LEEDS BECKETT UNIVERSITY

Course information for applicants

This information applies to the course as it will be delivered to students starting the course in 2027/28.
Information provided here was confirmed on 06/10/2026

General information

Programme code
BARCH

Target award
If you complete this course successfully you will be eligible for the award of:
BA (Hons) Architecture

Delivery mode
✓ On campus
☐ Distance learning

Where you will study
The majority of teaching will be at City campus but on occasion may be at Headingley campus.

Professional accreditation or recognition

Professional body
Royal Institute of British Architects (RIBA)

Summary of the accreditation or recognition
Subject to accreditation, on completion of the BA(Hons) programme, students will have achieved RIBA Part 1. This qualification then enables graduates to subsequently study for the Master of Architecture and PG Diploma in Architectural Professional Practice RIBA Part 3, on successful completion of which, graduates 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.

Awarding body
Leeds Beckett University

Regulator
Office for Students

Level of qualification

Level 6 of the Framework for Higher Education Qualifications

Course duration

If you are made an offer of a place on the course, your offer letter will include the start date.

This course can be studied:
3 years full-time
6 years part-time

Part-time study

This course can be studied part-time.

If you study the course part-time, it will usually take twice as long to complete compared with the equivalent full-time course. The modules may be delivered in a different sequence than on the full-time course, but you will study the same modules at each academic level. With the agreement of the course team, you may be able to increase your pace of study to shorten the overall course duration.

As a part-time student, you will not usually have the option of a work placement.

Entry requirements

Admissions criteria are available on the online prospectus entry for this course.

If you have previous relevant qualifications or experience, you could be exempt from certain parts of your course. Recognition of prior learning (RPL) allows you to start your course at a point appropriate to the learning and skills that you may have developed in a professional, vocational or community setting.

Find out more here: https://www.leedsbeckett.ac.uk/student-information/course-information/recognition-of-prior-learning
If you have questions about entry requirements and admissions, contact AdmissionsEnquiries@leedsbeckett.ac.uk

Course fees

Course fees and a breakdown of any additional costs is included on the online prospectus entry for this course.

If you have questions about fees for this course, contact Fees@leedsbeckett.ac.uk

Timetable

You will receive your full timetable for the year during induction week.

What you will study

Course aims

The aims of the course are to:

The principal aim of the programme is to offer a high quality, creative design education as a basis for qualification and practice as an architect whilst providing a foundational basis for future accreditation with the Architects Registration Board and Royal Institute of British Architects. It fulfils requirements for the QAA Architecture Subject Benchmark for final award programmes.

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

Teaching and learning activities

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 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 the Design Studio 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, Materials and Ecologies, Context and Theory, Histories and Theories, and Ethical and Professional Practice relate in whole or in part to the Architectural Design Projects and Design Thesis modules.

Projects set within Architectural Design and Design Thesis 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 may independently draw on and integrate knowledge, skills and understanding gained in one or more of the subject modules studied.

Summarised above, additional activities outlined below:

Student-centred learning is central to all design programmes and embedded in all modules where exploration, investigation or research is required.

Lectures: delivered by the module lecturers and visiting practitioners or academics aim to focus on topics that connect the student's thesis proposals with the conceptual framework and theme of the module.

Lectures' seminars: aim to train students in discussing texts/ case studies/ principles and articulate arguments. The lectures' seminar assignments are designed to assist students in selecting concepts and formulating their argumentation that supports their architecture project's position as they work towards their submissions. In lecture seminars students work in groups and discussion within each group and between groups is facilitated by the module tutors. Lecture seminars assignments are not assessed but highly recommended.

Oral presentations seminars: individual students present in a group setting their essay/thesis proposal. Given

requirements on time and content are to be followed. The presentation is assessed on formative feedback by the tutor and the feedback is given on the spot following each student's presentation.

Tutorials: In group settings, aim to provide formative feedback and assist students to draft their dissertation or progress their studio project themes.

Studio Tuition, Design Studio Modules: Design Studio aims to develop the student's critical response in relation to the design and contextual approach to the project 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 tutorials, as appropriate, in order to support individual student development. Topics may relate to architectural design projects, project programmes, design criticism, etc. 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 stages during and at the end of design modules. Individual students give a verbal presentation of their drawn or modelled solutions to peers and staff and receive verbal and written feedback. Reviews are seen as essential training in self-presentation, communication of design ideas and a source of formative feedback. The design work is presented and submitted in a portfolio at the end of the year.

Visiting Critics: Architects, professionals and experts from cognate disciplines contribute to the review and critique project work.

Visits: Due to the nature of the discipline visits are seen as an essential learning experience on the course and may be undertaken for a variety of reasons including: Site visits; Case Studies; Overseas study visits; Over-seas exchanges; Exhibitions etc.

Student Contributions: It is recognised that students on the course bring strengths from their prior education and professional experience or in cognate areas. Students are encouraged to participate as peer reviewers at intermediate reviews and at student presentations.

Course structure

This information is correct for students progressing through the course within standard timescales. If you have to repeat study or take time out during your course, you may be taught alternative modules which meet the overall course learning outcomes.

The option modules listed may vary. Those listed here are likely to be offered in a typical year.

Level 4

Compulsory modules

Module title	Credits	Semester/teaching period
Design Projects 1	30	1
Histories and Theories 1	20	1
Materials and Ecologies 1	10	1
Design Projects 2	30	2
Histories and Theories 2	10	2
Materials and Ecologies 2	20	2

Total number of credits of compulsory modules:	120	

Level 5

Compulsory modules

Module title	Credits	Semester/teaching period
Design Projects 3	30	1
Context and Theory 1	20	1
Technology 1	10	1
Design Projects 4	30	2
Context and Theory 2	10	2
Technology 2	20	2
Total number of credits of compulsory modules:	120	

Level 6

Compulsory modules

Module title	Credits	Semester/teaching period
Thesis 1	20	1
Context and Theory 3	20	1
Ethical and Professional Practice 1	20	1
Thesis 2 w. Integrated Technology	60	2
Total number of credits of compulsory modules:	120	

Assessment and feedback

The balance of assessment may change depending on which option modules you choose.

Level 4

Level 4 is assessed by coursework of varying types, including; essay, extended essay, dissertation. Report, portfolio, workbook, oral assessment, integrated technology report.

Level 5

Level 5 is assessed by coursework of varying types, including; essay, extended essay, dissertation. Report, portfolio, workbook, oral assessment, integrated technology report.

Level 6

Level 6 is assessed by coursework of varying types, including; essay, extended essay, dissertation. Report, portfolio, workbook, oral assessment, integrated technology report.

Workload

You can expect to spend a total of 100 hours learning per 10 credits.

Typically, a student on this course can expect to divide their time like this:

Overall workload	**Level 4**	**Level 5**	**Placement year (if chosen)**	**Level 6**
Teaching, learning and assessment	344 hours	280 hours	X hours	272 hours
Independent study	856 hours	920 hours	X hours	928 hours
Placement study	X hours	X hours	X hours	X hours