Programme Specification

Architecture [SriLanka]

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Contents

Programme Specification 1

Section 1: Key Programme Details 2

Part A: Programme Information 2

Section 2: Programme Overview, Aims and Learning Outcomes 3

Part A: Programme Overview, Aims and Learning Outcomes 3

Part B: Programme Structure 12

Part C: Higher Education Achievement Record (HEAR) Synopsis 13

Part D: External Reference Points and Benchmarks 13

Part E: Regulations 13

Section 1: Key Programme Details

Part A: Programme Information

Programme title: Architecture [SriLanka]

Highest award: BArch (Hons) Architecture

Awarding institution: UWE Bristol

Affiliated institutions: CSA

Teaching institutions: CSA

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: Not applicable

Modes of delivery: Full-time

Entry requirements: Entrance to UWE BArch (Level 6) requires:
Successful completion of Year 1 and 2 of the CSA Advanced Diploma in Architecture (Part 1).

City School of Architecture's entry requirements for the Advanced Diploma in Architecture apply. Full details are available on the CSA website: https://www.csacolombo.edu.lk/admissions/part-01-criteria-and-admissions-checklist

English language proficiency is assessed through CSA's entry requirements (a pass in English at the GCE Ordinary Level Examination (Sri Lanka) or equivalent, an Aptitude Test and Interview) and successful completion of Year 1 and 2 academic studies.

Further information on acceptable English language qualifications can be found on the UWE website:
https://www.uwe.ac.uk/courses/applying/international-applications/english-language-requirements#afc50d09d-85cb-4986-bb92-b4382b5b9c2b

For implementation from: 01 October 2028

Programme code: K10H00

Section 2: Programme Overview, Aims and Learning Outcomes

Part A: Programme Overview, Aims and Learning Outcomes

Overview: This degree is designed to equip students with the critical, creative, and technical skills necessary for contemporary architectural practice.

Being a practice-based programme, the course emphasizes hands-on learning and real-world application that blends studio-based pedagogy, technical workshops, and live projects with theoretical and contextual studies to ensure that graduates are practice-ready at an undergraduate level.

This programme is the first of two degrees needed to become an Architect and is designed to meet the requirements for prescription and validation by the Sri Lanka Institute of Architects (SLIA) and Royal Institute of British Architects (RIBA) as a Part 1 qualification in architecture.

The programme addresses the competency profile and key learning outcomes stipulated by the Board of Architectural Education of the SLIA and the Themes and Values and the graduate attributes established by the RIBA. The programme ensures that the students graduate with a robust foundation in the discipline and the ability to meet professional expectations as a Part I Graduate while meeting the standards of the QAA Subject Benchmark Statement for Architecture, and Sri Lanka Qualification Framework (SLQF) to address the shifts in the profession, evolving

societal, environmental, and technological challenges, ethical considerations, and best educational practices while upholding the core objectives of architectural education.

This is a 2+1 arrangement whereby UWE Bristol:
· Recognises the first two years of the CSA Part 1 Diploma programme as the equivalent of 240 credits at Levels 4 and 5;
· City School of Architecture (CSA) delivers Level 6 of the programme, as approved by UWE Bristol.

Successful completion of all three years leads to the award of BArch(Hons) Architecture which is conferred by UWE Bristol.

The programme CSA Advanced Diploma in Architecture, conferred by City School of Architecture, is designed to meet the requirements to be validated by the Royal Institute of British Architects (RIBA) and gain exemption from the RIBA Part 1 as a programme delivered in Sri Lanka. The Validation is sought by the City School of Architecture as an independent process.

Features of the programme: Professional Alignment: The programme is aligned with the competency profile stipulated by SLIA, and the RIBA Themes and Values, ensuring graduates are well-prepared for professional progression.

Practice-based orientation: to strengthen the practice-based orientation, the programme focuses on the following guiding principles:

Global Relevance and Local Context: The programme fosters globally relevant yet locally grounded architectural education, encouraging students to integrate regional identity, traditions, and materials with contemporary global trends and technologies. Emphasizing context-sensitive and sustainable design, it promotes innovation through emerging technologies, including smart materials, biomimetic systems and digital fabrication, while aligning with international standards and accreditation frameworks, and while maintaining a strong cultural and regional relevance through focusing on cultural heritage, local materials, and craftsmanship.

Human-Centric Design: The programme emphasizes human-centric and inclusive design, fostering spaces that address diverse cultural, social, and physical needs. It prioritises health and wellbeing through safe, biophilic, and ergonomic environments, while promoting community engagement and participatory design to create socially responsive and meaningful architectural solutions.

Sustainability and Resilience: The programme focuses on sustainable and resilient architecture, teaching students to create environmentally responsible, climate-responsive, and adaptable designs. It emphasizes integration of renewable energy, circular design approaches, zero-carbon, net-positive regenerative design approaches focusing on ecological coexistence, and resource efficiency using AI for performance simulation, while preparing students to develop structures and urban spaces resilient to environmental, economic, and social challenges.

Technological Integration: The programme equips students with advanced technological skills, using digital tools, BIM, parametric design, emerging technologies in construction processes, and digital collaboration workflows within interdisciplinary project environments.

Business Skills in Architecture: The programme develops essential business and professional skills for architectural practice, with a basic understanding of practice management, construction economics, risk assessment, and strategic decision-making. It also emphasizes marketing, branding, entrepreneurship, and innovative business models, preparing students to manage projects effectively, promote their services, and establish a professional identity, focusing on professional communication, and presentation to academic and professional audiences, including structured training in presenting design proposals to clients, stakeholders, and specialist audiences.

Ethics and Responsibility: The programme fosters ethical and responsible architectural practice, emphasizing sustainability, social relevance, and heritage conservation and environmental stewardship. Students learn to address environmental impacts, community needs, and cultural values while upholding

professional integrity, accountability, and ethical standards in all aspects of design and practice. Graduates are trained on the responsible and ethical use of AI in line with the prevailing global scenario.

Interdisciplinary Collaboration: The programme promotes interdisciplinary collaboration and global perspectives, recognising the built environment as a complex, interconnected system of spatial, structural, environmental, social, and ecological components, encouraging students to work with diverse professionals and engage with international case studies to develop holistic, culturally and environmentally informed architectural solutions.

Innovation and Applied Research: The programme fosters innovation and research-led design, enabling students to explore emerging topics, and engage in research-informed architecture that encourages creative and pioneering solutions. This approach aligns with the practice-based pedagogy, preparing students for the real-world practice, where research is not undertaken as an end in itself, but in support of the development of methodologies that engage research in the generation of imaginative and rigorously determined architectural outcomes.

Educational Aims: The programme aims to:

1. Provide a robust foundation in architectural design, history, theory, and technical knowledge within the broader societal and environmental frameworks, encouraging imaginative exploration and ambitious innovation in design thinking through studio projects.

2. Prepare students for a clear understanding of functional, technical, and constructional resolution, ensuring they develop a solid foundation in spatial organisation, building systems, material applications, and technical coordination, while cultivating ambition to push boundaries in constructional creativity and embedding practice-based learning through site visits, workshops, and industry collaboration.

3. Equip students with the ability to critically analyse and respond to complex design

briefs, integrating sustainability, inclusivity, and technical proficiency into architectural practice, while inspiring imaginative solutions and innovative approaches grounded in practice-based pedagogies.

4. Encourage interdisciplinary collaboration, enabling students to work effectively across professional and cultural contexts, while fostering ambitious projects that combine diverse perspectives and imaginative strategies, supported by teamwork in studios, charrettes, and interdisciplinary partnerships.

5. Cultivate an appreciation for architecture by combining creative design ambition with an understanding of materials, construction techniques, and technical systems, ensuring students develop both imaginative vision and innovative technical mastery through experimentation, prototyping, and hands-on making.

6. Provide an Architectural Education rooted in the real world of practice, where the academic culture stimulates diversity of thought and imaginative exploration, fostering teaching and learning processes that emphasize employability, while encouraging ambitious career paths and innovative professional alignments.

7. Place greater emphasis on functional, technical, and constructional resolution within the Advanced Diploma programme, ensuring students develop a solid foundation in spatial organisation, building systems, material applications, and technical coordination, while nurturing imaginative ambition to innovate within technical and constructional frameworks through practice-based studio pedagogy and industry-led mentorship.

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

Programme Learning Outcomes

PO1. Demonstrate comprehensive knowledge of architectural design with a focus on the relationship between design and materiality, informed by the core subject areas history, theory, society, culture, technology, environment, profession, ethics, and sustainability as specified under the SLIA Part I Curriculum.

PO2. Construct and sustain rational, compelling, and convincing arguments, that integrates real-world applications and experiential activities.

PO3. Demonstrate a systematic understanding of materials, construction systems, and technologies, and the ability to creatively design and detail architectural designs that are structurally sound, technologically coherent, and aesthetically sound.

PO4. Apply analytical and problem-solving skills using appropriate ideas and techniques through a structured design process that produces functionally appropriate, spatially and visually sensitive, and contextually meaningful architectural solutions.

PO5. Integrate sustainable principles, climate resilience, inclusivity, thermal comfort, environmental performance, and safety as non-negotiable design parameters in the conception, development, and technical resolution of environmentally conscious, functional building solutions.

PO6. Respond critically and creatively to environmental, social, cultural, and societal challenges through architectural propositions that are contextually informed, while demonstrating innovation, imagination, and ambition in design to meet the needs and wellbeing of diverse communities.

PO7. Adhere to planning, regulatory, and economic frameworks to deliver economically viable and responsible architectural solutions.

PO8. Collaborate effectively within interdisciplinary and professional practice contexts while upholding ethical standards.

PO9. Communicate design ideas, issues, problems, design and technical solutions clearly and creatively using visual, verbal, and written media.

PO10. Ability to carry out further training and manage own learning.

Assessment strategy: This programme employs a comprehensive, programmatic assessment strategy, making assessment an integral part of the learning journey.

This approach ensures that assessments build critical skills, reinforce key competencies, and provide structured opportunities for reflection, growth, and

professional readiness. By employing authentic, varied, and practice-oriented assessment methods, the programme supports students in developing the skills and confidence needed to succeed in both academic and professional contexts.

Opportunities for formative assessment are embedded in the module teaching and take a variety of forms, including presentations, group discussions, and reflections, and instructor feedback on presentations. These activities will help prepare for the tutorial/assignments. Assignments will be integrated with the design studio module to enhance the application of learnt theories and techniques.

Integrated Assessment Types and Alignment with Learning Outcomes

Assessments are intentionally diverse and carefully aligned with the knowledge, skills, and competencies that graduates are expected to demonstrate.

Assessment for each year of study in the Design studio will be done through continuous studio-based assessments, a design portfolio examination of the design studio work, and a course-end examination of a comprehensive design project, a capstone element of the curriculum, designed to integrate students' knowledge, skills, and professional competencies acquired throughout the programme.

Theoretical subjects will be assessed through assignments and written examinations. While assignments attempt to integrate learnt knowledge and understanding with design studio projects, the written examination will test their knowledge and understanding in a controlled environment. Some selected modules will be assessed through 100% assignments.

Core assessment types include:
Design Projects and reflections: Design-based assessments challenge students to apply theoretical knowledge in practical, creative contexts. These projects often involve responding to real-world briefs fostering skills in problem solving, stakeholder engagement, and ethical decision-making. With a series of interim reviews, students are encouraged to analyse their design process critically and, integrating feedback to improve their problem-solving strategies and professional understanding.

Oral Presentations and Design Reviews: Regular presentations (group or individual) help students articulate their ideas effectively to peers, tutors, and industry professionals. These sessions are designed to simulate professional environments, enabling students to develop their communication and critical thinking skills. Immediate feedback from presentations fosters assessment as learning, helping students refine their designs and adapt their approaches.

Portfolio: This assessment method captures students' design progression and technical mastery at the end of the academic session. It enables students to showcase their understanding of key architectural principles, including sustainability, cultural responsiveness, and technical proficiency. By documenting their learning journey, students develop reflective insights and demonstrate their growth over time. The portfolio format supports assessment for learning, allowing students to refine their work iteratively based on continuous feedback.

Assignments: Written Assignments and Case Studies (in class or take-home) encourage students to explore architectural theory, sustainability, in depth. These tasks develop research skills, critical analysis, and evidence-based reasoning, which are essential for making informed design decisions. Essays and case studies also support students in understanding architecture's broader societal and environmental implications.

Examination: Written examinations under controlled conditions to assess knowledge and understanding of theoretical concepts and principles, evaluate analytical and critical thinking, examine reasoning skills in applying concepts to hypothetical or problem based scenarios, test student's capability to apply theoretical knowledge to practical or related contexts, evaluate clarity, coherence, and precision in written articulation of ideas, offer a controlled, equitable environment to compare student performance objectively.

Student support: Students are supported in their learning through field visits, laboratory visits, and practical hands-on experiences with industry partners professionals. The programme is managed by the Head of School who oversees the operation of the programme and the delivery of the modules, assisted by the Associate Director (Spatial Practice) and Partnership Director. The University of the West of England (UWE) School of Architecture and Environment has a Link Tutor who manages the collaboration between City School of Architecture (CSA) and the University. Most organised visits for an entire cohort will be organised by the school, where transport and travel insurance will be provided. However, the students will be required to self-finance other expenses. On certain occasions, the students will have to visit sites, authorised authorities or places for research on their own. Any letters of permission etc., that may be required will be provided on request. In addition, academic support is available through UWE Link tutor and the other digital learning portals available through the Partnership.

Regular meetings of student representatives with the Head of School, Deputy Heads of School, and the Academic Registrar are held to discuss and resolve any issues.

Student well-being is supported through a structured system involving multiple layers of guidance and care. Year coordinators and mentors serve as the first point of contact for academic concerns, while an appointed academic coordinator manages lecture scheduling and related matters. Beyond academics, a Student Wellbeing Officer is available for personal approaches, and a Student Counsellor provides group sessions during orientation or mid-term to help students manage stress and personal challenges. For those needing additional support, individual counselling sessions with a qualified psychologist are offered online, with up to six sessions available weekly. The Policy on Behaviour and Misconduct ensures a clear process for addressing complaints, while student class representatives regularly meet with the Head of School, Deputy Heads, and the academic registrar to raise and resolve general concerns. Additionally, students may request individual appointments with the Head of School to discuss specific issues.

Part B: Programme Structure

Year 1

Direct entry to Level 6 only.
120 credits at Level 4 and 120 credits at Level 5 are Accredited Learning.

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

Year 1 Compulsory Modules

Students must take 120 credits from the modules in Compulsory Modules.

Module Code	Module Title	Credit
UBLLF6-16-3	Design 3.1 (Sustainable Technology in Design Studio) 2028-29	16
UBLLF7-48-3	Design 3.2 (Integrated Design Studio) 2028-29	48
UBLLF8-8-3	Research and Communication 3.1 (Architectural Essay) 2028-29	8
UBLLF9-8-3	Research and Communication 3.2 (Architectural Representation) 2028-29	8
UBLLEW-8-3	Theory of Architecture 3 (Contemporary Architectural Theory) 2028-29	8
UBLLEX-8-3	Architecture and Structures 3 (Integrating Structure and Architecture) 2028-29	8
UBLLEY-8-3	Materials and Construction 3 (Innovative Materials and Sustainable Construction) 2028-29	8
UBLLF4-8-3	Environment 3 (Sustainable Design, Energy Efficiency, and Alternative Technology) 2028-29	8

UBLLF5-8-3	Profession 3 (Practice, Regulations and Construction Economics) 2028-29	8

Part C: Higher Education Achievement Record (HEAR) Synopsis

Graduates will demonstrate comprehensive knowledge of architectural principles, design processes, and technical systems. They will be skilled in analysing and solving complex spatial problems, integrating sustainable, socially responsive, and economically viable solutions within regulatory frameworks. Adopting creative approaches, demonstrating ethical awareness, and effective communication abilities, they will collaborate successfully in interdisciplinary professional environments to produce meaningful and contextually appropriate architectural designs.

Part D: External Reference Points and Benchmarks

The revised SLIA Curriculum, alongside the new Themes and Values introduced by the RIBA, has significantly influenced the programme design. It aligns with the QAA Subject Benchmark Statement for Architecture 2026, Subject Benchmark in Architecture by Quality Assurance and Accreditation Council University Grants Commission, Sri Lanka (December 2010), and the Sri Lanka Qualifications Framework (SLQF) (2015), addressing shifts in the profession, evolving societal, environmental, and technological challenges, ethical considerations, and contemporary educational best practices, while maintaining the core objectives of architectural education. This framework has shaped both the overall structure and the depth of the programme's content.

Part E: Regulations

Approved variant to University Academic Regulations and Procedures.

This award is governed by assessment regulations that have been approved by UWE's Academic Board as a variation to UWE's standard assessment regulations.