Course Specification

**Architect apprenticeship
MArch: Master of Architecture/
Postgraduate Diploma in Professional Practice**

School of the Built Environment and Architecture

Course Specification

A. Course Information			
Final award title(s)	MArch: Master of Architecture/ Postgraduate Diploma in Professional Practice **[L7 apprenticeship: Architect]**		
Intermediate exit award title(s)	not applicable		
UCAS Code	tbc	**Course Code(s)**	5368
	London South Bank University		
School	☐ BEA		
Division	architecture		
Course Director	Kira Ariskina		
Delivery site(s) for course(s)	☐ Southwark		
Mode(s) of delivery	☐Part time		

Length of course/start and finish dates				
	Mode	**Length years**	**Start - month**	**Finish - month**
	Part time	3 years, plus I term	September	December

Is course suitable for students on a Tier 4 visa?	No	
Approval dates:	Course(s) validated / Subject to validation	
	Course specification last updated and signed off	Course specifications for MArch: Master of Architecture and RIBA part 3 – which forms the basis for this document – have been previously validated September 2019 LM
Professional, Statutory & Regulatory Body accreditation	The apprenticeship framework for level 7: Architect 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	
Reference points:	Internal	Corporate Strategy 2015-2020 Academic Quality and Enhancement Manual School Strategy LSBU Academic Regulations
	External	QAA Quality Code for Higher Education 2013 Framework for Higher Education Qualifications Subject Benchmark Statements (Dated) PSRB Competitions and Markets Authority SEEC Level Descriptors 2016

B. Course Aims and Features

Distinctive features of course	**introduction** this is a level 7 apprenticeship which incorporates academic and workplace learning and assessment with an End Point Assessment to test the knowledge, skills, and moral, ethical, and professional behaviours detailed in the Architect Apprenticeship Standard published by the Institute for Apprenticeships. It is for those who wish to work in practice, but also achieve the university award of MArch: Master of Architecture and Postgraduate Diploma in Professional Practice (and professional awards of RIBA parts 2 and 3). Apprenticeships in architecture build on the already close relationships between schools of architecture and the professional workplace of the architect. The L7 apprenticeship framework for architecture aggregates the learning associated with the second degree in architecture (RIBA part 2) and the professional skills reviewed in the RIBA part 3 Professional Practice examination. This enables an apprentice who has completed their academic education and workplace-based End Point Assessment (EPA) to graduate from university as a registered architect – but without the debt, uncertainty about employment, and lack of clarity about achieving registration sometimes found in former educational models.

the work of an architect   architects are educated, trained, and registered professionals who plan, design, and review the construction of buildings for a client. They use their skills and knowledge to offer creative problem solving and strategic advice related to various types of building, arts, and construction projects. This includes developing building designs taking into account a range of complex issues such as structural integrity, the character and location of a site, methods of construction, value for money, design quality, impact on the environment, as well as the legal responsibilities for life safety and statutory consents. Architects work responsibly to deliver the interests of their clients and the core requirements of cost, time, and quality for the end user.

Architects work on projects of varying scale and type across the construction industry, including (but not limited to) the design of commercial, residential, community, and education buildings, as well as infrastructure and structures. Architects work on the design of new buildings; however, their work will often involve redesigning existing buildings, some of which may contribute to the cultural and historical heritage of a city and nation. They also work closely with and often lead a team assembled to design and/or deliver the project. Design teams vary depending on the scale and type of the building.
•
the postgraduate architecture curriculum   the course provides graduates who have completed an undergraduate degree in Architecture (either through an Architectural Assistant apprenticeship, or an RIBA recognised/ARB-prescribed part 1 course) with the opportunity to define their own interests, speculating on and refining a personal response to the design and making of architecture, while placing this in the context of those professional skills required for professional practice.   Architecture is very responsive to change, actively engaging with both the internal world of ideas and external realities around us, thus modernity in the broadest sense is a critical part of the worldview of successful architects – and level 7 apprentices will be expected to challenge the norms of professional practice, speculating on new models for design and its execution.

LSBU architecture is committed to a studio system as being the best medium for the exchange of ideas. Like their full and part time colleagues, |

	apprentices on the course choose from a focused group of design studios, each identified by subject and theme. Each studio has developed its specialised approach to architecture based on specific responses to contemporary issues in the city, and the developing landscapes around cities. The MArch: Master of Architecture/Postgraduate Diploma in Professional Practice is thus a strongly design-based course, underpinned by a firm base in theory and technology, but with the practical connection of the skills acquired in the university to professionally relevant projects.
Course Aims	The MArch: Master of Architecture/Postgraduate Diploma in Professional Practice course provides a rigorous and discriminating examination of key debates in the subject area, and equips apprentices with the competences to engage with modern professional practice. This approach challenges individuals to develop a defensible and relevant position on architecture, and is supported by a small number of clearly defined studios focused on different strategies for design, with shared taught courses developing students' capacity for critical thinking. Graduate apprentices will be distinguished by their self-sufficiency, flexibility, and understanding of both theoretical discourse and the practical application of architectural skills. The programme aims to enable apprentices to 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 - 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 - investigative and analytical skills and methodologies for the observation, critical reading, and detailed depiction of the physical and cultural aspects of a given site or sites for the construction of architecture - synthesis of design propositions for small and medium sized buildings, and the development of these in detail - synthesis of a final comprehensive design proposition for related groups of large sized buildings, and the development of these to offer visible evidence of the relationship between theory, design, and technological resolution - responsive and diverse communication skills in analogue and digital media appropriate to the presentation demands of design professionals - familiarity with the procedures specific to the following modes of scholarly investigation and analysis: interpretation, critique, theory, exploration or testing of research models - ability to define and elaborate a critical position on a selected written topic, with distinctive outcomes in terms of substantial and significant conclusions - critical understanding of the role of design economics in the construction process, and the techniques of project evaluation - critical understanding of the relationships between the client organisation, design team, and building production system - critical understanding of contemporary professional practice in terms of building procurement systems, types of contract, client evaluation of investment potential, and the operation of management systems relating to the members of the professional team - undertake the EPA for the Architect standard, successfully completing a career appraisal, interview, case study, and design project challenge.

Course Learning Outcomes	Whilst professional practice and architectural education are likely to remain complex and changeable, the overall outcome of the course is concerned to present a balanced view of architecture as a subject defined within theoretical, cultural, technological, legal, and professional parameters. This view is also intended to reflect the roles of the professional and statutory bodies, particularly the current criteria for validation shared between the Royal Institute of British Architects (RIBA) and Architects' Registration Board (ARB). The course content acknowledges the role of the criteria in providing broad parameters for curricular design, whilst wishing to present distinctive interpretations of those criteria in use.
	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 7 Architect apprenticeship standard.

1 design
An architect has an understanding of:
- *a range of advanced processes and techniques (e.g. digital fabrication) to generate, review and speculate on design proposals with multiple constraints, showing evidence of original thinking*
An architect is able to:
- *generate architectural design proposals*
- *evaluate and apply a comprehensive range of visual, oral and written media to test, analyse, critique and explain design proposals*
- *produce drawings and 3D models using relevant software including Computer-Aided Design (CAD)*

2 history and theory
An architect has an understanding of:
- *history of architecture and its impact on architectural practice*
- *the cultural, social and intellectual histories, theories and technologies that influence the design of buildings*
An architect is able to:
- *apply understanding of current architectural debate to produce innovative solutions*
- *produce clear, logically argued and original written work relating to architectural culture, theory and design*

3 fine arts
An architect has an understanding of:
- *how the theories, practices and technologies of the arts influence architectural design and their creative application in design projects*
An architect is able to:
- *apply fine art theories in a creative way that acknowledges their conceptualisation and representation*

4 urban design and planning
An architect has an understanding of:
- *urban design and town planning strategies and regulations*
- *process of obtaining planning permission (e.g. drawings, reports, applications)*
An architect is able to: |

- comply with relevant town planning policy throughout design and construction phases to obtain planning permission (e.g. submitting planning applications)

5   people and environment
An architect has an understanding of:
- *the in-depth relationships between users and buildings, between buildings and their environment, and the need to relate buildings and the spaces between them to diverse user needs and scale*

An architect is able to:
- *identify end user needs, local and the social context in which the project is developed*
- *lead design development in respect of environmental context and sustainability*

6   role of architect
An architect has an understanding of:
- *the range of services offered by architects*
- *the potential impact of building projects on existing and proposed communities and the related planning legislation*
- *the context of the architect and the construction industry, including the Architect's role in the processes of procurement and building production*
- *the role of the architect within the design team and construction industry*

An architect is able to:
- *lead projects or parts of projects, taking into consideration business priorities and practice management*
- *deliver services in a responsible manner, prioritising the interests of the client and other stakeholders*
- *problem-solve and use professional judgment to take initiative and make appropriate decisions in situations with multiple constraints*

7   brief analysis
An architect has an understanding of:
- *the client and design team briefing process, forms and terms of appointment*
- *methods of investigation and preparation of briefs for the design projects (e.g. review of relevant precedents)*

An architect is able to:
- *critically review precedents relevant to the function, organisation and technological strategy of a design proposals*
- *prepare and develop a project brief (e.g. by referring to RIBA Plan of Work)*

8   structure, construction, and engineering
An architect has an understanding of:
- *structural, constructional and engineering considerations within building design, such as physical properties and characteristics of building materials, components and systems*

An architect is able to:
- *integrate knowledge of structural principles and construction techniques with building design*

9   technologies
An architect has an understanding of:
- *principles, systems and strategies for environmental comfort and building services including sustainability principles*

- *alternative construction materials, processes and techniques that apply to design and construction, including the impact of materials on the environment*
- *the role of Building Information Modelling (BIM), computational design and other relevant technologies used in the design process*

An architect is able to:
- *evaluate materials, processes and techniques that apply to architectural designs with multiple constraints and building construction, and how to integrate these into practicable design proposals*
- *apply various technological methods to building design to provide conditions of comfort and protection against the environment*

10 finance and regulations

An architect has an understanding of:
- *the process of controlling building cost*
- *the Approved Documents for building regulations*

An architect is able to:
- *meet a client's brief within the constraints of the imposed budget limitations and building regulations*

11 industry context and project delivery

An architect has an understanding of:
- *industries, organisations, regulations and procedures involved in translating design concepts into buildings and integrating plans into overall planning*

An architect is able to:
- *interact with statutory authorities (e.g. planning or building control), private bodies (e.g. developers) or individuals to competently deliver projects in a wide variety of sectors and within diverse legislative frameworks*

12 professionalism

An architect has an understanding of:
- *the nature of professionalism and the responsibilities of Architects to clients, building users, constructors, professionals and the wider society*

An architect is able to:
- *act professionally when working independently and as part of a team, including communicating clearly with all stakeholders*

13 clients, users, and delivery of services

An architect has an understanding of:
- *the obligations of Architects to clients, stakeholders, warranties and third-parties*
- *client needs, appropriate communication methods, programming, coordination and competent delivery*

An architect is able to:
- *offer impartial advice on construction related issues, relevant legislation and risks*
- *identify and describe client and end user requirements, priorities and objectives*

14 legal framework and processes

An architect has an understanding of:
- *the statutory legal context within which an Architect must operate and what is required to ensure compliance with legal requirements or standards*

An architect is able to:
- *work with an understanding of the relevant statutory and legal requirements during project development so that the risk of harm to those who build, use and maintain buildings is reduced*

15 practice and management
An architect has an understanding of:
- *business priorities, required management processes and risks of running an architecture practice*

An architect is able to:
- *engage in business development and administration including contributing to business strategy development, evaluating resources, planning, implementing and recording projects tasks*
- *supervise the work of junior staff including architectural assistants*

16 building procurement
An architect has an understanding of:
- *UK construction and contract law, and construction procurement processes*
- *the relationship between architects and other built environment professionals*
- *contractual relationships and the obligations of an architect acting as a contract administrator*

An architect is able to:
- *coordinate and engage in design team interaction*
- *resolve construction related challenges and disputes, where appropriate*
- *undertake construction inspection responsibilities, including completing site visits and commenting on contractors and sub-contractors work in relation to architectural drawings*

Behaviours
An architect will be expected to…

1   Code of Conduct
Comply with the relevant professional codes of conduct (e.g. ARB and RIBA)

2   integrity
Be honest and act with integrity, ethics and in a professional manner

3   competence
Work singly, as part of a team or lead teams to provide a competent service

4   independence
Be organised and practice self-management when working independently

5   obligation
Be conscious of the architect's obligation to their client, society and the profession

6   reputation
Be aware of individual level of competency and professional experience to ensure they are unlikely to bring profession into disrepute

7   CPD
Commit to identifying their own individual development needs and the obligation for Continued Professional Development (CPD)

The following reflects the university's requirements for the professionally validated MArch: Master of Architecture.

Apprentices will have **knowledge and understanding** of the RIBA/ ARB shared criteria closely reflecting the 11 points stated in Article 46 of the Directive 2013/55/EU of the European Parliament and of the Council of 20 November 2013. These criteria form the basis for structuring and quality monitoring all professionally validated and prescribed courses in architecture throughout the UK and EU.

The Master of Architecture/Postgraduate Diploma in Professional Practice course content and delivery provides an education where, at the end of the course and award of RIBA part 2 and RIBA part 3, apprentices meet (and exceed) the 11 points above and the Graduate Attributes defined for part 2 by the RIBA, 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*
- *critical understanding of how knowledge is advanced through research to produce clear, logically argued and original written work relating to architectural culture, theory and design*
- *understanding of the context of the architect and the construction industry, including the architect's role in the processes of procurement and building production, and under legislation*
- *problem-solving skills, professional judgment, and ability to take the initiative and make appropriate decisions in complex and unpredictable circumstances*
- *ability to identify individual learning needs and understand the personal responsibility required to prepare for qualification as an architect and the Professional Criteria defined for RIBA part 3*

teaching and learning strategy: knowledge and understanding
- a presentation is made to apprentices at the start of each academic year, outlining the scope and character of the studios offered on the MArch/Diploma programme; apprentices vote for their choice of studios, and those themes reflecting their individual interests in architecture
- within the first month of the course, apprentices may review their studio choice and request a studio change if feasible
- site visits, both to allocated sites specific to the design briefs to be undertaken, and to buildings informing studio design courses
- design studio projects are introduced in small group apprentice-led seminars
- these are followed by individual evaluative tutorials
- apprentices make interim presentations of 2- and 3-D analogue and digital material to their studio staff, peer group, and invited critics illustrating the scope and detail of their emerging design proposal
- apprentices also make a final presentation of 2- and 3-D analogue and digital material to the studio staff, peer group, and invited critics illustrating the scope and detail of their developed final design proposal

assessment: knowledge and understanding
- all design studio work is subject to continuous assessment
- studio tutors monitor design scheme proposals throughout the semester, and collectively moderate assessments at each semester's end
- individual feedback on scheme proposals is provided at every individual studio tutorial
- an evaluative, critical summary of design studio project is provided at all students' final presentations
- provisional grades are given at the end of semester 1, with all apprentices offered opportunities to review, revise, and add to their design studio submissions

apprentices will develop their **intellectual skills** so they are able to:
- demonstrate how observation and analysis of a given site and brief underpins theoretical proposals regarding development of that location
- demonstrate the integration of investigative and analytical devices with a theoretical understanding of the themes of the course
- adopt a lucid and defensible position on design by reference both to methodology, and an appreciation of the milieu of the proposal in the context of both contemporary and historical architectural culture
- develop an appreciation of buildings as physical, cultural and technological artefacts, within either the urban context or that of the 'natural' landscape
- develop and implement a design strategy in which complex inter-relationships within the brief are addressed in a comprehensive and integrated fashion reflecting the demands of professional practice
- understand architecture as a complex cultural activity, with different outcomes in different social contexts
- understand the broad range of theoretical approaches to architecture and urban design, and their relevance to architecture and building typologies of differing scale and function
- critically and reflectively appraise commentaries on architecture and urban design, and consider the alternatives available to architects when approaching different design problems
- critically evaluate the diversity and physical characteristics of structural, material and constructional systems available to the architect
- critically evaluate the environmental services systems available to the architect, and the implications implicit of their use for resource efficient and sustainable design
- evaluate the systems outlined above to appropriate, distinctive building typologies and locations
- analyse the arguments in debates surrounding the culture, theory and design of architecture, summarise their principal points, and use these to establish a thesis for individual projects
- identify and critically appraise communications techniques, including those used in the fine arts, appropriate to the development and refinement of complex design proposals
- demonstrate ability to verbalise such evaluations relative to a design course, and to discuss this, where appropriate, with other design team professionals
- critically evaluate the diversity and physical characteristics of structural, material and constructional systems available to the architect

- critically evaluate the environmental services systems available to the architect, and the implications implicit of their use for resource efficient and sustainable design
- evaluate the systems outlined above to appropriate, distinctive building typologies and locations
- demonstrate ability to verbalise such evaluations relative to a design course, and to discuss this, where appropriate, with other design team professionals
- contextualise the role and responsibilities of the architect in relation to other members of the professional design team
- have knowledge of the ethical position and codes of conduct governing the architect
- understand the basic principles of running a design practice
- understand the basic principles of project management.

teaching and learning strategy: intellectual skills
- semester-length lecture courses, some by guest lecturers
- individual tutorials
- student-led seminars and small group tutorials
- workshop-based projects
- selected site visits, including field trips.

assessment: intellectual skills
- written assignments examining aspects of architectural history and theory
- a written illustrated project report extending aspects of the environmental technology of the major design project of the incoming year
- written assignments examining aspects of building production and design economics
- written assignments examining aspects of professional practice and management
- a major extended written and illustrated assignment (dissertation) on a subject of personal interest related to architecture, and using primary and secondary sources
- a written illustrated technology report extending aspects of the constructional, environmental, and legislative implications of the major design project of the final year of the MArch/Diploma.

apprentices will acquire and develop **practical skills** so they are able to:
- demonstrate appreciation and application of the diversity of architectural technologies, identifying research sources for these relevant to the demands of studio design projects
- demonstrate critical and evaluative application of the full range of analogue and digital presentation techniques available, and their creative use in design presentation
- demonstrate critical and evaluative application of 3-D physical modelling techniques available in the workshop, and their creative use in design presentation
- demonstrate creative integration of multimedia techniques within design presentations
- apply to design studio strategies approaches developed from understanding the diverse range of histories and theories of architecture
- identify research sources and case studies relevant to studio design projects

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

teaching and learning strategy: practical skills
- individual tutorials
- student-led seminars and small group tutorials
- interim and final design presentations
- workshop-based projects.

assessment: practical skills
- interim and final presentations of design studio projects (3 at incoming year level; 3 at final year level)
- submission of dissertation
- submission of written reports for technology, design economics, and professional practice
- workshop-related submission supporting the major design project of the third year of the MArch/Diploma

apprentices will acquire and develop **transferrable skills** so they are able to:
- apply, develop, and extend those analytical design skills and professional competences established at undergraduate level, with a focus on innovation in design, construction, and resource efficient technology
- acquire further skills and methodologies relevant to contemporary professional practice, together with an ability to produce complex and diverse design proposals
- establish critical intellectual frameworks and, concurrently, engage with the conceptual, constructional, and environmental context in which the design process operates
- develop further investigative and analytical skills and methodologies for observation, critical reading, and representation of the physical and cultural aspects of sites for the construction of architecture

	- develop discriminating attitudes to research material and methodologies, and the creative expression of these in extended structured writing about architecture - synthesise interim and final comprehensive design propositions for a medium to large sized buildings, and with the development of these offer evidence of the integration of relationships between theory, design, and technological resolution - satisfy the criteria held jointly by the RIBA and ARB for part 2 and part 3 courses in architecture **teaching and learning strategy: transferrable skills** - semester-length lecture courses, some by guest lecturers - individual tutorials - apprentice-led seminars and small group tutorials - workshop-based projects - selected site visits, including field trips **assessment: transferrable skills** - interim and final presentations of design studio projects (3 at first year level; 3 at third year level) - submission of dissertation - submission of written reports for technology, design economics, and professional practice - workshop-related submission supporting the major design project of the third year of the MArch/Diploma

C. Teaching and Learning Strategy
overview of teaching and learning activities
Apprentices are required to attend a combination of tutorials, workshops, lectures, seminars, and site or building visits. The course is mainly taught by architecture staff, 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 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; apprentices fund the cost of these visits themselves. In the case of field trips 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.

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 studio tutor, course administrator, and course director at the earliest opportunity. Studies may not be interrupted during the examination period. If an apprentice leaves the university without interrupting their studies, fees will be charged until the studies are formally interrupted. It is very important for apprentices to inform the university and their tutor in writing of any factors, such as illness, that may prevent them attending the course.

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

F. Entry Requirements
academic entry criteria
- recognised first degree in architecture, 2.2 or above, *or*
- level 6 Architectural Assistant apprenticeship certificate, *or*
- recognised first degree in architecture which is notified to the European Commission *plus*
- IfA requirements re level 2 English and Maths

non-academic entry criteria, for example requirements set by professional or sponsoring bodies
- employment offer in architect's practice hosting L7 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

MArch: Master of Architecture/Postgraduate Diploma in Professional Practice: **part time**
[L7 apprenticeship]

		Semester 1			Semester 2	
Year 1		Design 401 EBB-7-521 compulsory	20		Design 403 EBB-7-523 compulsory	20
		Design 402 EBB-7-522 compulsory	20			
		History and Theory: Critical Thinking EBB-7-524 compulsory	10		History and Theory: Critical Thinking	10
Year 2		Architecture and Theory: Dissertation EBB-7-530 compulsory	20		Professional Practice and Design Economics EBB-7-526 compulsory	20 [preparation for EPA]
		Technology 5 (lectures only) EBB-7-533 compulsory	0		Energy and Resource Efficiency in Design EBB-7-525 compulsory	20
Year 3		Design 501 EBB-7-527 compulsory	20		Design 503 EBB-5-529 compulsory	40
		Design 502 EBB-7-528 compulsory	20		Technology 5: Technical Thesis EBB-7-531 compulsory	20
autumn term		EPA EBB-7-488 compulsory	30			

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
EBB-7-521	Design 401	7	1	20	continuous, drawn/modelled submission
EBB-7-522	Design 402	7	1	20	continuous, drawn/modelled submission
EBB-7-524	History and Theory: Critical Thinking	7	1	20	written submission

EBB-7-523	Design 403	7	2	20	continuous, drawn/modelled submission
EBB-7-505	Energy and Resource Efficiency in Design	7	2	20	written submission
EBB-7-526	Professional Practice and Design Economics	7	2	0	written submission
EBB-7-530	Architecture and Theory: Dissertation	7	1	20	written submission
EBB-7-533	Technology 5 (lectures only)	7	1	0	assessment in PT3
EBB-7-527	Design 501	7	1	20	continuous, drawn/modelled submission
EBB-7-528	Design 502	7	1	20	continuous, drawn/modelled submission
EBB-7-531	Technology 5: Technical Thesis	7	2	20	drawn/modelled submission
EBB-7-529	Design 503	7	2	40	continuous, drawn/modelled submission
BEA-7-488	EPA career appraisal/interview/ case study/design challenge	7	follows S2: July to Dec	30	assessment in workplace

I.   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

J. 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 £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.

List of Appendices

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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.

level	title	code	1	2	3	4	5	6	7	8			i	ii	iii	iv	v	vi	vii
	modules: **L7 apprenticeship for Architect**		**Learning outcomes:** knowledge and understanding (1-8) intellectual skills (i-ii) practical skills (iii-iv) transferable skills (vi-vii)																	
7	**Design 401**	EBB-7-521	TDA	TD	TD	TDA	TD	TDA	TD	TD			TDA	TDA	TDA	TDA	TDA	DA	DA
7	**Design 402**	EBB-7-522	TDA	TD	TD	TDA	TD	TDA	TD	TD			TDA	TDA	TDA	TDA	TDA	DA	DA
7	**Design 503**	EBB-7-523	TDA	TDA	TDA	TDA	TDA	TDA	TDA	TDA			TDA	TDA	TDA	TDA	TDA	TDA	DA
7	**History and Theory: Critical Thinking**	EBB-7-524	TDA	TDA	TDA	DA	DA	TDA	DA	DA			DA	TDA	TDA	DA	TDA	TDA	TDA
7	**Energy and Resource Efficiency in Design**	EBB-7-525	TDA	TDA	DA	DA	DA	TDA	DA	TDA			TDA	TD	TDA	TD	TDA	TDA	TD
7	**Professional Practice and Design Economics**	EBB-7-526	TDA	DA	DA	DA	TDA	DA	TDA	TDA			TD	TD	TD	TDA	TD	TDA	TDA
7	**Design 501**	EBB-7-527	TDA	TD	TD	TDA	TD	TDA	TD	TD			TDA	TDA	TDA	TDA	TDA	DA	DA
7	**Design 502**	EBB-7-528	TDA	TD	TD	TDA	TD	TDA	TD	TD			TDA	TDA	TDA	TDA	TDA	DA	DA
7	**Design 503**	EBB-7-529	TDA	TDA	TDA	TDA	TDA	TDA	TDA	TDA			TDA	TDA	TDA	TDA	TDA	TDA	DA
7	**Architecture and Theory: Dissertation**	EBB-7-530	TDA	TDA	TDA	DA	DA	TDA	DA	DA			TDA	TDA	TDA	DA	TDA	TDA	TDA
7	**Technology 5: Technical Thesis (coursework)**	EBB-7-531	TDA	TDA	DA	DA	DA	TDA	DA	TDA			TDA	TD	TDA	TD	TDA	TDA	TD
7	**Technology 5 (lectures only)**	EBB-7-533	TD	TD	TD	TD	TD	TD	TD	TD			TD	TD	TD	TD	TD	TD	TD
	gateway																		
7	**End Point Assessment: Architect**	EBB-7-488	TDA	TDA	TDA	TDA	TDA	TDA	TDA	TDA			TDA	TDA	TDA	TDA	TDA	TDA	TDA

	modules		Course outcomes: knowledge, skills, and behaviours (from apprenticeship standard: K&S 1-11; B1-6)																	
Level	Title	Code	1 design	2 history and theory	3 fine arts	4 urban design	5 people and env' mt	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'mt
7	**Design 401**	EBB-7-521	TDA	TD	TD	TDA	TD	TDA	TD	TD	TD								
7	**Design 402**	EBB-7-522	TDA	TD	TD	TDA	TD	TDA	TD	TD	TDA								
7	**Design 503**	EBB-7-523	TDA	TDA	TDA	TDA	TDA	TDA	TDA	TDA	TDA	TDA	TDA					TD	TDA
7	**History and Theory: Critical Thinking**	EBB-7-524	TDA	TDA	TDA	DA	DA	TDA	DA	DA	T		TD			TDA			
7	**Energy and Resource Efficiency in Design**	EBB-7-525	TDA	TDA	DA	DA	DA	TDA	DA	TD	TDA	TD	TD						
7	**Professional Practice and Design Economics**	EBB-7-526	TDA	TDA	TD	TD	TDA	TDA	TDA	TDA	TD	D				TDA			
7	**Design 501**	EBB-7-527	TDA	TD	TD	TDA	TD	TDA	TD	TD	TD								
7	**Design 502**	EBB-7-528	TDA	TD	TD	TDA	TD	TDA	TD	TD	TD								
7	**Design 503**	EBB-7-529	TDA	TDA	TDA	TDA	TDA	TDA	TDA	TDA	TDA	TDA	TDA	TD		TD			TDA
7	**Architecture and Theory: Dissertation**	EBB-7-530	TDA	TDA	TDA	DA	DA	TDA	DA	DA	T		TD			TDA			
7	**Technology 5: Technical Thesis (coursework)**	EBB-7-531	TDA	TDA	DA	DA	DA	TDA	TD	TDA	TDA	TD	TD			TDA			
7	**Technology 5 (lectures)**	EBB-7-533	TDA	TDA	TD	TD	TDA	TDA	TDA	TDA	TD	D				TDA			
7	**gateway**																		
7	**End Point Assessment: Architect**	EBB-7-488	TDA	TDA	TDA	TDA	TDA	TDA	TDA	TDA	TDA	TDA	TDA	TDA	TDA	TDA	TDA	TDA	TDA

The third map below illustrates the mapping of the BA[Hons]Architecture against the RIBA/ARB shared professional criteria; this was the basis of our recent successful application for renewal of ARB prescription (May 2018).

The third map above illustrates the mapping of the MArch: Master of Architecture against the RIBA/ARB shared professional criteria.

Appendix B: Embedding the Educational Framework for Postgraduate Courses

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

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

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

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

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

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

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

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

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

- Develop students' professional and vocational skills through application in industry-standard facilities
- Develop our students' graduate attributes, self-awareness and behaviours aligned to our EPIIC values
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This appendix to the course specification document enables course teams to evidence how their courses meet minimum expectations, at what level where appropriate, as the basis for embedding the Educational Framework in all undergraduate provision at LSBU.

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

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

	weighted in final outcome for the module) to provide an early opportunity for students to check progress and receive prompt and useable feedback that can feed-forward into future learning and assessment. Assessment and feedback communicates high expectations and develops a commitment to **excellence**.	architectural education is extremely supportive
High impact pedagogies	Research and enquiry experiences Opportunities for students to undertake small-scale independent enquiry enable students to understand how knowledge is generated and tested in the discipline as well as prepare them to engage in enquiry as a highly sought after outcome of university study. In preparation for an undergraduate dissertation at level 6, courses should provide opportunities for students to develop research skills at level 4 and 5 and should engage with open-ended problems with appropriate support. Research opportunities should build student autonomy and are likely to encourage **creativity** and problem-solving. Dissemination of student research outcomes, for example via posters, presentations and reports with peer review, should also be considered.	Independent enquiry underpins all design teaching. The need for the apprentice to speculate and originate is explicitly stated in the majority of project briefs, whether these relate to design studio programmes, research and extended writing, or professional and technical matters. At all stages, the educational process is challenging the need to progress knowledge
Curricula informed by employer and industry need / Assessment *for* learning	Authentic learning and assessment tasks Live briefs, projects or equivalent authentic workplace learning experiences and/or assessments enable students, for example, to engage with external clients, develop their understanding through situated and experiential learning in real or simulated workplace contexts and deliver outputs to an agreed specification and deadline. Engagement with live briefs creates the opportunity for the development of student outcomes including **excellence**, **professionalism**, **integrity** and **creativity**. A live brief is likely to develop research and enquiry skills and can be linked to assessment if appropriate.	All project briefs relate to real world sites and scenarios; the intrinsic issue of architectural education is defining and understanding the parameters that influence design solutions. Developing solutions requires an ethical and socially purposeful approach to the work of the apprentice, and the need for flexible and innovative thinking
Inclusive teaching, learning and assessment	Course content and teaching methods acknowledge the diversity of the student cohort An inclusive curriculum incorporates images, examples, case studies and other resources from a broad range of	Again, it is in approaching each submission as an opportunity for the apprentice to define their own personality and potential as a learner that makes architecture uniquely inclusive. There are no

	cultural and social views reflecting diversity of the student cohort in terms of, for example, gender, ethnicity, sexuality, religious belief, socio-economic background etc. This commitment to **inclusivity** enables students to recognise themselves and their experiences in the curriculum as well as foster understanding of other viewpoints and identities.	standardised approaches, and each apprentice will be encouraged to develop a rigorous and personal pedagogy to all aspects of their learning
Curricula informed by employer and industry need	<u>Work-based learning</u> Opportunities for learning that is relevant to future employment or undertaken in a workplace setting are fundamental to developing student applied knowledge as well as developing work-relevant student outcomes such as networking, **professionalism** and **integrity**. Work-based learning can take the form of work experience, internships or placements as well as, for example, case studies, simulations and role-play in industry-standards settings as relevant to the course. Work-based learning can be linked to assessment if appropriate.	All apprentices are already committed to workplace-based learning
Embedded learning development	<u>Writing in the disciplines: Alternative formats</u> The development of student awareness, understanding and mastery of the specific thinking and communication practices in the discipline is fundamental to applied subject knowledge. This involves explicitly defining the features of disciplinary thinking and practices, finding opportunities to scaffold student attempts to adopt these ways of thinking and practising and providing opportunities to receive formative feedback on this. A writing in the disciplines approach recognises that writing is not a discrete representation of knowledge but integral to the process of knowing and understanding in the discipline. It is expected that assessment utilises formats that are recognisable and applicable to those working in the profession. For example, project report, presentation, poster, lab or field report, journal or professional article, position paper, case report, handbook, exhibition guide.	Our communications and professional practice modules explicitly stress the need for the apprentice to communicate clearly, creatively, and concisely using a range of analogue and digital media. The criticality of defining a clear position that is appreciative of clients and end users. Whilst there is an emphasis on 2- and 3D visual communication, the apprentice is also encouraged to understanding the breadth of client bodies and communities, and the appropriate trajectory to take when designing for diversity

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

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

Appendix C: 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
1 Supporting the development and recognition of skills through the personal tutor system.	At the start of their studies in semester 1, all apprentices 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 years of study. The introductions clarify the diverse outcomes of the programme to the apprentice, the importance of good time management, and the modules to be undertaken in each year. Because of their close contact with apprentices throughout the course, design staff (and in particular, the studio leaders and course director) undertake the role of both academic and personal tutor. 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 apprentices through their Level 6 studies, and clarify/discuss possible professional career trajectories and, where relevant, further study pathways. The relationship with the apprentice's office mentor/s is given particular emphasis.
2 Supporting the development and recognition of skills in academic modules/modules.	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 apprentices' professional 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. 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 apprentices to develop advanced skills with a range of verbal, drawn, written, and modelled representation techniques, using both analogue and digital media. The workshop-based modules provide further opportunities for the development of practical skills relating design conceptualisation to production through understanding of manufacturing processes.
3 Supporting the development and recognition of skills through purpose designed modules/modules.	All modules support and develop skills in a strategic manner. Specific skills delivered in modules are: ▪ applying appropriate advanced information technology to tasks, especially drawing and modelling

	- learning the practical skills necessary to take advantage both of digital design software, and the production of architectural components in the workshop - independent research and critical evaluation of a broad range of data relating to design problems - reviewing diverse design methodologies used to synthesise data, and the means to practically interpret this data and apply it to complex architectural proposals - 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 - effective teamwork, including the development, sharing, and analysis of research relating to the historiography of architecture, and how this reflects individual students' interests - ability to research, develop, reference, write, and illustrate a dissertation of 10,000 words plus
4 Supporting the development and recognition of skills through research projects and dissertations work.	- introduction to, and comparative analysis of histories and theories of architecture - design research supporting design synthesis - exploration and synthesis of design research to develop design proposals - literature searches and primary and secondary source research for dissertation - individual dissertation tutorials; group seminars, poster sessions - introduction to, and development of advanced workshop skill
5 Supporting the development and recognition of career management skills.	- reflective course submissions considering work in professional practice, and related areas - reviewing the types of and business models for architects' practices - reviewing possibilities for further study in terms of individual personal interests - reviewing the apprentice's understanding of the diverse nature of the professional practice of architecture, and how their portfolio is prepared to address the demands of End Point Assessment
6 Supporting the development and recognition of career management skills through work placements or work experience.	All apprentices are in work placement, thus sensitivity to career management and acquisition of professional skills are implicit parts of their daily routine
7 Supporting the development of skills by recognising that they can be developed through extra curricula activities.	In addition to the timetabled lectures, tutorials, and workshop sessions, this programme provides MArch/Diploma apprentices with opportunities to audit the entire undergraduate and postgraduate architecture programme, including: discipline specific guest speakers (including LSBU alumni) from commerce, industry, and practice

	▪ professional body input from Royal Institute of British Architects for student mentoring, the Climate Change and Design Through Production road shows, and LSBU Open Lecture series ▪ skills training and networking including CV development; Interview and assessment training through iterative skills development via design presentations ▪ group exercise and competitions to develop team working skills ▪ inter disciplinary design charrettes, e.g. Teambuild ▪ participation in RIBA-sponsored collaborative design projects (the Polyark international collaborative design programme the annual <u>Research Matters</u> event, the <u>Perspectives on Architecture</u> programme etc.) ▪ qualitative and quantitative research sessions; workshops for advanced software training (Rhino, Grasshopper, Maya etc.) ▪ attendance at symposia at Building Centre, and other London schools of architecture ▪ advanced facilities for academic research (access to the LSBU library, the British Library, the British Architectural Library, the RIBA Drawings Collection at the V&A etc.) ▪ research poster sessions, student led societies, Student Union activities on campus ▪ participation in field trips offered as addition to design, workshop, and taught course sessions (destinations visited include: Beijing, Berlin, Cairo, Chandigarh, Chicago, Delhi, Dubai, Hanoi, Havana, Ho Chi Minh City, Hong Kong, Istanbul, Jaipur, Las Vegas, Marrakesh, Moscow, New York, Paris, Seoul, Shanghai, St Petersburg, Tokyo, and Yokohama. NB: field trips are separately chargeable)
8 Supporting the development of the skills and attitudes as a basis for continuing professional development.	All apprentices benefit from being embedded in a professional environment where regular CPD sessions are part of the mandatory requirement for all chartered architects
9 Other approaches to personal development planning.	This is implicit in the self-managed scholarly activity all apprentices enjoy when outside the workplace.
10 The means by which self-reflection, evaluation and planned development is supported e.g. electronic or paper-based learning log or diary.	All apprentices are required to log their professional practical experience on the RIBA Professional Experience Development Record

Appendix D: 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 earning
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