

## Template C4



# Programme Specification

**Title of Course:** *BA (Hons) Architecture*

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<b>Version number</b>	6
<b>Faculty</b>	Kingston School of Art
<b>School</b>	School of Arts
<b>Department</b>	Department of Architecture and Landscape
<b>Delivery Institution</b>	Kingston University

This Programme Specification is designed for prospective students, current students, academic staff and employers. It provides a concise summary of the main features of the programme and the intended learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if they take full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes and content of each modules can be found in the course VLE site and in individual Module Descriptors.

## SECTION 1: GENERAL INFORMATION

<b>Award(s) and Title(s):</b> <i>Up to 10 pathways</i>	BA (Hons) Architecture
<b>Intermediate Awards(s) and Title(s):</b> <i>There are 4 Intermediate awards for each pathway</i>	Cert, HE BA (Ordinary Degree) Dip. HE,
<b>Course Code</b> <i>For each pathway and mode of delivery</i>	UFARC1ARC01
<b>UCAS code</b> <i>For each pathway</i>	K100

<b>RQF Level for the Final Award:</b>	Honours
<b>Awarding Institution:</b>	Kingston University
<b>Teaching Institution:</b>	Kingston University
<b>Location:</b>	Department of Architecture & Landscape, School of Art & Architecture, Kingston School of Art, Knights Park
<b>Language of Delivery:</b>	English
<b>Modes of Delivery:</b>	Full-time
<b>Available as:</b>	
<b>Minimum period of registration:</b>	Full-time - 3 years full-time
<b>Maximum period of registration:</b>	Full-time - 6 years full-time
<b>Entry Requirements:</b>	<ul style="list-style-type: none"> <li>The minimum entry qualifications for the programme are: From A levels: 128-144 UCAS points BTEC National: equivalent to 128-144 UCAS points Access Diploma: equivalent to 128-144 UCAS points Plus: GCSE (scores 9-4): five subjects including English, Maths and preferably a Science subject (Key Skills Level 2 may be used in lieu of GCSE English and Maths). A minimum IELTS score of 6.0 overall with a minimum of 5.5 in each element, TOEFL 80 or equivalent is required for those for whom English is not their first language. Entry is normally at Level 4 with A-level or equivalent qualifications. Transfer from a similar programme is possible at Level 5 with passes in comparable Level 4 modules – but is at the</li> </ul>

	<p>discretion of the programme team. Intake is normally in September.</p> <p>Applicants will be required to submit a portfolio of their own creative work, and may be asked to undertake an interview, as part of the admissions process.</p>
<b>Programme Accredited by:</b>	<p>Validated by the Royal Institute of British Architects (RIBA) as RIBA Part 1</p> <p>Accredited by the Architects' Registration Board (ARB); as ARB Part 1</p>
<b>QAA Subject Benchmark Statements:</b>	<p>Architecture (2020)</p> <p>Architectural Technology (2019)</p>
<b>Approved Variants:</b>	<p>No compensation is permitted at Levels 5 and 6.</p>
<b>Is this Higher or Degree Apprenticeship course?</b>	

***For Higher or Degree Apprenticeship proposals only***

<b>Higher or Degree Apprenticeship standard:</b>	N/A
<b>Recruitment, Selection and Admission process:</b>	n/a
<b>End Point Assessment Organisation(s):</b>	n/a

## SECTION 2: THE COURSE

### A. Aims of the Course

*The programme aims to:*

- Provide students with opportunities to acquire the fundamental knowledge, practical and transferable skills required for entry into the profession of architecture.
- Enable students to develop knowledge, critical and contextual understanding, observational and analytical skills relevant to architectural design, sustainability, technology, professional ethics and conduct within a national and international context to prepare them for a career in and beyond architecture.
- Foster the development of students' cognitive skills: conceptualization, critical thinking, problem-solving, research and inquiry, synthesis, analysis, and evaluation, through the process of *thinking through making* facilitated by project work, group and one-to-one tutorials, seminars, lectures, project reviews (crits), guest lecture events, site visits and practical work undertaken within (and beyond) the state-of-the-art workshop facilities at KSA.
- Enable students to develop professional skills, attitudes, and competences to work in multidisciplinary teams, and communicate innovative architectural design solutions effectively in a professional environment.
- Encourage students to become reflective and independent practitioners, able to critically appraise the profession of architecture and position their own practice within it.
- Engage students in the active development of their individual strengths, interests and ambitions.
- Stimulate and incentivise curiosity, enquiry, experimentation, and creative-risk-taking.
- Provide a learning environment in which the views and knowledges of all students are equally valued.

### B. Intended Learning Outcomes

The Intended Learning Outcomes are based on the new Royal Institute of British Architects (RIBA) Themes and Values for Architectural Education introduced in 2020, and the ARB/RIBA Professional Criteria for Part 1, as represented in the required graduate attributes. The terminology is therefore related to the Professional Criteria and may diverge from the standard level descriptors. The Learning Outcomes are referenced to the UK Quality Code for Higher Education, including the QAA subject benchmarks for Architecture (2020), Architectural Technology (2019), and the Frameworks for Higher Education Qualifications of UK Degree Awarding Bodies (2014), and relate to the typical student. The programme provides opportunities for students to develop and demonstrate knowledge and understanding, intellectual skills, subject practical skills, and other key skills and graduate attributes as demonstrated below:

The programme learning outcomes are the high-level learning outcomes that will have been achieved by all students receiving this award. They must align to the levels set out in the [‘Sector Recognised Standards in England’](#) (OFS 2022).

Programme Learning Outcomes					
	Knowledge and Understanding		Intellectual Skills		Subject Practical Skills
	On completion of the course students will be able to:		On completion of the course students will be able to		On completion of the course students will be able to
A1	Demonstrate knowledge of the histories and theories of architecture, related art and sciences and how architecture continues to be shaped by its social, cultural, and physical context.	B1	Deploy established techniques of enquiry, analysis and conceptual understanding that enables them to devise and sustain arguments, and/or describe and comment upon particular aspects of current research	C1	Critically evaluate evidence, arguments, and assumptions, from primary and secondary sources, in order to make and present sound judgments within a structured discourse relating to architectural culture, theory and design
A2	Demonstrate systematic understanding of principles of building fabric design including structural components and materials which cater for occupants' comfort and safety as well as achieve climate change targets.	B2	Apply a range of representation and communication methods and media in analogue and digital drawing and presentation to present design proposals clearly and effectively.	C2	Create, present and communicate complex design proposals with visual and verbal clarity using diverse representation techniques and media.
A3	Demonstrate knowledge of the ethical, and professional responsibilities of the architect towards society and their role within the wider context of the construction industries, organisations, regulations and procedures	B3	Identify and interpret the professional, social and ethical responsibilities of an architect in ensuring projects are designed and delivered with integrity and accountability within global, national and professional constraints.	C3	Demonstrate developing awareness of the skills required to operate as a professional, including teamwork, interpersonal skills, critical self-reflection, communication, time management and appreciation of the professional code of conduct

In addition to the programme learning outcomes, the programme of study defined in this programme specification will allow students to develop the following range of Graduate Attributes:

1. Creative Problem Solving
2. Digital Competency
3. Enterprise
4. Questioning Mindset
5. Adaptability
6. Empathy
7. Collaboration
8. Resilience
9. Self-Awareness

### **C. Outline Programme Structure**

The programme uses a narrative structure founded on 4 underlying pillars of the discipline to build from the situation of each student to a clear articulation of architecture as a common ground formed of diverse peoples, histories, and traditions. It starts with modules setting an ability to read the student's own spatial history, and the built environment more generally, along with skills in drawn communication, and builds iteratively to a culminating capstone project which affords the student the full breadth of their studies to be brought to bear on a particular design challenge.

These headings are seen as underlying pillars of the discipline. Studio projects are seen as a combination / application of all 4 (See Programme Diagram on Page 9).

1. **READING.** This involves exploring the histories and theories of architecture, in a search to develop the students' own ability to find meaning in these for their own work.
2. **REPRESENTING:** This involves the use of media in design to communicate to others and to advance the work via discovery and personal reflection.
3. **MAKING.** This involves the exploration of the limits and agency of materials, and the specific judgments involved in the use of materials and resources in making a building.
4. **PROFESSIONAL PRACTICE.** This involves exploring the matter of legal competence, and the ethical framework which governs the work of architects as professionals.

The programme is designed to produce graduates who are:

- Professional
- Proactive
- Globally Aware
- Thoughtful
- Resilient; and
- Creative

(Ref KU Graduate Attributes, which can be accessed [here](#))

Our graduates will be ready to work in the various disciplines within the built environment. They will be knowledgeable and confident in applying their subject expertise at work. They will be culturally aware, and able to recognise their potential within a rapidly changing international context. Our graduates will be agile and will have the resilience to flourish by

appreciating the importance of lifelong learning. Professional skills and personal development is at the heart of the curriculum structure, embedded across all modules at all levels, with a particular focus in one module per level; L4 AR4006 Professional Practice & Making: Architecture is for Others (30 cr), L5 AR5006 Professional Practice: Architecture is Shaped by Society (15 cr), and L6 AR6006 Professional Practice & Making: Architecture is a Matter of Ethics and Competence (30 cr).

he programme is offered as a full field in full-time mode, and leads to the award of BA (Hons) Architecture. Levels 4 (year 1) and Level 6 (year 3) are made up of four modules two worth 30 credit points, and one worth 60 credit points. Level 5 (year 2) is made up of two modules worth 15 credits, one module worth 30 credit points and one module worth 60 credits.

Typically, a student must complete 120 credits at each level. All students will be provided with the University Undergraduate Regulations (UR) and specific additions that are sometimes required for accreditation by outside bodies (e.g. professional or statutory bodies that confer professional accreditation).

## BA (Hons) Architecture

Level 4							
BA (Hons) Architecture							
Core modules	Module code	Credit Value	Level	Teaching Block	Pre-requisites	Full Time	Part Time
Professional Practice & Making: Architecture Is for Others	AR4006	30	4	1 and 2		1	
Reading & Representing: Architecture Starts with Seeing	AR4005	30	4	1 and 2		1	
Studio: Architecture Is Slow	AR4007	60	4	1 and 2		1	
Optional Modules							

### Progression to Level 5

This programme permits progression from level 4 to level 5 with 90 credits at level 4 or above. The outstanding 30 credits from level 4 can be trailed into level 5 and must be passed before progression to level 6.

Students exiting the programme at this point who have successfully completed 120 credits at level 4 or above are eligible for the award of Certificate of Higher Education in Architecture

Level 5							
BA (Hons) Architecture							
Core modules	Module code	Credit Value	Level	Teaching Block	Pre-requisites	Full Time	Part Time
Making & Representing:	AR5008	30	5	1 and 2		2	

Architecture Is Found in Play							
Professional Practice: Architecture Is Shaped by Society	AR5006	15	5	1 and 2		2	
Reading: Architecture Is Seen by Each of Us Differently	AR5005	15	5	1 and 2		2	
Studio: Architecture Is Formed by Climate and Comfort	AR5007	60	5	1 and 2		2	
<b>Optional Modules</b>							

### Progression to Level 6

This programme permits progression from level 5 to level 6 with 90 credits at level 5 or above. The outstanding 30 credits from level 5 can be trailed into level 6 and must be passed before consideration for an award or progression to level 7 (if appropriate). Students exiting the programme at this point who have successfully completed 120 credits at level 5 or above are eligible for the award of Diploma of Higher Education in Architecture.

<b>Level 6</b>							
<b>BA (Hons) Architecture</b>							
<b>Core modules</b>	<b>Module code</b>	<b>Credit Value</b>	<b>Level</b>	<b>Teaching Block</b>	<b>Pre-requisites</b>	<b>Full Time</b>	<b>Part Time</b>
Professional Practice & Making: Architecture Is a Matter of Ethics and Competence	AR6006	30	6	1 and 2		3	
Reading: Architecture Is a Common Ground	AR6005	30	6	1		3	
Studio: Architecture Is..	AR6007	60	6	1 and 2		3	
<b>Optional Modules</b>							

Level 6 requires the completion of

Level 6 requires the completion of all modules.

Level 7 information

### **D. Principles of Teaching, Learning and Assessment**



Our philosophy constitutes a developing and discursive position, shaped by its ever changing make up, and through which we are collectively able to critique both our discipline and its wider relationship with contemporary society and culture. We collectively understand Architecture and Landscape as social, ethical and material practices, addressing both how and why buildings and landscapes are made and the often complex and ambivalent situations into which they are placed. These concerns are explored at scales that range from the room to the city,

The programme has been designed to take account of the KU Inclusive Curriculum Framework principles and uses the Universal Design for Learning Principles of *Engagement*, *Representation*, and *Action and Expression* to offer students a range of ways of acquiring and working with knowledge and of bringing their histories and strengths to share and make ambitious work. It aims to facilitate an accessible curriculum, where students are encouraged to become reflective and independent practitioners, able to critically appraise the profession of architecture and position themselves within a global and diverse environment.

Our teaching is underpinned and informed by reflection. The teaching and learning approaches on the programme are designed to engage students in developing their architectural subject specific knowledge and understanding. This is through formal and informal learning opportunities. Scheduled learning hours may include lectures, seminars, group work, workshops, as appropriate, and students continue their learning through guided independent study. Opportunities for developing peer learning, teamwork and collaboration and a broad range of transferable skills occur throughout the programme planned learning and teaching activities. This includes a combination of on campus and online lectures/tutorials and seminars (synchronous or asynchronous) in alignment with KU's 'Guide on Blended Learning' and workshop events.

Central to the teaching are the Studio modules which promote dialogue between tutor and student, and students with their peers. The process of architectural design entails the synthesis of a range of tasks that, broadly speaking, can be described as analysis of brief and site, developing an indicative proposal and its detailed resolution towards the realisation of a project and its ongoing management. The overall aim of architectural design is to synthesize these factors into a coherent whole. The programme is taught by a range of academic / practitioner staff, many of whom run their own practices or work in practice, which ensures that the practice-led research, which is disseminated in the studio, or takes place there, is relevant to industry and practice. It also means that design studios are well placed to take advantage of the myriad professional networks which staff bring with them.

In each year of the programme, the Studio modules are delivered through a number of individual studio groups which are each taught by a pair/group of tutors. The projects of individual teaching studios have been undertaken in response to propositions or themes established across the Department. Our current theme is framed by the carbon crises and is entitled 'Architecture and Its Languages' - under this we will examine how matters as diverse as insulation standards, layered contemporary tectonics, retrofitting and cultural pluralism are reshaping the nature of the expressive range of Architecture.

The project-based work that students undertake is different for each studio group, will change from year to year, and will relate to a different site and a different programme. This necessitates different approaches and activities to produce successful design solutions, and so we are not overly prescriptive about the specific tasks that individual design studio tutors set their students. Instead, design project guidance is provided for each level of the programme which indicates the overall requirements for the design project work, and an indication of the key documents that a student is required to produce.

The design teaching structure of the School of Arts is built around the principle of pairs or teams of tutors and visiting practitioners who engage directly with a student or small group of students. The Department employs permanent members of staff to lead most of its Level 4 design studios. This allows Level 4 staff to have a more visible presence for students. In the subsequent years, many studios are led by visiting practitioners.

Students choose their design studio at the start of second and third years following a presentation by each studio teaching team. Within the design studio, pairs of staff teach around 20 students over the course of a year - meeting them once a week and offering both group and individual 1:1 tutorial opportunities, as appropriate.

The teaching and learning of design studio incorporates:

- analysis of the project brief and research into the background of a particular design problem, including user needs;
- site studies and analysis of context;
- exercises that promote creative thought and the manipulation of materials;
- teaching techniques of representation and communication;
- group/collaborative studies including exemplars and precedents;
- lectures, seminars and workshops;
- developing students' ability to communicate orally and visually using a wide range of media including digital and analogue;
- project reviews to promote the discursive nature of the design process;
- encouraging students' critical reflection on own design work in progress.

The continual and iterative nature of the design process requires a continual and integrated process of formative (advisory, not marked) assessment and feedback/feed forward using studio tutorials and reviews, with individual formative assessment taking place at the end of teaching block 1 to allow students to understand their progress and develop their work further towards the summative (marked) assessment for the modules occurs at the end of the teaching block 2 through the submission of a portfolio of the year's design work. Written feedback is provided following reviews and portfolio assessment.

Learning methods in all other modules (15 and 30 credit modules) incorporates:

- lecture presentation for knowledge dissemination. Lectures are supported by hand-outs, reading lists and the use of the VLE;
- tutorials conducted by tutors (one-to-one and small group);
- seminars conducted by tutors to consolidate and integrate set readings;
- student-led seminars to help students clarify and sharpen their thinking and introduce their ideas to critical discussion;
- architecture case studies;
- technical workshops to demonstrate the nature and application of strategies, structures and materials;
- site visits and optional field trips to consolidate by direct experience the historical and cultural context of architecture;
- promoting the ability of the student to analyse and make critical information drawn from supporting and contextual studies and to synthesize this into a design process;
- accessing online learning materials and submitting coursework digitally.

Coursework for the support/contextual component of each module is assessed on an assignment-by-assignment basis. Coursework may take the form of, but is not limited to:

- Essays
- Seminar presentations
- Dissertation
- Project-based assignments

- Case studies
- Drawn and modelled studies
- Material studies
- Practical assignments / industry-led
- Group work / Team work projects\*

Some of these will be subject to peer and/or self-assessment.

\*Group work / Team work plays an important role in architectural production and this is reflected in academic programmes. Group work projects, which provide the opportunity to develop this, and other inter-personal skills, are incorporated within the learning strategy. Throughout the programme the approach will require a pro-active stance, with students taking responsibility for their own learning, within group activities with clear guidance on how to work successfully as a team.

The Department employs Canvas as the University's virtual learning environment (VLE) to support teaching and learning in all modules, alongside other aspects of the programmes and the Department as a whole. At a modular level it operates as a repository for all module documentation, such as the module guides, briefs, lecture handouts, support material, links to web-resources, and assignment submissions. Canvas is also used for tutorial and workshop sign-up lists and discussion forums where appropriate. All students in the Department have access to Department wide information such as key announcements, notifications of evening lectures and other key events.

Course communication takes place through Canvas announcements with automatic emailing, and students are encouraged and expected to regularly check both the Canvas and their Kingston University email. Further use of technology which is embedded within the programme includes:

- Students are taught and expected to use professional CAD and graphics software.
- For group work students are encouraged to use social media and file sharing online technologies for collaborative working, which itself is a key part of the programme.
- For student presentations students are required to use data projection and presentation software such as PowerPoint, Miro and Adobe reader.
- Turnitin via Canvas is used for all essay/dissertation submissions.
- The 3D workshop offers students an opportunity to work with both; traditional and computer-controlled fabrication techniques.
- LinkedIn Learning - an online platform offering self-paced software tutorials in a wide range of subjects.

## **E. Support for Students and their Learning**

Students are supported by:

### **The Personal Tutor (PT) Scheme**

The role of the Personal Tutor (PT) is distinct from that of other academic roles, including that of lecturer, module tutor, programme or module leader, and should not be subsumed into other academic roles. PTs have specific responsibility for students as individuals, beyond, as well as within, the programme team(s) to which they may belong, and the role is an intrinsic element of all teaching academics' workload. Personal Tutors stay with their tutees as they move through the programme. This role does not duplicate that of Module Leaders or tutors who provide specific subject advice on specific modules or projects, but provides holistic guidance on academic matters, learning habits and behaviours, learner

engagement and career aspirations, throughout the entire programme of study. Neither does it duplicate the roles of counsellors or well-being advisors, to whom the PT should refer students who need this more specialist support.

*The PT is responsible for ensuring that students are supported, through these meetings, in the following 3 areas of their development:*

1. *Academic Progress*
2. *Professional and Personal Development*
3. *Well-being and Engagement*

At Level 4 (year 1):

- Teaching block 1: minimum of three group/individual meetings;
- Teaching block 2: minimum of two group/individual meetings

At Level 5 (year 2):

- Welcome back and planning meeting in Teaching Block 1, one-to-one.
- Teaching block 2: follow up meeting, one-to-one.

At Level 6 (year 3):

- Welcome back and planning meeting in Teaching Block 1, one-to-one.
- Teaching block 2: follow up meeting, one-to-one

*Students can always contact their PT to request a meeting, if and when needed. All PTs maintain contact with their tutees, undertaking meetings and through email contact. The Personal Tutor Scheme is delivered as part of the Professional Practice modules, namely AR4006, AR5006 and AR6006*

#### **Students are further supported by a variety of means:**

- A Course Leader and a Year Leader;
- A Module Leader for each module;
- An academic team who seek to maintain as far as practicable a physical/virtual open-door policy in the spirit of supporting students.
- Learning Resources Centre
- Technical support in workshops
- Personal Tutor to provide academic support and refer students to other support within the university as and how needed;
- A Student Achievement Officer who provides additional pastoral and practical support, especially for students new to higher education studies;
- A Department Administration Team
- A designated Course Administrator
- An induction programme and study skills sessions at the start of every academic year;
- An Academic Success Centre that provides academic skills support for UG and PG students
- VLE/Canvas – a versatile online interactive intranet and learning environment accessible both on and off-site (Students are able to access more information and support e.g. by the 'essential links' on the course page of Canvas and via My Kingston)
- LinkedIn Learning – an online platform offering self-paced software tutorials in a wide range of subjects, including photography, graphics, web design, audio and music, CAD and Microsoft Office software, as well as courses on Business and Management skills. Some of these are embedded in the curriculum and offer additional self-paced learning, others may be taken at will by students wishing to broaden their employability skills in other areas.
- Staff Student Consultative Committees and regular open meetings at Department and Faculty levels;

- The **Careers and Employability Service (CES)** provides support for students at every stage of their career planning. They support faculties & programmes with specific activities built within the curriculum to scaffold the development of professional attributes, transferable skills, and commercial awareness, combined with co- and extra-curricular support available to all students. Beyond graduation they continue to offer services to graduates as part of their Graduate Support Package which entitles graduates 2 years of support, resources, and activities beyond graduation to support students' successful transition into their professional lives.
- Comprehensive university support systems including the provision of advice on finance, regulations, legal matters, accommodation, international student support, disability and equality support;
- The Union of Kingston Students;
- Designated Year Guides tailored to students' individual year of study.
- Kingston's Architecture Students' Society (K-Arch)

## **F. Ensuring and Enhancing the Quality of the Course**

The University has several methods for evaluating and improving the quality and standards of its provision. These include:

- External Examiners
- Staff Student Consultative Committees reporting to Boards of Study
- Boards of Study with student representation
- Annual Monitoring and Enhancement
- Periodic review undertaken at subject level
- Student evaluation including Module Evaluation Questionnaire (MEQs), level surveys and the National Student Survey (NSS)
- Moderation policies
- Feedback from employers
- RIBA validation visits
- RIBA annual returns
- ARB prescription

In addition to the University's processes, the programme also complies with professional, statutory and regulatory body (PSRB) requirements for accreditation; Architects Registration Board (ARB) and Royal Institute of British Architects (RIBA).

## **G. Employability and work-based learning**

The programme is taught by a range of staff, many of whom run their own practices or work in practice. Practitioners in general maintain contact with the Kingston architecture team and send information about 'Year Out', and other, opportunities. There is also an informal network of alumni, who reflect the diverse backgrounds of the student cohorts, and contribute to employability events and skills sessions, and offer networking opportunities. The University Careers and Employability Service (CES), administers a centralised careers management platform with resources, advice and a base for employers to advertise roles. CES works with the course team to deliver activities which help students to plan for their future careers, and prepare students for the next step in their personal and professional development.

Graduates find employment in architectural and multidisciplinary built environment practices. Others find work in environmental, planning consultancies, some in the public sector, and in not-for-profit agencies. Students find work locally in London and SE, UK, some in Europe

and internationally. Some students may go on to develop small businesses or another specialism, and some pursue further study.

Across all its undergraduate programmes, the Department offers a staged and structured approach to employability through a number of components. This is in line with the Programme's relationship to a profession and a professional body, the Royal Institute of British Architects (RIBA). The relationship to employability and professionalism skills development is woven into all modules of the programme. At each level of the Programme, a Professional Practice module is embedded as follows:

#### **Level 4 AR4006 Professional Practice & Making: Architecture is for Others**

Professionalism and employability is introduced via elements of teaching that relate to developing skills which underpin professionalism, such as communication, time management, the importance of reflection and iteration and the fundamental concern with ethical practice. Working in a team, project planning and reflecting on how students engaged and acted in the team are introduced as core skills, iterated across multiple modules – with an emphasis on galvanising students' diverse skillsets effectively. The students' own capacity to reflect on their intuitive interests is established as a primary tool in allowing them to articulate and pursue career ambitions. Alongside this, technical writing skills are tested and issues of studentship, such as academic integrity, are addressed. Students are introduced directly to their prospective professional body (RIBA), through attendance at an event. Students are also asked to investigate and document the work of a practice, including visiting where possible. At this level the Personal/Professional Development Portfolio (PDP) involves reflecting upon and visually communicating the process of the development of a piece of project work.

#### **Level 5 AR5006 Professional Practice: Architecture is Shaped by Society**

Professional obligations and responsibilities to the client and wider society are introduced through presentation and analysis of case studies from architectural practice. Students are introduced to the frameworks and regulatory infrastructures that underpin the development and delivery of each stage of a design project. These include elements such as the design team, client body and wider stakeholders, planning and conservation, sustainability, regulation, and the stages of a project, to support the formation of a PDP, reflecting, on the development of their own professional interests and concerns, the development of a personal profile, and professional social media presence.

#### **Level 6 AR6006 Professional Practice & Making: Architecture is a Matter of Ethics and Competence**

On completion of the BA (Hons) Architecture degree, students will have completed two 'capstone' projects: the dissertation and the major third year design thesis project. The design thesis project helps students to reflect on the knowledge and skills that they have acquired during their degree and learn how to present them to a wider audience including future employers. Students are asked to address key elements of professional practice, applying them within their own developing thesis project. These include issues such as Planning, Conservation, Building Regulations, Cost/Value and Project Management Sustainability and Professional Practice. Students continue to develop their personal profile and CV in preparation for applications on graduation. The PDP is one of a suite of portfolio related documents, drawing together their experience of the application of professional practice, synthesising studio and supporting components of study. A series of seminars, which include invited guests and alumni talking about career and their journeys taken since graduation are held under the title of 'Looking Out'.

In addition, the Department holds a number of events and projects, built into the academic year, which encourage engagement and interdisciplinary collaboration between students and staff across levels and programmes:

- At the outset of the year the Department runs a 2-3 day Vertical Project, which brings together all the students working in cross programme, mixing UG/PG and Landscape Architecture students.
- At the start of the second teaching block, the cross-crit gathers BA Architecture 2nd and 3rd year and MArch students for the cross-crits,
- In the middle of the year, between Teaching Block 1 and 2, the Looking In/Looking Out department-wide event. Looking In offers an opportunity for staff and students to engage in presentations and dialogue, which again operates across levels and programmes, around an overarching year theme. Looking Out offers award year students the opportunity to make connections to architects in practice and prospective employers.
- At the end of the year, design studios from all programmes and levels are presented in the Summer Exhibition. Programmes and levels are deliberately mixed to encourage interaction and cross-referencing.
- The Department runs a student mentoring scheme where PG students mentor UG students.

Most graduates look for employment with an architectural practice. Although it is not a prerequisite, graduates are encouraged to apply for the MArch in Architecture following a 'year out' in practice. Successful completion of the BA (Hons) Architecture provides RIBA/ARB Part 1 exemption and is the first step towards qualifying as an architect. <https://www.architecture.com/education-cpd-and-careers/how-to-become-an-architect>.

#### **Year Out**

During the 'year out' in practice, students can submit Professional Experience and Development Records to the school Professional Studies Advisor as part of the RIBA PEDR scheme. This provides the opportunity for direction and encouragement to seek professional experience.

#### **Work-based learning, including sandwich courses and higher or degree apprenticeships**

During the undergraduate programme, students are encouraged to apply for mentorship programmes, and upon graduation, work placements are actively encouraged – although it is the responsibility of individual students to source and secure such placements. This allows students to reflect upon their own personal experience of working in an applied setting, to focus on aspects of this experience that they can clearly relate to.

#### **H. Other sources of information that you may wish to consult**

The programme is validated by RIBA and ARB according to their joint validation criteria which may be found on their respective websites:

##### **Royal Institute of British Architects (RIBA):**

<http://www.architecture.com/>

##### **Architects Registration Board (ARB):**

<http://www.arb.org.uk/>

**Joint RIBA/ARB Criteria**, available on both RIBA and ARB websites:

<https://www.architecture.com/knowledge-and-resources/resources-landing-page/validation-procedures-and-criteria>

**RIBA - The Way Ahead:**

The Way Ahead: RIBA's new Education and Professional Development Framework (architecture.com)

**QAA Benchmark Statements**

[http://www.qaa.ac.uk/docs/qaa/subject-benchmark-statements/subject-benchmark-statement-architecture.pdf?sfvrsn=3cecf781\\_14](http://www.qaa.ac.uk/docs/qaa/subject-benchmark-statements/subject-benchmark-statement-architecture.pdf?sfvrsn=3cecf781_14)

[http://www.qaa.ac.uk/docs/qaa/subject-benchmark-statements/sbs-architectural-technology-14.pdf?sfvrsn=81ecf781\\_18](http://www.qaa.ac.uk/docs/qaa/subject-benchmark-statements/sbs-architectural-technology-14.pdf?sfvrsn=81ecf781_18)

**Programme page**

<http://www.kingston.ac.uk/undergraduate-course/architecture/>

**I. Development of Course Learning Outcomes in Modules**

This table maps where course learning outcomes are **summatively** assessed across the modules for this course. It provides an aid to academic staff in understanding how individual modules contribute to the course aims, a means to help students monitor their own learning, personal and professional development as the course progresses and a checklist for quality assurance purposes.

Module Code		Level 4			Level 5				Level 6		
		AR4006	AR4005	AR4007	AR5005	AR5006	AR5008	AR5007	AR6006	AR6007	AR6005
Knowledge & Understanding	A1										
	A2										
	A3	S									
Intellectual Skills	B1										
	B2										
	B3	S									
Practical Skills	C1										
	C2										
	C3	S									

**Students will be provided with formative assessment opportunities throughout the course to practise and develop their proficiency in the range of assessment methods utilised.**



