



<b>A. Course Information</b>			
<b>Final award title(s)</b>	MSc: Master of Science in Architecture		
<b>Intermediate exit award title(s)</b>			
<b>UCAS Code</b>		<b>Course Code(s)</b>	FT: 4636 PT: 5420
	London South Bank University		
<b>School</b>	<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		
<b>Division</b>	Architecture		
<b>Course Director</b>	Onur Ozkaya		
<b>Delivery site(s) for course(s)</b>	<input checked="" type="checkbox"/> Southwark <input type="checkbox"/> Havering <input type="checkbox"/> Other: <i>please specify</i>		
<b>Mode(s) of delivery</b>	<input checked="" type="checkbox"/> Full time <input type="checkbox"/> Part time <input type="checkbox"/> other please specify		
<b>Length of course/start and finish dates</b>	<b>Mode</b>	<b>Length years</b>	<b>Start - month</b>
	Full time	1 year	Sept or Jan
	Full time with placement/ sandwich year		
	Part time		
	Part time with Placement/ sandwich year		
<b>Is this course generally suitable for students on a Tier 4 visa?</b>	Please complete the International Office questionnaire Yes <input checked="" type="checkbox"/> X 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.		
<b>Approval dates:</b>	Course(s) validated / Subject to validation	July 2016	
	Course specification last updated and signed off	September 2020 FR	
<b>Professional, Statutory &amp; Regulatory Body accreditation</b>	NA		

<b>Reference points:</b>	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**

<b>Distinctive features of course</b>	<p>The MSc: Master of Science in Architecture is intended to be an ambitious and aspirational studio-based course which provokes individual student learning through immersion in an intensive and enquiring studio design culture. Additionally, the course...</p> <ul style="list-style-type: none"> <li>▪ connects design conceptualisation and 2- and 3D representation through drawing and analogue physical modelling with an understanding of digital fabrication and manufacturing, and the opportunity to develop and make architectural components using the onsite facilities of the DARLAB (Digital Architecture and Robotic Lab)</li> <li>▪ places particular emphasis on students developing an enquiring position about architecture through consideration of architectural theory, and expressing this in structured and extended written work on a subject of their own choice</li> <li>▪ offers students the ability to audit other undergraduate and postgraduate lectures and design-based activities within LSBU's overall professionally validated architecture provision</li> <li>▪ offers individual 1:1 design tutorials in dedicated Masters accommodation on the Southwark campus</li> </ul> <p>Reflecting the QAA Framework for Higher Education Qualifications (current edition), much of the study undertaken for this degree will be informed by developments in the debate at the forefront of the academic and professional discipline of architecture. Successful graduates from the MSc: Master of Science in Architecture will demonstrate:</p> <ul style="list-style-type: none"> <li>▪ systematic understanding of knowledge, and critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of their academic discipline or area of professional practice</li> <li>▪ comprehensive understanding of techniques applicable to their research or advanced scholarship</li> <li>▪ originality in application of knowledge, together with practical understanding of how established techniques of research and enquiry inform the creation and interpretation of knowledge in the discipline</li> <li>▪ critically evaluate current research and advanced scholarship in the discipline</li> <li>▪ evaluate methodologies and develop critiques of them and, where appropriate, to propose new hypotheses</li> <li>▪ deal with complex issues both systematically and creatively, making sound judgements in the absence of complete data, and communicate conclusions clearly to specialist and non-specialist audiences</li> <li>▪ demonstrate self-direction and originality in tackling and solving problems, and act autonomously in planning and implementing tasks at a professional level</li> </ul>
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	<ul style="list-style-type: none"> <li>▪ continue to advance their knowledge and understanding, and develop new skills to a high level</li> <li>▪ the qualities and transferable skills necessary for employment requiring: <ul style="list-style-type: none"> <li>○ exercise of initiative and personal responsibility</li> <li>○ decision-making in complex and unpredictable situations</li> <li>○ independent learning ability required for continuing professional development</li> </ul> </li> </ul>
<b>Course Aims</b>	<p>The MSc Architecture aims to:</p> <ul style="list-style-type: none"> <li>▪ extend their understanding of advanced architectural design and progressive contextual urbanism through studio- and workshop-based fabrication projects</li> <li>▪ help define and enhance a personal response to the conceptualisation and making of architecture, providing insight into, and practical instruction in advanced design software, supported by tutorials in the design studio, and analogue and digital workshops</li> <li>▪ implement procedures for scholarly investigation, analysis, and testing of research models e.g. interpretation, critique, theory, hypothesis, speculation etc.</li> <li>▪ review relevant histories and theories of contemporary urbanism to support students in writing an extended, structured dissertation examining themes of personal interest, appropriate to Masters level study</li> <li>▪ develop critical and reflective analysis and evaluation of the theoretical discourses in architecture and their relationship to history and the evolution of different building typologies</li> <li>▪ develop 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</li> <li>▪ develop 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</li> <li>▪ use the vehicle of a comprehensive design proposition for a complex building or buildings to offer visible evidence of relationships between theory, design, and technological resolution</li> <li>▪ develop responsive and diverse communication skills in analogue and digital media appropriate to the advanced presentation demands of an experienced design professional</li> </ul>
<b>Course Learning Outcomes</b>	<p>a) Students will have knowledge and understanding of:</p> <ul style="list-style-type: none"> <li>▪ speculation on, and creation of, progressive architectural designs that satisfy challenging aesthetic and technical requirements</li> <li>▪ knowledge and a critical understanding of the history and theories of architecture and the related arts, technologies and human sciences</li> <li>▪ adequate and discriminating knowledge of the different strategies for urban design, and community planning</li> <li>▪ knowledge and understanding of the relationship between people and buildings, and between buildings and their environment, and of the critical requirements which relate buildings and the spaces between them to human needs and scale</li> <li>▪ critical understanding of the role of the architect in society, in particular in preparing briefs that take account of social, cultural, and ethical factors</li> </ul>

	<ul style="list-style-type: none"> <li>▪ knowledge and understanding of the means of investigation and preparation of the brief for a design project, and the differing design methodologies needed to execute it</li> <li>▪ knowledge and a critical understanding of the structural design, constructional and engineering problems associated with building design, and the processes of material fabrication supporting architectural technologies</li> <li>▪ knowledge and a critical understanding of the physical challenges, technologies, and functions of buildings so as to provide them with internal conditions of comfort and protection against the climate, using environmental strategies which are ethical and resource efficient</li> </ul> <p>b) Students will develop their intellectual skills such that they are able to:</p> <ul style="list-style-type: none"> <li>▪ 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</li> <li>▪ ability to evaluate and apply a comprehensive range of visual, oral and written media to test, analyses, critically appraise and explain design proposals.</li> </ul> <p>c) Students will acquire and develop practical skills such that they are able to:</p> <ul style="list-style-type: none"> <li>▪ ability to evaluate materials, processes and techniques that apply to complex architectural designs and building construction, and to integrate these into practicable design proposals</li> <li>▪ 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.</li> </ul> <p>d) Students will acquire and develop transferrable skills such that they are able to:</p> <ul style="list-style-type: none"> <li>▪ progressive understanding of advanced digital design, and the relationships between this and digital fabrication and construction</li> <li>▪ 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</li> <li>▪ versatile problem-solving skills, professional judgment, and ability to take the initiative and make appropriate decisions in complex and unpredictable circumstances.</li> </ul>
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**C. Teaching and Learning Strategy**

<b>D. Assessment</b>
<ul style="list-style-type: none"> <li>▪ all design modules are subject to continuous assessment</li> <li>▪ design tutors monitor design scheme proposals throughout the semester, and collectively moderate assessments at each semester's end</li> <li>▪ individual feedback on design project proposals is provided at every individual studio tutorial</li> <li>▪ an evaluative, critical summary of design projects is provided at all students' final presentations</li> <li>▪ provisional grades are given at the end of semester 1, with all students offered opportunities to review, revise, and add to their design project submissions</li> </ul>

- a written illustrated project report extending aspects of the environmental technology
- a major extended written and illustrated assignment (dissertation) on a subject of personal interest related to architecture, and using primary and secondary sources
- workshop-based fabrication and design projects
- a written illustrated technology report developing aspects of the constructional, environmental, and material implications of the major design project of the MSc: Master of Science in Architecture.
- Assessment of coursework is continuous, and uses a wide variety of assessment and peer review learning techniques. These include the following:
  - 1:1 tutorials, with feedback on proposals from design studio and workshop staff
  - small and large group seminars at which students present their design studio work in a format encouraging informal discussion and debate
  - structured interim design jury student presentations, with studio and taught course tutors and selected invited guests present
  - structured final design jury student presentations, with studio and taught course tutors and selected invited guests present
  - 1:1 tutorials, with feedback on written proposals from dissertation staff
  - small and large group seminars supporting dissertation development
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- Assessment of the final synthesised design proposal is based on:
  - the detailed development of, and originality of response to the research outlined in the project brief
  - the quality and intellectual rigour of ideas underpinning the conceptual development and conclusion of the design brief for Design 2: Synthesis
  - the translation of conceptual thinking to 2- and 3D analogue and digital media, with particular emphasis on the creative use of a broad range of 2- and 3D media
  - the verbal, visual, architectural, and technological qualities of the interim and final presentations of the comprehensive design proposals

### **E. Academic Regulations**

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

### **F. Entry Requirements**

The MSc: Master of Science in Architecture course is intended to attract the broadest demographic of students possible, maximising opportunities for participation in a higher degree related to a demanding professional discipline. Suitable applicants to the course will usually be interviewed with their degree portfolio to understand their specific interests' in architecture and disciplines related to architecture, and explore their further ambitions in architectural education. To be considered for entry to the course, applicants will usually be required to have the following qualifications:

- a good degree in architecture (2.1 or better) from an international university, which is validated by a recognised national or regional body *or*
- a good first degree in architecture (2.1 or better) from an RIBA-recognised programme based outside the UK, which is validated as equivalent to RIBA part 1 *or*
- an excellent first degree in architecture from an RIBA-recognised programme based in the UK, which offers the RIBA part 1 professional award *or*
- exceptionally, an excellent first degree in a design-based subject closely related to architecture

However, because the school is committed to a policy of inclusivity and opportunity, each application and applicant will be considered on the merits of the wish to learn, and to explore architecture at higher degree level. Preparation for the interview outlined above is therefore very important.

## G. Course structure(s)

### Course overview

The MSc: Master of Science in Architecture course is offered as a 1-year full time course. It should be noted that, whilst subject to all usual university quality assurance procedures with the outcomes reviewed by external examiners who are acknowledged subject specialists in their field, this programme is *not* professionally validated and does *not* provide equivalence to second cycle learning (currently known as RIBA part 2) recognised by the Royal Institute of British Architects.

The course comprises **7 modules (180 credits total)**.

<b>Advanced Digital Design Techniques</b>	20 credits
<b>Integrative Technologies:</b> Robotic Manufacturing	20 credits
<b>Design 1:</b> Research	20 credits
<b>History and Theory:</b> Critical Thinking	20 credits
<b>Architecture and Theory:</b> Dissertation	20 credits
<b>Technology:</b> Technical Thesis	40 credits
<b>Design 2:</b> Synthesis	40 credits

The MSc: Master of Science in Architecture is a **full time course**.

		Semester 1		Semester 2	
<b>Level 7</b>	Advanced Digital Design Techniques (compulsory)	20	History and Theory: Critical Thinking (compulsory)	20	
	Integrative Technologies: Robotic Manufacturing (compulsory)	20	Architecture and Theory: Dissertation (compulsory)	20	
	Design 1: Research (compulsory)	20			
<b>June- September</b>					
<b>Level 7</b>	Technology: Technical Thesis (compulsory)	40	Design 2: Synthesis (compulsory)	40	

**Placements information**

**H. Course Modules**

<b>Module Code</b>	<b>Module Title</b>	<b>Level</b>	<b>Semester</b>	<b>Credit value</b>	<b>Assessment</b>
BEA-7-503	<b>Advanced Digital Design Techniques</b>	7	S1	20	
BEA-7-504	<b>Integrative Technologies:</b> Robotic Manufacturing	7	S1	20	
BEA-7-505	<b>Design 1:</b> Research	7	S1	20	

EBB-7-524	<b>History and Theory:</b> Critical Thinking	7	S2	20	
EBB-7-530	<b>Architecture and Theory:</b> Dissertation	7	S2	20	
BEA-7-506	<b>Technology:</b> Technical Thesis	7	June-Sept	40	
BEA-7-507	<b>Design 2:</b> Synthesis	7	June-Sept	40	

### I. Timetable

Students will receive a physical, printed copy of their timetable at the course induction session in September (or January, depending on point of intake). 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

- Site visits are usually held in conjunction with studio design work or other subject areas where the visit provides essential knowledge for undertaking work in a particular unit of study. Visits are usually in the UK and, if possible, within greater London; occasionally they may be abroad; students fund the cost of these visits themselves. In the case of field trips where students are unable to attend because of lack of finance, they will undertake related work in London.
- Model making kits (including cutting mat, craft knife, pen, pencils and etc...)
- External drive and memory stick
- Consumable items such as A2 or A1 portfolio, tracing papers, balsawood, acrylic, Perspex, blue foam and similar architectural model making materials.
- Personal computer or laptop (pc or mac), ideally powerful enough to run the latest computer aided design and graphic software.

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: Personal Development Planning (postgraduate courses)

Appendix C: Terminology

## Appendix A: Curriculum Map

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.

### Knowledge and Understanding:

...reflecting the principles of Article 46 of the Directive 2013/55/EU of the European Parliament (revised 20 November 2013), as follows:

- speculation on, and creation of, progressive architectural designs that satisfy challenging aesthetic and technical requirements
- knowledge and a critical understanding of the history and theories of architecture and the related arts, technologies and human sciences
- adequate and discriminating knowledge of the different strategies for urban design, and community planning
- knowledge and understanding of the relationship between people and buildings, and between buildings and their environment, and of the critical requirements which relate buildings and the spaces between them to human needs and scale
- critical understanding of the role of the architect in society, in particular in preparing briefs that take account of social, cultural, and ethical factors
- knowledge and understanding of the means of investigation and preparation of the brief for a design project, and the differing design methodologies needed to execute it
- knowledge and a critical understanding of the structural design, constructional and engineering problems associated with building design, and the processes of material fabrication supporting architectural technologies
- knowledge and a critical understanding of the physical challenges, technologies, and functions of buildings so as to provide them with internal conditions of comfort and protection against the climate, using environmental strategies which are ethical and resource efficient.

### Intellectual, Practical, and Transferable Skills, as follows:

- 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
- 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
  
- progressive understanding of advanced digital design, and the relationships between this and digital fabrication and construction
- 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
- versatile problem-solving skills, professional judgment, and ability to take the initiative and make appropriate decisions in complex and unpredictable circumstances.

modules			programme outcomes																		
			knowledge and understanding:											skills:							
			1	2	3	4	5	6	7	8							i.	ii.	iii.	iv.	v.
level	title	code																			
7	<b>Advanced Digital Design Techniques</b>	BEA-7-503	TDA	D	TDA	D	DA	TDA	TDA	TDA					TDA	TDA	TDA	DA	TDA	D	TDA
7	<b>Integrative Technologies: Robotic Manufacturing</b>	BEA-7-504	TDA	D	TDA	D	DA	TDA	TDA	TDA					TDA	TDA	TDA	DA	TDA	D	TDA
7	<b>Design 1: Research</b>	BEA-7-505	TDA	TDA	TDA	TDA	TDA	TDA	TDA	TDA					TDA	TDA	TDA	TDA	TDA	DA	DA
7	<b>History and Theory: Critical Thinking</b>	EBB-7-524	TDA	TDA	TDA	DA	DA	TDA	DA	DA					DA	TDA	TDA	DA	TDA	TDA	TDA
7	<b>Technology: Technical Thesis</b>	BEA-7-506	TDA	TDA	DA	DA	DA	TDA	DA	TDA					TDA	TDA	TDA	TDA	TDA	TDA	TDA
7	<b>Design 2: Synthesis</b>	BEA-7-507	TDA	TDA	TDA	TDA	TDA	TDA	TDA	TDA					TDA	TDA	TDA	TDA	TDA	TDA	TDA
7	<b>Architecture and Theory: Dissertation</b>	EBB-7-530	TDA	TDA	TDA	DA	DA	TDA	DA	DA					TDA	TDA	TDA	DA	TDA	TDA	TDA

T=taught      D=developed      A=assess

## 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>At the start of their studies in semester 1, all students attend a programme introduction at which all the design and taught course tutors present the academic themes and practical issues to be explored over the full year of study. The introductions clarify the diverse outcomes of the programme to the student, and the importance of careful time management. Because of their close contact with students throughout the year ahead, design staff (and in particular, the course leader) undertake the role of both academic and personal tutor.</p> <p>Specific pastoral issues raised under personal tutoring are developed with the course leader and other members of the course team who are 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 both research degrees and professional practice following graduation, and will discuss this with their tutors in the year of study.</p>
<p>2 Supporting the development and recognition of skills in academic modules/modules.</p>	<p>All design and taught courses are devoted to incremental development of knowledge and skills, among a diverse group of learners. Design, workshop, and research briefs are framed to allow students' experience and personal perspectives to inform their work, with exemplar projects used in the classroom to define the 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>The workshop-based modules provide further opportunities for the development of practical skills relating design conceptualisation to production through understanding of manufacturing processes.</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"> <li>▪ applying appropriate advanced information technology to tasks, especially drawing and modelling</li> </ul>

	<ul style="list-style-type: none"> <li>▪ learning the practical skills necessary to take advantage both of digital design software, and the production of architectural components in the workshop</li> <li>▪ independent research and critical evaluation of a broad range of data relating to design problems</li> <li>▪ reviewing diverse design methodologies used to synthesise data, and the means to practically interpret this data and apply it to complex architectural proposals</li> <li>▪ problem solving, including design conceptualisation, technical information, and communication using a range of 2- and 3D media to support the innovative representation of proposals for architectural design</li> <li>▪ effective teamwork, including the development, sharing, and analysis of research relating to the historiography of architecture, and how this reflects individual's students' interests</li> </ul> <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"> <li>▪ introduction to, and comparative analysis of histories and theories of architecture</li> <li>▪ design research supporting design synthesis</li> <li>▪ exploration and synthesis of design research to develop design proposals</li> <li>▪ literature searches and primary and secondary source research for dissertation</li> <li>▪ individual dissertation tutorials; group seminars, poster sessions</li> <li>▪ introduction to, and development of advanced workshop skills</li> </ul>
<p>5 Supporting the development and recognition of career management skills.</p>	<ul style="list-style-type: none"> <li>▪ reflective course submissions considering work in professional practice, and related areas</li> <li>▪ reviewing CV writing, the types of and business models for architects' practices, applying for work</li> <li>▪ reviewing possibilities for further study and/or employment in terms of student's personal interests reviewing the scope and diverse nature of the professional practice of architecture, and how the graduate portfolio is prepared and tailored to suit specific interviews for career development</li> </ul>
<p>6 Supporting the development and recognition of career management skills through work placements or work experience.</p>	<p>In addition to the timetabled lectures, tutorials, and workshop sessions, this programme provides MSc students with opportunities to audit the entire undergraduate and postgraduate architecture programme, including:</p> <ul style="list-style-type: none"> <li>▪ discipline specific guest speakers (including LSBU alumni) from commerce, industry, and practice</li> <li>▪ professional body input from Royal Institute of British Architects for student mentoring, and Climate Change and Design Through Production roadshows</li> <li>▪ skills training and networking including CV development; Interview and assessment training through iterative skills development via design presentations</li> <li>▪ group exercise and competitions to develop team working skills</li> <li>▪ inter disciplinary design charettes, e.g. Teambuild</li> </ul>

	<ul style="list-style-type: none"> <li>▪ 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.)</li> <li>▪ qualitative and quantitative research sessions; workshops for advanced software training (Rhino, Grasshopper, Maya etc.)</li> <li>▪ attendance at symposia at Building Centre, and other London schools of architecture</li> <li>▪ advanced facilities for academic research (access to the LSBU library, the British Library, the British Architectural Library, the RIBA Drawings Collection at the V&amp;A etc.)</li> <li>▪ research poster sessions, student led societies, Student Union activities on campus participation in field trips offered as addition to design, workshop, and taught course sessions (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. NB: field trips are separately chargeable)</li> </ul>
7 Supporting the development of skills by recognising that they can be developed through extra curricula activities.	
8 Supporting the development of the skills and attitudes as a basis for continuing professional development.	
9 Other approaches to personal development planning.	
10 The means by which self-reflection, evaluation and planned development is supported e.g. electronic or paper-based learning log or diary.	





## Appendix C: Terminology

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

<b>higher education provider</b>	organisations that deliver higher education
<b>independent learning</b>	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
<b>intensity of study</b>	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
<b>lecture</b>	a presentation or talk on a particular topic; in general lectures involve larger groups of students than seminars and tutorials
<b>learning zone</b>	a flexible student space that supports independent and social learning
<b>material information</b>	information students need to make an informed decision, such as about what and where to study
<b>mode of study</b>	different ways of studying, such as full-time, part-time, e-learning or work-based learning
<b>modular course</b>	a course delivered using modules
<b>module</b>	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
<b>national teaching fellowship</b>	a national award for individuals who have made an outstanding impact on student learning and the teaching profession
<b>navigability (of websites)</b>	the ease with which users can obtain the information they require from a website
<b>optional module</b>	a module or course unit that students choose to take
<b>performance (examinations)</b>	a type of examination used in performance-based subjects such as drama and music
<b>professional body</b>	an organisation that oversees the activities of a particular profession and represents the interests of its members
<b>prospective student</b>	those applying or considering applying for any programme, at any level and employing any mode of study, with a higher education provider

<b>regulated course</b>	a course that is regulated by a regulatory body
<b>regulatory body</b>	an organisation recognised by government as being responsible for the regulation or approval of a particular range of issues and activities
<b>scholarship</b>	a type of bursary that recognises academic achievement and potential, and which is sometimes used interchangeably with 'bursary'
<b>semester</b>	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)
<b>seminar</b>	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
<b>summative assessment</b>	formal assessment of students' work, contributing to the final result
<b>term</b>	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)
<b>total study time</b>	the total time required to study a module, unit or course, including all class contact, independent learning, revision and assessment
<b>tutorial</b>	one-to-one or small group supervision, feedback or detailed discussion on a particular topic or project
<b>work/study placement</b>	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
<b>workload</b>	see 'total study time'
<b>written examination</b>	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

