



**London
South Bank
University**

EST 1892

Course Specification

**Architectural Assistant apprenticeship
BA[Hons]Architecture**

School of the Built Environment and Architecture



Course Specification

A. Course Information			
Final award title(s)	BA[Hons]Architecture [L6 apprenticeship: Architectural Assistant]		
Intermediate exit award title(s)	not applicable		
UCAS Code	tbc	Course Code(s)	5369
	London South Bank University		
School	<input type="checkbox"/> BEA		
Division	architecture		
Course Director	Kira Ariskina		
Delivery site(s) for course(s)	<input type="checkbox"/> Southwark		
Mode(s) of delivery	<input type="checkbox"/> Part time		
Length of course/start and finish dates	Mode	Length years	Start - month
	Part time	4 years	September
Is course suitable for students on a Tier 4 visa?	No		
Approval dates:	Course(s) validated /	June 2018	
	Course specification last updated and signed off	Course specification for BA[Hons]Architecture – which forms the basis for this document – has been previously validated September 2019 LM	
Professional, Statutory & Regulatory Body accreditation	The apprenticeship framework for level 6: Architectural Assistant will be prescribed by the Architects Registration Board, and validated by the RIBA; as the course is now internally validated by LSBU, the prescription and validation bodies have both been notified		
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 undergraduate apprenticeship as an Architectural Assistant is a cost and time effective means to the first of the three stages of professional qualification. The course is for those already working in practice, and leads to the university award of BA[Hons]Architecture and the professional award of RIBA part 1; apprenticeships in architecture build on the already close relationship between schools of architecture and the professional workplace of the architect. The defining skill of the architect is design in the broadest sense – the ability to conceive and practically develop functionally useful and culturally relevant structures meeting a range of human needs, and which evoke a positive aesthetic response.

the work of an architectural assistant the first step to registration as an architect is acquiring the RIBA part 1 qualification, enabling apprentices to continue their work in practice while studying a professionally-validated degree as an architectural assistant. Architectural assistants work in organisations of varying sizes, from small practice to large multi-disciplinary organisations. They can be based at locations within project design teams, on site, or a combination of both. Because their skills are transferable, they may work for other construction and design related businesses (e.g. property consultants, construction companies, planning authorities or interior designers).

In collaboration with other members of a project team, architectural assistants respond to client requirements by preparing, reviewing, and refining building design through various media such as 3D modelling, drawings, and model making.

In an architect's practice, the work of an architectural assistant may involve:
brief analysis: reviewing briefs to establish client requirements; site analysis (e.g. surveying an existing building for refurbishment); basic research of urban planning context (e.g. establishing whether there are similar buildings adjacent); basic research of building regulations, including fire strategy.

design: creating architectural designs that satisfy aesthetic, technical, and functional requirements; developing concept ideas; team seminars; creating and editing drawings and 3D models using relevant software; creating physical models.

project delivery: producing information for formal submissions, under supervision of architect/project leader, including drawings (plans, sections, elevations), 3D computer models (e.g. BIM), schedules (e.g. doors/windows/fittings/fixtures), visuals, reports, presentation boards, and physical models; communicating/coordinating design information with internal and external teams including engineers, interior designers, specialist consultants).

construction: attending construction sites and supporting architect/project leader in site inspections (e.g. capturing images of identified defects on site); answering queries on construction and regulation-related issues .

design and the architecture curriculum the importance of design as a key element in developing the intellectual, practical, and professional skills of an architect is reflected in the BA curriculum for architectural assistants. Design studio projects represent over 50% in terms of assessed work, and is supported by core courses representing the body of technical, cultural, and professional knowledge required to underpin the subject.

The following areas demonstrate the scope of the architecture curriculum:

	<ul style="list-style-type: none"> ▪ design studio projects ▪ structures, construction technology, energy and resource efficiency in design ▪ histories and theories: the cultural context of architecture ▪ professional skills ▪ communication media for architecture <p>The pedagogic model emphasises studio and workshop activities, and engagement with the design process through critical analysis, drawing, and model making using both analogue and digital media. Design knowledge and understanding is developed through studio teaching and learning, and delivery of other core elements through lectures, seminars, and skills workshops. Integration between coursework and studio projects is implicit or explicit depending on the curricular area.</p> <p>Following the first two years of the programme, apprentices vote for their choice of studio in years 3 and 4; each studio treats different architectural themes and design methodologies. Apprentices and full and part time students all study together in both the studio and taught courses.</p>
<p>Course Aims</p>	<p>The BA[Hons}Architecture aims to develop apprentices' understanding – and practical application – of the following issues:</p> <ul style="list-style-type: none"> ▪ architects are involved globally in creating a range of buildings and spaces, which not only house people and facilitate their activities but reflect the shared beliefs and values of their societies ▪ the scope of architecture involves the conception, elaboration, and production of those spaces, buildings, cities, and landscapes forming the built environment ▪ design as the central focus of the LSBU architecture programme where this is understood primarily as a critical, reflective, and analytical cultural practice. Design has a reciprocal relationship with areas of specialist knowledge including histories and theories of architecture, constructional and environmental technologies, and professional skills ▪ the value of a creative and focused education, and rigorous programme of study for apprentices from diverse backgrounds already working in practice and who wish to become professionally qualified architects ▪ the intellectual capacity required to think critically, and the practical skills to develop and communicate design ideas ▪ through processes of thinking, making, and designing students engage with the material, social, and environmental issues of the contemporary world, drawing inspiration from that world and the world of imagination,
<p>Course Learning Outcomes</p>	<p>Learning outcomes are mapped against the requirements of the apprenticeship standard, which in turn reflect the 11 points of the EU Directive for Architects used for RIBA validation and ARB prescription. In each case, the apprentice will have knowledge and understanding of a key area, and specific skills. The following reflect the knowledge, skills, and behaviours stated in the level 6 Architectural Assistant apprenticeship standard.</p> <p>1 design</p> <p>An architectural assistant has an understanding of:</p> <ul style="list-style-type: none"> ▪ <i>a range of design processes and techniques such as hand-sketched drawings and diagrams; use of appropriate tools and materials to create physical building models of varying scale and complexity to explore and develop design ideas and for use in client presentations</i> <p>An architectural assistant is able to:</p>

- *generate architectural design proposals of diverse scales and type, including conducting feasibility studies*
- *draft and edit drawings and 3D models (plans, sections, elevations, and details) using relevant software, including CAD, to enable co-ordination with other professional's input*
- *produce and coordinate design information with the design team (e.g. engineering, landscaping and interior design)*

2 history and theory

An architectural assistant has an understanding of:

- *history of architecture and its impact on architectural practice*
- *human sciences that affect the design of buildings and spaces (e.g. use of ergonomics)*

An architectural assistant is able to:

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

3 fine arts

An architectural assistant has an understanding of:

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

An architectural assistant is able to:

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

4 urban design and planning

An architectural assistant has an understanding of:

- *urban design, town planning strategies*

An architectural assistant is able to:

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

5 people and environment

An architectural assistant has an understanding of:

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

An architectural assistant is able to:

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

6 role of architect

An architectural assistant has an understanding of:

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

An architectural assistant is able to:

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

7 brief analysis

	<p>An architectural assistant has an understanding of:</p> <ul style="list-style-type: none"> ▪ <i>the different methods of investigating and preparing a project brief (e.g. critical review of precedents relevant to the function, organisation and technological strategy of design proposals)</i> <p>An architectural assistant is able to:</p> <ul style="list-style-type: none"> ▪ <i>research and investigate relevant information (e.g. site analysis, previous architectural projects) to support project development to ensure all client and regulatory requirements are met</i> <p>8 structure, construction, and engineering</p> <p>An architectural assistant has an understanding of:</p> <ul style="list-style-type: none"> ▪ <i>the structural and engineering considerations within building design</i> ▪ <i>strategies for building services, sustainable design and their integration in a coherent design project</i> ▪ <i>strategies for building construction (e.g. offsite fabrication)</i> <p>An architectural assistant is able to:</p> <ul style="list-style-type: none"> ▪ <i>investigate, critically appraise and select alternative structural, constructional and material systems relevant to architectural design</i> ▪ <i>integrate structural, construction and engineering strategies with the overall design</i> ▪ <i>support an architect or a project leader with construction inspections to ensure projects are built in accordance with contractual drawings</i> <p>9 technologies</p> <p>An architectural assistant has an understanding of:</p> <ul style="list-style-type: none"> ▪ <i>alternative materials, processes and techniques that apply to architectural design and building construction, including the impact of materials on the environment throughout material's lifespan (e.g. the difference between how bricks or concrete are manufactured, used and recycled)</i> ▪ <i>technologies that influence the design of buildings (e.g. façade systems)</i> ▪ <i>the role of BIM and other relevant technologies used in the design process</i> <p>An architectural assistant is able to:</p> <ul style="list-style-type: none"> ▪ <i>evaluate materials, processes and techniques that apply to architectural designs and building construction, and where practicable integrate alternative materials, processes and techniques into design proposals</i> ▪ <i>apply different technological methods to building design to provide conditions of comfort and protection against the environment</i> <p>10 finance and regulations</p> <p>An architectural assistant has an understanding of:</p> <ul style="list-style-type: none"> ▪ <i>the process of controlling building costs (e.g. collaboration with Quantity Surveyors)</i> ▪ <i>Approved Documents for Building Regulations</i> ▪ <i>UK legislation and health and safety requirements</i> <p>An architectural assistant is able to:</p> <ul style="list-style-type: none"> ▪ <i>meet client's brief within the constraints of the imposed budget limitations</i> ▪ <i>meet client's brief within the constraints of the building regulations</i> <p>11 industry context and project delivery</p> <p>An architectural assistant has an understanding of:</p> <ul style="list-style-type: none"> ▪ <i>the range of industries, organisations, regulations and procedures involved in translating design concepts into buildings</i>
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- *the timeline of project development and delivery (e.g. RIBA Plan of Work)*

An architectural assistant is able to:

- *interact with statutory authorities or individuals to support delivery of projects in a wide variety of sectors and within diverse legislative frameworks*

Behaviours

An architectural assistant will be expected to...

1 Code of Conduct

Be mindful of relevant professional codes of conduct (e.g. ARB and RIBA)

2 integrity

Be honest and act with integrity

3 communication

Strive to communicate effectively and professionally when working independently and as part of a team

4 obligation

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

5 reputation

Take into account their competence and professional experience, to ensure they are unlikely to bring the profession into disrepute

6 professional development

Commit to identifying their own individual professional development needs, including keeping up to date with changing design trends

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The following reflects the university's requirements for the professionally validated BA[Hons]Architecture course.

Apprentices will have **knowledge and understanding** of:

- 1 how to generate design proposals using a body of knowledge, some at the current boundaries of professional practice and the academic discipline of architecture*
- 2 the architectural and artistic concepts, techniques, and processes that can inform the design process*
- 3 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*
- 4 generating design proposals informed by an understanding of how historical, contextual, and theoretical issues influence architectural design*
- 5 application of a range of communication methods and media (including drawings, models, and written and digital work) to represent design proposals clearly and effectively*
- 6 the alternative materials, processes, and techniques that apply to architectural design and structures, and building construction*
- 7 the context of the architect and the construction industry, and the professional qualities needed for decision making in complex and unpredictable circumstances*
- 8 how to identify individual learning needs, and understand the personal responsibility required for further professional education*

Apprentices will develop their **intellectual skills** such that they are able to:

- i) evaluate evidence, arguments, and assumptions in order to make and present sound judgements within a structured discourse relating*

to architectural culture, theory, and design; critically evaluate, analyse, and appraise design ideas, academic arguments and diverse theoretical approaches; research, analyse, investigate, and synthesise material from a wide range of sources and provided by a variety of methods to inform both design and academic work; develop creative design proposals, which respond to a range of problems and scenarios, acknowledging both change and the future

ii) *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*

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

- iii) *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;*
- iv) *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*

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

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

overview of principal areas of teaching and learning

Design

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

Studio activity also includes learning how to communicate ideas, both verbally and visually, to tutors, students, and fellow apprentices. The presentation of work and the feedback received is referred to as a crit, or review of your work. The crit/review is an opportunity to explain an individual approach to the design process and to clarify ideas; attendance at all crits/reviews is essential. At the crit/review, everyone will receive verbal

and written feedback from tutors and guest critics responding to the project that has been reviewed. At interim and final crits apprentices will usually be given a crit sheet by the studio tutor to serve as a reflection of the work's quality and to give guidance that must be responded to.

Technology

Construction and environmental technologies are integral parts of the design process from conceptual idea to final proposal. At undergraduate level, the principles of these technologies are learnt and this knowledge then developed and applied to key design projects in the programme. The technology and environment syllabus is delivered in lectures, and then assessed by means of coursework as an integral but discreet part of design studio work. Apprentices can use their knowledge of these technologies as a driver in their architectural thinking, or subsumed by other design influences.

Cultural Context

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

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

Communications

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

Professional Practice

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

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

Learning on an apprenticeship offers a combination of academic education and practical training; it is learning informed and enriched by professional practice. Apprentices are required to attend a combination of tutorials, workshops, lectures, seminars, and site or building visits (the latter other than those undertaken in the workplace). The course is principally taught by staff in the division of architecture, although in some instances staff from other departments and disciplines are involved. Where possible, tutors and guests from outside the university are also invited to present lectures and provide specialist inputs to a particular subject area or project.

Site visits related to design studio projects are usually held in conjunction with studio design work or other subject areas where the visit provides essential knowledge for undertaking work in a particular unit of study. Visits are usually in the UK and generally, where possible, within greater London; apprentices fund the cost of these visits themselves. In the case of field trips (which may not be specifically project-related) where apprentices are unable to attend because of lack of finance, they will undertake related work in London.

importance and volume of independent learning required

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

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

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

overview of learning support (opening hours and access)

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

information about staff who teach on the course

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

information on the virtual learning environment

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

D. Assessment

Availability/definition of formative assessment

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

Interruption of Studies

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

Degree Classification

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

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

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

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

E. Academic Regulations

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

F. Entry Requirements

academic entry criteria

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

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

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

occupational health requirements

- none

specific entry requirements, for example English or Welsh language requirements

- see above

specific competency standards

- to be determined by employer offering placement

how to apply through routes other than UCAS, where applicable

- not applicable

information about interviews, discussions of portfolios

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

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

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

DBS regulations

- not applicable
- IELTS: identify level of English required**
- see above
- professional bodies**
- there are no academic entry criteria for applicants to schools of architecture set by either the RIBA or ARB

G. Course structure(s)

Course overview

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

[L6 apprenticeship]

	Semester 1		Semester 2	
Year 1	Design 101 EBB-4-501 compulsory	20	Design 103 EBB-4-503 compulsory	20
	Design 102 EBB-4-502 compulsory	20		
	Technology 1 EBB-4-505 compulsory	10	Technology 1	10
Year 2	Communication 1 EBB-4-506 compulsory	20	Communication 2 EBB-5-512 compulsory	20
	Cultural Context 1 EBB-4-504 compulsory	20	Cultural Context 2 EBB-5-510 compulsory	20
Year 3	Design 201 EBB-5-507 compulsory	20	Design 203 EBB-5-509 compulsory	20
	Design 202 EBB-5-508 compulsory	20		
	Technology 2 EBB-5-511 compulsory	10	Technology 2	10
	Technology 3 (lectures only) BEA-6-520 compulsory	0		
Year 4	Design 301 EBB-6-513 compulsory	20	Design 303 BEA-6-515 compulsory	40
	Design 302 EBB-6-514 compulsory	20	Technology 3 (coursework) BEA-6-522 compulsory	20
	Professional Practice BEA-6-521 compulsory	20		
July to Sept after year 4	EPA Portfolio and Practice Report BEA-6-487 compulsory	20		

Placements information

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

H. Course Modules

core modules

All modules are core; there are no optional modules.

Module Code	Module Title	Level	Semester	Credit value	Assessment
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EBB-4-501	Design 101	4	1	20	continuous, drawn/modelled submission
EBB-4-502	Design 102	4	1	20	continuous, drawn/modelled submission
EBB-4-505	Technology 1	4	1	20	written submission; test
EBB-4-503	Design 103	4	2	20	continuous, drawn/modelled submission
EBB-4-506	Communication 1	4	1	20	drawn/modelled submission
EBB-4-504	Cultural Context 1	4	1	20	written submission
EBB-5-512	Communication 2	5	2	20	drawn/modelled submission
EBB-5-510	Cultural Context 2	5	2	20	written submission
EBB-5-507	Design 201	5	1	20	continuous, drawn/modelled submission
EBB-5-508	Design 202	5	1	20	continuous, drawn/modelled submission
EBB-5-511	Technology 2	5	1	20	drawn/modelled submission
BEA-6-520	Technology 3 (lectures only)	6	1	0	assessment in year 4
EBB-5-509	Design 203	5	2	20	continuous, drawn/modelled submission
EBB-6-513	Design 301	6	1	20	continuous, drawn/modelled submission
EBB-6-514	Design 302	6	1	20	continuous, drawn/modelled submission
BEA-6-522	Technology 3 (coursework)	6	2	20	drawn/modelled submission
BEA-6-521	Professional Practice	6	1	20	written submission
EBB-6-515	Design 303	6	2	40	continuous, drawn/modelled submission
BEA-6-487	EPA Portfolio and Practice Report	6	2	20	assessment in workplace

Timetable information

receipt of a confirmed timetable for study commitment

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

Costs and financial support

Course related costs

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

The **cost of field trips is additional to normal fee commitments**, and may cost between £100 - £700 for flights and accommodation. Although it is strongly recommended students go on a least one field trip during their study time at London South Bank University, field trips are not mandatory. It is appreciated these events involve considerable cost to students. However, if a student commits to a field trip and then decides not to go (for whatever reason) they are liable for the cost of the trip. All students must also check whether they require a relevant visa to visit a field trip destination, in some cases allowing several weeks/months for processing. If students cannot fund a field trip, they instead undertake work at LSBU.

List of Appendices

Appendix A: Curriculum Map

Appendix B: Educational Framework (undergraduate courses)

Appendix C: Personal Development Planning (undergraduate courses)

Appendix D: Terminology

Appendix A: Curriculum Map

Knowledge and Understanding, 8 points as follows:

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

- 1 speculation on, and creation of, progressive architectural designs that satisfy challenging aesthetic and technical requirements
- 2 knowledge and a critical understanding of the history and theories of architecture and the related arts, technologies and human sciences
- 3 adequate and discriminating knowledge of the different strategies for urban design, and community planning
- 4 knowledge and understanding of the relationship between people and buildings, and between buildings and their environment, and of the critical requirements which relate buildings and the spaces between them to human needs and scale
- 5 critical understanding of the role of the architect in society, in particular in preparing briefs that take account of social, cultural, and ethical factors
- 6 knowledge and understanding of the means of investigation and preparation of the brief for a design project, and the differing design methodologies needed to execute it
- 7 knowledge and a critical understanding of the structural design, constructional and engineering problems associated with building design, and the processes of material fabrication supporting architectural technologies
- 8 knowledge and a critical understanding of the physical challenges, technologies, and functions of buildings so as to provide them with internal conditions of comfort and protection against the climate, using environmental strategies which are ethical and resource efficient.

Intellectual, Practical, and Transferable Skills, 7 points as follows:

- i. ability to generate complex design proposals showing understanding of current architectural issues, originality in the application of subject knowledge and, where appropriate, to test new hypotheses and speculations
- ii. ability to evaluate and apply a comprehensive range of visual, oral and written media to test, analyse, critically appraise and explain design proposals
- iii. ability to evaluate materials, processes and techniques that apply to complex architectural designs and building construction, and to integrate these into practicable design proposals
- iv. understanding of the context of the architect and the construction industry, including the architect's role in the processes of procurement and building production, and under legislation
- v. progressive understanding of advanced digital design, and the relationships between this and digital fabrication and construction
- vi. critical understanding of how knowledge is advanced through research to produce clear, logically argued and original written work relating to architectural culture, theory, and design
- vii. versatile problem-solving skills, professional judgment, and ability to take the initiative and make appropriate decisions in complex and unpredictable circumstances.

modules: L6 apprenticeship for Architectural Assistant			Learning outcomes: knowledge and understanding (1-8) intellectual skills (i-ii) practical skills (iii-iv) transferable skills (vi-vii)																	
Level	Title	Code	1	2	3	4	5	6	7	8				i	ii	iii	iv	v	vi	vii
4	Design 101	EBB-4-501	TDA	TD	TD	TDA	TD	TDA	TD	TD				TDA	TDA	TDA	TDA	TDA	DA	DA
4	Design 102	EBB-4-502	TDA	TD	TD	TDA	TD	TDA	TD	TD				TDA	TDA	TDA	TDA	TDA	DA	DA
4	Design 103	EBB-4-503	TDA	TDA	TDA	TDA	TDA	TDA	TDA	TDA				TDA	TDA	TDA	TDA	TDA	TDA	DA
4	Cultural Context 1	EBB-4-504	TDA	TDA	TDA	DA	DA	TDA	DA	DA				DA	TDA	TDA	DA	TDA	TDA	TDA
4	Technology 1	EBB-4-505	TD	TDA	DA	DA	DA	TD	TDA	TDA				TDA	TD	TDA	TD	TDA	TDA	TD
4	Communication 1	EBB-4-506	TDA	TDA	TD	TD	TDA	TDA	TDA	TDA				TDA	TDA	TDA	TD	TDA	TDA	TD
5	Design 201	EBB-5-507	TDA	TD	TD	TDA	TD	TDA	TD	TD				TDA	TDA	TDA	TDA	TDA	DA	DA
5	Design 202	EBB-5-508	TDA	TD	TD	TDA	TD	TDA	TD	TD				TDA	TDA	TDA	TDA	TDA	DA	DA
5	Design 203	EBB-5-509	TDA	TDA	TDA	TDA	TDA	TDA	TDA	TDA				TDA	TDA	TDA	TDA	TDA	TDA	DA
5	Cultural Context 2	EBB-5-510	TDA	TDA	TDA	DA	DA	TDA	DA	DA				TDA	TDA	TDA	DA	TDA	TDA	TDA
5	Technology 2	EBB-5-511	TDA	TDA	DA	DA	DA	TDA	DA	TDA				TDA	TD	TDA	TD	TDA	TDA	TD
5	Communication 2	EBB-5-512	TDA	TDA	TD	TD	TDA	TDA	TDA	TDA				TDA	TDA	TDA	TD	TDA	TDA	TD
6	Design 301	EBB-6-513	TDA	TD	TD	TDA	TD	TDA	TD	TD				TDA	TDA	TDA	TDA	TDA	DA	DA
6	Design 302	EBB-6-514	TDA	TD	TD	TDA	TD	TDA	TD	TD				TDA	TDA	TDA	TDA	TDA	DA	DA
6	Design 303	EBB-6-515	TDA	TDA	TDA	TDA	TDA	TDA	TDA	TDA				TDA	TDA	TDA	TDA	TDA	TDA	DA
6	Technology 3	EBB-6-520	TDA	TDA	DA	DA	DA	TDA	DA	TDA				TDA	TD	TDA	TD	TDA	TDA	TD
6	Professional Practice	EBB-6-521	TDA	DA	DA	DA	TDA	DA	TDA	TDA				TD	TD	TD	TDA	TD	TDA	TDA
	gateway																			
6	EPA: Portfolio and Practice report	EBB-6-487	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 engineering	9 technologies	10 finance	11 industry context	12 conduct	13 integrity	14 communication	15 obligation	16 reputation	17 professional dev./mt	
4	Design 101	EBB-4-501	TDA	TD	TD	TDA	TD	TDA	TD	TD	TD									
4	Design 102	EBB-4-502	TDA	TD	TD	TDA	TD	TDA	TD	TD	TD									
4	Design 103	EBB-4-503	TDA	TDA	TDA	TDA	TDA	TDA	TDA	TDA	TDA					TD				TDA
4	Cultural Context 1	EBB-4-504	TDA	TDA	TDA	DA	DA	TDA	DA	DA	T		TD			TDA				
4	Technology 1	EBB-4-505	TD	TDA	DA	DA	DA	TD	TDA	TD	TDA	TD	TD							
4	Communication 1	EBB-4-506	TDA	TDA	TD	TD	TDA	TDA	TDA	TDA	TD	D				TDA				
5	Design 201	EBB-5-507	TDA	TD	TD	TDA	TD	TDA	TD	TD	TD									
5	Design 202	EBB-5-508	TDA	TD	TD	TDA	TD	TDA	TD	TD	TDA									
5	Design 203	EBB-5-509	TDA	TDA	TDA	TDA	TDA	TDA	TDA	TDA	TDA	TDA	TDA			TD				TDA
5	Cultural Context 2	EBB-5-510	TDA	TDA	TDA	DA	DA	TDA	DA	DA	T		TD			TDA				
5	Technology 2	EBB-5-511	TDA	TDA	DA	DA	DA	TDA	DA	TD	TDA	TD	TD							
5	Communication 2	EBB-5-512	TDA	TDA	TD	TD	TDA	TDA	TDA	TDA	TD	D				TDA				
6	Design 301	EBB-6-513	TDA	TD	TD	TDA	TD	TDA	TD	TD	TD									
6	Design 302	EBB-6-514	TDA	TD	TD	TDA	TD	TDA	TD	TD	TD									
6	Design 303	EBB-6-515	TDA	TDA	TDA	TDA	TDA	TDA	TDA	TDA	TDA	TDA	TDA	TD		TD				TDA
6	Technology 3	EBB-6-520	TDA	TDA	DA	DA	DA	TDA	TD	TDA	TDA	TD	TD			TDA				
6	Professional Practice	EBB-6-521	TDA	DA	DA	DA	TDA	DA	TDA	TDA	TDA	TDA	TDA	TDA	TDA	TDA	TDA	TDA	TDA	TDA
6	EPA: Portfolio and Practice report	EBB-6-487	TDA	TDA	TDA	TDA	TDA	TDA	TDA	TDA	TDA	TDA	TDA	TDA	TDA	TDA	TDA	TDA	TDA	TDA

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	<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	This proposal directly reflects the government initiative to develop professional skills by a greater engagement between the university, and learners and employers. The architecture

	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.	professional Advisory Board at LSBU provides industry-based inputs into the architecture programme, as does feedback from the external examination process
Embedded learning development	<u>Support for transition and academic preparedness</u> 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	<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.	The inception 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	<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.	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	<u>Assessment and feedback to support attainment, progression and retention</u>	As architecture centres on 1:1 tutorials and an intensive studio

	<p>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.</p>	<p>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 architectural education is extremely supportive</p>
High impact pedagogies	<p><u>Research and enquiry experiences</u> 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.</p>	<p>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</p>
Curricula informed by employer and industry need / Assessment for learning	<p><u>Authentic learning and assessment tasks</u> 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</p>	<p>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</p>

	can be linked to assessment if appropriate.	
Inclusive teaching, learning and assessment	<p><u>Course content and teaching methods acknowledge the diversity of the student cohort</u></p> <p>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 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.</p>	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 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	<p><u>Work-based learning</u></p> <p>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.</p>	All apprentices are already committed to workplace-based learning
Embedded learning development	<p><u>Writing in the disciplines: Alternative formats</u></p> <p>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</p>	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

	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.	
High impact pedagogies	<p><u>Multi-disciplinary, interdisciplinary or interprofessional group-based learning experiences</u></p> <p>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 workplace settings. Learning in multi- or interdisciplinary groups creates the opportunity for the development of student outcomes including inclusivity, communication and networking.</p>	As all apprentices are embedded in practice, there is a continuous exposure to the range of cultures, skills, and disciplinary approached implicit in any project design team tackling architectural design projects.
Assessment for learning	<p><u>Variation of assessment</u></p> <p>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.</p>	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 by course team review and moderation at the completion of each semester
Curricula informed by employer and industry need	<p><u>Career management skills</u></p> <p>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.</p>	Please refer to the first section
Curricula informed by	<u>Capstone project/dissertation</u>	Extended writing is critical to the development of the rounded

<p>employer and industry need / Assessment for learning / High impact pedagogies</p>	<p>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.</p>	<p>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 interest in areas directly related to, and adjoining, architecture</p>
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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 6
<p>1 Supporting the development and recognition of skills through the personal tutor system.</p>	<p>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.</p> <p>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.</p>
<p>2 Supporting the development and recognition of skills in academic modules/modules.</p>	<p>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.</p> <p>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</p>

	<p>advanced skills with a range of verbal, drawn, written, and modelled representation techniques, using both analogue and digital media.</p> <p>The workshop-based modules provide further opportunities for the development of practical skills relating design conceptualisation to production through understanding of manufacturing processes.</p>
<p>3 Supporting the development and recognition of skills through purpose designed modules/modules.</p>	<p>All modules support and develop skills in a strategic manner. Specific skills delivered in modules are:</p> <ol style="list-style-type: none"> a) applying appropriate advanced information technology to tasks, especially drawing and modelling b) learning the practical skills necessary to take advantage both of digital design software, and the production of architectural components in the workshop c) independent research and critical evaluation of a broad range of data relating to design problems d) reviewing diverse design methodologies used to synthesise data, and the means to practically interpret this data and apply it to complex architectural proposals e) 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 f) effective teamwork, including the development, sharing, and analysis of research relating to the historiography of architecture, and how this reflects individual students' interests g) ability to research, develop, reference, write, and illustrate extended written submissions
<p>4 Supporting the development and recognition of skills through research projects and dissertations work.</p>	<ul style="list-style-type: none"> ▪ 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
<p>5 Supporting the development and recognition of career management skills.</p>	<ul style="list-style-type: none"> • 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

<p>6 Supporting the development and recognition of career management skills through work placements or work experience.</p>	<p>All apprentices are in work placement, thus sensitivity to career management and acquisition of professional skills are implicit parts of their daily routine</p>
<p>7 Supporting the development of skills by recognising that they can be developed through extra curricula activities.</p>	<p>In addition to the timetabled lectures, tutorials, and workshop sessions, this programme provides BA[Hons]Architecture apprentices with opportunities to audit the entire undergraduate and postgraduate architecture programme, including:</p> <ul style="list-style-type: none"> ▪ 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)
<p>8 Supporting the development of the skills and attitudes as a basis for continuing professional development.</p>	<p>All apprentices benefit from being embedded in a professional environment where regular CPD sessions are part of the mandatory requirement for all chartered architects</p>
<p>9 Other approaches to personal development planning.</p>	<p>This is implicit in the self-managed scholarly activity all apprentices enjoy when outside the workplace.</p>

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

regulated course	a course that is regulated by a regulatory body
regulatory body	an organisation recognised by government as being responsible for the regulation or approval of a particular range of issues and activities
scholarship	a type of bursary that recognises academic achievement and potential, and which is sometimes used interchangeably with 'bursary'
semester	either of the parts of an academic year that is divided into two for purposes of teaching and assessment (in contrast to division into terms)
seminar	seminars generally involve smaller numbers than lectures and enable students to engage in discussion of a particular topic and/or to explore it in more detail than might be covered in a lecture
summative assessment	formal assessment of students' work, contributing to the final result
term	any of the parts of an academic year that is divided into three or more for purposes of teaching and assessment (in contrast to division into semesters)
total study time	the total time required to study a module, unit or course, including all class contact, independent learning, revision and assessment
tutorial	one-to-one or small group supervision, feedback or detailed discussion on a particular topic or project
work/study placement	a planned period of experience outside the institution (for example, in a workplace or at another higher education institution) to help students develop particular skills, knowledge or understanding as part of their course
workload	see 'total study time'
written examination	a question or set of questions relating to a particular area of study to which candidates write answers usually (but not always) under timed conditions

