

## **Course Specification**

**Architect apprenticeship**

**MArch: Master of Architecture/**

**Postgraduate Diploma in Professional Practice**

**School of the Built Environment and Architecture**

# Course Specification

A. Course Information											
<b>Final award title(s)</b>	MArch: Master of Architecture/ Postgraduate Diploma in Professional Practice <b>[L7 apprenticeship: Architect]</b>										
<b>Intermediate exit award title(s)</b>	not applicable										
<b>UCAS Code</b>	tbc	<b>Course Code(s)</b>	5368								
	London South Bank University										
<b>School</b>	<input type="checkbox"/> BEA										
<b>Division</b>	Architecture										
<b>Course Director</b>	Kathy Gal										
<b>Delivery site(s) for course(s)</b>	<input type="checkbox"/> Southwark										
<b>Mode(s) of delivery</b>	<input type="checkbox"/> Part time										
<b>Length of course/start and finish dates</b>	<table border="1"> <thead> <tr> <th>Mode</th> <th>Length years</th> <th>Start - month</th> <th>Finish - month</th> </tr> </thead> <tbody> <tr> <td>Part time</td> <td>3 years, plus 1 term</td> <td>September</td> <td>December</td> </tr> </tbody> </table>			Mode	Length years	Start - month	Finish - month	Part time	3 years, plus 1 term	September	December
Mode	Length years	Start - month	Finish - month								
Part time	3 years, plus 1 term	September	December								
<b>Is course suitable for students on a Tier 4 visa?</b>	No										
<b>Approval dates:</b>	Course(s) validated	July 2018									
	Course review date	July 2023									
	Course specification last updated and signed off	September 2023									
<b>Professional, Statutory &amp; Regulatory Body accreditation</b>	The apprenticeship framework for level 7: Architect is prescribed by the Architects Registration Board, and validated by the RIBA										

<b>Link to Institute of Apprenticeship (IoA) Standard and Assessment Plan (Apprenticeship only)</b>	<a href="https://www.instituteforapprenticeships.org/apprenticeship-standards/architect-integrated-degree-v1-0">https://www.instituteforapprenticeships.org/apprenticeship-standards/architect-integrated-degree-v1-0</a>	
<b>Reference points:</b>	Internal	Corporate Strategy 2020-2025 Academic Quality and Enhancement Website School Strategy LSBU Academic Regulations
	External	QAA Quality Code for Higher Education 2018 Framework for Higher Education Qualifications Subject Benchmark Statements for Architecture (2020) PSRB Competitions and Markets Authority SEEC Level Descriptors 2021 Office for Students (OfS) Guidance
<b>B. Course Aims and Features</b>		

<b>Distinctive features of course</b>	<p><b>introduction</b> this is a level 7 apprenticeship which incorporates academic and workplace learning and assessment with an End Point Assessment to test the knowledge, skills, and moral, ethical, and professional behaviours detailed in the Architect Apprenticeship Standard published by the Institute for Apprenticeships. It is for those who wish to work in practice, but also achieve the university award of MArch: Master of Architecture and Postgraduate Diploma in Professional Practice (and professional awards of RIBA parts 2 and 3). Apprenticeships in architecture build on the already close relationships between schools of architecture and the professional workplace of the architect. The L7 apprenticeship framework for architecture aggregates the learning associated with the second degree in architecture (RIBA part 2) and the professional skills reviewed in the RIBA part 3 Professional Practice examination. This enables an apprentice who has completed their academic education and workplace-based End Point Assessment (EPA) to graduate from university as a registered architect – but without the debt, uncertainty about employment, and lack of clarity about achieving registration sometimes found in former educational models.</p> <p><b>the work of an architect</b> architects are educated, trained, and registered professionals who plan, design, and review the construction of buildings for a client. They use their skills and knowledge to offer creative problem solving and strategic advice related to various types of building, arts, and construction projects. This includes developing building designs taking into account a range of complex issues such as structural integrity, the character and location of a site, methods of construction, value for money, design quality, impact on the environment, as well as the legal responsibilities for life safety and statutory consents. Architects work responsibly to deliver the interests of their clients and the core requirements of cost, time, and quality for the end user.</p> <p>Architects work on projects of varying scale and type across the construction industry, including (but not limited to) the design of commercial, residential, community, and education buildings, as well as infrastructure and structures. Architects work on the design of new buildings; however, their work will often involve redesigning existing buildings, some of which may contribute to the cultural and historical heritage of a city and nation. They also work closely with and often lead a team assembled to design and/or deliver the project. Design teams vary depending on the scale and type of the building.</p>
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	<p><b>the postgraduate architecture curriculum</b> the course provides graduates who have completed an undergraduate degree in Architecture (either through an Architectural Assistant apprenticeship, or an RIBA recognised/ARB-prescribed part 1 course) with the opportunity to define their own interests, speculating on and refining a personal response to the design and making of architecture, while placing this in the context of those professional skills required for professional practice. Architecture is very responsive to change, actively engaging with both the internal world of ideas and external realities around us, thus modernity in the broadest sense is a critical part of the worldview of successful architects – and level 7 apprentices will be expected to challenge the norms of professional practice, speculating on new models for design and its execution. Architecture/Postgraduate Diploma in Professional Practice is thus a strongly design-based course, underpinned by a firm base in theory and technology, but with the practical connection of the skills acquired in the university to professionally relevant projects.</p> <p>LSBU architecture is committed to a studio system as being the best medium for the exchange of ideas. Like their full and part time colleagues, apprentices on the course choose from a focused group of design studios, each identified by subject and theme. Each studio has developed its specialised approach to architecture based on specific responses to contemporary issues in the city, and the developing landscapes around cities. The MArch: Master of</p>
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<p><b>Course Aims</b></p>	<p>The MArch: Master of Architecture/Postgraduate Diploma in Professional Practice course provides a rigorous and discriminating examination of key debates in the subject area, and equips apprentices with the competences to engage with modern professional practice. This approach challenges individuals to develop a defensible and relevant position on architecture, and is supported by a small number of clearly defined studios focused on different strategies for design, with shared taught courses developing students' capacity for critical thinking. Graduate apprentices will be distinguished by their self-sufficiency, flexibility, and understanding of both theoretical discourse and the practical application of architectural skills.</p> <p>The programme aims to enable apprentices to develop:</p> <ul style="list-style-type: none"> <li>▪ critical and reflective analysis and evaluation of the theoretical discourses in architecture and their relationship to history and the evolution of different building typologies</li> <li>▪ critical and reflective analysis and evaluation of the technological debate in architecture and its relationship to architectural history and theory, sustainable environmental, constructional, and structural systems, and the expression of these in a variety of building typologies</li> <li>▪ investigative and analytical skills and methodologies for the observation, critical reading, and detailed depiction of the physical and cultural aspects of a given site or sites for the construction of architecture</li> <li>▪ synthesis of design propositions for small and medium sized buildings, and the development of these in detail</li> <li>▪ synthesis of a final comprehensive design proposition for related groups of large sized buildings, and the development of these to offer visible evidence of the relationship between theory, design, and technological resolution</li> <li>▪ responsive and diverse communication skills in analogue and digital media appropriate to the presentation demands of design professionals</li> <li>▪ familiarity with the procedures specific to the following modes of scholarly investigation and analysis: interpretation, critique, theory, exploration or testing of research models</li> <li>▪ ability to define and elaborate a critical position on a selected written topic, with distinctive outcomes in terms of substantial and significant conclusions</li> <li>▪ critical understanding of the role of design economics in the construction process, and the techniques of project evaluation</li> <li>▪ critical understanding of the relationships between the client organisation, design team, and building production system</li> <li>▪ critical understanding of contemporary professional practice in terms of building procurement systems, types of contract, client evaluation of investment potential, and the operation of management systems relating to the members of the professional team</li> </ul>
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	<ul style="list-style-type: none"> <li>▪ undertake the EPA for the Architect standard, successfully completing a career appraisal, interview, case study, and design project challenge.</li> </ul>
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<b>Course Learning Outcomes</b>	<p>Whilst professional practice and architectural education are likely to remain complex and changeable, the overall outcome of the course is concerned to present a balanced view of architecture as a subject defined within theoretical, cultural, technological, legal, and professional parameters. This view is also intended to reflect the roles of the professional and statutory bodies, particularly the current criteria for validation shared between the Royal Institute of British Architects (RIBA) and Architects' Registration Board (ARB). The course content acknowledges the role of the criteria in providing broad parameters for curricular design, whilst wishing to present distinctive interpretations of those criteria in use.</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 7 Architect apprenticeship standard.</p> <p><b>1 design</b></p> <p>An architect has an understanding of:</p> <ul style="list-style-type: none"> <li>▪ <i>a range of advanced processes and techniques (e.g. digital fabrication) to generate, review and speculate on design proposals with multiple constraints, showing evidence of original thinking</i></li> </ul> <p>An architect is able to:</p> <ul style="list-style-type: none"> <li>▪ <i>generate architectural design proposals</i></li> <li>▪ <i>evaluate and apply a comprehensive range of visual, oral and written media to test, analyse, critique and explain design proposals</i></li> <li>▪ <i>produce drawings and 3D models using relevant software including Computer-Aided Design (CAD)</i></li> </ul> <p><b>2 history and theory</b></p> <p>An architect has an understanding of:</p> <ul style="list-style-type: none"> <li>▪ <i>history of architecture and its impact on architectural practice</i></li> <li>▪ <i>the cultural, social and intellectual histories, theories and technologies that influence the design of buildings</i></li> </ul> <p>An architect is able to:</p> <ul style="list-style-type: none"> <li>▪ <i>apply understanding of current architectural debate to produce innovative solutions</i></li> <li>▪ <i>produce clear, logically argued and original written work relating to architectural culture, theory and design</i></li> </ul> <p><b>3 fine arts</b></p> <p>An architect has an understanding of:</p> <ul style="list-style-type: none"> <li>▪ <i>how the theories, practices and technologies of the arts influence architectural design and their creative application in design projects</i></li> </ul> <p>An architect is able to:</p> <ul style="list-style-type: none"> <li>▪ <i>apply fine art theories in a creative way that acknowledges their conceptualisation and representation</i></li> </ul>
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	<p><b>4 urban design and planning</b></p> <p>An architect has an understanding of:</p> <ul style="list-style-type: none"> <li>▪ <i>urban design and town planning strategies and regulations</i></li> <li>▪ <i>process of obtaining planning permission (e.g. drawings, reports, applications)</i></li> </ul> <p>An architect is able to:</p> <ul style="list-style-type: none"> <li>▪ <i>comply with relevant town planning policy throughout design and construction phases to obtain planning permission (e.g. submitting planning applications)</i></li> </ul> <p><b>5 people and environment</b></p> <p>An architect has an understanding of:</p> <ul style="list-style-type: none"> <li>▪ <i>the in-depth relationships between users and buildings, between buildings and their environment, and the need to relate buildings and the spaces between them to diverse user needs and scale</i></li> </ul> <p>An architect is able to:</p> <ul style="list-style-type: none"> <li>▪ <i>identify end user needs, local and the social context in which the project is developed</i></li> <li>▪ <i>lead design development in respect of environmental context and sustainability</i></li> </ul> <p><b>6 role of architect</b></p> <p>An architect has an understanding of:</p> <ul style="list-style-type: none"> <li>▪ <i>the range of services offered by architects</i></li> <li>▪ <i>the potential impact of building projects on existing and proposed communities and the related planning legislation</i></li> <li>▪ <i>the context of the architect and the construction industry, including the Architect's role in the processes of procurement and building production</i></li> <li>▪ <i>the role of the architect within the design team and construction industry</i></li> </ul> <p>An architect is able to:</p> <ul style="list-style-type: none"> <li>▪ <i>lead projects or parts of projects, taking into consideration business priorities and practice management</i></li> <li>▪ <i>deliver services in a responsible manner, prioritising the interests of the client and other stakeholders</i></li> <li>▪ <i>problem-solve and use professional judgment to take initiative and make appropriate decisions in situations with multiple constraints</i></li> </ul> <p><b>7 brief analysis</b></p> <p>An architect has an understanding of:</p> <ul style="list-style-type: none"> <li>▪ <i>the client and design team briefing process, forms and terms of appointment</i></li> <li>▪ <i>methods of investigation and preparation of briefs for the design projects (e.g. review of relevant precedents)</i></li> </ul> <p>An architect is able to:</p> <ul style="list-style-type: none"> <li>▪ <i>critically review precedents relevant to the function, organisation and technological strategy of a design proposals</i></li> </ul>
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- *prepare and develop a project brief (e.g. by referring to RIBA Plan of Work)*

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

An architect has an understanding of:

- *structural, constructional and engineering considerations within building design, such as physical properties and characteristics of building materials, components and systems*

	<p>An architect is able to:</p> <ul style="list-style-type: none"> <li>▪ <i>integrate knowledge of structural principles and construction techniques with building design</i></li> </ul> <p><b>9 technologies</b></p> <p>An architect has an understanding of:</p> <ul style="list-style-type: none"> <li>▪ <i>principles, systems and strategies for environmental comfort and building services including sustainability principles</i></li> <li>▪ <i>alternative construction materials, processes and techniques that apply to design and construction, including the impact of materials on the environment</i></li> <li>▪ <i>the role of Building Information Modelling (BIM), computational design and other relevant technologies used in the design process</i></li> </ul> <p>An architect is able to:</p> <ul style="list-style-type: none"> <li>▪ <i>evaluate materials, processes and techniques that apply to architectural designs with multiple constraints and building construction, and how to integrate these into practicable design proposals</i></li> <li>▪ <i>apply various technological methods to building design to provide conditions of comfort and protection against the environment</i></li> </ul> <p><b>10 finance and regulations</b></p> <p>An architect has an understanding of:</p> <ul style="list-style-type: none"> <li>▪ <i>the process of controlling building cost</i></li> <li>▪ <i>the Approved Documents for building regulations</i></li> </ul> <p>An architect is able to:</p> <ul style="list-style-type: none"> <li>▪ <i>meet a client's brief within the constraints of the imposed budget limitations and building regulations</i></li> </ul> <p><b>11 industry context and project delivery</b></p> <p>An architect has an understanding of:</p> <ul style="list-style-type: none"> <li>▪ <i>industries, organisations, regulations and procedures involved in translating design concepts into buildings and integrating plans into overall planning</i></li> </ul> <p>An architect is able to:</p> <ul style="list-style-type: none"> <li>▪ <i>interact with statutory authorities (e.g. planning or building control), private bodies (e.g. developers) or individuals to competently deliver projects in a wide variety of sectors and within diverse legislative frameworks</i></li> </ul> <p><b>12 professionalism</b></p> <p>An architect has an understanding of:</p> <ul style="list-style-type: none"> <li>▪ <i>the nature of professionalism and the responsibilities of Architects to clients, building users, constructors, professionals and the wider society</i></li> </ul> <p>An architect is able to:</p> <ul style="list-style-type: none"> <li>▪ <i>act professionally when working independently and as part of a team, including communicating clearly with all stakeholders</i></li> </ul> <p><b>13 clients, users, and delivery of services</b></p>
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	<p>An architect has an understanding of:</p> <ul style="list-style-type: none"> <li>▪ <i>the obligations of Architects to clients, stakeholders, warranties and third-parties</i></li> <li>▪ <i>client needs, appropriate communication methods, programming, coordination and competent delivery</i></li> </ul> <p>An architect is able to:</p> <ul style="list-style-type: none"> <li>▪ <i>offer impartial advice on construction related issues, relevant legislation and risks</i></li> </ul>
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	<ul style="list-style-type: none"> <li>▪ <i>identify and describe client and end user requirements, priorities and objectives</i></li> </ul> <p><b>14 legal framework and processes</b> An architect has an understanding of:</p> <ul style="list-style-type: none"> <li>▪ <i>the statutory legal context within which an Architect must operate and what is required to ensure compliance with legal requirements or standards</i></li> </ul> <p>An architect is able to:</p> <ul style="list-style-type: none"> <li>▪ <i>work with an understanding of the relevant statutory and legal requirements during project development so that the risk of harm to those who build, use and maintain buildings is reduced</i></li> </ul> <p><b>15 practice and management</b> An architect has an understanding of:</p> <ul style="list-style-type: none"> <li>▪ <i>business priorities, required management processes and risks of running an architecture practice</i></li> </ul> <p>An architect is able to:</p> <ul style="list-style-type: none"> <li>▪ <i>engage in business development and administration including contributing to business strategy development, evaluating resources, planning, implementing and recording projects tasks</i></li> <li>▪ <i>supervise the work of junior staff including architectural assistants</i></li> </ul> <p><b>16 building procurement</b> An architect has an understanding of:</p> <ul style="list-style-type: none"> <li>▪ <i>UK construction and contract law, and construction procurement processes</i></li> <li>▪ <i>the relationship between architects and other built environment professionals</i></li> <li>▪ <i>contractual relationships and the obligations of an architect acting as a contract administrator</i></li> </ul> <p>An architect is able to:</p> <ul style="list-style-type: none"> <li>▪ <i>coordinate and engage in design team interaction</i></li> <li>▪ <i>resolve construction related challenges and disputes, where appropriate</i></li> <li>▪ <i>undertake construction inspection responsibilities, including completing site visits and commenting on contractors and sub-contractors work in relation to architectural drawings</i></li> </ul> <p><b>Behaviours</b> An architect will be expected to...</p> <p><b>Code of Conduct</b> Comply with the relevant professional codes of conduct (e.g. ARB and RIBA)</p> <p><b>2 integrity</b> Be honest and act with integrity, ethics and in a professional manner</p> <p><b>3 competence</b> Work singly, as part of a team or lead teams to provide a competent service</p> <p><b>4 independence</b></p>
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	<p>Be organised and practice self-management when working independently</p> <p><b>5 obligation</b></p> <p>Be conscious of the architect's obligation to their client, society and the profession</p> <p><b>6 reputation</b></p> <p>Be aware of individual level of competency and professional experience to ensure they are unlikely to bring profession into disrepute</p>
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	<p><b>7 CPD</b> Commit to identifying their own individual development needs and the obligation for Continued Professional Development (CPD)</p> <p>The following reflects the university's requirements for the <b>1</b> professionally validated MArch: Master of Architecture. Apprentices will have <b>knowledge and understanding</b> of the RIBA/ARB shared criteria closely reflecting the 11 points stated in Article 46 of the Directive 2013/55/EU of the European Parliament and of the Council of 20 November 2013. These criteria form the basis for structuring and quality monitoring all professionally validated and prescribed courses in architecture throughout the UK and EU.</p> <p>The Master of Architecture/Postgraduate Diploma in Professional Practice course content and delivery provides an education where, at the end of the course and award of RIBA part 2 and RIBA part 3, apprentices meet (and exceed) the 11 points above and the Graduate Attributes defined for part 2 by the RIBA, as follows:</p> <ul style="list-style-type: none"> <li>▪ <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</i></li> <li>▪ <i>ability to evaluate and apply a comprehensive range of visual, oral and written media to test, analyse, critically appraise and explain design proposals</i></li> <li>▪ <i>ability to evaluate materials, processes and techniques that apply to complex architectural designs and building construction, and to integrate these into practicable design proposals</i></li> <li>▪ <i>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</i></li> <li>▪ <i>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</i></li> <li>▪ <i>problem-solving skills, professional judgment, and ability to take the initiative and make appropriate decisions in complex and unpredictable circumstances</i></li> <li>▪ <i>ability to identify individual learning needs and understand the personal responsibility required to prepare for qualification as an architect and the Professional Criteria defined for RIBA part 3</i></li> </ul> <p><b>teaching and learning strategy: knowledge and understanding</b></p> <ul style="list-style-type: none"> <li>▪ a presentation is made to apprentices at the start of each academic year, outlining the scope and character of the studios offered on the MArch/Diploma programme; apprentices vote for their choice of studios, and those themes reflecting their individual interests in architecture</li> <li>▪ within the first month of the course, apprentices may review their studio choice and request a studio change if feasible</li> </ul>
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	<ul style="list-style-type: none"> <li>▪ site visits, both to allocated sites specific to the design briefs to be undertaken, and to buildings informing studio design courses</li> <li>▪ design studio projects are introduced in small group apprentice-led seminars</li> <li>▪ these are followed by individual evaluative tutorials</li> </ul>
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	<ul style="list-style-type: none"> <li>▪ apprentices make interim presentations of 2- and 3-D analogue and digital material to their studio staff, peer group, and invited critics illustrating the scope and detail of their emerging design proposal</li> <li>▪ apprentices also make a final presentation of 2- and 3-D analogue and digital material to the studio staff, peer group, and invited critics illustrating the scope and detail of their developed final design proposal</li> </ul> <p><b>assessment: knowledge and understanding</b></p> <ul style="list-style-type: none"> <li>▪ all design studio work is subject to continuous assessment</li> <li>▪ studio tutors monitor design scheme proposals throughout the semester, and collectively moderate assessments at each semester's end</li> <li>▪ individual feedback on scheme proposals is provided at every individual studio tutorial</li> <li>▪ an evaluative, critical summary of design studio project is provided at all students' final presentations</li> <li>▪ provisional grades are given at the end of semester 1, with all apprentices offered opportunities to review, revise, and add to their design studio submissions</li> </ul> <p>apprentices will develop their <b>intellectual skills</b> so they are able to:</p> <ul style="list-style-type: none"> <li>▪ demonstrate how observation and analysis of a given site and brief underpins theoretical proposals regarding development of that location</li> <li>▪ demonstrate the integration of investigative and analytical devices with a theoretical understanding of the themes of the course</li> <li>▪ adopt a lucid and defensible position on design by reference both to methodology, and an appreciation of the milieu of the proposal in the context of both contemporary and historical architectural culture</li> <li>▪ develop an appreciation of buildings as physical, cultural and technological artefacts, within either the urban context or that of the 'natural' landscape</li> <li>▪ develop and implement a design strategy in which complex inter-relationships within the brief are addressed in a comprehensive and integrated fashion reflecting the demands of professional practice</li> <li>▪ understand architecture as a complex cultural activity, with different outcomes in different social contexts</li> <li>▪ understand the broad range of theoretical approaches to architecture and urban design, and their relevance to architecture and building typologies of differing scale and function</li> <li>▪ critically and reflectively appraise commentaries on architecture and urban design, and consider the alternatives available to architects when approaching different design problems</li> <li>▪ critically evaluate the diversity and physical characteristics of structural, material and constructional systems available to the architect</li> </ul>
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	<ul style="list-style-type: none"><li>▪ critically evaluate the environmental services systems available to the architect, and the implications implicit of their use for resource efficient and sustainable design</li><li>▪ evaluate the systems outlined above to appropriate, distinctive building typologies and locations</li></ul>
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	<ul style="list-style-type: none"> <li>▪ analyse the arguments in debates surrounding the culture, theory and design of architecture, summarise their principal points, and use these to establish a thesis for individual projects</li> <li>▪ identify and critically appraise communications techniques, including those used in the fine arts, appropriate to the development and refinement of complex design proposals</li> <li>▪ demonstrate ability to verbalise such evaluations relative to a design course, and to discuss this, where appropriate, with other design team professionals</li> <li>▪ critically evaluate the diversity and physical characteristics of structural, material and constructional systems available to the architect</li> <li>▪ critically evaluate the environmental services systems available to the architect, and the implications implicit of their use for resource efficient and sustainable design</li> <li>▪ evaluate the systems outlined above to appropriate, distinctive building typologies and locations</li> <li>▪ demonstrate ability to verbalise such evaluations relative to a design course, and to discuss this, where appropriate, with other design team professionals</li> <li>▪ contextualise the role and responsibilities of the architect in relation to other members of the professional design team</li> <li>▪ have knowledge of the ethical position and codes of conduct governing the architect</li> <li>▪ understand the basic principles of running a design practice</li> <li>▪ understand the basic principles of project management.</li> </ul> <p><b>teaching and learning strategy: intellectual skills</b></p> <ul style="list-style-type: none"> <li>▪ semester-length lecture courses, some by guest lecturers</li> <li>▪ individual tutorials</li> <li>▪ student-led seminars and small group tutorials</li> <li>▪ workshop-based projects</li> <li>▪ selected site visits, including field trips.</li> </ul> <p><b>assessment: intellectual skills</b></p> <ul style="list-style-type: none"> <li>▪ written assignments examining aspects of architectural history and theory</li> <li>▪ a written illustrated project report extending aspects of the environmental technology of the major design project of the incoming year</li> <li>▪ written assignments examining aspects of building production and design economics</li> <li>▪ written assignments examining aspects of professional practice and management</li> <li>▪ a major extended written and illustrated assignment (dissertation) on a subject of personal interest related to architecture, and using primary and secondary sources</li> <li>▪ a written illustrated technology report extending aspects of the constructional, environmental, and legislative implications of the major design project of the final year of the MArch/Diploma.</li> </ul>
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	<p>apprentices will acquire and develop <b>practical skills</b> so they are able to:</p> <ul style="list-style-type: none"> <li>▪ demonstrate appreciation and application of the diversity of architectural technologies, identifying research sources for these relevant to the demands of studio design projects</li> <li>▪ demonstrate critical and evaluative application of the full range of analogue and digital presentation techniques available, and their creative use in design presentation</li> </ul>
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	<ul style="list-style-type: none"> <li>▪ demonstrate critical and evaluative application of 3-D physical modelling techniques available in the workshop, and their creative use in design presentation</li> <li>▪ demonstrate creative integration of multimedia techniques within design presentations</li> <li>▪ apply to design studio strategies approaches developed from understanding the diverse range of histories and theories of architecture</li> <li>▪ identify research sources and case studies relevant to studio design projects</li> <li>▪ develop structured methodologies applicable to a wide range of design research</li> <li>▪ research and complete fully cross-referenced, structured written work setting out and defending a defined thesis</li> <li>▪ synthesise the research sources used into writing of a pre-determined length and format</li> <li>▪ organise and produce professionally conceived and executed documents using contemporary software</li> <li>▪ in all written reports, integrate coherent structured writing with appropriate illustrations, acknowledging where appropriate research sources using internationally acknowledged referencing systems</li> <li>▪ use freehand sketching and sketch modelling as the means to appraise and develop ideas about architecture</li> <li>▪ using all relevant analogue media and advanced digital software, produce 2- and 3-D drawings, renderings, and animated digital media as vehicles to represent ideas about architecture</li> <li>▪ using all relevant analogue media, advanced digital software, and workshop facilities produce physical and digital 3-D models as vehicles to represent ideas about architecture</li> <li>▪ work within practice as a professional, responsible and business-like member of a design team</li> <li>▪ conceive design strategies which are sensitive to issues of cost and practical implementation</li> <li>▪ understand the complexity of the architect's statutory legal obligations.</li> </ul> <p><b>teaching and learning strategy: practical skills</b></p> <ul style="list-style-type: none"> <li>▪ individual tutorials</li> <li>▪ student-led seminars and small group tutorials</li> <li>▪ interim and final design presentations</li> <li>▪ workshop-based projects.</li> </ul> <p><b>assessment: practical skills</b></p> <ul style="list-style-type: none"> <li>▪ interim and final presentations of design studio projects (3 at incoming year level; 3 at final year level)</li> <li>▪ submission of dissertation</li> <li>▪ submission of written reports for technology, design economics, and professional practice</li> </ul>
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	<ul style="list-style-type: none"> <li>▪ workshop-related submission supporting the major design project of the third year of the MArch/Diploma</li> </ul> <p>apprentices will acquire and develop <b>transferrable skills</b> so they are able to:</p> <ul style="list-style-type: none"> <li>▪ apply, develop, and extend those analytical design skills and professional competences established at undergraduate level, with a focus on innovation in design, construction, and resource efficient technology</li> </ul>
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	<ul style="list-style-type: none"> <li>▪ acquire further skills and methodologies relevant to contemporary professional practice, together with an ability to produce complex and diverse design proposals</li> <li>▪ establish critical intellectual frameworks and, concurrently, engage with the conceptual, constructional, and environmental context in which the design process operates</li> <li>▪ develop further investigative and analytical skills and methodologies for observation, critical reading, and representation of the physical and cultural aspects of sites for the construction of architecture</li> <li>▪ develop discriminating attitudes to research material and methodologies, and the creative expression of these in extended structured writing about architecture</li> <li>▪ synthesise interim and final comprehensive design propositions for a medium to large sized buildings, and with the development of these offer evidence of the integration of relationships between theory, design, and technological resolution</li> <li>▪ satisfy the criteria held jointly by the RIBA and ARB for part 2 and part 3 courses in architecture</li> </ul> <p><b>teaching and learning strategy: transferrable skills</b></p> <ul style="list-style-type: none"> <li>▪ semester-length lecture courses, some by guest lecturers</li> <li>▪ individual tutorials</li> <li>▪ apprentice-led seminars and small group tutorials</li> <li>▪ workshop-based projects</li> <li>▪ selected site visits, including field trips</li> </ul> <p><b>assessment: transferrable skills</b></p> <ul style="list-style-type: none"> <li>▪ interim and final presentations of design studio projects (3 at first year level; 3 at third year level)</li> <li>▪ submission of dissertation</li> <li>▪ submission of written reports for technology, design economics, and professional practice</li> <li>▪ workshop-related submission supporting the major design project of the third year of the MArch/Diploma</li> </ul>
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## **C. Teaching and Learning Strategy**

### **overview of teaching and learning activities**

Apprentices are required to attend a combination of tutorials, workshops, lectures, seminars, and site or building visits. The course is mainly taught by architecture staff, although in some instances staff from other departments and disciplines are involved. Where possible, tutors and guests from outside the university are also invited to present lectures and provide specialist inputs to a particular subject area or project.

Site visits are usually held in conjunction with studio design work or other subject areas where the visit provides essential knowledge for undertaking work in a particular unit of study. Visits are usually in the UK and, if possible, within greater London; occasionally they may be abroad; apprentices fund the cost of these visits themselves. In the case of field trips where apprentices are unable to attend because of lack of finance, they will undertake related work in London.

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

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

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

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

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

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

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

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

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

- all learners at the university have online access to their timetable and module guides

- by arrangement, all tutors and lecturers will provide feedback through email or Skype

## **D. Assessment**

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

Arrangements for teaching and learning are set out in each module guide and the academic timetable. The criteria for assessment of a module of study will be given in the relevant module guide.

### **Interruption of Studies**

There may be circumstances where studies need to be interrupted; this is usually for a period of up to one year. Guidelines for the interruption of studies are published on the student gateway. If an individual wishes to discuss interruption of studies, they should inform their studio tutor, course administrator, and course director at the earliest opportunity. Studies may not be interrupted during the examination period. If an apprentice leaves the university without interrupting their studies, fees will be charged until the studies are formally interrupted. It is very important for apprentices to inform the university and their tutor in writing of any factors, such as illness, that may prevent them attending the course.

### **Gateway Preparation Module**

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

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

**IMPORTANT:** Evidence of meeting the ALL knowledge, skills and behaviour detailed in the IfATE Standard Assessment Plan, must be covered in the e-portfolio prior to the final Gateway review i.e. apprentices must address each KSB on their respective apprenticeship standard with appropriate workplace evidence.

## **E. Academic Regulations**

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

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

## **F. Entry Requirements**

### **academic entry criteria**

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

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

- employment offer in architect's practice hosting L7 apprentices

### **occupational health requirements**

- none

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

- see above

### **specific competency standards**

- to be determined by employer offering placement

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

- not applicable

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

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

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

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

### **DBS regulations**

- not applicable

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

- see above

### **professional bodies**

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

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

### **Course overview**

MArch: Master of Architecture/Postgraduate Diploma in Professional Practice: **part time**

[L7 apprenticeship]

**Placements information**

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

**H. Course Modules  
core modules**

All modules are core; there are no optional modules.

Module Code	Module Title	Level	Semester	Credit value	Assessment
EBB-7-521	Design 401	7	1	20	continuous, drawn/modelled submission
EBB-7-522	Design 402	7	1	20	continuous, drawn/modelled submission
EBB-7-524	History and Theory: Critical Thinking	7	1	20	written submission
EBB-7-523	Design 403	7	2	20	continuous, drawn/modelled submission

EBB-7-505	Energy and Resource Efficiency in Design	7	2	20	written submission
EBB-7-526	Professional Practice and Design Economics	7	2	0	written submission
EBB-7-530	Architecture and Theory: Dissertation	7	1	20	written submission
EBB-7-533	Technology 5 (lectures only)	7	1	0	assessment in PT3
EBB-7-527	Design 501	7	1	20	continuous, drawn/modelled submission
EBB-7-528	Design 502	7	1	20	continuous, drawn/modelled submission
EBB-7-531	Technology 5: Technical Thesis	7	2	20	drawn/modelled submission
EBB-7-529	Design 503	7	2	40	continuous, drawn/modelled submission
ARC_7_GW1	Gateway Preparation	7	1 & 2	0	N/A
ARC_7_GW2	Gateway Preparation	7	1 & 2	0	N/A
ARC_7_GW3	Gateway Preparation	7	1 & 2	0	N/A
EBB_7_518	Part 3 Lecture Series	7	follows S2: July	20	written submission
BEA_7_ESD	Case Study Supported by Design Challenge	7	follows S2: Aug-Dec	20	written submission
BEA_7_CEI	Career Evaluation and Interview	7	follows S2: Aug-Dec	10	written submission and interview

## **I. Timetable information**

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

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

## **J. Costs and financial support**

### **Course related costs**

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

The **cost of field trips is additional to normal fee commitments** and may cost between £500 - £1500 for flights and accommodation. Although it is strongly recommended students go on a least one field trip during their study time at London South Bank University, field trips are not mandatory. It is appreciated these events involve considerable cost to students. However, if a student commits to a field trip and then decides not to go (for whatever reason) they are liable for the cost of the trip. All students must also check whether they require a relevant visa to visit a field trip destination, in some cases allowing several weeks/months for processing. If students cannot fund a field trip, they instead undertake work at LSBU.

Information on tuition fees/financial support can be found by clicking on the following link:

<http://www.lsbu.ac.uk/study/undergraduate/fees-and-funding> or

<http://www.lsbu.ac.uk/study/postgraduate/fees-and-funding>

<https://www.lsbu.ac.uk/international/fees-and-funding>

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

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

## **List of Appendices**

Appendix A: Curriculum Map

Appendix B: Personal Development Planning (postgraduate 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: L7 apprenticeship for Architect			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	vi i
7	Design 401	EBB-7-521	T D A	T D A	T D A	T D A	T D A	T D A	T D A	T D A				T D A	T D A	T D A	T D A	T D A	D A	D A
7	Design 402	EBB-7-522	T D A	T D A	T D A	T D A	T D A	T D A	T D A	T D A				T D A	T D A	T D A	T D A	T D A	D A	D A
7	Design 503	EBB-7-523	T D A	T D A	T D A	T D A	T D A	T D A	T D A	T D A				T D A	T D A	T D A	T D A	T D A	T D A	D A
7	History and Theory: Critical Thinking	EBB-7-524	T D A	T D A	T D A	D A	D A	T D A	D A	D A				D A	T D A	T D A	D A	T D A	T D A	T D A
7	Energy and Resource Efficiency in Design	EBB-7-525	T D A	T D A	D A	D A	D A	T D A	D A	T D A				T D A	T D A	T D A	T D A	T D A	T D A	T D A
7	Professional Practice and Design Economics	EBB-7-526	T D A	D A	D A	D A	T D A	D A	T D A	T D A				T D A	T D A	T D A	T D A	T D A	T D A	T D A
7	Design 501	EBB-7-527	T D A	T D A	T D A	T D A	T D A	T D A	T D A	T D A				T D A	T D A	T D A	T D A	T D A	D A	D A
7	Design 502	EBB-7-528	T D A	T D A	T D A	T D A	T D A	T D A	T D A	T D A				T D A	T D A	T D A	T D A	T D A	D A	D A
7	Design 503	EBB-7-529	T D A	T D A	T D A	T D A	T D A	T D A	T D A	T D A				T D A	T D A	T D A	T D A	T D A	T D A	D A
7	Architecture and Theory: Dissertation	EBB-7-530	T D A	T D A	T D A	D A	D A	T D A	D A	D A				T D A	T D A	T D A	D A	T D A	T D A	T D A
7	Technology 5: Technical Thesis (coursework)	EBB-7-531	T D A	T D A	D A	D A	D A	T D A	D A	T D A				T D A	T D A	T D A	T D A	T D A	T D A	T D A
7	Technology 5 (lectures only)	EBB-7-533	T D A	T D A	T D A	T D A	T D A	T D A	T D A	T D A				T D A	T D A	T D A	T D A	T D A	T D A	T D A
	gateway																			
7	Part 3 Lecture Series	EBB-7-518	T D A	T D A	T D A	T D A	T D A	T D A	T D A	T D A				T D A	T D A	T D A	T D A	T D A	T D A	T D A

7	<b>Case Study Supported by Design Challenge</b>		T D A	T D A	T D A	T D A	T D A	T D A	T D A				T D A	T D A	T D A	T D A	T D A	T D A
7	<b>Career Evaluation and Interview</b>		T D A	T D A	T D A	T D A	T D A	T D A	T D A				T D A	T D A	T D A	T D A	T D A	T D A

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 environment	6 role of architect	7 brief	8 structure, constraints, engineering	9 technologies	10 finance	11 industry context	12 conduct	13 integrity	14 communication	15 obligation	16 reputation	17 professional development
7	Design 401	EBB-7-521	TD A	TD	TD	TD A	TD	TD A	TD	TD									
7	Design 402	EBB-7-522	TD A	TD	TD	TD A	TD	TD A	TD	TD A									
7	Design 503	EBB-7-523	TD A	TD A	TD A	TD A	TD A	TD A	TD A	TD A	TD A	TD A				TD			TD A
7	History and Theory: Critical Thinking	EBB-7-524	TD A	TD A	TD A	D A	D A	TD A	D A	DA	T		TD			TD A			
7	Energy and Resource Efficiency in Design	EBB-7-525	TD A	TD A	D A	D A	D A	TD A	D A	TD	TD A	TD	TD						
7	Professional Practice and Design Economics	EBB-7-526	TD A	TD A	TD	TD	TD A	TD A	TD A	TD A	TD	D				TD A			

7	<b>Design 501</b>	EBB-7-527	TD A	TD	TD	TD A	TD	TD A	TD	TD	TD							
7	<b>Design 502</b>	EBB-7-528	TD A	TD	TD	TD A	TD	TD A	TD	TD	TD							
7	<b>Design 503</b>	EBB-7-529	TD A	TD A	TD A	TD A	TD A	TD A	TD A	TD A	TD A	TD A	TD A	TD		TD		TD A
7	<b>Architecture and Theory: Dissertation</b>	EBB-7-530	TD A	TD A	TD A	D A	D A	TD A	D A	DA	T		TD			TD A		
7	<b>Technology 5: Technical Thesis (course work)</b>	EBB-7-531	TD A	TD A	D A	D A	D A	TD A	TD	TD A	TD A	TD	TD			TD A		
7	<b>Technology 5 (lectures)</b>	EBB-7-533	TD A	TD A	TD	TD	TD A	TD A	TD A	TD A	TD	D				TD A		
7	<b>gateway</b>																	
7	<b>End Point Assessment: Architect</b>	EBB-7-488	TD A	TD A	TD A	TD A	TD A	TD A	TD A	TD A	TD A	TD A	TD A	TD A	TD A	TD A	TD A	TD A
7	<b>Case Study Supported by Design Challenge</b>		TD A	TD A	TD A	TD A	TD A	TD A	TD A	TD A	TD A	TD A	TD A	TD A	TD A	TD A	TD A	TD A
7	<b>Career Evaluation and Interview</b>		TD A	TD A	TD A	TD A	TD A	TD A	TD A	TD A	TD A	TD A	TD A	TD A	TD A	TD A	TD A	TD A

The third map below illustrates the mapping of the BA[Hons]Architecture against the RIBA/ARB shared professional criteria.

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

## LSBU LEVEL 7 ARCHITECT APPRENTICESHIP CRITERIA MAP

[illegible]

## Appendix B: Personal Development Planning

Personal Development Planning (PDP) is a structured process by which an individual reflects upon their own learning, performance and/or achievement and identifies ways in which they might improve themselves academically and more broadly. Course teams are asked to indicate where/how in the course/across the modules this process is supported.

Approach to PDP	Level 7
1 Supporting the development and recognition of skills through the personal tutor system.	<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>
2 Supporting the development and recognition of skills in academic modules/modules.	<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 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> <ul style="list-style-type: none"> <li>▪ applying appropriate advanced information technology to tasks, especially drawing and modelling</li> <li>▪ learning the practical skills necessary to take advantage both of digital design software, and the production of architectural components in the workshop</li> <li>▪ independent research and critical evaluation of a broad range of data relating to design problems</li> <li>▪ reviewing diverse design methodologies used to synthesise data, and the means to practically interpret this data and apply it to complex architectural proposals</li> <li>▪ 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</li> <li>▪ effective teamwork, including the development, sharing, and analysis of research relating to the historiography of architecture, and how this reflects individual students' interests</li> <li>▪ ability to research, develop, reference, write, and illustrate a dissertation of 10,000 words plus</li> </ul>
<p>4 Supporting the development and recognition of skills through research projects and dissertations work.</p>	<ul style="list-style-type: none"> <li>▪ introduction to, and comparative analysis of histories and theories of architecture</li> <li>▪ design research supporting design synthesis</li> <li>▪ exploration and synthesis of design research to develop design proposals</li> <li>▪ literature searches and primary and secondary source research for dissertation</li> <li>▪ individual dissertation tutorials; group seminars, poster sessions</li> <li>▪ introduction to, and development of advanced workshop skill</li> </ul>
<p>5 Supporting the development and recognition of career management skills.</p>	<ul style="list-style-type: none"> <li>▪ reflective course submissions considering work in professional practice, and related areas</li> <li>▪ reviewing the types of and business models for architects' practices</li> <li>▪ reviewing possibilities for further study in terms of individual personal interests</li> <li>▪ 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</li> </ul>

<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 MArch/Diploma apprentices with opportunities to audit the entire undergraduate and postgraduate architecture programme, including:</p> <ul style="list-style-type: none"> <li>▪ discipline specific guest speakers (including LSBU alumni) from commerce, industry, and practice</li> <li>▪ 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</li> <li>▪ skills training and networking including CV development; Interview and assessment training through iterative skills development via design presentations</li> <li>▪ group exercise and competitions to develop team working skills</li> <li>▪ inter disciplinary design charrettes, e.g. Teambuild</li> <li>▪ 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.)</li> <li>▪ qualitative and quantitative research sessions; workshops for advanced software training (Rhino, Grasshopper, Maya etc.)</li> <li>▪ attendance at symposia at Building Centre, and other London schools of architecture</li> <li>▪ advanced facilities for academic research (access to the LSBU library, the British Library, the British Architectural Library, the RIBA Drawings Collection at the V&amp;A etc.)</li> <li>▪ research poster sessions, student led societies, Student Union activities on campus</li> <li>▪ 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)</li> </ul>
<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>



9 Other approaches to personal development planning.	This is implicit in the self-managed scholarly activity all apprentices enjoy when outside the workplace.
10 The means by which self-reflection, evaluation and planned development is supported e.g. electronic or paper-based learning log or diary.	All apprentices are required to log their professional practical experience on the RIBA Professional Experience Development Record

## Appendix 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]

<b>awarding body</b>	a UK higher education provider (typically a university) with the power to award higher education
<b>bursary</b>	a financial award made to students to support their studies; sometimes used interchangeably
<b>collaborative provision</b>	a formal arrangement between a degree-awarding body and a partner
<b>compulsory module</b>	a module that students are required to take
<b>contact hours</b>	the time allocated to direct contact between a student and a member of staff through, for example, timetabled lectures, seminars and tutorials
<b>coursework</b>	student work that contributes towards the final result but is not assessed by written examination
<b>current students</b>	students enrolled on a course who have not yet completed their studies or been awarded their qualification
<b>delivery organisation</b>	an organisation that delivers learning opportunities on behalf of a degree-awarding body
<b>distance-learning course</b>	a course of study that does not involve face-to-face contact between students and tutors
<b>extracurricular</b>	activities undertaken by students outside their studies
<b>feedback (on assessment)</b>	advice to students following their completion of a piece of assessed or
<b>formative assessment</b>	a type of assessment designed to help students learn more effectively, to progress in their studies and to prepare for summative assessment; formative assessment

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

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

