

Reference points:	Internal	Corporate Strategy 2020-2025 Academic Quality and Enhancement Website School Strategy LSBU Academic Regulations
	External	QAA Quality Code for Higher Education 2018 Framework for Higher Education Qualifications Subject Benchmark Statements (Architectural Technology 2019) PSRB Office for Students (OfS) Guidance Competitions and Markets Authority SEEC Level Descriptors 2021
B. Course Aims and Features		
Distinctive features of course	<p>Architectural Technologists are specialists enlisted on architectural projects to translate a designer's intentions into feasible development proposals. They are specialists in analysing the requirements and challenges of a construction project and applying the best fit technology, materials and processes. A fully qualified Chartered Architectural Technologist is qualified to manage construction projects from design through to build.</p> <p>This course prepares students with design, technical and management skills, and teaches them to apply scientific principles and practical knowledge in constructing buildings to meet building performance criteria. Students gain a sound understanding of advanced computer technology in 3D Computer Aided Design and visualisation in the production of design details, and knowledge of administering contracts and projects in fulfilling client and current regulation needs.</p> <p>Students will have the opportunity to learn and work with students from other disciplines, and to develop team-working skills as well as working as a practitioner.</p>	
Course Aims	<p>The BSc (Hons) Architectural Technology aims to:</p> <ol style="list-style-type: none"> 1. Produce graduates who are committed to a career in architectural technology. 2. Produce graduates equipped to take up responsible professional employment in the architectural design industry and become lifelong learners with an appreciation of the value to society of an education in architectural technology. 3. Produce graduates who have a breadth and depth of knowledge and understanding of the key aspects of the scientific, technological and organisational principles of technical design problems in architecture. 4. Allow graduates to acquire and develop analytical and problem-solving skills, and subject-specific skills. To acquire and develop the ability to evaluate evidence, arguments, and assumptions, to reach sound judgements, and communicate effectively. 5. To develop graduates who approach design problems creatively and who have the technical skills to see their ideas through to realisation. 6. Provide an opportunity to those in full-time employment to study towards a degree in Architectural Technology on a part-time basis. 	

	<p>7. To create a unique educational environment that seeks to benefit from the practical experience of mature and part-time students.</p> <p>8. Provide an education centred within the Built Environment that recognises the important roles of other professions in the development of the Built Environment and cultivates interaction and teamwork with these other professionals.</p>
<p>Course Learning Outcomes</p>	<p>a) Students will have knowledge and understanding of:</p> <p>A1 The technology and science of building design, production and performance.</p> <p>A2 Regulatory and legal requirements affecting buildability, sustainability and performance of buildings.</p> <p>A3 Detailed design and production information including analysis, selection, calculations and production drawings.</p> <p>A4 Design methods and processes including the presentation of design proposals to other parties.</p> <p>A5 Business and management skills relevant to the construction industry.</p> <p>A6 Information Technology relevant to the Architectural Technologist.</p> <p>A7 The procurement process and contract administration.</p> <p>A8 The role of the Architectural Technologist in the built environment and in society in general.</p> <p>b) Students will develop their intellectual skills such that they are able to:</p> <p>B1 Demonstrate knowledge and understanding of facts, concepts, principles and theories.</p> <p>B2 Develop creative and innovative solutions.</p> <p>B3 Make informed judgements based upon evidence.</p> <p>B4 Apply knowledge and understanding in solving qualitative and quantitative problems.</p> <p>B5 Evaluate and interpret technological information.</p> <p>B6 Undertake research and obtain and evaluate data.</p> <p>c) Students will acquire and develop practical skills such that they are able to:</p> <p>C1 Use Information Technology to support intellectual skills.</p> <p>C2 Produce quality design presentations through various media.</p> <p>C3 Prepare technical drawings, reports and specifications.</p> <p>C4 Use the library, the Internet, and other information sources effectively.</p> <p>C5 Manage projects efficiently.</p> <p>d) Students will acquire and develop transferrable skills such that they are able to:</p> <p>D1 Effectively communicate in oral presentations, reports and drawing.</p> <p>D2 Apply mathematical skills.</p> <p>D3 Use Information Technology.</p>

	D4 Work effectively as a member of a team. D5 Manage time and work to deadlines. D6 Evaluate and improve their own learning and performance. D7 Use a variety of skills in problem solving.
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C. Teaching and Learning Strategy

Acquisition of A1, A3 and A8 is through a combination of lectures, seminars, tutorials, practical classes, coursework and project work at Levels 4, 5 and 6. Acquisition of A2 is through lectures, tutorials, coursework, and project work at Levels 4, 5 and 6. Acquisition of A4 is through lectures, tutorials, peer reviewed presentations, and project work at Levels 4, 5 and 6. Acquisition of A5 is through lectures, tutorials and coursework at Level 6. Acquisition of A6 is through lectures, computer laboratory classes and coursework at Levels 4, 5 and 6. Acquisition of A7 is through lectures, tutorials, coursework, and project work at Levels 5 and 6. Throughout the course students have module guides relevant to each topic of study, giving additional reading material which students are encouraged to use for private study to consolidate the formal learning process, and both broaden and deepen their knowledge and understanding in the subject area. All students are encouraged to become student members of the CIAT, use their libraries and resources, and attend meetings. Intellectual skills are developed through the teaching and learning course. Analysis and problem-solving skills are further developed through regular seminars and tutorials. Experimental, research, and design skills are further developed through coursework exercises, practical laboratory work, design projects and research projects.

Practical skills are developed through the teaching and learning course. C1 is developed through lectures and practical computer laboratory sessions. C2 and C3 are developed through the design studio and technology studio project work. C4 and C5 are developed through project work and research projects.

Transferable skills are developed through the teaching and learning course. D1 is developed in design and technology studio presentations. D2 is developed in the structures and environmental science modules at Levels 4 and 5. D3 is developed within the CAD modules at Levels 4 and 5. D4 and D6 are developed through peer-reviewed group project work at Levels 4, 5 and 6. D5 is developed through setting assessment deadlines. D7 is developed through lectures, tutorials and practical experiments. Although not explicitly taught, other skills are nurtured and developed throughout the course which is structured and delivered in such a way as to promote this.

D. Assessment

Testing of the knowledge base is through a combination of unseen written examinations, problem-solving exercises, essays, oral presentations, seminars, design exercises, laboratory reports, poster displays, and individual and group projects. Analysis and problem-solving skills are assessed through unseen written examinations and coursework exercises. Experimental, research, and design skills are assessed through laboratory reports, coursework exercises, project presentations, poster displays, and oral presentations. Practical skills are assessed through, coursework exercises, project reports and presentations and research projects. D1 is assessed through coursework, laboratory work and presentations. D2 is assessed through unseen written examinations and coursework. D3 is assessed through coursework. D4 is assessed in group project coursework and presentations. D5 is assessed by applying penalties for the late submission of coursework. D7 is assessed through unseen written examinations, coursework exercises and project work. The other skills are not formally assessed.

E. Academic Regulations

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

identified here.

<https://www.lsbu.ac.uk/about-us/policies-regulations-procedures>

F. Entry Requirements

Year 1 entry

GCSE passes in five subjects (grade C or above), including English Language and Mathematics. The University will accept a pass in the Key Skills Qualification at Level 2 in place of GCSE English and Mathematics. Additionally, applicants are expected to achieve 220-240 UCAS points (minimum of 160 points for candidates who hold technical positions for at least two years in the architecture/design industry), through any combination of the following:

- A Levels/AS Levels/AVCE Double Award
- Advanced Diploma
- BTEC National Diploma/Certificate (NQF) or Extended Diploma / Diploma (QCF)
- International Baccalaureate Diploma
- Irish Leaving Certificate Higher/ Ordinary
- Scottish Higher/Advanced Higher
- A pass in an approved Foundation Year / Extended Degree.

Year 2 entry (full-time) and Year 3 entry (part-time)

- BTEC HNC in Construction or a related course with an overall Merit.

Year 3 entry (full-time) and Year 4 entry (part-time)

- BTEC HND in Construction or a related course with an overall Merit
- A Foundation degree in building or a construction-related subject.

Credit for prior learning (APL) and prior (experiential) learning (AP(E)L)

Applicants may use their related work experiences to gain academic credit towards their course of study. Applicants need to demonstrate that their learning is equivalent to formal learning on the course and produce satisfactory evidence. If an applicant has gained a qualification from a professional body or another institution this may be credited towards the University qualification via our transfer credit scheme.

G. Course structure(s)

Course overview

- The course is delivered on a semester pattern at LSBU, each semester being 15 weeks in duration. Students study six modules at each Level. There are several modes or combination of modes of study:
- Three years, full-time, taught over six semesters, four modules being taught in each semester.
- Four years, sandwich, with a period of industrial training of not less than 36 weeks of supervised work experience interposed between Levels 5 and 6.
- Five years, part-time, taught one day per week over ten semesters, two or three modules being taught in each semester.
- The courses at our franchised colleges are delivered in blocks over a period of two years. Direct-entry students attend intensive block weeks of combined lectures and tutorials with normally eight modules taught in each academic year.
- The duration of the full-time/sandwich degrees may be extended by one year through enrolment on the Extended Degree. A University credit is the equivalent of 150 student study hours. Each module is a self-contained part of the course of study and normally carries a single credit value. .

BSc (Hons) Architectural Technology – Full time (2309)

		Semester 1		Semester 2	
Level 4	Construction Tech & Materials	20		Architectural Design & technology	20
	Building Services & Enviro. Science				20
	Legal & Eco Context				20
				Construction Tech. & Structures	20
	Construction Prac A				20
Level 5	Theory of Arch. Design & Conservation	20		Architectural Design Procedures	20
	Construction and Property Law	20		3D CAD & Building Information Modelling	20
	Measurement cost Planning & Tender Process for Archi. & Bsurv	20		Property Inspection repair & maintenance	20
Level 6	Sustainable Construction & the Environment	20		Architectural Design Project	20
	Arch. Design & Technology 2	20		Architectural Practice Management	20
	Contract Administration	20			
	Research Project				20

BSc (Hons) Architectural Technology – Part time

	Semester 1		Semester 2	
Year 1	Construction Tech, & Materials			
	20			
	Legal & Economic Context			20
	Construction Practice A			20
Year 2			Architectural Design & Technology	20
	Building Services & Enviro. Science			20
	Construction Tech, & Structures			20
Year 3	Measurement Cost Planning & Tender Process for Arch & Building surveying	20	Theory of Arch. Design & Conservation	20
	Construction Contract Law	20	Property Inspection, Repair & Maintenance	20
Year 4	Contract Administration	20	Architectural Design Procedures	20
	Architectural Design & Tech.	20	3D CAD & Building Information Modelling	20
Year 5	Sustainable Construction & the Environ	20	Architectural Practice Management	20
			Architectural Design Project	20
	Research Project	20		20

Placements information

H. Course Modules

[Provide information on:

- core and optional modules;
- the circumstances when optional modules may not run; and
- how and when students will be informed if optional modules are changed]

Module Code	Module Title	Level	Semester	Credit value	Assessment
BEA – 4 - 484	Construction Practice A	4	Both	20	A selection of written reports and practical exercises

EBB-4-020 (Part Time students on 2308)	Construction Technology and Materials	4	Both	20	Report and Multiple Choice Exam
EBB – 4 – 021 (Full Time students on 2309)	Construction Technology and Materials	4	1	20	Report and Multiple Choice Exam
EBB-4-030	Legal and Economic Context in Built Environment	4	Both	20	Multiple Choice Coursework Tests
EBB-4-060	Architectural Design and Technology	4	2	20	Presentation and design project
EBB-4-070	Building Services and Environmental Science	4	Both	20	Essay and Multiple Choice Exam
EBB-4-090 (Part Time students on 2308)	Construction Technology and Structures	4	Both	20	Report and Multiple Choice Exam
EBB – 4 – 091 (Full Time students on 2309)	Construction Technology and Structures	4	2	20	Report and Multiple Choice Exam
EBB-5-020	Theory of Architectural, Design and Conservation	5	1 (for Full Time Students on 2309) and 2 (for Part Time students on 2308)	20	Presentation and essay
EBB-5-040	Property Inspection, Repair and Maintenance	5	2	20	Individual report
BEA – 5 - 537	Construction and Property Law	5	1	20	Assignment and multiple choice test
EBB-5-110	Measurement, Cost Planning and Tender Process	5	1	20	Project and in class timed assessment
EBB-5-160	3D CAD and Building Information Modelling	5	2	20	2 x individual courseworks

EBB-5-170	Architectural Design Procedures	5	2	20	Presentation and design project
Sandwich year (optional for full-time students)					
EBB-6-010	Research Project	6	Both	20	An independent research project
EBB-6-060	Contract Administration (non QS)	6	1	20	Individual and group coursework
EBB-6-070	Sustainable Construction and the Environment	6	1	20	Group project and end of module examination
EBB-6-080	Architectural Design Project	6	2	20	Presentation and design project
EBB-6-140	Architectural Design and Technology 2	6	1	20	Presentation and design project
EBB-6-150	Architectural Practice Management	6	2	20	Group assignment presentation and report

I. Timetable information

Confirmed timetables are normally available one month prior to the start of the course. Full time study will involve multiple days of attendance (usually 2-3 days), part time study will be for one day/week.

J. Costs and financial support

Course related costs

- provide information about other course-related costs (explain what is and what is not included in the tuition fees, e.g. such additional expenses as cost of books or other learning materials, specialist equipment, uniforms, clothing required for work placements, field trips, bench fees).

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/study/undergraduate/fees-and-funding> or

<http://www.lsbu.ac.uk/study/postgraduate/fees-and-funding>

<https://www.lsbu.ac.uk/international/fees-and-funding>

Information on living costs and accommodation can be found by clicking the following link:

<https://www.lsbu.ac.uk/student-life/our-campuses/southwark/cost-of-living>

List of Appendices

Appendix A: Curriculum Map

Appendix B: 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.

Modules			Course outcomes																	
Level	Title	Code	A 1	A 2	A 3	A 4	A 5	A 6	B 1	B 2	B 3	B 4	C 1	C 2	C 3	C 4	D 1	D 2	D 3	D 4
4	Construction Practice	BEA-4-484						x					x			x	x		x	x
4	Construction Technology and Materials	EBB-4-020	x	x					x		x	x				x	x			
4	Legal and Economic Context in Built Environment	EBB-4-030							x							x				
4	Architectural Design and Technology	EBB-4-060	x	x	x	x				x	x	x		x		x	x		x	
4	Building Services and Environmental Science	EBB-4-070	x	x					x		x	x				x	x	x		
4	Construction Technology and Structures	EBB-4-090	x						x		x					x	x			
5	Theory of Architectural, Design and Conservation	EBB-5-020	x						x							x	x			x
5	Property Inspection, Repair and Maintenance	EBB-5-040	x						x							x	x			
5	Construction Contract Law	EBB-5-080		x												x	x			
5	Measurement, Cost Planning and Tender Process	EBB-5-110					x									x	x			
5	3D CAD and Building Information Modelling	EBB-5-160						x					x		x	x	x		x	
5	Architectural Design Procedures	EBB-5-170		x	x	x	x									x	x			
6	Research Project	EBB-6-010								x	x	x				x	x			
6	Contract Administration (non QS)	EBB-6-060					x		x							x	x			

6	Sustainable Construction and the Environment	EBB-6-070						x	x				x			x	x	x		x
6	Architectural Design Project	EBB-6-080			x	x				x	x	x		x	x	x	x		x	
6	Architectural Design and Technology	EBB-6-140			x	x				x	x	x		x	x	x	x		x	
6	Architectural Practice Management	EBB-6-150		x			x									x	x			

Appendix B: 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

