

## Section 1: Basic Data

Awarding institution/body: **UWE**

Teaching institution: **UWE**

Faculty responsible for programme: **FBE**

Programme accredited by: **RIBA/ARB**

Highest award title: **Bachelor Architecture**

Default award title:

Interim award title:

Modular scheme title: **Undergraduate Modular Scheme Built Environment**

UCAS codes: **N/A**

QAA subject benchmarking group(s): **N/A**

Valid until:

Valid from:

Authorised by: **UG Modular Scheme Director** Date:

Version code: **2**

Version year: **2005**

## Section 2: Educational aims of the programme

The BArch award (a second undergraduate degree) provides an opportunity for students with a first undergraduate degree which is recognised by the Royal Institute of British Architects (RIBA) and the Architects Registration Board (ARB) as meeting the requirements for prescription as a Part 1 course, to acquire the knowledge and develop the skills necessary to embark upon a career in architectural practice and commence a period of office based experience which is the prerequisite for candidacy for the RIBA Part III examination. This award is designed to be accredited by the RIBA and ARB as a Part II course -- the essential second stage on the route to full qualification as an architect in the UK.

The inter-professional ethos of the faculty and the particular academic character of UWE's first architectural degree course BA (Hons) Architecture & Planning set the context for the BArch course. The three themes that underlie the first degree: People, Sustainability and Context are continued in this, the second degree, in the UWE route to professional qualification in architecture. The strongly design-led programme draws extensively on the faculty's research in urban design, regeneration, urban policy and sustainability. There is a further emphasis on an appreciation of the wider professional and social setting within which the architect operates. In parallel the award fosters an understanding of the organisation of the construction industry and its inter-professional nature and focuses on the management of architectural practice while maintaining a professional, ethical attitude towards society, the client, the user and the environment.

The aims may be summarised as follows:

1 to provide a systematic development of the creativity, knowledge, skills and practical experience gained in a first degree in architecture leading to a further development of architectural design skills (including the application of environmental design, construction and architectural technologies) and a greater understanding of the social, economic, ecological, cultural and professional context of architectural design.

2 to ensure that the student's capacity for creativity is both deepened by carrying out complex designs and developing technical expertise to a high standard, and broadened by gaining greater knowledge of the physical, economic, social, political, environmental and intellectual context within which the activity of building and development takes place.

3 to build on the unique ethos of the BA (Hons) Architecture & Planning which emphasises the importance of an understanding of urban design and the study of context in the creation of successful

architecture.

4 to refine aesthetic perceptions and skills and the ability to justify and communicate design decisions

5 to further develop professional attitudes, the professional ethos and practice techniques of an architect through study, through reflection on experience in practice and through maintaining a continuing dialogue with tutors

6 to heighten the understanding of management both in project management and in architectural practice, through the appraisal of approaches to management and building procurement and reflection on experience in practice.

7 to reinforce the awareness that architectural education is a continuous process throughout the life of the practising architect

## Section 3: Learning outcomes of the programme

### A: Knowledge and understanding

<b>By the end of the programme, the student should be able:</b>	<b>Teaching/learning methods and strategies</b>
<p>1 to demonstrate a working knowledge of good and emerging practice in the construction of buildings in the UK</p> <p>2 to demonstrate a clear understanding of the controlling influence of environmental structural and technological considerations on building and the influence of building design and specification decisions on the environment.</p> <p>3 to demonstrate a good awareness of the UK and EU law as it applies to the role of the architect, of methods of building procurement and building contracts, of the economics of building and the management of building projects and a professional office.</p> <p>4 to demonstrate a thorough understanding of the role of the architect and other professionals in society and of ethical issues as they relate to the architect's role in relation to clients, building users, the construction industry and the wider community.</p> <p>5. to demonstrate understanding of the relation of architectural production to contemporary culture and cultural traditions including the range of theories that inform architectural and urban design</p> <p>6. to demonstrate understanding of the relationship between people, building, the spaces between buildings and the environment</p>	<p>The central learning experience of the award is the design studio which is focussed around a series of integrative design projects.</p> <p>The design projects are key vehicles for the application of technical and environmental knowledge. These are supplemented by the professional practice and technical modules which are the vehicle for the planned exploration of key areas of knowledge through lectures, seminars and case studies.</p> <p><b>Assessment</b></p> <p>Testing of acquired knowledge is through design project submissions, examinations, assessment of written coursework, and verbal presentations of design work.</p>

## B: Intellectual skills

<p><b>By the end of the programme, the student should be able:</b></p> <ol style="list-style-type: none"><li>1 to conceive and develop in selective detail a design for a complex building or group of buildings and outline the structural, constructional and environmental control strategies</li><li>2 to demonstrate an ability to appraise critically the site and the context of a potential building</li><li>3 to demonstrate an ability in the context of critical debate to appraise an individual building or group of buildings in relation to the physical, intellectual and socio-economic context</li></ol>	<p><b>Teaching/learning methods and strategies</b></p> <p>The core professional expertise of the architect is design and the key learning experience of the award is the project based design studio.</p> <p>The studio experience consists of a series of design projects addressing closely defined briefs that address a range of cultural, functional, aesthetic technical and environmental issues. The projects are designed to integrate knowledge in technical and environmental areas.</p> <p><b>Assessment</b></p> <p>Testing of acquired knowledge is through design project submissions in the form of drawings, models, digital images, written commentaries and analysis together with verbal presentation.</p>
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## C: Subject, Professional and Practical Skills

<p><b>By the end of the programme, the student should be able:</b></p> <ol style="list-style-type: none"><li>1 produce coherent and well resolved architectural designs that demonstrate an integration of needs of clients and users, knowledge of technology and the environment and the cultural context of architecture.</li><li>2. prepare a design brief in consultation with a client and real or potential users</li><li>3. demonstrate in their designs a considered response to the physical, economic, social, cultural and environmental context of the project</li><li>4. demonstrate their ability to undertake design as an explicit and iterative process</li></ol>	<p><b>Teaching/learning methods and strategies</b></p> <p>Design briefing is part of the relationship between the design team and the promoters and users of buildings is a key concern of the professional practice modules and is directly addressed in design studio modules.</p> <p>The design project briefs include technical and environmental elements that require students to explain the physical, economic, social, cultural and environmental context of design proposals.</p> <p><b>Assessment</b></p> <p>Briefing skills are tested through written submissions forming part of design project work and verbal presentations. The integration of technical and environmental knowledge is tested in design project work, including specific technical and explanatory submissions.</p>
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## D: Transferable skills and other attributes

### **By the end of the programme, the student should be able:**

1 communicate to both technical and lay audiences the organisational, structural, construction and environmental control strategies and the experiential quality of a complex building or group of buildings through the use of a variety of media.

2 Work collaboratively with members of other professions and disciplines in a spirit of understanding and respect.

### **Teaching/learning methods and strategies**

The development of communication skills is an important part of design studio learning. Students are required to make visual written and verbal presentations geared to the needs of a variety of audiences using a range of media which will include drawings, models, text, verbal presentations and may also include CAD images, video presentations, computer simulations and other presentational techniques.

Team working skills are developed in the design studio especially in research and master-planning exercises and students will be given opportunities to engage with professionals in other disciplines in the role of clients and advisors.

### **Assessment**

Testing of presentation and team working skills is an integral part of the design studio assessment.

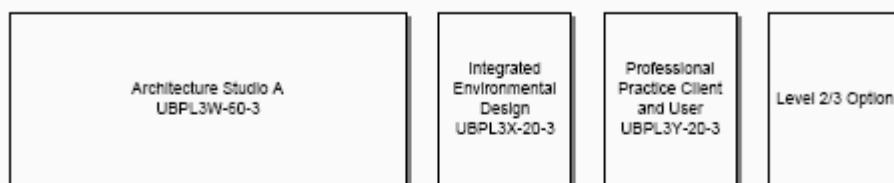
## Section 4: Programme structure

### FIG 1: BACHELOR OF ARCHITECTURE

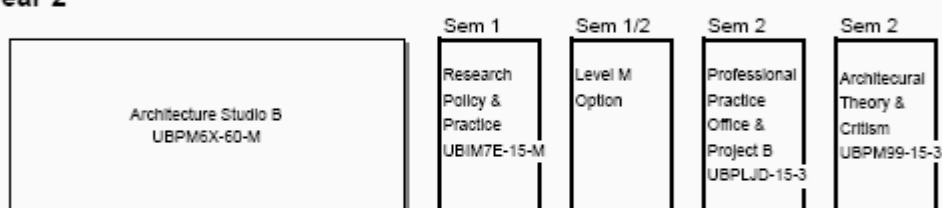
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Recommended routeway for full-time students

#### Year 1



#### Year 2



#### Level 3 Options

Architectural Acoustics and Noise Control - UBCLD7-20-3  
 Building Services Design B - UBCLG3-15-3  
 Cities in Transition - UBHLBQ-20-3  
 Urban Regeneration - UBHLED-20-3  
 Creating Safer Communities A: Facts, Fallacies and Collaborations - UBHLDY-10-2  
 Creating Safer Communities B: Communities Involvement and Research - UBHLFL-10-3  
 Environmental and Sustainability Assessment - UBGL3U-20-3  
 European Comparative Planning Implementation A - UBPLB8-20-3  
 Refurbishment Project Management - UBLL47-20-3  
 Resourcing Development - UBPLB4-20-3  
 Transport Economics & Policy - UBPL8Q-20-3  
 Language ILP

#### Level M Options

Any level M module from FBE Post Graduate Modular Scheme  
 (Subject to availability and timetabling)

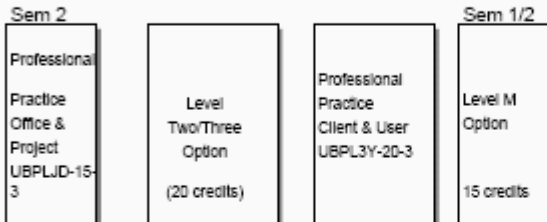
**FIG 1: BACHELOR OF ARCHITECTURE**  
Recommended routeway for part-time students

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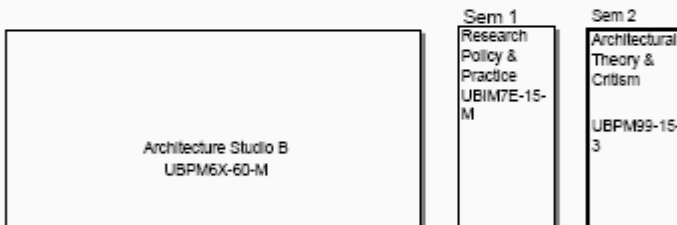
**Year 1**



**Year 2**



**Year 3**



**Level 3 Options**

Architectural Acoustics and Noise Control - UBCLD7-20-3  
 Building Services Design B - UBCLG3-15-3  
 Cities in Transition - UBHLBQ-20-3  
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 Transport Economics & Policy - UBPL8Q-20-3  
 Language ILP

**Level M Options**

Any level M module from FBE Post Graduate Modular Scheme  
 (Subject to availability and timetabling)

**4.1 Year One**

Students joining the course (normally after a minimum of one year in architectural practice or other suitable professional work experience) will select one of the Architecture Studio A options (usually three will be offered). Architecture Studio A (60 credits) accounts for 50% of the credit units and students will also take three other 20 credit modules (or equivalents) in the first year Professional Practice: Client and User, Integrated Environmental Design and a relevant option drawn from related courses in the UG Modular Scheme.

**4.2 Year Two**

A final design project is the main focus of the second year of the award; it is located in the Architecture Studio B (60 credits) module. It is an integrative design-based project that involves the students in the exploration of complex architectural issues and the subsequent production of a detailed design scheme. Students will be required to explain and justify their design scheme in both written and verbal presentations. Students will be required to produce a series of technical reports which explore the structural, environmental and procurement aspects of the final design. In parallel with design project work students complete the sequence of management studies with Professional Practice: Project &

Office and complete the inter-disciplinary modules Research Frameworks and Conducting Built Environment Research which develop their research skills and in preparation for the dissertation should they decide to move on to complete the MA Architecture. Students also complete 20 credits worth of options from related courses within the PG Modular Scheme.

#### 4.3 Part Time Routeways

The nature of the modular programme allows considerable flexibility in the way that students structure their learning (within the constraints of timetabling and pre-requisite requirements etc).

Recognising that the education of the architect extends over many years it is desirable that courses leading to a part two qualification are available on a part time basis. The course has been designed to make it possible for students to study for the BArch while working in practice. The recommended part time route (three years, 80 credits per year) is shown on the PT diagram. This would require attendance on 2 days per week.

The first year is made up of two modules, Architecture Studio A and Integrated Environmental Design which are designed to be taught concurrently.

Year two comprises the two professional practice and option modules, while in the final year students take Architecture Studio B and the two 10 credit research modules.

#### 4.4 Modules

The award is made up of a series of modules specifically designed or selected to meet the needs of BArch student.

The two design project modules (Architecture Studio A and B) provide the experience of architectural design which is at the core of the award. In these modules, students working both collaboratively and individually to develop the analytical and synthetic skills of design to the level necessary to contribute fully and creatively to the professional practice of architecture. Investigation, analysis and appraisal of context and user needs, the study of precedent, understanding of building performance and knowledge of construction are brought together with developing creative skills of conceptualisation of form and structure to create well resolved proposals for buildings and other physical artefacts. The module Architecture Studio B also includes a literature review.

Professional Practice: Client and User focuses on the social and business context of architectural design with an emphasis on understanding the divergent needs of patrons, clients, users, the general public and funding institutions

Integrated Environmental Design will explore how complex designs can be realised in terms of environmental response, structural design, construction strategy and detail and life cycle costing. The module will be based on case studies and design exercises and is intended to broaden and deepen students knowledge of current best practice in multi-disciplinary and environmentally responsible building design preparing the ground for the Final Design Project which is part of the work of the second year module Architecture Studio B.

The second year of the course is organised around the final design project – an integrative project that is the culmination of the student's university education in architecture. The design work for the project will extend throughout the academic year and will be concentrated in the module entitled Architecture Studio B including studies on the environmental strategy, structural and construction design and procurement processes.

Professional Practice: Project and Office covers the legal responsibilities of the architect, the management of architectural practice and the methods of construction procurement and project management.

The cultural element of the RIBA/ARB criteria is addressed primarily through the design modules, Architecture Studios A and B. These design modules include specific reflective and critical work covering theoretical, historical and wider cultural considerations.

Research Frameworks provides students with an opportunity to explore the wide range of research related to architecture and the built environment. Work is structured around three one-day workshops. The module Conduct of Built Environment Research, also structured around three one-day workshops, is taken in the second semester. Students who opt to study for the related MA award identify their



dissertation topic draft a synopsis in preparation for the dissertation which is completed during the second year of the MA award. These modules are shared with a number of post-graduate awards.

#### 4.5 Options

Students will chose (in consultation with and with the approval of the award leader) two optional modules (one at level 3 and the other at level M) from a selection of those offered by the Faculty. These modules have been chosen from those offered by the Faculty at the appropriate levels to provide a range of specialised studies which complement the work of the studio modules and offer the opportunity to extend students' knowledge in related fields and have the potential to enrich the students' experience.

## Core modules

Level 3

UBPL3W-60-3: Architecture Studio A (60)

UBPL3X-20-3: Integrated Environmental Design (20)

UBPL3Y-20-3: Professional Practice: Client & User (20)

## Optional modules

Students must select 20 credits from the following:

UBCLD7-20-3: Architectural Acoustics and Noise Control (20)

UBHLBQ-20-3: Cities in Transition (20)

UBGL3U-20-3: Environmental and Sustainability Assessment (20)

UBPLB8-20-3: European Comparative Planning Implementation A (20)

UBLL47-20-3: Refurbishment Project Management (20)

UBPLB4-20-3: Resourcing Development A (20)

UBPL8Q-20-3: Transport Economics & Policy (20)

UBHLED-20-3: Urban Regeneration (20)

Students must select 20 credits from the following modules:

UBPM5U-10-M: Aesthetics and Urban Design (10)

UBPM5W-10-M: Design & Development In Historic Areas I: Design Scheme (10)

UBPM5X-10-M: Design & Development In Historic Areas II: Comparative Development Case Study (10)

UBCM39-10-M: Project Management Principles (10)

UBPM6A-20-M: Spatial Planning and Sustainability (20)

UBPM6B-10-M: Sustainable Development I: Principles (10)

UBPM6C-10-M: Sustainable Development II: Design (10)

## Target Award

### Bachelor Architecture

240 credits with at least 100 credits at level M and a further 140 credits at level 3

### Default Award

### Interim Awards

## **Section 5: Entry requirements**

See also the Standard faculty entry requirements apply.

Entry to the BArch award will be available to students who are:

- 1 graduates of the BA (Hons) in Architecture and Planning awarded by the University of the West of England
- 2 graduates who hold a Part I qualification prescribed by the Architects Registration Board or graduates of courses recognised for exemption from the RIBA Part 1 examination\*
- 3 graduates who hold a first degree in Architecture from an overseas institution if the candidate can demonstrate its equivalence in academic terms\*. Where the candidate's native language is a language other than English, the candidate should be able to demonstrate an appropriate competence in the use of English and produce evidence to support this claim.
- 4 students who have successfully completed the RIBA Part I external examination.
- 5 the holders of other appropriate academic or professional qualifications\*.

All applicants will normally have completed a year's professional practice which is judged by the academic members of the award team to be relevant to the award prior to entry to the award.

Candidates in all five categories listed above are required to make a formal application for entry to the award. Applicants will be invited to attend an Open Day at which the award aims, structure and teaching style will be explained. Applicants in all categories will normally be required to attend an interview and produce a portfolio of work for examination by the Admissions Tutor. In some circumstances the applicant may be asked to carry out an additional assignment or written test to demonstrate competence in particular areas.

\* NB graduates of Part 1 courses NOT prescribed by the ARB will not automatically be eligible for entry to the UK Register of Architects on completion of prescribed Part 2 and part 3 qualifications.

## **Section 6: Assessment Regulations**

The general framework of regulations and procedures governing assessment is set out in the University Modular Assessment Regulations and in Volume 1 of the PG and UG Modular Scheme documentation.

To be eligible for the award of a BArch award, students must obtain a pass in all modules specified for the programme at both level 3 and level M.

To be eligible for the award of BArch with distinction a student must achieve 70% in all level M modules with a credit value of 100 credits and an average of 70% across any combination of 120 credits of modules at level 3 or above.

## **Section 7: Student learning: distinctive features and support**

### **7.1 Building on BA(Hons) Architecture & Planning**

This award has been designed to provide an opportunity for graduates of UWE's RIBA /ARB recognised Part I course (BA (Hons) Architecture and Planning) to continue their architectural education at UWE within the inter-professional context which is a distinctive feature of the faculty.

### **7.2 Potential for recruitment from other institutions**

It is the intention to recruit a significant number of graduates of other recognised Part I course who wish to benefit from the unique educational experience which will be provided by the BArch/MA programme. The fact that the award is offered in a flexible manner (full time or part time) which facilitates part-time learning and provides opportunities to change the pattern of attendance during the course makes it attractive to students with Part I qualifications from other institutions.

### **7.3 Opportunities for international recruitment**

There are also significant opportunities to recruit international students with RIBA recognised Part I qualifications from universities outside the UK (The RIBA validates courses in many countries of the world). Students with suitable academic backgrounds from other EU member states who could attain registration (or its equivalent) in their own countries (through the mechanisms specified in the EU Architects Directive) if they obtained a recognised qualification in the UK could also be attracted to the course.

#### 7.4 Professional validation

This award has been designed in consultation with the relevant professional bodies – the Royal Institute of British Architects (RIBA) and the Architects Registration Board (ARB). A Part II award was first validated by the University (as a BArch degree course) in 1995-6 following a process of development including input from the RIBA at both national and regional level. Subsequently the Architects Registration Board (ARB) was established with a statutory responsibility to maintain the Register of Architects and validate courses in architecture in partnership with the RIBA through the Validation Panel. Recent consultations with the Validation Panel's Course Changes Group have been positive but have indicated that the equivalent of two years full-time study should be included within the BArch award. A formal submission has been made for "candidate status" for recognition of the proposed BArch as an approved RIBA part II course.

The guidance issued by the RIBA on their own Final Examination in Architecture and proposals for its revision influenced the initial structure of the proposed BArch award. Discussions with the representatives of the local architectural profession held prior to the initial validation of the award and the deliberations of the Architecture and Planning Advisory Panel (set up to advise on the development of architectural education in the University) have helped shape the design of the BArch award.

Three important considerations that have influenced the structure and content of the awards are: current thinking and advice from the RIBA and the Architects Registration Board, the objectives of the EU Architects' Directive and continuity with the approach of the BA in Architecture and Planning.

## **Section 8: Reference points/benchmarks**

### 8.1 Professional Context

When this award was first validated by the University the RIBA was consulted at both national and regional level. The guidance issued by the RIBA on their own Final Examination in Architecture and proposals for its revision influenced the initial structure of the proposed BArch/MA awards. Subsequently the Architects Registration Board (ARB) has been established with a statutory responsibility to maintain the Register of Architects and validate courses in architecture. In 1997 the RIBA/ARB Joint Validation Panel published Procedures and Criteria for the Validation of Courses, Programmes and Examinations in Architecture which has been referred to in developing the structure and content of these revised awards.

The award team are aware that academic and professional validation context of architectural education is in a state of evolutionary change. Following on from the review of architectural education carried out by the RIBA under the chairmanship of Sir Colin Stansfield Smith and the changes in the RIBA/ARB Validation process, the professional bodies have completed the review of the criteria for validation. The revised criteria were published in May 2002 by the ARB under the title "Prescription of Qualifications: the ARB Criteria". Identical criteria will be published by the RIBA in the autumn of 2002 as part of "Tomorrow's Architect"

Discussions with the representatives of the local architectural profession held prior to the initial validation of the award and the deliberations of the Architecture and Planning Advisory Panel set up to advise on the development of architectural education in the University have helped shape the design of the awards.

### 8.2 The Requirements of the RIBA and the ARB

The criteria for the prescription of architecture courses define five themes: Design; Technology and Environment; Cultural Context of Architecture/Management Practice and Law and Communication as well as the requirements for professional experience and the final "Part 3" examination.

The ARB is required by Parliament to determine the standards of education and professional competence in the core subject areas mandatory for registration. The role is currently discharged through the work of the RIBA/ARB Validation Panel, which makes recommendations to the Board on the validation of courses. These arrangements are currently under review and will be monitored by the course team.

The essential requirements for a Part II award are met by the content of the BArch award.

The Criteria for Prescription require that Architectural Design and design related studies form the core of a Part 2 course. This is recognised in the course structure for the BArch in the central place taken by the Design Studios which will be run as a minimum of three issue based vertical studios shared between students enrolled on Architectural Studio A and Architectural Studio B. The comprehensive and integrative nature of design is central to the educational approach of the award.

The second area of study Cultural Context of Architecture is addressed both in the framing of the work of the Architecture Studio modules and of the optional modules, for example, Cities in Transition, Aesthetics and Urban Design, Design and Development in Historic Areas and the preparatory research modules (Research Frameworks and Conducting built Environment Research). Other modules that make up the award also deal directly with the social, cultural and economic context of architectural design. For example Professional Practice: Client and User deals with matters of professional ethics and the needs and aspirations of the "audience" for architecture: clients, users and the general public, as well as the legal framework of design practice.

Developing knowledge and skills in Technology and Environment is a central purpose of the Design Studio. Students are required to study in detail the structural, and constructional and environmental strategies relevant to the design projects undertaken in the second year. The assessed work for the module will be design studies and reports which demonstrate how their major projects would be realised. This is supported by the module Integrated Environmental Design which through a series of lectures, workshops and case studies aims to provide an overview of current best practice and developing new practice. It will consider buildings which demonstrate best current and emerging practice or have been particularly important in the development of sustainable building technologies and will include a series of lectures, workshops and exercises designed to develop students understanding of current constructional technology.

The development of transferable skills including Communication is a well-established aim of all awards in the Faculty. The BArch award is no exception with a strong emphasis placed, in all modules, on visual, written and oral communication skills including listening skills, the appropriate use of language and an understanding of the inter-professional nature of the development process. Students will be encouraged further to develop CAD skills and explore other electronic media including, audio video and the use of the Internet.

Management Practice and Law are integrated into the award through two modules Professional Practice: Client and User in the first year and Professional Practice: Project & Office in second year. This sequence builds upon experience gained in practice during the preceding year of professional practice and emphasises the importance of reflection on experience gained and the need for the architect to develop a strong ethical sense in all her or his professional activities.

### 8.3 The European Union Architects Directive

The EU Directive of June 1985 on the mutual recognition of qualifications in architecture sets out 11 subject areas, which should be covered, in architectural education. These standards have been taken into account in framing both the RIBA Syllabus and the ARB Standards and Criteria. They have also been referred to in constructing the BArch award.

The Architects Directive of the Commission of the European Union states:

#### Article 3

Education and training leading to diplomas, certificates and other evidence of formal qualifications referred to in Article 2 shall be provided through courses of studies at university level concerned principally with architecture. Such studies shall be balanced between the theoretical and practical aspects of architectural training and shall ensure the acquisition of:

1. an ability to create architectural designs that satisfy both aesthetic and technical requirements;

2. an adequate knowledge of the history and theories of architecture and the related arts, technologies and human sciences;
3. a knowledge of the fine arts as an influence on the quality of architectural design;
4. an adequate knowledge of urban design, planning and the skills involved in the planning process;
5. an understanding of the relationship between people and buildings, and between buildings and their environment, and of the need to relate buildings and spaces between them to human needs and scale;
6. an understanding of the profession of architecture and the role of the architect in society, in particular in preparing briefs that take account of social factors
7. an understanding of the methods of investigation and preparation of the brief for a design project
8. an understanding of the structure design, construction and engineering problems associated with building design;
9. an adequate knowledge of physical problems and technologies and of the function of buildings so as to provide them with internal conditions of comfort and the protection of the climate;
10. the necessary design skills to meet building users' requirements within the constraints imposed by cost factors and building regulations
11. an adequate knowledge of the industries, organisations, regulations and procedures involved in translating design concepts into buildings and integrating plans into overall planning

#### Article 4

(1) The education and training referred to in Article 2 must satisfy the requirements defined in Article 3 and also the following conditions:

(a) the total length of education and training shall consist of the minimum of either four years of full-time studies at a university or comparable educational establishment, or at least six years of which at least three must be full time;

(b) such education and training shall be concluded by successful completion of an examination of degree standard

(2) Recognition under Article 2 shall also be accorded to education and training which, as part of a social betterment scheme or a part time university course, conforms to the requirements of Article 3 and leads to an examination in architecture successfully completed by persons who have been employed in architecture for not less than seven years under the supervision of an architect or firm of architects. This examination must be of degree standard and be equivalent to the final examination referred to in paragraph 1(b).

#### 8.4 The research interests of the faculty

The subject focus of each of the design studios is closely related to the established research interest of the faculty - themes include: urban regeneration, the idea of 'edge city', the sustainable community, the urban core. These are subjects, which emphasise the social environmental and technical responsibilities of the architect as part of a multi-disciplinary team.