PROGRAMME SPECIFICATION

.Part 1: Basic Data		
Awarding Institution	UWE	
Teaching Institution	UWE	
Delivery Location	Frenchay	
Faculty responsible for programme	Faculty of Environment and Technology	
Department responsible for programme	Planning & Architecture	
Modular Scheme Title	FE TUG Modular Scheme	
Professional Statutory or Regulatory Body Links	Architects Registration Board, Royal Institute of British Architects	
Highest Award Title	BSc (Hons) Architecture	
Default Award Title		
Interim Award Titles	BSc Architecture DipHE Architecture CertHE Architecture	
UWE Progression Route		
Mode(s) of Delivery	Full Time with Foundation year	
Codes	UCAS:K100 ISIS2:**K10G** K10J (WFY-FT)	JACS: HESA:
Relevant QAA Subject Benchmark Statements	Architecture	
CAP Approval Date	June 2015; 7 March 2018 v2	
Valid From	September 2015 v1 September 2018 v2	
Valid until Date		
Version	2	

Part 2: Educational Aims of the Programme

BSc(Hons) Architecture is a three year undergraduate programme designed to meet the requirements for prescription by the Architects Registration Board (ARB) and validation by the Royal Institute of British Architects (RIBA) as a Part 1 qualification in architecture, an essential step towards becoming a registered architect in the UK.

Part 2: Educational Aims of the Programme

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.

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.

Part 3: Learning Outcomes of the Programme

The focus of the foundation year (level 0) is on the acquisition both of appropriate academic skills and relevant subject knowledge to allow students to develop and progress through levels 1, 2 and 3 in relation to knowledge and understanding, cognitive, subject specific and study skills.

The award route provides opportunities for students to develop and demonstrate knowledge and understanding, qualities, skills and other attributes in the following areas:

The ARB/RIBA criteria for prescription/ validation of Part 1 qualifications are identical to those at part 2 and are based on the requirements of article 46 of the EU Qualifications Directive. The learning outcomes of Part 1 are distinguished from those of Part 2 by seven graduate attributes.

They are set out below in bold type.

1. ability to generate design proposals using understanding of a body of knowledge; some at the current boundaries of professional practice and the academic discipline of architecture;
2. ability to apply a range of communication methods and media to present design proposals clearly and effectively;
3. understanding of the alternative materials, processes and techniques that apply to architectural design and building construction;
4. ability to evaluate evidence, arguments and assumptions in order to make and present sound judgments within a structured discourse relating to architectural culture, theory and design;
5. knowledge of the context of the architect and the construction industry;
6. and the professional qualities needed for decision making in complex and unpredictable circumstances;
7. ability to identify individual learning needs and understand the personal responsibility required for further professional education.

Learning Outcomes	Teaching, Learning and Assessment Strategies
A Knowledge and Understanding	
A Knowledge and understanding of 1) The nature of architectural design and the design process. 2) The evolution of the theories and philosophies underpinning architecture. 3) The changing contexts (economic, social, cultural, political, spatial, environmental) of architecture and to engage in the debates about how these should be interpreted. 4) The governmental, institutional, regulatory and administrative and financial context of development. 5) The roles played by other built environment professions, and the distinct perspectives which they bring to bear in the development process. 6) Building structures and construction and the properties of materials. 7) Building fabric and systems as modifiers of the physical environment. 8) The importance of and principles underlying sustainable development. 9)The social consequences of development and the specific needs of clients and users of property.	Teaching/learning methods and strategies: 1) Design projects are the main vehicle for learning in this programme. They are structured around core themes in each of the three years. The sequence culminates in the final year with a comprehensive design study that requires students to demonstrate knowledge and skills acquired during the course in an integrated architectural in a defined setting. 2) Focused knowledge development takes place in lecture and seminar based modules. The core subjects covered include history, theories and contexts of architecture; urban design;; building technology, sustainability and inter-professional studies 3) The dissertation and other extended written assignments develop students research and written communication skills 4) Residential and local field courses that allow students experience a variety of the built environments. Assessment: Knowledge and understanding are assessed through a portfolio of design projects, examinations, a dissertation and a variety of other coursework assignments.
B Intellectual Skills	
B Intellectual Skills 1) Skillfully apply the understanding of place and context to the design of buildings. 2) Evaluate critically the designs of others and to be able to accept criticism as part of an evolving creative process. 3) Understand a range of approaches to architectural composition and the manipulation of space. 4) Respond creatively to the needs of building users and the wider community. 5) Adopt a critical attitude towards accepted beliefs and practices, and think creatively. 6) Make links between areas of the course and wider social, economic and environmental issues. 7) Capacity to bring a broad and ethically informed perspective, including environmental and social awareness, to bear on issues relating to their subject. 8) Practise appraisal, analysis, research and evaluation. 9) Produce well argued, well researched written dissertation based on evidence. 10) Evaluate and propose policy responses to planning issues	Teaching/learning methods and strategies: 1) Design projects are the main vehicle for the development of students' design skills and creative thinking 2) Lectures, tutorials and seminars allow focused inquiry and discussion. 3) Field courses place intellectual inquiry within direct experience. 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 final stages. 3) Presentations and reflective reports of inter-professional modules. 4) Coursework of lecture based modules. 5) Examinations in lecture based modules. 6) Dissertation and other extended written assignments

<table>
<tr><th colspan="2">C Subject, Professional and Practical Skills</th></tr>
<tr><td>C Subject, Professional and Practical Skills

1) Apply knowledge of structure, construction, materials and environmental performance in the design of buildings.
2) Appreciate and respond sensitively to the values and needs of different groups in society.
3) Mediate between the requirements of the client and users of buildings and places.
4) 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.
5) Undertake a range of design tasks including use of a variety of techniques including CAD, drawing, modelling, use of plans and mapping.
6) Master the conventions of architectural drawing.
7) Make physical models, both of sketch and presentation standard.
8) Undertake research and data collection.
9) Demonstrate a clear and analytical written style suited to the expression of ideas and policies at different levels.</td><td>Teaching/learning methods and strategies:

1) Design projects are the context in which analytic and synthetic skills are acquired and developed through iteration and experiment.
2) Technical skills and skills are developed in laboratory sessions and hand-on computer workshops.
3) Research skills are developed through a range of modules but come together in the dissertation.

Assessment:

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

1) Design skills are assessed through the submission of a portfolio of design studio work and interim and final reviews.
2) 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.</td></tr>
<tr><th colspan="2">D Transferable Skills and other attributes</th></tr>
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The programme facilitates and encourages the development in students of a wide range of architecture-related and transferable skills.

By the end of the award students will have acquired the following skills:

1) To communicate - orally, in writing, graphically - to a high standard.
2) To draw conceptually and observationally.
3) To use computers - including a competence in word processing, and data gathering and analysis.
4) 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.
5) To work independently and as part of a team.</td><td>Teaching/learning methods and strategies:

Transferable skills are developed through the design project modules which require their use in all years of the programme.

Key transferable skills are introduced in a programme of skills development in level 1 modules including time management, report and essay writing and presentation skills.

Team working is developed in many modules and inter-professional team work is assessed in the inter-professional modules

Assessment:

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.</td></tr>
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Part 4: Programme Structure

This structure diagram demonstrates the student journey from Entry through to Graduation for a **full time student**, including: level and credit requirements, interim award requirements, module diet, including compulsory and optional modules

ENTRY

Year 1 (level 0)	Compulsory Modules UBLMWM-15-0 Foundation Engineering for Designers UBLMSA-15-0 Foundation Mathematics for the Built Environment UBLML7-30-0 Foundation Design Studio UBLMYM-30-0 Foundation Design Communication UBLMLR-30-0 Context of Design and Development	**None** 120 credits at Level 0 Successful completion of all level 0 modules required to permit progression to level 1.
Year 2 (level 1)	Compulsory Modules UBLLYC-60-1 Design Studio 1 UBLLVU-30-1 Making of Place UBLLWH-30-1 Investigating Structures	**Interim Award** **CertHE Architecture** Credit Requirements: 240 credits At least 100 credits at level 1 or above. 120 credits at level 0
Year 3 (level 2)	Compulsory Modules UBLMR3-60-2 Architecture and Design Studio 2 UBLMTV-15-2 IT for Designers (renamed to Design Representation, to implement from Sep 2019 for new students) UBLMNV-15-2 Research and Design Strategies UBLMTE-15-2 History of Architecture UBLMRJ-15-2 Architectural Technology and Environment 2	**Interim Award** **DipHE Architecture** Credit requirements: 360 credits At least 100 credits at level 2 or above. At least 120 credits at level 1 or above. 120 credits at level 0.

Year 4 (level 3)	Compulsory Modules UBLMS3-60-3 Architecture and Design Studio 3 UBLMSJ-15-3 Dissertation UBLMNE-15-3 Collaborative Practice UBLMT3-15-3 Advanced Technology and Environment 3 UBLMYV-15-3 Theories of Architecture and Their Application to Design	**Interim Awards** **BSc Architecture** Credit requirements: 420 credits At least 60 credits at level 3 or above. At least 100 credits at level 2 or above. At least 140 credits at level 1 or above. 120 credits at level 0. **Highest Award** **BSc(Hons) Architecture** Credit requirements: 480 credits At least 100 credits at level 3 or above. At least 100 credits at level 2 or above. At least 140 credits at level 1 or above. 120 credits at level 0.

Part 5: Entry Requirements

The University's Standard Entry Requirements apply with the following additions/exceptions*:

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

Tariff points as appropriate for the year of entry - up to date requirements are available through the courses database

Part 6: Assessment

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.

Part 7: Student Learning

Teaching, learning and assessment strategies to enable learning outcomes to be achieved and demonstrated

At UWE, Bristol there is a policy for a minimum average requirement of 12 hours/week contact time over the course of the full undergraduate programme. This contact time encompasses a range of face: face activities as described below. In addition, a range of other learning activities will be embedded within the programme which, together with the contact time, will enable learning outcomes to be achieved and demonstrated.

On the BSc(Hons) Architecture programme teaching is a mix of scheduled and independent learning.

Scheduled learning includes design studios, lectures, seminars, tutorials, project supervision, demonstration, practical classes and workshops, external visits; supervised time in studio/workshop.

Independent learning includes hours engaged with essential reading, case study preparation, assignment preparation and completion etc. These sessions constitute an average time per level as indicated in the table below.

Part 7: Student Learning

Description of Distinctive Features and Support

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.

Part 8: Reference Points and Benchmarks

Description of ***how*** the following reference points and benchmarks have been used in the design of the programme:

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 & 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

STUDENT AND ACADEMIC SERVICES

FOR OFFICE USE ONLY

First CAP Approval Date	June 2015			
Revision Approval Date	-	Version	1	
	7 March 2018		2	Link to RIA (ID 4610) Link to RIA (ID 4678)
Next Periodic Curriculum Review due date				
Date of last Periodic Curriculum Review				