

Template C4



Programme Specification

Title of Course: *BA (Hons) Architecture*

Date first produced	
Date last revised	
Date of implementation of current version	01/09/2026
Version number	1
Faculty	Kingston School of Art
Cross-disciplinary	
School	School of Arts
Department	Department of Architecture and Landscape
Delivery Institution	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

Award(s) and Title(s):	BA (Hons) Architecture
Exit Award(s) and Title(s):	Cert, HE BA (Ordinary Degree) Dip. HE,
Course Code <i>For each pathway and mode of delivery</i>	UFARC1ARC01
UCAS code <i>For each pathway</i>	K100

Awarding Institution:	Kingston University
Teaching Institution:	Kingston University
Location:	Department of Architecture & Landscape, School of Art & Architecture, Kingston School of Art, Knights Park
Language of Delivery:	English
Delivery mode:	Primarily campus based (up to 20% of scheduled L&T hours delivered online)
Learning mode(s):	Full-time
Minimum period of registration:	Full-time - 3 years full-time
Maximum period of registration:	Full-time - 6 years full-time
Entry requirements	<p>Kingston University typically uses a range of entry requirements to assess an applicant's suitability for our courses. Most course requirements are based on UCAS Tariff points, usually stipulated as a range, and are sometimes coupled with minimum grades in specific relevant subjects. We may also use interview, portfolio and performance pieces to assess an applicant's suitability for the course. We recognise that every person's journey to Higher Education is different and unique and in some cases we may take into account work experience and other non-standard pathways onto University level study.</p> <p>Additionally, all non-UK applicants must meet our English language requirements.</p>

	Please see our course pages on the Kingston University website for the most up to date entry requirements
Regulated by	The University and its courses are regulated by the Office for Students
Programme Accredited by:	Validated by the Royal Institute of British Architects (RIBA) as RIBA Part 1 Accredited by the Architects' Registration Board (ARB); as ARB Part 1
Approved Variants:	No compensation is permitted at Levels 5 and 6.
Is this Higher or Degree Apprenticeship course?	No

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. Programme Learning Outcomes

The programme learning outcomes are the high-level learning outcomes that will have been achieved by all students receiving this award. They have been aligned to the levels set out in '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

C. Future Skills Graduate Attributes

In addition to the programme learning outcomes, the programme of study defined in this programme specification will engage students in developing their Future Skills 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

D. 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).

The 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	

Exit Awards at Level 4

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: Architecture Is Found in Play	AR5008	30	5	1 and 2		2	
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	

Exit Awards at Level 5

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.

Level 6							
BA (Hons) Architecture							
Core modules	Module code	Credit Value	Level	Teaching Block	Pre-requisites	Full Time	Part Time
Professional Practice & Making: Architecture Is a Matter of Ethics and Competence	AR6006	30	6	1 and 2		3	
Reading: Architecture Is a	AR6005	30	6	1		3	

Common Ground							
Studio: Architecture Is..	AR600 7	60	6	1 and 2		3	

Exit Awards at Level 6

Level 6 requires the completion of all modules.

E. 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.

F. 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)

G. 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).

H. External Reference Points

External reference points which have informed the design of the course. These include:

- PSRB standards
- QAA Subject benchmarks
- Apprenticeship standards
- Other subject or industry standards

Please delete or edit as required, for example if course is not an Apprenticeship then delete 'Apprenticeship standards'.

I. Development of Course Learning Outcomes in Modules

This table maps where programme learning outcomes are **summatively** assessed across the **core** 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	AR5008	AR5007	AR5006	AR6007	AR6005	AR6006
Knowledge & Understanding	A1										
	A2										
	A3	S									
Intellectual Skills	B1										
	B2										

	B 3	S									
Practical Skills	C 1										
	C 2										
	C 3	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.

Additional Information