



UNIVERSITY OF LINCOLN

Programme Specification

Title:

Bachelor of Architecture with Honours

Final Award: **Bachelor of Architecture with Honours (BArch Hons)**

With Exit Awards at:

Certificate of Higher Education (CertHE)

Diploma of Higher Education (DipHE)

To be delivered from: 15 Sep 2014

| Level | Date |
|---|-------------|
| Level 1 or Certificate of Higher Education (CertHE) | 2017-18 |
| Level 2 or Diploma of Higher Education (DipHE) | 2018-19 |
| Level 3 or | 2019-20 |

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1. Introduction

This document describes one of the University of Lincoln's programmes using the protocols required by the UK National Qualifications Framework as defined in the publication *QAA guidelines for preparing programme specifications*.

This programme operates under the policy and regulatory frameworks of the University of Lincoln.

2. Basic Programme Data

| | |
|---|---|
| Final Award: | Bachelor of Architecture with Honours (BArch Hons) |
| Programme Title: | Bachelor of Architecture with Honours |
| Exit Awards and Titles | Certificate of Higher Education (CertHE) Diploma of Higher Education (DipHE) |
| Subject(s) | Architecture |
| Mode(s) of delivery | Full Time Part Time |
| Is there a Placement or Exchange? | |
| UCAS code | K100 |
| Awarding Body | University of Lincoln |
| Campus(es) | Lincoln Campus |
| School(s) | School of Architecture & Design |
| Programme Leader | Barbara Griffin (BGriffin) |
| Relevant Subject Benchmark Statements | |
| Professional, Statutory or Regulatory Body Accreditation | Architects Registration Board (ARB), Royal Institute of British Architects (RIBA) |
| Programme Start Date | 2017-18 |

3. Programme Description

3.1 Overview

The Bachelor of Architecture with Honours is recognised by the Royal Institute of British Architects (RIBA) and the Architects Registration Board (ARB) as the award that carries exemption from Part 1 of the professional Examination in Architecture. The course is mapped to the General Criteria and Graduate Attributes of those two professional bodies and the coinciding benchmarks of the Quality Assurance Agency (QAA). In Appendix 4, the relevant criteria, attributes and benchmarks are ARC01 to ARC11 and ARC33 to ARC38.

3.2 Aims and Objectives

We have an image of the student at the end of the Bachelor of Architecture with Honours course as an enabling, co-ordinating and integrating designer, rather than a specialist; a widely educated person skilled in both architectural design and architectural technology.

The Bachelor of Architecture with Honours aims to provide a framework for understanding the architectural design process and a basis for:

- Subsequent education and/or professional qualification in subjects related to architecture
- Postgraduate study/ research
- Life-long learning

The subject aims to:

- Encourage students to develop enthusiasm for the study of architecture and its allied subjects
- Foster students' knowledge of the expanse of possible study and its application
- Enable students to reach a high level of intellectual and imaginative development
- Develop in students an understanding of the application of principles and how to relate, interpret and apply what is learnt
- Enable students to develop an individual approach to research and enquiry
- Develop initiative in students through project-based learning
- Foster in students an understanding of the architectural process, from brief and client need, to the achievement of an environmental, functional and aesthetic whole
- Develop skills to integrate formal, spatial and technical aspects of architectural design to produce resolved, articulated and buildable environments and buildings.
- Provide an education capable of being used as a basis for subsequent education and/or professional qualification as an architect

The Bachelor of Architecture with Honours is distinctive in that it explores multiple approaches and design practices and assists the student in discovering his or her own voice as a designer. More than 60% of the assessment is through project-based assignments, integrating theoretical, technical and design work. There are no formal examinations. Instead the student is supported in developing written papers, technical studies and design proposals in the studio environment. The studio reflects the environment and working relationships common in professional design practice. Learning and teaching in the studio is informed and refreshed by current research. Research, design and production are activities routinely carried out by students as well as staff in the design studio. These activities are promoted and supported by the University's "Student as Producer" initiatives. Graduates are equipped for the challenges of contemporary architectural practice which is global and collaborative.

The School champions the exploration of drawing as a tool of observation, analysis and

communication across the range of techniques from hand sketching to sophisticated computer representations. The School's excellent computer-aided design and workshop facilities allow students to explore and communicate design using the most up-to-date techniques, both real and virtual. Professional standards of exhibition presentation are fostered by the course's association with the School's unique Design for Exhibition and Museums course. The evolution of a sketchbook and portfolio helps the student to reflect upon his or her personal and professional development.

3.3 Variations to Standard Regulations and Guidance

Yes - see the Approved Variations to the University's Undergraduate Regulations:

<http://secretariat.blogs.lincoln.ac.uk/university-regulations/>

4. Programme Outcomes

Programme-level learning outcomes are identified below.

Refer to *Appendix I – Curriculum Map* for details of how outcomes are deployed across the programme.

4.1 Knowledge and Understanding

On successful completion of this programme a student will have knowledge and understanding of:

- 1 historical and contemporary contexts of art, architecture and design.
- 2 the social, cultural and environmental implications of architectural design.
- 3 materials, structures, construction, environment and sustainability in architecture.
- 4 the professional context for architectural design and the building process.
- 5 the aesthetic, formal, spatial, technical and representational language of architectural design.

4.2 Subject Specific Intellectual Skills

On successful completion of this programme a student will be able to:

- 6 demonstrate self-directed exploration of design processes and methodologies.
- 7 explore relationships between theory and practice in architectural, urban and community design.
- 8 synthesise aspects of architectural design from strategic thinking through to detail design in a comprehensive project.
- 9 evaluate architectural design projects.

4.3 Subject Specific Practical Skills

On successful completion of this programme a student will be able to:

- 10 demonstrate alternative responses to brief, site and human needs in architectural design projects.
- 11 explore the assembly of building elements through physical and virtual model-making.
- 12 integrate aesthetic, technical and environmental aspects in architectural design projects.
- 13 demonstrate facility for formal and spatial design from interior to urban scale in architectural design projects.

4.4 Transferable Skills and Attributes

On successful completion of this programme a student will be able to:

- 14 apply research, analytical and argumentative skills.
- 15 critically explore and contribute to contemporary debates.

- 16 work independently and co-operatively in a team to plan and carry out a project.
- 17 communicate using graphic, photographic, computing, model-making and verbal presentation techniques.
- 18 demonstrate reflective practice and personal development planning.

For details of each module contributing to the programme, please consult the module specification document.

5. Learning, Teaching and Assessment Strategies

5.1. Learning and Teaching Strategy

The teaching and learning strategy adopted within the Bachelor of Architecture with Honours centres on the design studio and design projects. In the creative atmosphere of the design studio, exploration, critical analysis and discussion support the development of design proposals and the communication of innovative design solutions to contemporary problems. As the active ingredients in the design studio, students become the producers rather than consumers of knowledge. Working relationships in the design studio aim to support the student in integrating knowledge and skills through design processes.

- The first Level of the undergraduate programme contains intensive programmes of study and project work aiming to equip students from varied backgrounds with basic skills and to encourage individual exploration and co-operative working. Workshops in communication skills are linked to relevant modules, introducing graphic, photographic, computing, model-making and verbal presentation techniques. Team working encourages sharing of skills and experience and prepares students to make effective use of the studio learning culture. Project based learning and assessment provides a good platform for problem solving, research and independent learning at all Levels. Live projects are incorporated in the programme whenever possible.
- At Level Two the design, technology and environment, cultural context and communication aspects of the programmes at Level one are built upon with the aim of consolidating principles developed at Level 1 and thereby equipping students with a strong skills and knowledge base for more independent study in architectural design and career development in a professional portfolio of work.
- At Level 3 independent study is central to the student experience using skills developed at Levels 1 and 2 in cultural, design and architectural technology aspects. Students are located in one of several design studios offering a range of design philosophy or methodology.

A range of teaching techniques is used throughout the School, including:

- Project based learning: Teaching on design project work is central to the work of the School and is carried out in the studios and workshops through tutorials, critiques and reviews.
- Tutorials: Tutorials involve an individual or small group of students in discussing the development of a design project or assignment with a tutor. They occur throughout the process from brief to presentation, varying in style and content depending on the stage of the project and the ethos of the design studio. Tutorials are not usually recorded formally but students are encouraged to make their own notes.
- Critiques: The crit is a major teaching and feedback event that occurs at interim stages and towards the end of design project modules. The crit performs an important tutorial role, involving peer group criticism alongside the commentary of staff and invited critics after a display and verbal presentation of the project by the student. The crit sheet records comment and advice discussed by the student and critics and a recommendation of work to be completed before the final assessment. Crit sheets are made available to the student and are centrally filed for use at portfolio reviews.
- Portfolio reviews: Students are provided with verbal and written feedback on their performance in design and other modules at appropriate points in the course. Where problems are identified the student is given advice on how he/she may rectify or retrieve the situation in the case of failure.
- Lectures: In all Levels there are lecture courses, which give a foundation of knowledge on which individuals and studios develop applications of techniques and theory. A School-wide programme of lectures given by visiting designers and academics promotes the multi-disciplinary nature of the teaching.

- **Seminars:** Seminars are timetabled discussions that are generated by studios and lecture courses. Joint studio initiatives lead to lively debates, as do the opportunities taken to involve participants invited from outside the School. Seminars within a studio usually centre on its specialisation; may be led by the tutor or students and may use tape, slide or video facilities. Alternatively, a more conventional seminar format is used, with discussion papers presented by a member of staff, a guest or a student.
- **Visits:** Educational visits, most often organised within a studio or year group, cover such diverse areas as site visits, pilgrimages to architecture and landscapes of importance, expeditions of specialist studio interest, and attendance at relevant socio-political gatherings. They are of considerable importance in connecting the School and its students into real-world conditions, evolving networks and exploration of ideas.
- **Workshops and demonstrations:** These are frequently encountered in the first Level design modules where the practical demonstration of techniques is particularly appropriate.
- **Alternative support for learning:** learning packs are available as an alternative to lecture and seminar based study for the History & Theory and Design & Society modules. These are especially useful for part-time students and resitting students, making the course more accessible and flexible.

5.2. Assessment Strategy

The assessment strategy adopted within the Bachelor of Architecture with Honours:

- A clear distinction is made between formative and summative assessment. “Formative assessment” refers to crits, feedback, advice, portfolio and progress reviews which are seen part of teaching and learning. “Summative assessment” is the final marking that takes place following submission of all the work for a module. On completion of the module the module co-ordinator reports a single mark to the Examination Board. Where a module is assessed through more than one assignment the proportions of marks for each assignment are specified in the assignment briefings.
- A wide range of assessment methods is used in the School. There are no formal examination papers. The majority of assessment is based on course work with the aim of reflecting methods used in the professional context. Essays, group presentations, individual design project presentations, exhibitions and portfolios are regularly used as the vehicles for assessment.
- Assessment is based on the extent to which the student has fulfilled the learning outcomes that are included as part of all module descriptions.
- At Level One, module tutors assess work and marks are moderated by module co-ordinators. At Levels Two and Three all the work is second marked.
- The final stage in the process of assessment involves external examiners inspecting samples of assessed work from all modules and advising on standards and parity with other similar accredited courses. When internal examiners have considered the advice of external examiners the marks are ‘signed off’ by the module co-ordinators and external examiners and reported to a Subject Examination Board. A School and College Examination Board considers the degree classification and makes the award.
- The course regulations require all graduates to pass all modules to receive the Bachelor of Architecture with Honours degree and exemption from Part 1 of the Examination in Architecture granted by the professional bodies, RIBA and ARB.

There are intermediate awards that do not carry exemption from Part 1, as follows:

- Certificate of Higher Education
- Diploma of Higher Education

- Ordinary (without Honours) Degree
- BA (Hons) Architectural Studies

6. Programme Structure

The total number of credit points required for the achievement of Certificate of Higher Education (CertHE) is 120.

The total number of credit points required for the achievement of Diploma of Higher Education (DipHE) is 240.

The total number of credit points required for the achievement of is 360.

Level 1

| Title | Credit Rating | Core / Optional |
|---|----------------------|------------------------|
| History and Theory of Architecture and Design 2017-18 | 30 | Core |
| Design Process and Communication 2017-18 | 30 | Core |
| Buildable, Habitable Design 2017-18 | 30 | Core |
| Contextual Design Projects 2017-18 | 30 | Core |

Level 2

| Title | Credit Rating | Core / Optional |
|---------------------------------------|----------------------|------------------------|
| Architectural Design Projects 2018-19 | 30 | Core |
| Design and Society 2018-19 | 30 | Core |
| Sustainable Design 2018-19 | 30 | Core |
| Integrated Design Project 2018-19 | 30 | Core |

Level 3

| Title | Credit Rating | Core / Optional |
|--|----------------------|------------------------|
| Architecture Research Projects 2019-20 | 30 | Core |
| Comprehensive Design Project - Detailed Design 2019-20 | 30 | Core |
| Comprehensive Design Project - Technical Studies 2019-20 | 15 | Core |
| Professional Context 2019-20 | 15 | Core |
| Outline Design Project 2019-20 | 30 | Core |

Appendix I - Curriculum Map

This table indicates which modules assume responsibility for delivering and ordering particular programme learning outcomes.

Key: Delivered and Assessed Delivered Assessed

Level 1

| | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PO11 | PO12 |
|---|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|
| Buildable, Habitable Design 2017-18 | | | ✓ | ✓ | | | | | | ✓ | ✓ | |
| Contextual Design Projects 2017-18 | | | | | | | | | ✓ | | | |
| Design Process and Communication 2017-18 | | | | | | ✓ | | | | | | |
| History and Theory of Architecture and Design 2017-18 | ✓ | | | | | | | | | | | |

| | PO13 | PO14 | PO15 | PO16 | PO17 | PO18 |
|---|------|------|------|------|------|------|
| Buildable, Habitable Design 2017-18 | | | | | | |
| Contextual Design Projects 2017-18 | | | | | ✓ | ✓ |
| Design Process and Communication 2017-18 | | | | | ✓ | ✓ |
| History and Theory of Architecture and Design 2017-18 | | ✓ | | ✓ | | |

Level 2

| | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PO11 | PO12 |
|---------------------------------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|
| Architectural Design Projects 2018-19 | | | | | ✓ | | | | | | | |
| Design and Society 2018-19 | ✓ | ✓ | | | | | ✓ | | | | | |
| Integrated Design Project 2018-19 | | | | | ✓ | ✓ | | | | | | ✓ |
| Sustainable Design 2018-19 | | | ✓ | | | | | | | | | ✓ |

| | PO13 | PO14 | PO15 | PO16 | PO17 | PO18 |
|---------------------------------------|------|------|------|------|------|------|
| Architectural Design Projects 2018-19 | ✓ | | | | ✓ | |

| | | | | | | |
|-----------------------------------|---|---|---|--|---|---|
| Design and Society 2018-19 | | ✓ | ✓ | | | |
| Integrated Design Project 2018-19 | ✓ | | | | ✓ | ✓ |
| Sustainable Design 2018-19 | | | | | | |

Level 3

| | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PO11 | PO12 |
|--|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|
| Architecture Research Projects 2019-20 | ✓ | ✓ | | | | ✓ | ✓ | | | | | |
| Comprehensive Design Project - Detailed Design 2019-20 | | | ✓ | | ✓ | | | ✓ | ✓ | | | ✓ |
| Comprehensive Design Project - Technical Studies 2019-20 | | | ✓ | | | | | ✓ | | | ✓ | ✓ |
| Outline Design Project 2019-20 | | | | | | ✓ | | ✓ | ✓ | ✓ | | |
| Professional Context 2019-20 | | | | ✓ | | | | | | | | |

| | PO13 | PO14 | PO15 | PO16 | PO17 | PO18 |
|--|------|------|------|------|------|------|
| Architecture Research Projects 2019-20 | | ✓ | ✓ | ✓ | | |
| Comprehensive Design Project - Detailed Design 2019-20 | | | | | ✓ | ✓ |
| Comprehensive Design Project - Technical Studies 2019-20 | | | | | | |
| Outline Design Project 2019-20 | ✓ | | | | | |
| Professional Context 2019-20 | | | | | | |

Appendix II - Assessment Map

This table indicates the spread of assessment activity across the programme. Percentages indicate assessment weighting.

Level 1

| | | | | | | | | | | | | |
|---|-----|----|----|-----|----|----|----|----|----|-----|----|----|
| | 01 | 02 | 03 | 04 | 05 | 06 | 07 | 08 | 09 | 10 | 11 | 12 |
| Buildable, Habitable Design 2017-18 | | | | | | | | | | | | |
| Contextual Design Projects 2017-18 | | | | | | | | | | | | |
| Design Process and Communication 2017-18 | | | | | | | | | | | | |
| History and Theory of Architecture and Design 2017-18 | | | | | | | | | | | | |
| | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 |
| Buildable, Habitable Design 2017-18 | | | | | | | | | | | | |
| Contextual Design Projects 2017-18 | | | | | | | | | | | | |
| Design Process and Communication 2017-18 | | | | 100 | | | | | | | | |
| History and Theory of Architecture and Design 2017-18 | | | | | | | | | | 100 | | |
| | 25 | 26 | 27 | 28 | 29 | 30 | 31 | 32 | 33 | 34 | 35 | 36 |
| Buildable, Habitable Design 2017-18 | 100 | | | | | | | | | | | |
| Contextual Design Projects 2017-18 | | | | 100 | | | | | | | | |
| Design Process and Communication 2017-18 | | | | | | | | | | | | |
| History and Theory of Architecture and Design 2017-18 | | | | | | | | | | | | |
| | 37 | 38 | 39 | 40 | 41 | 42 | 43 | 44 | 45 | 46 | 47 | 48 |
| Buildable, Habitable Design 2017-18 | | | | | | | | | | | | |
| Contextual Design Projects 2017-18 | | | | | | | | | | | | |
| Design Process and Communication 2017-18 | | | | | | | | | | | | |
| History and Theory of Architecture and Design 2017-18 | | | | | | | | | | | | |

| | | | | | | | | | | | | | |
|---|--|--|--|--|--|--|----|----|----|----|--------------------|-----------------------------------|--|
| Design 2017-18 | | | | | | | | | | | | | |
| | | | | | | | 49 | 50 | 51 | 52 | EP 1 (Wk 16) | EP 2 (Wks 33, 34, 35) | |
| Buildable, Habitable Design 2017-18 | | | | | | | | | | | | | |
| Contextual Design Projects 2017-18 | | | | | | | | | | | | | |
| Design Process and Communication 2017-18 | | | | | | | | | | | | | |
| History and Theory of Architecture and Design 2017-18 | | | | | | | | | | | | | |

Level 2

| | | | | | | | | | | | | |
|---------------------------------------|----|-----|----|-----|----|----|----|-----|----|-----|----|----|
| | 01 | 02 | 03 | 04 | 05 | 06 | 07 | 08 | 09 | 10 | 11 | 12 |
| Architectural Design Projects 2018-19 | | | | | | | | | | | | |
| Design and Society 2018-19 | | | | | | | | | | | | |
| Integrated Design Project 2018-19 | | | | | | | | | | | | |
| Sustainable Design 2018-19 | | | | | | | | | | | | |
| | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 |
| Architectural Design Projects 2018-19 | | 100 | | | | | | | | | | |
| Design and Society 2018-19 | | | | | | | | | | 100 | | |
| Integrated Design Project 2018-19 | | | | | | | | | | | | |
| Sustainable Design 2018-19 | | | | | | | | 100 | | | | |
| | 25 | 26 | 27 | 28 | 29 | 30 | 31 | 32 | 33 | 34 | 35 | 36 |
| Architectural Design Projects 2018-19 | | | | | | | | | | | | |
| Design and Society 2018-19 | | | | | | | | | | | | |
| Integrated Design Project 2018-19 | | | | 100 | | | | | | | | |
| Sustainable Design 2018-19 | | | | | | | | | | | | |

| | 37 | 38 | 39 | 40 | 41 | 42 | 43 | 44 | 45 | 46 | 47 | 48 |
|---------------------------------------|----|----|----|----|----|----|----|----|----|----|--------------------|-----------------------------------|
| Architectural Design Projects 2018-19 | | | | | | | | | | | | |
| Design and Society 2018-19 | | | | | | | | | | | | |
| Integrated Design Project 2018-19 | | | | | | | | | | | | |
| Sustainable Design 2018-19 | | | | | | | | | | | | |
| | | | | | | | 49 | 50 | 51 | 52 | EP 1 (Wk 16) | EP 2 (Wks 33, 34, 35) |
| Architectural Design Projects 2018-19 | | | | | | | | | | | | |
| Design and Society 2018-19 | | | | | | | | | | | | |
| Integrated Design Project 2018-19 | | | | | | | | | | | | |
| Sustainable Design 2018-19 | | | | | | | | | | | | |

Level 3

| | 01 | 02 | 03 | 04 | 05 | 06 | 07 | 08 | 09 | 10 | 11 | 12 |
|--|----|----|----|----|----|----|----|----|----|-----------|----|----|
| Architecture Research Projects 2019-20 | | | | | | | | | | | | |
| Comprehensive Design Project - Detailed Design 2019-20 | | | | | | | | | | | | |
| Comprehensive Design Project - Technical Studies 2019-20 | | | | | | | | | | | | |
| Outline Design Project 2019-20 | | | | | | | | | | | | |
| Professional Context 2019-20 | | | | | | | | | | | | |
| | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 100 | 23 | 24 |
| Architecture Research Projects 2019-20 | | | | | | | | | | | | |
| Comprehensive Design Project - Detailed | | | | | | | | | | | | |

| | | | | | | | | | | | | | |
|--|-----|----|----|-----|----|----|----|-----|----|----|----|--------------|-----------------------|
| Design 2019-20 | | | | | | | | | | | | | |
| Comprehensive Design Project - Technical Studies 2019-20 | | | | | | | | | | | | | |
| Outline Design Project 2019-20 | 100 | | | | | | | | | | | | |
| Professional Context 2019-20 | | | | | | | | 100 | | | | | |
| | 25 | 26 | 27 | 28 | 29 | 30 | 31 | 32 | 33 | 34 | 35 | 36 | |
| Architecture Research Projects 2019-20 | | | | | | | | | | | | | |
| Comprehensive Design Project - Detailed Design 2019-20 | | | | 100 | | | | | | | | | |
| Comprehensive Design Project - Technical Studies 2019-20 | | | | 100 | | | | | | | | | |
| Outline Design Project 2019-20 | | | | | | | | | | | | | |
| Professional Context 2019-20 | | | | | | | | | | | | | |
| | 37 | 38 | 39 | 40 | 41 | 42 | 43 | 44 | 45 | 46 | 47 | 48 | |
| Architecture Research Projects 2019-20 | | | | | | | | | | | | | |
| Comprehensive Design Project - Detailed Design 2019-20 | | | | | | | | | | | | | |
| Comprehensive Design Project - Technical Studies 2019-20 | | | | | | | | | | | | | |
| Outline Design Project 2019-20 | | | | | | | | | | | | | |
| Professional Context 2019-20 | | | | | | | | | | | | | |
| | | | | | | | | 49 | 50 | 51 | 52 | EP 1 (Wk 16) | EP 2 (Wks 33, 34, 35) |
| Architecture Research Projects 2019-20 | | | | | | | | | | | | | |
| Comprehensive Design Project - Detailed Design 2019-20 | | | | | | | | | | | | | |
| Comprehensive Design Project - Technical Studies 2019-20 | | | | | | | | | | | | | |
| Outline Design Project 2019-20 | | | | | | | | | | | | | |

Appendix III - Benchmark Analysis

This table maps programme learning outcomes to relevant QAA subject benchmark statements or PSRB guidelines.

Knowledge and Understanding

| | Arc01 | Arc02 | Arc03 | Arc04 | Arc05 | Arc06 | Arc07 | Arc08 | Arc09 |
|-----|-------|-------|-------|-------|-------|-------|-------|-------|-------|
| PO1 | | ✓ | ✓ | ✓ | | | ✓ | | |
| PO2 | | ✓ | | ✓ | | | ✓ | | |
| PO3 | ✓ | | | | | | | ✓ | |
| PO4 | | | | ✓ | | ✓ | | | |
| PO5 | | ✓ | ✓ | | | | | | |

| | Arc10 | Arc11 | Arc12 | Arc13 | Arc14 | Arc15 | Arc16 | Arc17 | Arc18 |
|-----|-------|-------|-------|-------|-------|-------|-------|-------|-------|
| PO1 | | | | | | | | | |
| PO2 | | | | | | | | | |
| PO3 | | | | | | | | | |
| PO4 | ✓ | ✓ | | | | | | | |
| PO5 | | | | | | | | | |

| | Arc19 | Arc20 | Arc21 | Arc22 | Arc23 | Arc24 | Arc25 | Arc26 | Arc27 |
|-----|-------|-------|-------|-------|-------|-------|-------|-------|-------|
| PO1 | | | | | | | | | |
| PO2 | | | | | | | | | |
| PO3 | | | | | | | | | |
| PO4 | | | | | | | | | |
| PO5 | | | | | | | | | |

| | Arc28 | Arc29 | Arc30 | Arc31 | Arc32 | Arc33 | Arc34 | Arc35 | Arc36 |
|-----|-------|-------|-------|-------|-------|-------|-------|-------|-------|
| PO1 | | | | | | | | | |
| PO2 | | | | | | | | | |
| PO3 | | | | | | | | ✓ | |
| PO4 | | | | | | | | | |

| PO5 | | | | | | | | | |
|-----|-------|-------|-------|-------|-------|-------|-------|-------|-------|
| | Arc37 | Arc38 | Arc39 | Arc40 | Arc41 | Arc42 | Arc43 | Arc44 | Arc45 |
| PO1 | | | | | | | | | |
| PO2 | | ✓ | | | | | | | |
| PO3 | | | | | | | | | |
| PO4 | ✓ | | | | | | | | |
| PO5 | | | | | | | | | |

Subject Specific Intellectual Skills

| | Arc01 | Arc02 | Arc03 | Arc04 | Arc05 | Arc06 | Arc07 | Arc08 | Arc09 |
|-----|-------|-------|-------|-------|-------|-------|-------|-------|-------|
| PO6 | | | ✓ | | | | | | |
| PO7 | | ✓ | ✓ | | | | | | |
| PO8 | ✓ | | | | ✓ | | | ✓ | |
| PO9 | | | | | | | | | |

| | Arc10 | Arc11 | Arc12 | Arc13 | Arc14 | Arc15 | Arc16 | Arc17 | Arc18 |
|-----|-------|-------|-------|-------|-------|-------|-------|-------|-------|
| PO6 | | | | | | | | | |
| PO7 | | | | | | | | | |
| PO8 | ✓ | | | | | | | | |
| PO9 | ✓ | | | | | | | | |

| | Arc19 | Arc20 | Arc21 | Arc22 | Arc23 | Arc24 | Arc25 | Arc26 | Arc27 |
|-----|-------|-------|-------|-------|-------|-------|-------|-------|-------|
| PO6 | | | | | | | | | |
| PO7 | | | | | | | | | |
| PO8 | | | | | | | | | |
| PO9 | | | | | | | | | |

| | Arc28 | Arc29 | Arc30 | Arc31 | Arc32 | Arc33 | Arc34 | Arc35 | Arc36 |
|-----|-------|-------|-------|-------|-------|-------|-------|-------|-------|
| PO6 | | | | | | | | | |

| | | | | | | | | | |
|-----|-------|-------|-------|-------|-------|-------|-------|-------|-------|
| PO7 | | | | | | | | | ✓ |
| PO8 | | | | | | ✓ | | | |
| PO9 | | | | | | | | | |
| | Arc37 | Arc38 | Arc39 | Arc40 | Arc41 | Arc42 | Arc43 | Arc44 | Arc45 |
| PO6 | | ✓ | | | | | | | |
| PO7 | | | | | | | | | |
| PO8 | ✓ | | | | | | | | |
| PO9 | | | | | | | | | |

Subject Specific Practical Skills

| | | | | | | | | | |
|------|-------|-------|-------|-------|-------|-------|-------|-------|-------|
| | Arc01 | Arc02 | Arc03 | Arc04 | Arc05 | Arc06 | Arc07 | Arc08 | Arc09 |
| PO10 | ✓ | | | | ✓ | ✓ | ✓ | | |
| PO11 | | | | | | | | ✓ | |
| PO12 | ✓ | | | | ✓ | | | ✓ | ✓ |
| PO13 | | | | | ✓ | ✓ | | | |

| | | | | | | | | | |
|------|-------|-------|-------|-------|-------|-------|-------|-------|-------|
| | Arc10 | Arc11 | Arc12 | Arc13 | Arc14 | Arc15 | Arc16 | Arc17 | Arc18 |
| PO10 | | | | | | | | | |
| PO11 | | | | | | | | | |
| PO12 | | | | | | | | | |
| PO13 | | | | | | | | | |

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|------|-------|-------|-------|-------|-------|-------|-------|-------|-------|
| | Arc19 | Arc20 | Arc21 | Arc22 | Arc23 | Arc24 | Arc25 | Arc26 | Arc27 |
| PO10 | | | | | | | | | |
| PO11 | | | | | | | | | |
| PO12 | | | | | | | | | |
| PO13 | | | | | | | | | |

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|--|-------|-------|-------|-------|-------|-------|-------|-------|-------|
| | Arc28 | Arc29 | Arc30 | Arc31 | Arc32 | Arc33 | Arc34 | Arc35 | Arc36 |
| | | | | | | | | | |

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|------|--|--|--|--|--|---|---|---|--|
| PO10 | | | | | | | | | |
| PO11 | | | | | | | ✓ | ✓ | |
| PO12 | | | | | | ✓ | | ✓ | |
| PO13 | | | | | | ✓ | | | |

| | | | | | | | | | |
|------|-------|-------|-------|-------|-------|-------|-------|-------|-------|
| | Arc37 | Arc38 | Arc39 | Arc40 | Arc41 | Arc42 | Arc43 | Arc44 | Arc45 |
| PO10 | ✓ | | | | | | | | |
| PO11 | | | | | | | | | |
| PO12 | | | | | | | | | |
| PO13 | | | | | | | | | |

Transferable Skills and Attributes

| | | | | | | | | | |
|------|-------|-------|-------|-------|-------|-------|-------|-------|-------|
| | Arc01 | Arc02 | Arc03 | Arc04 | Arc05 | Arc06 | Arc07 | Arc08 | Arc09 |
| PO14 | | | | | | | ✓ | | |
| PO15 | | ✓ | | | | | | | |
| PO16 | | | | | | | ✓ | | |
| PO17 | ✓ | | | | | | | | |
| PO18 | | ✓ | | | | | | | |

| | | | | | | | | | |
|------|-------|-------|-------|-------|-------|-------|-------|-------|-------|
| | Arc10 | Arc11 | Arc12 | Arc13 | Arc14 | Arc15 | Arc16 | Arc17 | Arc18 |
| PO14 | | | | | | | | | |
| PO15 | | | | | | | | | |
| PO16 | | | | | | | | | |
| PO17 | | | | | | | | | |
| PO18 | | | | | | | | | |

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|------|-------|-------|-------|-------|-------|-------|-------|-------|-------|
| | Arc19 | Arc20 | Arc21 | Arc22 | Arc23 | Arc24 | Arc25 | Arc26 | Arc27 |
| PO14 | | | | | | | | | |
| PO15 | | | | | | | | | |
| PO16 | | | | | | | | | |

| | | | | | | | | | |
|------|-------|-------|-------|-------|-------|-------|-------|-------|-------|
| PO17 | | | | | | | | | |
| PO18 | | | | | | | | | |
| | Arc28 | Arc29 | Arc30 | Arc31 | Arc32 | Arc33 | Arc34 | Arc35 | Arc36 |
| PO14 | | | | | | | | | ✓ |
| PO15 | | | | | | | | | ✓ |
| PO16 | | | | | | | | | |
| PO17 | | | | | | | ✓ | | |
| PO18 | | | | | | | | | |
| | Arc37 | Arc38 | Arc39 | Arc40 | Arc41 | Arc42 | Arc43 | Arc44 | Arc45 |
| PO14 | | | | | | | | | |
| PO15 | | | | | | | | | |
| PO16 | | | | | | | | | |
| PO17 | | | | | | | | | |
| PO18 | | ✓ | | | | | | | |

Appendix IV: Benchmark Benchmark Statement(s)

Arc01 - GC1 - *Ability to create architectural designs that satisfy both aesthetic and technical requirements...*

Arc02 - GC2 - *Adequate knowledge of the histories and theories of architecture and the related arts, technologies and human sciences...*

Arc03 - GC3 - *Knowledge of the fine arts as an influence on the quality of architectural design...*

Arc04 - GC4 - *Adequate knowledge of urban design, planning and the skills involved in the planning process...*

Arc05 - GC5 - *Understanding of the relationship between people and buildings, and between buildings and their environment, and the need to relate buildings and the spaces between them to human needs and scale...*

Arc06 - GC6 - *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...*

Arc07 - GC7 - *Understanding of the methods of investigation and preparation of the brief for a design project...*

Arc08 - GC8 - *Understanding of the structural design, constructional and engineering problems associated with building design...*

Arc09 - GC9 - *Adequate knowledge of physical problems and technologies and the function of buildings so as to provide them with internal conditions of comfort and protection against the climate...*

Arc10 - GC10 - *The necessary design skills to meet building users' requirements within the constraints imposed by cost factors and building regulations...*

Arc11 - GC11 - *Adequate knowledge of the industries, organisations, regulations and procedures involved in translating design concepts into buildings and integrating plans into overall planning...*

Arc12 - *Able to prepare and present building design projects of diverse scale, complexity, and type in a variety of contexts, using a range of media, and in response to a brief.*

Arc13 - *Understand the constructional and structural systems, the environmental strategies and the regulatory requirements that apply to the design and construction of a comprehensive design project.*

Arc14 - *Develop a conceptual and critical approach to architectural design that integrates and satisfies the aesthetic aspects of a building and the technical requirements of its construction and the needs of the user.*

Arc15 - *Knowledge of the cultural, social and intellectual histories, theories and technologies that influence the design of buildings.*

Arc16 - *Knowledge of the application of appropriate theoretical concepts to studio design projects, demonstrating a reflective and critical approach.*

Arc17 - *Knowledge of the influence of history and theory on the spatial, social, and technological aspects of architecture.*

Arc18 - *Knowledge of how the theories, practices and technologies of the arts influence architectural design.*

Arc19 - *Knowledge of the creative application of the fine arts and their relevance and impact on architecture.*

Arc20 - *Knowledge of the creative application of such work to studio design projects, in terms of their conceptualisation and representation.*

Arc21 - *Knowledge of theories of urban design and the planning of communities.*

Arc22 - *Knowledge of the influence of the design and development of cities, past and present, on the contemporary built environment.*

Arc23 - *Knowledge of current planning policy and development control legislation, including social, environmental and economic aspects, and the relevance of these to design development.*

Arc24 - *Understanding of the needs and aspirations of building users.*

Arc25 - *Understanding of the impact of buildings on the environment, and the precepts of sustainable design.*

Arc26 - *Understanding of the way in which buildings fit into their local context.*

Arc27 - *Skills to critically examine the financial factors implied in varying building types, constructional systems, and specification choices, and the impact of these on architectural design.*

Arc28 - *Skills to understand the cost control mechanisms which operate during the development of a project.*

Arc29 - *Skills to prepare designs that will meet building users' requirements and comply with UK legislation, appropriate performance standards and health and safety requirements.*

Arc30 - *Knowledge of the fundamental legal, professional and statutory responsibilities of the architect, and the organisations, regulations and procedures involved in the negotiation and approval of architectural designs, including land law, development...*

Arc31 - *Knowledge of the professional inter-relationships of individuals and organisations involved in procuring and delivering architectural projects, and how these are defined through contractual and organisational structures.*

Arc32 - *The basic management theories and business principles related to running both an architects' practice and architectural projects, recognising current and emerging trends in the construction industry.*

Arc33 - *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.

Arc34 - *Ability to apply a range of communication methods and media to present design proposals clearly and effectively.*

Arc35 - *Understanding of the alternative materials, processes and techniques that apply to architectural design and building construction.*

Arc36 - *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.*

Arc37 - *Knowledge of the context of the architect and the construction industry, and the professional qualities needed for decision making in complex and unpredictable circumstances.*

Arc38 - *Ability to identify individual learning needs and understand the personal responsibility required for further professional education.*

Arc39 - *Ability to generate complex design proposals, showing understanding of current architectural issues, originality in the application of subject knowledge and, where appropriate, to test new hypotheses and speculations.*

Arc40 - *Ability to evaluate and apply a comprehensive range of visual, oral and written media to test, analyse, critically appraise and explain design proposals.*

Arc41 - *Ability to evaluate materials, processes and techniques that apply to complex architectural designs and building construction, and to integrate these into practicable design proposals.*

Arc42 - *Critical understanding of how knowledge is advanced through research to produce clear, logically argued and original written work relating to architectural culture, theory and design.*

Arc43 - *Understanding of the context of the architect and the construction industry, including the architect's role in the processes of procurement and building production, and under legislation.*

Arc44 - *Problem solving skills, professional judgement, and ability to take the initiative and make appropriate decisions in complex and unpredictable circumstances.*

Arc45 - *Ability to identify individual learning needs and understand the personal responsibility required to prepare for qualification as an architect.*