Course Specification

BA (Hons) Architecture

Programme Code: ARCHA

2020/21

Undergraduate Material Information
IMPORTANT INFORMATION FOR APPLICANTS

Version date: July 20

<u>Undergraduate Material Course Information Summary</u>

Revised Course Structure and Delivery Information for Academic Year 2020/21 in Response to Coronavirus Covid-19 and Associated Public Health England Guidance as at 3 July 2020

PART 1 of 2: Important General Information about Course Delivery for Leeds Beckett University Awards in 2020/21 (Information Specific to Your Course is Provided in PART 2)

Introduction

This document contains important information about Leeds Beckett University's planned approach to course delivery and assessment in 2020/21. It provides an update to the information previously available in our online prospectus. You should read this document carefully so that you are aware of any changes that affect your course.

Information is provided in two parts:

The University is informed by Public Health England (PHE) Covid-19 advice and guidance for maintaining a Covid-secure learning and working environment. We have made arrangements to continue to provide a high-quality educational experience in a way that protects the safety and wellbeing of both students and staff. We are engaging closely with Leeds Beckett Students' Union to inform the arrangements and will also be informed by feedback provided by our individual students.

Public Health England guidance continues to evolve, so the arrangements for delivery of your course and use of the campus may need to change during the academic year to continue to protect students and staff.

The taught content advertised at each level of study, or its equivalent, will be delivered across the academic year 2020/21. We have identified an appropriate mix of blended learning – a mix of face-to-face, on-campus, online and digital content and teaching and learning for each subject, reflecting what will maximise learning as well as supporting more vulnerable learners and enabling the university as a whole to minimise transmission risk.

Covid-19 social distancing measures will be implemented during 2020/21 for teaching, learning, assessment and student support.

In the event of further government lockdowns, either local or national, we will prioritise digital and online learning and support to enable students to continue with their studies.

If there is an easing of Covid-19 restrictions, we will continue to provide blended delivery for teaching block 1 or semester 1 in 2020/21. We will keep teaching blocks 2 and 3 or semester 2 under review, informed by Public Health England advice. We may revert to different proportions of on-campus learning and online learning delivery later in the academic calendar year or a later teaching block. Learning will remain accessible for students who are unable to attend on campus sessions.

How we will communicate with you

We have sent information to applicants who have accepted an offer by email on the plans for delivery of your course in 2020/21, the academic calendar (teaching block delivery or alternative) applicable for your course and on the options available to you as a prospective student, to enable you to make informed choices.

As the situation evolves, further information on local course delivery arrangements will be provided to you in emails from your School.

In addition to the course specific information set out in this document and the above communications, the University's Covid-19 microsite contains information for students and applicants, including information relating to University accommodation and University facilities and services. The Covid-19 microsite is regularly reviewed and updated as the situation, advice and planning evolve and is available at: https://www.leedsbeckett.ac.uk/COVID19/#tabplaceholder2.

Key terms and conditions

Further important information for applicants and students is available on our web site: https://www.leedsbeckett.ac.uk/information-for-applicants-and-students/ . This includes information about the student contract, fees and funding, your rights of cancellation, the student protection plan and the University complaints process. It is essential that you read the information on this webpage carefully as it sets out the rights and obligations that will

form the contract between you and the University upon accepting an offer and information about how to make a complaint.

Start dates

Our academic year will begin at the normal time. Start dates will be notified to direct applicants via their offer letter or for UCAS applicants, via UCAS Track. The length of the course is confirmed in the information about your course in Part 2 of this document below.

Location of delivery

In academic year 2020/21, it is planned that your course will be delivered via a blend of online and digital learning and on-campus teaching and learning, with the necessary Covid-19 social distancing and other measures in place on campus informed by Public Health England advice and guidance.

Information on how blended teaching and learning will be delivered and the location of any on-campus delivery is provided in a subsequent section of this document entitled '**Teaching and Learning Activities'**.

Information on the delivery of placements and other off-campus learning opportunities is provided in a subsequent section of this document entitled '**Placements and Other Off-Campus Learning Opportunities'**

Course Fees

Your course fee is stated in your offer letter. The course fee published for 2020/21 on the University's Online Prospectus and included in your offer letter has not changed. Other additional costs remain as published on our original Online Prospectus information in addition to the areas of costs outlined below.

The course will be delivered via a blended approach that includes online teaching and learning, digital learning and on campus sessions. If a further lockdown is necessary then delivery will be continued and supported via online and digital learning. Students are advised that they will need a personal digital device for this purpose. The University's wide range of student support services available for students also includes a laptop loans scheme. Students may wish to bring an existing personal device or purchase or lease a laptop or similar device for their personal use which would be an additional cost. The costs of this would vary depending on your individual requirements but can be in the region of £400-800 depending on the device.

The University is developing a means-tested Covid-19 Financial Assistance Package to support students to acquire a laptop should this be needed. Students may also apply for a living expenses fund for unexpected personal hardship as a result of the Covid-19 Crisis.

Students will need to follow the Public Health England advice and any specific national requirements for maintaining personal safety and hygiene to protect themselves and others from the Covid-19 risks. These personal safety measures such as the wearing of face coverings will be an additional cost that students need to consider.

Where PPE is an essential requirement for the nature of the course you are undertaking this will be detailed below.

Timetable Information

This course will be scheduled using a teaching block/semester-based delivery and will be specified in timetable information.
The 2020/21 academic calendar and term dates are available on our web site at:
https://www.leedsbeckett.ac.uk/-/media/files/academic-calendars/2021-student-calendar-sept.pdf?la=en

The academic year 2020/21 will start on the dates notified to you.

Taught sessions will normally be scheduled and included in your timetable. This will include on-campus sessions that you should attend. In 2020/21, depending on your course, this may also include scheduled online teaching and learning sessions where student engagement is required at a specified time and tutor pre-recorded lectures and scheduled discussion sessions. Module information will be made available online by the school for enrolled students.

Timetables will be made available to students during induction week via:

1. The Student Portal (MyBeckett)
2. The Leeds Beckett app

You should discuss any difficulties relating to your engagement with timetabled sessions with your Course Administrator.

Policies, Standards and Regulations (www.leedsbeckett.ac.uk/public-information)

Covid-19 social distancing measures will be in place for teaching, learning, assessment and student support in 2020/21. This means that there will be operational requirements and protocols in place for the way in which your course is delivered and the way in which University activities, facilities, and spaces operate which students and staff will need to follow.

In the event of further government lockdowns either local or national in response to Covid-19, we will prioritise digital and online learning and support to enable students to continue

with their studies. We may need to implement approved emergency Covid-19 pandemic academic regulations to take account of the impact of Covid-19 general extenuating circumstances.

Professional Accreditation or Recognition Associated with the Course

We will prioritise face-to-face teaching and practical teaching to meet any requirements of relevant professional, statutory and regulatory bodies (PSRB) if your course includes these elements. This will ensure that your course retains its full professional status.

Specific information on applicable professional statutory or regulatory body recognition or requirements for your course is summarised below.

Teaching and Learning Activities

The way we will deliver this course and teaching, learning and assessment activities in 2020/21 will be informed by Public Health England advice and guidance on Covid-19 secure requirements and the need for social distancing for the protection of students and staff.

You will experience a blended approach to learning for 2020/21; this is a mix of face-to-face, on campus online, and digital content, teaching and learning.

We are working within the government 2 metre social distancing measures for Teaching Block 1 so we are not planning to deliver large-group teaching on campus throughout 2020/2021. This will ensure that maximum space will be available for small-group teaching.

In most cases, the taught content will also be available online so you can still access it if you are not able to attend campus due to the pandemic (for example, due to self-isolation, shielding or travel restrictions). There will be digital content and recorded lectures available online to support students who may be unable to travel to campus. In some circumstances, other formal taught sessions may also be recorded.

In the event of a further government lockdown in response to Covid-19, we will prioritise digital and online learning and support to enable students to continue with their studies and study towards achieving any specified professional statutory and regulatory body accreditation requirements where this applies.

If there is an easing of Covid-19 restrictions, we will continue to provide blended delivery for teaching block 1 or semester 1 in 2020/21. We will keep teaching blocks 2 and 3 or semester 2 under review, informed by Public Health England advice (see Introduction section above).

Further information on local course delivery arrangements will continue to be available from your School.

Students will be kept up to date with new information when this is available via this University web site.

Learning Support

Our approach to delivering student support in 2020/21

Given the planned social distancing measures in place on campus for 2020/21 to ensure safe delivery of services for students and staff, some of the arrangements for student support will be accessible online.

We are committed to ensuring you continue to have opportunities to access the learning and wellbeing support that you need over the forthcoming year. General learning spaces, including access to libraries, will be available to be booked online; and where specialist space is needed, this will either be provided: as normal; created in newly adapted spaces; or replicated as part of an enhanced suite of online resources.

We want to provide a safe environment for students and staff, so on-campus delivery of student support services will be limited. This may mean that campus-based school offices will operate within defined core office hours. However, full access to advice, learning support and specialist services will be delivered via telephone, email, video calls and online live chat. The Students' Union will also be implementing social distancing arrangements for student advice services.

Access to Library support in 2020/21

The Library offers access to thousands of resources via MyBeckett or the Library website (http://libguides.leedsbeckett.ac.uk/home) which also provides full details of all our services.

In response to Covid-19, and the need for social distancing for the protection of students and staff, the libraries will be available via a booking system in 2020/21 for students to study, access PCs and laptops, printer/ copiers, and other equipment, and to use the books and journals.

The Library and Student IT Advice Service is available by online chat, email or phone, and provides support on using the University's online and digital services, finding information, borrowing, Office 365, MyBeckett, online meetings, saving your work, passwords, etc.
- online (including 24/7 chat): http://libguides.leedsbeckett.ac.uk/contact_us
- by phone - 0113 812 1000 (24/7 IT support)

The Library Academic Support Team can help you develop your academic skills such as critical thinking, academic writing and analysing data, and research skills such as how to find, use and evaluate information for your studies. The team liaises with your lecturers to provide the information resources you need for your subject and to arrange academic skills sessions to support you in your studies. They also have a wide range of short tutorials

available on the Library's YouTube channel:
https://www.youtube.com/channel/UCFFd5u75zmy00EnkM9F2zPQ

Support from your School

If you have a question or a problem relating to your course, your Course Administrator is there to help you. Course Administrators work closely with academic staff and can make referrals to teaching staff or to university specialist support services as appropriate. They can also arrange for a confirmation of attendance letter, and a transcript on your behalf. You may also like to contact your Course Representative or the Students' Union Advice team for additional support with course related questions.

Student Advice and Support

If you have any questions about life at our University in general, you may contact the Student Advice Hub to speak to one of our Student Services Advisers. This team, consisting of recent graduates, are able to support you throughout your time here. They will make sure you have access to and are aware of the support, specialist services, and opportunities our University provides. Our Student Advice Hub will be operating via live chat, video, telephone and email services. Telephone lines - 0113 812 3000 will open as usual 09.00-17.00 Mon-Fri. You can book an appointment via telephone or online video chat with an adviser via the link at: https://www.leedsbeckett.ac.uk/studenthub/student-experience-team/. This is where contact details for all specialist support services can also be found. You can also email the team at studentadvicehub@leedsbeckett.ac.uk.

Range of Support Services Available

There is a range of support for disabled or vulnerable students. Any student with a disability, who may or may not have declared this to the University and wishes to discuss their learning support for the year ahead or their status as a Covid-19 extremely vulnerable person, should contact their Disability Adviser for their School who is based in Student Services to discuss their support needs in the first instance. The service contact details are disabilityadvice@leedsbeckett.ac.uk or telephone 0113 812 5831. Students who are classed at Covid-19 Extremely Vulnerable (i.e. you have received a Shielding Letter from the NHS) but who do not regard themselves as disabled, and have not registered with the Disability Team, should discuss any support arrangements they may need, directly with their Course Director and if resident in halls, their Residential Life Team.

Once enrolled, you will have access to our virtual learning environment, MyBeckett. Within this system you will see two tabs (Support and Opportunities) where you can find online information and resources for yourselves. The Support tab gives you access to details of services available to give you academic and personal support. These include Library Services, the Students' Union, Money advice, Disability advice and support, Wellbeing, International Student Services and Accommodation. There is also an A-Z of Support Services, and access to online appointments/registration. The Opportunities tab is the place to explore the options you have for jobs, work placements, volunteering, and a wide range of other opportunities. For example, you can find out here how to get help with your CV, prepare for

an interview, get a part-time job or voluntary role, take part in an international project, or join societies closer to home.

You can also access details of all University student support teams at our web A-Z of Services. This can be found at https://www.leedsbeckett.ac.uk/studenthub/student-support/. Here you can obtain further information including service contact details, access self-help resources or book an appointment with a range of support services.

In order to provide you with information on student services support in 2020/21 in response to the changing Covid-19 position, updated information will be provided on our University Covid-19 microsite.

Part 2: Important Information Specific to BA (Hons) Architecture for 2020/21

Award	Bachelor of Arts with Honours Architecture
Contained Awards	Bachelor of Arts in Architecture
	Diploma of Higher Education in Architecture
	Certificate of Higher Education in Architecture
Awarding Body	Leeds Beckett University
Level of Qualification & Credits	Level 6 of the Framework for Higher Education Qualifications, with 120 credit points at each of Levels 4, 5 and 6 of the UK Credit Framework for Higher Education (360 credits in total).

Course Lengths & Standard Timescales

The standard start date for Leeds Beckett University induction week is reproduced below and relates to the majority of students starting a course in September 2019. A proportion of courses have alternate start dates which are displayed on the online prospectus and additionally will be notified to the students concerned via the offer letter. Non-September starters will also have their start dates confirmed in their offer letters.

- 3 years (full time, campus based)

  Starts 21st September 2020/ Ends June 2023

- 6 years (part time, campus based)

  Starts 21st September 2020/ Ends June 2026

For more information about part-time delivery contact your school

Timetable Information

This course will be taught via teaching block delivery. Details of on campus and other scheduled sessions will be confirmed in your timetable.

Further information on learning and teaching activities and your modules is provided in a later section of this document.

Placements and Other Off-Campus Learning Opportunities

Summary	You may be required to attend site visits as part of your design studio activities. Any such activities will be informed by Public Health England advice and guidance on Covid-19 secure requirements and the need for social distancing for the protection of students and staff. Where you are unable to attend alternative arrangements will be made for you.
Length	Supervised design studio site visits usually last for a period no more than a day.
Location	The location of site visits will vary depending upon the year of study and the project being undertaken.

Policies, Standards and Regulations (www.leedsbeckett.ac.uk/public-information)

Key Contacts

Your Course Director   Dr Claire Hannibal

Your Academic Advisor   An Academic Advisor will be allocated to you at induction

Your Course Administrator   Andrew Collings - ArchitectureAdmins@leedsbeckett.ac.uk

Professional Accreditation or Recognition Associated with the Course

Professional Body   Architects Registration Board (ARB)
                            Royal Institute of British Architects (RIBA)

On completion of the BA(Hons) programme students will have achieved RIBA Part 1; after completion of a subsequent Master of Architecture (March) qualification, students will have achieved RIBA Part 2; after the Architectural Professional Practice students will have achieved RIBA Part 3. On successful completion of Part 3 students are eligible to register as an architect with ARB, allowing them to work as an architect in the UK. They can also elect to become a chartered member of the RIBA.

Course Overview:

Aims

The aims of the programme are to:
Provide an education that stimulates academic achievement and personal initiative, and acquisition of the ARB/RIBA Part 1 professionally recognised qualification. It provides a basis for further postgraduate study in architecture leading to future qualification as an architect, or for further academic study in architecture or a career in an alternate discipline.

The principal course aim is to offer a high quality, creative design education as a basis for qualification and practice as an architect whilst fulfilling Part 1 requirements for Architects Registration Board (ARB) Prescription and Royal Institute of British Architects (RIBA) Validation.

The programme of studies seeks to develop and explore values, knowledge, skills and techniques appropriate to the development of creative, responsive professional architects.

Course Learning Outcomes

Course learning outcomes have been mapped against:

- The eleven professional education objectives set out in the EU Professional Qualifications Directive 2005 (Directive 2005/36/EC of the European Parliament and the Council for the Recognition of Professional Qualifications, article 46 1a-k);

- Current Architects Registration Board Criteria for Prescription of Qualifications for Part 1 programmes in Architecture and;

- Current Royal Institute of British Architects Validation Criteria for Part 1 programmes in Architecture.

- Quality Assurance Agency (QAA) Subject Benchmark in Architecture. For the Part 1 qualification these Learning Outcomes are embedded within the ARB/RIBA criteria for qualification prescription and programme validation and are identified as the General Criteria and the General Attributes.

At level 4 students should have a clear knowledge of conceptual principles relating to architecture and understand how ideas can be interpreted, in order to support developing lines of argument within their work. In addition, students should be able to evaluate appropriate solutions to problem solving and communicate their arguments in a structured manner.

Level 5 students should demonstrate a critical understanding of the key principles of architecture and their underlying concepts, as well as the ability to apply this knowledge more widely. As such students will have learned to evaluate the appropriateness of different approaches to solving problems. Students should also be able to use a range of established techniques to initiate and undertake the critical analysis of information in order to propose appropriate solutions to problems. Issues of personal responsibility and decision-making should be clearly demonstrated.

At level 6 students will have developed a systematic understanding of key issues relating to architecture and have developed analytical techniques and problem-solving skills, which are effectively applied and communicated to both specialist and non-specialist audiences. In addition, students will be able to devise and critically evaluate arguments substantiated by primary research, be able to identify appropriate solutions to identified problems and make complex decisions. Successful completion of level 6 equips students with the learning ability needed to undertake further postgraduate training including the ARB/RIBA Part 2 qualification in architecture.

Teaching and Learning Activities and Your Modules

Summary

Students will be engaged via a range of different teaching methods whilst studying on the BA (Hons) Architecture course. We plan to deliver all non-studio modules online (Architectural Context, Architectural Technology and Professional Studies) whilst the delivery of design modules (Architectural Design) will, wherever possible, be provided via a combination of on-campus face-to-face group activities (with appropriate social distancing measures) and online learning. This approach will be reviewed in each teaching block to best respond to updated Covid-19 guidance regarding social distancing measures.

The Learning and Teaching Strategies are formulated to give support, structure and coherence to the programme in developing the requisite professional skills and competencies at ARB/RIBA Part 1 level, and to provide students with opportunities for personal and academic growth in a responsive learning environment. At all three levels of the undergraduate course the lectures in Technology, Context and Professional Studies relate in whole or in part to the Architectural Design studio programme.

Design projects set within Architectural Design modules formally link and integrate with the other specialist subject modules in the curriculum as pre-requisites or co-requisites, as appropriate for contributing to the development of an integrated 'holistic' design approach. Alternatively, a student's design approach within their Architectural Design projects may independently draw on and integrate knowledge, skills and understanding gained in one or more of the subject modules studied.

All module delivery will take place over three 10 week teaching blocks. For all levels module weightings and assessment requirements remain unchanged as a result of Covid-19.

Level 4
At level 4 students should have a clear knowledge of conceptual principles relating to architecture and understand how ideas can be interpreted, in order to support developing lines of argument within their work. In addition, students should be able to evaluate appropriate solutions to problem solving and communicate their arguments in a structured manner.

Teaching Block 1	Core (Y/N)
DC1 Design Communication	Y
AD1.1 Architectural Design	Y
AC1.1 Architectural Context	Y
AT1.1 Architectural Technology	Y
Teaching Block 2	**Core (Y/N)**
AD1.1 Architectural Design	Y
AD1.2 Architectural Design	Y
AC1.2 Architectural Context	Y
AT1.1 Architectural Technology	Y
AT1.2 Architectural Technology	Y
Teaching Block 3	**Core (Y/N)**
AD1.2 Architectural Design	Y
AT1.2 Architectural technology	Y

Level 5 Core Modules (2021/22 for FT students and 2022/23 and 2023/24 for standard PT students)

DC2 Design Communication

AD2.1 Architectural Design

AD2.2 Architectural Design

AC2.1 Architectural Context

AC2.2 Architectural Context

AT2.1 Architectural Technology

AT2.2 Architectural Technology

Level 6 Core Modules (2022/23 for FT students and 2024/25 and 2025/26 for standard PT students)

AD3.1 Architectural Design

AD3.2 Architectural Design

AC3 Architectural Context

AT3.1 Architectural Technology

AT3.2 Architectural Technology

PS1 Professional Studies

Assessment Balance and Scheduled Learning and Teaching Activities by Level

The BA (Hons) Architecture course is professionally validated and all modules are mapped against the learning outcomes of our regulatory bodies. All modules are core and the assessment balance and overall workload are programmed to ensure an even distribution of delivery and assessment across all three terms.

The assessment balance and overall workload associated with this course are calculated from the core modules. They have been reviewed and confirmed by the Course Director.

A standard 15 credit module equates to 150 notional learning hours, which may be comprised of teaching, learning and assessment and independent study. Modules may have more than 1 component of assessment.

Level 4 is assessed by 100% coursework with no examinations and no practical sessions.

Level 5 is assessed by 100% coursework with no examinations and no practical sessions.

Level 6 is assessed by 100% coursework with no examinations and no practical sessions.

Overall Workload	Level 4	Level 5	Level 6
Teaching, Learning and Assessment	388 hours	349 hours	367 hours
Independent Study	812 hours	851 hours	833 hours
Placement	-	-	-

Learning Support Arrangements

Students will be able to access the university learning support team and will be able to access online and onsite resources and facilities. Students on this course will have access to specialist resources and this will be communicated during induction.

Students will also be designated and Academic Advisor and/or Personal Tutor. Your Academic Advisor/Tutor will be the first port of call for all issues relating to your learning experience and will be able to offer advice and support relating to your studies.

Given the planned social distancing measures in place on campus for the 2020/21 academic year we need to ensure the safe delivery of services for students and staff, which means that some of the arrangements for student support will be online. This may mean that campus-based offices will operate within defined core office hours and access to advice and specialist support services will continue to be delivered online. The Students' Union will also be implementing social distancing arrangements for student advice services.

Where modules are delivered within the design studio you will be required to adhere to strict social distancing measures, with equipment positioned to maximise student access under safe distances. We will be working within maximum group ratios of 1 member of staff to 15 students for face-to-face teaching, and where more than one teaching group is scheduled within a single timetabled session, they will be distributed appropriately within both the 5th and 6th floor architecture studios. Due to the need to share socially distanced teaching spaces students will not be able to individually claim permanent working spaces. We advise that you bring appropriate PPE to those sessions that are delivered face to face.

Social distancing and PPE are required to be adhered to in keeping with the government guidelines. These may include masks, gloves, individual responsibility for cleaning workstations and one way systems around buildings. Students will be informed of the requirements and any changes via email.

Award & Title BA (Hons) Architecture

Information for Course Revalidation/ Professional Body Accreditation

A: Course Rationale and Philosophy

The course is designed and delivered in accordance with the prescription requirements of the Architects Registration Board (ARB) and the validation requirements of the Royal Institute of British Architects (RIBA).

The BA (Hons) Architecture course (Part 1) is mapped according to the 11 points that form a part of Article 46 of the Mutual Recognition of Professional Qualifications Directive [2005/36/EC]. The General Criteria are assessed and tested within the course content and delivery and are consistent with the requirements for qualifications for architects arising from the Directive.

B: Course Learning Outcomes

Course learning outcomes have been mapped against:

- The eleven professional education objectives set out in the EU Professional Qualifications Directive 2005 (Directive 2005/36/EC of the European Parliament and the Council for the Recognition of Professional Qualifications, article 46 1a-k);
- Current Architects Registration Board Criteria for Prescription of Qualifications for Part 1 programmes in Architecture and;
- Current Royal Institute of British Architects Validation Criteria for Part 1 programmes in Architecture.
- Quality Assurance Agency (QAA) Subject Benchmark in Architecture. For the Part 1 qualification these Learning Outcomes are embedded within the ARB/RIBA criteria for qualification prescription and programme validation and are identified as the General Criteria and the General Attributes.

The General Criteria at Part 1 and Part 2 are:

Ability to create architectural designs that satisfy both aesthetic and technical requirements (GC1).
- Prepare and present building design projects of diverse scale, complexity, and type in a variety of contexts, using a range of media, and in response to a brief **(GC1.1)**
- Understand the constructional and structural systems, the environmental strategies and the regulatory requirements that apply to the design and construction of a comprehensive design project **(GC1.2)**
- Develop a conceptual and critical approach to architectural design that integrates and satisfies the aesthetic aspects of a building and the technical requirements of its construction and the needs of the user **(GC1.3)**

Knowledge of the histories and theories of architecture and the related arts, technologies and human sciences (GC2)
- The cultural, social and intellectual histories, theories and technologies that influence the design of buildings **(GC2.1)**
- The influence of history and theory on the spatial, social, and technological aspects of architecture **(GC2.2)**
- The application of appropriate theoretical concepts to studio design projects, demonstrating a reflective and critical approach **(GC2.3)**

Knowledge of the fine arts as an influence on the quality of architectural design (GC3):
- How the theories, practices and technologies of the arts influence architectural design **(GC3.1)**
- The creative application of the fine arts and their relevance and impact on architecture **(GC3.2)**
- The creative application of such work to studio design projects, in terms of their conceptualisation and representation **(GC3.3)**

Knowledge of urban design, planning and the skills involved in the planning process (GC4);
- Theories of urban design and the planning of communities **(GC4.1)**
- The influence of the design and development of cities, past and present, on the contemporary built environment (**GC4.2)**
- Current planning policy and development control legislation, including social, environmental and economic aspects, and the relevance of these to design development (**GC4.3)**

Understanding of the relationship between people and buildings, and between buildings and their environment, and the need to relate buildings and the spaces between them to human needs and scale (GC5);
- The needs and aspirations of building users **(GC5.1)**
- The impact of buildings on the environment, and the precepts of sustainable design **(GC5.2)**
- The way in which buildings fit into their local context **(GC5.3)**

Understanding of the profession of architecture and the role of the architect in society, in particular in preparing briefs that take account of social factors (GC6);
- The nature of professionalism and the duties and responsibilities of architects to clients, building users, constructors, co-professionals and the wider society
- **(GC6.1)**
- The role of the architect within the design team and construction industry, recognising the importance of current methods and trends in the construction of the built environment **(GC6.2)**
- The potential impact of building projects on existing and proposed communities **(GC6.3)**

Understanding of the methods of investigation and preparation of the brief for a design project (GC7);

- The need to critically review precedents relevant to the function, organisation and technological strategy of design proposals **(GC7.1)**
- The need to appraise and prepare building briefs of diverse scales and types, to define client and user requirements and their appropriateness to site and
- context **(GC7.2)**
- The contributions of architects and co-professionals to the formulation of the brief, and the methods of investigation used in its preparation **(GC7.3)**

Understanding of the structural design, constructional and engineering problems associated with building design (GC8);
- The investigation, critical appraisal and selection of alternative structural, constructional and material systems relevant to architectural design **(GC8.1)**
- Strategies for building construction, and ability to integrate knowledge of structural principles and construction techniques **(GC8.2)**
- The physical properties and characteristics of building materials, components and systems, and the environmental impact of specification choices **(GC8.3)**

Knowledge of physical problems and technologies and the function of buildings so as to provide them with internal conditions of comfort and protection against the climate (GC9);
- Principles associated with designing optimum visual, thermal and acoustic environments **(GC9.1)**
- Systems for environmental comfort realised within relevant precepts of sustainable design **(GC9.2)**
- Strategies for building services, and ability to integrate these in a design project **(GC9.3)**

The necessary design skills to meet building users' requirements within the constraints imposed by cost factors and building regulations (GC10).
- Critically examine the financial factors implied in varying building types, constructional systems, and specification choices, and the impact of these on architectural design **(GC10.1)**
- Understand the cost control mechanisms which operate during the development of a project **(GC10.2)**
- Prepare designs that will meet building users' requirements and comply with UK legislation, appropriate performance standards and health and safety requirements **(GC10.3)**

Adequate knowledge of the industries, organisations, regulations and procedures involved in translating design concepts into buildings and integrating plans into overall planning (GC11).
- The fundamental legal, professional and statutory responsibilities of the architect, and the organisations, regulations and procedures involved in the negotiation and approval of architectural designs, including land law, development control, building regulations and health and safety legislation **(GC11.1)**
- The professional inter-relationships of individuals and organisations involved in procuring and delivering architectural projects, and how these are defined
- through contractual and organisational structures **(GC11.2)**

- The basic management theories and business principles related to running both an architect's practice and architectural projects, recognising current and emerging trends in the construction industry **(GC11.3)**

With regard to meeting the 11 points of the European Union Architects' Directive and the General Criteria; graduates of the BA (Hons) Architecture programme shall be required to demonstrate ARB/RIBA 'Graduate Attributes for Part One'.

- Ability to generate design proposals using understanding of a body of knowledge, some at the current boundaries of professional practice and the academic discipline of architecture **(GA1.1)**
- Ability to apply a range of communication methods and media to present design proposals clearly and effectively **(GA1.2)**
- Understanding of the alternative materials, processes and techniques that apply to architectural design and building construction **(GA1.3)**
- Ability to evaluate evidence, arguments and assumptions in order to make and present sound judgments within a structured discourse relating to architectural culture, theory and design **(GA1.4)**
- Knowledge of the context of the architect and the construction industry, and the professional qualities needed for decision making in complex and unpredictable circumstances **(GA1.5)**
- Ability to identify individual learning needs and understand the personal responsibility required for further professional education **(GA1.6)**

C: Level Learning Outcomes

Level	Learning Outcome
4	In line with the university's level learning outcomes, at Level 4 students must be able to use appropriate tools and techniques in order to develop and communicate their ideas. All core modules require students to demonstrate knowledge of key theories and principles and use learned theory, principles and techniques in order to address problems, evidenced in the 'design-based' studio and technology submissions and in written work submitted in architectural context. Reflection is an ongoing and developing process that considers the validity or appropriateness of ideas.
5	Students at level 5 develop skills in independent working and planning, framed within more open-ended design briefs. The importance of the analytic process is reinforced via exercises in all module areas, where students are required to examine and justify more complex situations via robust methodologies. In addition students are encouraged to develop their own emerging interests and personal standpoint within the design studios, where specialisms are encouraged according to staff research interests.

6	At level 6 students are required to work autonomously on a number of extended modules forming an integrated thesis that clearly defines their critical approach to architecture and involves research, evaluation and the application of key theories within their work. Problems should be identified and tackled using applied knowledge and integrated solutions that demonstrate a critical personal position relating to a key identified theme, where the relationship between theory and practice develops as an ongoing dialogue.

D: Course Structure

Level 4
At level 4 students must be able to use appropriate tools and techniques in order to develop and communicate their ideas. All core modules require students to demonstrate knowledge of key theories and principles and use learned theory, principles and techniques in order to address problems, evidenced in the 'design-based' studio and technology submissions and in written work submitted in architectural context. Reflection is an ongoing and developing process that considers the validity or appropriateness of ideas.

Teaching Block 1	
DC1 Design Communication	Core
AD1.1 Architectural Design	Core
AC1.1 Architectural Context	Core
AT1.1 Architectural Technology	Core
Teaching Block 2	
AD1.1 Architectural Design	Core
AD1.2 Architectural Design	Core
AC1.2 Architectural Context	Core
AT1.1 Architectural Technology	Core
AT1.2 Architectural Technology	Core
Teaching Block 3	

AD1.2 Architectural Design	Core
AT1.2 Architectural Technology	Core

Level 5

At level 5 Students develop skills in independent working and planning, framed within more open-ended design briefs. The importance of the analytic process is reinforced via exercises in all module areas, where students are required to examine and justify more complex situations via robust methodologies. In addition students are encouraged to develop their own emerging interests and personal standpoint within the design studios, where specialisms are encouraged according to staff research interests.

Teaching Block 1	
DC2 Design Communication	Core
AD2.1 Architectural Design	Core
AC2.1 Architectural Context	Core
AT2.1 Architectural Technology	Core
Teaching Block 2	
AD2.1 Architectural Design	Core
AD2.2 Architectural Design	Core
AC2.2 Architectural Context	Core
AT2.1 Architectural Technology	Core
AT2.2 Architectural Technology	Core
Teaching Block 3	
AD2.2 Architectural Design	Core
AT2.2 Architectural Technology	Core

Level 6

At level 6 students are required to work autonomously on a number of extended modules forming an integrated thesis that clearly defines their critical approach to architecture and

Level 6
involves research, evaluation and the application of key theories within their work. Problems should be identified and tackled using applied knowledge and integrated solutions that demonstrate a critical personal position relating to a key identified theme, where the relationship between theory and practice develops as an ongoing dialogue.

Teaching Block 1	
AD3.1 Architectural Design	Core
AC3 Architectural Context	Core
AT3.1 Architectural Technology	Core
Teaching Block 2	
AD3.1 Architectural Design	Core
AD3.2 Architectural Design	Core
AT3.2 Architectural Technology	Core
PS1 Professional Studies	Core
Teaching Block 3	
AD3.2 Architectural Design	Core
AT3.2 Architectural Technology	Core
PS1 Professional Studies	Core

E: Learning and Teaching

Learning and Teaching Approaches

The Learning and Teaching Strategies are formulated to give support, structure and coherence to the programme in developing the requisite professional skills and competencies at ARB/RIBA Part 1 level, and to provide students with opportunities for personal and academic growth in a responsive learning environment. Teaching and learning methods adopted by the course reflect a student-centred 'applied learning' approach with Design Studio modules as the main focus of activity. Design Studio is both a collective and individual learning and teaching activity relating to the problem-based projects taking place in the studio environment. At all three levels of the undergraduate course the lectures in Technology, Context and Professional Studies relate in whole or in part to the Architectural Design studio programme.

Design projects set within Architectural Design modules formally link and integrate with the other specialist subject modules in the curriculum as pre-requisites or co-requisites, as appropriate for contributing to the development of an integrated 'holistic' design approach. Alternatively, a student's design approach within their Architectural Design projects may independently draw on and integrate knowledge, skills and understanding gained in one or more of the subject modules studied.

Design Studio
DC1, DC2, AD1.1, AD1.2, DC2, AD2.1, AD2.2, AD3.1, AD3.2
Architectural Design and Design Communication modules provide an integrated, problem-based learning environment. The principal method in all design-based modules centres on design practice where programmes are researched and design is learned through self-directed exploration supported by individual and group tuition. Students undertake problem-based projects and designs on an individual or group basis.

The Learning and Teaching Strategies of Architectural Design and Design Communication modules within the studio can be summarised as;
- the element of self-direction in project-based design develops independent thinking and encourages critical judgement
- design ideas and learning is progressed by reasoning that is subject to peer group discussion, tutorial support and feedback
- design projects that invite innovative solutions to challenge and extend students
- the developmental process and progression through the course is addressed with design problems of increasing scale, complexity and integration

Key aspects of these modules are:
- atmosphere and interaction between the peer group
- studio and online activities as a place of exploration, experiment and discussion
- studio integration with subject modules
- opportunity for joint projects with cognate disciplines

The design module programmes are delivered via a system of tutor-led groups and as students progress to levels 5 and 6 this system offers a choice of projects and different approaches to design, promoting specialisms according to student's developing interests. All groups have the same module learning outcomes defined by the module specification and each tutor group explores the full range of issues which impact on the design process but start from different frames of interest.

Studio tuition aims to develop students' critical response in relation to the design and contextual approach to the brief. Tuition is undertaken on both an individual and group basis. Discussion between students is encouraged to enable cross-learning.

An emphasis is placed on small group and individual tuition, as appropriate, in order to support individual student development. Topics may relate to architectural design projects, project programmes, design criticism, etc.

For subject modules linking into studio (e.g. Context, Technology, and Professional Studies) the module lecturer/specialist may participate in the studio with the design tutors to facilitate integration of the subjects as appropriate.

Seminars, group discussions or workshops take place to address specific design problems, technical issues or contextual design interventions. Students may work in groups to reach a specific goal or to test a hypothesis.

Reviews occur at various stages during design modules and at the end of each project, where individual students give a verbal presentation of their drawn or modelled solutions to peers and staff. Reviews are seen as essential training in self-presentation, communication of design ideas and a source of formative feedback.

Student-Centred Learning
AC1.1, AC1.2, AC2.1, AC2.2, AC3, AT1.1, AT1.2, AT2.1, AT2.2, AT3.1, AT3.2, DC1, DC2, AD1.1, AD1.2, DC2, AD2.1, AD2.2, AD3.1, AD3.2, PS1
Student-centred learning is central to all design modules, and there are also elements of student-centred learning in all modules where exploration, investigation or research is required.

The Critical Study in level 6, which is typically a 6,000-word essay on a student-chosen topic relating to contextual studies, requires students to individually investigate/ research contemporary issues in architecture. Students develop an associated specialist subject area on the basis of the various specialisms and areas of interest on offer from staff within the school. A reading list is made available to the student relating to this research interest, with the intent that the texts guide students' choice of subject area.

Staff Specialisms
AT3.1, AT3.2, AD2.1, AD2.2, AD3.1, AD3.2, AC3, PS1
The course team brings a range of specialist subjects and interests to the course which are embedded in a number of modules in all levels.

Research and professional consultancy play a key role in keeping the course current and maintaining close links between theory and practice. The School is interested in the broad themes of urban sustainability, film, digital technologies, design thinking and live projects via the Project Office, an in-house architectural practice run by staff.

Lectures
AC1.1, AC1.2, AC2.1, AC2.2, AC3, AT1.1, AT1.2, AT2.1, AT2.2, AT3.1, AT3.2, PS1
Lectures are used to deliver some of the broad subject areas covered by the curriculum and to complement project work and course work and may be strategic or tactical, with visiting lecturers invited for appropriate input of current issues and specialisms. Specialised workshops may be conducted in association with lecture-based topics.

Lectures take place in Context and Technology at each level and Professional Studies at level 6.

Tutorials

AT1.1, AT1.2, AT2.1, AT2.2, AT3.1, AT3.2, DC1, DC2, AD1.1, AD1.2, DC2, AD2.1, AD2.2, AD3.1, AD3.2, AC3, PS1

Student discussions with staff are used to extend and develop material covered in lectures that result from issues raised in the design studio and in private study.

Seminars

AC1.1, AC1.2, AC2.1, AC2.2, AC3, AT1.1, AT1.2, AT2.1, AT2.2, AT3.1, AT3.2, PS1

Seminars occur in most modules across all levels, where material covered during lectures is discussed/ debated in more depth, and where appropriate critiqued in relation to developing design ideas. The content and level of discussion becomes more critical in nature as students' progress to level 6 in accordance with ARB/ RIBA criteria.

In addition, students are often split into smaller groups depending upon their specific approaches/ developing interests (AT and AC modules) where they are encouraged to share the outcomes of their individual research via presentations. Discussion between groups is also encouraged and research outcomes shared.

Specific skills seminars are also programmed within the academic year, where appropriate, with the aim of enhancing communication ability in relation to drawn, modelled and verbal presentation techniques. These seminars are not assessed but provide students with a skills-set that contributes to the resolution of their final submissions in all modules.

Student Presentations

AC1.1, AC1.2, AC2.1, AC2.2, AC3, DC1, AD1.1, AD1.2, AD2.1, AD2.2, AD3.1, AD3.2, PS1

A significant feature of many modules is the presentation of proposals/ ideas/ research findings to a review panel of staff and peers. Students are required to make a formal exposition of their work, and to answer questions put to them by the panels. This is followed by staff commentary, feedback and where specified, assessment.

Visiting Lecturers

AD1.1, AD1.2, AD2.1, AD2.2, AD3.1, AD3.2, AT3.1, AT3.2, PS1, AC3

Input by theorists, practitioners, external speakers, specialists and others.

Visiting Critics

DC1, AD1.1, AD1.2, AD2.1, AD2.2, AD3.1, AD3.2

Architects, professionals and experts from cognate disciplines contribute to the review and critique of student design work.

Workshops

DC1, DC2, AT1.1, AT1.2, AT2.1, AT2.2, AT3.1, AT3.2, AD1.1, AD1.2, AD2.1, AD2.2, AD3.1, AD3.2, PS1

Students in all levels take part in workshops that engage them with the practice of group-working, an essential skill required for the practice of architecture, and one that develops in complexity as the course progresses. In level 6 students participate in an *Inter-disciplinary Project* workshop with students and staff from associated building disciplines (Landscape, Urban Design and Project Management).

Reports
AT1.1, AT1.2, AT2.1, AT2.2, AT3.1, AD3.2, PS1
- Students in all levels produce reports based upon:
- workshop activities, with a critique/ reflection on their learning activities
- technology submissions, where the focus may include precedent/ case studies and/ or the application or integration of technology to their design studio projects
- professional considerations relating to their final level 6 design scheme, with an emphasis upon demonstrating an understanding of the role of the architect and a developing understanding of the influence of legislations/ law/ costings/ management etc. upon design schemes

Essays
AC1.1, AC1.2, AC2.1, AC2.2, AC3
Essays are used in all levels as a means for students to develop their research, critical thinking and presentation techniques, whereby in level 6 they are able to present a key position in architecture that informs the major design thesis in AD3.

Study Visits
AD1.1, AD1.2, AD2.1, AD2.2, AD3.1, AD3.2, AT1.1, AT1.2, AT2.1, AT2.2, AT3.1, AT3.2
Where government guidance allows students may be given the opportunity to attend site, in appropriately socially distanced groups. Where visits are not possible online resources will become the primary source of site-specific survey information in order to consolidate students' design studio projects.

Learning and Teaching Activities
During the 2020/21 academic year we plan to deliver the course via a blend of online learning and on-campus teaching and learning, with the necessary social distancing measures in place on campus as decreed by government guidance. The university will continue to review this guidance and may revert to alternate levels of on-campus and remote learning later in the academic year.

In the event of any further government lockdowns in response to Covid-19 we will prioritise remote delivery and support to all students to enable them to continue with their studies.

Design modules are project-based, comprising an initial briefing, supplementary presentation(s) and a field visit where Covid-19 guidance permits this. Design projects become progressively more challenging, culminating in the design thesis project at Level 6.

Students normally undertake independent research for all modules and project work for all modules often requires students to work collaboratively as part of a group. The diverse approaches to architecture within the student cohort can present a lively exchange of ideas.

Feedback to student projects is given in the form of tutorial presentations, seminars and critiques.

Graduate Attributes

In addition to ARB/RIBA 'Graduate Attributes for Part One' undergraduate students will demonstrate the three graduate attributes identified by Leeds Beckett University. Students will be:
- enterprising;
- digitally literate; and
- have a global outlook.

Enterprising - In meeting the requirements for Part 1 students will be expected to develop their approach to enterprise.

Digitally literate - Development of digital literacy is embedded throughout the course and in the technical aspects of preparing and presenting proposals and designs.

Global outlook - The course takes a clear stance on architecture as a global subject and practice and, along with the core theme of sustainability students are encouraged to seek opportunities to relate their work to the wider design community across the world.

Use of the Virtual Learning Environment

All modules use MyBeckett as a repository for documents and presentations for students to access. Both also facilitate communication with students through posting notices or sending group emails. All modules use MyBeckett for the submission of assignments, with marked feedback sheets returned to students via email.

Use of Blended Learning

During the 2020/21 academic year we plan to deliver the course via a blend of online learning and on-campus teaching and learning, with the necessary social distancing measures in place on campus as decreed by government guidance. The university will continue to review this guidance and may revert to alternate levels of on-campus and remote learning later in the academic year.

In the event of any further government lockdowns in response to Covid-19 we will prioritise remote delivery and support to all students to enable them to continue with their studies.

More specific information on how teaching and learning will be delivered is provided in a later section of this document titled 'Teaching and Learning Activities'.

More specific information on the delivery of off-campus learning opportunities is provided in a later section of this document titled 'Placements and Other Off-Campus Learning Opportunities'.

F: Inclusive Assessment & Feedback Strategy

The course employs a wide range of assessment methodologies relevant to individual module content and comparable to other undergraduate programmes in architecture. Hand-ins for all levels are staggered to prevent 'bunching' of assessments.

All components for all modules must achieve a minimum pass mark of 40% in accordance with PSRB requirements.

Design Modules

All design modules offer a holistic, integrated, problem-based learning environment, where professional requirements of knowledge, skills, understanding and values must be met in an integrated way. The assessment of physical output in the form of a portfolio allows integrative thinking to be critically assessed. Students' presentation of their work is key at all levels of the course.

Design projects supported by parallel modules of Context, Technology and Professional Studies are finally and summatively assessed at the end of the Part 1 programme against the RIBA/ARB criteria.

Summative Assessment:

DC1, DC2 Design Communication
100% final portfolio review

AD1.1, AD1.2, AD2.1, AD2.2, AD3.1, AD3.2 Architectural Design
75% final portfolio review, 25% presentation

Technology

Technology coursework submissions comprise written reports including case studies with diagrams, key architectural drawings, 3D CAD work and/or physical models, in addition to a demonstration of integrated approach to design in levels 5 and 6, evidenced by large-format workbooks or equivalent.

AT1.1, AT1.2 Architectural Technology
Workbook - 100% summative

AT2.1, AT2.2 Architectural Technology
Technology Report - 100% summative

AT3.1, AT3.2 Architectural Technology
Integrated Technology Report – 100% summative

Architectural Context

These modules aim to offer a broad-based understanding of contemporary architecture theory, history and urban design. In level 6 the student develops a personal ethical proposition that is developed in conjunction with the design studio.

AC1.1, AC1.2, AC2.1, AC2.2 Architectural Context

3000 words or equivalent - 100% summative

AC3 Architectural Context
6000-word essay - 100% summative

Professional Studies
This module aims to offer an introduction to the professional practice issues in architecture. From this the student develops a personal ethic and proposition that is developed in conjunction with their work within design studio activities and presented in full in the Professional Studies coursework submissions, where the professional intent is developed as written work.

PS1 Professional Studies
Component A: Interdisciplinary Workshop - 30%
Component B: Integrated Design Report - 70%
100% summative assessment

Feedback on Assessed Coursework
The studio-based nature of the course provides on-going formative verbal feedback during one to one tutorials at the drawing board/computer and student presentation seminars and critiques.

Students are alerted to the importance of this at the start of the course and encouraged to record the comments themselves as part of their own reflective practice.

Written summative feedback is provided at the end of all modules within a maximum four-week period. Students are encouraged to discuss any issues with the relevant tutor.

G: Employability and Professional Context

Our course is professionally recognised and fulfils the requirements for the ARB/RIBA Part 1 qualification. The normal route for qualifying as an architect is a 3 + 1 + 2 + 1 structure, where students study for an honours degree for three years full-time, take a year out to work in architectural practice, return for a further two-year full-time period of postgraduate study (MArch with Part 2) and work in architectural practice for another year.

Once 24 months of professional experience has been recorded in practice (normally 12 months in the first year out, plus 12 months minimum post Part 2) students are then able to sit their Part 3 examination, the successful completion of which entitles them to be called an architect. They are than eligible to become chartered members of the Royal Institute of British Architects.

There are variations to this pattern which the flexibility of the programme facilitates (e.g. for part time students) and an undergraduate qualification in Architecture provides the opportunity for students to leave at this stage to pursue other careers. Students have been employed in associated design professions including graphic design, photography, computer

games design and photography. There are also growing opportunities for employment overseas. The broad contextual skills, holistic thinking, creativity, and ability to communicate achieved by architecture students makes them highly employable in and out of architecture professions.

The significance of the profession in addressing environmental issues means that there are many opportunities with architecture practices both in the UK and overseas. Through its long history the course has contacts with many architecture practices and provides frequent opportunities for students to meet with practicing architects. It also has a close relationship with the West Yorkshire Society of Architects and the Leeds Society of Architects. In addition, the department-led Project Office provides students with the opportunity to engage with live projects whilst studying on the course.

H: Reference Points Used in Course Design and *Delivery*

Leeds Beckett University has met the conditions for registration with the Office for Students, the UK Higher Education sector regulator. Our practices are aligned with the expectations and core and common practices of the UK Quality Code for Higher Education and with European quality standards.

All courses leading to Leeds Beckett University awards utilise the Framework for Higher Education Qualifications of the United Kingdom (FHEQ-UK), relevant subject benchmarks and professional, statutory and regulatory body requirements (for professionally accredited courses) as appropriate.

Courses are monitored and reviewed annually and periodically in light of student feedback and external expertise and with regard for a range of performance indicators, to ensure the provision of an excellent education and experience for all our students.

We appoint External Examiners to verify that our University sets and maintains standards for awards appropriately, to confirm that standards and student achievements are reasonably comparable with other Higher Education Institutions in the UK with which they are familiar, and ensure that assessments measure achievement of course and module learning outcomes at and beyond the threshold level of achievement. External Examiners may also provide feedback on areas of good practice or potential enhancement.

I: Evidence of Student Engagement in Course Design and Development

Module evaluation includes not only the University-wide module evaluation form (delivered via the VLE) but also, in most cases, a discussion between tutor and student group at the end of the module. The information from all of these sources is incorporated within the module leader's report and used to enhance future delivery.

Student forums and Quality & Enhancement meetings provide opportunities for students to supplement the module feedback and also comment on course-level issues. Issues raised,

along with the outcomes from module evaluations feed into the summer planning sessions undertaken by the course team.

The size of the cohort and studio-focus of the course provides frequent opportunities for staff to talk with the students in a level cohort. Such information can also be conveyed to the students via group email.

Student Representatives normally attend Student Forums, Quality & Enhancement and Annual Review meetings where staff feedback information on changes or initiate discussions with students on proposed changes.

J: Course Learning Outcomes Mapping

LEVEL 4

N.B. GC = General Criteria

Module	DC1	AD1.1	AC1.1	AT1.1	AD1.2	AC1.2	AT1.2
Core (Y)	Y	Y	Y	Y	Y	Y	Y
GC1.1					P		
GC1.2							
GC1.3				P	P		P
GC2.1		P	P		P	P	
GC2.2			P		P	P	
GC2.3	P	P			P		
GC3.1	P	P	E		P	E	
GC3.2	P	P	E		P	E	
GC3.3	P	P			P		
GC4.1					P		
GC4.2					P		
GC4.3							
GC5.1					P		
GC5.2				P	P		P
GC5.3		P			P		
GC6.1							
GC6.2							
GC6.3					P		
GC7.1				P	P		P
GC7.2					P		
GC7.3							
GC8.1				P			P
GC8.2				P			P
GC8.3				P			P
GC9.1				P			P
GC9.2				P			P
GC9.3				P			P
GC10.1							
GC10.2							
GC10.3							
GC11.1							
GC11.2							
GC11.3							
GA1.1	P	P			P		
GA1.2	P	P			P		
GA1.3				P			P
GA1.4	P	P	P		P	P	
GA1.5							
GA1.6							

P = Possible, E = Expected

LEVEL 5

N.B. GC = General Criteria

Module	DC2	AD2.1	AC2.1	AT2.1	AD2.2	AC2.2	AT2.2
Core (Y)		Y	Y	Y	Y	Y	Y
GC1.1		P			E		
GC1.2				P	P		P
GC1.3		P		P	E		E
GC2.1		P	E		P	E	
GC2.2		P	E		P	E	
GC2.3	P	P			E		
GC3.1	P	P	P		P	P	
GC3.2	P	P	P		P	P	
GC3.3	P	P			P		
GC4.1		P	E		P	E	
GC4.2		P	E		P	E	
GC4.3			P		P	P	
GC5.1		P			P		P
GC5.2		P		P	E		E
GC5.3		P		P	E		E
GC6.1		P			P		
GC6.2				P	P		P
GC6.3		P			P		
GC7.1		P	P	E	P	E	E
GC7.2		P			E		
GC7.3		P			P	P	P
GC8.1		P		E	E		E
GC8.2		P		E	E		E
GC8.3		P		E	E		E
GC9.1				E	P		E
GC9.2				E	P		E
GC9.3				E	P		E
GC10.1				P	P		P
GC10.2					P		P
GC10.3					P		P
GC11.1				P			P
GC11.2							
GC11.3							
GA1.1	P	P			P		
GA1.2	P	P			E		
GA1.3		P		E	P		E
GA1.4	P	P	P		P	P	
GA1.5					P		
GA1.6	P	P		P	P		P

LEVEL 6

N.B. GC = General Criteria

Module	AD3.1	AC3	AT3.1	AD3.2	AT3.2	PS1
Core (Y)	Y	Y	Y	Y	Y	Y
GC1.1	P			E		
GC1.2	P		E	E	E	P
GC1.3	P		E	E	E	P
GC2.1	E	E		E		
GC2.2	E	E		E		
GC2.3	E	E		E		
GC3.1	E	E		E		
GC3.2	E	E		E		
GC3.3	E	E		E		
GC4.1	E	P		E		
GC4.2	E	P		E		
GC4.3	E	P	P	E	P	E
GC5.1	E		E	E	E	
GC5.2	E		E	E	E	
GC5.3	E		E	E	E	
GC6.1	P			E		E
GC6.2	P		E	E	E	E
GC6.3	P		P	E	P	E
GC7.1	E	P	E	E	E	
GC7.2	E			E		E
GC7.3	E		P	E	P	E
GC8.1	P		E	E	E	
GC8.2	P		E	E	E	
GC8.3	P		E	E	E	
GC9.1	P		E	E	E	
GC9.2	P		E	E	E	
GC9.3	P		E	E	E	
GC10.1	P		P	E	E	E
GC10.2	P		E	E	E	E
GC10.3	P		P	E	E	P
GC11.1	P		P	P	E	E
GC11.2	P			P		E
GC11.3	P			P		E
GA1.1	E		E	E	E	
GA1.2	E		E	E	E	
GA1.3	E		E	E	E	
GA1.4	E	E		E		E
GA1.5	E		P	E	P	E
GA1.6	E	E	E	E	E	E

K: Level Learning Outcomes Mapping

This course is mapped to PSRB criteria and meets the requirements required for Part One exemption.

LEVEL 4

Title and Level	Core	LLO
DC1 Design Communication	Y	GC2.3, GC3.1, GC3.2, GC3.3, GA1.1, GA1.2, GA1.4
AD1.1 Architectural Design	Y	GC2.1, GC2.3, GC3.1, GC3.2, GC3.3, GA1.1, GA1.2, GA1.4
AC1.1 Architectural Context	Y	GC2.1, GC2.2, GC3.1, GC3.2, GA1.4
AT1.1 Architectural Technology	Y	GC1.3, GC5.2, GC7.1, GC8.1, GC8.2, GC8.3, GC9.1, GC9.2, GC9.3, GA1.3
AD1.2 Architectural Design	Y	GC1.1, GC1.3, GC2.1, GC2.2, GC2.3, GC3.1, GC3.2, GC3.3, GC4.1, GC4.2, GC5.1, GC5.2, GC5.3, GC6.3, GC7.1, GC7.2, GA1.1, GA1.2, GA1.4
AC1.2 Architectural Context	Y	GC2.1, GC2.2, GC3.1, GC3.2, GA1.4
AT1.2 Architectural Technology	Y	GC1.3, GC5.2, GC7.1, GC8.1, GC8.2, GC8.3, GC9.1, GC9.2, GC9.3, GA1.3

LEVEL 5

Title and Level	Core	LLO
DC2 Design Communication	Y	GC2.3, GC3.1, GC3.2, GC3.3, GA1.1, GA1.2, GA1.4, GA1.6
AD2.1 Architectural Design	Y	GC1.1, GC1.3, GC2.1, GC2.2, GC2.3, GC3.1, GC3.2, GC3.3, GC4.1, GC4.2, GC5.1, GC5.2, GC5.3, GC6.1, GC6.3, GC7.1, GC7.2, GC7.3, GC8.1, GC8.2, GC8.3, GA1.1, GA1.2, GA1.3, GA1.4, GA1.6
AC2.1 Architectural Context	Y	GC2.1, GC2.2, GC3.1, GC3.2, GC4.1, GC4.2, GC4.3, GC7.1, GA1.4
AT2.1 Architectural Technology	Y	GC1.2, GC1.3, GC5.2, GC5.3, GC6.2, GC7.1, GC8.1, GC8.2, GC8.3, GC9.1, GC9.2, GC9.3, GC10.1, GC11.1, GA1.3, GA1.6
AD2.2 Architectural Design	Y	GC1.1, GC1.2, GC1.3, GC2.1, GC2.2, GC2.3, GC3.1, GC3.2, GC3.3, GC4.1, GC4.2, GC4.3, GC5.1, GC5.2, GC5.3, GC6.1, GC6.2, GC6.3, GC7.1, GC7.2, GC7.3, GC8.1, GC8.2, GC8.3, GC9.1, GC9.2, GC9.3, GC10.1, GC10.2, GC10.3, GA1.1, GA1.2, GA1.3, GA1.4, GA1.5, GA1.6
AC2.2 Architectural Context	Y	GC2.1, GC2.2, GC3.1, GC3.2, GC4.1, GC4.2, GC4.3, GC7.1, GC7.3, GA1.4
AT2.2 Architectural Technology	Y	GC1.2, GC1.3, GC5.1, GC5.2, GC5.3, GC6.2, GC7.1, GC7.3, GC8.1, GC8.2, GC8.3, GC9.1, GC9.2, GC9.3, GC10.1, GC10.2, GC10.3, GC11.1, GA1.3, GA1.6

LEVEL 6

Title and Level	Core	LLO
AD3.1 Architectural Design	Y	GC1.1, GC1.2, GC1.3, GC2.1, GC2.2, GC2.3, GC3.1, GC3.2, GC3.3, GC4.1, GC4.2, GC4.3, GC5.1, GC5.2, GC5.3, GC6.1, GC6.2, GC6.3, GC7.1, GC7.2, GC7.3, GC8.1, GC8.2, GC8.3, GC9.1, GC9.2, GC9.3, GC10.1, GC10.2, GC10.3, GC11.1, GC11.2, GC11.3, GA1.1, GA1.2, GA1.3, GA1.4, GA1.5, GA1.6
AC3 Architectural Context	Y	GC2.1, GC2.2, GC2.3, GC3.1, GC3.2, GC3.3, GC4.1, GC4.2, GC4.3, GC7.1, GA1.4, GA1.6
AT3.1 Architectural Technology	Y	GC1.2, GC1.3, GC4.3, GC5.1, GC5.2, GC5.3, GC6.2, GC6.3, GC7.1, GC7.3, GC8.1, GC8.2, GC8.3, GC9.1, GC9.2. GC9.3,

Module Title	Core (Y/N)	Competencies
		GC10.1, GC10.2, GC10.3, GC11.1, GA1.1, GA1.2, GA1.3, GA1.5, GA1.6
AD3.2 Architectural Design	Y	GC1.1, GC1.2, GC1.3, GC2.1, GC2.2, GC2.3, GC3.1, GC3.2, GC3.3, GC4.1, GC4.2, GC4.3, GC5.1, GC5.2, GC5.3, GC6.1, GC6.2, GC6.3, GC7.1, GC7.2, GC7.3, GC8.1, GC8.2, GC8.3, GC9.1, GC9.2, GC9.3, GC10.1, GC10.2, GC10.3, GC11.1, GC11.2, GC11.3, GA1.1, GA1.2, GA1.3, GA1.4, GA1.5, GA1.6
AT3.2 Architectural Technology		GC1.2, GC1.3, GC4.3, GC5.1, GC5.2, GC5.3, GC6.2, GC6.3, GC7.1, GC7.3, GC8.1, GC8.2, GC8.3, GC9.1, GC9.2. GC9.3, GC10.1, GC10.2, GC10.3, GC11.1, GA1.1, GA1.2, GA1.3, GA1.5, GA1.6
PS1 Professional Studies	Y	GC1.2, GC1.3, GC4.3, GC6.1, GC6.2, GC6.3, GC7.2, GC7.3, GC10.1, GC10.2, GC10.3, GC11.1, GC11.2, GC11.3, GA1.4, GA1.5, GA1.6

L: Assessment Methods

Module Title	Level	Core (Y/N)	Presentation	Written Assignment	Report	Dissertation	Portfolio	Workbook	Workshop	Practical Skills Assessment	Set Exercises
DC1 Design Communication	4	Y					100				
AD1.1 Architectural Design	4	Y	25				75				
AC1.1 Architectural Context	4	Y		100							
AT1.1 Architectural Technology	4	Y						100			

Module Title	Level	Core (Y/N)	Presentation	Written Assignment	Report	Dissertation	Portfolio	Workbook	Workshop	Practical Skills Assessment	Set Exercises
AD1.2 Architectural Design	4	Y	25				75				
AC1.2 Architectural Context	4	Y		100							
AT1.2 Architectural Technology	4	Y						100			
DC2 Design Communication	5	Y					100				
AD2.1 Architectural Design	5	Y	25				75				
AC2.1 Architectural Context	5	Y		100							
AT2.1 Architectural Technology	5	Y			100						
AD2.2 Architectural Design	5	Y	25				75				
AC2.2 Architectural Context	5	Y		100							

Module Title	Level	Core (Y/N)	Presentation	Written Assignment	Report	Dissertation	Portfolio	Workbook	Workshop	Practical Skills Assessment	Set Exercises
AT2.2 Architectural Technology	5	Y			100						
AD3.1 Architectural Design	6	Y	25				75				
AD3.2 Architectural Design	6	Y	25				75				
AC3 Architectural Context	6	Y		100							
AT3.1 Architectural Technology	6	Y			100						
AT3.2 Architectural Technology	6	Y			100						
PS1 Professional Studies	6	Y			70				30		