Programme Specification

Architecture {Foundation} [Frenchay]

Version: 2024-25, v1.0, 07 Mar 2024

Contents

Section 1: Key Programme Details

Part A: Programme Information

Programme title: Architecture {Foundation} [Frenchay]

Highest award: BSc (Hons) Architecture

Interim award: BSc Architecture

Interim award: DipHE Architecture

Interim award: CertHE Architecture

Awarding institution: UWE Bristol

Teaching institutions: UWE Bristol

Study abroad: No

Year abroad: No

Sandwich year: No

Credit recognition: No

School responsible for the programme: CATE School of Architecture and Environment, College of Arts, Technology and Environment

Professional, statutory or regulatory bodies:

Architects Registration Board (ARB)

Royal Institute of British Architects (RIBA)

Modes of delivery: Full-time

Entry requirements: For the current entry requirements see the UWE public website.

For implementation from: 01 September 2024

Programme code: K10J00

Section 2: Programme Overview, Aims and Learning Outcomes

Part A: Programme Overview, Aims and Learning Outcomes

Overview: The knowledge and skills developed in the programme are conceived in the context of the general criteria and graduate attributes contained in the RIBA/ARB criteria for validation/prescription that are derived from the requirements of article 46 of the EU Qualifications Directive and echoed in the QAA Benchmark Statement for Architecture.

Features of the programme: The foundation year is common with a number of other construction and property programmes which allows the flexibility for students to transfer between programmes in this subject area as is most appropriate to their emergent subject and/or their professional interests.

The programme offers a design studio-centred approach to teaching that gives students the necessary skills to practice architecture, having a clear understanding of the architectural, theoretical, historical, environmental, technological and professional contexts. Three themes: people, context and sustainability underlie the structure of the programme that draws on the department's research in architecture, urban design, contextual studies, health and sustainability. It will also investigate the design, refurbishment, use and re-use of the existing urban fabric, with emphasis on technology for a sustainable and resilient future. The programme stimulates and challenges students to respond creatively and imaginatively to current issues or themes.

The core of the student experience is the Design Studio and wherever possible modules are designed to integrate with the learning undertaken in the Design Studio. Design Studios are structured around different themes in every year and include a rich variety of conceptual and pragmatic projects. These culminate in the final year with a year-long special study project which combines rigorous research and a fully integrated architectural design project. In addition to carrying out design tasks students are introduced to a variety of techniques including CAD, drawing, modelling

and mapping.

The department's inter-professional approach includes projects where students work with undergraduates from other disciplines within the built environment. This encourages mutual respect and understanding of the professions which they are likely to be working with in practice and helps develop skills in presentation, negotiation, communication, and delegation.

The teaching staff provides a friendly, enabling environment for learning. They are also actively engaged in research and/or professional practice, ensuring that students understand the latest research and business drivers.

This course has been designed to meet the requirements of both ARB (Architects Registration Board) and RIBA (Royal Institute of British Architects) as a 'Part 1' qualification in architecture.

Educational Aims: The BSc (Hons) Architecture aims to educate critically engaged architectural professionals with an ethically responsible attitude towards society, clients, users and the environment giving them a set of theoretical and hands-on practical skills to develop creative and rigorous architectural design solutions. In the department, we have an inter-disciplinary educational approach to the making of places and buildings at all scales done by people for people, encompassing regional spatial strategy, city planning, urban design, architecture, environmentally responsive design and the design of interior spaces.

Programme Learning Outcomes:
On successful completion of this programme graduates will achieve the following learning outcomes.

Knowledge and Understanding

A1.   The nature of architectural design and the design process.

A2.   The evolution of the theories and philosophies underpinning architecture.

A3.   The changing contexts (economic, social, cultural, political, spatial, environmental) of architecture and to engage in the debates about how these should be interpreted.

A4.   The governmental, institutional, regulatory and administrative and financial context of development.

A5.   The roles played by other built environment professions, and the distinct perspectives which they bring to bear in the development process.

A6.   Building structures and construction and the properties of materials.

A7.   Building fabric and systems as modifiers of the physical environment.

A8.   The importance of and principles underlying sustainable development.

A9.   The social consequences of development and the specific needs of clients and users of property.

Intellectual Skills

B1.   Skillfully apply the understanding of place and context to the design of buildings.

B2.   Evaluate critically the designs of others and to be able to accept criticism as part of an evolving creative process.

B3.   Understand a range of approaches to architectural composition and the manipulation of space.

B4.   Respond creatively to the needs of building users and the wider community.

B5.   Adopt a critical attitude towards accepted beliefs and practices, and think creatively.

B6.   Make links between areas of the course and wider social, economic and environmental issues.

B7.   Capacity to bring a broad and ethically informed perspective, including environmental and social awareness, to bear on issues relating to their subject.

B8.   Practise appraisal, analysis, research and evaluation.

B9.   Produce well argued, well researched written dissertation based on evidence.

B10.   Evaluate and propose policy responses to planning issues.

Subject/Professional Practice Skills

C1.   Apply knowledge of structure, construction, materials and environmental performance in the design of buildings.

C2.   Appreciate and respond sensitively to the values and needs of different groups in society.

C3.   Mediate between the requirements of the client and users of buildings and places.

C4.   Make informed judgments in respect of ethical values both at the level of responsibility of the professional to the client and in the wider social and environmental context.

C5.   Undertake a range of design tasks including use of a variety of techniques including CAD, drawing, modelling, use of plans and mapping.

C6.   Master the conventions of architectural drawing.

C7.   Make physical models, both of sketch and presentation standard.

C8.   Undertake research and data collection.

C9.   Demonstrate a clear and analytical written style suited to the expression of ideas and policies at different levels.

Transferable Skills and other attributes

D1.   To communicate - orally, in writing, graphically - to a high standard.

D2.   To draw conceptually and observationally.

D3.   To use computers - including a competence in word processing, and data gathering and analysis.

D4.   To engage in inter-professional and collaborative working and work effectively with others in a range of contexts and with a broad awareness of equal opportunities issues.

D5.   To work independently and as part of a team.

Assessment strategy: The programme will be assessed using the current version of the University's Academic Regulations and Procedures.

Knowledge and understanding are assessed through a portfolio of design projects, examinations, a dissertation and a variety of other coursework assignments.

Intellectual skills are assessed in a variety of ways:

Discussion and critique of the students' portfolio of design studio work, both at interim and final stages.
Presentations and reflective reports of inter-professional modules.
Coursework of lecture based modules.
Examinations in lecture based modules.
Dissertation and other extended written assignments.

Students' specialist skills are assessed through a variety of methods:

Design skills are assessed through the submission of a portfolio of design studio work and interim and final reviews.
Other skills are assessed through observation of student demonstrations, for example in the laboratories or computer workshops, or reflective reports based on the results of practical work.

Transferable skills are explicitly assessed through the modules within which they are introduced. Thereafter these skills will be assessed as a requirement of all pieces of working including the design projects, core planning modules and technical modules.

Team working will be assessed through the presentations and reports required for design studio modules or our key inter-disciplinary module.

Student support:

Part B: Programme Structure

Year 1
The student must take 120 credits from the modules in Year 1.

Year 1 Compulsory Modules
The student must take 120 credits from the modules in Compulsory Modules.

Module Code	Module Title	Credit
UBLMLR-30-0	Context of Design and Development 2024-25	30
UBLMYM-30-0	Foundation Design Communication 2024-25	30
UBLML7-30-0	Foundation Design Studio 2024-25	30
UBLMWM-15-0	Foundation Engineering 2024-25	15
UBLMSA-15-0	Foundation Mathematics for the Built Environment 2024-25	15

Year 2
The student must take 120 credits from the modules in Year 2.

Year 2 Compulsory Modules
The student must take 120 credits from the modules in Compulsory Modules.

Module Code	Module Title	Credit
UBLLYC-60-1	Design Studio 1 2025-26	60
UBLMF1-15-1	Healthy and Responsible Architecture 2025-26	15
UBLME1-15-1	History of Architecture 2025-26	15
UBLLWH-30-1	Low Carbon Structures 2025-26	30

Year 3

The student must take 120 credits from the modules in Year 3.

Year 3 Compulsory Modules

The student must take 120 credits from the modules in Compulsory Modules.

Module Code	Module Title	Credit
UBLMRJ-15-2	Architectural Technology and Environment 2 2026-27	15
UBLMR3-60-2	Architecture and Design Studio 2 2026-27	60
UBLMTV-15-2	Design Representation 2026-27	15
UBLMD1-15-2	Histories and Theories of Architecture 2026-27	15
UBLMNV-15-2	Research and Design Strategies 2026-27	15

Year 4

The student must take 120 credits from the modules in Year 4.

Year 4 Compulsory Modules

The student must take 120 credits from the modules in Compulsory Modules.

Module Code	Module Title	Credit
UBLMT3-15-3	Advanced Technology and Environment 3 2027-28	15
UBLMS3-60-3	Architecture and Design Studio 3 2027-28	60
UBLMNE-15-3	Collaborative Practice 2027-28	15
UBLMSJ-15-3	Dissertation 2027-28	15
UBLMYV-15-3	Theories of Architecture and Design 2027-28	15

Part C: Higher Education Achievement Record (HEAR) Synopsis

Part D: External Reference Points and Benchmarks

The curriculum, learning methods, aims and learning outcomes of this award respond to the guidelines and requirements of the EU, the Royal Institute of British Architects (RIBA) and the Architects Registration Board (ARB) and the QAA benchmark statement for architecture and engineering:

EU Directive 2005/36/EC on the Recognition of Professional Qualifications: Article 46 Training of Architects.

Procedures for Validation and Validation Criteria for UK and International Courses and Examinations in Architecture RIBA 2011.

Prescription of Qualifications: ARB Criteria at Parts 1,2 and 3 ARB 2011.

QAA publications subject benchmark statements:

QAA Architecture benchmark statement QAA361 09/10

We also have looked at:

UWE Employability Strategy

QAA code of practice: section 8 Career Education, information, advice and guidance

UWE Widening Participation Strategy

UWE Sustainability Strategy

UWE Teaching and Learning Strategy

Part E: Regulations

Approved to University Regulations and Procedures.

It is the Award Board's responsibility to determine whether the student's attainment at level 0 is sufficient to progress to level 1.