# Course Handbook

## BSc. (Hons.) ARCHITECTURE

**2019/20**
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### The Grenfell Baines Institute of Architecture
School of Art, Design and Fashion

Please read this Handbook in conjunction with the University's Student Handbook.

Contents

## 1. Welcome to the course

The information in this course supplement has been carefully developed by the course team to help you through the exciting and challenging journey ahead. You will find it a useful resource for the coming months and it contains important information pertaining to your study.

If you have any questions – please ask.

I am delighted you selected the Architecture course at this University. Congratulations on gaining a place.

The subject of architecture is a rich, exciting, dynamic discipline. One of the oldest professions, architecture is as relevant today as it always has, arguably more so, in a fast changing world and society.

The profession of architecture carries with it huge responsibilities. In acquiring the knowledge, understanding, skills and abilities to register as an Architect, a protected title, it is a privilege to be trusted with those responsibilities.

As the subject transcends the arts and sciences, you will need to acquire tremendous discipline and rigour, imagination and perspiration. The academic and professional course will be challenging, rewarding and satisfying but above all it will be fun. We aim to support and develop you over the course of this degree to feel confident, in your design ability, to be innovative your response to design problems and to effect positive change in places and communities.

The studios will become your central learning environment, underpinned by an academic discipline complementary to the core designs. We encourage you to bring yourself and your ideas to the studio and to be active participants.

The Architectural team meanwhile strive to make the course exciting and vibrant for all of us. We see the course as an opportunity to be relevant, contemporary, and complimentary to the other university courses and an asset to the regional locality. We aim to develop the course and students to complement and advance the countries reputation of architects nationally and internationally.

And in keeping relatively small size cohorts, the course has become a personal and friendly place, which welcomes you. our goals is always to make it the most awesome learning experience, the most Innovative learning environment and the healthiest place to be learning for you to enable you to unleash your full potential, I hope you do.

Welcome again, I wish you all the best.

## 1.1 Rationale, aims and learning outcomes of the course

The undergraduate programme in architecture aims to develop students' ability to draw on knowledge and skills from the human and physical sciences, the humanities, and the fine and applied arts. It addresses the accommodation of all human activity in all places, under all conditions, understanding our place within differing physical, historical, cultural, social, political and virtual environments.

Study on the programme will also propose forms and methods of transformation of our built environment and how this can be done through engagement with the spaces, buildings, cities and landscapes in which we live. The study of this architectural programme is therefore rich, varied and, by definition, interdisciplinary.

Design is the core activity of the programme and while there is no single unified theory of design, which is generally accepted, one of the aims of the course is to provoke debate, encourage diversity and develop advances in the subject. As design is not a single category of activity the relationship between design process, design programme and design projects will explore how projects can be developed, communicated, received, criticised and realised. Other parts of the teaching programme aim to provide a broad education that supports design and is consonant with wider issues of architecture.

We aim to develop students' knowledge and understanding of 'place' and 'sense of place' via climatic, geographical, physical, material, cultural and other analytical study. This approach will enable students to apply their analytical skills to projects, both locally and regionally as well as having the ability to interpret and transfer their skills nationally and internationally.

We aim to broaden students' horizons beyond architecture so that they may understand, reflect, develop and have the ability to draw upon relevant information and material from associated disciplines such as art, history, politics, economics, town and country planning, landscape architecture, interior design, building sciences, technologists and from society at large, all from global as well as regional perspectives. Sustainability is intended to permeate all aspects of study and design work. Research informed teaching, knowledge transfer and international links are also part of this agenda.

The undergraduate course seeks to offer a balanced programme with a strong emphasis on Design Studio work, integrating where appropriate components from history/theory, technology and professional practice. In addition, design studio work will be based not only on the students' subjects of study, but also on the parallel but essential consideration of our social responsibility to optimise the relationship between people and buildings.

To this end, studio teaching will encourage students to explore the ethics and values, which underpin or are promoted by their design. Similarly, a balanced approach to visual communication will be adopted to equip students with skills in traditional hand crafted drawing, model making and digital technologies. This approach, together with promotion of a culture of technical competence, environmental sustainability, employability and entrepreneurship will be integrated and demonstrated within student projects, papers and presentations, thus equipping you with the key skills and values for a 21st century profession.

The buildings erected in every age are a reflection of human aspirations, efforts and the resources available. At the time of building they must satisfy a complex and interlocking range of criteria, from the most basic needs for shelter to the desire for the glorification of an individual or of the State. Subsequently, they become part of the fabric of life of those who inherit them, giving a sense of continuity and stability in changing times. They form part of a

heritage that is valued by the community not only for its monetary value but also for its contribution to the culture of nations.

The main theme of the course outlined in this document emphasizes the responsibility of each generation to both assess the buildings handed down to it and to maintain, conserve, adapt or replace them and to critically evaluate the proposed designs of new buildings, for the greatest benefit to society now and in the future. The process requires decision making where choices are constrained by conflicting factors which require careful quantitative and qualitative comparison and evaluation.

The technology of buildings continues to develop, involving new uses, new materials and new methods of construction. These permit radically new building forms and may also enable buildings to be conserved and re-used in ways which were not previously technically feasible.

Economic factors also play a key role. The various needs of society compete for scarce resources, which must be managed to give the best return for their use. These must be evaluated in social and cultural, as well as economic terms. All economic activity occurs within a legal framework by which society imposes the constraints and limitations, which it regards as necessary.

The responsibility for the care of buildings therefore requires a consideration of technological, economic and legal factors and the successful resolution of the conflicts which arise between them. It involves generating solutions to buildings problems and planning and controlling the use of resources to bring those solutions to reality. Such activities involve intellectual skills appropriate to an Honours graduate and this course offers students the opportunity to acquire these skills within the context of the architectural profession.

Finally, with the goal of global energy reduction dictated by climate change and carbon emissions, worldwide legislation will have a huge impact on the construction industry. It is therefore the responsibility of all construction professionals to ensure sustainability is an inherent part of the whole life cycle of a building. The education of the young professional must ensure that the issues of sustainability are both an implicit part of all aspects of the programme, where applicable, and explicitly developed to meet the needs of the industry.

The learning outcomes for the course are contained in section 12 of the Programme Specification which can be found in appendix 1 of this supplement.

## 1.2 Course Team

| Name | Qualifications & | Role | Location Email Telephone number |
|------|------------------|------|---------------------------------|
| Desmond Fagan Principle Lecturer | MArch B'Arch RIBA | Academic Lead Architecture | HB149 dfagan1@uclan.ac.uk 00441772 84226 |
| Simon Kay-Jones Senior | BSc(hons), PgDip Arch, ARB, RIBA, | Course Leader Architecture | HB233 skay-jones@uclan.ac.uk |
| Adam Evans Senior Lecturer | BA(Hons), Dip'Arch | Architect | HB131 ARHEvans@uclan.ac.uk |

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|---|---|---|---|
| Chris Lowry Senior Lecturer | BSc B'Arch RIBA | Architect | HB331 CLowry@uclan.ac.uk 00441772 |
| Ann Vanner Senior Lecturer | CIAT | Architect/ Architectural Technologist | HB119 amvanner@uclan.ac.uk 00441772 894219 |
| Jenni Barrett Senior Lecturer | | Architectural Landscape/ | HB233 jebarrett@uclan.ac.uk 00441772 893240 |
| Dr Ehab Kamel Ahmed Senior Lecturer | PhD, MSc, BSc(Hons) | Information + Communication Technologist | HB231 EKamelAhmed@uclan.ac.uk 00441772 895394 |
| Chris O'Flaherty Senior | MSc, BSc | Building Surveyor | HB319 CJO-flaherty@uclan.ac.uk |
| Mary Kelly Lecturer | BA BArch RIBA | Management Practice | HB242 MKelly8@uclan.ac.uk 00441772 |
| Lynne Bell Lecturer | BA B'Arch RIBA | Architectural Technologi | HB119 JLBell1@uclan.ac.uk 00441772 |
| Ben Prince | RIBA ARB | Architect | HB119 bprince1@uclan.ac.uk 00441772 |
| Dr Richard Bower Lecturer | PhD BA BArch Post Grad Dip | Architect | HB331 RBower2@uclan.ac.uk 00441772 |
| Dr Abdul Ganah Lecturer | PhD, MSc, BSc(Hons) | Construction + Computer Technologist | HB233 AGanah@uclan.ac.uk 00441772 |
| Sam Edge Lecturer | ARB | Architect | HB233 SJEdge1@uclan.ac.uk |
| Jim Dyson | ARB | Architect | HB233 JDyson1@uclan.ac.uk 00441772 9533232 |

### 1.3 Expertise of staff

Due to the nature of Architecture the course has been designed to take advantage of the expertise of the staff in the School of Art, Design and Fashion The modules you will be taking reflect many years of development and reflect the current practice of Architecture in the UK.

### 1.4 Academic Advisor

You will be assigned an Academic Advisor who will provide additional academic support during the year. They will be the first point of call for many of the questions that you might have during the year. Your Academic Advisor will be able to help you with personal development, including developing skills in self-awareness, reflection and action planning.

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### 1.5 Administration details

Course Administration Service provides academic administration support for students and  staff and  are located in the following hubs which open from 8.45am until 5.15pm Monday to Thursday and until 4.00pm on Fridays. The hub can provide general assistance and advice regarding specific processes such as extenuating circumstances, extensions and appeals.

**Computing and Technology Building**
Art, Design and Fashion
telephone:01772 891994 or 01772 891995
email: candthub@uclan.ac.uk

### 1.6 Communication

The University expects you to use your UCLan email address and check regularly for messages from staff. If you send us email messages from other addresses they risk being filtered out as potential spam and discarded unread.

We will communicate with your via your email, our staff will generally try to respond to you promptly, and our normal hours of availability are 09:00-17:00 weekdays

### 1.7 External Examiner

The University has appointed an External Examiner to your course who helps to ensure that the standards of your course are comparable to those provided at other higher education institutions in the UK. The name of this person, their position and home institution can be found below. If you wish to make contact with your External Examiner, you should do this through your Course Leader and not directly. External Examiner reports will be made available to you electronically.

The School will also send a sample of student coursework to the external examiner(s) for external moderation purposes, once it has been marked and internally moderated by the course tutors. The sample will include work awarded the highest and lowest marks and awarded marks in the middle range.

Roger Stephenson (Independent Advisor)
Joanna Crotch Programme Leader Glasgow School of Art

### 2. Structure of the course
### 2.1 Overall structure

There is a foundation entry route available for this course.  The programme specification for the foundation entry is available to view in the appendix of this handbook.

**TABLE 1 Course Structure**

| Module code | Module title | | Module size | Credits |
|---|---|---|---|---|
| AO1100 | Architectural Design (Studio) (a) Level 4 | | 1 | 40 |
| AO1200 | Architectural Design (Studio) (b) Level 4 | | 1 | 40 |
| AO1005 | History + Theory 1 | Level 4 | 1 | 20 |
| AO1004 | Building Technology 1 | Level 4 | 1 | 20 |
| AO2100 | Architectural Design (Studio) (a) Level 5 | | 1 | 40 |
| AO2200 | Architectural Design (Studio) (b) Level 5 | | 1 | 40 |
| AO2005 | History + Theory 2 | Level 5 | 1 | 20 |
| AO2004 | Building Technology 2 | Level 5 | 1 | 20 |
| AO3100 | Architectural Design (Studio) (a) Level 6 | | 1 | 40 |
| AO3200 | Architectural Design (Studio) (b) Level 6 | | 1 | 40 |
| AO3005 | History + Theory 3 | Level 6 | 1 | 20 |
| AO3981 | Professional Studies | Level 6 | 1 | 20 |

**Each Level : Six modules = 120 credits**

You need 120 credits each year to progress.
You need 360 credits to attain a BSc in Architecture and all modules are delivered on our Preston campus.

### 2.2 Modules available
Each module is a self-contained block of learning with defined aims, learning outcomes and assessment. A standard module is worth 20 credits. It equates to the learning activity expected from one sixth of a full-time undergraduate year. Modules may be developed as half or double modules with credit allocated up to a maximum of 120 credits per module.

As a Professional Prescribed and validated course in architecture, by both the ARB and the RIBA the course structure and the modules available are set the RIBA criteria and Graduate attributes, therefore all modules are compulsory they all must be passed and we do not have any elective modules.
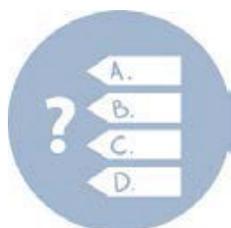
### 2.3 Course requirements
Please note that all modules will be assessed. You are expected to attempt all required assessments for each module for which you are registered and to do so at the times scheduled unless authorised extensions, special arrangements for disability, or extenuating circumstances allow you to defer your assessment.

As a Professional Prescribed and validated course in architecture, by both the ARB and the RIBA you are required to pass all modules on the course and in the order prescribed by the Programme.

Successful completion of the course will generally provide you with part 1 of the Path to becoming an Architect which in the UK has a protection of title.

Becoming a full architect involve 3 parts Part 1 a degree such as this course the BSc in Architecture. Part 2 a Masters in Architecture which UCLan offer, and Part 3 a period of

Professional experience, all validated by the RIBA for more detailed information relating to the UK system please go to www.architecture.com.

During your course you will be given opportunities to discuss your career path and the requirements that are involved more broadly with becoming an architect with staff practitioners and alumni. We hope this will give you an informative view on the requirements.

As a student undertaking this course, you are bound by the Code of Conduct as specified by *Architects Registration Board* and subject to the UCLan procedure for the consideration of Fitness to Practise.

As a professional course, it is a professional body requirement, over and above the academic requirement, that it is normally unlikely that a student would be allowed to repeat a module more than once. The implication is, if a student fails a module at the Exam Board, re-sits the module during the summer for a capped 40%, and fails at the final Board, this is regarded as 1st attempt. The student may be allowed to repeat the process once more only. Thereafter, if the student fails, the student must accept the appropriate exit award. A student's attendance, and engagement, will be taken into consideration regarding the decision to allow a student to repeat a module.

However, as a professional course, it is a professional body requirement, over and above the academic requirement that, it is normally unlikely that a student would be allowed to trail a module. The implication is, should a student need to repeat a module(s), he/she will not be allowed to progress to the following year until all the years modules have been passed. As the course is not part time, a full years fees will be applicable.

As the design modules are a 'core' activity, a student will be required to obtain a minimum pass mark of 40%. These modules cannot be compensated. As they are also 40 credit modules they can only be re sat once as further attempts beyond this exceed the Six (6no) attempts at a single 20 credit module.

History & Theory, Construction Technology and Professional Studies modules are compulsory. A student will be required to obtain a minimum pass mark of 40%. However, at the discretion of the programme board, modules may be compensated subject to the overall mark exceeding 30%. It would usually only be compensated if the Board were satisfied that other module marks were satisfactory and other component marks were passed.

As these conditions are quite onerous, please make sure that you have read the Module Descriptors for each of your modules to ensure that you are submitting your work in the correct format for assessment. For further details on assessment and submission formats, refer Undergraduate Student Handbook. In particular, please familiarize yourself with the school's procedures for submitting work late or if you have extenuating circumstances that influence the quality or timeliness of assessment work.

### 2.3 Module Registration Options
Discussions about your progression through the course normally take place in February each year. It is an opportunity for you to make plans for your study over the next academic year. The course team will tell you about the various modules / combinations available and you will both agree on the most appropriate (and legal) course of study for you.

## 2.4 Study Time
### 2.4.1    Weekly timetable

A timetable will be available once you have enrolled on the programme, through the student portal.

### 2.4.2    Expected hours of study

In architecture we have:

2 x 40 credit architectural design modules of 400 notional learning hours each
2 x 20 credit modules of 200 notional learning hours each.
A year this adds up to 1200 hours in total over 2 semesters

**That's approximately 40 hours per week** during semester time in study and should not be underestimated. This Architecture Honours degree programme is rewarding, but challenging and you must set aside sufficient time to undertake the significant amount of background work and self study needed in support of the timetabled class contact sessions.

Our timetable is built around the studio and fostering a positive learning culture in it. You will therefore be studying two 20 credit modules concurrently across the 2 semesters together with an 40 credit architectural design (studio) module for each semester. We hope you find the studio helpful and enjoyable place for learning. You will likely use the studio for your self-directed study.

For the 40 credit Architectural design modules we expect students to participate in 2 full days of studio which are timetabled sessions with a experiences architect/mentor delivering either workshops and seminars, or  engaging you in 1-1 tutorials to discuss and progress your work

For each of the 20 credit History & Theory 1, and Building Technology 1 modules we expect you to participate in weekly 2hour workshop/seminars in various locations to develop your depth of knowledge and skills and facilitate your kill and understanding in applying these into the design studio

The remaining time is dedicated to independent learning in the studio. And we encourage you to participate in the number of other events that students and staff coordinate throughout the year. You will find this easier if you organise a personal timetable for your private study. If your total time commitment is working out to be a lot more than this, make sure you talk to your local programme leader

If you are not putting in as much time as this, because you are spending too much time on other activities, you will start to find that your studies suffer and that it becomes increasingly difficult to get good marks in your assignments and manage your workload. Choose the best time of the day to study to suit your own personal preference or to fit in with part-time work and social commitments. Some people are more effective early in the morning, whereas others are more effective when they work at night. The main thing is that you will find it easier to keep up-to-date with your private study by devising a timetable for yourself and

allocating certain times for certain modules. You will probably find that you need to complete some of your private study at home, some in the studio or computer room and some in the library.

Your workload will include attendance at the school, time spent accessing BLACKBOARD and distance learning material together with time spent in private study.

### 2.4.3 Attendance Requirements

You are required to attend **all timetabled learning activities** for each module. Notification of illness or exceptional requests for leave of absence must be made to prior to the event in the first instance to the hub email – CandTHubAttendance@uclan.ac.uk  or by telephoning the hub on 01772 891994 or 01772 891995. The module lead and then subsequently to the Course Leader will need to be contacted in certain circumstances.

Unauthorised absence is not acceptable and may attract academic penalties and/or other penalties. If you do not respond to communications concerning continuous unauthorised absence, you may be deemed to have withdrawn from the course. The date of withdrawal will be recorded as the last day of attendance

For international students under the Visas and Immigration (UKVI) Points Based System (PBS) - you MUST attend your course of study regularly; under PBS, UCLan is obliged to tell UKVI if you withdraw from a course, defer or suspend your studies, or if you fail to attend the course regularly.

You can check your attendance record through myUCLan.

### 3. Approaches to teaching and learning
### 3.1 Expertise of staff
Due to the nature of Architecture the course has been designed to take advantage of the expertise of the staff in the School of Art, Design and Fashion The modules you will be taking reflect many years of development and reflect the current practice of Architecture in the UK.

### 3.2 Learning and teaching methods
The methods and contexts of learning in architectural education are distinguished by the central role of the design project, the specificity of the design process, the profusion of accepted design approaches, and the importance and variety of effective means of communication. Architectural education does employ the usual teaching processes of lectures and seminars, but it is at heart project-orientated and experience orientated. It balances the creative process with a critical awareness of more objective criteria in the development of a proposition. Each design outcome tends to be unique, non-repetitive and immanent in its conception and development.

Architecture students learn from the outset to synthesise a variety of information, approaches, interpretations, facts and disciplines, bringing them to bear on the design project. Students thus need to learn and retain knowledge and understanding from more conventionally academic disciplines that are linked to the humanities and to the physical and human sciences. However, like design, the coursework in these areas is often investigative, speculative and creative in intent while developing core skills.

Experiencing historical and contemporary buildings and cities is integral to the architectural education. It is a requirement that you will attend the visits locally, regionally and nationally.

**The design studio**
The core activity of architectural design is taught through a combination of individual tutorials, group tutorials, semi-public and public presentations (known as project reviews or crits), and arrangements where students work and discuss things together formally and informally. The nature of the discussion might involve verbal, written or graphic means. Studying architecture at UCLan typically refers to the studio environment. The studio will be the place where design tutorials take place and where students can display and discuss their work with others. It is their base, and its existence is a major contribution to the specific and intensive qualities of architectural education.

**The design project**
The time allowed for a design project can vary from a single day to an academic year. During the project, the student transforms a field of inquiry into a proposition or scheme. The learning process is characterised by continual dialogue. Students learn from talking with each other and their tutors, and from the comments from other people invited to the project reviews. The most important learning experience comes from what is known in other disciplines as self-reflection, a skill central to the acquisition of all architectural knowledge and skills, and one that is consciously developed.

It is not desirable here to be prescriptive in describing the learning process in the design project. Methods and intentions can vary considerably. But there are characteristics common to all processes in schools of architecture. Firstly, the relationship between the desire and intention to form an outcome, and its full or partial realisation, is exploratory and developmental. Secondly, students work predominantly with means, which are abstracted from the intended final outcome. Thirdly, the learning and assessment processes mirror one another, and occur and develop concurrently. Through dialogue with oneself, with other students, with and among tutors, judgements concerning quality are reached by consensus.

At each level of the course there are design project modules. These modules have been designed to help you develop your design skills and creativity. The design projects will also help you to draw on the knowledge from your other modules and identify where you need to augment your study through directed self-study and research. In essence, these modules will act as integrating modules and provide you with the experience and the challenge that will distinguish you as architects from other students in the School.

At first, you will be expected to work on a range of design projects, involving different building uses, types, sites and environments. Some projects will be new build, others may be conversion projects.

These modules are studio-based and involve individual and team projects. Your final year design thesis will be a project that occupies a significant duration of the academic year and this will be your opportunity to integrate, explore and communicate your learning throughout the course and develop your specialist interest(s).

**Variety of submission**
Architectural education requires many types of submission, which the student builds into a portfolio of work that demonstrates knowledge and skills across the range of the course. The types of submission include:
• Review presentation of project work through graphic and three-dimensional means
• Review presentation of project work through digital and electronic media
• Portfolio presentation of drawings, digital work and other visual material
• Three-dimensional artefacts, physical models and installations
• Seminar presentations
• Written examinations and coursework
• Project-based work

### 3.3 Study skills

In addition to more conventional methods of learning through lectures, seminars and tutorials, architectural education requires:

• Visual and verbal presentation of project work at pin-up reviews or crits
• Preparation and assembly of a portfolio of work
• Group project work
• Short design projects and workshops (typically lasting between a day and a week)
• Specialist subject tutorials
• Visits to investigate and / or survey a site
• Visits to experience and study historical and contemporary architecture and cities
• Visits to buildings in the process of construction
• Environmental investigations of design project work
• Model-making
• The use of computer aided design and other software
• Self-directed study

There are a variety of services to support students and these include
WISER      http://www.uclan.ac.uk/students/study/wiser/index.php

### 3.4 Learning resources
### 3.4.1 Learning Information Services (LIS)

We have our own dedicated learning resource centre  as part of the LIS offer, which holds a vast array of architectural literature and print please make sure you familiarise yourself with the range of digital and printed journals regarding architecture that will support your learning.

### 3.4.2 Electronic Resources

All our modules are on Blackboard, and we encourage you to use these resources, our Electronic resources allow you to access important course management information such as course handbooks, PDP folders, timetables and also academic resources. Module tutors provide folders, which contain slides, lecture notes, module information packs and other resource material specific to the module.

### 3.5 Personal development planning

Personal development planning (PDP) is closely related to the acquisition of key skills or personal transferable skills. Academic skills and knowledge alone are not going to be enough to satisfy the demands required of a built environment professional. You need to develop additional interpersonal qualities that are essential to enable you to initiate and actively participate in team-based discussions and decision making effectively. Key skills/personal transferable skills include: team work, communication skills (written and oral presentations) time management, information retrieval, problem solving, decisions making, and IT & study skills.

To help you to develop these skills, many of the tutorial activities and much of the assignment work will provide you with the opportunity for practical project work, the development of problem solving skills and discussion and critical appraisal.

You will be asked to make oral presentations at intervals throughout your course. We try to record some presentations on video, which gives you instant feedback on your performance. Solo or joint presentations, by two or more students, will be given on work that has been undertaken. Group discussion on contentious points will be encouraged.

Some of you will have a background in IT. We use IT as an enabling tool throughout the courses. We do require all students to reach a reasonable level of computer literacy and this is implicit the module delivery at level 6 of the programme. Library and information retrieval skills are also taught in the induction programme.

After enrolling on the course, you will be able to access all of these resources electronically from the vast range of learning materials held on the University website

### 3.6 Preparing for your career

Your future is important to us, so to make sure that you achieve your full potential whilst at university and beyond, your course has been designed with employability learning integrated into it. This is not extra to your degree, but an important part of it which will help you to show future employers just how valuable your degree is. These "Employability Essentials" take you on a journey of development that will help you to write your own personal story of your time at university:

- To begin with, you will explore your identity, your likes and dislikes, the things that are important to you and what you want to get out of life.
- Later, you will investigate a range of options including jobs and work experience, postgraduate study and self- employment,
- You will then be ready to learn how to successfully tackle the recruitment process.

You will be able to record your journey using Pebblepad, the university's e-portfolio system, which will leave you with a permanent record of all the fantastic things you have achieved during your time at UCLan.

It's your future: take charge of it!

The undergraduate course in Architecture at the time of writing is fully validated by the RIBA and therefore' if you aspire to becoming an RIBA Chartered Architect, you will need to continue your studies on to the linked MSc programme which does provide full exemption from the academic requirements of the RIBA allowing successful graduates to undertake the Assessment of Professional Competence after completing an appropriate time in the profession after graduation (with at least 6 months recommended within the EEC), normally two years.

A range of employment opportunities exist for graduates who have studied this type of degree programme. There are potential employers in public services and the private sector, who advertise posts in the international, national and local press and specific publications. Opportunities exist for progression to senior posts with experience.

This qualification is internationally recognised and therefore affords graduates the opportunity to find employment and develop their careers globally.

However, it is recognised that some students from this programme may wish to engage in alternative employment upon graduation. The emphasis in the programme on critical thinking, the development of personal transferable skills and the foundation in management studies will stand such students in good stead.

### 4. Student Support

During the course any issues of support guidance and conduct should be taken to your Year Tutor, and/or your Personal tutor  we will assign you a specific tutor whe you arrive in the first semester.

The 'i' is a central Student Information Centre and your first point of contact. You can obtain information on a wide range of topics including Council Tax Exemption Certificates, Bank and Confirmation of Study Letters, Portable Financial Credits, (continuing students only, Printing and Printer Credit, UCLan Cards, the 'I' shop and UCLan Financial Support Bursary (first year students only).

### 4.1 Academic Advisors

You Academic Advisor for this course. will be set up in the first few weeks of the course starting and should be used to discuss informal areas around your development in architectural studies how you are progressing and where you can access support . ideally it will run alongside your professional development plan and. You should seek to meetwith your academic tutor atleast once a semester.

### 4.2 Students with disabilities

If you have a disability that may affect your studies, please either contact the Disability Advisory Service - disability@uclan.ac.uk - or let one of the course team know as soon as possible. Keith Parsons KParsons@uclan.ac.uk  is the first point of contact.

With your agreement information will be passed on to the Disability Advisory Service. The University will make reasonable adjustments to accommodate your needs and to provide appropriate support for you to complete your study successfully. Where necessary, you will be asked for evidence to help identify appropriate adjustments.

### 4.3 Students' Union

The Students' Union offers thousands of volunteering opportunities ranging from representative to other leadership roles. We also advertise paid work and employ student staff on a variety of roles. You can find out more information on our website: http://www.uclansu.co.uk/
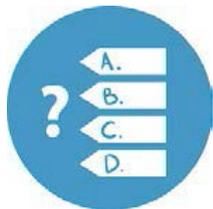
## 5. Assessment

### 5.1 Assessment Strategy

The continual and consensual nature of the assessment process is distinctive to architectural education. It is a considerable part of the learning process. At the end of the time allowed for the design project, each student's work typically is reviewed in a pin-up session in front of an audience of fellow students, tutors and visiting critics from inside and beyond the institution.

Receiving timely and constructive feedback is a key mechanism in your architectural education. In order to progress, develop and improve your architectural skills and knowledge, it is important to understand, digest and respond to the various forms of feedback on offer during your time at university.

In addition to the usual methods of tutor feedback (i.e. verbal feedback at individual or group tutorials, reviews and presentations) discussing and exchanging thoughts and opinions with other students in the studio is a vital and necessary process that will enrich and broaden your architectural outlook.

Do not confine yourself to the studio, regularly visit the other areas of the school, particularly the upper school Studio, look at the methods used across the school, listen to other reviews and take advice. Your verbal presentation skill will improve the more you discuss your ideas.

At these sessions, the student or group of students present their proposals to the audience, who then comment on and discuss the issues that it raises and the quality of the proposal. Critical commentary may be given to students in verbal, written and graphic forms.

It is a requirement to not only attend and participate in your own review, but to attend and participate in all student reviews in your cohort. These sessions reflect the real world experience of design review activities as they happen in practice.

These project assessments are then reviewed by staff and external examiners, this is usually in the form of a design portfolio. Other parts of the undergraduate architecture course are usually assessed through methods, which are more standard to university disciplines, such as coursework, examinations, papers and project-based work.

But don't worry! Some students worry about their review. If you have any concerns regarding your review or your design project, the course staff are there to help you. An informal chat with a member of the academic staff will encourage you and help you to resolve any issues regarding this type of assessment. Remember it is better to hone your presentation and 'crit' skills in the academic environment which is supportive in readiness for practice!

Tutorials
Studio tutorials are your constant source of feedback. These may be conducted as a group or individually.

To maximise your time with your tutor ensure you are punctual and fulfil the requirements set out within your briefs.

As a reminder of your discussions, take notes and draw diagrams

The review provides another opportunity to receive verbal and written feedback. Whilst more formal than a tutorial, the event should be collaborative & communal.

Review feedback will either be:
Formative - an indicative grade is provided as a guide to your overall progress
Summative - your work is awarded a final grade

Students can find the review stressful, here are some tips to help you prepare and stay calm:
- Consider the layout of your final presentation boards. Ask yourself the question...Does it communicate a clear coherent narrative?
- A week before the review, sketch out the proposed layout and then produce a mock / draft presentation before the production of your final sheets?
- Ensure your work is printed and mounted one day before the review, this allows time to resolve any printing or associated computer problems that may occur.
- Prepare your verbal presentation a day before the review and prepare some cue cards to help and rehearse. This will ensure that on the day you stay calm and convey all the information within the time allocated.
- Before the review get a good night's sleep, arrive refreshed and in sufficient time to pin up your work.
- Find your BUDDY...ask them to take notes so you have instant feedback, and remember to return the favour... Remember you must attend the whole day of reviews.
- 

All year modules are assessed using the generic criteria below. The minimum pass mark is 40%. In accordance with the university regulations, all feedback and grades will be provided within 15 working days

## 5.2 Notification of assignments and examination arrangements

All modules will be assessed. You are expected to attempt all required assessments for each module for which you are registered, and to do so at the times scheduled unless authorised extensions, special arrangements for disability, or extenuating circumstances allow you to defer your assessment.

Assessment for both design modules is course work based and continuous. It is necessary to address all the requirements listed in the programme briefs. Tutors will normally provide written feedback at the end of each project and where necessary at interim stages also. Students are expected to compile all projects into a portfolio of work, which is assessed at the end of each semester. All marks are subject to internal moderation up or down, no marks are final until confirmed at the examination board at the end of semester

Module information Packs, will contain project briefs where you will find all the necessary requirements for assessment and deadline for submission. A copy of which will be accessible on Blackboard. Here you will find the marking criteria also.

1 no labelled hardcopy portfolio containing all relevant work including process workand 1 no multipage pdf document (see also individual programme briefs for specific requirements) will be required to be submitted for moderation by internal and external examiners at the end of the academic year.

## 5.3 Referencing
We use the Harvard reference standard, Harvard is known as the Author & Date system:
It contains for example:

1. Citations in the text of your assignment as Author (date)
      e.g. Fagan(2010) argues that
2. A exhaustive alphabetical list of all the citations used in your text at the end of your assignment.
      e.g. NEVILLE, C. (2010) *The Complete Guide to Referencing and Avoiding Plagiarism*. 2nd Ed. Maidenhead: Open University Press.

## 5.4 Confidential material
You are not generally expected to access confidential information during the course. But if becomes the case we remind you of you ethical and legal responsibilities to respect confidentiality and maintain the anonymity of individuals and organisations within any assignments.

## 5.5 Cheating, plagiarism, collusion or re-presentation
Please refer to the information included in section 6.6 of the University Student Handbook for full definitions.  The University uses an online Assessment Tool called Turnitin.  A pseudo-Turnitin assignment will be set up using the School space on Blackboard to allow students to check as many drafts as the system allows before their final submission to the 'official' Turnitin assignment.  Students are required to self-submit their own assignment on Turnitin and will be given access to the Originality Reports arising from each submission.

In operating Turnitin, Schools must take steps to ensure that the University's requirement for all summative assessment to be marked anonymously is not undermined and therefore Turnitin reports should either be anonymised or considered separately from marking. Turnitin may also be used to assist with plagiarism detection and collusion, where there is suspicion about individual piece(s) of work.

Whilst we encourage students to use precedents, plagiarism will not be accepted within the course or university. Guidelines and help is available to students via the University website or. If in any doubt, please ask a member of staff who will be able to help you.

## 6. Classification of Awards
The University publishes the principles underpinning the way in which awards and results are decided in [Academic Regulations](). Decisions about the overall classification of awards are made by Assessment Boards through the application of the academic and relevant course regulations.

## 7. Student Feedback
You can play an important part in the process of improving the quality of this course through the feedback you give.

We encourage you the student to engage in our dialogue and we have in addition to the formal SSLCs more informal and continual feedback dialogue with our staff team, more recently we have been developing the timetable to a more student orientated focus coordinated vertical student projects and involving other outside stakeholders to inform and discuss students work. We encourage students in years 1 to begin help planning their second year and 2nd years in planning their final year, this way we hope that you the student are motivated and integral to the way the course develops to meet your needs as a learner.

## 7.1 Student Staff Liaison Committee meetings (SSLCs)
Details of the Protocol for the operation of SSLCs is included in section 8.2 of the University Student Handbook.

You will be emailed details of the SSLC meetings scheduled and notes taken . Feedback will be given about the actions taken as a result of discussions held.

## 8. Appendices

## 8.1 Programme Specification(s)

| UNIVERSITY OF CENTRAL LANCASHIRE |
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**Programme Specification**

This Programme Specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided.

*Sources of information on the programme can be found in Section 17*

| 1. | Awarding Institution / Body | University of Central Lancashire |
|---|---|---|
| 2. | Teaching Institution and Location of Delivery | University of Central Lancashire<br>Preston Campus<br><br>[note- BSc Architecture at Preston is the same as Architectural Studies at VTC Hong Kong] |
| 3. | University School/Centre | Art, Design and Fashion |
| 4. | External Accreditation | Architects Registration Board (Achieved)<br>Royal Institute of British Architects (Proposed) |
| 5. | Title of Final Award | BSc (Hons) Architecture |
| 6. | Modes of Attendance offered | Full-time |
| 7. | UCAS Code | K100 |
| 8. | Relevant Subject Benchmarking Group(s) | Architecture |
| 9. | Other external influences | ARB, RIBA & EU criteria |

| 10. Date of production/revision of this form | 20th April 2015 |
|---|---|

## 11. Aims of the Programme

The undergraduate programme in architecture aims to
- develop students' ability to draw on knowledge and skills from the human and physical sciences, the humanities, and the fine and applied arts.
- address the accommodation of all human activity in all places, under all conditions, understanding our place within differing physical, historical, cultural, social, political and virtual environments.
- propose forms and methods of transformation of our built environment and how this can be done through engagement with the spaces, buildings, cities and landscapes in which we live. The study of this architectural programme is therefore rich, varied and, by definition, interdisciplinary.

Design is the core activity of the programme and while there is no single unified theory of design which is generally accepted, one of the aims of the course is to
- provoke debate, encourage diversity and develop advances in the subject.

As design is not a single category of activity, the relationship between design process, design programme and design projects will explore how projects can be developed, communicated, received, criticised and realised.

Other parts of the teaching programme aim to provide a broad education which supports design and is consonant with wider issues of architecture.

The location of UCLan Architecture in Preston provides an excellent learning environment to explore such themes. Urban stagnation and design; the dichotomy of countryside and town; contextual and cultural themes; conservation and regeneration are amongst the plethora of issues relevant to the sub-region. The North-Western, indeed Lancastrian professional community provides opportunities to work with local communities and professionals, to select appropriate solutions to "live" and theoretical issues. Annual overseas educational visits provide the opportunity to compare and contrast Lancastrian architecture and urban form with national and international examples.

We aim to
- develop students' knowledge and understanding of 'place' and 'sense of place' via climatic, geographical, physical, material, cultural and other analytical study.

This approach will enable students to
- apply their analytical skills to projects, both locally and regionally as well as having the ability to interpret and transfer their skills nationally and internationally.

We aim to
- broaden students' horizons beyond architecture so that they may understand, reflect, develop and have the ability to draw upon relevant information and material from associated disciplines such as art, history, town and country planning, landscape architecture, interior design, building sciences and architectural technologists and from society at large.

Sustainability is intended to permeate all aspects of study and design work.

Research informed teaching, knowledge transfer and international links are also part of this agenda.

The undergraduate course seeks
- to offer a balanced programme with a strong emphasis on Design Studio work, integrating where appropriate, components from history/theory and technology.

- In addition, design studio work will be based not only on the students' subjects of study, but also on the parallel but essential consideration of our social responsibility to optimise the relationship between people and buildings.
- To this end, studio teaching will encourage students to explore the ethics and values which underpin or are promoted by their design.
- Similarly, a balanced approach to visual communication will be adopted to equip students with skills in traditional hand crafted drawing, model making and digital technologies.
- This approach, together with promotion of a culture of technical competence, environmental sustainability, employability and entrepreneurship will be integrated and demonstrated within student projects, papers and presentations, thus equipping them with the key skills and values for a 21$^{st}$ century profession.

Themes

YEAR 1 – Small Scale Building
YEAR 2 – Neighbourhood/Town edges
YEAR 3 – Regional/International

| 12. Learning Outcomes, Teaching, Learning and Assessment Methods |
|---|

| A. Knowledge and Understanding |
|---|

The study of Architecture requires students to demonstrate a ***knowledge and understanding*** of:

A1: the history and theories of architecture and the related arts, technologies and human sciences;

A2: the fine arts as an influence on the quality of architectural design;

A3: urban design, planning and the skills involved in the planning process;

A4: the relationship between people and buildings, and between buildings and their environment, and of the need to relate buildings and the spaces between them to human needs and scale;

A5: the profession of architecture and the role of the architect in society, in particular in preparing briefs that take account of social factors;

A6: the methods of investigation and preparation of the brief for a design project;

A7: the structural design, constructional and engineering problems associated with building design;

A8: physical problems and technologies and the function of buildings so as to provide them with internal conditions of comfort and protection against climate;

A9: the industries, organisations, regulations and procedures involved in translating design concepts into buildings and integrating plans into overall planning.

A10: the alternative materials, processes and techniques that apply to architectural design and building construction;

A11: the context of the architect and the construction industry, and the professional qualities needed for decision making in complex and unpredictable circumstances;

| Teaching and Learning Methods |
|---|

Architectural teaching and learning is distinguished by the central role of the design project, the design process, a multitude of design approaches and the importance of a variety of communications methods. Architectural education does employ the usual teaching processes of lectures and seminars, but it is, at heart, project-oriented.

The design studio - The core activity of architectural design is taught through a combination of individual tutorials, group tutorials, semi-public and public presentations (known as project reviews or crits), where students work is discussed together formally and informally. The nature of the discussion might involve verbal, written or graphic means. Architecture courses typically refer to the process of design as occurring in a studio environment. However configured physically, the studio will be the place where design tutorials take place and where students can display and discuss their work with others. It is their base, and its existence is a major contribution to the specific and intensive qualities of architectural education.

The design project – The time allowed for a design project can vary from a single day to an academic year. During the project, the student transforms a field of inquiry into a proposition or scheme. The learning process is characterised by continual dialogue. Students learn from talking with each other and their tutors, and from the comments from other people invited to the project reviews. The most important learning experience comes from what is known in other disciplines as self-reflection, a skill central to the acquisition of all architectural knowledge and skills, and one that is consciously developed. It is not possible or desirable here to be prescriptive in describing the learning process in the design project. Methods and intentions can vary considerably, but there are characteristics common to all processes in schools of architecture. Firstly, the relationship between the desire and intention to form an outcome, and its full or partial realisation, is exploratory and developmental. Secondly, students work predominantly with means which are abstracted from the intended final outcome. Thirdly, the learning and assessment processes mirror one another, and occur and develop concurrently. Through dialogue with

oneself, with other students, with and among tutors, judgments concerning quality are reached by consensus.

Teaching and learning methods - In addition to more conventional methods of learning through lectures, seminars and tutorials, architectural education requires:

- visual and verbal presentation of project work at pin-up reviews or crits
- preparation and assembly of a Portfolio of work
- group and team project work
- short design projects and workshops (typically lasting between a day and a week)
- specialist subject tutorials
- visits to investigate and / or survey a site
- visits to experience and study historical and contemporary architecture and cities, locally, regionally, nationally and internationally
- visits to buildings in the process of construction
- environmental investigations of design project work
- model-making
- the use of computer aided design and other software
- self-directed study

**Assessment methods**

Review of work and assessment - The continual and consensual nature of the assessment process is distinctive to architectural education. It is a considerable part of the learning process. At the end of the time allowed for the design project, each student's work typically is reviewed in a pin-up session, typically supported by 3D models, in front of an audience of fellow students, tutors and visiting critics from inside and beyond the institution. At these sessions, the student or group of students present their proposal to the audience, who then comment on and discuss the issues that it raises and the quality of the proposal. Critical commentary may be given to students in verbal, written and graphic forms. Students receive formative grades. These projects are then reviewed, as a body of work, by staff and external examiners, in the form of a design Portfolio. The Portfolio is a summative % mark. Other parts of the undergraduate architecture course are usually assessed through methods which are more standard to university disciplines, such as coursework, examinations, papers and project-based work.

Variety of submission - Architectural education requires many types of submission, which the student builds into a Portfolio of work that demonstrates knowledge and skills across the range of the course. The types of submission include:

- review presentation of project work through graphic and three-dimensional means
- review presentation of project work through digital and electronic media
- Portfolio presentation of drawings, digital work and other visual material
- three-dimensional artefacts, physical models and installations
- seminar presentations
- written examinations and coursework
- project-based work

**B. Subject-specific skills**

Students will be able to:

Design Specific Skills

B1: conceptualise, investigate and develop the design of 3-D objects and spaces

B2: create architectural designs that integrate social, aesthetic and technical requirements

B3: conceive architectural designs on a specific site within the broader landscape and context of

urban planning

B4: research, formulate and respond to programmes or briefs that are appropriate to specific contexts and circumstances

B5: work in an interdisciplinary environment and collaborate with others

B6: meet users' requirements within the constraints imposed by cost factors and building regulations;

Cultural Context

B7: form considered judgements about the spatial, aesthetic, technical and social qualities of design within the scope and scale of a wider environment;

B8: reflect upon and relate their ideas to a design and to the work of others;

Environment &Technologies

B9: produce designs that demonstrate the integrative relationship of structure, building materials and construction elements;

B10: produce designs that demonstrate an understanding of the integrative relationship between climate, service systems and energy supply;

B11: exercise informed and reflective judgment in the development of sustainable design;

Communication

B12: use the conventions of architectural representation;

B13: use a wide range of visual, written and verbal techniques in order to communicate architectural designs and ideas;

B14: select and use various media in order to communicate to the intended interest group

B15: select and use appropriate design-based software and multimedia applications

B16: listen and engage in informed dialogue

Professional Studies

B17: work collaboratively within an interdisciplinary environment;

B18: respond to a broad constituency of interests and to the social and ethical concerns of the subject.

## Teaching and Learning Methods

Various subject-specific teaching and learning methods are used to ensure students achieve the intended learning outcomes of the course and their professional development is recorded in their Portfolio of work. The Portfolio is an essential component in the process of assessment, external examination and RIBA validation.

Design Specific Skills & Communication

The method of delivery to students within the studio setting is two full days a week. Each student will have a one-to-one tutorial with a design tutor to discuss the development of the scheme from a design perspective by reviewing outputs produced by the student over the period of a week. This material consists of sketches, models, sketch plans, sections and elevations and other relevant medium that relates to the design and form part of the Portfolio. It is important that these tutorials occur once weekly in order to allow a different emphasis to the design evolution. Students will have time to reflect and act upon the discussion points agreed on during the tutorial. Due to the broad nature of the discipline students then have time to fully test and research further avenues of learning and information that can then be represented and conveyed to the tutors at the next session.

Studio is also utilised and contributes equally to the design progress by focussing on other contributing factors. Subsequent sessions are used for workshops that focus on presentation and digital skills, construction and environmental aspects of the design evolution as well as reflective exercises such as personal blog development sessions that review the logging of all of the students development work in a chronological digital format. This further allows the student to view development whilst also being a valuable tool for both tutors and examiners in terms of

over-viewing developing skills over two semesters. The presentation of design work and other types of outputs is also reviewed as part of the tutorial as a basis for providing an initial format that can be transferred to both the end of year exhibition and most importantly the Portfolio submission.

Cultural Context
This is delivered through three Architectural History & Theory modules that provide students with precedents, concepts and theories that inform architectural design and support design work. Students produce essays and presentations in order to critique existing buildings, discuss theories and design tendencies, and argue their position in architectural discourse. Student outputs for these modules is also contained in their Portfolio which is an essential component used in assessment, external examination and RIBA validation.

Environment &Technologies
The two Building Technology modules are integrated into the design studio work and form the basis for the development of fitting and sustainable solutions to design proposals. The output of these in the form of drawings and reports are part of the Portfolio of work similarly to other modules.

Professional Studies
The Professional Studies module in Year 3 introduces students to the principles of management, practice and law associated with the profession of architect. Students produce analytical reports on working practices, performance and outcomes of projects and performance of design teams. This output form an integral part of the final BSc Portfolio.

**Assessment methods**

The assessment method is as described previously, however the review/crit/pin up presentation can be differentiated in terms of both interim and final. The interim is at a strategic half way point of the semester and involves the student presenting work that is developing and as such models and drawings are less refined and less emphasis is put on presentation although the student will still be required to visually and verbally communicate the evolution of the project that they envisage.

Final reviews consist of the presentation of finished proposals that are visually and graphically representative of the design, this may also include 3D models both physical and digital, together with construction and environmental strategies and detailed representations of elements of the proposal at a large scale. The review panel will typically include a mixture of school staff and guest including, academics from other institutions, specialist consultants and practising architects. The reviews are part Q & A and general discussion about that presented and design appropriateness across the skill set in terms of fulfilling the learning objectives and the assessment criteria outlined in the project brief and MIP. At the conclusion of the reviews, all members of the panel will assess each students work individually with one of the studio tutors explaining and confirming points of ratification before a mark/percentage grade is agreed to by all members of the panel. This practice occurs after both interim and final reviews. Portfolio submission takes place at the end of semester, and involves assessment and moderation. The Portfolio is an essential component in the process of assessment, external examination and RIBA validation.

For theory modules, a combination of presentation, essays and class tests are used to assess students' work. These output are also moderated and form an integral part of the Portfolio of work which is examined by external examiners and the RIBA.

| C. Thinking Skills |
| --- |
| Students will be able to: |

C1: evaluate and synthesise a wide range of subject specific knowledge;
C2: research, reflect on, iterate and integrate specific subject-based knowledge and apply these to design projects
C3: take account of conceptual, contextual, ethical and material considerations in the realisation of space or form.
C4: self criticise one's own work, undertake peer reviews and reflective learning

| Teaching and Learning Methods |
| --- |

Many of the issues discussed above are applicable to the development of thinking skills that are inherent to the discipline. The compiling of a Portfolio by each student at the end of each semester provides an opportunity to collate all aspects of the work undertaken throughout the semester into a comprehensive format. It should be noted that this is the form of submission recommended and requested by the RIBA. Furthermore an edited form of Portfolio is typically the method potential employers will utilise to assess the students' skills and suitability. The Portfolio allows for reflection whilst also visually displaying the telling of the narrative of design, this undertaken within a limited timescale or alternatively when students are not present to explain the work (interviews/competitions etc).

| Assessment methods |
| --- |

Due to the emphasis placed on the Portfolio by the professional bodies (RIBA/ARB) each student is asked to submit the final Portfolio submission (of both semesters work) at the end of semester 2 in each year of the undergraduate course. In general, evidence of students reflecting on the feedback from final reviews and additional work added is noted and the mark given at review could be increased if deemed worthy by the panel. Further each student is asked to present and

explain their Portfolio of work to the external examiners during their visit. This has proved a very popular exercise that students have insisted remain as part of the externals visit, the dialogue being a method by which students can showcase their final work to someone not familiar with their work. This also allows externals to query or seek clarification on any issues prior to the final examination board marks being submitted.

### D.  Other skills relevant to employability and personal development

The study of Architecture engenders a broad range of transferable skills. These include the ability to:

D1: communicate effectively with other people using visual, graphic, written and verbal means

D2: work autonomously in a self-directed manner, thereby developing the practices of reflection and of lifelong learning

D3: work in teams

D4: manage time and work to deadlines

D5: use digital and electronic communication techniques

D6: analyse problems, and use innovation, logical and lateral thinking in their solution

D7: be flexible and adaptable in the approach to and development of an issue, problem or opportunity

### Teaching and Learning Methods

The course as a whole is geared towards producing graduates who are able to communicate their design ideas effectively using a wide range of media. Design reviews allow the development of verbal, visual and graphic communication skills, while theory modules help enhance written communication, critical thinking and the knowledge of professional practice. Meeting submission deadlines, effective team work, time management, resources management, and professionalism are all required as part of the design projects. Such skills are also taught as part of the Professional Studies module.

The final BSc Portfolio is a reflection of this body of work over the three year period, both in terms of process and final product, and a curated version is required by employers when recruiting.

### Assessment methods

Design Studio accounts for more than 50% of assessed work (required by RIBA) and is therefore the key element of the course. The Portfolio therefore is an accurate recollection of the design work, the processes used to achieve this, and the parts that contribute to form the whole, namely the theory modules' contribution to design. Assessment of Portfolio takes place at the end of each semester by the studio team and a moderator (course leader or academic lead).

| 13. Programme Structures* | | | | 14. Awards and Credits* |
|---|---|---|---|---|
| **Level** | **Module Code** | **Module Title** | **Credit rating** | |
| Level 6 | AO3100** AO3200** AO3981** AO3005** | Architectural Design 3a Architectural Design 3b (Design Thesis) Professional Studies Architectural History & Theory 3 | 40 40 20 20 | **Bachelor Honours Degree** Requires 360 credits including a minimum of 220 at Level 5 or above and 100 at Level 6 **Bachelor Degree Architectural Studies** Requires 320 credits including a minimum of 180 at Level 5 or above and 60 at Level 6 |
| Level 5 | AO2100** AO2200** AO2004** AO2005** | Architectural Design 2a Architectural Design 2b Building Technology 2 Architectural History & Theory 2 | 40 40 20 20 | **Diploma of Higher Education in Architectural Studies** Requires 240 credits including a minimum of 100 at Level 5 or above |
| Level 4 | AO1100 AO1200 AO1004 AO1005 | Architectural Design 1a Architectural Design 1b Building Technology 1 Architectural History & Theory 1 | 40 40 20 20 | **Certificate of Higher Education in Architectural Studies** Requires 120 credits at Level 4 or above |

** Modules franchised to VTC

**15. Personal Development Planning**

Personal development planning is reflected through the Portfolio and is closely related to the acquisition of key skills and personal transferable skills.  Academic skills and knowledge alone are not going to be enough to satisfy the demands required of an architect in practice. Students are expected to develop additional interpersonal qualities that are essential to enable them to initiate and actively participate in team-based discussions and decision making effectively.  Key skills/personal transferable skills include: team work, communication skills (written and oral presentations) time management, information retrieval, problem solving, decisions making, and IT/CAD & study skills.

To help students develop these skills, many of the learning activities and much of the assignment work will provide them with the opportunity for practical project work, the development of problem solving skills and discussion and critical appraisal.

Students will be required to make oral presentations and present design work in 'reviews' at intervals throughout the course. In some instances staff will record presentations on video, which gives the student instant feedback on their performance. Group discussion on contentious points will be encouraged especially for 'reviews' held 'in camera'.

The course team will encourage students to develop, record and reflect on their Portfolio in relation to their 'professional diary' throughout their studies and professional practice. On the completion of each assessment students will receive a feedback form with tutor

feedback and grade. They will be expected to complete the reflection element of the form and to roll-forward personal development targets to the next assessment.

Students will be encouraged to record their progress in the Portfolio. Student's Portfolio will provide the basis for discussions with the personal tutor about 'year out' placements following completion of the BSc (Hons) in Architecture.

## 16. Admissions criteria

Programme Specifications include minimum entry requirements, including academic qualifications, together with appropriate experience and skills required for entry to study. These criteria may be expressed as a range rather than a specific grade. Amendments to entry requirements may have been made after these documents were published and you should consult the University's website for the most up to date information.

Students will be informed of their personal minimum entry criteria in their offer letter.

**300 points (BBB) or 32 IB points**

Applicants will have an A2 (or equivalent Portfolio work) in art and/or design and will have GCSE maths and English.

Typically applicants will be invited to attend an applicant's open day.

Applicants who do not have a formal qualification in art / design or who have non-standard qualifications will be required to attend the above open day and Portfolio interview.

The University's minimum standard entry requirement for degree-level study is a 12-unit profile, made up from one of the following:

- *At least two A2-level subjects*
- One A2-level subject plus one single award Advanced VCE
- One double or two single award(s) Advanced VCE

Other acceptable qualifications include:
- Scottish Certificate of Education Higher Grade
- Irish Leaving Certificate Higher Grade
- International Baccalaureate
- BTEC National Certificate/Diploma
- Kite marked Access Course

Applications from individuals with non-standard qualifications or relevant work / life experience who can demonstrate the ability to cope with and benefit from degree-level studies are welcome. Applicants who have not studied recently may need to undertake a Foundation Entry programme first.

For International Students ..... IELTS 6.0 overall with a minimum 5.5 in each component (listening, speaking, writing & reading)

The Architecture honours degree is recognised and prescribed by the Architects Registration Board (ARB) as achieving Part 1.

Candidate course status by The Royal Institute of British Architects (RIBA) will be sought, leading to validation inspection in 2012. Further information regarding the procedures by which the course receives professional recognition is available from their website. It should be noted that these procedures can only be completed after the first cohort graduates in 2012.

**Specific Entry requirements for Direct entry to Levels 5 and 6 only VTC, Hong Kong Only**

Higher Diploma graduates possessing the following qualifications are eligible to apply for this course:

VTC

1. A VTC Higher Diploma in two IVE Higher Diploma programmes (Higher Diploma in Architectural Studies and Higher Diploma in Architectural Design and Technology)

\* As the programme is both taught and assessed in English, applicants must be able to demonstrate a proficient level of fluency in the language for their studies at IELTS 6 or TOFEL 550 or equivalent.

## 17. Key sources of information about the programme

- www.uclan.ac.uk
- http://www.arb.org.uk/

## 18. Curriculum Skills Map

**Please tick in the relevant boxes where individual Programme Learning Outcomes are being assessed**

| Level | Module Code | Module Title | Core (C), Compulsory (COMP) Or Option (O) | Programme Learning Outcomes | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | Knowledge and understanding | | | | | | | | | | | Subject-specific Skills | | | | | | | | | | | | | | | | | | | Thinking Skills | | | | Other skills relevant to employability and personal development | | | | | | |
| | | | | A1 | A2 | A3 | A4 | A5 | A6 | A7 | A8 | A9 | A10 | A11 | B1 | B2 | B3 | B4 | B5 | B6 | B7 | B8 | B9 | B10 | B11 | B12 | B13 | B14 | B15 | B16 | B17 | B18 | C1 | C2 | C3 | C4 | D1 | D2 | D3 | D4 | D5 | D6 | D7 |
| LEVEL 6 | AO3100 | Architectural Design 3a | Core | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ |
| | AO3200 | Architectural Design 3b (Design Thesis) | Core | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ |
| | AO3005 | Architectural History & Theory 3 | Comp | √ | √ | √ | √ | | | | | | √ | | | | | | √ | | | | | | | | √ | | √ | | | √ | √ | √ | √ | √ | √ | | | √ | √ | | |
| | AO3981 | Professional Studies | Comp | | | | √ | √ | | | √ | | √ | | | | | √ | √ | | | | | | | | | | | √ | √ | √ | √ | √ | | | √ | √ | √ | √ | √ | √ | √ |
| LEVEL 5 | AO2100 | Architectural Design 2a | Core | √ | | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ |
| | AO2200 | Architectural Design 2b | Core | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ |
| | AO2005 | Architectural History & Theory 2 | Comp | √ | √ | √ | √ | | | | | | | | | | | | √ | | | | | | √ | | √ | | √ | √ | √ | √ | √ | √ | √ | | | √ | √ | | | | |
| | AO2004 | Building Technology 2 | Comp | √ | | | | | √ | √ | √ | √ | | | | | | | √ | | √ | √ | √ | √ | √ | | √ | | √ | √ | | | √ | √ | | √ | √ | √ | | | √ | | |
| LEVEL 4 | AO1100 | Architectural design 1a | Core | √ | | | √ | | √ | √ | | √ | | √ | √ | | √ | √ | | √ | √ | | √ | √ | √ | √ | √ | | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | | | √ | √ |
| | AO1200 | Architectural Design 1b | Core | √ | | √ | √ | | √ | √ | | √ | | √ | √ | √ | √ | √ | | √ | √ | √ | √ | √ | √ | √ | √ | | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | | | √ | √ |
| | AO1005 | Architectural History & Theory 1 | Comp | √ | √ | | √ | | | | | | | | | | | | | | | | | | √ | | √ | | √ | √ | √ | | √ | √ | | | √ | √ | | | √ | √ | |
| | AO1004 | Building Technology 1 | Comp | √ | | | √ | | | √ | | √ | | | | | | | | √ | | √ | √ | √ | | | | | | | | √ | √ | √ | | √ | √ | | | √ | √ | √ | |

## UNIVERSITY OF CENTRAL LANCASHIRE

### Programme Specification

This Programme Specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided.

### *Sources of information on the programme can be found in Section 17*

| | |
|---|---|
| **13. Awarding Institution / Body** | University of Central Lancashire |
| **14. Teaching Institution and Location of Delivery** | University of Central Lancashire Preston Campus |
| **15. University School/Centre** | The Grenfell-Baines School of Architecture, Construction and Environment |
| **16. External Accreditation** | N/A |
| **17. Title of Final Award** | BSc (Hons) Architectural Studies (Foundation Entry) (Non award-bearing programme: first stage of 4 year degree course) |
| **18. Modes of Attendance offered** | Full-time |
| **19. UCAS Code** | N/A |
| **20. Relevant Subject Benchmarking Group(s)** | Architecture 2010 |
| **21. Other external influences** | N/A |
| **22. Date of production/revision of this form** | March 2014 |
| **23. Aims of the Programme** | |

- To prepare graduates achieving satisfactory qualification standards to access year 1 of an RIBA/ ARB accredited course in Architecture (RIBA Part I or equivalent) or a CIAT accredited course in Architectural Technology.

- To prepare graduates with the ability to generate elementary architectural design proposals in the subject areas of architecture and architectural technology.

- To prepare graduates with the ability to evaluate and apply a comprehensive range of visual, oral and written media to test, analyse, critically appraise and explain elementary architectural design proposals in the subject areas of architecture and architectural technology.

- To prepare graduates with elementary problem solving skills, an ability to take the initiative and make appropriate decisions in demanding circumstances.

- To prepare graduates with the ability to identify individual learning needs.

**24. Learning *Outcomes,* Teaching, Learning and Assessment Methods**

**A. Knowledge and Understanding**

A1. Introduction to History of Architectural Design
A2 Introduction to essay writing and literary skills
A3. Introduction to Architectural Drafting techniques and model making
A4. Introduction to Design Tectonics.
A5. Introduction to Computing skills
A6 Preparation and execution of exhibition and portfolio.

**Teaching and Learning Methods**

The particular teaching methods used will be identified in individual Module Information Packs. Methods will include lectures, tutorials, seminars, practical work in studio and building and site visits. Students will support tutor lead learning with the use of textbooks, journal papers, electronic databases and other self-learning materials including e-learning materials. Emphasis will be placed upon the studio as a place for learning activities and collaboration.

**Assessment methods**

Assessment methods will be clearly described in Module Information Packs (MIPs) at the outset of the module along with details of the relevant marking scheme.
The course will include essay assignments, practical reports, design portfolios, oral examinations, problem solving exercises, oral presentations. The multidisciplinary nature of the course requires that all leaning outcomes will be assumed to affect the development of the architectural work of graduates. Studio submissions are reviewed from this perspective and the adopted marking regime will assess graduate development within the general context of the course.
Written work will be read and counter read by appointed staff appropriate to subject areas, for essay assignments practical reports.
Studio projects and parts of studio projects will be continuously reviewed verbally via individual and or group tutorials.
Emphasis will be placed upon the assessment of end of module / year / course portfolios and exhibition of work.

**B. Subject-specific skills**

B1. Criticism of Drawing Technique
B2. Architectural drafting
B3 Architectural Model Making
B4 Creative analysis and self-critical development
B5 Presentation of ideas in a public context
B6 Examine the features and demands of the profession

**Teaching and Learning Methods**

The particular teaching methods used will be identified in individual Module Information Packs.

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Emphasis will be placed upon the assessment of end of module / year / course portfolios and exhibition of work.

**C.   Thinking Skills**

C1   Introduction to formal and programmatic design competence.
C2   Introduction to craft competence and precision in modelling and drafting.
C3   Introduction to critical analysis of texts and graphic materials.
C4   Introduction to composition, concept and process in project production.
C5   Introduction to Theoretical development and implication.
C6   Introduction to decision making and problem solving skills in design.

**Teaching and Learning Methods**

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**Assessment methods**

Assessment methods will be clearly described in Module Information Packs (MIPs) at the outset of the module along with details of the relevant marking scheme.
The course will include essay assignments, practical reports, design portfolios, oral examinations, problem solving exercises, oral presentations. The multidisciplinary nature of the course requires that all leaning outcomes will be assumed to affect the development of the architectural work of graduates. Studio submissions are reviewed from this perspective and the adopted marking regime will assess graduate development within the general context of the course.
Written work will be read and counter read by appointed staff appropriate to subject areas, for essay assignments practical reports and thesis submission.
Studio projects and parts of studio projects will be continuously reviewed verbally via individual and or group tutorials.
Emphasis will be placed upon the assessment of end of module / year / course portfolios and exhibition of work.

**D.   Other skills relevant to employability and personal development**

D1   Introduction to Computing; elementary review of word processing, post production and CAD

D2   Portfolio construction and presentation

D3.  Presentation of self in a public context.

D4.  Graphical communications skills.

## Teaching and Learning Methods

The particular teaching methods used will be identified in individual Module Information Packs. Methods will include lectures, tutorials, seminars, practical work in studio and building and site visits.  Students will support tutor lead learning with the use of textbooks, journal papers, electronic databases and other self-learning materials including e-learning materials. Emphasis will be placed upon the studio as a place for learning activities and collaboration.

## Assessment methods

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The course will include essay assignments, practical reports, design portfolios, oral examinations, problem solving exercises, oral presentations. The multidisciplinary nature of the course requires that all leaning outcomes will be assumed to affect the development of the architectural work of graduates. Studio submissions are reviewed from this perspective and the adopted marking regime will assess graduate development within the general context of the course.

Written work will be read and counter read by appointed staff appropriate to subject areas, for essay assignments practical reports and thesis submission.

Studio projects and parts of studio projects will be continuously reviewed verbally via individual and or group tutorials.

Emphasis will be placed upon the assessment of end of module / year / course portfolios and exhibition of work.

| 13. Programme Structures* | | | | 14. Awards and Credits* |
|---|---|---|---|---|
| **Level** | **Module Code** | **Module Title** | **Credit rating** | |
| Level 3 | AZC014 | Diagnostic Skills | 40 | BSc (Hons) Architectural Studies (Foundation Entry) requires 120 credits at Level 3. Successful completion of the course leads to progression on to Year 1 of the BSc (Hons) Architecture or BSc (Hons) Architectural Technology |
| | AOC001 | Design History in Architecture | 20 | |
| | AOC002 | Final Major Project | 40 | |
| | AOC003 | Portfolio and Exhibition | 20 | |

## 15. Personal Development Planning

Personal development planning (PDP) is closely related to the acquisition of key skills or personal transferable skills.  Academic skills and knowledge alone are not going to be enough to satisfy the demands required for access to RIBA/ARB accredited courses in architecture. Students are expected to develop additional interpersonal qualities that are essential to enable them to initiate and actively participate in team-based discussions and decision making effectively.  Key skills/personal transferable skills include: team work, communication skills (written and oral presentations) time management, information retrieval, problem solving, decisions making, and elementary IT/CAD & study skills.

To help students develop these skills, many of the learning activities and much of the assignment work will provide them with the opportunity for practical project work, the development of problem solving skills and discussion and critical appraisal.

Students will be required to make oral presentations and present design work in 'reviews' at intervals throughout the course. In some instances staff will record presentations on video, which gives the student instant feedback on their performance. Group discussion on contentious points will be encouraged especially for 'reviews' held 'in camera'.

**16. Admissions criteria**

Programme Specifications include minimum entry requirements, including academic qualifications, together with appropriate experience and skills required for entry to study.   These criteria may be expressed as a range rather than a specific grade.  Amendments to entry requirements may have been made after these documents were published and you should consult the University's website for the most up to date information.

Students will be informed of their personal minimum entry criteria in their offer letter.

Applicants will have achieved the requisite UCAS point equivalent, in line with the general criteria for admissions to level 3. Appropriate A level passes or equivalent with a minimum UCAS point equivalent of 160 UCAS points will be required and subject to portfolio submission. UCLan also requires GCSE Mathematics and English Language grade C or above.

Non-standard applicants will be considered on an individual basis, normally through interview and subject to portfolio submission to help assess their ability to benefit from the programme.

All applicants will have to demonstrate that they will benefit from the course and that they have a good grasp of the English language and the ability to use simple mathematics, English should be at or above 6.0 IELTS or equivalent.  Applicants are expected to be able to demonstrate personal reflection on their career to-date and show a strong desire and ability to study. Students are also expected to be prepared to make a commitment to four years of undergraduate study.

**17. Key sources of information about the programme**

- [www.uclan.ac.uk](www.uclan.ac.uk)

**18. Curriculum Skills Map**

Please tick in the relevant boxes where individual Programme Learning Outcomes are being assessed

| Level | Module Code | Module Title | Core (C), Compulsory (COMP) or Option (O) | Knowledge and understanding | | | | | | Subject-specific Skills | | | | | | Thinking Skills | | | | | | Other skills relevant to employability and personal development | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | A1 | A2 | A3 | A4 | A5 | A6 | B1 | B2 | B3 | B4 | B5 | B6 | C1 | C2 | C3 | C4 | C5 | C6 | D1 | D2 | D3 | D4 |
| LEVEL 3 | AZC0141 | Diagnostic Skills | COMP | x | | x | | | | x | | | x | | | x | | | x | | x | | | | |
| | AOC001 | Design History in Architecture | COMP | x | x | | | | | | | | | | | | | x | | | | | | | |
| | AOC002 | Final Major Project (FMP) | COMP | | | x | x | x | | | x | x | x | | x | x | x | | x | x | | x | | | |
| | AOC004 | Portfolio and Exhibition | COMP | | | | | | x | | | | | x | | | | | | | | | | x | x | x |

*Note:*  *Mapping to other external frameworks, e.g. professional/statutory bodies, will be included within Student Course Handbooks*