

THE ARTS UNIVERSITY COLLEGE AT BOURNEMOUTH

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 he/she passes the course.

Further detailed information on the learning outcomes, content and teaching and learning methods of each unit may be found in your Course Handbook.

<u>Key Course Information</u>

Final Award	BA Honours
Course Title	Architecture
Teaching institution	The Arts University College at Bournemouth
Awarding Institution	The Arts University College at Bournemouth
Professional accreditation	RIBA*/ARB* (*subject to validation)
Length of course / mode of study	3 years full-time
Level of final award (in FHEQ)	Level 6
Subject benchmark statement(s)	Architecture, Architectural Technology and Landscape Architecture
UCAS code	K100
Language of study	English
Date of Validation	2007
Date of most recent review	N/A
Date programme specification written/revised	2007

Course Philosophy

The context of the Arts University College at Bournemouth offers you an exciting and unique opportunity for a high quality creative undergraduate architecture course. A major strength of this course is its location within a specialist arts, design and media institutional context with the potential for you to study alongside creative and cultural disciplines and determine your individual emphasis of practice through interdisciplinary collaborations. There will be opportunities to work together in many different ways, whether in common units of study, shared facilities (such as the workshop) or on an informal, *ad hoc* basis with other students. Other disciplines include Interior Architecture and Design, Modelmaking, Fashion, Photography, Film Production, and Fine Art. Collaboration will introduce the techniques of other specialisms, the potential of collaboration in practice, and possibilities for careers throughout the creative industries, including architectural practice. Through sharing theory and practice with other specialisms you will also increase your awareness of the special features and characteristics at the core of architectural thought and practice.

The University College has a particular concern for a student-centred studio-based learning environment and links to practice. These features are shared across all subjects and are important aspects of the architecture course. The method of architectural education follows an "hourglass model", with broad early study to introduce you to the skills, knowledge and processes of architectural

design, leading to a professional focus at the end of undergraduate education and allowing more speculative and specialised study at postgraduate level or in practice (in architecture or associated creative industries). Projects will encourage exploration and creativity, while stressing the “reality check” of technical and cultural context as part of the creative process. The studio-based student centred education, integrating theory with practice, is both a vehicle for educational exploration and a model for professional practice after graduation.

The issue of educational exploration underlies the student-centred approach to acquiring knowledge and skills throughout the three years. The units are written to allow you to raise issues, explore, experiment, make judgements, discuss and present ideas about architecture as an expressive act through making tangible propositions mindful of how they might be realised. Early in the course time is structured with multiple short assignments to help focus thinking on making and experimentation. The studio acts as a laboratory for experimentation in which each student contributes to a group investigation, learning from and contributing to the group study. Personal authorship is not as important as engaging with particular issues and the creative exploration within limits. Gradually assignments become less structured and more open to your initiative and individual concerns.

A particular emphasis from the first day is the nature of design process. This is introduced by encouraging a particular method of architectural enquiry. Core skills for this process are; thinking through the making of propositions, parallel studies of alternative propositions, sequential investigation of a proposition, and design development based on the integration of issues such as context and realisation. Design is also informed by analysis, ranging from precedent studies, thematic issues, criteria that need to be met (or addressed) and exploration of expressive potential. These processes are the foundation for development of a design methodology in which arbitrariness is questioned.

This educational experience is grounded in a strong studio culture, supported by regular lectures, seminars and reviews. The studio is not simply a place for you to work, it generates an atmosphere in which exploration and risk taking is supported by an open and reflective practice. Your tutorials and reviews build constructively on the propositions you make in studio, considered comparatively with both your own work and the work of others in the group. Ideas and skills are generously shared (not jealously guarded). Informality and adaptability are key to the studio functioning as a central place of activity on the course. This model of education also introduces working methods that apply in the professional practice of architecture and other creative industries.

The course investigates a particular understanding of the practice and theory of architecture as being grounded firstly in the making of *works of architecture*, with theoretical speculation following from a familiarity with the material nature of architectural ideas. A working theory of architecture explored is the reflective practice of making tangible, thoughtful, inhabited places that mediate between the individual, the world and others. Through a process of making and thinking the course builds an understanding of works of architecture as places that both house our lives and challenge our expectations. An understanding of architectural design is referenced to five key issues: that a work of architecture is inhabited, material (made), located (sited), can be analysed based on tectonic principles and that making architecture is a cultural (social) practice.

To place this course philosophy in context, the term "virtual space" was first used by philosopher Susanne Langer in "Feeling and Form" (1956). In this first usage, the term did not refer to an intangible digital space, but to the symbolic and abstract idea of human built space, or place making. To each built context we attach meaning; metaphorical or symbolic content understood through experience. The Twentieth Century American architect Louis Kahn referred to making architecture as originating in the immeasurable, becoming measurable (material), then returning to the immeasurable. In this he expresses an idea of Human Culture as "symbol making" (expressive) rather than "tool making" (utilitarian).

The architectural course is clearly focused on introducing architectural design as a specific field of design practice with unique characteristics and with a particular emphasis on the *work of architecture* as a tangible, built, *measurable* representation of human *immeasurable* ideas. A strategic decision has been made to disentangle the various possible meanings of the term “architecture”, such as architecture as profession, history, theory, practice, or education. The emphasis of architectural design is intended to introduce the materials and methods by which a *work of architecture* is made (and made meaningful), while also introducing the general and specific nature of architectural design as a process of exploration and enquiry.

The first issue, the making of a work of architecture, is addressed through the sequence of architectural proposition projects intended to increase in complexity while building constructively on proceeding projects. The second issue, of design process, is guided by encouraging a particular method of architectural enquiry.

Specialist knowledge is introduced under the subject categories of design, realisation (technology, structures, construction, and environmental control), cultural context (historical and contemporary), communication (material, visual, written, and verbal) and professional practice. All these are increasingly integrated over the course and presented as sources for creative engagement. Methods of communication and representation are accumulated to provide a rich source for both design and analysis, in both 3D model making and 2D drawing. Computer skills are fully integrated with other drawing skills, allowing you to understand and demonstrate the innate potential and limitations of all forms of representation in the design process or presentation of propositions. Value is given to the appropriateness and creative use of drawing techniques rather than their technological sophistication.

The course draws on specialist knowledge and experience from contemporary practice in architecture and related disciplines, and examines design issues through realised projects with sound theoretical grounding. Practitioners are increasingly involved in the delivery of lectures, seminars and tutorials during the three years. The content of the whole curriculum is designed to meet the requirements of the Architectural Registration Board (ARB) and the Royal Institute of British Architects (RIBA) at Part 1, for which full validation is being sort.

The course will provide you with an introduction to the scope and limits of architecture as a discipline and the core skills, knowledge and processes for professional practice. Each level of study has a distinct emphasis and character.

Level Four (Year One): Roots of Invention: Architecture and Material Culture. Your creative propositions explore the roots of architectural form and expressive place making. Key concepts and methods are introduced by making physical models and exploring forms of representation and manipulation of architectural form by model, graphic, photographic and digital means. Small scale individual and group studio projects allow an exploration of the methods of realisation, including methods of construction and the conventions of architectural drawing as a means of communication. You will broaden their understanding of both historical and contemporary precedents in architectural design.

Level Five: (Year Two): Urban Interventions. You will build on the making experiences by exploring the issues of building in the local urban context through architectural intervention projects. This will include the measurement, research, analysis, and representation of a local site. Through an informed understanding of context, students will propose innovative and thoughtful interventions to house public, convivial activities associated with the economic and physical opportunities of the local urban context. Theory and history will inform understanding of the unique cultural context of the region. The special technical issues of building with existing buildings and their role in a sustainable city will be considered.

Level Six (Year Three): Social Practice. Preliminary investigations will draw on your individual concerns and some expressive possibilities. Through a single architectural challenge, you will then explore the role of the architect in making architecture. Methods of shaping the built environment will focus on contemporary issues of architecture, responding to the social context of architectural practice. The role of the architect will be considered alongside the motivations of clients, development, construction, planning, legal regulation and wider social, economic and cultural values. The vehicle for this consideration will remain a physical proposition for built form, and include the integration of the various service requirements, as well as an understanding of construction processes. You will demonstrate the necessary skills in both drawings and digital media (including CAD) and the year will conclude with the production of a portfolio of work which will prepare you for employment or postgraduate study as well as providing a qualification with transferable skills suitable to the wider creative industries.

Routes to Professional Qualification as an Architect

The BA (Hons) Architecture Part 1 qualification is prescribed by the Architects Registration Board (ARB), subject to periodic review by ARB, for the purposes of entry onto the United Kingdom Register of Architects on completion of Part 1, 2 and 3. This qualification is also currently a RIBA (Royal

Institute of British Architects) Candidate Course for Part 1 Exemption. An RIBA Visiting Board to consider full Validation for RIBA Part 1 Exemption will convene in November 2010.

Architectural Education in the UK currently follows a three-part route, which is administered by the Architectural Registration Board (ARB) in respect of the protected title of “architect”. This route is also adopted by the Royal Institute of British Architects as a condition of membership. Part 1 is usually undertaken through full-time undergraduate study of not less than 3 years. This is the level that the AUCB BA (Hons) Architecture is delivered.

Through course documentation the courses applies to the ARB for course “Prescription” (once a course has been validated by the institution). Simultaneously the course can apply for “Candidate Status” with the RIBA, which runs until a visiting board can review the first graduating cohort, at which point a successful course would receive RIBA Validation. ARB and RIBA share common criteria for qualifications. Part 2 require two further years of full time study or part-time equivalent. Part 3 examinations are also administered by HE Institutions, but candidates must complete a minimum of two years practice beforehand, one of which must be post Part 2 graduation. It is usual practice for students to take one of the two years of practice as Part 1 graduates and before commencing Part 2, referred to as the “year out”. These qualifications benchmark a minimum level of achievement.

See *ARB: Information for new entrants to architecture courses* issued separately. This leaflet is available to download on the ARB website:

http://www.arb.org.uk/qualifications/information_for_students/student_handbook/default.php

Course Aims

The course aims to:

1. Develop a comprehensive understanding and working knowledge of architectural design to reflect the philosophy of the course;
2. Develop your understanding of specific design skills, their application and relationship to architectural design and apply these through the making of architectural propositions;
3. Develop your understanding of architectural practice within a social context, as part of the creative and construction industries, and the role of regulation;
4. Develop an understanding of the historical, contextual and theoretical issues which give to architecture its specific identity and significance as a discipline;
5. Encourage an understanding of the relationship between theory, history and practice;
6. Develop knowledge of the related specialisms of architectural technology and environmental control and apply these in coherent integrated design;
7. Encourage research and the development of analytical, cognitive and conceptual skills and apply to architectural design;
8. Encourage independent thinking, critical reflection, ambition and innovation to enable you to take up a position of responsibility in architectural practice or further study;
9. Develop your ability to communicate and to use appropriate presentation skills;
10. Encourage the development of interpersonal and interdisciplinary working relationships and effective teamwork for education and practice;

Course Outcomes

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

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

2. Demonstrate understanding of methods of initiating, structuring and realising architectural propositions;
3. Demonstrate understanding for 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 theory, history and practice;
6. Demonstrate a knowledge of the related specialisms of technology and environment and how these inform integrated architectural design; ability to exploit a range of methods, materials and technologies available for the expression of original architectural propositions;
7. Demonstrate research skills and the ability to think analytically and conceptually;
8. Apply individual solutions to the creative resolution of architectural propositions;
9. Demonstrate good communication skills through appropriate (oral, written, visual) formats;
10. Work well as part of a team and demonstrate good interdisciplinary working relationships in preparation for professional practice.

Reference Points

UK Quality Code for higher education, including:

- Subject Benchmark Statement: Architecture, architectural technology and landscape architecture AR 022 4/2000 & Draft 2007
- Framework for Higher Education Qualifications (FHEQ)
- QAA Code of Practice

AUCB Undergraduate Curriculum Framework

University College Learning and Teaching Strategy

ARB Criteria for Prescription

RIBA Criteria for Validation

Article 3 Architects' Directive 85/384/EEC

Learning, Teaching and Assessment

Learning and Teaching Strategies

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

Practical Workshops

Competence in using workshop equipment and in working with a range of methods and materials is developed through sessions of practical activity within the studio and/or workshop led by a tutor or technician tutor.

Demonstrations

Certain technical processes and applications are best understood by observing the correct procedure. Normally a demonstration by a tutor or technician tutor is followed by an opportunity for you to practise the procedure for yourself.

Studio Practice

This describes learning through practical work in support of a project or negotiated Learning Agreement, and the production of work in the studio environment, including related resources. Studio practice may be unsupervised independent study or timetabled with technician tutor support.

Projects

These are periods of directed group or individual study in which a brief is set by a member of staff or a visiting lecturer. The brief usually requires you to address a particular theme through research, critical analysis and creative development. Projects are devised to promote a variety of individual responses and are not intended to prescribe the scope for personal creativity. Projects state the Aims and Learning Outcomes of the unit they are a part of and provide you with assessment requirements and criteria. Projects are always expressed in a written brief and usually introduced in a briefing session by the tutor with visual examples and references.

Critiques

Critiques are held at various stages and at the conclusion of some projects. You are required to present work to your year group, and explain your thinking together with reasons and factors which shaped it. You are encouraged to contribute actively in critiques by way of argument and debate.

Presentations

These are similar to critiques. However, a presentation will be more specific in providing an opportunity for you to present a particular aspect of your work to your peers and staff.

Lectures

Lectures are used to introduce new concepts and ideas and to underpin student activity in both theoretical and practical subjects. 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 enquiry.

Seminars

These complement lectures and are used as a student-centred means of drawing out themes and examples to illustrate issues raised within the course. They are also used to enhance transferable personal, interpersonal and presentation skills highlighted in the course.

Tutorials

See paragraphs on Tutorial and Academic Support.

Research

This describes learning using the Library or other sources. It may require you to contact professionals and organisations external to the college. Research also includes studio-based investigations of methods and materials and structured explorations of visual forms.

Case Study

Research carried out into a specific operation, organisation or individual which draws together all the circumstances relating to their activity at a given point in a report with analysis and evaluation.

Work Placement

The University College does not currently offer placements to students on Honours degree courses, although your course may include a brief period of work experience as part of a project, where this is negotiated through the Learning Agreement. Your awareness of current practices and developments within the industry will be built up through working on case studies and live briefs, as well as (in some instances) entering student competitions. Most Visiting Tutors are practising professionals, and this is further supported through Guest Lectures from experienced academics or professionals within the field.

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.

Educational Visits

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

European Student Study Exchange

In Level 5, you may elect (as an optional study) to spend three months in a European college. Through the Socrates exchange scheme a network of partner colleges has been established

Tutorials and Academic Support

Tutorials are carried out throughout the three levels of the course, on either a one-to-one basis or, in the case of collaborative work, in small groups. 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. Records of tutorials are kept by staff and are available to you to see upon request.

In Levels 4 and 5, tutorials become increasingly significant in providing you with academic support in the development of your individuality negotiated creative work. As previously noted, you are provided with enhanced opportunities for independent study and tutorials are a key method of delivery and support for teaching and learning.

Blackboard – electronic folder

Students will be able to access 'blackboard' following enrolment onto the electronic folder at the University College. The contents of blackboard are managed by the course team.

Learning Agreements

Negotiated agreements between yourself and your Unit Tutor are an important strategy in supporting your development as an autonomous learner. Learning Agreements enable you to identify your own learning needs, to focus on the issues that you wish to pursue in your research, to define the scope and nature of your study, to identify the access to resources that you need and to work towards achieving individual goals.

You are asked to provide a synopsis of your proposed study including an explanation of how your idea for the proposal originated. Each Learning Agreement must be based upon the stated Aims and Learning Outcomes of that unit and you are asked to state how you intend to achieve the Learning Outcomes. You have the opportunity to negotiate your own Assessment Requirements so that the form of your work or presentation accords with your personal needs. You must establish with the Unit Tutor the percentage weighting for each of your Assessment Requirements and state those in your Learning Agreement. An action plan including any self-imposed or external deadlines will help you to manage your own progress and to receive tutor support when most appropriate.

Following preliminary negotiations for a draft agreement, your Learning Agreement for the unit is signed by you and your tutor. You may ask for a re-negotiation of an agreement but the extent of such re-negotiation is sanctioned by your Unit Tutor.

It is important that outcomes are realistic and attainable in each agreement and that there is a parity of requirements for assessment for all students in the unit. The role of the Unit Tutor is therefore central in taking responsibility for all Learning Agreements in the unit and monitoring their implementation. The Unit Tutor signs all negotiated agreements in the unit that he/she is responsible for and reports to the Course Leader. The Unit Tutor manages tutorial support within the unit and monitors guidance in relation to progress towards the agreed outcomes.

Assessments based on Learning Agreements are subject to moderation by the Course Team. The course moderation team would normally consist of the Course Leader, the Unit Tutor and two other tutors involved in delivery of that Level and may include the Chair of the Course Examination Board. A sample of the assessment is moderated with reference to the Learning Agreements and their stated Assessment Requirements.

Progress Files and Personal Development Planning (PDP)

Throughout your course you will be encouraged to build up a Progress File, the purpose of which is to provide a record of your personal learning and development. It will help you to achieve your full potential and become an effective, reflective learner, and to prepare for lifelong learning, employment or postgraduate study. The file will belong solely to you and is something you can take with you beyond the course.

In the first term you will be issued with a standard format Progress File, with guidelines on how to start collecting information to include in it. This is called Personal Development Planning or PDP. Included will be evidence of your skills and your ability to reflect on your learning and to plan. Your file will be unique, but there are some important elements that all students will gather as they progress, such as assessment feedback, self and peer evaluation, references, action plans, CVs, transcripts of marks and end-of-year reflections. You may use electronic or paper-based Progress Files.

Statement on Drawing

Drawing skills is a major issue of debate within architectural education, in the UK and internationally. The Architects Journal has recently introduced a regular feature on sketchbooks, demonstrating this renewed interest. The introduction of IT, from multimedia presentations, to digital drafting programmes and digital manufacturing, has put an increasing emphasis in computer-based drawing. However, it is widely acknowledged that this should be additional to traditional drawing skills, not a substitute. In practice and education the ideal environment is a shared, creative studio, where designers move fluidly between quick drawings, carefully constructed aided drawing, physical models and digital environments for representation and contract documents. In particular the acquisition of design skills necessitate the confident use of free hand analytical drawing. Further, the use of architectural drawing conventions (such as elevation, section, plan or perspective) are better introduced as constructed drawing techniques by hand in order to understand the principles, rather than as key-stroke techniques. Finally, the relationship of drawing to material can easily be lost in the apparent freedom offered by a virtual environment which is free of gravity, natural light, texture, inhabitation and true three dimensions. The reality of a physical model cannot be substituted for by the 2D screen, even when the image gives the illusion of movement. In architecture a line usually represents a material boundary.

These issues are not unique to architectural education and have been noticed across the creative industries. For this reason, the new BA (Hons) puts in place a strategy of accumulating communication and representation skills throughout the first two years of study, and allowing you to demonstrate the full range of drawing skills in design projects. The Extended Major Project requires you to demonstrate an appropriate understanding of drawing and multimedia skill for analysis, design and communication. These various drawing skills are learnt and practiced within a series of three sequential Visual Studies Units, in the first two years of study, and applied in three parallel design projects. Drawing is introduced in both a representation and analysis of physical models and existing environments. These become the first vehicle for digital manipulation, combining collage, digital photography, drawing, and model making. On these "free-hand" explorations are built the principles of aided, technical drawing. First year study concludes with digital model making as a design led skill. The second year of study begins with measured drawing skills as a method for re-understanding the reality that drawings represent. Advanced CAD skills are delayed until second year, where they are firstly introduced as a method for recording existing buildings. On this visual and material literacy a more diverse selection of modelling and multi-media techniques are added. By the beginning of the third year the intention is that students consciously choose appropriate methods of representation and communication, whether the 5B pencil, folded paper or high-end virtual environment animation.

Delivery of Parallel Units

The BA (Hons) Architecture at Level 4 is structured around the maximum number of 15 credit parallel units. This allows for:

- the identification of key categories of skills and knowledge.
- regular timetabling for the delivery of specialist skills and knowledge by specialist tutors and visiting tutors.
- the parallel delivery of skills and knowledge to complement each others.
- the development of depth and breadth of knowledge through reflective practice over an extended period.
- the shared delivery of some specialist skills and knowledge between courses where their application differs.
- retrieval or retake in discreet areas of weakness in skills and knowledge.

At Level 5 some of these units become combined into larger units for demonstration of integration of skills and knowledge. At Level 6 units become combined in a 60 credit block to deliver a comprehensive design project.

Where parallel units occur summative assessment at the end of each unit will be based on the regular attendance, studio work and accumulation of knowledge and skills throughout the unit. The submissions for these units will be staggered, reflecting the different emphasis of exploration and realisation over the time allocated for these units. Design units will usually have pre-submission reviews in advance of final submission.

Assessment

Each unit is assessed separately, and the assessment forms part of the unit. 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 you will be provided with a Unit Handbook, which will state what you are expected to learn within the unit; the work that you have to submit; and how it will be assessed. The Unit Handbook will also give the deadline for presenting your work for assessment.

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). The HE Grading Matrix will help you to understand the marking process, and this can be found as an Appendix to this Handbook.

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 in a ratio 1:3. For further information on progression, awards and classifications, please visit <http://intranet.aucb.ac.uk/academicregulations>

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 stages. If you successfully complete a level of the course, you will automatically be entitled to progress to the next level.

For the award of a Certificate of Higher Education (CertHE), you must have achieved a minimum of 120 credits at Level 4. This qualification may be awarded if you leave the University College following successful completion of the first year of your course. (Note that part-time students do not complete Level 4 until part-way through their second year of study.)

For the award of a Diploma of Higher Education (DipHE), you must have achieved a minimum of 240 credits of which a minimum of 120 must be at Level 5. This qualification may be awarded if you leave the University College following successful completion of the second year of your course. (Note that part-time students do not complete Level 5 until part-way through the fourth year of study.)

For the award of a BA (Hons) you must have achieved a minimum of 360 credits of which 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 180 of which are at Level 5 or above, and at least 60 of which are at Level 6.

Course Content

Level 4

Units at this level provide you with a sound conceptual, knowledge and skill base for the study of the subject. A programme of studio projects, lectures, seminars, visits, case studies, guided reading and tutorials will be used to disseminate information and concepts and to reinforce your understanding of the subject. Considerable importance is placed on learning through practical experience within studio-based projects. These enable you to gain experience through learning by experimentation and discovery and provide opportunities for you to develop abilities within through individual work and group interaction. These projects are also the method for demonstrating your integration on skills and knowledge from specialist units.

Projects are monitored primarily by group reviews where you present your work to a number of your peers and the tutors. The Course Team regard this method as a most effective technique for maximising student understanding and motivation, and as an excellent preparation for the presentation of ideas to guests, visiting tutors and contributing from practice. You will receive individual tutorials to quantify your progress and attainment level.

Level 4 provides you with the creative, intellectual and practical skills upon which you will build. The link between theory and practice will be evident through all units. Units in the first level of the course provide an introduction to the fundamental skills and knowledge of the subject. The parallel issues of study are architectural design, technology (realisation), communication and cultural context. Projects allow you to demonstrate both specialist knowledge and the integration of knowledge in architectural propositions.

The themes at this level are Roots of Invention: Architecture and Material Culture. Following an introduction to key concepts and methods, you will start by making physical models and exploring forms of representation and manipulation of architectural form by graphic, photographic and digital means. Small scale individual and group studio projects allow an exploration of the methods of realisation, including the conventions of architectural drawing as a means of communication and methods of construction. You will broaden your understanding of both historical and contemporary precedents in architectural design. Although the scale of project is limited, the final proposition will demonstrate your ability at a comprehensive design proposition.

Theoretical Studies provides a broader contextual understanding of your subject skills in research, analysis and criticism, communication and dialogue, and of inter-related specialisms.

Level 4: Aims

- 1 To introduce you to the conceptual and practical skills and processes necessary for making an architectural proposition.
- 2 To introduce you to the skills and methodologies of analysing and communicating an architectural proposition.
- 3 To introduce specialist knowledge in technology and environment and how these inform architectural design.
- 4 To introduce an understanding of theoretical aspects of architectural design and the wider cultural context in which art, design and media exists.

Level 4: Outcomes

Following successful completion of Level 4 you will be able to:

- 1 Demonstrate an awareness for the issues associated with the making of coherent, informed judgements in the development of a creative architectural propositions.
- 2 Demonstrate your knowledge of visual, written and verbal analytical and communication skills.
- 3 Demonstrate appropriate knowledge of the technical issues in designing and realising an architectural proposition.
- 4 Demonstrate your understanding of theoretical and contextual issues that inform architectural design past and present.

Level 5

Level 5 units build upon the studies in Level 4 and provide you with increasing opportunities for student centred learning. Level 5 units anticipate that you will be able to apply the knowledge, concepts and skills addressed in Level 4 to exploit fully the range of available resources towards your personal creative development.

Level 5 studies continue to increase your professional competence through the development of skills, knowledge and understanding. Project work, although having defined aims and objectives, will allow you to decide upon personal solutions for architectural propositions. Visiting lecturers and subject specialists will be invited to contribute their knowledge to your development. Reviews continue as a strategy for reinforcing communication, dialogue and group learning.

Level 5 explores the making of architectural propositions in the context of Urban Interventions. You will build on the making experiences of Level 4 by exploring the issues of building in an urban context through architectural intervention projects at various scales. This will include the measurement, research, analysis, and representation of an urban site. Through an informed understanding of context, you will propose innovative and thoughtful interventions to house public, convivial activities associated with the economic and physical opportunities of the local urban context.

You will extend your knowledge of the realisation of architectural propositions through the study of construction, structure and environmental control. The special technical issues of building with existing buildings and their role in a sustainable city will be considered.

Your communication skills will be developed, added to, and applied in the research, analysis, and development of an existing environment and the making of an architectural proposition. Theory and history will inform the understanding of cultural context. These units will develop your research and analytical skills.

Level 5: Aims

- 1 To encourage and sustain development of your individual creative, intellectual and practical abilities.
- 2 To extend your ability of the processes of architectural design through the making and communication of architectural propositions.
- 3 To broaden your understanding of the technical realisation of architectural propositions and how these issues inform design.
- 4 To provide a knowledge of the history and theory of architecture and the associated disciplines.

Level 5: Outcomes

Following successful completion of Level 5 you will be able to:

- 1 Demonstrate an appropriate balance of creative, intellectual and practical abilities.
- 2 Demonstrate appropriate ability reflection, decision-making and design methodology in the thoughtful making of architectural propositions and an ability to use appropriate communication skills
- 3 Demonstrate integration of technical realisation knowledge through the making of coherent architectural propositions.
- 4 Demonstrate an increasing self-motivated, analytical, self-critical and independent approach in your studies.

Level 6

In Level 6 you must take considerable responsibility for your study, within the context of a project group and a nominated tutor.

Negotiated Learning Agreements are the principle means of defining your learning goals and monitoring your progress and achievements. Level 6 studies provide the opportunity for you to extend your interests and abilities and demonstrate your capacity for sustained independent and professional work.

The level culminates in the Extended Major Project, where you will demonstrate the integration of accumulated knowledge, skills and abilities in a “comprehensive design project” whilst also encouraging you to demonstrate your analytical and creative abilities, critical awareness, motivation and resourcefulness. The project anticipates and introduces many aspects of professional practice, in parallel with the Preparation for Practice Unit.

Level 6 explores the theme of Social Practice. The first phase of study will invite you to deepen your understanding of realisation through a special study of materials, fabrication and expression. This will provide a context for the development of conceptual and practical skills, and allow the exploration of personnel creative concerns in architectural thinking and making. An extended essay will provide the context for you to demonstrate skills in research and analysis, and broaden your knowledge of architectural thought past and present.

Following a period of exploration and research, a comprehensive design proposition will be made through a single architectural challenge. Methods of shaping the built environment will focus on contemporary issues of architecture, responding to the social context of architectural practice. The role of the architect will be considered alongside the motivations of clients, development, construction, planning, legal regulation and wider social, economic and cultural values. The vehicle for this consideration will remain a physical proposition for built form, and include the integration of the various service requirements, an understanding of construction processes and factors informing the realisation of architecture. You will demonstrate the necessary skills in both drawings and digital media (including

CAD) and the year will conclude with the production of a portfolio of work which will prepare you for employment or postgraduate study as well as providing a qualification with transferable skills suitable to the wider creative industries.

Level 6: Aims

- 1 To extend your creative, intellectual and practical abilities through the making of comprehensive architectural propositions.
- 2 To extend your ability to evaluate evidence, arguments and assumptions, to reach sound judgements and to communicate effectively.
- 3 To stimulate your personal and individual development through meeting rigorous extended academic and creative challenges, in preparation for practice.

Level 6: Outcomes

Following successful completion of Level 6, you will be able to:

- 1 Demonstrate that you have acquired the ability to make comprehensive architectural propositions that integrate knowledge and understanding of architectural technology and issues of realisation.
- 2 Demonstrate that you have the ability to evaluate evidence, arguments and assumptions, to reach sound judgements and to communicate effectively.
- 3 Demonstrate that you have achieved the necessary intellectual, personal, academic and creative maturity to qualify for employment or post-graduate study.

Course Units

Level 4

ARC410	Introduction to Architectural Design	15 credits
ARC411	Introduction to Architectural Technology	15 credits
ARC412	Visual Studies 1	15 credits
ARC413	Thinking about Making (Architecture)	15 credits
ARC414	Architectural Design for Living	15 credits
ARC415	Introduction to Domestic Construction	15 credits
ARC416	Visual Studies 2	15 credits
ARC417	Contemporary Issues and Ideas (Architecture)	15 credits

Level 5

ARC510	Architectural Design and Realisation: Urban Interventions	30 credits
ARC511	Visual Studies 3	15 credits
ARC512	History and Theory of Architecture 1	15 credits
ARC513	Architecture, Realisation and Representation: Public Buildings	45 credits
ARC514	History and Theory of Architecture 2	15 credits

Level 6

ARC610	Special Study	30 credits
ARC603	Extended Major Project	60 credits
ARC600	Investigative Study	15 credits
ARC611	Preparation for Practice	15 credits

Course Diagram

This schematic diagram shows the proposed start/end dates for each unit with assessment periods. Further information on the structure of each unit will be included in unit handbooks.

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	31
Induction week	ARC410 Introduction to architectural design 1 (15 credits)												Assessment	ARC414 Architectural design for living (15 credits)												Assessment	HE Exam Boards				
	ARC411 Introduction to architectural technology 1 (15 credits)													ARC415 Introduction to domestic construction (15 credits)																	
	ARC412 Visual studies 1 (15 credits)													ARC416 Visual studies 2 (15 credits)																	
	ARC413 Thinking about making (Architecture) (15 credits)													ARC417 Contemporary issues and ideas (Architecture) (15 credits)																	

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	31
Induction week	ARC510 Architectural design and realisation: urban interventions (30 credits)												Assessment	ARC513 Architecture, realisation and representation: public buildings (45 credits)												HE Exam Boards					
	ARC511 Visual studies 3 (15 credits)													ARC514 History and theory of architecture 2 (15 credits)																	
	ARC512 History and theory of architecture 1 (15 credits)																														

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	31
Induction week	ARC610 Special study (30 credits)										ARC603 Extended major project (60 credits)																HE Exam Boards				
	ARC600 Investigative study (15 credits)										ARC611 Preparation for practice (15 credits)																				

Resources

Specialist resources:

BA (Hons) Architecture students will have access to the Architecture studio, subject to studio rules (including three people minimum):

Hours:

Mon-Thu	8.30-9pm
Fri	8.30-4pm
Sat	9-1pm
Sun	CLOSED

Students have a desk and cabinet, with lift off drawing boards available. The studio provides a wireless network, as well as 10 desk top computers, A4, A3 and A1 printing, A3 and A4 scanning. There is an A1 rotary trimmer. Some shared drawing materials are available. A small library of journals and reference material is available for use within the studio. The course office also has a small library available on request. You are encouraged to make maximum use of these course resources to support your studies.

University College Resources:

Library

The course is supported by a Subject Librarian who liaises closely with the team to ensure that the Library resources are relevant and meet student and staff research needs. The Subject Librarian provides sessions on researching and using information, as well as individual support for students in the use of Library resources.

The Library holds an excellent range of specialist learning materials including journals, books, CDs, DVDs, newspapers. It has subscriptions to a wide range of specialist electronic resources focusing on art, design, media and performance, including 37,000 e-books and 3,000 e-journals.

Colour and black and white photocopying facilities are available as well as viewing rooms for watching DVDs, videos and off air recordings from television. Students have access to iMacs and PCs and the Library is wi-fi enabled. The open plan design and high quality resources make the Library a popular space for work and study. The Library scores consistently high in both the in-house and national student surveys which are carried out annually.

Information technology

The University College provides a comprehensive range of IT resources, utilising Apple Macintosh, Windows Personal Computers and specialist resources for its art, design, media and performance disciplines. The University College uses industry standard software from Microsoft, Adobe, Macromedia, Apple, Quark and leading software suppliers, and is continually investing in its technology and resources.

IT resources are also available to you via the Library, plus through a number of bookable IT suites and dedicated base room provision. To enable access to learning resources, wireless internet access is also available.

The ITCS section (Information Technology and Communication Services) provides a helpdesk facility for IT enquiries and fault notification. The Helpdesk is open from 8.30am until 5pm from Monday to Friday Email: itcshelpdesk@aucb.ac.uk

Museum of Design in Plastic (MoDiP)

MoDiP is a registered museum of 20th and 21st century design and popular culture with a focus on plastics. Its collection is unique within the UK and has been developed to support teaching and learning at the Arts University College at Bournemouth.

There are many ways in which MoDiP can play a part in your studies:

- as a source of inspiration – large numbers of items may be viewed, handled and explored in depth, drawn, photographed and filmed
- as the focus of a brief for products and projects relating to course work
- as an exhibition venue – your work can be displayed in relation to the collections and exhibitions and events may be mounted in the museum space

The Museum is in a purpose built space within the Library, designed with wheelchair access in mind, and has the same opening hours as the rest of the University College for the viewing of exhibitions. Objects not on display can be borrowed and taken to the studio. To see what is available, go to the [Plastics Network](http://www.plasticsnetwork.org) website (www.plasticsnetwork.org).

The Gallery

The gallery is a major resource for contemporary visual art at the Arts University College at Bournemouth and has received regional and national recognition. There are regular gallery events, including collections on loan from galleries and museums, as well as individual exhibitions by some of today's leading artists, photographers, designers and critical writers.

It also functions as a learning resource and is integrated into the teaching, learning, and research practice undertaken at the University College.

text + work is the ethos which underpins the exhibition programme at the Arts University College at Bournemouth. The **text + work** concept promotes and provides a forum for challenging dialogue between innovative contemporary art, design, and media practice and its theoretical context.

There are **text + work** gallery events, critical texts, shared and networked exhibitions and a **text + work** website.

Student Support

Academic Guidance

Academic staff are responsible for providing you with feedback on your work and your general academic progress, and for providing academic support and guidance through the course. This is provided through "critiques" and written feedback, as well as guidance on practical work and informal discussion about your concerns. These sessions may be individual or, in the case of collaborative work, in small groups.

Academic tutorials are scheduled to allow you to discuss in depth matters relating to creative or theoretical work, or the course in general. You will be entitled to at least one formal recorded academic tutorial per term with a nominated member of the course team.

Support and advice is also provided on an informal basis throughout the course, through discussions between staff and students.

Career Education, Information and Guidance

You will be prepared for employment, and given the opportunity to learn about the various career options available to you, through a wide range of projects which may include live briefs or external competitions. Academic staff remain very familiar with the discipline, and will often still work in the field, and are also able to advise on specific opportunities.

The Careers Service within the University College offers impartial, confidential advice, support and guidance, to help you explore and develop your career ideas and manage your future career successfully. The Service offers individual career guidance interviews, as well as advice on job seeking strategies, CVs and interview skills, self-employment / freelancing, and further study opportunities.

The Senior Careers Adviser holds regular lunchtime lectures, which cover a range of popular careers topics, including Postgraduate study and funding, Career planning, Networking and self-marketing,

and Teaching as a career. Full details and dates of forthcoming lectures are available on the Careers intranet pages and on the Student Services notice boards.

The Careers Service also offers specialist events, working in partnership with local employers, AUCB alumni, and external agencies to bring together a range of art, design, media and performance expertise.

Learning Support

Support for students with disabilities (including dyslexia)

The Arts University College at Bournemouth is firmly committed to a policy of equal opportunities for all students and positively welcomes applications from people with disabilities and/or additional needs. Throughout all aspects of University College life, we actively encourage and support the participation of students with disabilities. We aim to support disabled students by offering needs assessments and support plans which enable you to achieve your personal goals.

The Learning Support team provides academic support for students with specific learning difficulties including dyslexia. We ask all new Home students to complete a 'Quicksan' screening programme when they join the University College. This screening is designed to check your learning style (the way you learn best) and whether you might have signs of dyslexia. If appropriate, you will be referred to an educational psychologist for a full assessment.

Students with a specific learning difficulty such as dyslexia are able to access individual tutorials aimed at improving your independent study skills, and are supported in applying for the Disabled Students' Allowance, which can provide specialist equipment and, if appropriate, personal support. The Senior Disability Officer and Wellbeing Officer provide ongoing support and advice for students with all other types of disability, including mental health difficulties, physical disabilities, medical conditions and sensory impairments.

Support for students for whom English is a second language

If English is not your first language you will be invited to complete a brief written exercise during the initial weeks of your course, so that your current academic language skills can be assessed. Our English for Academic Purposes (EAP) tutor, who is part of the Learning Support team, will review the exercise and contact you if your work indicates that you would benefit from additional support. The EAP tutor will work with you to draw up an Individual Learning Plan, which will set out a structured approach to developing your independent academic and study skills. This may include helping you to develop strategies for interpreting assignment briefs, working on the structure of your written work, or developing your proof-reading skills, for example. The plan will be reviewed each term and will be shared with your course tutor so that they are aware of the work you are doing to improve your study skills. If necessary, the EAP tutor will refer you to a local language school so that you can improve your generic English language levels.

Pastoral support and guidance

Support and advice on non-academic matters is provided through trained and qualified professional staff within Student Services. We have a team of professionally qualified male and female counsellors, with appointments available during weekdays and evenings. Students accessing the service are offered various levels of support ranging from regular weekly sessions, occasional support or just a "one off" consultation. In most cases, you can expect to be seen for a session within two days of making initial contact with the service. If the situation is very urgent and you are very emotionally distressed, we also have a crisis support service and you will be seen by one of our counsellors almost immediately.

Pastoral support is also available from the AUCB Chaplaincy. The Chaplaincy at the Arts University College at Bournemouth is shared with Bournemouth University and is an inclusive Chaplaincy, which welcomes people of all faiths and none. The Quiet Room and the Islamic Prayer Room are in regular use by staff and students, and meetings with ministers of any faith can be arranged.

Advice and support with practical issues such as funding, accommodation or childcare is available from the Student Advice, Funds and Accommodation Office within Student Services.

Methods for Evaluating and Improving the Quality and Standards of Teaching and Learning

The course is subject to the University College's rigorous quality assurance procedures which involve subject specialist and internal peer review of the course at periodic intervals, normally of 5 years. This process ensures that the course engages with the national Subject Benchmarks and references the Framework for Higher Education Qualifications.

In addition all courses undertake an Annual Course Review which takes account of relevant information such as:

- External Examiners' Reports
- Key statistics including data on application, retention and achievement
- Results of the National Student Survey
- Results of the in-house Student Perception Survey
- Feedback from Student Representatives
- Feedback from relevant employer groups, including the course Industry Liaison Group

All courses develop an action plan arising out of this exercise which is monitored by the Course and Faculty Boards of Study.

Staff development priorities for the course team as a whole are identified through the Annual Course Review process, and for individuals through the Staff Performance Review process.

Indicators of Quality and Standards

The Arts University College at Bournemouth was granted taught degree awarding powers by the Privy Council in 2008 following an intensive period of scrutiny by experienced academics from across the higher education sector.

The University College was audited by the QAA in May 2011 and received a judgement of 'Confidence' in the management of the academic standards of its awards, and its management of the quality of learning opportunities. This is the best available outcome, and confirms that our quality assurance mechanisms are robust, meaning that we can have full confidence in the standard of course outcomes, and the quality of the educational experience we deliver.

Please note that this specification provides a concise summary of the main features of the course.

More detailed information is available in the following documents:

- Online course information
- Unit Handbooks
- HE Student Regulations – <http://intranet.aucb.ac.uk/academicregulations>
- AUCB Student Guide