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	☐ ASC ☐ ACI ☒ BEA ☐ BUS ☐ ENG ☐ HSC ☐ LSS
Division	Architecture
Course Director	Onur Ozkaya
Delivery site(s) for course(s)	☒ Southwark ☐ Havering ☐ Other: please specify
Mode(s) of delivery	☒Full time ☒Part time ☐other please specify

Length of course/start and finish dates

Mode	Length years	Start - month	Finish - month
Full time	3 years		
Full time with placement/ sandwich year			
Part time	5 years		
Part time with Placement/ sandwich year			

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 / Subject to validation — 2015
	Course specification last updated and signed off — September 2019 LM
Professional, Statutory & Regulatory Body accreditation	Fully validated by Royal Institute of British Architects; prescribed by the Architects Registration Board

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 | 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.

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.

The six areas below demonstrate the scope of the curriculum:
• 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
• 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

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.

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. |
| Course Aims | The BA[Hons]Architecture course aims to develop students' understanding of the following issues:
☐ 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
	☐ that the scope of architecture involves the conception, elaboration, and production of the spaces, buildings, cities, and landscapes forming the built environment
	☐ 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
	☐ 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
	☐ the intellectual capacity required to think critically, and the practical skills to develop and communicate design ideas
	☐ 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 challenge of designing and proposing spaces and architecture to accommodate the full range of human activities
	☐ the education of resilient and resourceful graduates who are equipped for the challenges of an unpredictable future.
Course Learning Outcomes	a) Students will have knowledge and understanding of: ▪ 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. b) Students will develop their intellectual skills such that they are able to: ▪ 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 - define, analyse, and develop design propositions responding to issues of a spatial and architectural nature that satisfy aesthetic and technical requirements c) Students will acquire and develop practical skills such that they are able to: - 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. d) Students will acquire and develop transferrable skills such that they are able to: - 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

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
- within the first month of the course, students may make a request to change studio with the Course Director, who will review feasibility
- 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.
- 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 103 (compulsory)	20
	Design 102 (compulsory)	20	Technology 1 (compulsory)	20
	Cultural Context 1 (compulsory)	20	Communication/Media Studies 1 (compulsory)	20

Level 5	Design201 (compulsory)	20	Design 203 (compulsory)	20
	Design 202 (compulsory)	20	Cultural Context 2 (compulsory)	20
	Technology 2 (compulsory)	20	Communication 2 (compulsory)	20

Level 6	Design 301 (compulsory)	20	Design 303/304 (compulsory)	40
	Design 302 (compulsory)	20	Technology 3 (compulsory)	10
	Cultural Context 3 (compulsory)	20	Professional Practice (compulsory)	10

BA[Hons]Architecture – **Part time**

	Semester 1		Semester 2	
Year 1	Design 101 (compulsory)	20	Design 103 (compulsory)	20
	Design 102 (compulsory)	20		

Year 2	Cultural Context 1 (compulsory)	20	Communication 1 (compulsory)	20
	Technology 1 (compulsory)	20	Cultural Context 2 (compulsory)	20

Year 3	Design 201 (compulsory)	20	Design 203	20
	Design 202 (compulsory)	20		

Year 4	Cultural Context 3 (compulsory)	20	Communication 2 (compulsory)	20
	Technology 2 (compulsory)	20	Professional Practice (compulsory)	10
			Technology 3 (lectures only) (compulsory)	0

Year 5	Design 301 (compulsory)	20	Design 303/304 (compulsory)	40
	Design 302 (compulsory)	20		
	Technology 3 (Design 301-related submission) (compulsory)	10		

Placements information

H. Course Modules

Module Code	Module Title	Level	Semester	Credit value	Assessment
BA1					
EBB-4-501	Design 101	4		20	Design Portfolio and models
EBB-4-502	Design 102	4		20	Design Portfolio and models
EBB-4-503	Design 103	4		20	Design Portfolio and models
EBB-4-504	Cultural Context 1	4		20	Written essay
EBB-4-505	Technology 1	4		20	Report and 1 hour exam
EBB-4-506	Communication/Media Studies 1	4		20	Completion of at least 2 Media Studies courses
BA2					
EBB-5-507	Design 201	5		20	Design Portfolio and models
EBB-5-508	Design 202	5		20	Design Portfolio and models
EBB-5-509	Design 203	5		20	Design Portfolio and models
EBB-5-510	Cultural Context 2	5		20	Written essay
EBB-5-511	Technology 2	5		20	Written and drawn report
EBB-5-512	Communication/Media Studies 2	5		20	Completion of at least 2 Media Studies courses
BA3					
EBB-6-513	Design 301	6		20	Design Portfolio and models
EBB-6-514	Design 302	6		20	Design Portfolio and models
EBB-6-515	Design 303/304	6		40	Design Portfolio and models
EBB-6-516	Cultural Context 3	6		20	Written essay
EBB-6-517	Technology 3	6		10	Written and drawn report
BEA-6-521	Professional Practice	6		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/courses/undergraduate/fees-and-funding or
- http://www.lsbu.ac.uk/courses/postgraduate/fees-and-funding
- Information on living costs and accommodation can be found by clicking the following link- https://my.lsbu.ac.uk/my/portal/Student-Life-Centre/International-Students/Starting-at-LSBU/#expenses

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Appendix A: Curriculum Map
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Appendix C: Terminology

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

Modules			Course outcomes																		
Level	Title	Code	A1	A2	A3	A4	A5	A6	B1	B2	B3	B4	C1	C2	C3	C4	D1	D2	D3	D4
4	Design 101	EBB-4-501																		
4	Design 102	EBB-4-502																		
4	Design 103	EBB-4-503																		
4	Cultural Context 1	EBB-4-504																		
4	Technology 1	EBB-4-505																		
4	Communication 1	EBB-4-506																		
5	Design 201	EBB-5-507																		
5	Design 202	EBB-5-508																		
5	Design 203	EBB-5-509																		
5	Cultural Context 2	EBB-5-510																		
5	Technology 2	EBB-5-511																		
5	Communication 2	EBB-5-512																		
6	Design 301	EBB-6-513																		
6	Design 302	EBB-6-514																		
6	Design 303/304	EBB-6-515																		
6	Cultural Context 3	EBB-6-516																		
6	Technology 3	EBB-6-517																		
6	Professional Practice	BEA-6-XXX																		

Appendix B: Embedding the Educational Framework for Undergraduate 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 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	Outcomes focus and professional/employer links 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 employers and/or alumni in at least one module at level 4.	Students are able to access employers and alumni both within the design studio and the taught course modules. On occasion, alumni or employers are asked to present during specific lectures on topics to enhance the student's learning, also, the Open Lecture Series is another chance for students to engage with practicing architects and employers. During interim and final crits, external guests (often from practice) are invited to participate, here students have a direct relationship with employers and architects and the opportunity to discuss their projects with them. Students also have access to the organisation and control of student societies as a way to engage with employers and raise money for external events.
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 students 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	<u>Group-based learning experiences</u> 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.	Students have the opportunity to work alongside their colleagues within the architecture design studios. Although at the end of each project brief, students are required to submit their individual portfolio of work, they are encouraged to participate in group discussions and undertake various levels of research as small groups. Students also have the opportunity to be a part of the conversations during the interim and final crits and to develop a discursive environment amongst their peers.
Inclusive teaching, learning and assessment	<u>Accessible materials, resources and activities</u> 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.	All taught courses are uploaded onto the VLE Moodle page for students to access. The Course Guide and module guides are all accessible through VLE Moodle too. All Design studio briefs are provided to students physically, but also uploaded to the VLE Moodle page for access.
Assessment *for* learning	<u>Assessment and feedback to support attainment, progression and retention</u> 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 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**.	Students in the design study undergo weekly one-one tutorial sessions for their projects as a form of iterative conversation. Interim crits and final crits are an opportunity for students to present their work and receive verbal and written feedback from tutors and guest critics responding to their projects. At interim and final crits students are usually given a crit sheet by the studio tutor to serve as a reflection of the work's quality and to give guidance to the student's work.

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.	The inceptions stages of the design studio projects all give opportunities for team-based work, when aggregating site data allows students to work together and share knowledge. Work produced for the Cultural Context modules also emphasises the need for students to take a position on research, and learn how references to primary and secondary sources supports the development of their own pedagogical position.
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.	This proposal reflects the need for students of architecture to develop professional skills by a engagement between the university, 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. The vocational nature of architecture ensures that students alternate their academic learning with periods of professional practical experience.
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 cultural and social views reflecting diversity of the student cohort in terms	All third year students are introduced to professional practice through a series of lectures and case studies. The views of practitioners, and of representatives from the professional and statutory bodies are both represented in the

	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.	lecture series. Students are required to manage and appraise their own working practices with regard to their final year's work. Studio activity also includes learning how to communicate ideas, both verbally and visually, to tutors and your fellow students. The presentation of student's work and the feedback received is referred to as a crit, or review of work.
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.	It is important that students take every opportunity to gain experience in employment and to participate in submitting work for prizes and awards, publications, and exhibitions - and documenting the results of these. Students should also aim to gain employment experience each summer in architecture or closely related field; graduates need to demonstrate to employers they are resilient and resourceful. Full time BA3 and PT5 students are strongly advised to participate in the RIBA Mentoring Programme which will take place during the academic year.
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	Students 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. Thus, technology, design, and histories and theories of architecture are all intended to form a student's individual position on the subject areas within the discipline, and test this through written and illustrated essays. Additionally, design studio projects are framed as intellectual challenges where a student's project has to define

	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.	and defend a position on architecture specific to a number of contexts and building typologies.
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.	Design remains our core activity and our undergraduate studio system offers students greater choice in developing their particular interests in architecture, as well as the chance to learn in groups that combine full time and part time students. The range of topics reflects a new dynamism to our teaching and learning of architecture, and acknowledges the diversity of our students that has always been a distinctive dimension of our course.
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.	Students have the opportunity to work creatively through the preparation of the design portfolio. The portfolio offers the chance to explore, investigate, develop and synthesise their projects in a number of different ways. It is important that the work in the portfolio can accurately communicate the student's intentions. The design portfolio can be expressed in many different ways and is articulated through discussion with the studio tutors, during one-one tutorials, interim and final crits and the internal moderations.
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	Personal Development Planning (PDP) is a structured and supported process undertaken by an individual to reflect upon their own learning, performance

	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**.	and/or achievement and to plan for their personal, educational and career development; all students studying architecture are encouraged to keep a personal development plan. This should set out a student's aims, goals, and strategies for learning over the years of their degree course as well as keeping records such as feedback sheets, crit feedback (formal and informal), and any tools used for managing work such as an academic timetable. Design practice and research-informed teaching is further reinforced in the studio format through opportunities to engage in staff practice and research interests, and in teaching teams that include practitioners, specialists, visiting architects and critics, public talks and events, field trips and the RIBA Mentoring Programme. These allow us to benefit from our schools' strong links with the industry, professional bodies, and the wider architectural community.
Curricula informed by employer and industry need / Assessment *for* learning / High impact pedagogies	Capstone project/dissertation 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 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**.	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 student, and the need for flexible and innovative thinking. The graduation project (BA3/PT5) particularly emphasises the need for an integrated presentation of intellectual, technological, and professional knowledge, skills, and understanding.

Appendix C: 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