination form template if not yet appointed); external examiner report (template).* |
| **Derived question 4.3.1:** How many external examiners will be appointed for the qualification? | **Evidence** (where applicable, specify the relevant pages/sections): |
| **Derived question 4.3.2:** When will the external examiner(s) be appointed?*Dates of terms of external examiners already appointed and planned dates for terms of currently vacant posts can be included in the overview of all staff template.* | **Evidence** (where applicable, specify the relevant pages/sections): |
| **Derived question 4.3.3:** What will be the role, responsibilities and terms of reference of the external examiner(s)? | **Evidence** (where applicable, specify the relevant pages/sections): |
| **Derived question 4.3.4:** What mechanisms will be in place for external examiners to give feedback on the provision of information/material to enable them to fulfil their role? | **Evidence** (where applicable, specify the relevant pages/sections): |
| **Measure 4.4: Showing how educators will maintain their knowledge and skills related to architecture and pedagogy through continuing professional development.***Evidence expected: policies and procedures relating to staff CPD.* |
| **Derived question 4.4.1:** What mechanisms are/will be in place to ensure staff undertake CPD relevant to the delivery and assessment of architectural education? | **Evidence** (where applicable, specify the relevant pages/sections): |
| **Measure 4.5: Regularly reviewing staffing to ensure continued delivery of the Outcomes and compliance with these Standards.***Evidence expected: external examiner report (template); mechanisms for regular internal and external reviews (formal and/or informal) of staffing.* |
| **Derived question 4.5.1:** Does/will the provider have mechanisms to regularly review (formally and/or informally) staffing levels and expertise – what are these/what will these be? | **Evidence** (where applicable, specify the relevant pages/sections): |

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| **Standard 5: Teaching and Learning Resources** There are sufficient and appropriate teaching and learning resources to deliver and assess the Outcomes and compliance with these Standards. |
| **Measure 5.1: Having appropriate studio, teaching, digital and workshop resources available in a timely manner to deliver the Outcomes, commensurate with student numbers.***Evidence expected: information about studio, workshop, teaching and storage space and equipment; library facilities; IT and digital resources; projected student numbers for each of the first five years of delivery (as for Standard 4); list of other qualifications delivered by the school/department of architecture, and approximate total student numbers for each (as for Standard 4); teaching and learning resource allocation model; contingency plans for teaching and learning resources in the event of disruption or loss.* |
| **Derived question 5.1.1:** What physical and digital resources are/will be in place, and how has the provider determined that these will be appropriate (the resource allocation model)? | **Evidence** (where applicable, specify the relevant pages/sections): |
| **Derived question 5.1.2:** What risks has the provider identified in relation to its teaching and learning resources, and what contingency measures are/will be in place to respond to these in the event of disruption or loss?  | **Evidence** (where applicable, specify the relevant pages/sections): |
| **Measure 5.2: Ensuring equality of access to teaching and learning resources for all students.***Evidence expected: policies and/or procedures relating to student access to resources (including any adjustments and/or additional support that will be available).* |
| **Derived question 5.2.1:** How will the provider ensure that students are not disadvantaged by technological, environmental or other factors? | **Evidence** (where applicable, specify the relevant pages/sections): |
| **Derived question 5.2.2:** How will staff and students be made aware of this? | **Evidence** (where applicable, specify the relevant pages/sections): |
| **Measure 5.3: Regularly reviewing their teaching and learning resources and processes to ensure continued delivery of the Outcomes and compliance with these Standards.***Evidence expected: teaching and learning resource allocation model; contingency plans for teaching and learning resources in the event of disruption or loss; mechanisms for regular internal and external reviews (formal and/or informal) of teaching and learning resources.* |
| **Derived question 5.3.1:** Does/will the provider have mechanisms to regularly review (formally and/or informally) its provision of teaching and learning resources – what are these/what will these be? | **Evidence** (where applicable, specify the relevant pages/sections): |

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| **Standard 6: Student Support** Students are provided with a safe and supportive learning environment which enables them to achieve the Outcomes and prepares them to practise as an architect. |
| **Measure 6.1: Having policies, procedures and resources that ensure timely access to student support in relation to:****a. Discrimination****b. Bullying and harassment****c. Pastoral care****d. Academic support***Evidence expected: policy, procedures and resources relating to discrimination and to bullying and harassment; pastoral care provision for students; academic support for students.* |
| **Derived question 6.1.1:** What policies and procedures are/will be in place in relation to discrimination, and bullying and harassment, and how will students be made aware of these? | **Evidence** (where applicable, specify the relevant pages/sections): |
| **Derived question 6.1.2:** What pastoral care and academic support is/will be available to students, and how will students be made aware of this?  | **Evidence** (where applicable, specify the relevant pages/sections): |
| **Measure 6.2: Ensuring that students have access to guidance and support to access work-based learning where it is a requirement of the qualification.***Evidence expected: policy and procedure for work-based learning (where relevant).* |
| **Derived question 6.2.1:** Where relevant, provide a brief summary of the nature of any work-based learning.*To include location and duration of placement(s), when during the qualification they will take place, how placement(s) are set up, how students apply for/are allocated to placement(s) etc.* | **Evidence** (where applicable, specify the relevant pages/sections): |
| **Derived question 6.2.2:** What will the provider’s and employer’s commitments be during the period(s) that students will be in the workplace? | **Evidence** (where applicable, specify the relevant pages/sections): |
| **Derived question 6.2.3:** How will the provider monitor those placements? | **Evidence** (where applicable, specify the relevant pages/sections): |
| **Measure 6.3: Having systems in place to identify and support students whose performance or progress causes concern.***Evidence expected: policy and procedures for monitoring and analysis of student progression; approach to addressing student under-performance; support for students whose performance or progress causes concern.* |
| **Derived question 6.3.1:** How will the provider monitor and analyse student progression to identify trends and contributory factors affecting achievement? | **Evidence** (where applicable, specify the relevant pages/sections): |
| **Derived question 6.3.2:** What strategies will be in place to identify and support students at risk of under-performance? | **Evidence** (where applicable, specify the relevant pages/sections): |
| **Measure 6.4: Providing accurate information to applicants and students on how to become an architect.***Evidence expected: information for applicants and students regarding ARB registration requirements.* |
| **Derived question 6.4.1:** What information is/will be provided to prospective students and to enrolled students on the requirements to join the UK Register of Architects? | **Evidence** (where applicable, specify the relevant pages/sections): |

1. **Any other information**

Please include below details of any additional information relevant to the application and that is **not already covered elsewhere in this form**.

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1. **Stage 3 submission checklist**

This Stage 3 form must be completed and submitted with the material listed below – see the [Standards](https://arbuk1997stg.wpengine.com/information-for-schools-of-architecture/accreditation-handbook/standards-for-learning-providers/) section of the Handbook for further details. Each individual document must be under 20MB in size, clearly labelled and can be submitted in its original format (documents do not typically need to be converted into a particular format, such as PDFs). All documents must be submitted together in one consignment to Qualifications@arb.org.uk. The provider will not be able to amend or add to the application unless permitted by ARB, or further explanations and/or material are requested by ARB.

| **Expected evidence***See the* [*Standards*](https://arbuk1997stg.wpengine.com/information-for-schools-of-architecture/accreditation-handbook/standards-for-learning-providers/) *section of the Handbook for further details.* | **Check if included** | **Notes, including reasons if not included**  |
| --- | --- | --- |
| Internal validation report | [ ]  |  |
| Confirmation of final internal approval following compliance with any internal validation conditions | [ ]  |  |
| Programme specification | [ ]  |  |
| Module descriptors | [ ]  |  |
| Qualification structure diagram, showing where the modules are taken in relation to one another | [ ]  |  |
| [Mapping document](https://arb.org.uk/wp-content/uploads/Competency-Outcomes-Mapping-Template-2024-04.xlsx) showing where the Outcomes are met | [ ]  |  |
| Details of mechanisms for regular internal and external reviews (formal and/or informal) of the qualification, assessments, staffing, and teaching and learning resources | [ ]  |  |
| External examiner report (template) | [ ]  |  |
| External examiner handbook | [ ]  |  |
| Grade descriptors | [ ]  |  |
| Copy of the certificate that will be awarded to successful graduates*See details about the title, certificate and provider’s responsibilities at* [*Standard 2.1*](https://arb.org.uk/information-for-schools-of-architecture/accreditation-handbook/standards-for-learning-providers/). | [ ]  |  |
| Quality assurance processes/quality handbook | [ ]  |  |
| Assessment regulations and procedures | [ ]  |  |
| Contingency plans for assessments in the event of disruption | [ ]  |  |
| Compensation and condonement policy and procedure*Not permitted for any module that will assess ARB’s Outcomes to passing standard.* | [ ]  |  |
| Study abroad and placement year policy and procedures (where relevant) | [ ]  |  |
| Policy and procedures for monitoring and approving practice experience (where relevant) | [ ]  |  |
| Governance structure diagram(s) | [ ]  |  |
| Equality, diversity and inclusion (EDI) policy/strategy and procedures | [ ]  |  |
| Policies and procedures relating to reasonable adjustments (staff and students) and students’ extenuating circumstances | [ ]  |  |
| Staff and external examiner responsibilities, training and reporting mechanisms in relation to EDI | [ ]  |  |
| Mechanisms for gathering staff, student and stakeholder feedback to inform policies, systems or processes | [ ]  |  |
| Means for concerns about the provider’s compliance with the Standards to be reported and acted upon | [ ]  |  |
| Collection and analysis of applicant and enrolled student protected characteristics, and approach to addressing policies and procedures that disadvantage students based on protected characteristics | [ ]  |  |
| Admissions requirements, policy and rationale | [ ]  |  |
| Advanced/direct entry policy and procedure | [ ]  |  |
| [Overview of all staff](https://arb.org.uk/wp-content/uploads/Application-Staff-List-Template-2024-05.xlsx) that will be involved in delivering, assessing and supporting the qualification | [ ]  |  |
| Projected staff numbers for each of the first five years of delivery*High-level summary of planned staff numbers.* | [ ]  |  |
| [Projected student numbers and staff to student ratio (SSR)](https://arb.org.uk/wp-content/uploads/Application-Projected-Student-Data-Template-2024-05.xlsx) for each of the first five years | [ ]  |  |
| List of other qualifications delivered by the school/department of architecture, and approximate total student numbers for each | [ ]  |  |
| CVs of key academic staff and (where relevant) professional examiners already appointed | [ ]  |  |
| Schedule for appointment of FTE/salaried staff not yet in post | [ ]  |  |
| Human resource allocation model | [ ]  |  |
| Contingency plans for human resources in the event of disruption | [ ]  |  |
| Policies and procedures relating to staff induction, appraisal, and continuing professional development (CPD) | [ ]  |  |
| External examiner appointment criteria and procedures, including induction | [ ]  |  |
| External examiner role, responsibilities and terms of reference | [ ]  |  |
| Nomination forms and dates of terms of external examiners | [ ]  |  |
| Overview of the physical and digital resources that will be in place*Studio, workshop, teaching and storage space and equipment; library facilities; IT and digital resources* | [ ]  |  |
| Teaching and learning resource allocation model | [ ]  |  |
| Contingency plans for teaching and learning resources in the event of disruption or loss | [ ]  |  |
| Policies and/or procedures relating to student access to resources | [ ]  |  |
| Policy, procedures and resources relating to discrimination | [ ]  |  |
| Policy, procedures and resources relating to bullying and harassment | [ ]  |  |
| Pastoral care and academic support provision for students | [ ]  |  |
| Policy and procedure relating to work-based learning (where relevant) | [ ]  |  |
| Monitoring and analysis of student progression | [ ]  |  |
| Approach to addressing student under-performance | [ ]  |  |
| Information for applicants and students regarding ARB registration requirements | [ ]  |  |

1. **Declaration of interests**

If it is believed that any [Accreditation Committee member](https://arb.org.uk/information-for-schools-of-architecture/the-accreditation-committee/) or Visitor has or may be perceived to have an interest, please provide the details and dates below. State any current and recent conflicts/potential conflicts (including any connections that have ceased within the last two years). Add rows if necessary. Please state ‘N/A’ if no interests exist.

|  |  |
| --- | --- |
| **Name of Accreditation Committee member (AC)/Visitor**  | **Nature and dates of conflict/potential conflict of interest** *e.g. Part 2 external examiner, September 2025 – August 2028* |
| Select name |  |
| Select name |  |
| Select name |  |
| Select name |  |

1. **Application authorisation** **– two signatures required**

To be completed by the Head of Architecture (or equivalent; or other representative of the school/department of architecture if the Head of Architecture is not yet in post).

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| **I confirm that the information contained within this Stage 3 submission is complete, accurate, relevant, and up-to-date, and that the provider has approved this application for accreditation, its contents, and associated fees.****I confirm that no changes will be made by the provider to the proposed qualification or to the application for accreditation without prior discussion with and agreement from ARB between the date of the Stage 3 submission and the date on which the Accreditation Committee issues its decision.** |
| **Signed** |  |
| **Print name and position held** |  |
| **Date** |  |

To be completed by a duly authorised representative of the provider (from outside but with oversight of the school/department of architecture).

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| **I confirm that I have been informed of this application and ARB’s requirements for accreditation, and that the above signatory has been authorised to submit this application on behalf of the provider.** |
| **Signed** |  |
| **Print name and position held** |  |
| **Date** |  |