

Section 1: Basic Data

Awarding institution/body: **UWE**

Teaching institution: **UWE**

Faculty responsible for programme: **FBE**

Programme accredited by: **RIBA/RTPI**

Highest award title: **BA (Hons) Architecture and Planning**

Default award title:

**BA(Hons)/BA Built and Natural
Environments**

Interim award title: **DipHE Architecture and Planning
CertHE Architecture and Planning**

Modular scheme title: **UG Modular Scheme**

UCAS codes: **KK14**

QAA subject benchmarking group(s): **Architecture and Architectural Technology**

Valid until:

Valid from: **2001**

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

Version code: **1**

Version year: **2005**

Section 2: Educational aims of the programme

To produce graduates who have the potential to become architect-planners able to occupy and skillfully to practice the extensive common ground shared by the two professions. The Award sets out the following aims for the students.

- 2) To be able to design in detail and meet the needs and express the aspirations of building users and clients.
- 3) To be able to analyse strategically.
- 4) To understand context in its broadest sense.
- 5) To appreciate the importance of precedent both in the appraisal of context and the design of interventions.
- 6) To understand the nature of planning policy and its application.
- 7) To bring together the essential skills and knowledge of both the architect and planner.
- 8) To operate effectively as members of a wider inter-professional team and to work with flair and imagination.

Drawing on the approach outlined above, the intention is to provide a degree course in architecture and planning which meets the educational and professional requirements of the Royal Town Planning Institute and provides a professional education for the architect to a level which is equivalent to Part I of the RIBA examination as determined by the RIBA and the Architects Registration Board. As well as meeting the core requirements of both professional bodies, the Award seeks to build creatively on the common interests of the two professions and their links with related professions, to develop a unique and distinctive educational experience.

9) To develop the knowledge, skills, judgement and experience which will prepare them for entry to a career in architecture and/or town planning

10) To become creative and perceptive designers, policy-makers and problem solvers within the realms of architecture and town planning

- 11) To develop design skills within a multi-disciplinary context which recognises the role of the architect/planner as a leading member of an inter-professional team
- 12) To enhance creativity and imagination in both theoretical and practice-oriented activities
- 13) To achieve a clear understanding of the social, economic, environmental and political contexts in which the design process takes place and to gain an appreciation of the three dimensional consequences of policy making
- 14) To develop the technical skill to achieve functional design solutions based on a thorough understanding of the scientific principles underlying those skills
- 15) To develop an awareness of the European and global contexts of architecture and planning
- 16) To apply the practices of planning and architecture to achieve more sustainable development

Section 3: Learning outcomes of the programme

A: Knowledge and understanding

By the end of the programme, the student should be able:	Teaching/learning methods and strategies
<p>1) To understand the nature of architectural design and the design process</p> <p>2) To comprehend the evolution of the theories and philosophies underpinning architecture and town planning</p> <p>3) To acknowledge the changing contexts (economic, social, cultural, political, spatial, environmental) of architecture and planning and to engage in the debates about how these should be interpreted and reconciled</p> <p>4) To be familiar with the governmental, institutional, regulatory and administrative and financial context of development</p> <p>5) To acknowledge the roles played by other built environment professions, and the distinct perspectives which they bring to bear in the development process</p> <p>6) To understand building structures and construction and the properties of materials</p> <p>7) To understand building fabric and systems as modifiers of the physical environment</p> <p>8) To demonstrate an understanding of the importance of and principles underlying sustainable development</p> <p>9) To appreciate the social consequences of development and the specific needs of clients and users of property</p>	<p>1) Design Projects. The core of the student experience during their four years is the Design Studio and their own creative output in response to a 'hands on' design. Design Studios are structured around different themes in every year and include a diversity of conceptual and pragmatic projects which develop students' knowledge and understanding.</p> <p>These culminate in the Final Year with a year-long special study which combines rigorous research and integrates knowledge and concepts into a fully integrated architectural design project.</p> <p>2) Lectures/seminars: Focused knowledge development takes place via Lecture and Seminar based Modules. These include Urban Design; History, Theories and Contexts of Architecture & Planning; Planning Policy and Implementation; Technology and Construction and Inter-Professional Studies.</p> <p>Students are encouraged to do formative work to develop their understanding of the subject matter and receive feedback on their depth of understanding.</p> <p>3) Field Courses allow Students to see and experience the built environment. They are included in core modules as follows: Urban Design (presently Amsterdam) City & Regional Planning (presently Glasgow) Cultural Context and Theories of Architecture (presently Barcelona) In addition there is currently a voluntary Field Course to Berlin attached to the Special Study.</p> <p>Assessment</p> <p>The assessment of knowledge and understanding takes place in a variety of ways through the presentation and discussion of a portfolio of Design Studio Work, through coursework and examinations. Knowledge is also assessed through the Special Study Report and Agency Project report, which are significant pieces of work.</p>

B: Intellectual skills

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

- 1) Skillfully to apply their understanding of place and context to the design of buildings
- 2) To form the habit of making judgements in the process of designing.
- 3) To evaluate critically the designs of others and to be able to accept criticism as part of an evolving creative process.
- 4) To understand a range of approaches in terms of architectural composition and the manipulation of space.
- 5) To respond creatively to the needs of building users and the wider community in the context of the site and wider setting.
- 6) To adopt a critical attitude towards accepted beliefs and practices, and think and act creatively.
- 7) To make links between areas of the course and wider social, economic and environmental issues.
- 8) To be capable of bringing a broad and ethically informed perspective, including environmental and social awareness, to bear on issues relating to their subject.
- 9) To adopt a "deep learning" approach, which pays attention to the purpose and relevance of knowledge and skills and recognises the connections between different educational and life experiences.
- 10) To practise appraisal, analysis, research and evaluation.
- 11) To value a creative approach to problem solving
- 12) To use literature to produce well argued, well researched written work
- 13) To evaluate and analyse policy responses to planning issues
- 14) To use theory and philosophy to question the processes and outcomes of land and property development

Teaching/learning methods and strategies

Teaching and learning takes place through a variety of approaches:

- 1) Design Studio is the core of both enquiry and the synthesis of both thesis and antithesis. This is the main vehicle for the development of students creativity.
- 2) Lectures/tutorials/seminars allow focused inquiry and discussion
- 3) Field Courses place intellectual inquiry within direct sensory experience and response.
- 4) Work Placement requires the application of knowledge to a range of complex problems

Assessment

Intellectual skills are assessed in a variety of ways:

- 1) Discussion and critique of the students' portfolio of Design Studio Work, both at interim and stages.
- 3) Presentations and reflective reports of Inter-Professional Modules
- 4) Coursework of Lecture based Modules
- 5) Examinations in Lecture based Modules
- 6) Special Study Report and Agency Project report, which are comparable in length and complexity to a dissertation

C: Subject, Professional and Practical Skills

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

- 1) To apply knowledge of structure, construction, materials and environmental performance in the design of buildings.
- 2) To appreciate and respond sensitively to the values and needs of different groups in society
- 3) To mediate between the requirements of the client and users of buildings and places
- 4) To make informed judgements 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.
- 5) To undertake a range of design tasks including use of a variety of techniques including CAD, drawing, modelling, use of plans and mapping.
- 6) To have mastered the conventions of architectural drawing
- 7) To be able to make physical models, both of sketch and presentation standard
- 8) To be able to undertake research and data collection
- 9) To demonstrate a clear and analytical written style suited to the expression of ideas and policies at different levels

Teaching/learning methods and strategies

Design Studio is where skills are both acquired as habits that will inform the rest of a working life and in which they are honed through iteration and experimentation.

Tutorials and reviews, visiting practitioners and guest lecturers enable the Student to become used to working in dialogue.

Tutorials and reviews, visiting practitioners and guest lecturers support Students in the Studios.

The development of technical skills and skills such as CAD and modelling will take place in laboratory sessions and hand-on computer workshops.

Work Placement allows students to practice their planning skills within an operational agency.

Research skills are developed through a range of modules but come together in preparation for the Special Study.

Assessment

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 presentations / Reviews of Design Studio Work.

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.

D: Transferable skills and other attributes

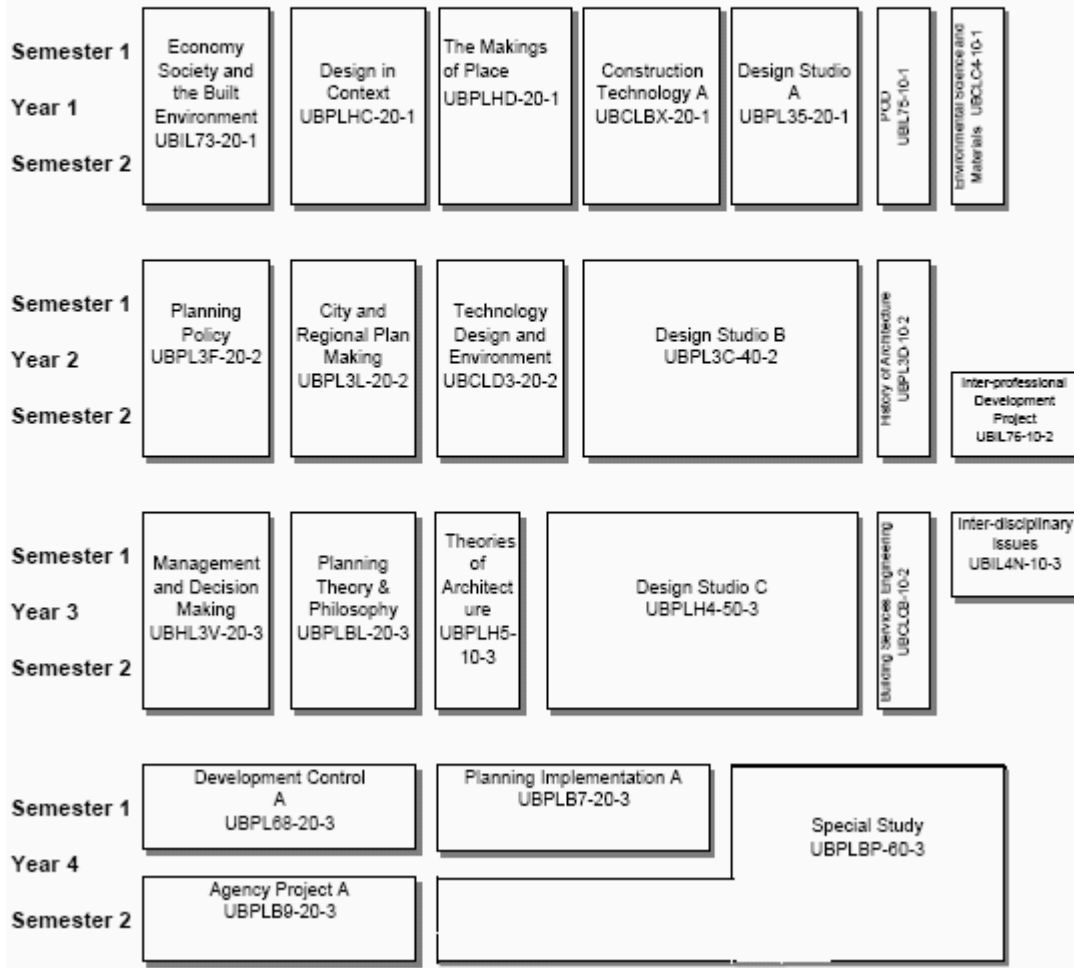
<p>By the end of the programme, the student should be able:</p> <p>The award facilitates and encourages the development in students of a wide range of planning and architecture-related and transferable skills. By the end of the award students will be have acquired the following skills:</p> <ol style="list-style-type: none">1) To communicate - orally, in writing, graphically - to a high standard2) To be able to draw conceptually and observationally3) To be able to use computers - including a competence in word processing, and data gathering and analysis4) To be comfortable with inter-professional and collaborative working; and to work effectively with others in a range of contexts and with a broad awareness of equal opportunities issues5) To be able to work independently and as part of a team	<p>Teaching/learning methods and strategies</p> <p>Transferable skills are developed through the Design Project modules which require their use throughout all years of the programme. In addition key transferable skills are consolidated through a programme of skills development consolidated through core level 1 modules, for example, relating to time management, report and essay writing, presentation skills. Where students have difficulties with these, additional support is available.</p> <p>Team working is developed in many of the modules but inter-professional team working takes place through the inter-disciplinary modules at each level requiring students to work together with students from other programmes in the Faculty.</p> <p>Assessment</p> <p>Transferable skills are explicitly assessed through the modules within which they are developed. Thereafter these skills will be assessed as a requirement of all pieces of working including the design projects, core planning modules and technical modules.</p> <p>Team working will be assessed through the presentations and reports required for the Inter-Professional Modules</p>
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Section 4: Programme structure

FIGURE 1: AWARD STRUCTURE DIAGRAM

BA (HONS) ARCHITECTURE AND PLANNING

Recommended Routeway for FT Students



The key consideration in the design of the award structure has been to ensure that it provides the range of knowledge, skills, and experiences to prepare students for a career in both architecture and town planning. Careful consideration has been given to the documents referred to in the section 'Reference Points'.

The timing and sequencing of subjects through the award has been given careful thought. The Award Structure diagram, shows that there is a broad balance between planning modules and architecture modules in each year of the award structure, so that learning builds up progressively in each area throughout the four years of the programme. It also means students can from the beginning bridge and link between the two discipline areas.

PROGRAMME STRUCTURE

At Level 1 the foundations are laid for the development of both knowledge and skills in the key areas of architectural design, planning practice, construction technology, and the history and theory of planning and architecture. The importance of the inter-professional nature of the work of the built environment professions is emphasised from the start in the module Process of Development. More particularly to introduce from the outset the idea that this award is the first stage of the training of a unique professional, the architect-planner.

Level 2 modules are focussed on the development of the core skills and knowledge of both disciplines including: the nature and processes of policy making; plan making at the city and regional scale;

building technology and its environmental impacts; the design of small but complex buildings in their physical and environmental context and the history of architecture and its critical appraisal. The inter-professional module sequence continues a project module in which students from across the faculty work together on a design project.

Level 3 modules taken in the third year of the full time award concentrate on more advanced consideration of planning knowledge and skills (including management and decision making and the theory and philosophy of planning). The broader cultural context of architecture and planning is explored and there is more detailed study of architectural theory. The double design studio module provides the opportunity both to design functionally challenging buildings and to explore more speculative approaches to architecture and the city. The inter-professional sequence culminates in an open-ended module that allows students to explore in depth current issues in the built environment.

Year 4 provides a challenging mix of modules which includes explorations of the implementation of planning policy and development control and professional work experience in the Agency Project. The award culminates in the Special Study in which students apply their knowledge of both planning problems and building design challenges. It consists of two parts. The research element requires the student to write an extended research paper on an aspect of planning or architecture. The design element includes the critical analysis of a settlement or urban quarter, the preparation of a master plan or urban design strategy and the design of a building to a defined brief within the context of their overall strategic framework.

INTEGRATION

Architecture and planning are integrative disciplines in which the planning policy, urban strategy or building design are informed by many kinds of knowledge - which range from the understanding of a architectural theory and an appreciation of historical precedent to practical knowledge of construction and environmental control technique.

It is the role of the design project stream to deliver this integration. Throughout the award design tasks are considered in a variety of ways - contextual, technological, historical, theoretical, social and environmental with direct links made between the design modules and preceding and parallel subject based modules.

It is regarded as particularly important to emphasise the links between design project work, the technological modules in the first and second year, and to give explicit consideration to understandings gained from the study of the history of architecture and urban design in design project modules at all levels.

Design tasks, especially in the third and fourth year, are framed to allow students to demonstrate their abilities in both disciplines and to demonstrate that they have assimilated the complementary knowledge bases and professional skills of both professional disciplines.

Core modules

Level 1

UBCLBX-20-1: Construction Technology A (20)

UBPLHC-20-1: Design in Context (20)

UBPL35-20-1: Design Studio A (20)

UBIL73-20-1: Economy, Society and the Built Environment (20)

UBCLC4-10-1: Environmental Science and Materials (10)

UBPLHD-20-1: The Makings of Place (20)

UBIL75-10-1: The Process of Development (10)

Level 2

UBCLCB-10-2: Building Services Engineering (10)

UBPL3L-20-2: City and Regional Plan Making (20)

UBPL3C-40-2: Design Studio B (40)

UBPL3D-10-2: History of Architecture (10)

UBIL76-10-2: Inter-professional: Development Project (10)

UBPL3F-20-2: Planning Policy (20)

UBCLD3-20-2: Technology Design and Environment (20)

Level 3

UBPLB9-20-3: Agency Project A (20)

UBPLH4-50-3: Design Studio C (50)

UBPL68-20-3: Development Control A (20)

UBIL4N-10-3: Interdisciplinary Issues (10)

UBHL3V-20-3: Management and Decision-Making (20)

UBPLB7-20-3: Planning Implementation A (20)

UBPLBL-20-3: Planning Theory and Philosophy (20)

UBPLBP-60-3: Special Study (60)

UBPLH5-10-3: Theories of Architecture (10)

Target Award

BA (Hons) Architecture and Planning

480 credits with at least 200 at level 3, a further 100 at level 2 or above and a further 160 at level 1 or above

Default Award

Interim Awards

CertHE Architecture and Planning

120 credits with at least 100 credits at level 1

DipHE Architecture and Planning

240 credits with at least 100 credits at level 2 and a further 120 credits at level 1

BA(Hons)/BA Built and Natural Environments

360 credits with at least 100 at level 3, a further 100 at level 2 and a further 140 at level 1

Section 5: Entry requirements

Applicants must all have achieved a GCSE pass at Grade C or above (or equivalent) in English and Maths

See also the Standard faculty entry requirements apply.

Section 6: Assessment Regulations

The Modular Assessment Regulations apply to this programme.

The degree classification will be based upon the best marks achieved across 300 credits at levels 2 and 3. The marks for the best 200 credits at level 3 will be weighted at three times the next best 100 credits at level 2 and above in calculating the classification.

In calculating the classification, the mark for the 60 credit Special Study module must be included within the 200 level 3 credit pool of marks to be weighted at three times the next best 100 credits at level 2 or above.

Section 7: Student learning: distinctive features and support

UWE Bristol is the first new RIBA validated architecture course in Britain for over 30 years, and was the first dual accredited architecture and planning programme in the country. With the completion of its new Studio Building in 2002 it has one of the most modern and useable homes of any architecture school.

For nearly 40 years the teaching and practice of designing the built environment in Britain has been split between two professions: Architects and Planners. How we experience and inhabit the built environment is seamless; you cannot draw a line between what is Architecture and what is Planning. The problems that this division can create become ever more apparent as we understand the environment ever more holistically and seek to design more integrated and sustainable environments. Consequently three concepts underpin this programme - "People, Sustainability and Context".

The unique academic programme of UWE Bristol's Architecture & Planning Award addresses this division through providing a broad-based education in the disciplines of architecture and planning.

The Architecture & Planning Award aims to educate practitioners and researchers equally skilled in both professional areas who possess a unique appreciation of buildings and their contexts. Highly creative architect-planners able to work from the scale of the city to the scale of a door-handle, responding to, and reflexive with, people, context and sustainability (the three keywords of the course). There is a shortage of such individuals in the current built environment professional scene and we believe that their skills are not only necessary, but also highly marketable; a view supported by our practitioner panels and the findings of the Latham, Egan and Rogers reports.

The programme also acknowledges the changing role of the professional in society. Architects and Planners work in the public realm, where it is increasingly recognised that they should act, not only as the agents and advisors of their clients and employers, but with conscientious consideration of the wider social and environmental impact of their design decisions and policy advice. To achieve this traditional professional demarcations need to become more permeable and integrative as in this programme.

The programme brings together the curricular and outcome requirements of the Royal Institute of British Architects (RIBA) and the Architects' Registration Board (ARB) with those of the Royal Town Planning Institute (RTPI). It also constitutes the first stage of preparation for entry to the (ARB) and membership of the (RIBA) and the (RTPI) as the course is validated by both professions: by the RIBA and the ARB as giving exemption from the RIBA Part 1 examination, by the RTPI as providing the academic qualifications for entry to the planning profession.

Already qualified as Town Planners after the four years of the BA Architecture & Planning Award students are in a unique position to pursue a number of careers related to the built environment. After spending a year in an architectural practice students can proceed to the BArch / MA (RIBA Part 2) course, either at UWE or another institution to later emerge as fully qualified Architect-Planners. Equally students may choose enter employment as a Planner with a strong training in design or take a

further specialist course in Urban Design etc.

Whichever direction students choose to move in, having a dual qualification in Architecture & Planning will open up a wide range of opportunities in the job market, as many of our recent graduates can testify.

Section 8: Reference points/benchmarks

1. QAA benchmark statements

The aims and learning outcomes of the Architecture & Planning Award reflect the subject-specific guidance found on pages mmm of the QAA Architecture Benchmark Statement: (<http://www.qaa.ac.uk/crntwork/benchmark/architecture.pdf>) as well as pages mmm of the QAA Town & Country Planning Benchmark statement:<http://www.qaa.ac.uk/crntwork/benchmark/phase2/tcp.pdf>)

In addition the prescriptions set out in the QAA Benchmark Statements concerning knowledge, intellectual skills, subject-specific and transferable skills were used to form the learning outcomes of the Award.

From the Architecture statement:

1. The consideration of building users and materials in design, an understanding of design processes and the ability to conceptualize and detail a structure.
2. A knowledge of, and ability to form judgements about, the cultural contexts of places.
3. A knowledge of, and ability to embody, environmental strategies and technologies in the design of buildings.
4. The ability to communicate design ideas both orally and in a variety of physical and virtual media.
5. To appreciate the issues implicit in acting as a professional architect, often in interdisciplinary situations.

From the Town and Country Planning statement:

1. An understanding of the processes of change in the environment.
2. A knowledge of the practice of planning.
3. An engagement with current debates in planning.
4. Development of both subject specific and transferable skills.

In addition, the teaching / learning and assessment strategies adopted on this programme are consistent with those contained within the benchmarking statement. Transferable skills are further embedded at a modular level in the skills matrices that accompany each module. These highlight those skills that are developed, practiced and assessed by the module in question.

2. Professional Validation/Accreditation

The curriculum, learning methods, aims and learning outcomes respond to the guidelines and requirements set out by the Royal Institute of British Architect (RIBA) as well as the guidelines and requirements set out by the Architects' Registration Board (ARB) and the Royal Town Planning Institute (RTPI):

- a) Guidelines for Initial Professional Education published by the Royal Town Planning Institute.
- b) Procedures and Criteria for the Validation of Courses, Programmes and Examinations in Architecture published jointly by the Royal Institute of British Architects and the Architects Registration Board which incorporate articles 3 and Four of the European Commission Architects Directive.

3. The University and Faculty Teaching, Learning and Assessment Strategies

The Undergraduate Modular Scheme teaching learning and assessment strategies are set out embedded in the Award documentation. Details of the assessment of individual modules are shown in

the individual module proforma.

4. Staff research and professional practice

Staff Research in the Architecture & Planning Award is manifold in topics and in approaches to research. The majority of research takes place within one of the cross-departmental Research Centres located in the Faculty of the Built Environment. These include the Centre for Environment and Planning and Cities Research Centre.

This environment encourages collaborative and inter-disciplinary research teams to be formed augmenting the integrative ethos of the Architecture & Planning Award. Besides the more passive reflection of research work upon the delivery of lecture based courses the Design Studio offers an opportunity for a more active linkage between research and teaching, the topics of the Studio allowing students, even at this undergraduate level, to be involved with the testing of ideas.

Individual research development is undertaken through consultation with the Heads of the Research Centres, the Associate Dean (Research).