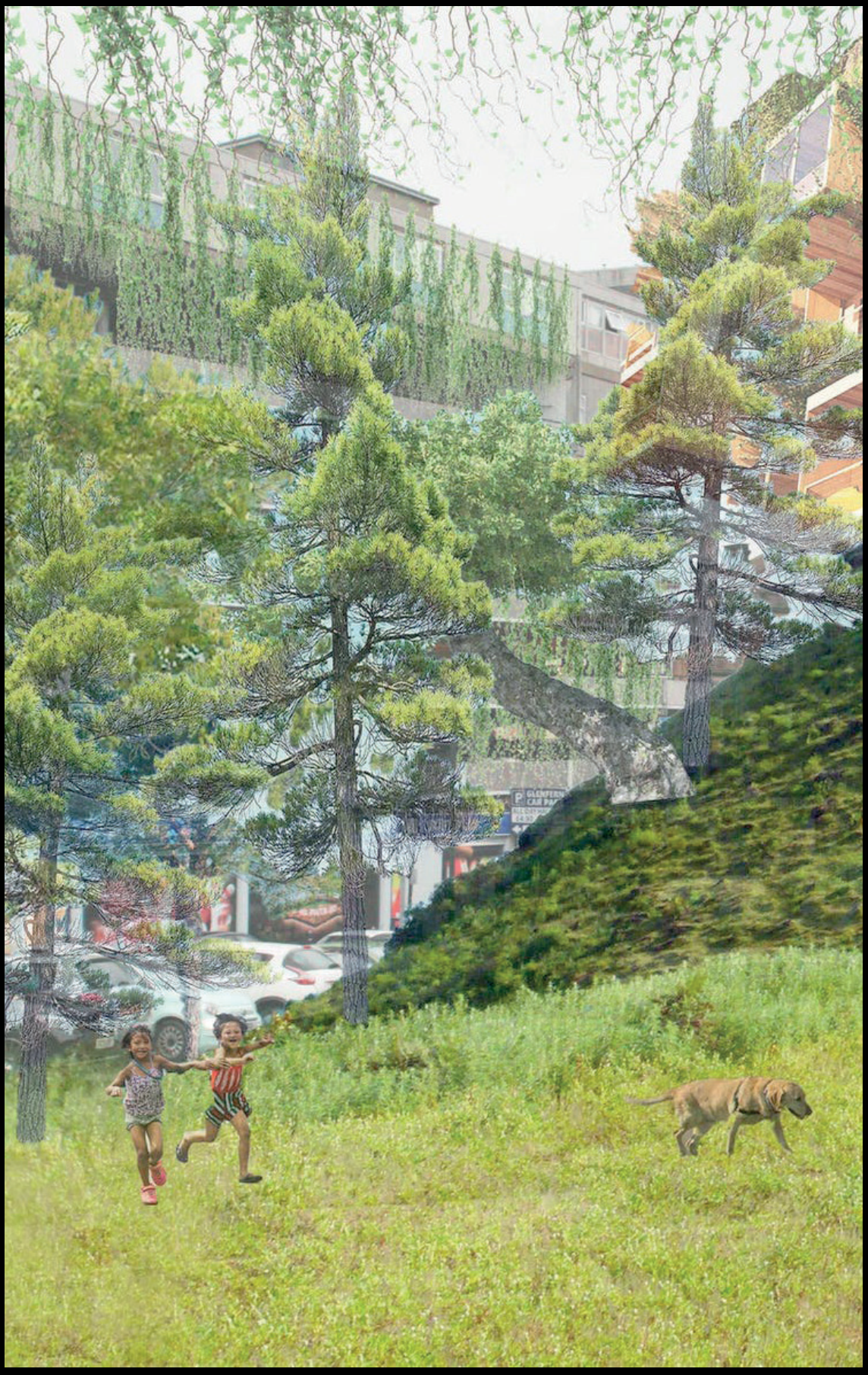
BA (Hons)

Architecture (Part 1 ARB/RIBA)



ARTS UNIVERSITY BOURNEMOUTH

Programme Specification

PROGRAMME SPECIFICATION

The Programme Specification provides a summary of the main features of the **BA (Hons) Architecture** course, and the learning outcomes that a 'typical' student might reasonably be expected to achieve and demonstrate if they pass the course.

Further detailed information on the learning outcomes, content and teaching and learning methods of each unit may be found within this Handbook and the online Unit Information.

Key Course Information	
Final Award	BA (Hons)
Course Title	Architecture
Award Title	BA (Hons) Architecture Part 1 RIBA/ARB
Teaching institution	Arts University Bournemouth
Awarding Institution	Arts University Bournemouth
Offered in the School of:	Design and Architecture
Professional accreditation	Part 1 RIBA/ARB
Length of course / mode of study	3 years full-time
Level of final award (in FHEQ)	Level 6
Subject benchmark statement	Architecture
UCAS code	K100
Language of study	English
External Examiners for course	Jane McAllister The Sir John Cass Faculty of Art Design and Architecture Catrina Stewart Architect, Office S&M
Please note that it is not appropriate for students to contact external examiners directly.	
Date of Validation	2007
Date of most recent review	2016
Date programme specification written/revised	July 2022

Course Introduction

At AUB we see architecture as a means of analysing, perceiving and projecting into the world through spaces, infrastructures, buildings, strategies and visions. We pursue an understanding of human relations, the evolution of cities, the development of culture and the preservation of our natural environments. We acknowledge the role

that architecture plays in society, both positive and negative, and see architectural education as a vital opportunity to challenge and evolve how we think and act.

As students of AUB you will create new knowledge in response to the pressing issues of our time – ranging from the continuous expansion of suburbia, the pervasiveness of private interests, digital saturation, global carbon emissions, the dwindling of civic spaces in our cities and human alienation.

Alongside such issues we have reason for hope. We believe in the possibility of architecture to instigate change and offer new intelligent, daring and social means of living. Architecture is not a pill that can solve the world's problems however it certainly has an impact on human experience in this world – improving, enriching, elevating. We are fuelled by criticism, curiosity, ingenuity and optimism.

Architecture is about people and advancing into the unknown. As human progress propels us into the future we still retain basic needs, feelings and intuitions. Architecture is located between the high tech and the primordial, the hyper connected and the secluded, the digital and the tactile, the functional and the artistic. It is our ambition to develop spatial ideas in relation to these extremes. At AUB we will teach you to think about this future, to analyse it, understand it and propose projects for it.

Architecture is a perceptive training in which we are trying to make sense of the world around us in 4 dimensions, the 4^{th} being related to time. As a student you will explore how architecture relates to people and vice versa. Architecture can be a container for massive congregations, as in stadiums and shopping centres. It can also provide us with the space for intimate introspection, as in religious spaces and the home. In making different forms of architecture we are trying to better perceive our environment and each other. We are trying to understand what calms, excites and moves people. Perhaps we are seeking some form of truth.

AUB Architecture is a studio-based course interested in making, drawing, thinking, debating and speculating. Our campus is surrounded by many creative disciplines which will help expand your understanding of what architecture can be and how to develop it. The curriculum combines theoretical with practical skills through a mix of studio projects, workshops, lectures, seminars and educational visits. Our aim is to equip you with skills and critical thinking to engage in the architectural profession, related creative disciplines and society at large.

At AUB we value visionary, radical ideas as well as sensitive, nuanced approaches. As a collective body of students, your work must be understood as part of a social pursuit to create new knowledge about architecture, city and the human condition. At AUB we see your training and work as contributing to the intellectual energy needed to face the future.

Five key issues frame the philosophy of our curriculum:

- Architecture, city and region
- Survey and perceiving
- Drawing, making and process
- Civic engagement and collaboration
- Professional practice and interdisciplinary links

Course Description

1. Architecture, city and region

At AUB we understand architecture as being part of a larger story involving people, culture and city. Indeed architecture is an expression of society and can be read in the way we plan, use, demolish and preserve our city. During your studies you will learn to address your architectural proposals in relation to the city, the environment, and people – through interrelated needs and desires. As architects you will learn to think globally and act locally, seeing your projects as an opportunity to contribute to the larger progress of humanity whilst addressing the many crucial and practical challenges of our time - social, cultural, environmental and humanistic. Your architectural thinking will manifest projects across a spectrum of scales in the challenging conditions this region presents - coastal, countryside and city. The complexity to be found in the communities and conurbations along the Jurassic coast represents a laboratory for testing your most speculative ideas, to explore the true potential of architecture in a place it is least likely to be found. This is not to be mistaken with inward looking approach. At AUB we are interested in the world of architecture, the history of architecture, in learning from Las Vegas, Mumbai, Barcelona and Dundee. In this sense AUB and a regional study of architecture provides the opportunity to test projects as prototypes, to develop new experimental ways of thinking about architecture that can be applied in global contexts in the future.

2. Survey and perceiving

An important aim of the course is to develop your perception skills, training you how to observe the world around you and comprehend it precisely. We live in a highly connected and fast changing world, it is complex, multifaceted and uncertain. The architect operates within this ocean of change and needs to determine where and how to act. On the idea of ‘the survey’, visionary town planner and biologist Patrick Geddes wrote the following:

“We cannot too fully survey and interpret the city for which we are to plan - survey it at its highest in past, in present, and foresee its opening future. Its civic character, its collective soul, its active daily life may be more fully touched and more vitally stimulated” *(Geddes, Patrick. Cities in Evolution: An Introduction to the Town Planning Movement and to the Study of Civics. London: Williams & Norgate, 1915.)*

In the spirit of Geddes, we will train you to survey your environment and become intimately connected it. We will teach you to think critically about the past, the present and the future, the near and far, the individual and the collective. In so doing, you will better understand how the city works and therefore how architecture can engage this evolution. Surveying gives you knowledge of the present to design for the future.

The survey aims to balance the typical data driven site analysis which involves measuring and quantifying with a more analytical and layered approach, understanding the complex relationships between the environment, geology, society, politics, energy, technology and popular culture. A survey is therefore a section cut through reality and reveals the essence of a place and the knowledge ingrained within it. Conventional means of surveying such as measured drawings and mappings will be supplemented by more exploratory means such as conducting

experiments or through direct engagement with communities. Geddes developed ‘thinking machine diagrams’ as a means to understand and visualise knowledge on the city. In a similar vein you will develop the skills to translate your observations into conclusive ideas in the form of diagrams, texts and visual media works. Critical, analytical skills will help you to develop your individual judgement and reason. The aim is to support you in developing your own agenda and attitude within the framework of overall studio briefs.

3. Drawing, making and process

Drawing is a fundamental skill of an architect and the means by which you analyse and communicate your ideas. You will learn how to depict your environment and draw your ideas in architectural ways. From the free hand sketch to the measured plan and section, from the investigative to the professional, drafted or digital, you will learn different types of drawings and expand their potential. The freehand sketch is important, instinctive, impulsive and triggered unknowingly. It can be part of a deep thought process that is laboured and highly analytical. Inevitably sketches begin to form architectural drawings, controlled and at a measured scale, representing a vision that just might be. You will be taught how to make such drawings, representing architecture using industry standard conventions that are shared among the profession. You will be taught how to draw with precision on the basis that drawings are legally binding documents used by builders to construct your visions. Simultaneously you will be exposed to a variety of drawing types that are more concerned with expanding our knowledge and understanding of architecture, space and how we communicate – drawings which deviate from conventions and become inventions. Here, curiosity and experimentation will be fostered to allow for the development of personal artistic outputs, means of expression and architectural investigation. It is expected that all students will learn to draw using the hand followed by the computer.

At AUB we believe that architecture is made on a building site and also in the studio and workshop. The buildings we inhabit are material in nature and as such you will learn to develop your thinking by making physical models. A model is a scaled simulation, a miniature that can give a glimpse into your proposition, allowing light, sound, air to penetrate, something you can hold, walk around, put your head inside. Models give a sense, a feeling, often indicating if ideas are strong or weak. Similarly to drawings, models can be conceptual or realistic in nature. They can be made intuitively to test a specific architectural aspect e.g. structure, proportion, relationships. Models can also be more abstract in nature, exploring flows, exchanges, contrasts. As a student of architecture, your architectural models are the tools to evaluate and elevate your thinking. The model is a source of inescapable truth and by making a model you are putting your design idea on trial. Every model made is an exploration deeper into your design process and a step towards a clearer expression of an idea. You will learn how to make different types of models, from the scale model to a detailed fragment, the 30 second folded concept to the 30 hour hyper realistic proposal.

We consider drawing and model making as a mandatory part of the design process that stretches across all three terms of each year. Drawings and models do not always need to be perfectly made using laser cutters and 3d printers. In fact such machines often remove the aspect of making which truly connects us with material and what it can do. Models should be considered as tools to develop your thinking, to

test and evaluate ideas. As such, we value process as much as final output, ideas which gradually become real. The studio is where models and drawings thrive. The environment generates an atmosphere of creative exploration and critical debate where we test, discuss and present ideas through the making of tangible propositions. This educational experience is supported by regular lectures, seminars and reviews, many of which take place in the studio. In addition to the architecture studios, AUB offers shared facilities such as the workshop, the print room and a drawing studio. These spaces create an environment in which you are encouraged to take risks and pursue your own instincts in response to the course challenges.

4. Civic engagement and collaboration

Civic collaboration is a cornerstone of AUB philosophy. Our intention is to develop work that can meaningfully reach out and engage the diversity of our community and society in an active way. Your hypothetical studio projects will be placed in real settings engaging real people in the present. We strongly maintain that architecture is made through engagement and comprehension of the physical world and the people within it. We reject architecture that is solely produced in the infinite digital space locked inside computer programs. At AUB we teach an approach to architecture that involves an endless set of real and tangible factors - people, sun, gravity, desire, sound, material and so on. Through our engagement with the local people, interest groups, councils, businesses and community institutions, you will propose projects that create links with local communities, the city and larger region. It is the aim of the course to make a fundamentally proactive approach in what an architect can be and do. Collectively our course aims to be an ambassador for this region and a producer of bold ideas and initiatives.

It is our intention to support your development and research as an aspiring architect, researcher and thinker. Within the context of an arts university, collaboration will be an important aspect of your learning experience. AUB offers unique opportunities to enhance your architectural studies through cross-course collaborations, for example through shared studio projects with other departments or on an informal basis with students in other courses. Collaborations with other disciplines such as Interior Architecture, Design, Model Making, Textiles, Graphic Design, Fashion, Photography, Film Production, Fine Art, Dance and Acting will enable your thinking to flourish.

5. Professional practice and interdisciplinary links

You will expand your knowledge of current issues in architectural practice regionally, nationally and internationally. The BA (Hons) Architecture course has strong links with local architectural practices and RIBA (Royal Institute of British Architects) Dorset. This provides opportunities to meet and visit local practices and potential employers, through mentorship and the employers’ forum.

The course also has national and international links. Simultaneous to teaching, current staff are working in practice or have gained practical experience in international offices and academic institutions, both nationally and abroad. Guests will be invited by the university to give an outsider perspective on your projects. Through seminars, lectures and studio sessions, these exchanges will help develop your cultural and architectural understanding. We are interested in hearing a

multitude of perspectives so will invite people from numerous disciplines to stimulate your thinking.

In 2021 AUB appointed an Industry Fellow which will support stronger links between practice and academia both in the BA and MA Architecture courses. This will be done through workshops, lectures and educational visits.

RIBA Themes and values + ARB guidance

'The RIBA Education and Professional Development Framework has been developed to offer a new model for career long learning that reflects a new emphasis which responds to the major challenges and opportunities facing the profession, not least the need to address in greater breadth and depth the health and life safety, climate change and social and ethical dimensions of contemporary practice.' *Royal Institute of British Architects 2020.*

The Royal Institute of British Architects (RIBA) alongside the Architects Registration Board (ARB) are two important institutions which are concerned with the educational and professional growth of an architect. In response to the growing urgencies the profession and society currently face, our course has been restructured, guided by the new themes and values framework and the guidance for institutions given by the ARB.

In L4 specific emphasis is placed on the role of the architect, the city and the environment. This year is concerned in cultivating ways of thinking about architecture and the environment in a critical way, namely through the 'Know your streets' and 'Know your environment' surveys. The 'Life cycles' unit also explores the notion that architecture and material are living entities embodying various types of energy cycles. This year aims to imbed strong foundational principles which should evolve through the remaining years.

In L5 & L6, each year is structured around a yearlong investigation divided into three parts/terms. Each term has its own focus which aims to set up an 'ideal' form of project development - term 1 **surveying**, term 2 **projecting**, term 3 **realising**. Each term is a logical steppingstone to the next thus forming a rigorous complete whole. In emulating an ideal project, students are exposed to a process which covers the research based, theoretical and actual. The termly focusses of research, projecting and realising allow students to ethically engage a context and a building in a thorough manner. Indeed, the concept of ethics will underpin almost every aspect of how project work is developed - from how it sources and uses material, how it reacts to and harnesses its environment, how it supports wellbeing and inclusivity as well as being fundamentally safe to all those who build and use it.

See RIBA for 'the way forward':
https://www.architecture.com/knowledge-and-resources/resources-landing-page/the-way-ahead#available-resources

See ARB for 'safety and sustainability guidance for institutions':
https://arb.org.uk/information-for-schools-of-architecture-2/policies/safety-and-sustainability-guidance-for-institutions/

Routes to Professional Qualification as an Architect

Entry on the UK Register of Architects and the right to use the protected title of 'architect' is based on a three-part examination administered by the Architects Registration Board (ARB). Satisfaction of the requirements of this process by UK-based candidates, however, is normally achieved by successful completion of academic qualifications carrying exemption from the exams. This is normally achieved by three years of full-time academic study leading to Part 1, followed by a year in practice. Part 2 requires a further two years of full-time study. This is then normally followed by a second year in practice, which may be undertaken concurrently with part-time study for Part 3. Completion of all elements of this process is prerequisite to entry on the register. This route is also adopted by the Royal Institute of British Architects (RIBA) as a condition of membership. Students seeking to complete practical training experience should acquaint themselves with the current rules operated by the ARB and RIBA, and seek additional advice from the course Professional Studies Advisor.

The criteria for courses offered in satisfaction of Parts 1 and 2, as academic qualifications are published in the QAA Benchmark Statement, Architecture 2010 (www.qaa.ac.uk) and are shared with the ARB and RIBA.

The BA (Hons) Architecture is written to comply with Architects Registration Board (ARB) Part 1 for prescription and RIBA (Royal Institute of British Architects) Part 1 validation. (Both accreditations are subject to separate processes, periodic review and course changes review).

See *ARB: Information for new entrants to architecture courses*.
This leaflet is available to download on the ARB website:
http://www.arb.org.uk/qualifications/information_for_students/student_handbook/default.php

See RIBA for general enquiries on study and membership:
http://www.architecture.com/EducationAndCareers/BecomingAnArchitect/Becominganarchitect.aspx

Course Aims

1. Develop and communicate architectural propositions through independent thinking and critical reflection, integrating knowledge and debate from the arts and sciences;

2. Develop a deep understanding of AUB's special regional context as a laboratory for testing speculative ideas which may also serve as models for alternative contexts.

3. Develop your understanding of architectural practice within the context of the creative and construction industries, to be able to take up a position of responsibility in architectural practice, related disciplines or further study;

4. Develop an understanding of the multifaceted historical, contextual and theoretical issues from a variety of sources which inform integrated architectural proposals;

5. Develop an understanding of the relationship between history, theory, practice and wellbeing through the research and development of analytical, cognitive and conceptual skills and their application to architectural design;

6. Develop an understanding of value and promote the responsible and ethical use of natural and artificial resources in relation to a variety of architectural scales;

7. Develop a clear understanding of 'architectural tectonics' incorporating structure, material, construction methods, environmental systems, technology and sustainability;

8. Develop an understanding of regulations, including accessibility, health, life and building safety in relation to architectural design, as well as an appreciation for cost and value when meeting building users requirements;

9. Develop an analytical, critical and iterative architectural design process guided by the use of appropriate making and presentation skills, both analogue and digital;

10. Encourage the development of collaborative and interdisciplinary working relationships and effective teamwork for education and practice in order to enhance one's individual architectural outlook;

11. Engaging students with local, national and international stakeholders, universities, industry and communities to broaden and deepen their ethical involvement in the architectural profession and society at large;

Course Outcomes

By the end of the course you will be able to:

1. Demonstrate knowledge and understanding of architectural concepts, techniques and processes in integrated architectural propositions;

2. Demonstrate understanding of methods of initiating, structuring and realising architectural propositions in the regional context of the coast, edges and centres;

3. Demonstrate understanding of the social context, interdisciplinary and regulatory framework within which architectural practice operates;

4. Demonstrate an understanding of how historical, contextual and theoretical issues inform architectural design;

5. Apply to your work an understanding of the relationship between architectural and urban design theory, history and practice;

6. Evidence ethical and responsible practices and processes in the formulation of architectural projects in relation to the use of energy and resources;

7. Demonstrate an integrated architectural proposition incorporating an understanding of tectonics;

8. Apply your knowledge of regulations to architecture from an ethically responsible position;

9. Demonstrate a range of making and communication skills through appropriate formats (physical, oral, written, visual);

10. Work well as part of a team and demonstrate good interdisciplinary working relationships in preparation for professional practice or further study;

11. Demonstrate research skills and the ability to think analytically and conceptually using a broad range of sources and inspirations;

Reference Points

UK Quality Code for higher education, including:
- Subject Benchmark Statement: *Architecture (2020)*
- Framework for Higher Education Qualifications (FHEQ)

AUB Regulatory Framework and Undergraduate Assessment Regulations
AUB Strategic Plan
AUB Employability Framework
ARB Criteria for Prescription (revised January 2010)
RIBA Criteria for Validation (revised January 2020)
Article 3 Architects' Directive 85/384/EEC

Learning, Teaching and Assessment Strategies

A wide range of delivery methods will be used during the course, including:

Workshops
AUB offers a wide range of workshop facilities which enable you to unlock and test your architectural ideas. The workshop is a liberating place and an essential part of an architectural education. It is also a place that must be respected and rules should be followed to ensure safety. Competence in using workshop equipment and methods will be assisted by a workshop technician.

Studio Practice
Studio practice describes learning through practical work in the studio environment. The studio is where ideas are born, tried, tested, surrendered, salvaged and made real. The studio is your home, your social space, your territory. You will discuss, make, draw, read and socialise here. Studio practice involves independent work and collaborative efforts. The studio is an inclusive space and will be used responsibly. Fortnightly group cleanout sessions will ensure the space remains clean and in order.

Projects
These are periods of group and individual study whereby you develop research and project proposals. A project is always developed in relation to a brief which requires

you to address a particular theme, site and set of requirements. Through research, critical analysis and creative development you are encouraged to understand and challenge a brief. Projects have ‘Aims’ and ‘Learning Outcomes’(LO’s) as well as assessment requirements and criteria. Projects are always expressed in a written brief and are introduced in a briefing session at the beginning of the unit.

Final presentation
Final presentations are held at the conclusion of a project. They are a both a celebration of your work, a moment of scrutiny and reflection. Every presentation reflects your efforts and is preparation for the kind of activity you will carry out in professional world. You are required to present work to your peers and explain your thinking, supported by the reasons and factors which shaped it. You are encouraged to contribute actively in final presentations by way of reasoned argument and debate.

Progress reviews
Progress reviews occur throughout the term at various stages of the project development. Here you have the opportunity to discuss the progress of your work. Feedback from tutors and peers and will help you develop your project further. Specific progress reviews will also include a formative assessment. This will indicate a general level of attainment anticipated against the learning outcomes. Following a progress review guidance is given indicating the key elements of study missing or considered too little developed for reaching a pass standard. The formative assessment is not an indication of the final mark but a method of guidance, an indicator of the strength or weakness of the project state.

Portfolio
The portfolio is assembled at the end of each academic year containing work from all three terms and presented at the Final Presentation of term 3. The portfolio should include all the project material including final representation, progress drawings and experiments presented in a coherent manner. The portfolio is a curated document whose format will be individually determined. The portfolio becomes an expression of your work as well as your personal and professional development and can be used for job interviews or in conversation with other disciplines and stakeholders.

Idea Log
The Idea Log is a sketchbook or folder which you will continuously work on and add to throughout your year-long projects. It is a record of your creative process and should include sketches, sources of inspiration, references, lecture notes, action plans and project texts. You need to bring your Idea Log to every tutorial. You must maintain the records of all tutorials for your own reference and academic development. The Idea log allows you to reflect on your project development and forms part of the final deliverable at the end of each term.

Lectures
Lectures are a mandatory aspect of your architectural education. These will be delivered in person and online and are used to introduce new concepts and ideas in both theoretical and practical subjects. Lectures will span across all subject matters to give you a broad understanding of the architectural discipline, its historical base and its future direction. The purpose of lectures is not only to provide the necessary information on which the course work is based but also to provide a springboard for further individual inquiry. Those who ask questions almost always achieve brilliance.

Seminars
Seminars complement lectures and are often used to illustrate things practically in person e.g. explore structural principles, demonstrate how to use a tool etc. These are a less formal way of drawing out themes and examples to illustrate issues raised within the course. You are welcome to ask for specific seminars based on the collective curiosity of your year group. The intention of a seminar is to be interactive and will enhance interpersonal and presentation skills highlighted in the course.

Searching & Researching
Each architectural project is a mix between searching and researching. Searching involves impulsive, artistic, often inexplicable actions. Researching is more controlled and precise in nature, involving tests, hypothesis and academic spaces such as the library. A balance between searching and researching will help in the development of each architectural project. As a discipline located between science and the arts, architecture is made possible through a variety of methods including observation, experimentation, drawing, model making, writing, recording and engaging with communities or stakeholders.

***The AU*Barliament**
The AUBarliament will meet at sessions throughout the academic year to discuss and debate relevant topics related to the field of architecture and other disciplines (in the university Arts Bar). Over soft drinks and other such libations, debates will unfold and become moments of collective exchange. The debate format will help us to sharpen our arguments and develop our position within the profession. Debates enable us to articulate our own views, listen to others and form consensus. We would like you to form attitudes and convictions as part of the debate process.

Reading
Reading is an integral part of architectural education and allows you to place your ideas in a context of knowledge. Readings will form the theoretical framework for each brief and will be assigned to stimulate your thinking. In contextual and critical studies you will be exposed to a range of readings which will enable you to establish an overview of the different theoretical and philosophical ideas informing architecture creation. If you do not engage in the process of reading you place yourself at a massive disadvantage in a rich profession shaped by centuries of written ideas.

Precedent Study
A precedent study requires you to understand an existing built project through means of analysis and research. As a student of architecture it is important to become familiar with projects from the past. You should seek to understand how they were built, used and what determined the architects intentions. A precedent study requires deep and careful study and can be carried by means of diagramming, drawing, modelling and reading. Precedents can inspire your thinking conceptually as well as suggesting very tangible ways developing your own work. If you are attracted a building on Pinterest, find out the architects name and get their book from the library, find the buildings drawings, its details, the architects description. We do not become knowledgeable about architecture by consuming images, we must study actively.

Independent Study
Throughout the BA (Hons) courses directed learning will be complemented by allocated private study. As you progress through the course, the balance of studies shifts from an emphasis on taught learning to self-directed study. Student-initiated

study forms a substantial part of Level 5 and Level 6 units. As part of the course, you are expected to be structured and able to use your initiative.

Educational Visits
Throughout the programme, visits are organised to venues of educational and cultural interest, e.g. buildings, sites, galleries, museums, studios and events. Where appropriate, you will be encouraged to attend conferences.

Student Study Exchange
For BA(Hons) Architecture you may elect (as an optional study) to complete part or all of the Level 6 term 1 in an International Exchange, in agreement with the tutor and Course leader, and in compliance with the AUB Student Exchange Policy.

Tutorials and Academic Support
Tutorials are carried out throughout the three levels of the course, on either a one-to-one basis or in group tutorials. They provide the opportunity for you to discuss in-depth matters relating to your creative or theoretical work or the course in general. They also allow academic counselling to take place at the start of each term, to guide you through your studies. Group tutorials are considered particularly beneficial in allowing you to measure your progress with others, for peer learning and occasionally peer assessment. Regular feedback is given individually and in group tutorials. There may also be occasions where digital delivery is appropriate. Where this is the case, this might include on-line lectures, seminars, presentations, and one to one tutorials. It is important that you engage with on-line course delivery in the same way that you would if you were on campus.

Assessment

Each unit is assessed separately. Assessment both provides a measure of your achievement, and also gives you regular feedback on how your learning is developing.

For every unit of your course, we will inform you of what you are expected to learn; what you have to submit; how your work will be assessed; and the deadline for presenting your work for assessment. This is made available through the online Unit Information.

You will receive a final mark for each unit in the form of a percentage, which will be recorded on your formal record of achievement (transcript). Each component of assessment is graded using a notched marking scale, whereby only certain marks are used within each grade. The only marks available within any ten-point band are *2, *5 and *8 (e.g. 62, 65, 68). These marks correspond to a low, mid, and high level of achievement within each grade band.

A minimum of one unit at Level 4 will be assessed on a pass/fail basis, with written feedback but no numerical grade. Details of this will be clearly expressed on the Unit Information Sheet. All other units will be given a percentage mark.

All learning outcomes must be passed to successfully complete the unit.

On successful completion of your Honours degree course, you will be awarded a degree classification based on your unit marks. The final classification is determined using all unit marks at Levels 5 and 6.

If you have joined Level 6 through either the Recognition of Prior Learning (RPL) route or having completed a Foundation Degree (FdA), the final classification is determined using only your unit marks at Level 6.

For further information on assessment, progression, awards and classifications, please visit https://aub.ac.uk/regulations

Course Structure

All students are registered for the award of BA (Hons); however, exit awards are available if you leave the course early, having successfully completed one or two levels. If you successfully complete a level of the course, you will automatically beentitled to progress to the next level.

For the award of a Certificate of Higher Education (CertHE), you must have achieveda minimum of 120 credits at Level 4. This qualification may be awarded if you leave the University following successful completion of the first year of your course.

For the award of a Diploma of Higher Education (DipHE), you must have achieved aminimum of 240 credits of which a minimum of 120 must be at Level 5. This qualification may be awarded if you leave the University following successful completion of the second year of your course.

For the award of a BA (Hons) you must have achieved a minimum of 360 credits ofwhich a minimum of 240 must be at Level 5 or above, of which a minimum of 120 credits must be at Level 6. This qualification will be awarded upon successful completion of your course.

A BA without Honours may be awarded if you have achieved 300 credits, at least 180of which are at Level 5 or above, and at least 60 of which are at Level 6.

Course Content

Level 4

Level 4 comprises an introduction to the urban and environmental context of the region. You will be exposed to a variety of surveying techniques in order to observe, record, interpret and map your surroundings. These observations will form the basis for your first project. During term 2 and 3 you will develop an architectural project that engages the coastal environment and harnesses existing energies. You will explore how a building can relate to its context and users in new and sustainable ways by considering building, material, human and environmental life cycles. Alongside your studio project you will be introduced to precedents in different contexts, principles of tectonics (materials, structure, building processes, environmental strategies) and health and safety which will support your project development.

Level 5
The overarching topic in level 5 is ‘edges’. We will explore this expanding territory comprising suburbia, the countryside, commercial and industrial activities and speculate on alternative futures. The survey in term 1 is supported by a 3000-word essay in Contextual & Critical studies, a precedent study in Tectonics and a business pitch in Professional & Ethical Practice exposing you to a variety of roles that the architect might take on. During term 2 and 3 you will design a hybrid architectural project located in a specific edge condition and investigate its experiential qualities as a ‘sensorium’. Knowledge of planning processes will inform your strategy and building proposal. With the activities and experiences of potential users in mind you will develop your project at greater detail and be able to integrate knowledge in relation to structure, materials, environmental systems and sustainable principles.

Level 6
In Level 6 you will search for and survey the social nexus of a specific neighbourhood. The aim is to define and document the nature and different types of social spaces that exist in an urban context. Based on your findings you will develop a first speculative vision which sets out the basis for your project in term 2 and 3. Alongside the survey you will write a 5000-word dissertation in Contextual & Critical studies to investigate, document and present a subject matter of your interest. The dissertation aims to support and inform your studio work. During term 2 you will develop an architectural project in relation to an existing context. The challenge of this term is to consider your project a reuse or adaptation of what is already there. You will develop your project ideas at greater detail with the input of Tectonics (structure, material, environmental systems and sustainable principles) and Professional & Ethical Practice (building regulations, financial factors). The final term will allow you to zoom in on a particular detail of your project, develop its tectonic build up, programmatic layers (different activities at different times) and human experience. Finally, you need to consider how your project can be represented and communicated in a creative and coherent manner.

Course subjects

A distinguishing quality of the course is that all teaching and learning is integrated and assessed alongside studio practice. Simultaneous to the development of architectural projects the BA (Hons) Architecture course includes three subjects: Contextual & Critical Studies, Tectonics and Professional & Ethical Practice.

Contextual & Critical Studies
The study and practice of architecture involves a critical understanding of the contexts in which architecture operates. These contexts may be concretely spatial and material (i.e. built, urban and geographic), but also social, economic, technological and cultural (i.e. philosophical, poetic, literary and artistic). Through the study of contexts and their histories, you will develop ways to address and critically discuss issues that affect and inform architectural practice and debate today, including climate change, sustainability, coastal development, demographic changes, migration, gender, social media, mental and physical health, etc. Contextual & Critical studies thus sets up the intellectual basis for you to understand architecture as a situated practice, embedded within a complex field of interconnected domains of knowledge, disciplines and practices. The course will help you to identify relevant topics for investigative study and develop skills in critical analysis, conceptualisation

and the development of sound arguments through academic writing, visualisation and research. You will also be encouraged (and expected) to articulate your own position and voice as a critical thinker and designer through experimental approaches to writing and the interpretation of history. The subject is supported by lectures, seminars, film screenings and practical workshops which aim to promote debate and originality in the critical and creative interpretation of contexts through concept and research-driven approaches to history, theory and design.

Tectonics

The teaching of tectonics defines the intellectual basis to understand architecture as a physical and material entity that has an impact on human users and on the global environment. Through lectures, seminars and tutorials you will be exposed to three basic aspects of architectural technology: structures, construction, and environmental systems. Each of these aspects have an environmental impact and sustainable responses which the course will explore. Assignments will consist of case studies which form the basis for learning and understanding. The assignments will focus on developing your knowledge of tectonics through drawing (digital and analogue) and model making. Such processes will help you develop knowledge which you can apply in your studio projects.

Technology research and assignments will stimulate your thinking and allow you to situate your design projects into a contemporary and potential future construction environment. You will learn about the historical changes in the construction of buildings over the last century, including the introduction of concrete, steel, engineering timber and composite materials. Additionally, the present-day climate emergency will form a core perspective to appraise architectural exemplars as well as projecting into possible futures.

You will develop innovative ways to integrate, critically analyse and appraise the impact of technological advances and the way they are incorporated into the physical presence of architecture. To enhance your learning about tectonics, lectures will be given by industry leading practitioners such as engineers and builders. As part of the subject you will improve your drawing and model making skills, attend lectures, seminars and tutorials. The architecture course at AUB encourages a practical, conceptual, and research-driven approach with an ability to integrate technological and environmental knowledge with architectural design.

Professional & Ethical Practice

Professional & Ethical Practice focuses on an understanding of the regulatory, financial and business frameworks that accompany the design, planning and construction processes of architectural projects as well as the responsibility required for professional and ethical practice.

You will be exposed to four main aspects: regulation including building safety, finance, business and professionalism. Learning and assessment of these, will be integrated into your design studio projects, reflecting the ‘real world’ architectural process and providing an insight into a career in architecture. You will also simulate business activities and learn about the changing shape of practice, including new ethical and balanced models. Emphasis will also be placed on the role of the architect, including the professional skills, codes and ethical conduct required when ensuring projects are delivered with integrity and accountability, with emphasis placed on topics such as accessibility, safety and use of energy. Teaching delivery will be via lectures (including

guest lectures delivered by construction professionals), site and studio visits, as well as seminars and workshops. There will be opportunities for independent and group work, as well as disciplinary collaboration.

Whilst you will acquire knowledge and skills of practice procedures in relation to architecture, you will also be introduced to a range of alternative career options, as well as business and enterprise initiatives, which will allow you to actively pursue careers or experience in related fields, within commissioning client organisations and the construction and creative industries generally.

Curriculum structure

Each year, three terms are linked together by an overall subject of investigation allowing you to formulate an in-depth investigation and a single portfolio of work. The overall structure of *surveying, projecting and realising* aims for a holistic understanding of an architectural project.

Term 1: Surveying (researching, analysing & envisioning)
Term 2: Projecting (testing, evaluating & evolution)
Term 3: Realising (resolving, refining & representing)

Surveying allows for the research and analysis of a place, a group of people and a specific architectural aspect you find relevant. Here theoretical investigation will aid you in developing an intellectual understanding of your subject matter and will help you develop a hypothesis, a brief, a vision.

Projecting allows for the testing of different design strategies through iterative testing and evaluation. In questioning your own ideas and responding to criticism, this term simulates a real-life working process in which you are in constant exchange with consultants, clients and stakeholders. Gradually your project will evolve forming a singular proposal.

Realising aims for an in-depth understanding of the project at a greater resolution. You will zoom into your project and develop a key moment and details that are representative of the project as a whole. This term also gives you the opportunity to work on final drawings and models, experimenting with different means of representation, communication and preparation a portfolio.
Progress reviews will take place throughout every term. These are stepping stones guiding you in your overall project development. At the end of each term you will have a final presentation.

Throughout the three levels your projects will grow in scale (space, building, urbanism), in different regional settings (coast, centre, edge) based on different building typologies (living, labouring, loving). Across the three years you will design a demountable structure, an independent building and one which reuses an existing building.

Level 4, 5 and 6 follow a repeating pattern of termly work that accumulates a portfolio at the end of each academic year to meet the required learning outcomes in design, communication, tectonics, contextual and critical studies and professional & ethical practice. Level 6 is considered a holistic project across Term 1, 2 and 3, demonstrating the ability to integrate learning in a single architectural proposition of appropriate

complexity. It will allow you the depth and breadth of study to demonstrate the GA and GC required at a Part 1 level.

Learning outcomes are distributed to allow regular progression towards level outcomes and the shared QAA Subject Benchmark/ARB/RIBA GA and GC (Graduate Attributes and General Criteria).

Course Units

Unit code	Unit Title	Credit weighting
Level 4		
ARC487	Know your streets *(Survey 1)*	40
ARC488	Harnessing rooms *(Project 1)*	40
ARC489	Life cycles *(Realisation 1)*	40
Level 5		
ARC565	On the edge *(Survey 2)*	40
ARC566	Life plus *(Project 2)*	40
ARC567	Sensorium *(Realisation 2)*	40
Level 6		
ARC665	A social search *(Survey 3)*	40
ARC666	The halls of the city *(Project 3)*	40
ARC667	Exchange *(Realisation 3)*	40

Course Diagram

This diagram shows the proposed start/end dates for each unit and shows teaching weeks only; holiday periods are not included.

Level 4

0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
	Autumn Term										**Spring Term**										**Summer Term**									
Introduction week	**ARC487 "Know your streets"** ***(Survey 1)*** (40 credits)									Assessment	**ARC488 "Harnessing rooms"** ***(Project 1)*** (40 credits)									Assessment	**ARC489 "Life cycles"** ***(Realisation 1)*** (40 credits)									Assessment

Level 5

0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
	Autumn Term										**Spring Term**										**Summer Term**									
	ARC565 "On the edge" ***(Survey 2)*** (40 credits)									Assessment	**ARC566 "Life plus"** ***(Project 2)*** (40 credits)									Assessment	**ARC567 "Sensorium"** ***(Realisation 2)*** (40 credits)									Assessments

Level 6																														
0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
	Autumn Term										**Spring Term**										**Summer Term**									
	ARC665 “A social search” ***(Survey 3)*** (40 credits)									Assessment	**ARC666 “The halls of the city”** ***(Project 3)*** (40 credits)									Assessment	**ARC667 “Exchange”** ***(Realisation 3)*** (40 credits)								Assessment	

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