

Course Specification

A. Course Information			
Final award title(s)	BA (Hons) Architecture		
Intermediate exit award title(s)			
UCAS Code		Course Code(s)	101 (FT); 102 (PT)
	London South Bank University		
School	<input type="checkbox"/> ASC <input type="checkbox"/> ACI <input checked="" type="checkbox"/> BEA <input type="checkbox"/> BUS <input type="checkbox"/> ENG <input type="checkbox"/> HSC <input type="checkbox"/> LSS		
Division	Architecture		
Course Director	Carlene Prince		
Delivery site(s) for course(s)	<input checked="" type="checkbox"/> Southwark <input type="checkbox"/> Havering <input type="checkbox"/> Other: please specify		
Mode(s) of delivery	<input checked="" type="checkbox"/> Full time <input checked="" type="checkbox"/> Part time <input type="checkbox"/> other please specify		
Length of course/start and finish dates	Mode	Length years	Start - month
	Full time	3 years	
	Full time with placement/ sandwich year		
	Part time	5 years	
	Part time with Placement/ sandwich year		
	Finish - month		
Is this course generally suitable for students on a Tier 4 visa?	Please complete the International Office questionnaire Yes		

	Students are advised that the structure/nature of the course is suitable for those on a Tier 4 visa but other factors will be taken into account before a CAS number is allocated.	
Approval dates:	Course(s) validated	2015
	Course review date	2020
	Course specification last updated and signed off	September 2023
Professional, Statutory & Regulatory Body accreditation	Fully validated by Royal Institute of British Architects; prescribed by the Architects Registration Board	
Reference points:	Internal	Corporate Strategy 2020-2025 Academic Quality and Enhancement Website School Strategy LSBU Academic Regulations
	External	QAA Quality Code for Higher Education 2018 Framework for Higher Education Qualifications Subject Benchmark Statements (Architecture 2020) PSRB Competitions and Markets Authority SEEC Level Descriptors 2021 Office for Students (OfS) Guidance

B. Course Aims and Features

Distinctive features of course	<p>Architects have a unique conceptual and integrative role in the making of buildings and places, working in co-operation with clients, communities, and other co-professionals. The defining skill of the architect is design in the broadest sense – the ability to conceive of and elaborate on, functionally useful and culturally relevant physical artefacts that meet a range of human needs and evoke a positive aesthetic response.</p> <p>The importance of design is reflected in the BA[Hons]Architecture curriculum where design studio projects represent over 50% of the course structure in terms of assessed work. Design is underpinned by the core courses representing the extensive body of technical, cultural, and professional knowledge required to underpin the subject.</p> <p>The six areas below demonstrate the scope of the curriculum:</p> <ul style="list-style-type: none"> • the acquisition of key knowledge and design skills relevant to the practice of architecture • the ability to develop design work which is meaningful and contributes both to society and the environment around us
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	<ul style="list-style-type: none"> • the ability to position oneself critically and reflectively relative to architecture, the profession, and your work • opportunities to engage with London-based issues and organisations • the ability to develop an ethical and reflective position • engagement with the wider world, and the opportunity to study abroad <p>A pedagogic model is offered that emphasises studio and workshop activities, and engagement with the design process through critical analysis, drawing, and model making through both analogue and digital means. The acquisition of design knowledge and understanding is developed through studio design teaching and learning, and the delivery of other core elements through lectures, seminars, and skills workshops. Integration between coursework and studio projects may be implicit or explicit depending on the subject being taught.</p> <p>Following completion of their studies in the first year of the programme, students may vote for their individual choice of studio in years 2 and 3 (part time years PT3 and PT5), each treating different architectural themes and design methodologies.</p>
<p>Course Aims</p>	<p>The BA[Hons]Architecture course aims to develop students' understanding of the following issues:</p> <ul style="list-style-type: none"> <input type="checkbox"/> that architects are involved globally in creating a wide range of buildings and spaces, which not only house people and facilitate their activities but also reflect the shared beliefs and values of their societies <input type="checkbox"/> that the scope of architecture involves the conception, elaboration, and production of the spaces, buildings, cities, and landscapes forming the built environment <input type="checkbox"/> design is the central focus of the architecture programme at London South Bank University where this is understood primarily as a cultural practice that is critical, reflective, and analytical. Design has a reciprocal relationship with areas of specialist knowledge including histories and theories, constructional and environmental technologies, and professional skills <input type="checkbox"/> the value of a creative and very focused education, and rigorous programme of study for students from a wide variety of backgrounds who wish to become professionally qualified architects, as well as students wishing to benefit from an architectural education <input type="checkbox"/> the intellectual capacity required to think critically, and the practical skills to develop and communicate design ideas <input type="checkbox"/> through a process of thinking, making, and designing students engage with the material, social and environmental issues of the contemporary world and draw inspiration from that world and the world of imagination, whilst fully engaging in the

	<p>challenge of designing and proposing spaces and architecture to accommodate the full range of human activities</p> <p>□ the education of resilient and resourceful graduates who are equipped for the challenges of an unpredictable future.</p>
<p>Course Learning Outcomes</p>	<p>a) Students will have knowledge and understanding of:</p> <ul style="list-style-type: none"> ▪ how to generate design proposals using a body of knowledge, some at the current boundaries of professional practice and the academic discipline of architecture ▪ the architectural and artistic concepts, techniques, and processes that can inform the design process ▪ 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 ▪ generating design proposals informed by an understanding of how historical, contextual, and theoretical issues influence architectural design ▪ application of a range of communication methods and media (including drawings, models, and written and digital work) to represent design proposals clearly and effectively ▪ the alternative materials, processes, and techniques that apply to architectural design and structures, and building construction ▪ the context of the architect and the construction industry, and the professional qualities needed for decision making in complex and unpredictable circumstances ▪ how to identify individual learning needs, and understand the personal responsibility required for further professional education. <p>b) Students will develop their intellectual skills such that they are able to:</p> <ul style="list-style-type: none"> ▪ 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 ▪ 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

	<ul style="list-style-type: none"> ▪ define, analyse, and develop design propositions responding to issues of a spatial and architectural nature that satisfy aesthetic and technical requirements <p>c) Students will acquire and develop practical skills such that they are able to:</p> <ul style="list-style-type: none"> ▪ 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 ▪ 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 technologies ▪ work well within a team or interdisciplinary group in preparation for professional practice. <p>d) Students will acquire and develop transferrable skills such that they are able to:</p> <ul style="list-style-type: none"> ▪ communicate effectively using the visual, graphic, and verbal means appropriate to the professional practice of architecture, including digital and electronic technologies ▪ 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 ▪ make effective use of negotiation, mediation, and advocacy skills
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C. Teaching and Learning Strategy

Students 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.

- a presentation is made to students at the start of each academic year, outlining the scope and character of the studios offered on the BA[hons] programme; students in second and third year vote for their choice of studios, and those themes reflecting their individual interests in architecture

- site visits, both to allocated sites specific to the design briefs to be undertaken, and to buildings informing studio design courses
- design studio projects are introduced in studio group seminars
- these are followed by individual evaluative tutorials
- students make interim presentations of 2- and 3-D analogue and digital material to their studio staff, peer group, and invited critics illustrating the scope and detail of their emerging design proposal
- students also make a final presentation of 2- and 3-D analogue and digital material to the studio staff, peer group, and invited critics illustrating the scope and detail of their developed final design proposal.
- semester-length lecture courses, some by guest lecturers
- individual tutorials
- student-led seminars and small group tutorials
- workshop-based projects
- selected site visits, including field trips.
- interim and final design presentations

D. Assessment

Studio design projects are assessed relative to the criteria listed below. The criteria are not identified systematically as individual components in a marking system, but are always considered by studio staff when assessing the project. The assessment of design work is not an exercise in compliance with strictly defined outcomes, but rather an appraisal of the quality and response of the design project when addressing the ambition and aims of the project. Students do not always understand that they need to maintain a good record of their design process work, including investigations and development of design projects within portfolios and sketch notebooks (both analogue and digital). These will be considered (and assessed) as part of the overall submission for studio design projects.

Normally all course work is handed in to the School Office in the Tower Block (room T313). Coursework submitted to the School Office must have a completed submission form attached to its front. The member of staff on duty will date the submission form and give a copy to the student as a receipt. In each case, it is the student's responsibility to keep the receipt, as well as a digital copy of the submission.

Investigation

- Investigation work comprises the initial studies undertaken at the start of a project. It includes site analysis, research, contextual interrogation, budgetary considerations, brief preparation, and all the quantitative and qualitative factors informing the conceptual and practical development of the brief and subsequent design proposal.
- Investigatory work will include precedent studies or studies into physical, social, political, historical, topographical, and cultural contexts.
- Studies may be drawn, written, computer modeled, or physically made; depending on the brief, the work can be carried out individually, or in teams. These studies inform a creative starting point for projects and must involve students in experimenting with diverse media and interpreting information graphically, working with the rigour required of the serious student of architecture.

Development

- Students must make informed judgments about the spatial, aesthetic, technological, and social qualities of a design within the scope and scale of a wider environment.
- Development is about intellectual process and the student's ability to explore, appraise,

and innovate during the project.

- Design development will evidence abilities to critically appraise and reflectively develop the project. Normally, students expand initial design ideas through the design process, testing and appraising options - and recording this process.
- The process of developing and testing design projects may consider many factors including structure, technology, materials, services, and phenomenological readings of the site as well as the impact the proposal will have on the user and surrounding communities.

Synthesis

- If development is about the process stages of design activity, synthesis is about the ability to bring together all of the stages of work and make an informed proposal.
- This proposal may be an architectural project – though, if academically viable, other types of design work may be undertaken (and will be encouraged). The student is to ask themselves: how well does the proposed design answer the requirements of the brief? What is the impact of the project in its context? How well does the project integrate a progressive technological understanding? How well do the concepts underpinning the project communicate to their audience?
- The final representation of a project is a vital part of this synthesis, and students will be encouraged to explore the widest range of media and presentational approaches in their work.

Portfolio Reviews

- Students need to ensure that their portfolio is carefully prepared to show the investigation, development, and synthesis of their project.
- It is important that the work in the portfolio accurately communicates the student's intentions – and, very importantly, does not rely on a spoken commentary.
- At the end of the first semester, students must submit a portfolio of their design work for that session for review by an internal review panel including BA studio staff, the head of architecture, and other invited design studio and taught course tutors. Students will subsequently be given feedback regarding their progress.
- At the end of the second semester, students are required to submit a portfolio of their design work for the whole academic year for further review by the internal review panel listed above. The portfolios and marks given will then be presented to the external examiners for consideration.
- Final year students (BA3/PT5) will be expected to display project work for discussion with an external examiner in their personal examination interview; this presentation usually comprises the final studio design project (Design 303), and the supporting technology work (Technology 3). Once agreed, the marks for all final year work go forward to be ratified by the external examiners, and university examination boards.

E. Academic Regulations

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

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

- Regular attendance for all taught course and studio modules is critical due to the professional nature of the course; regular attendance for all timetabled activities is mandatory.

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

F. Entry Requirements

In order to be considered for entry to the course(s) applicants will be required to have the following qualifications:

- 260 UCAS points are required to study on this course
- students should obtain a minimum of three A2 level qualifications, one of which advisedly is Art
- grades should be a minimum of BBC
- applicants must also have a minimum of 5 GCSEs at grade C or above these must include English and Mathematics (at grade C or above)
- students must have demonstrable design skills this includes the ability to think and work in three dimensions, whether physically or digitally
- generally, students are required to demonstrate enthusiasm, versatility, motivation and both academic and creative ability
- An aptitude for design is therefore considered essential for entry to the course. For this reason, applicants are asked to bring a portfolio of their work if called for interview. The quality of this portfolio is fundamental to the assessment of the applicant's suitability for study on the BA[Hons]Architecture course.
- Other suitable qualifications may include the following:
 - BTEC Extended Diploma, with a minimum of three Merits at Level 3 plus
 - a minimum of five GCSEs (grade C or above) including Mathematics and English (at grade C or above)
 - subjects should be related to Art, Art and Design, or Built Environment
 - or
 - BTEC National Diploma, with a minimum of two Distinctions at Level 3 plus
 - a minimum of five GCSEs (grade C or above) including Mathematics and English (at grade C or above) subjects should be related to Art, Art and Design, or Built Environment

G. Course structure(s)

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

- design (50% of assessed work is in the form of design studio projects)
- technology
- cultural context (including histories and theories of architecture)
- communications (includes digital media and manufacture)
- professional practice

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

BA[Hons]Architecture – Full time

	Semester 1		Semester 2	
Level 4	Design 101 (compulsory)	20	Design 102 (compulsory)	40
	Technology 1 (compulsory)			20
	Communication 1 (compulsory)			20
	Cultural Context 1 (compulsory)	20		
Level 5	Design 201 (compulsory)	20	Design 202 (compulsory)	40
			Cultural Context 2 (compulsory)	20
	Technology 2 (compulsory)			20
			Communication 2 (compulsory)	20
Level 6	Design 301 (compulsory)	40	Design 302 (compulsory)	40
	Technology 3 (compulsory)			10
			Professional Practice (compulsory)	10
			Cultural Context 3 (compulsory)	20

BA[Hons]Architecture – Part time

	Semester 1		Semester 2	
Year 1	Design 101 (compulsory)	20	Design 102 (compulsory)	40
Year 2	Cultural Context 1 (compulsory)	20	Cultural Context 2 (compulsory)	20
	Technology 1 (compulsory)			20
	Communication 1 (compulsory)			20
Year 3	Design 201 (compulsory)	20	Design 202	40
Year 4			Communication 2 (compulsory)	20
			Professional Practice (compulsory)	10
			Cultural Context 3 (compulsory)	20
	Technology 2 (compulsory)			20
Year 5	Design 301 (compulsory)	40	Design 302 (compulsory)	40
	Technology 3 (compulsory)			10

Placements information

H. Course 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
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
BEA_6_544	Design 301	6	1	40	Design Portfolio and models
BEA_6_545	Design 302	6	2	40	Design Portfolio and models
EBB_6_516	Cultural Context 3	6	2	20	Written essay
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

I. Timetable information

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

- The full time course is 3 academic years in duration. There are two teaching semesters in the year, each 15 weeks long; however, students will be expected to use the breaks between semesters and vacations to structure, realise, and forward plan their work.
- For full time students, attendance is a minimum of three days a week. Design studio takes place 2 days a week, these sessions may run as one-one tutorials, small group seminars, or workshops. Taught courses take either 1 or 2 days a week. This arrangement is the same for both incoming and final year students on the full time route.
- The part time course is 5 academic years in duration. There are two teaching semesters in the year, each 15 weeks long; however, students will be expected to use the breaks between semesters and vacations to structure, realise, and forward plan their work.

- For part time students, attendance is 1 day a week, in year 1. Design studio takes place 1 day a week, these sessions may run as one-one tutorials, small group seminars, or workshops.. In year 2, taught courses are held on 1 day in the week. In year 3, design studio is held 1 day a week, these sessions may run as one-one tutorials, small group seminars, or workshops. In year 4, taught courses are held on 1 day in the week. In year 5, design studio is held 1 day a week, these sessions may run as one-one tutorials, small group seminars, or workshops.

Any alterations to the timetable will be announced to students before the session via VLE Moodle

J. Costs and financial support

Course related costs

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

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

Tuition fees/financial support/accommodation and living costs

Information on tuition fees/financial support can be found by clicking on the following link: <http://www.lsbu.ac.uk/study/undergraduate/fees-and-funding> or <http://www.lsbu.ac.uk/study/postgraduate/fees-and-funding> <https://www.lsbu.ac.uk/international/fees-and-funding>

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

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

List of Appendices

Appendix A: Curriculum Map

Appendix B: Terminology

Appendix A: Curriculum Map

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

Modules			Course outcomes																	
Level	Title	Code	A 1	A 2	A 3	A 4	A 5	A 6	B 1	B 2	B 3	B 4	C 1	C 2	C 3	C 4	D 1	D 2	D 3	D 4
4	BEA_4_540	Design 101																		
4	BEA_4_541	Design 102																		
4	EBB_4_504	Cultural Context 1																		
4	EBB_4_505	Technology 1																		
4	EBB_4_506	Communication 1																		
5	BEA_5_542	Design 201																		
5	EBB_5_543	Design 202																		
5	EBB_5_510	Cultural Context 2																		
5	EBB_5_511	Technology 2																		
5	EBB_5_512	Communication 2																		
6	BEA_6_544	Design 301																		
6	BEA_6_545	Design 302																		
6	EBB_6_516	Cultural Context 3																		
6	BEA_6_522	Technology 3																		
6	BEA_6_521	Professional Practice																		

Appendix B: Terminology

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

awarding body	a UK higher education provider (typically a university) with the power to award higher education qualifications such as degrees
bursary	a financial award made to students to support their studies; sometimes used interchangeably with 'scholarship'
collaborative provision	a formal arrangement between a degree-awarding body and a partner organisation, allowing for the latter to provide higher education on behalf of the
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

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

regulated course	a course that is regulated by a regulatory body
regulatory body	an organisation recognised by government as being responsible for the regulation or approval of a particular range of issues and activities
scholarship	a type of bursary that recognises academic achievement and potential, and which is sometimes used interchangeably with 'bursary'
semester	either of the parts of an academic year that is divided into two for purposes of teaching and assessment (in contrast to division into
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

