



A. Course Information			
Final award title(s)	MArch: Master of Architecture		
Intermediate exit award title(s)			
UCAS Code		Course Code(s)	FT: 4592 PT: 4591
	London South Bank University		
School	<input type="checkbox"/> ASC <input type="checkbox"/> ACI <input checked="" type="checkbox"/> BEA <input type="checkbox"/> BUS <input type="checkbox"/> ENG <input type="checkbox"/> HSC <input type="checkbox"/> LSS		
Division	Architecture		
Course Director	Luke Murray		
Delivery site(s) for course(s)	<input checked="" type="checkbox"/> Southwark <input type="checkbox"/> Havering <input type="checkbox"/> Other: <i>please specify</i>		
Mode(s) of delivery	<input checked="" type="checkbox"/> Full time <input checked="" type="checkbox"/> Part time <input type="checkbox"/> other please specify		
Length of course/start and finish dates	Mode	Length years	Start - month
	Full time	2 years	
	Full time with placement/ sandwich year		
	Part time	3 years	
	Part time with Placement/ sandwich year		
Is this course generally suitable for students on a Tier 4 visa?	Please complete the International Office questionnaire Yes Students are advised that the structure/nature of the course is suitable for those on a Tier 4 visa but other factors will be taken into account before a CAS number is allocated.		
Approval dates:	Course(s) validated / Subject to validation	2015	
	Course specification last updated and signed off	September 2020 LM	
Professional, Statutory & Regulatory Body accreditation	Validated by the Royal Institute of British Architects (RIBA); prescribed by the Architects Registration Board (ARB)		

Reference points:	Internal	Corporate Strategy 2015-2020 Academic Quality and Enhancement Manual School Strategy LSBU Academic Regulations
	External	QAA Quality Code for Higher Education 2013 Framework for Higher Education Qualifications Subject Benchmark Statements (Dated) PSRB Competitions and Markets Authority SEEC Level Descriptors 2016
B. Course Aims and Features		
Distinctive features of course	<p>This course provides students who have completed an undergraduate degree in Architecture with the opportunity to define their own interests, speculating on and refining a personal response to the design and making of architecture. The discipline is exceptionally responsive to change, and actively engaging with both the internal world of ideas and external realities around us. Modernity in the broadest sense is a critical part of the worldview of successful architects.</p> <p>The Master of Architecture is a strongly design-based course, underpinned by a firm base in theory, professional practice and technology. The division is committed to a studio system as being the best medium for the exchange of ideas. Students on the course choose from a focused group of design studios, each identified by subject and theme. Each studio has developed its specialised approach to architecture based on specific responses to contemporary issues in the city, and the developing landscapes around cities.</p>	
Course Aims	<p>The Master of Architecture course aims to provide a rigorous and discriminating examination of key debates in the subject area, and equip students with the competences to engage with modern professional practice. This approach challenges students to develop a defensible and relevant position on architecture, and is supported by a small number of clearly defined studios focused on different strategies for design, with shared taught courses developing students' capacity for critical thinking. Graduates of the course will be distinguished by their self-sufficiency, flexibility, and understanding of both theoretical discourse and the practical application of architectural skills.</p> <p>The course is for holders of an appropriate Honours degree in Architecture who wish to develop their intellectual, practical, and professional expertise with a view to taking the RIBA Professional Practice part 3 examination, and registering as an architect.</p> <p>The Master of Architecture programme aims to enable students to develop:</p> <ul style="list-style-type: none"> ▪ critical and reflective analysis and evaluation of the theoretical discourses in architecture and their relationship to history and the evolution of different building typologies ▪ critical and reflective analysis and evaluation of the technological debate in architecture and its relationship to architectural history and theory, sustainable environmental, constructional, and structural systems, and the expression of these in a variety of building typologies 	

	<ul style="list-style-type: none"> ▪ investigative and analytical skills and methodologies for the observation, critical reading, and detailed depiction of the physical and cultural aspects of a given site or sites for the construction of architecture ▪ synthesis of design propositions for small and medium sized buildings, and the development of these in detail ▪ synthesis of a final comprehensive design proposition for related groups of large sized buildings, and the development of these to offer visible evidence of the relationship between theory, design, and technological resolution ▪ responsive and diverse communication skills in analogue and digital media appropriate to the presentation demands of the design professional ▪ familiarity with the procedures specific to the following modes of scholarly investigation and analysis: interpretation, critique, theory, exploration or testing of research models ▪ an ability to define and elaborate a critical position on a selected written topic, with distinctive outcomes in terms of substantial and significant conclusions ▪ critical understanding of the role of design economics in the construction process, and the techniques of project evaluation ▪ critical understanding of the relationships between the client organisation, design team, and building production system ▪ critical understanding of contemporary professional practice in terms of building procurement systems, types of contract, client evaluation of investment potential, and the operation of management systems relating to the members of the professional team.
<p>Course Learning Outcomes</p>	<p>A. Students will have knowledge and understanding of:</p> <p>the RIBA/ARB shared criteria closely reflecting the 11 points stated in Article 46 of the Directive 2013/55/EU of the European Parliament and of the Council of 20 November 2013.</p> <p>The principal requirements of an education in architecture are that studies shall be balanced between the theoretical and practical aspects of architectural training, and ensure the acquisition of:</p> <ol style="list-style-type: none"> 1 an ability to create architectural designs that satisfy both aesthetic and technical requirements 2 an adequate knowledge of the history and theories of architecture and the related arts, technologies and human sciences 3 knowledge of the fine arts as an influence on the quality of architectural design 4 an adequate knowledge of urban design, planning and the skills involved in the planning process 5 an understanding of the relationship between people and buildings, and between buildings and their environment, and of the need to relate buildings and the spaces between them to human needs and scale 6 an 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 7 an understanding of the methods of investigation and preparation of the brief for a design project 8 an understanding of the structural design, constructional and

	<p>engineering problems associated with building design</p> <p>9 an adequate knowledge of physical problems and technologies and of the function of buildings so as to provide them with internal conditions of comfort and protection against the climate</p> <p>10 the necessary design skills to meet building users' requirements within the constraints imposed by cost factors and building regulations</p> <p>11 an adequate knowledge of the industries, organizations, regulations, and procedures involved in translating design concepts into buildings and integrating plans into overall planning.</p> <p>The Master of Architecture course content and delivery provides an education where, at the end of the course and the award of RIBA part 2, students meet (and exceed) the 11 points above and the Graduate Attributes defined for part 2 by the RIBA, as follows:</p> <ul style="list-style-type: none"> ▪ ability to generate complex design proposals showing understanding of current architectural issues, originality in the application of subject knowledge and, where appropriate, to test new hypotheses and speculations ▪ ability to evaluate and apply a comprehensive range of visual, oral and written media to test, analyse, critically appraise and explain design proposals ▪ ability to evaluate materials, processes and techniques that apply to complex architectural designs and building construction, and to integrate these into practicable design proposals ▪ critical understanding of how knowledge is advanced through research to produce clear, logically argued and original written work relating to architectural culture, theory and design ▪ understanding of the context of the architect and the construction industry, including the architect's role in the processes of procurement and building production, and under legislation ▪ problem-solving skills, professional judgment, and ability to take the initiative and make appropriate decisions in complex and unpredictable circumstances ▪ ability to identify individual learning needs and understand the personal responsibility required to prepare for qualification as an architect. <p>B. Students will develop their intellectual skills such that they are able to:</p> <ul style="list-style-type: none"> ▪ demonstrate how observation and analysis of a given site and brief underpins theoretical proposals regarding development of that location ▪ demonstrate the integration of investigative and analytical devices with a theoretical understanding of the themes of the course ▪ adopt a lucid and defensible position on design by reference both to methodology, and an appreciation of the milieu of the proposal in the context of both contemporary and historical architectural culture ▪ develop an appreciation of buildings as physical, cultural and technological artefacts, within either the urban context or that of the 'natural' landscape ▪ develop and implement a design strategy in which complex inter-relationships within the brief are addressed in a comprehensive and integrated fashion reflecting the demands of professional practice
--	--

	<ul style="list-style-type: none"> ▪ understand architecture as a complex cultural activity, with different outcomes in different social contexts ▪ understand the broad range of theoretical approaches to architecture and urban design, and their relevance to architecture and building typologies of differing scale and function ▪ critically and reflectively appraise commentaries on architecture and urban design, and consider the alternatives available to architects when approaching different design problems ▪ critically evaluate the diversity and physical characteristics of structural, material and constructional systems available to the architect ▪ critically evaluate the environmental services systems available to the architect, and the implications implicit of their use for resource efficient and sustainable design ▪ evaluate the systems outlined above to appropriate, distinctive building typologies and locations ▪ analyse the arguments in debates surrounding the culture, theory and design of architecture, summarise their principal points, and use these to establish a thesis for individual projects ▪ identify and critically appraise communications techniques, including those used in the fine arts, appropriate to the development and refinement of complex design proposals ▪ demonstrate ability to verbalise such evaluations relative to a design course, and to discuss this, where appropriate, with other design team professionals ▪ critically evaluate the diversity and physical characteristics of structural, material and constructional systems available to the architect ▪ critically evaluate the environmental services systems available to the architect, and the implications implicit of their use for resource efficient and sustainable design ▪ evaluate the systems outlined above to appropriate, distinctive building typologies and locations ▪ demonstrate ability to verbalise such evaluations relative to a design course, and to discuss this, where appropriate, with other design team professionals ▪ contextualise the role and responsibilities of the architect in relation to other members of the professional design team ▪ have knowledge of the ethical position and codes of conduct governing the architect ▪ understand the basic principles of running a design practice ▪ understand the basic principles of project management. <p>C. Students will acquire and develop practical skills such that they are able to:</p> <ul style="list-style-type: none"> ▪ demonstrate appreciation and application of the diversity of architectural technologies, identifying research sources for these relevant to the demands of studio design projects ▪ demonstrate critical and evaluative application of the full range of analogue and digital presentation techniques available, and their creative use in design presentation ▪ demonstrate critical and evaluative application of 3-D physical modelling techniques available in the workshop, and their creative use in design presentation ▪ demonstrate creative integration of multimedia techniques within design presentations
--	---

- apply to design studio strategies approaches developed from understanding the diverse range of histories and theories of architecture
- identify research sources and case studies relevant to studio design projects
- develop structured methodologies applicable to a wide range of design research
- research and complete fully cross-referenced, structured written work setting out and defending a defined thesis
- synthesise the research sources used into writing of a pre-determined length and format
- organise and produce professionally conceived and executed documents using contemporary software
- in all written reports, integrate coherent structured writing with appropriate illustrations, acknowledging where appropriate research sources using internationally acknowledged referencing systems
- use freehand sketching and sketch modelling as the means to appraise and develop ideas about architecture
- using all relevant analogue media and advanced digital software, produce 2- and 3-D drawings, renderings, and animated digital media as vehicles to represent ideas about architecture
- using all relevant analogue media, advanced digital software, and workshop facilities produce physical and digital 3-D models as vehicles to represent ideas about architecture
- work within practice as a professional, responsible and business-like member of a design team
- conceive design strategies which are sensitive to issues of cost and practical implementation
- understand the complexity of the architect's statutory legal obligations.

D. Students will acquire and develop transferrable skills such that they are able to:

- apply, develop, and extend those analytical design skills and professional competences established at undergraduate level, with a focus on innovation in design, construction, and resource efficient technology
- acquire further skills and methodologies relevant to contemporary professional practice, together with an ability to produce complex and diverse design proposals
- establish critical intellectual frameworks and, concurrently, engage with the conceptual, constructional, and environmental context in which the design process operates
- develop further investigative and analytical skills and methodologies for observation, critical reading, and representation of the physical and cultural aspects of sites for the construction of architecture
- develop discriminating attitudes to research material and methodologies, and the creative expression of these in extended structured writing about architecture
- synthesise interim and final comprehensive design propositions for a medium to large sized buildings, and with the development of these offer evidence of the integration of relationships between theory, design, and technological resolution
- satisfy the criteria held jointly by the RIBA and ARB for part 2 courses in architecture

C. Teaching and Learning Strategy

- a presentation is made to students at the start of each academic year, outlining the scope and character of the studios offered on the MArch programme; students vote for their choice of studios, and those themes reflecting their individual interests in architecture
- within the first month of the course, students may make a request to change studio with the Course Director, who will review feasibility
- site visits, both to allocated sites specific to the design briefs to be undertaken, and to buildings informing studio design courses
- design studio projects are introduced in studio group seminars for incoming and final years
- these are followed by individual evaluative tutorials
- students make interim presentations of 2- and 3-D analogue and digital material to their studio staff, peer group, and invited critics illustrating the scope and detail of their emerging design proposal
- students also make a final presentation of 2- and 3-D analogue and digital material to the studio staff, peer group, and invited critics illustrating the scope and detail of their developed final design proposal.
- semester-length lecture courses, some by guest lecturers
- individual tutorials
- student-led seminars and small group tutorials
- workshop-based projects
- selected site visits, including field trips.
- interim and final design presentations

D. Assessment

- All design studio work is subject to continuous assessment
- Studio tutors monitor design scheme proposals throughout the semester, and collectively moderate assessments at each semester's end and individual feedback provided to students by their studio leaders
- Individual feedback on scheme proposals is provided at every individual studio tutorial through discussion
- Design work is critiqued and assessed at the final crit, taking place at the end of each studio module. All relevant work relating to the project must be pinned up and presented to a panel of critics. At the crit students will receive a verbal progress review from studio staff. Students should make detailed notes at these presentations to understand the commentary made on their work
- Failure to present work on the days specified by your studio staff may result in failure of that module
- Provisional grades given at the end of semester 1, with all students offered opportunities to review, revise, and add to their design studio submissions. All students to submit a digital copy of their portfolio to their studio leaders
- Written assignments examining aspects of architectural history and theory
- a written illustrated project report extending aspects of the environmental technology of the major design project of the incoming year
- Written assignments examining aspects of building production and design economics
- Written assignments examining aspects of professional practice and management
- A major extended written and illustrated assignment (dissertation) on a subject of personal interest related to architecture, and using primary and secondary sources. Dissertation submissions are always assessed by two readers. Dissertation projects to be submitted online via VLE Moodle & Turnitin
- A written illustrated technology report extending aspects of the constructional, environmental, and legislative implications of the major design project of the final year of the MArch.
- Interim presentation of design studio projects (5 at incoming year level; and 5 at final year level)
- Final presentations of design studio projects (3 at incoming year level; 3 at final year level)
- Submission of dissertation
- All taught course modules to be submitted electronically via VLE Moodle & Turnitin

- Final grades given at the end of semester 2, with all students provided with written feedback by their studio leaders
- All students to submit a digital copy of their portfolio to their studio leaders
- Lecture modules are normally assessed and graded by the lecturer or co-ordinator responsible for the subject and module concerned. In certain circumstances such as a borderline pass or fail, work may be referred to an additional reader (or readers)

E. Academic Regulations

The University's Academic Regulations apply for this course. Any course specific protocols will be identified here.

- Regular attendance for all taught course and studio modules is critical due to the professional nature of the course; regular attendance for all timetabled activities is mandatory.
- Students who miss more than two weeks of design studio or taught courses in any one semester without providing evidence of extenuating circumstances and/or submitting a form applying for extenuating circumstances may be asked either to leave the course, or be withdrawn from the course.
- Students who do not attend their interim and final reviews may be subject to a 20% reduction in their marks for the relevant module/s of study.
- If a student is ill or cannot attend, the studio tutor and course administrator should be informed by e- mail at the earliest opportunity.

F. Entry Requirements

In order to be considered for entry to the course(s) applicants will be required to have a good Honours degree in architecture from one of the following sources:

- a RIBA-recognised course based in the UK, which offers the RIBA part 1 professional award
- or*
- a degree in architecture from a recognised international university. In this case, if a student is accepted to the part 2 course they will usually be required (in their first year of study) to submit their folio for the ARB Prescribed Examination. Success in this examination provides confirmation that the degree holder's work is equivalent to other recognised UK HEI degree courses in architecture. If the student is not successful in the Prescribed Examination, they may be asked to leave the course.

Exceptionally, a student may be considered for the course with a good degree in a related discipline such as interior design or architectural engineering. Again in such cases, if a student is accepted to the part 2 course they will usually be required (in their first year of study) to submit their portfolio for the ARB Prescribed Examination.

Exceptionally, students may be considered for direct entry to the final year of the course, providing they have successfully completed the incoming year of a recognised course in architecture that offers the RIBA part 1 professional award.

G. Course structure(s)

Course overview

The Master of Architecture course is offered as a two-year full-time or three-year part-time course, leading to the second part of the professional pathway (RIBA part 2). Following completion of the MArch course and a minimum of two years' eligible practical training, graduates may apply to sit for the RIBA part 3 examination, on successful completion of which they are legally permitted to use the title of architect and join the UK register of architects. They may then elect to become a chartered member of the Royal Institute of British Architects.

Part time MArch students are required to attend one day a week, which is consistently the same day throughout a year of study; in all cases, classes are shared with full-time students. Part time students are advised that – exceptionally – they may be required to attend for two non-consecutive weeks of full-time study each year, one week of which is the optional studio field trip. In both modes of study,

each module (except Design 503) has a value of 20 credits, and students wishing to achieve the award of Master of Architecture must successfully complete and pass all 11 modules.

The programme provides opportunities for students to learn, and develop and demonstrate knowledge, understanding, and skills in the following five related areas:

- design (50% of assessed work is in the form of design studio projects)
- technology
- history and theory and dissertation
- professional practice and design economics
- energy resource efficiency in design

Design modules account for over half of coursework assessments, and are underpinned by the remaining core areas of study. Students are required to successfully complete all modules of study.

M. Arch – Full time

	Semester 1		Semester 2	
YEAR1	Design 401 (compulsory)	20	Energy and Resource Efficiency in Design (compulsory)	20
	Design 402: Arts, Media, and Design (compulsory)	20	Professional Practice and Design Economics (compulsory)	20
	History and Theory: Critical Thinking (compulsory)	20	Design 403 (compulsory)	20
YEAR 2	Design 501 (compulsory)	20	Technology 5: Technical Thesis (coursework) (compulsory)	20
	Design 502: Arts, Media, and Digital (compulsory)	20	Design 503 (double credit module) (compulsory)	40
	Technology 5 (lectures) (compulsory)	0		
	Architecture and Theory: Dissertation (compulsory)	20		

M. Arch – **Part time**

	Semester 1		Semester 2	
Year 1	History and Theory: Critical Thinking (compulsory)	20	Design 403 (compulsory)	20
	Design 401 (compulsory)	20		
	Design 402: Arts, Media, and Design (compulsory)	20		
Year 2	Professional Practice and Design Economics (compulsory)	20	Energy and Resource Efficiency in Design (compulsory)	20
	Architecture and Theory: Dissertation (compulsory)	20		
	Technology 5: lectures (compulsory)	0		
Year 3	Design 501 (compulsory)	20	Technology 5: Technical Thesis (coursework) (compulsory)	20
	Design 502: Arts, Media, and Digital Design (compulsory)	20	Design 503 (double credit module) (compulsory)	40

Placements information

H. Course Modules

Module Code	Module Title	Level	Semester	Credit value	Assessment
EBB-7-521	Design 401	7	1	20	Design Portfolio and models
EBB-7-522	Design 402: Arts, Media, and Design	7	1	20	Design Portfolio and models
EBB-7-523	Design 403	7	2	20	Design Portfolio and models
EBB-7-524	History and Theory: critical Thinking	7	1	20	Formative: 2,000 word literature review Summative: 3,000 word essay

EBB-7-525	Energy and Resource Efficiency in Design	7	2	20	A3 Written and drawn report
EBB-7-526	Professional Practice and Design Economics	7	2	20	A3 Written and drawn report
EBB-7-527	Design 501	7	3	20	Design Portfolio and models
EBB-7-528	Design 502: Arts, Media, and Digital Design	7	3	20	Design Portfolio and models
EBB-7-529	Design 503	7	4	40	Design Portfolio and models
EBB-7-530	Architecture and Theory: Dissertation	7	3	20	10,000 word dissertation project
EBB-7-531	Technology 5: Technical Thesis	7	4	20	A3 written and drawn report, tied to Design 503 project
EBB-7-533	Technology 5: lectures	7	3	0	

I. Timetable information

Students will receive a physical, printed copy of their timetable at the course induction session in September. Once the student has fully enrolled their timetable will be available to view through the VLE Moodle page.

- The full time course is 2 academic years in duration. There are two teaching semesters in the year, each 15 weeks long; however, students will be expected to use the breaks between semesters and vacations to structure, realise, and forward plan their work.
- For full time students, attendance is three days a week. Design studio takes place 2 days a week, these sessions may run as one-one tutorials, small group seminars, or workshops. Taught courses take place 1 day a week. This arrangement is the same for both incoming and final year students on the full time route.
- The part time course is 3 academic years in duration. There are two teaching semesters in the year, each 15 weeks long; however, students will be expected to use the breaks between semesters and vacations to structure, realise, and forward plan their work.
- For part time students, attendance is 1 day a week, in year 1. Design studio takes place 1 day a week, these sessions may run as one-one tutorials, small group seminars, or workshops.. In year 2, taught courses are held on 1 day in the week. In year 3, design studio is held 1 day a week, these sessions may run as one-one tutorials, small group seminars, or workshops.
- Any alterations to the timetable will be announced to students before the session via VLE Moodle

J. Costs and financial support

Course related costs

Students may be required to purchase copies of certain books for both design studio and taught course modules, we will aim to include as much as we can within our library resources. Students will be required to purchase design portfolio to store their drawings. Also, students will be required to print their work and purchase their own model-making materials.

The **cost of field trips is additional to normal fee commitments** and may cost between £500 - £1500 for flights and accommodation. Although it is strongly recommended students go on a least one field trip during their study time at London South Bank University, field trips are not mandatory. It is appreciated these events involve considerable cost to students. However, if a student commits to a field trip and then decides not to go (for whatever reason) they are liable for the cost of the trip. All students must also check whether they require a relevant visa to visit a field trip destination, in some cases allowing several weeks/months for processing. If students cannot fund a field trip, they instead undertake work at LSBU.

Tuition fees/financial support/accommodation and living costs

- Information on tuition fees/financial support can be found by clicking on the following link - <http://www.lsbu.ac.uk/courses/undergraduate/fees-and-funding> or
- <http://www.lsbu.ac.uk/courses/postgraduate/fees-and-funding>
- Information on living costs and accommodation can be found by clicking the following link- <https://my.lsbu.ac.uk/my/portal/Student-Life-Centre/International-Students/Starting-at-LSBU/#expenses>

List of Appendices

- Appendix A: Curriculum Map
- Appendix B: PDP/Educational Framework
- Appendix C: Terminology

Appendix A: Curriculum Map

modules			programme outcomes																		
			knowledge and understanding: 11 points of Article 46 of Directive 2013/55/EU											skills: 7 Graduate Attributes at RIBA part 2							
			1	2	3	4	5	6	7	8	9	10	11	intellectual skills		practical skills		transferable skills			
level	title	code													i.	ii.	iii.	v.	iv.	vi.	vii.
7	Design 401	EBB-7-521	TDA	D	TDA		TDA	TDA	TDA						TDA	TDA			TDA	TDA	
7	Design 402: Arts, Media, and Design	EBB-7-522	TDA	D	TDA	DA	TDA	TDA	TDA						TDA	TDA			TDA	TDA	
7	Design 403	EBB-7-523	TDA	DA	TDA	DA	TDA	TDA	TDA	TDA	TDA	DA			TDA	TDA	TDA		TDA	TDA	TDA
7	History and Theory: critical Thinking	EBB-7-524		TDA		D	DA												TDA	DA	
7	Energy and Resource Efficiency in Design	EBB-7-525	TDA						DA	TDA	TDA	TDA	DA	DA		TDA	TDA			TDA	TDA
7	Professional Practice and Design Economics	EBB-7-526						TDA	DA			TDA	TDA			TDA	TDA			TDA	TDA
7	Design 501	EBB-7-527	TDA	D	TDA		TDA	TDA	TDA						TDA	TDA			TDA	TDA	
7	Design 502: Arts, Media, and Digital Design	EBB-7-528	TDA	D	TDA	DA	TDA	TDA	TDA						TDA	TDA			TDA	TDA	
7	Design 503	EBB-7-529	TDA	DA	TDA	DA	TDA	TDA	TDA	TDA	TDA	DA			TDA	TDA	TDA		TDA	TDA	TDA
7	Architecture and Theory: Dissertation	EBB-7-530		TDA		D	DA												TDA	DA	
7	Technology 5: Technical Thesis	EBB-7-531	TDA						DA	TDA	TDA	TDA	DA	DA		TDA	TDA			TDA	TDA

This map provides a design aid to help course teams identify where course outcomes are being developed, taught and assessed within the course. It also provides a checklist for quality assurance purposes and may be used in validation, accreditation and external examining processes. Making the learning outcomes explicit will also help students to monitor their own learning and development as the course progresses.

Appendix B: Personal Development Planning

Personal Development Planning (PDP) is a structured process by which an individual reflects upon their own learning, performance and/or achievement and identifies ways in which they might improve themselves academically and more broadly. Course teams are asked to indicate where/how in the course/across the modules this process is supported.

Approach to PDP	Level 7
<p>1 Supporting the development and recognition of skills through the personal tutor system.</p>	<p>On commencement of their studies in semester 1, all students attend a studio introduction at which all the design studio tutors present the academic themes to be explored over the next year of study. The introductions clarify the suitability of the studio to the student; students then vote for their first, second, and third choice studios. Final year students, wherever possible, will be given their first choice of studio. Because of their close contact with students throughout the year ahead, studio staff (and in particular, the studio leader) undertake the role of both academic and personal tutor.</p> <p>Personal tutoring is also carried out via the course director and other members of the course team who will be available to guide students through their Level 7 studies, and clarify/discuss possible professional career trajectories and further study pathways.</p> <p>Students are always aware of, and focussed on, their options for professional practice following graduation, and will discuss this with their studio tutors in both years of study.</p>
<p>2 Supporting the development and recognition of skills in academic modules/modules.</p>	<p>All studio and taught courses are devoted to incremental development of knowledge and skills, in a diverse group of learners. Studio and taught course briefs are framed to allow students' experience and personal perspectives to inform their work, with exemplar projects used to define a number of different approaches to achieving successful academic outcomes.</p> <p>A variety of assessment techniques are used to consider a wide range of skills; these include individual and small group tutorials, seminars, interim and final presentations, and design critiques with guest critics. These allow students to develop advanced skills with a range of verbal, drawn, written, and modelled representation techniques, using both analogue and digital media.</p>
<p>3 Supporting the development and recognition of skills through purpose designed modules/modules.</p>	<p>All modules support and develop skills in a strategic manner. Specific skills delivered in modules are:</p> <ul style="list-style-type: none"> ▪ independent research of design problems, sufficient to develop complex architectural proposals ▪ critical evaluation of a broad range of research data ▪ a range of design methodologies used to synthesise data, and practically interpret this data ▪ problem solving, including design conceptualisation, technical information, and ▪ communication and innovative representation of proposals for architectural design

	<ul style="list-style-type: none"> ▪ acting professionally, and understanding the professional context of architecture ▪ where appropriate, analysis and application of numerical data relating to environmental testing ▪ independent creative thought ▪ effective teamwork, developing, sharing, and analysing research ▪ applying appropriate advanced information technology to tasks, especially drawing and modelling <p>ability to research, develop, reference, write, and illustrate a dissertation of 10,000 words plus</p>
<p>4 Supporting the development and recognition of skills through research projects and dissertations work.</p>	<ul style="list-style-type: none"> ▪ introduction to and comparative analysis of design methodologies ▪ design research supporting studio design submissions ▪ exploration and synthesis of design research to develop design proposals ▪ secondary source research for shorter written submissions ▪ literature searches and primary and secondary source research for dissertation ▪ individual dissertation tutorials; group seminars
<p>5 Supporting the development and recognition of career management skills.</p>	<ul style="list-style-type: none"> ▪ reflective course submissions considering work in professional practice ▪ reviewing CV writing, business models for architects' practices, employment law ▪ submission for design economics of building production based on case study analyses ▪ introduction to Professional Experience Development Record (PEDR) recording activities in practice ▪ considering possibilities for future employment in terms of student's personal interests/capability <p>reviewing the scope and diverse nature of architects' practices, and how the academic portfolio is prepared and tailored to suit specific interviews for future employment</p>
<p>6 Supporting the development and recognition of career management skills through work placements or work experience.</p>	<p>This programme includes:</p> <ul style="list-style-type: none"> ▪ discipline specific guest speakers (including LSBU alumni) from commerce, industry, and practice ▪ skills training and networking including CV development; Interview and assessment training through iterative skills development via design presentations ▪ group exercise to develop team working skills ▪ inter disciplinary design charettes, e.g. Teambuild ▪ participation in RIBA-sponsored collaborative design projects (Polyark II, Polyark III/Polyport etc.) ▪ qualitative and quantitative research workshops ▪ workshops for advanced software training (Rhino, Grasshopper, Maya etc.) ▪ academic research and referencing skills (LSBU library, British Library etc.) ▪ posters and various student led societies <p>participation in field trips offered as addition to studio and taught course work (destinations visited include: Beijing, Berlin, Cairo, Chandigarh, Chicago, Delhi, Dubai, Havana, Hong Kong, Istanbul, Jaipur, Las Vegas, Marrakesh, Moscow, New York, Paris, Seoul, Shanghai, St Petersburg, Tokyo, and Yokohama)</p>

<p>7 Supporting the development of skills by recognising that they can be developed through extra curricula activities.</p>	<p>In addition to the timetabled lectures, tutorials, and workshop sessions, this programme provides MArch students with opportunities to audit the entire undergraduate and postgraduate architecture programme, including:</p> <ul style="list-style-type: none"> ▪ discipline specific guest speakers (including LSBU alumni) from commerce, industry, and practice ▪ professional body input from Royal Institute of British Architects for student mentoring, the Climate Change and Design Through Production road shows, and LSBU Open Lecture series ▪ skills training and networking including CV development; Interview and assessment training through iterative skills development via design presentations ▪ group exercise and competitions to develop team working skills ▪ inter disciplinary design charrettes, e.g. Teambuild ▪ participation in RIBA-sponsored collaborative design projects (the Polyark international collaborative design programme the annual <u>Research Matters</u> event, the <u>Perspectives on Architecture</u> programme etc.) ▪ qualitative and quantitative research sessions; workshops for advanced software training (Rhino, Grasshopper, Maya etc.) ▪ attendance at symposia at Building Centre, and other London schools of architecture ▪ advanced facilities for academic research (access to the LSBU library, the British Library, the British Architectural Library, the RIBA Drawings Collection at the V&A etc.) ▪ research poster sessions, student led societies, Student Union activities on campus <p>participation in field trips offered as addition to design, workshop, and taught course sessions (destinations visited include: Beijing, Berlin, Cairo, Chandigarh, Chicago, Delhi, Dubai, Hanoi, Havana, Ho Chi Minh City, Hong Kong, Istanbul, Jaipur, Las Vegas, Marrakesh, Moscow, New York, Paris, Seoul, Shanghai, St Petersburg, Tokyo, and Yokohama. NB: field trips are separately chargeable)</p>
<p>8 Supporting the development of the skills and attitudes as a basis for continuing professional development.</p>	<p>During their professional practical experience, all students benefit from being embedded in a professional environment where regular CPD sessions are part of the mandatory requirement for all chartered architects.</p>
<p>9 Other approaches to personal development planning.</p>	<p>This is implicit in the self-managed scholarly activity all students are involved in when outside the studio and classroom.</p>
<p>10 The means by which self-reflection, evaluation and planned development is supported e.g. electronic or paper-based learning log or diary.</p>	<p>Whilst students do not keep a formal PDP as such, many opportunities are given for reflection in response to the written feedback students receive after their interim and final juries, and following submission of their written work in relation to histories and theories of architecture, technology, and professional practice.</p>

Appendix B: Embedding the Educational Framework for Postgraduate Courses

The Educational Framework at London South Bank University is a set of principles for curriculum design and the wider student experience that articulate our commitment to the highest standards of academic knowledge and understanding applied to the challenges of the wider world.

The Educational Framework reflects our status as University of the Year for Graduate Employment awarded by *The Times and The Sunday Times Good University Guide 2018* and builds on our 125 year history as a civic university committed to fostering social mobility through employability and enterprise, enabling our students to translate academic achievement into career success.

There are four key characteristics of LSBU's distinctive approach to the undergraduate curriculum and student experience:

- Develop students' professional and vocational skills through application in industry-standard facilities
- Develop our students' graduate attributes, self-awareness and behaviours aligned to our EPIIC values
- Integrate opportunities for students to develop their confidence, skills and networks into the curriculum
- Foster close relationships with employers, industry, and Professional, Statutory and Regulatory Bodies that underpin our provision (including the opportunity for placements, internships and professional opportunities)

The dimensions of the Educational Framework for curriculum design are:

- **informed by employer and industry** needs as well as professional, statutory and regulatory body requirements
- **embedded learning development** for all students to scaffold their learning through the curriculum taking into account the specific writing and thinking requirements of the discipline/profession
- **high impact pedagogies** that enable the development of student professional and vocational learning through application in industry-standard or authentic workplace contexts
- **inclusive teaching, learning and assessment** that enables all students to access and engage the course
- **assessment for learning** that provides timely and formative feedback

All courses should be designed to support these five dimensions of the Educational Framework. Successful embedding of the Educational Framework requires a systematic approach to course design and delivery that conceptualises the student experience of the curriculum as a whole rather than at modular level and promotes the progressive development of understanding over the entire course. It also builds on a well-established evidence base across the sector for the pedagogic and assessment experiences that contribute to high quality learning.

This appendix to the course specification document enables course teams to evidence how their courses meet minimum expectations, at what level where appropriate, as the basis for embedding the Educational Framework in all postgraduate provision at LSBU.

The Educational Framework at London South Bank University is a set of principles for curriculum design and the wider student experience that articulate our commitment to the highest standards of academic knowledge and understanding applied to the challenges of the wider world.

The Educational Framework reflects our status as University of the Year for Graduate Employment awarded by *The Times and The Sunday Times Good University Guide 2018* and

builds on our 125 year history as a civic university committed to fostering social mobility through employability and enterprise, enabling our students to translate academic achievement into career success.

There are four key characteristics of LSBU's distinctive approach to the undergraduate curriculum and student experience:

- Develop students' professional and vocational skills through application in industry-standard facilities
- Develop our students' graduate attributes, self-awareness and behaviours aligned to our EPIIC values
- Integrate opportunities for students to develop their confidence, skills and networks into the curriculum
- Foster close relationships with employers, industry, and Professional, Statutory and Regulatory Bodies that underpin our provision (including the opportunity for placements, internships and professional opportunities)

The dimensions of the Educational Framework for curriculum design are:

- **informed by employer and industry** needs as well as professional, statutory and regulatory body requirements
- **embedded learning development** for all students to scaffold their learning through the curriculum taking into account the specific writing and thinking requirements of the discipline/profession
- **high impact pedagogies** that enable the development of student professional and vocational learning through application in industry-standard or authentic workplace contexts
- **inclusive teaching, learning and assessment** that enables all students to access and engage the course
- **assessment for learning** that provides timely and formative feedback

All courses should be designed to support these five dimensions of the Educational Framework. Successful embedding of the Educational Framework requires a systematic approach to course design and delivery that conceptualises the student experience of the curriculum as a whole rather than at modular level and promotes the progressive development of understanding over the entire course. It also builds on a well-established evidence base across the sector for the pedagogic and assessment experiences that contribute to high quality learning.

This appendix to the course specification document enables course teams to evidence how their courses meet minimum expectations, at what level where appropriate, as the basis for embedding the Educational Framework in all undergraduate provision at LSBU.

Dimension of the Educational Framework	Minimum expectations and rationale	How this is achieved in the course
Curricula informed by employer and industry need	<p><u>Outcomes focus and professional/employer links</u></p> <p>All LSBU courses will evidence the involvement of external stakeholders in the curriculum design process as well as plan for the participation of employers and/or alumni through guest lectures or Q&A sessions, employer panels, employer-generated case studies or other input of expertise into the delivery of the course provide students with access to current workplace examples and role models.</p>	<p>This proposal reflects the government initiative to develop professional skills by a greater engagement between the university, and learners and employers. The architecture Professional Advisory Board at LSBU provides industry-based inputs into the architecture programme, as does feedback from the external examination process</p>

	Students should have access to employers and/or alumni in at least one module at level 4.	
Embedded learning development	<p><u>Support for transition and academic preparedness</u></p> <p>At least two modules at level 4 should include embedded learning development in the curriculum to support student understanding of, and familiarity with, disciplinary ways of thinking and practising (e.g. analytical thinking, academic writing, critical reading, reflection). Where possible, learning development will be normally integrated into content modules rather than as standalone modules. Other level 4 modules should reference and reinforce the learning development to aid in the transfer of learning.</p>	The Cultural Context modules particularly address these issues, although all students are asked to develop analytical thinking across all subject areas in the curriculum, irrespective of whether it is design studio projects, technology, or professional practice
High impact pedagogies	<p><u>Group-based learning experiences</u></p> <p>The capacity to work effectively in teams enhances learning through working with peers and develops student outcomes, including communication, networking and respect for diversity of perspectives relevant to professionalism and inclusivity. At least one module at level 4 should include an opportunity for group working. Group-based learning can also be linked to assessment at level 4 if appropriate. Consideration should be given to how students are allocated to groups to foster experience of diverse perspectives and values.</p>	The inception stages of the design studio projects all give opportunities for team-based work, when aggregating site data allows students to work together and share knowledge.
Inclusive teaching, learning and assessment	<p><u>Accessible materials, resources and activities</u></p> <p>All course materials and resources, including course guides, PowerPoint presentations, handouts and Moodle should be provided in an accessible format. For example, font type and size, layout and colour as well as captioning or transcripts for audio-visual materials. Consideration should also be given to accessibility and the availability of alternative formats for reading lists.</p>	The resources offered to our students are identical to those offered all our FT and PT students and apprentices, and include our studios, site libraries, discipline specific workshops, and AV suites. Clear module descriptors precisely capture learning outcomes and the source material informing these
Assessment for learning	<p><u>Assessment and feedback to support attainment, progression and retention</u></p> <p>Assessment is recognised as a critical point for at risk students as well as integral to the learning of all students. Formative feedback is essential during transition into university. All first semester modules at level 4 should include a formative or low-stakes</p>	As architecture centres on 1:1 tutorials and an intensive studio environment, students on the architecture programme have unique access to their tutors, and the possibility of incremental, week by week feedback on their work. The intimate environment of

	<p>summative assessment (e.g. low weighted in final outcome for the module) to provide an early opportunity for students to check progress and receive prompt and useable feedback that can feed-forward into future learning and assessment. Assessment and feedback communicates high expectations and develops a commitment to excellence.</p>	<p>architectural education is extremely supportive</p>
<p>High impact pedagogies</p>	<p><u>Research and enquiry experiences</u> Opportunities for students to undertake small-scale independent enquiry enable students to understand how knowledge is generated and tested in the discipline as well as prepare them to engage in enquiry as a highly sought after outcome of university study. In preparation for an undergraduate dissertation at level 6, courses should provide opportunities for students to develop research skills at level 4 and 5 and should engage with open-ended problems with appropriate support. Research opportunities should build student autonomy and are likely to encourage creativity and problem-solving. Dissemination of student research outcomes, for example via posters, presentations and reports with peer review, should also be considered.</p>	<p>Independent enquiry underpins all design teaching. The need for the student to speculate and originate is explicitly stated in the majority of project briefs, whether these relate to design studio programmes, research and extended writing, or professional and technical matters. At all stages, the educational process is challenging the need to progress knowledge</p>
<p>Curricula informed by employer and industry need / Assessment for learning</p>	<p><u>Authentic learning and assessment tasks</u> Live briefs, projects or equivalent authentic workplace learning experiences and/or assessments enable students, for example, to engage with external clients, develop their understanding through situated and experiential learning in real or simulated workplace contexts and deliver outputs to an agreed specification and deadline. Engagement with live briefs creates the opportunity for the development of student outcomes including excellence, professionalism, integrity and creativity. A live brief is likely to develop research and enquiry skills and can be linked to assessment if appropriate.</p>	<p>All project briefs relate to real world sites and scenarios; the intrinsic issue of architectural education is defining and understanding the parameters that influence design solutions. Developing solutions requires an ethical and socially purposeful approach to the work of the student, and the need for flexible and innovative thinking</p>
<p>Inclusive teaching, learning and assessment</p>	<p><u>Course content and teaching methods acknowledge the diversity of the student cohort</u> An inclusive curriculum incorporates images, examples, case studies and</p>	<p>Again, it is in approaching each submission as an opportunity for the student to define their own personality and potential as a learner that makes architecture</p>

	<p>other resources from a broad range of cultural and social views reflecting diversity of the student cohort in terms of, for example, gender, ethnicity, sexuality, religious belief, socio-economic background etc. This commitment to inclusivity enables students to recognise themselves and their experiences in the curriculum as well as foster understanding of other viewpoints and identities.</p>	<p>uniquely inclusive. There are no standardised approaches, and each student will be encouraged to develop a rigorous and personal pedagogy to all aspects of their learning</p>
<p>Curricula informed by employer and industry need</p>	<p><u>Work-based learning</u> Opportunities for learning that is relevant to future employment or undertaken in a workplace setting are fundamental to developing student applied knowledge as well as developing work-relevant student outcomes such as networking, professionalism and integrity. Work-based learning can take the form of work experience, internships or placements as well as, for example, case studies, simulations and role-play in industry-standards settings as relevant to the course. Work-based learning can be linked to assessment if appropriate.</p>	<p>All students are already committed to workplace-based learning as part of their mandatory pre-registration professional practical experience</p>
<p>Embedded learning development</p>	<p><u>Writing in the disciplines: Alternative formats</u> The development of student awareness, understanding and mastery of the specific thinking and communication practices in the discipline is fundamental to applied subject knowledge. This involves explicitly defining the features of disciplinary thinking and practices, finding opportunities to scaffold student attempts to adopt these ways of thinking and practising and providing opportunities to receive formative feedback on this. A writing in the disciplines approach recognises that writing is not a discrete representation of knowledge but integral to the process of knowing and understanding in the discipline. It is expected that assessment utilises formats that are recognisable and applicable to those working in the profession. For example, project report, presentation, poster, lab or field report, journal or professional article, position paper, case report, handbook, exhibition guide.</p>	<p>Our communications and professional practice modules explicitly stress the need for the apprentice to communicate clearly, creatively, and concisely using a range of analogue and digital media. The criticality of defining a clear position that is appreciative of clients and end users. Whilst there is an emphasis on 2- and 3D visual communication, the student is also encouraged to understanding the breadth of client bodies and communities, and the appropriate trajectory to take when designing for diversity</p>

High impact pedagogies	<p><u>Multi-disciplinary, interdisciplinary or interprofessional group-based learning experiences</u></p> <p>Building on experience of group working at level 4, at level 5 students should be provided with the opportunity to work and manage more complex tasks in groups that work across traditional disciplinary and professional boundaries and reflecting interprofessional workplace settings. Learning in multi- or interdisciplinary groups creates the opportunity for the development of student outcomes including inclusivity, communication and networking.</p>	As all students are aware that they are being educated for a career in professional practice, there is a continuous exposure to the range of cultures, skills, and disciplinary approached implicit in any project design team tackling architectural design projects.
Assessment for learning	<p><u>Variation of assessment</u></p> <p>An inclusive approach to curriculum recognises diversity and seeks to create a learning environment that enables equal opportunities for learning for all students and does not give those with a particular prior qualification (e.g. A-level or BTEC) an advantage or disadvantage. An holistic assessment strategy should provide opportunities for all students to be able to demonstrate achievement of learning outcomes in different ways throughout the course. This may be by offering alternate assessment tasks at the same assessment point, for example either a written or oral assessment, or by offering a range of different assessment tasks across the curriculum.</p>	Assessment ranges from the informal feedback received in tutorials to provisional grading given at design juries, the marking of written submissions often reviewed by more than one reader, to the moderated assessments undertaken by course team review and moderation at the completion of each semester
Curricula informed by employer and industry need	<p><u>Career management skills</u></p> <p>Courses should provide support for the development of career management skills that enable student to be familiar with and understand relevant industries or professions, be able to build on work-related learning opportunities, understand the role of self-appraisal and planning for lifelong learning in career development, develop resilience and manage the career building process. This should be designed to inform the development of excellence and professionalism.</p>	Please refer to the first section
Curricula informed by employer and industry need / Assessment for learning / High impact pedagogies	<p><u>Capstone project/dissertation</u></p> <p>The level 6 project or dissertation is a critical point for the integration and synthesis of knowledge and skills from across the course. It also provides an important transition into employment if the assessment is authentic, industry-facing or client-driven. It is</p>	Extended writing is critical to the development of the rounded professional architect, and all students will be taught the value of research, properly referenced throughout pieces of writing that define and extend the student's personal interest in areas directly

	recommended that this is a capstone experience, bringing together all learning across the course and creates the opportunity for the development of student outcomes including professionalism, integrity and creativity .	related to, and adjoining, architecture
--	--	---

Appendix C: Terminology

[Please provide a selection of definitions according to your own course and context to help prospective students who may not be familiar with terms used in higher education. Some examples are listed below]

awarding body	a UK higher education provider (typically a university) with the power to award higher education qualifications such as degrees
bursary	a financial award made to students to support their studies; sometimes used interchangeably with 'scholarship'
collaborative provision	a formal arrangement between a degree-awarding body and a partner organisation, allowing for the latter to provide higher education on behalf of the former
compulsory module	a module that students are required to take
contact hours	the time allocated to direct contact between a student and a member of staff through, for example, timetabled lectures, seminars and tutorials
coursework	student work that contributes towards the final result but is not assessed by written examination
current students	students enrolled on a course who have not yet completed their studies or been awarded their qualification
delivery organisation	an organisation that delivers learning opportunities on behalf of a degree-awarding body
distance-learning course	a course of study that does not involve face-to-face contact between students and tutors
extracurricular	activities undertaken by students outside their studies
feedback (on assessment)	advice to students following their completion of a piece of assessed or examined work
formative assessment	a type of assessment designed to help students learn more effectively, to progress in their studies and to prepare for summative assessment; formative assessment does not contribute to the final mark, grade or class of degree awarded to students

higher education provider	organisations that deliver higher education
independent learning	learning that occurs outside the classroom that might include preparation for scheduled sessions, follow-up work, wider reading or practice, completion of assessment tasks, or revision
intensity of study	the time taken to complete a part-time course compared to the equivalent full-time version: for example, half-time study would equate to 0.5 intensity of study
lecture	a presentation or talk on a particular topic; in general lectures involve larger groups of students than seminars and tutorials
learning zone	a flexible student space that supports independent and social learning
material information	information students need to make an informed decision, such as about what and where to study
mode of study	different ways of studying, such as full-time, part-time, e-learning or work-based learning
modular course	a course delivered using modules
module	a self-contained, formally structured unit of study, with a coherent and explicit set of learning outcomes and assessment criteria; some providers use the word 'course' or 'course unit' to refer to individual modules
national teaching fellowship	a national award for individuals who have made an outstanding impact on student learning and the teaching profession
navigability (of websites)	the ease with which users can obtain the information they require from a website
optional module	a module or course unit that students choose to take
performance (examinations)	a type of examination used in performance-based subjects such as drama and music
professional body	an organisation that oversees the activities of a particular profession and represents the interests of its members
prospective student	those applying or considering applying for any programme, at any level and employing any mode of study, with a higher education provider

regulated course	a course that is regulated by a regulatory body
regulatory body	an organisation recognised by government as being responsible for the regulation or approval of a particular range of issues and activities
scholarship	a type of bursary that recognises academic achievement and potential, and which is sometimes used interchangeably with 'bursary'
semester	either of the parts of an academic year that is divided into two for purposes of teaching and assessment (in contrast to division into terms)
seminar	seminars generally involve smaller numbers than lectures and enable students to engage in discussion of a particular topic and/or to explore it in more detail than might be covered in a lecture
summative assessment	formal assessment of students' work, contributing to the final result
term	any of the parts of an academic year that is divided into three or more for purposes of teaching and assessment (in contrast to division into semesters)
total study time	the total time required to study a module, unit or course, including all class contact, independent learning, revision and assessment
tutorial	one-to-one or small group supervision, feedback or detailed discussion on a particular topic or project
work/study placement	a planned period of experience outside the institution (for example, in a workplace or at another higher education institution) to help students develop particular skills, knowledge or understanding as part of their course
workload	see 'total study time'
written examination	a question or set of questions relating to a particular area of study to which candidates write answers usually (but not always) under timed conditions