



**Programme Specification**

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

**Date Specification Produced: June 2013**

**Date Specification Last Revised: April 2020**

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 teaching, learning and assessment methods, learning outcomes and content of each module can be found in the Course Handbook on Canvas and in individual Module Descriptors.

**SECTION 1: GENERAL INFORMATION**

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| **Title:** | **BA (Hons) Architecture** |
| **Awarding Institution:** | **Kingston University** |
| **Teaching Institution:** | **Kingston University** |
| **Location:** | **Department of Architecture & Landscape, School of Art & Architecture,** **Kingston School of Art, Knights Park** |
| **Programme Accredited by:** | **RIBA, ARB** |

**SECTION2: THE PROGRAMME**

1. **Programme Introduction**

We consider our **Department** as a place - in which to converse, to debate, to work and to learn. It also constitutes, for us, a developing and discursive position through which, as staff and students, we are collectively able to critique both our discipline and its wider relationship with contemporary society and culture. As a Department, 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, a breadth that reflects the Department’s singular range of courses, which encompass the design of landscapes and buildings.

We enjoy such continuities and extend them to include both the temporal and the philosophical. Our projects learn from and enjoy the creative richness of architecture’s past whilst being firmly placed within the complexities and opportunities of the present. We are sceptical of contemporary rhetoric, with its privileging of hermetic formalism and its obsession with invention and authorship. Instead we propose a robust and responsive architecture that seeks satisfaction in reflecting upon and reinforcing its site, which finds expression through spatial and tectonic means and which enjoys and is enriched by appropriation and adaption, over time. This commitment to an architecture that is both engaged and engaging is fundamental. It defines what we do, from our admissions policies to the structure of our courses; from the character of our modules to the ways in which they become integrated; from the projects we make to the research we undertake. It is an aspiration that is underpinned by the sustained consideration of who ‘we’ are. Our students encompass an enormous and welcome diversity of background and experience. Nonetheless they are defined collectively by the Department’s understanding of them as developing practitioners and proto-professionals, from the moment of their arrival.

This critical and open relationship to practice extends through the life of the Department: from the Head’s and Professor’s position, as the co-director of a practice with an international profile, to the exemplary practitioners who lead and teach within each of the 18 BA Architecture Studios and 6 MArch Architecture Units, to the calibre of those invited to speak in our annual lecture series, REGISTER. At every level, the relationship between tutor and student is grounded in an understanding of the design studio as a research space, where practice led research is either disseminated or actually happens. As a direct result, the expectation is that our graduates will be able to engage creatively and usefully with the practice of architecture from the point they leave us, in a manner relevant to them.

Since 2008, 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 scope of these projects offer particular opportunities for MArch Architecture students to develop designs of great sophistication on cultural and technological levels. The annual Vertical Project is the first of a series of events, which collect the School together during the course of an academic year. At the end of the first teaching block, the cross-crit gathers BA Architecture award year students and MArch students for crits, which alongside the Department Assembly offers an opportunity for every studio and unit within the Department to present their developing work and debate with one another. With its accompanying catalogue, the Summer Exhibition concludes the academic year by bringing together the work of individual students, studios and units.

The School of Art and Architecture is one of 3 Schools within the Kingston School of Art. The academic focus of the School is the provision of vocationally orientated and, where appropriate, professionally validated courses.

The Department is located in the compact Knights Park campus, where it is physically contiguous with a range of other creative disciplines. As part of an art and design Faculty it has immediate access to excellent and wide ranging resources for physical making, an opportunity which sits at the heart of the pedagogy in each of the courses and forms a key component of the BA Architecture course. The Department’s accommodation currently occupies a ring of studios and associated facilities ranged around the enclosed quad that is home to the Faculty Learning Resource Centre.

Architecture is a material practice: the overall aim of the course is to engage students in a critical process of ‘thinking through making’ which opens them up to an imaginative, creative, technically, and culturally informed understanding of form, space, and materiality in architecture at the same time as inculcating the principles of an intellectual and professional discipline.

Architecture is a profession and the programme is an integral part of a sequence of steps – RIBA parts 1, 2 and 3 - that leads to entry into it. Criteria for entry on to the UK Register of Architects are prescribed by the Architects Registration Board (ARB). These criteria are derived from Articles 3 and 4 of the European Union Council Directive. The ARB and the Royal Institute of British Architects (RIBA) have agreed to hold the criteria in common and successful completion of the Honours Degree course gives Part 1 exemption. The modules from the programme work within this framework to provide a coherent balance of intellectual and practical skills.

1. **Aims of the Programme**

The programme aims to ensure that the student learning experience will provide an understanding of the academic basis of the discipline and the fundamental knowledge, practical and transferable skills required for entry into the profession of architecture. It also aims to encourage students to become reflective and independent practitioners, able to critically appraise the profession of architecture and position their own practice within it.

The main aims of the programme are:

* to engage students in a process of ‘thinking through making’ which opens them up to an imaginative, creative understanding of tectonics, form, and space in architecture
* to provide all students with an awareness of the critical elements integral to designing the built environment
* to provide a coherent educational experience that meets the requirements of the profession
* to develop students’ observational and analytical skills necessary in making assessments of the built environment
* to direct students’ independent research into material that furthers their understanding of architecture
* to provide students with the subject-related intellectual and practical skills required to work through the design process
* to develop students’ ability in written, verbal, and visual communication
* to prepare students for working with other disciplines
* to prepare students for further study and life-long learning by developing their intellectual, problem-solving, key transferable skills
* to prepare students for employment in the architectural profession
1. **Intended Learning Outcomes**

The levels of the BA (Hons) Architecture are structured to deliver principles in first year, skills and knowledge of the processes of making architecture in second year, and an ability to engage in integrated practice in third year.

Design is the central concern of the course. Project-based and studio taught design constitutes 50-75% of each of the modules, with a changing emphasis in each year. Supporting studies and contextual studies become fully integrated with the design projects in the final year.

The Course Structure is based on four thematic strands which will run through all three years of the course. These thematic strands are: Reading, Designing, Representing and Making. The elements of design projects within a year are then spread across these four themes, making up 50-75% of the content of each. The other 25-50% of each module concerns coursework based supporting studies that are related to the same overall theme.

The Learning outcomes below are based on 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 for an Undergraduate programme.

The programme 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, skills and other attributes in the following areas.

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| **Programme Learning Outcomes** |
|  | **Knowledge and Understanding****On completion of the course, students will be able to:** |  | **Intellectual skills** **On completion of the course, students will be able to:** |  | **Subject Practical skills** **On completion of the course, students will be able to:** |
| A1 | Demonstrate how buildings relate to their spatial context | B1 | Demonstrate precise critical and analytical skills that are based on observation, rigorous and logical thinking | C1 | Record information seen in the environment and form analysis and research |
| A2 | Demonstrate how buildings facilitate use, user patterns and affect people | B2 | Construct a coherent argument using appropriate evidence | C2 | Synthesise observations, investigation and analysis into a clear conceptual basis for a design |
| A3 | Demonstrate how forms of social organisation affect the built environment | B3 | Question and evaluate ideas and locate them in their context | C3 | Establish a basis and method for making key design decisions out of a complex and often competing set of constraints |
| A4 | Articulate the issues involved in building sustainable environments | B4 | Critically appraise design exemplars for the ideas that underlie them; | C4 | Use a range of techniques for drawing and model making to explore and develop design |
| A5 | Articulate how broad ecological concerns relate to building construction and the built environment | B5 | Apply lessons drawn from exemplars to their own work; | C5 | Plan a building to take account of user needs and local contexts |
| A6 | Understand architecture as a cultural subject and how it engages with broader issues of culture | B6 | Apply lessons drawn from personal experience to their own work; | C6 | Evaluate the design's progress against intentions, criteria, criticism and tutorial advice |
| A7 | Demonstrate knowledge of the major 20th century intellectual currents and how these have informed architectural design and criticism | B7 | Engage in self-appraisal; | C7 | Use computer aided drawing at various stages in the design process |
| A8 | Demonstrate knowledge of the history of architecture and how to draw general principles from it | B8 | Appraise the ideas and work of their peers; | C8 | Communicate ideas and experiential qualities expressed or embodied in the design |
| A9 | Understand how contemporary architecture relates in different ways to this background | B9 | Analyse current issues of concern to the profession and discuss these with tutors and peers; | C9 | Demonstrate how materials are assembled and how they respond to weather |
| A10 | Understand how to locate their own design work in this context | B10 | Reflect upon their learning experience such as to equip them for continued professional and academic development. | C10 | Understand how principles of structure affect the design process |
| A11 | Understand how to develop a critical approach to, and make use of, architectural exemplars |  |  | C11 | Understand the impact on the human sensibility of different materials and structural systems |
| A12 | Demonstrate how a knowledge of materials and constructional techniques inform design |  |  |  |  |
| A13 | Demonstrate an understanding of how to begin to structure and adequately service a building |  |  |  |  |
| A14 | Understand the context of architectural and professional practice |  |  |  |  |
| A15 | Understand the economic context in which the construction industry operates |  |  |  |  |
| A16 | Understand how the planning and building regulations frameworks impact upon design |  |  |  |  |

In addition to the programme learning outcomes identified overleaf, the programme of study defined in this programme specification will allow

students to develop a range of Key Skills as follows:

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| **Key Skills** |
| **Self-Awareness Skills** | **Communication Skills** | **Interpersonal Skills** | **Research and information Literacy Skills** | **Numeracy Skills** | **Management & Leadership Skills** | **Creativity and Problem Solving Skills** |
| Take responsibility for own learning and plan for and record own personal development | Express ideas clearly and unambiguously in writing and the spoken work | Work well with others in a group or team | Search for and select relevant sources of information | Collect data from primary and secondary sources and use appropriate methods to manipulate and analyse this data | Determine the scope of a task (or project) | Apply scientific and other knowledge to analyse and evaluate information and data and to find solutions to problems |
| Recognise own academic strengths and weaknesses, reflect on performance and progress and respond to feedback | Present, challenge and defend ideas and results effectively orally and in writing | Work flexibly and respond to change | Critically evaluate information and use it appropriately | Present and record data in appropriate formats | Identify resources needed to undertake the task (or project) and to schedule and manage the resources | Work with complex ideas and justify judgements made through effective use of evidence |
| Organise self effectively, agreeing and setting realistic targets, accessing support where appropriate and managing time to achieve targets | Actively listen and respond appropriately to ideas of others | Discuss and debate with others and make concession to reach agreement | Apply the ethical and legal requirements in both the access and use of information | Interpret and evaluate data to inform and justify arguments | Evidence ability to successfully complete and evaluate a task (or project), revising the plan where necessary |  |
| Work effectively with limited supervision in unfamiliar contexts |  | Give, accept and respond to constructive feedback | Accurately cite and reference information sources | Be aware of issues of selection, accuracy and uncertainty in the collection and analysis of data | Motivate and direct others to enable an effective contribution from all participants |  |
|  |  | Show sensitivity and respect for diverse values and beliefs | Use software and IT technology as appropriate |  |  |  |

1. **Entry Requirements**
* Points: 128 tariff points
* Units: to include at least two A-levels or recognised equivalent
* Subjects: Not subject specific but an art and design portfolio will be required
* General Studies not accepted
* Key Skills points not accepted in tariff

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 score of 6.0 overall with a minimum of 5.5 in each element in the British Council IELTS Academic English Test, or 80 TOEFL or equivalent is required for those for whom English is not their first language.

Applicants will be required to submit a portfolio.

1. **Programme Structure**

This programme is offered as a full field in full-time mode, and leads to the award of BA (Hons) Architecture. Entry is normally at level 4 with A-level or equivalent qualifications (See section D). Transfer from a similar programme is possible at level 5 with passes in comparable level 4 modules – but is at the discretion of the course team. Intake is normally in September.

**E1. Professional and Statutory Regulatory Bodies**

Architects Registration Board (ARB) and Royal Institute of British Architects (RIBA).

**E2. Work-based learning**

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 theoretical concepts and to evaluate the relationship between theory and practice.

**E3. Outline Programme Structure**

Each level is made up of four modules each worth 30 credit points. 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). Full details of each module will be provided in module descriptors and student module guides. Students will also receive a Year Guide or a Course Handbook tailored to their individual year of study.

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| **Level 4 (First year)** |
| **Compulsory modules** | **Module code** | **Credit** **Value** | **Level**  | **Teaching Block** |
| The Principles of Reading Architecture | AR4001 | 30 | 4 | 1&2 |
| The Principles of Designing Architecture | AR4002 | 30 | 4 | 1&2 |
| The Principles of Representing Architecture | AR4003 | 30 | 4 | 1&2 |
| The Principles of Making Architecture | AR4004 | 30 | 4 | 1&2 |

This course 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 are eligible for the award of Certificate of Higher Education in Architecture.

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| **Level 5 (Second year)** |
| **Compulsory modules** | **Module code** | **Credit** **Value** | **Level**  | **Teaching Block** |
| The Processes of Reading Architecture | AR5001 | 30 | 5 | 1&2 |
| The Processes of Designing Architecture | AR5002 | 30 | 5 | 1&2 |
| The Processes of Representing Architecture | AR5003 | 30 | 5 | 1&2 |
| The Processes of Making Architecture | AR5004 | 30 | 5 | 1&2 |

This course 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 are eligible for the award of Diploma of Higher Education in Architecture.

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| **Level 6 (Third year)** |
| **Compulsory modules** | **Module code** | **Credit** **Value** | **Level**  | **Teaching Block** |
| The Practice of Reading Architecture | AR6001 | 30 | 6 | 1&2 |
| The Practice of Designing Architecture | AR6002 | 30 | 6 | 1&2 |
| The Practice of Representing Architecture | AR6003 | 30 | 6 | 1&2 |
| The Practice of Making Architecture | AR6004 | 30 | 6 | 1&2 |

Level 6 requires the completion of all modules.

1. **Principles of Teaching Learning and Assessment**

The programme has a simple structure based on a suite of four modules repeated over three years. Those modules are ‘Reading Architecture’, ‘Designing Architecture’, ‘Representing Architecture’ and ‘Making Architecture’. The aims and learning outcomes of the respective modules are similar at different levels, but as design projects become more complex as the student moves through the course and develops their academic skills, the level of understanding expected of the student and abilities to be demonstrated are greater. The levels of the course are structured so as to teach the Principles of architecture in Level 4, the Processes of architecture in Level 5 and the Practice of architecture in Level 6. Level 6 students conclude by completing 2 capstone projects: a dissertation and a third year major thesis design project. The programme structure is included as a diagram in the appendix to this document.

Within each module are a design component and support/contextual component with the intention that knowledge and skills are always introduced and developed in relation to studio projects.

Central to the teaching of design is the studio which promotes 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 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 actually 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.

The teaching and learning of design projects 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 study 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 electronic;
* project reviews or crits to promote the discursive nature of the design process;
* encouraging students’ self-criticism in a positive way to reflect upon 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 through the use of studio tutorials and reviews, with formal formative assessment taking place at the end of teaching block 1. The summative (marked) assessment for the design 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.

In each year of the course, the synoptically taught and assessed design studio component of the modules is delivered through a number of individual studio groups which are each taught by a pair/group of tutors. 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 course which indicates the overall requirements for the project work across all of the modules, and an indication of the key documents that a student is required to produce. Studios are also provided with guidance for a programme of project development in order to ensure that students are able to have sufficiently developed projects to use as the basis for the coursework components of the modules that are based on the design projects.

The design portfolio is assessed synoptically; this means that the same single portfolio of work is used in the assessment of more than one module. In this case the design portfolio is assessed at 50-75% across the four modules in each year.

Support studies and contextual studies incorporate:

* lecture presentation for the transmission of information. Lectures are supported by hand-outs, reading lists and the use of the VLE;
* tutorials conducted by tutors to student groups or individuals;
* 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;
* workshops to demonstrate the nature and application of strategies, structures and materials;
* 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 electronic learning materials and submitting coursework electronically.

Coursework may take the form of, but is not limited to:

* Essays
* Seminar presentations
* Dissertation
* Case studies
* Drawn and modelled landscape studies
* Material studies
* Practical assignments

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

Coursework for the support/contextual component of each module is assessed on an assignment by assignment basis.

The Department employs the University’s virtual learning environment (VLE) to support teaching and learning in all modules, alongside other aspects of the courses 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, and links to web-resources. The VLE 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, notification of evening lectures and other key events.

Course communication takes place through VLE announcements with automatic emailing, and students are encouraged and expected to regularly check both the VLE and their Kingston email. Further use of technology which is embedded within the course 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 course.
* For student presentations students are required to use data projection and presentation software such as PowerPoint and adobe reader.
* Turnitin via the VLE is used for all essay/dissertation submissions.
* The 3D workshop offers students an opportunity to work with computer controlled fabrication techniques.

**LinkedIn Learning** – all courses based in the Kingston School of Art offer students free access to the online video tutorial platform LinkedIn Learning. This provides a wide range of subjects to choose from, many with downloadable exercise files, including software tutorials covering 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.

1. **Support for Students and their Learning**

Design Studio Teaching Structure

The design teaching structure of the School of Art and Architecture is built around the principle of pairs or teams of tutors who engage directly with a student or small group of students

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 Department has a number of events and projects, built into the academic year, which encourage engagement between students and staff across levels:

* At the outset of the year the Department runs a one-week Vertical Project, which brings together all the students working in cross course, mixed UG/PG teams.
* At the end of the first teaching block, the cross-crit gathers BA Architecture award year students and MArch students for the cross-crits,
* In the middle of the year, between Teaching Block 1 and 2, the Department Assembly, offers an opportunity for staff and students to engage in presentations and dialogue, which again operates across levels and courses, around an overarching year theme.
* At the end of the year, design studios from all courses and levels are presented in the Summer Exhibition. Courses and levels are deliberately mixed to encourage interaction and cross-referencing.
* The Department runs a student mentoring scheme where PG students mentor UG students.

Director of Student Experience and Recruitment

This student-facing role is the responsibility of a senior staff member within the Department and within the Department Management Structure, and is understood as being equivalent to a Course Director. The role provides a visible point of contact for students from their initial application, through the years of their degree, to their on-going contact with the Department, as Alumni. The Director of Student Experience and Recruitment is responsible for the coordinated delivery and management of all aspects of student experience beyond the academic course. These include:

* Up to date knowledge of relevant University systems and procedures
* Mentoring Scheme
* RPCL (Recognition of Prior Certificated Learning) / RPEL (Recognition of Prior Experiential Learning) processes
* NSS (National Student Survey)
* Erasmus Exchange programmes
* SSCC (Staff/Student Consultative Committee)
* Information on Scholarships and Bursaries, Alumni and Graduate Experience
* Staff Student Consultative Committees and regular open meetings at Department and Faculty levels
* Local Extension processes
* Coordinating Personal Tutor Scheme

The Personal Tutor Scheme

The Department employs permanent members of staff to lead most of its Level 4 design studios. In the subsequent years, many studios are led by Hourly Paid Lecturers (HPL). This allows Level 4 staff to have a more visible presence for students. Under the personal tutor scheme, they also take on the responsibility of being Personal Tutors as those students move up through the Department. Their responsibilities comprise:

Level 4:

* Teaching block 1: minimum of three one-to-one  meetings;
* Teaching block 2: minimum of 2 face-to-face meetings (may be group or one-to-one);
* Wrap-up email at end of academic year.

Level 5:

* Welcome back and planning meeting, one-to-one;
* End of teaching block 1: email contact (e.g. linked to social event);
* Wrap-up email at end of academic year.

Level 6:

* Welcome back and planning meeting, one-to-one;
* End of teaching block 1: email contact (e.g. linked to social event);
* Wrap-up email at end of academic year.

The more intense schedule of 1:1 meetings at Level 4 are accommodated as part of studio teaching duties. At Level 5 and 6 personal tutors keep in contact with progressing students, undertaking introductory meetings at the start of each year and subsequent email contact. The Department Assembly is used to initiate contact at the end of Teaching Block 1 as part of a social event.

Students are further supported by a variety of means:

* A Module Leader for each module;
* An Academic Director who can give support to help students understand the context of their discipline;
* The University’s Academic Mentoring Scheme
* 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;
* LinkedIn Learning – an online platform offering self-paced software tutorials
* Staff Student Consultative Committees and regular open meetings at Department and Faculty levels;
* A University Careers and Employability Service supported by a Faculty-aligned Careers Advisers who run workshops, weekly drop-ins and 1:1 appointments
* 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.

And an academic Team who seek to maintain as far as practicable an open door policy in the spirit of supporting students.

1. **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
* Boards of Study with student representation
* Annual Monitoring and Enhancement
* Periodic review undertaken at the subject level
* Student evaluation including MEQs, Level Surveys and the NSS
* Moderation policies
* Feedback from employers

In addition to the University’s processes, the programme also complies with professional, statutory and regulatory body (PSRB) requirements for accreditation.

**I**. **Employability Statement**

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.

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.](https://www.architecture.com/education-cpd-and-careers/how-to-become-an-architect.%20)

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, so that there is some continuity of destinations for graduates. 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 go on to develop small businesses or another specialism, and some pursue further study.

Across all of its undergraduate programmes, the Department offers a staged and structured approach to employability through a number of components. This is in line with the Course’s relationship to a profession and a professional body, the Royal institute of British Architects. The relationship to employability and professionalism is placed explicitly within the Designing Module strand, at each level of the Course:

**Level 4**

Professionalism and employability is introduced through the idea of studentship and the skills to work effectively as a student. These include elements of teaching that relate to communication, time management, team working, the importance of reflection and iteration and the fundamental concern with ethics, which underpins professionalism. Alongside this, technical writing skills are tested and issues of studentship, such as plagiarism, are addressed. Students are introduced directly to their prospective professional body, through attendance at an event, such as a lecture. They are also asked to investigate and document the work of a practice, including visiting where possible. At this level the Personal Development Portfolio (PDP) involves reflecting upon and visually communicating the process of the development of a piece of project work.

**Level 5**

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, the client body, the contract, the stages of a project etc. The PDP is developed through the making of a Project Diary, which chronicles the development of their studio work through the year.

**Level 6**

Students are asked to address key elements of professional practice, applying them within their own developing design thesis project. These include issues such as Planning, Building Regulations, Project Management and Costing. Exercises are integrated with the developing studio project throughout the year. At the end of the year, students are introduced to CV writing and are asked to write a short reflective piece on their own experience, as a means to prepare them for going out into practice. The PDP is undertaken through the making of a Project Diary, as one of a suite of Portfolio documents, which draws together and integrates the developing aspects of their project – synthesising studio and support aspects of study. The Project Diary is understood as a companion to a Portfolio Reader, which provides a critical narrative for the project*.*

1. **Approved Variants from the Undergraduate Regulations**

No compensation is permitted at Levels 5 and 6.

Where a student has successfully completed and passed the coursework elements AR6001 E1 and AR6003 E1 (at first attempt or following retake) but, due to failure and/or mitigating circumstances in other elements of these modules is required to repeat the module(s) in the next academic year, the student can bank the above-mentioned coursework elements and retain the grades achieved for these elements (actual grades at first attempt or capped grades if passed at retake).

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

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

**RIBA website**

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

**ARB website**

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

**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/sbs-architectural-technology-14.pdf?sfvrsn=81ecf781_18>

**Course page**

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

**Development of Programme Learning Outcomes in Modules**

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

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Level 4** | **Level 5** | **Level 6** |
|  | **Module Code** |  | AR4001 | AR4002 | AR4003 | AR4004 | AR5001 | AR5002 | AR5003 | AR5004 | AR6001 | AR6002 | AR6003 | AR6004 |
| **Programme Learning Outcomes** | Knowledge & Understanding | A1 |  |  | S |  |  |  | S |  |  |  | S |  |
| A2 |  |  | S |  |  |  | S |  |  |  | S |  |
| A3 |  |  | S |  |  |  | S |  |  |  | S |  |
| A4 | S | S | S | S | S | S | S | S | S | S | S | S |
| A5 | S | S | S | S | S | S | S | S | S | S | S | S |
| A6 | S | S |  |  | S | S |  |  | S | S |  |  |
| A7 | S |  |  |  | S |  |  |  | S |  |  |  |
| A8 | S |  |  |  | S |  |  |  | S |  |  |  |
| A9 | S |  |  |  | S |  |  |  | S |  |  |  |
| A10 | S | S | S |  | S | S | S |  | S | S | S |  |
| A11 | S | S |  |  | S | S |  |  | S | S |  |  |
| A12 |  |  |  | S |  |  |  | S |  |  |  | S |
| A13 |  |  |  | S |  |  |  | S |  |  |  | S |
| A14 |  | S |  |  |  | S |  |  |  | S |  |  |
| A15 |  | S |  |  |  | S |  |  |  | S |  |  |
| A16 |  | S |  |  |  | S |  |  |  | S |  |  |
| Intellectual Skills | B1 | S |  |  |  | S |  |  |  | S |  |  |  |
| B2 | S |  |  |  | S |  |  |  | S |  |  |  |
| B3 | S |  |  |  | S |  |  |  | S |  |  |  |
| B4 | S |  |  |  | S |  |  |  | S |  |  |  |
| B5 | S |  |  |  | S |  |  |  | S |  |  |  |
| B6 | S |  |  |  | S |  |  |  | S |  |  |  |
| B7 |  | S |  |  |  | S |  |  |  |  |  |  |
| B8 |  | S |  |  |  | S |  |  |  |  |  |  |
| **Programme Learning Outcomes****Programme Learning Outcomes** |  | B9 |  | S |  |  |  | S |  |  |  | S |  |  |
| B10 |  | S |  |  |  | S |  |  |  | S |  |  |
| Practical Skills | C1 | S |  | S |  | S |  | S |  | S |  | S |  |
| C2 | S | S |  |  | S | S |  |  | S | S |  |  |
| C3 |  | S |  |  |  | S |  |  |  | S |  |  |
| C4 |  |  | S |  |  |  | S |  |  |  | S |  |
| C5 |  | S | S |  |  | S | S |  |  | S | S |  |
| C6 |  | S |  |  |  | S |  |  |  | S |  |  |
| C7 |  |  | S |  |  |  | S |  |  |  | S |  |
| C8 |  |  | S |  |  |  | S |  |  |  | S |  |
| C9 |  |  |  | S |  |  |  | S |  |  |  | S |
| C10 |  |  |  | S |  |  |  | S |  |  |  | S |
| C11 |  |  |  | S |  |  |  | S |  |  |  | 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.**

**BA (Hons) Architecture – Course Diagram**

 **Level 4 Level 5 Level 6**

AR5004

The Processes of Making Architecture

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AR5003

The Processes of Representing Architecture

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AR5002

The Processes of Designing Architecture

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AR5001

The Processes of Reading Architecture

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AR6003

The Practice of Representing Architecture

30

AR6002

The Practice of Designing Architecture

30

AR6001

The Practice of Reading Architecture

30

AR6004

The Practice of Making Architecture

30

AR4004

The Principles of Making Architecture

30

AR4003

The Principles of Representing Architecture

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AR4002

The Principles of Designing Architecture

30

 **TB1 TB2 TB1 TB2 TB1 TB2**

AR4001

The Principles of Reading Architecture

30

**Technical Annex**

|  |  |
| --- | --- |
| **Final Award(s):** | BA (Hons) Architecture |
| **Intermediate Award(s):** | Cert, HE, Dip. HE, BA (Ordinary Degree)  |
| **Minimum period of registration:** | 3 years full-time  |
| **Maximum period of registration:** | 6 years full-time  |
| **FHEQ Level for the Final Award:** | Honours |
| **QAA Subject Benchmark:** | Architecture (2010)Architectural Technology (2007) |
| **Modes of Delivery:** | Full-time |
| **Language of Delivery:** | English |
| **Faculty:** | Kingston School of Art |
| **School:** | Art and Architecture |
| **Department:**  | Architecture & Landscape |
| **UCAS Code:** | K100 |
| **Course/Route Code:** | UFARC1ARC01 |
|  |  |