

## Course Specification

<b>A. Course Information</b>			
<b>Final award title(s)</b>	BA [Hons]Architecture <b>[L6 apprenticeship: Architectural Assistant]</b>		
<b>Intermediate exit award title(s)</b>	not applicable		
<b>UCAS Code</b>	tbc	<b>Course Code(s)</b>	5369
	London South Bank University		
<b>School</b>	<input type="checkbox"/> BEA		
<b>Division</b>	Architecture		
<b>Course Director</b>	Monika Jociute		
<b>Delivery site(s) for course(s)</b>	<input type="checkbox"/> Southwark		
<b>Mode(s) of delivery</b>	<input type="checkbox"/> Part time		
<b>Length of course/start and finish dates</b>	<b>Mode</b>	<b>Length years</b>	<b>Start - month</b>
	Part-time	4 years	September
<b>Is course suitable for students on a Tier 4 visa?</b>	No		
<b>Approval dates:</b>	Course(s) validated	June 2018	
	Course review date	June 2023	
	Course specification last updated and signed off	September 2023	
<b>Professional, Statutory &amp; Regulatory Body accreditation</b>	The apprenticeship framework for level 6: Architectural Assistant will be prescribed by the Architects Registration Board, and validated by the RIBA; as the course is now internally validated by LSBU, the prescription and validation bodies have both been notified		
<b>Link to Institute of Apprenticeship (IoA) Standard and Assessment Plan (Apprenticeship only)</b>	<a href="#">Architectural assistant (integrated degree) / Institute for Apprenticeships and Technical Education</a>  <a href="#">st0534-architect-assistant-l6_ap-for-publishing_220618.pdf (instituteforapprenticeships.org)</a>		
<b>Reference points:</b>	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 (Architecture 2020) PSRB Office for Students (OfS) Guidance Competitions and Markets Authority SEEC Level Descriptors 2021

### B. Course Aims and Features

<b>Distinctive features of course</b>	<p><b>introduction</b> undergraduate apprenticeship as an Architectural Assistant is a cost and time effective means to the first of the three stages of professional qualification. The course is for those already working in practice, and leads to the university award of BA[Hons]Architecture and the professional award of RIBA part 1; apprenticeships in architecture build on the already close relationship between schools of architecture and the professional workplace of the architect. The defining skill of the architect is design in the broadest sense – the ability to conceive and practically develop functionally useful and culturally relevant structures meeting a range of human needs, and which evoke a positive aesthetic response.</p> <p><b>the work of an architectural assistant</b> the first step to registration as an architect is acquiring the RIBA part 1 qualification, enabling apprentices to continue their work in practice while studying a professionally-validated degree as an architectural assistant. Architectural assistants work in organisations of varying sizes, from small practice to large multi-disciplinary organisations. They can be based at locations within project design teams, on site, or a combination of both. Because their skills are transferable, they may work for other construction and design related businesses (e.g. property consultants, construction companies, planning authorities or interior designers).</p> <p>In collaboration with other members of a project team, architectural assistants respond to client requirements by preparing, reviewing, and refining building design through various media such as 3D modelling, drawings, and model making.</p> <p>In an architect's practice, the work of an architectural assistant may involve:</p> <p><b>brief analysis:</b> reviewing briefs to establish client requirements; site analysis (e.g. surveying an existing building for refurbishment); basic research of urban planning context (e.g. establishing whether there are similar buildings adjacent); basic research of building regulations, including fire strategy.</p>
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	<p><b>design:</b> creating architectural designs that satisfy aesthetic, technical, and functional requirements; developing concept ideas; team seminars; creating and editing drawings and 3D models using relevant software; creating physical models.</p> <p><b>project delivery:</b> producing information for formal submissions, under supervision of architect/project leader, including drawings (plans, sections, elevations), 3D computer models (e.g. BIM), schedules (e.g. doors/windows /fittings/fixtures), visuals, reports, presentation boards, and physical models; communicating/coordinating design information with internal and external teams including engineers, interior designers, specialist consultants).</p> <p><b>construction:</b> attending construction sites and supporting architect/project leader in site inspections (e.g. capturing images of identified defects on site); answering queries on construction and regulation-related issues .</p> <p><b>design and the architecture curriculum</b> the importance of design as a key element in developing the intellectual, practical, and professional skills of an architect is reflected in the BA curriculum for architectural assistants. Design studio projects represent over 50% in terms of assessed work, and is supported by core courses representing the body of technical, cultural, and professional knowledge required to underpin the subject.</p> <p>The following areas demonstrate the scope of the architecture curriculum:</p> <ul style="list-style-type: none"> <li>▪ <b>design studio projects</b></li> <li>▪ <b>structures, construction technology, energy and resource efficiency in design</b></li> <li>▪ <b>histories and theories: the cultural context of architecture</b></li> <li>▪ <b>professional skills</b></li> <li>▪ <b>communication media for architecture</b></li> </ul> <p>The pedagogic model emphasises studio and workshop activities, and engagement with the design process through critical analysis, drawing, and model making using both analogue and digital media. Design knowledge and understanding is developed through studio teaching and learning, and delivery of other core elements through lectures, seminars, and skills workshops. Integration between coursework and studio projects is implicit or explicit depending on the curricular area.</p> <p>Following the first two years of the programme, apprentices vote for their choice of studio in years 3 and 4; each studio treats different architectural themes and design methodologies. Apprentices and full and part time students all study together in both the studio and taught courses.</p>
<b>Course Aims</b>	<p>The BA[Hons}Architecture aims to develop apprentices' understanding – and practical application – of the following issues:</p>

	<ul style="list-style-type: none"> <li>▪ architects are involved globally in creating a range of buildings and spaces, which not only house people and facilitate their activities but reflect the shared beliefs and values of their societies</li> <li>▪ the scope of architecture involves the conception, elaboration, and production of those spaces, buildings, cities, and landscapes forming the built environment</li> <li>▪ design as the central focus of the LSBU architecture programme where this is understood primarily as a critical, reflective, and analytical cultural practice. Design has a reciprocal relationship with areas of specialist knowledge including histories and theories of architecture, constructional and environmental technologies, and professional skills</li> <li>▪ the value of a creative and focused education, and rigorous programme of study for apprentices from diverse backgrounds already working in practice and who wish to become professionally qualified architects</li> <li>▪ the intellectual capacity required to think critically, and the practical skills to develop and communicate design ideas</li> <li>▪ through processes of thinking, making, and designing students engage with the material, social, and environmental issues of the contemporary world, drawing inspiration from that world and the world of imagination,</li> </ul>
<p><b>Course Learning Outcomes</b></p>	<p>Learning outcomes are mapped against the requirements of the apprenticeship standard, which in turn reflect the 11 points of the EU Directive for Architects used for RIBA validation and ARB prescription. In each case, the apprentice will have knowledge and understanding of a key area, and specific skills. The following reflect the knowledge, skills, and behaviours stated in the level 6 Architectural Assistant apprenticeship standard.</p> <p><b>1 design</b> An architectural assistant has an understanding of:</p> <ul style="list-style-type: none"> <li>▪ <i>a range of design processes and techniques such as hand-drawn sketches and diagrams; use of appropriate tools and materials to create physical building models of varying scale and complexity to explore and develop design ideas and for use in client presentations</i></li> </ul> <p>An architectural assistant is able to:</p> <ul style="list-style-type: none"> <li>▪ <i>generate architectural design proposals of diverse scales and type, including conducting feasibility studies</i></li> <li>▪ <i>draft and edit drawings and 3D models (plans, sections, elevations, and details) using relevant software, including CAD, to enable co-ordination with other professional's input</i></li> <li>▪ <i>produce and coordinate design information with the design team (e.g. engineering, landscaping and interior design)</i></li> </ul> <p><b>2 history and theory</b> An architectural assistant has an understanding of:</p> <ul style="list-style-type: none"> <li>▪ <i>history of architecture and its impact on architectural practice</i></li> </ul>

- *human sciences that affect the design of buildings and spaces (e.g. use of ergonomics)*

An architectural assistant is able to:

- *critically analyse architectural culture, theory, and design to present a personal viewpoint within a structured argument*

### **3 fine arts**

An architectural assistant has an understanding of:

- *arts that relate to theoretical concepts of architecture (e.g. the use of colour and sound in creating atmosphere in spaces)*

An architectural assistant is able to:

- *creatively apply theories, practices and technologies of the arts that influence architectural design*

### **4 urban design and planning**

An architectural assistant has an understanding of:

- *urban design, town planning strategies*

An architectural assistant is able to:

- *produce necessary drawings and documents that comply with national and local planning policy*

### **5 people and environment**

An architectural assistant has an understanding of:

- *importance of architecture for an occupant or user of a space*
- *impact of architectural design on the environment and wider community*

An architectural assistant is able to:

- *identify user needs and the local context in which the project is developed*
- *develop the design of projects of varying scales in respect of environmental context and sustainability*

### **6 role of architect**

An architectural assistant has an understanding of:

- *the duties and responsibilities of architectural assistants to clients, building users, contractors, co-professionals and the wider society*
- *the role of the architect within the design team and construction industry*
- *the potential impact of building projects on existing and proposed communities*

An architectural assistant is able to:

- *deliver services under the supervision of an Architect or a project leader, prioritising the interests of the client and other stakeholders*
- *problem solve and use professional judgement to take initiative and make appropriate contributions to decision making*

### **7 brief analysis**

An architectural assistant has an understanding of:

- *the different methods of investigating and preparing a project brief (e.g. critical review of precedents relevant to the function, organisation and technological strategy of design proposals)*

An architectural assistant is able to:

- *research and investigate relevant information (e.g. site analysis, previous architectural projects) to support project development to ensure all client and regulatory requirements are met*

## **8 structure, construction, and engineering**

An architectural assistant has an understanding of:

- *the structural and engineering considerations within building design*
- *strategies for building services, sustainable design and their integration in a coherent design project*
- *strategies for building construction (e.g. offsite fabrication)*

An architectural assistant is able to:

- *investigate, critically appraise and select alternative structural, constructional and material systems relevant to architectural design*
- *integrate structural, construction and engineering strategies with the overall design*
- *support an architect or a project leader with construction inspections to ensure projects are built in accordance with contractual drawings*

## **9 technologies**

An architectural assistant has an understanding of:

- *alternative materials, processes and techniques that apply to architectural design and building construction, including the impact of materials on the environment throughout material's lifespan (e.g. the difference between how bricks or concrete are manufactured, used and recycled)*
- *technologies that influence the design of buildings (e.g. façade systems)*
- *the role of BIM and other relevant technologies used in the design process*

An architectural assistant is able to:

- *evaluate materials, processes and techniques that apply to architectural designs and building construction, and where practicable integrate alternative materials, processes and techniques into design proposals*
- *apply different technological methods to building design to provide conditions of comfort and protection against the environment*

## **10 finance and regulations**

An architectural assistant has an understanding of:

- *the process of controlling building costs (e.g. collaboration with Quantity Surveyors)*
- *Approved Documents for Building Regulations*
- *UK legislation and health and safety requirements*

	<p>An architectural assistant is able to:</p> <ul style="list-style-type: none"> <li>▪ <i>meet client's brief within the constraints of the imposed budget limitations</i></li> <li>▪ <i>meet client's brief within the constraints of the building regulations</i></li> </ul> <p><b>11 industry context and project delivery</b></p> <p>An architectural assistant has an understanding of:</p> <ul style="list-style-type: none"> <li>▪ <i>the range of industries, organisations, regulations and procedures involved in translating design concepts into buildings</i></li> <li>▪ <i>the timeline of project development and delivery (e.g. RIBA Plan of Work)</i></li> </ul> <p>An architectural assistant is able to:</p> <ul style="list-style-type: none"> <li>▪ <i>interact with statutory authorities or individuals to support delivery of projects in a wide variety of sectors and within diverse legislative frameworks</i></li> </ul> <p><b>Behaviours</b></p> <p>An architectural assistant will be expected to...</p> <p><b>1 Code of Conduct</b> Be mindful of relevant professional codes of conduct (e.g. ARB and RIBA)</p> <p><b>2 integrity</b> Be honest and act with integrity</p> <p><b>3 communication</b> Strive to communicate effectively and professionally when working independently and as part of a team</p> <p><b>4 obligation</b> Be conscious of an architect's obligation to their client, society and the profession</p> <p><b>5 reputation</b> Take into account their competence and professional experience, to ensure they are unlikely to bring the profession into disrepute</p> <p><b>6 professional development</b> Commit to identifying their own individual professional development needs, including keeping up to date with changing design trends</p> <p>•</p> <p>The following reflects the university's requirements for the professionally validated BA[Hons]Architecture course. Apprentices will have <b>knowledge and understanding</b> of:</p> <ol style="list-style-type: none"> <li>1 <i>how to generate design proposals using a body of knowledge, some at the current boundaries of professional practice and the academic discipline of architecture</i></li> <li>2 <i>the architectural and artistic concepts, techniques, and processes that can inform the design process</i></li> <li>3 <i>generating design propositions at a variety of scales and informed design methodologies and processes that respond to the requirements of the programme, user, and context</i></li> </ol>
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<p>4</p> <p>5</p> <p>6</p> <p>7</p> <p>8</p>	<p><i>generating design proposals informed by an understanding of how historical, contextual, and theoretical issues influence architectural design</i></p> <p><i>application of a range of communication methods and media (including drawings, models, and written and digital work) to represent design proposals clearly and effectively</i></p> <p><i>the alternative materials, processes, and techniques that apply to architectural design and structures, and building construction</i></p> <p><i>the context of the architect and the construction industry, and the professional qualities needed for decision making in complex and unpredictable circumstances</i></p> <p><i>how to identify individual learning needs, and understand the personal responsibility required for further professional education</i></p> <p>Apprentices will develop their <b>intellectual skills</b> such that they are able to:</p> <p>i) <i>evaluate evidence, arguments, and assumptions in order to make and present sound judgements within a structured discourse relating to architectural culture, theory, and design; critically evaluate, analyse, and appraise design ideas, academic arguments and diverse theoretical approaches; research, analyse, investigate, and synthesise material from a wide range of sources and provided by a variety of methods to inform both design and academic work; develop creative design proposals, which respond to a range of problems and scenarios, acknowledging both change and the future</i></p> <p>ii) <i>appraise and understand the requirements of diverse clients and user groups, listening and critically responding to the views of others; demonstrate capacity for independent and self-managed learning and personal development through thoughtful self-reflection; define, analyse, and develop design propositions responding to issues of a spatial and architectural nature that satisfy aesthetic and technical requirements</i></p> <p>Apprentices will acquire and develop <b>practical skills</b> so they are able to:</p> <p>iii) <i>investigate, conceptualise, and develop the design of three dimensional components, spaces, and buildings; apply a range of communication methods and media (including drawings, models, and written and digitally generated work) to present design proposals clearly and effectively;</i></p> <p>iv) <i>identify individual learning needs, understanding the personal responsibility required for further professional education; communicate and articulate design intentions, justifying the conceptual stance adopted in projects with logical and consistent arguments; critically evaluate and use digital and analogue</i></p>
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*technologies; work well within a team or interdisciplinary group in preparation for professional practice*

Apprentices will acquire and develop **transferable skills** so they are able to:

- v) *communicate effectively using the visual, graphic, and verbal means appropriate to the professional practice of architecture, including digital and electronic technologies;*
- vi) *manage time and work to deadlines; analyse problems using innovation, logic, and lateral thinking; perform effectively both as an individual, and as a member of a team; be flexible and adaptable in the approach to and development of a project, identifying both problems and opportunities*
- vii) *make effective use of negotiation, mediation, and advocacy skills*

### **overview of principal areas of teaching and learning Design**

The acquisition of design skills and knowledge is central to the programme of study, and these are learnt through studio activities and the completion of design projects. A creative as well as analytical approach to designing is encouraged using models, drawings, and computer graphics to explore design concepts. As the course comprises over 50% of its content as design, it should be understood success in this curricular area is central to the course.

Studio activity also includes learning how to communicate ideas, both verbally and visually, to tutors, students, and fellow apprentices. The presentation of work and the feedback received is referred to as a crit, or review of your work. The crit/review is an opportunity to explain an individual approach to the design process and to clarify ideas; attendance at all crits/reviews is essential. At the crit/review, everyone will receive verbal and written feedback from tutors and guest critics responding to the project that has been reviewed. At interim and final crits apprentices will usually be given a crit sheet by the studio tutor to serve as a reflection of the work's quality and to give guidance that must be responded to.

### **Technology**

Construction and environmental technologies are integral parts of the design process from conceptual idea to final proposal. At undergraduate level, the principles of these technologies are learnt and this knowledge then developed and applied to key design projects in the programme. The technology and environment syllabus is delivered in lectures, and then assessed by means of coursework

as an integral but discreet part of design studio work. Apprentices can use their knowledge of these technologies as a driver in their architectural thinking, or subsumed by other design influences.

### **Cultural Context**

The cultural context input comprises History and Theory courses. The history and theory courses position the individual student experience within the wider subject area of architecture, establishing views regarding the role of architecture within culture, the ethical and rational critique of architecture, and the application of philosophical thought to architecture.

As well as establishing rigour in thinking, critical investigation, the application and organisation of research, writing skills, and referencing, studies in the history and theory of architecture encourage students to be aware of precedent. Precedent refers to the analysis of previous works of architecture, and how diverse design methodologies inform your own proposals in the studio. Historical and theoretical understanding allows students to judge the relative success of various design approaches against criteria including building performance, scale, form, social consequence, and historical significance.

### **Communications**

Communications involves both analogue drawing and modeling, and the acquisition of advanced digital design skills. Communications 1 introduces 2D and 3D analogue and digital drawing; Communications 2/Digital Media covers the basics of 3D computer modeling and fabrication, and is connected to development of a design project. The teaching of advanced digital drawing software is an essential part of employment in an architect's office. Apprentices are required to supplement all taught workshops with extensive, self-managed practice in all digital technologies.

### **Professional Practice**

All apprentices are introduced to professional practice through a series of lectures and case studies. The views of practitioners, and of representatives from the professional and statutory bodies are both represented in the lecture series. Apprentices are required to manage and appraise their own working practices with regard to their work. They are taught how to prepare a CV, and to search for work (where relevant). Apprentices are also encouraged to participate in the RIBA Mentoring Scheme which will again be offered to FT3 and PT5 students (as well as apprentices) this year.

## **C. Teaching and Learning Strategy overview of teaching and learning activities**

Learning on an apprenticeship offers a combination of academic education and practical training; it is learning informed and enriched by professional practice. Apprentices are required to attend a combination of tutorials, workshops, lectures, seminars, and site or

building visits (the latter other than those undertaken in the workplace). The course is principally taught by staff in the division of architecture, although in some instances staff from other departments and disciplines are involved. Where possible, tutors and guests from outside the university are also invited to present lectures and provide specialist inputs to a particular subject area or project.

Site visits related to design studio projects 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 generally, where possible, within greater London; apprentices fund the cost of these visits themselves. In the case of field trips (which may not be specifically project-related) where apprentices are unable to attend because of lack of finance, they will undertake related work in London.

### **importance and volume of independent learning required**

Critically, all part time students and apprentices must organise their time away from the workplace to allow for reflection, and the self-managed scholarly activity critical to learning. This requires a disciplined approach to time management, and excellent forward planning when anticipating the time required for project submissions in all subject areas of the curriculum.

### **subject-related and generic resources, e.g. libraries, laboratories, studios**

- on the Southwark campus, the Perry library provides an excellent lending and reference point for all learners
- the library also has many e-books and e-journals
- inter-library loans may also be arranged
- all students and apprentices benefit from extensive bespoke design studios arranged over two floors of the Keyworth Centre
- there are analogue workshops in the Borough Road building, offering power and hand tools for timber and metal, as well as a range of wet processes
- additionally, there are digital fabrication laboratories:
  - Digital Architecture and Robotic Construction Laboratory (DARLAB)
  - digital fabrication facilities in the Keyworth Centre adjoining the studio space

### **overview of learning support (opening hours and access)**

- typically, an apprentice will be at the university one day per week for a minimum of 7-8 hours, and for 30 teaching weeks each year
- this time will be divided between 1:1 tutorials in the studios, self-managed time in the library or other facilities, and attendance at taught courses

### **information about staff who teach on the course**

- staff are highly experienced practitioners, academics, and researchers, the majority of whom have extensive knowledge and experience of the professional environment
- a number of staff are actively involved with the professional bodies for architecture, and have excellent knowledge of global educational standards

### **information on the virtual learning environment**

- all learners at the university have online access to their timetable and module guides
- by arrangement, all tutors and lecturers will provide feedback through email or Skype

## **D. Assessment**

### **Availability/definition of formative assessment**

Arrangements for teaching and learning are set out in each module guide and the academic timetable. The criteria for assessment of a module of study will be given in the relevant module guide. Apprentices are assessed formatively, summatively, and through the EPA.

### **Interruption of Studies**

There may be circumstances where studies need to be interrupted; this is usually for a period of up to one year. Guidelines for the interruption of studies are published on the student gateway. If an individual wishes to discuss interruption of studies, they should inform their employer, studio tutor, course administrator, and course director at the earliest opportunity. Studies may not be interrupted during the examination period. It is very important for apprentices to inform their employer, the university and their tutor in writing of any factors, such as illness, that may prevent them attending the course.

### **Degree Classification**

To ensure full coverage of the validation criteria set by the RIBA, a degree is awarded after all 19 study modules have been successfully completed. The standard university regulation for determination of an Honours degree classification is as follows:

- a) the average mark for the highest 80 credits at Level 6 will contribute 80% (the major part) to the final weighted average mark on which the classification will be based
- b) the highest marks for 120 credits from Level 5 and the remaining 40 Level 6 credits will form a weighted average mark which will be rounded to a whole number
- c) this weighted average mark will contribute 20% (the minor part) to the final weighted average mark on which the classification will be based.

The (additional) Architecture Examination Board protocol for determination of an Honours degree classification is as follows:

- d) the Design 303 level 6 design project must be included within the highest 80 credits at level 6
- e) where the weighted average mark is 1% below the minimum average required for a classification, then an apprentice will get the higher classification if 60 credits or more at Level 6 are in the higher class or better

### **Gateway Preparation Module**

The Gateway is the entry point to End-Point Assessment (EPA). It is the point at which the apprentice has completed their learning, met the requirements of the standard, off-the-job (OJT) training (6 hours per week), and that they, alongside their employer and LSBU agree that they are ready to enter their EPA.

The Gateway Preparation module is a pass / fail, zero credit module designed to support apprentices to identify and work towards meeting the Gateway criteria from an early stage in their apprenticeship, particularly those that sit outside of an academic qualification. The module will be completed each year throughout the duration of the apprenticeship up to passing the Gateway. A minimum record of 8% of OJT, contributing towards the final total of 6 hours per week is required to pass the module in each year.

**IMPORTANT:** Evidence of meeting the ALL knowledge, skills and behaviour detailed in the IfATE Standard Assessment Plan, must be covered in the e-portfolio prior to the final

Gateway review i.e. apprentices must address each KSB on their respective apprenticeship standard with appropriate workplace evidence.

### **E. Academic Regulations**

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

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

### **F. Entry Requirements academic entry criteria**

- A2 Level BBC *or*
- BTEC National Diploma DDM *or*
- access to HE qualifications with 15 Distinctions 30 Merits *or*
- equivalent level 3 qualifications worth 128 UCAS points (must include an art or design subject)
- we require a portfolio of work (drawings, models, paintings, photography etc.) to be submitted
- applicants must hold 5 GCSEs A-C including minimum B in Maths and English or equivalent (reformed GCSEs grade 4 or above)

### **non-academic entry criteria, for example requirements set by professional or sponsoring bodies**

- confirmation of employment offer in architect's practice registered as hosting L6 apprentices

### **occupational health requirements**

- none

### **specific entry requirements, for example English or Welsh language requirements**

- see above

### **specific competency standards**

- to be determined by employer offering placement

### **how to apply through routes other than UCAS, where applicable**

- not applicable

### **information about interviews, discussions of portfolios**

- all potential entrants to the course will be required to attend an interview with a varied portfolio of work demonstrating visual acuity and the ability to engage with a professional academic course

### **accredited prior learning or accredited experiential prior learning or up to date term**

- usually, not applicable, but to be assessed on a case by case basis

### **DBS regulations**

- not applicable

### **IELTS: identify level of English required**

- see above

### **professional bodies**

- there are no academic entry criteria for applicants to schools of architecture set by either the RIBA or ARB

### **G. Course structure(s)**

#### **Course overview**

BA[Hons]Architecture: **part time**

[L6 apprenticeship]

	Semester 1		Semester 2	
<b>Year 1</b>	Design 101 compulsory	20	Design 102 compulsory	40
	Technology 1			20
	Gateway Preparation (0 Credit)			
<b>Year 2</b>	Cultural Context 1 compulsory	20	Cultural Context 2 compulsory	20
			Communication 2 compulsory	20
	Communication 1 compulsory			20
	Gateway Preparation (0 Credit)			
<b>Year 3</b>	Design 201 compulsory	20	Design 202 compulsory	40
	Technology 2 compulsory			20
	Gateway Preparation (0 Credit)			
<b>Year 4</b>	Design 301 compulsory	40	Design 302 compulsory	40
			Professional Practice compulsory	10
	Technology 3 Compulsory			10
	Gateway Preparation (0 Credit)			
<b>July to Sept after year 4</b>			EPA Portfolio and Practice Report compulsory	20

### Placements information

The apprentice is, by definition, in work placement throughout their study time.

## H. Course Modules core modules

All modules are core; there are no optional modules.

Module Code	Module Title	Level	Semester	Credit value	Assessment
BEA_4_540	Design 101	4	1	20	Design Portfolio and models
BEA_4_541	Design 102	4	2	40	Design Portfolio and models
EBB_4_504	Cultural Context 1	4	1	20	Written essay
EBB_4_505	Technology 1	4	1 & 2	20	Report and 1 hour exam
EBB_4_506	Communication 1	4	1 & 2	20	Completion of at least 2 Media Studies courses
ARC_4_GW1	Gateway Preparation	4	1 & 2	0	N/A
ARC_4_GW2	Gateway Preparation	4	1 & 2	0	N/A
BEA_5_542	Design 201	5	1	20	Design Portfolio and models
EBB_5_543	Design 202	5	2	40	Design Portfolio and models
EBB_5_510	Cultural Context 2	5	2	20	Written essay
EBB_5_511	Technology 2	5	1 & 2	20	Written and drawn report
EBB_5_512	Communication 2	5	2	20	Completion of at least 2 Media Studies courses
ARC_5_GW3	Gateway Preparation	5	1 & 2	0	N/A
BEA_6_544	Design 301	6	1	40	Design Portfolio and models
BEA_6_545	Design 302	6	2	40	Design Portfolio and models
BEA_6_522	Technology 3	6	1 & 2	10	Written and drawn report
BEA_6_521	Professional Practice	6	2	10	Written and drawn report
ARC_6_GW4	Gateway Preparation	6	1 & 2	0	N/A
BEA-6-487	EPA Portfolio and Practice Report	6	2	20	assessment in workplace

### Timetable information

#### receipt of a confirmed timetable for study commitment

- all apprentices will be informed before commencement of their studies on which day of the week they will be required to attend
- a detailed timetable for the whole year of studies will be available within 2 weeks of enrolment

### Costs and financial support

#### Course related costs

- an apprentice's study is sponsored by their employer

- all apprentices will be expected to provide their own computer and associated software, although will have access to those programmes freely available on campus
- books, drawing and modelling materials, and any safety equipment/clothing required for workshop sessions must be provided by the apprentice
- all fees for university field trips must be met by the apprentice

The **cost of field trips is additional to normal fee commitments**, and may cost between £100 - £700 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.

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**

### **Knowledge and Understanding**, 8 points as follows:

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

- 1 speculation on, and creation of, progressive architectural designs that satisfy challenging aesthetic and technical requirements
- 2 knowledge and a critical understanding of the history and theories of architecture and the related arts, technologies and human sciences
- 3 adequate and discriminating knowledge of the different strategies for urban design, and community planning
- 4 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
- 5 critical understanding of the role of the architect in society, in particular in preparing briefs that take account of social, cultural, and ethical factors
- 6 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
- 7 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
- 8 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**, 7 points as follows:

- i. 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
- ii. ability to evaluate and apply a comprehensive range of visual, oral and written media to test, analyse, critically appraise and explain design proposals
- iii. ability to evaluate materials, processes and techniques that apply to complex architectural designs and building construction, and to integrate these into practicable design proposals
- iv. 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

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

modules: L6 apprenticeship for Architectural Assistant			Learning outcomes: knowledge and understanding (1-8) intellectual skills (i-ii) practical skills (iii-iv) transferable skills (vi-vii)																	
Level	Title	Code	1	2	3	4	5	6	7	8				i	ii	iii	iv	v	vi	vii
4	<b>Design 101</b>	BEA_4_5 40	TD A	TD	TD	TD A	TD	TD A	TD	TD				TD A	TD A	TD A	TD A	TD A	DA	DA
4	<b>Design 102</b>	BEA_4_5 41	TD A	TD	TD	TD A	TD	TD A	TD	TD				TD A	TD A	TD A	TD A	TD A	DA	DA
4	<b>Cultural Context 1</b>	EBB_4_5 04	TD A	TD A	TD A	DA	DA	TD A	DA	DA				DA	TD A	TD A	DA	TD A	TD A	TD A
4	<b>Technology 1</b>	EBB_4_5 05	TD	TD A	DA	DA	DA	TD	TD A	TD A				TD A	TD	TD A	TD	TD A	TD A	TD
4	<b>Communication 1</b>	EBB_4_5 06	TD A	TD A	TD	TD	TD A	TD A	TD A	TD A				TD A	TD A	TD A	TD	TD A	TD A	TD
5	<b>Design 201</b>	BEA_5_5 42	TD A	TD	TD	TD A	TD	TD A	TD	TD				TD A	TD A	TD A	TD A	TD A	DA	DA
5	<b>Design 202</b>	BEA_5_5 43	TD A	TD	TD	TD A	TD	TD A	TD	TD				TD A	TD A	TD A	TD A	TD A	DA	DA
5	<b>Cultural Context 2</b>	EBB_5_5 10	TD A	TD A	TD A	DA	DA	TD A	DA	DA				TD A	TD A	TD A	DA	TD A	TD A	TD A

5	<b>Technology 2</b>	EBB_5_5 11	TD A	TD A	DA	DA	DA	TD A	DA	TD A				TD A	TD	TD A	TD	TD A	TD A	TD
5	<b>Communication 2</b>	EBB_5_5 12	TD A	TD A	TD	TD	TD A	TD A	TD A	TD A				TD A	TD A	TD A	TD	TD A	TD A	TD
6	<b>Design 301</b>	BEA_6_5 44	TD A	TD	TD	TD A	TD	TD A	TD	TD				TD A	TD A	TD A	TD A	TD A	DA	DA
6	<b>Design 302</b>	BEA_6_5 45	TD A	TD	TD	TD A	TD	TD A	TD	TD				TD A	TD A	TD A	TD A	TD A	DA	DA
6	<b>Technology 3</b>	BEA_6_5 22	TD A	TD A	DA	DA	DA	TD A	DA	TD A				TD A	TD	TD A	TD	TD A	TD A	TD
6	<b>Professional Practice</b>	BEA_6_5 21	TD A	DA	DA	DA	TD A	DA	TD A	TD A				TD	TD	TD	TD A	TD	TD A	TD A
	<b>gateway</b>																			
6	<b>EPA: Portfolio and Practice report</b>	BEA_6_4 87	TD A	TD A	TD A	TD A	TD A	TD A	TD A	TD A				TD A	TD A	TD A	TD A	TD A	TD A	TD A

modules	<b>Course outcomes: knowledge, skills, and behaviours (from apprenticeship standard: K&amp;S 1-11; B1-6)</b>
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Level	Title	Code	1 design	2 history and theory	3 fine arts	4 urban design	5 people and env't	6 role of archt	7 brief	8 structure, constr' n	9 technologies	10 finance	11 industry context	12 conduct	13 integrity	14 communication	15 obligation	16 reputation	17 professional dev't	
4	<b>Design 101</b>	BEA_4_540	TDA	TD	TD	TD A	TD	TD A	TD	TD	TD									
4	<b>Design 102</b>	BEA_4_541	TDA	TD	TD	TD A	TD	TD A	TD	TD	TD									
4	<b>Cultural Context 1</b>	EBB_4_504	TDA	TDA	TD A	DA	DA	TD A	DA	DA	T		TD			TD A				
4	<b>Technology 1</b>	EBB_4_505	TD	TDA	DA	DA	DA	TD	TD A	TD	TD A	TD	TD							
4	<b>Communication 1</b>	EBB_4_506	TDA	TDA	TD	TD	TD A	TD A	TD A	TDA	TD	D				TD A				
5	<b>Design 201</b>	BEA_5_542	TDA	TD	TD	TD A	TD	TD A	TD	TD	TD									
5	<b>Design 202</b>	BEA_5_543	TDA	TD	TD	TD A	TD	TD A	TD	TD	TD A									
5	<b>Cultural Context 2</b>	EBB_5_510	TDA	TDA	TD A	DA	DA	TD A	DA	DA	T		TD			TD A				
5	<b>Technology 2</b>	EBB_5_511	TDA	TDA	DA	DA	DA	TD A	DA	TD	TD A	TD	TD							
5	<b>Communication 2</b>	EBB_5_512	TDA	TDA	TD	TD	TD A	TD A	TD A	TDA	TD	D				TD A				
6	<b>Design 301</b>	BEA_6_544	TDA	TD	TD	TD A	TD	TD A	TD	TD	TD									

6	<b>Design 302</b>	BEA_6_5 45	TDA	TD	TD	TD A	TD	TD A	TD	TD	TD								
6	<b>Technology 3</b>	BEA_6_5 22	TDA	TDA	DA	DA	DA	TD A	TD	TDA	TD A	TD	TD			TD A			
6	<b>Professional Practice</b>	BEA_6_5 21	TDA	DA	DA	DA	TD A	DA	TD A	TDA	TD A	TDA	TD A	TD A	TD A	TD A	TD A	TD A	TD A
6	<b>EPA: Portfolio and Practice report</b>	BEA_6_4 87	TDA	TDA	TD A	TD A	TD A	TD A	TD A	TDA	TD A	TDA	TD A	TD A	TD A	TD A	TD A	TD A	TD A



## 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]

<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
<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

<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,
<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 'unit' for individual units;
<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
<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
<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
<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