



PROGRAMME SPECIFICATION
SEPTEMBER 2017

BA (HONS)
ARCHITECTURE

ARTS UNIVERSITY 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 within this Handbook and the online Unit Information, which is available on your course blog.

<u>Key Course Information</u>	
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 Faculty of: <i>Contact details:</i> Telephone number Email	Art, Design and Architecture 01202 363354 foada@aub.ac.uk
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	Carolyn Butterworth Sheffield University Piers Taylor Architect <i>Please note that it is not appropriate for students to contact external examiners directly</i>
Date of Validation	2007
Date of most recent review	2012
Date programme specification written/revised	April 2016

Course Introduction

AUB Architecture takes its approach from the context of the studio-based arts university where all courses share an interest in making. Each discipline has a distinct maker-culture, but these share certain values and qualities, both in education and in practice. Our educational curricula strategy at AUB integrates the knowledge and skills of practices and critical theories. Our values aspire to an innovative, collaborative and connected learning experience. The BA (Hons) Architecture and MArch develop their strategy and curriculum from the distinctive context of AUB where many resources are shared and where 'collaborative' describes the very condition of studying on our campus. At AUB we are dedicated to turning your creativity into a viable career enabling you to enter employment prepared for critical and innovative engagement with the profession. Five key issues frame the philosophy of our curriculum:

- Making Architecture
- Studio Culture
- Collaborations
- Links with the Profession and Construction Industry
- Personal Development

Course Philosophy

1. Making Architecture

You will engage in thoughtful making. Architecture embraces a wide range of media and skills to transform the environment we inhabit and the perceptions we have of the world. But regardless of the media it employs, architecture always engages in a process of making. At AUB we believe in the primacy of making as a form of creative practice that engages you in shaping the world we live in. The BA (Hons) Architecture course applies this philosophy throughout its taught units by emphasising the role of drawings, models and texts in the making of architecture: the things we make to think about the things we make. At AUB critical thinking forms an important part of the making process and follows from a familiarity with the material, spatial and social nature of architectural ideas. Architecture as a discipline is an investigation of how we think about inhabitation, individually and collectively, through the spatial relationships we materially construct and inhabit. Making architecture means crafting thoughtful and tangible propositions that mediate between the individual, the world and those we live with.

As a student you will be asked to develop projects with strong narratives commenting on current social, cultural and environmental issues. In each unit you are encouraged to give architectural expression to your own personal views and visions, whilst aiming to produce tangible propositions, mindful of how they might be realised. An understanding of the spatial, temporal, social and intellectual context in which we practice all challenge us to question the appropriateness of our propositions. The scale of these propositions can vary from the local to the global, the micro to the macro. Indeed architecture is informed by influences across all possible scales and in response your propositions can vary from urban design proposals to modification of our studio environment. These can also vary in temporal impact from temporary interventions to long-term changes.

2. Studio Culture

You will experiment playfully, analyse thoughtfully, apply rigorously and reflect critically. AUB has a particular concern for a studio-based and student-centred learning environment. The studio generates an atmosphere of creative exploration and critical debate where we test, discuss and present ideas through the making of tangible propositions, mindful of how they might be realised. 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 the drawing studio, opened in 2016, designed by Sir Peter Cook (Bournemouth student 1953-58). These spaces create an environment in which you are encouraged to take risks and pursue your own concerns in response to the course challenges.

3. Collaborations

You will enrich your learning experience through collaboration. 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 will increase your awareness of the characteristics of architectural thought and practice, and expand them through experience with other disciplines, whether in our subject area with Interior Architecture and Design, Modelling, or with other courses, such as Textiles, Graphic Design, Fashion, Photography, Film Production, Fine Art, Dance and Acting. You may also collaborate with external clients and manufacturers in live projects.

4. Links with the Profession and Construction Industry

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 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. Regular contact and visit from the ARB and RIBA keep the course staff and students informed of trends and changes in the world of practice. Consultant specialists from practice contribute to reviews and seminars, introducing you to the collaborative nature of interdisciplinary practice. Regular guests include many from the construction industry. The local stone, brick and timber industries all contribute to the course.

5. Personal Development

Your own interests and aspirations are encouraged. The course will support your personal development towards a creative contribution to architecture and the wider world after graduation. The Professional Development Portfolio (PDP) documents all your engagement with course enrichment activities (such as cross-course collaborations and exhibition visits) and any other related activities you initiate. The abilities you acquire through your enriched study of architecture give you a broad range of transferable skills, so you may progress in architecture or another creative industry. All these share a similar context of collaboration and an understanding of making practices.

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 enquires on study and membership:

<http://www.architecture.com/EducationAndCareers/BecomingAnArchitect/Becominganarchitect.aspx>

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 making and 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 in integrated application in architectural design propositions;
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 and urban design 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 (2010)*
- Framework for Higher Education Qualifications (FHEQ)

AUB Regulatory Framework and Undergraduate Assessment Regulations

AUB Creative Learning Plan

AUB Strategic Plan

AUB Employability Framework

ARB Criteria for Prescription (revised January 2010)

RIBA Criteria for Validation (revised January 2010)

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 lecturer or technician demonstrator 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 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.

Research

This describes learning using the Library or other sources. It may require you to contact professionals and organisations external to the university. 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.

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

For BA(Hons)Architecture you may elect (as an optional study) to complete part or all of the Level 6 ARC650 Research by Making in a Erasmus Partner European Institution, or on 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 against others, for peer learning and occasionally peer assessment. Regular feedback is given individually, even in a group tutorial. This is sometimes in the form of formative assessment against the Unit's learning outcomes. You must maintain the records of all tutorials for your own reference and academic development. These form part of your Personal Development Plan (PDP).

Throughout the course, tutorials become increasingly significant in providing you with academic support in the development of your individually negotiated learning agreements. 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. These may be individual or group tutorials.

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 Plan (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 a Personal Development Plan 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 and/or paper-based Progress Files by negotiation.

For assessment purposes the PDP must be regularly maintained, well presented, and supplemented with sketchbooks, journal, and research folders that document the Unit and enhancement activity undertaken during the Unit. Full engagement with the Unit and enhancement activity is essential for the PDP to fully document your learning experience. The process also includes the archiving of all your learning experience and projects as an Academic Portfolio, which requires you to retain ALL material produced during a Unit and any enhancement activity. (Exact formats may be negotiated).

Statement on Drawings and Models: *the things we make to think about the things we make*

Drawing skills is a major issue of debate within architectural education, in the UK and internationally. Many architects stress the importance of the variety of drawing skills needed by an architectural designer. The introduction of IT, from multimedia presentations, to digital drafting programmes and digital manufacturing, has put an increasing emphasis on 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 with a 2D screen, even when

the image gives the illusion of movement or three dimensions. In architecture a line usually represents a tactile, material boundary to a spatial experience.

These issues are not unique to architectural education and have been noticed across the creative industries. For this reason, BA (Hons) Architecture 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 final Comprehensive Design Project in Level 6 requires you to demonstrate an appropriate ability to clearly and effectively communicate with a variety of representational skills for analysis and design. The various drawing skills are learnt and practiced within all units and in special enhancement activity.

Drawing is introduced in both the representation and analysis of physical models. These models are bold, the materials are cheap, yet carefully made and analogous in some way to material construction in their mass, texture or translucency. The models invite further development, leading to a sequence of exploration addressing various architectural ideas. The model *leads* the process, embodying thought and responding to changes throughout their making (making/thinking), they are metaphors for buildings and open to further interpretation, rather than presentation of final design ideas. Interchangeable elements become like three-dimensional jig-saws, that can be reconfigured in a variety of ways. The model process itself contributes to ideas about the material and spatial configuration of the proposal. The model is a vehicle for thinking about architectural ideas. This relationship between the material and spatial is referred to as the tectonic expression and the process as one of making/thinking (one activity, not two). These models 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 and digital modelling.

Level 5 study includes measured drawing skills as a method for re-understanding the reality that drawings re-present. CAD skills are taught in Level 5, where they are firstly introduced as a method for recording existing buildings. Models range from the process models (making/thinking) to both more conceptual and more detailed presentational models. On this visual and material literacy a more diverse selection of modelling and multi-media techniques are added. By the beginning of Level 6 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. Each technique can influence the design process through allowing the exploration, investigation and expression of material/spatial architectural analysis and propositions.

Teaching and Learning of Contextual Knowledge

A distinguishing quality of the course is that all teaching and learning is integrated and assessed alongside studio practice. These are mapped to five of the six Graduate Attributes. Contextual learning constitutes GA1.4 (ability to evaluate evidence, arguments and assumptions in order to make and present sound judgements within a structured discourse relating to architectural culture, theory and design). We stress the importance of exploring and understanding architecture through the notion of contextual knowledge, which refers to how architecture is situated within a larger field of interconnected disciplines and domains of knowledge, including the social, the technological and the cultural. Through the study of contexts

and their histories, you will develop ways to address and critically discuss the various issues that affect and inform architectural practice and its theories. You will improve your academic writing skills, attend lectures and seminars (many of which take place in the studio) and engage in practical workshops (collaging, bookbinding). The architecture course at AUB thus promotes and encourages both concept- and research-driven approaches to architectural design that link history, theory and design. In the majority of units this learning outcome is assessed through the provision of written and illustrated analysis of history and theory appropriate to the studio project. All bibliographical citations and in-text referencing is done by the AUB/Harvard method. Each year there is one illustrated essay that should comply with academic style and protocols (Level 4 requires knowledge of, Level 5 Understanding of and Level 6 Ability in academic writing).

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, 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 Unit Information, which is on your course blog.

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 (eg 62, 65, 68). These marks correspond to a low, mid, and high level of achievement within each grade band.

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 using two different algorithms, which are detailed in the HE Student Regulations. If the two algorithms produce different results, you will be awarded the higher class of degree.

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://viewpoint.aub.ac.uk>

Formative Assessment

During each Unit there will usually be a *Formative Assessment* at an appropriate point before the final assessment. Formative assessment indicates general level of attainment anticipated against the learning outcomes. The developmental guidance offered will indicate key elements of study missing or considered too little developed

for reaching a pass standard, as well as areas of strength and weakness. The formative assessment is not an indication of the final mark, but a method of guidance.

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 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 following successful completion of the first year of your course.

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 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 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.

Curriculum structure

The structure of the course includes a sequential “PROJECTS+ENRICHMENTS”, as explained below:

Projects

- Unit 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).
- Level 4 and 5 follow a repeating pattern of termly projects that accumulate a portfolio of work to meet the required **learning outcomes** in design methodology, communication, technology, critical contextual understanding, professional practice and personal development.
- Each **unit engages you in an exploration** of the relationship of the architectural design to key concepts and ideas, through project work assignments.
- Each **unit frames architectural discourse** within particular parameters with an appropriate series of investigative projects and propositions.
- Level 6 encourages you to practice **Research by Making**, allowing the 5000 word written dissertation to investigate, document, and present an exploratory theme in an individual mode of studio practice, including interdisciplinary, transdisciplinary and collaborative practice. Assessment takes account of the distribution of

strengths and weaknesses, while rewarding excellence in the integration of text and work.

- Level 6 “design thesis” or **Comprehensive Design Project**, demonstrating the ability to integrate learning in a single architectural proposition of appropriate complexity. It allows students the **depth and breadth** of study, with a balance of **risk and rigor**, to demonstrate the GA and GC required at a Part 1 level.
- Level 6 **Practices** aims to both enhance our existing strengths in your “preparation” for practice and critically acknowledges opportunities for graduates to innovate modes of practice, including entrepreneurship and interdisciplinary collaborations.

Enrichments (usually contributing to the PDP element of the portfolio)

- The term **enrichment** is used to describe complementary **enhancement activity** that you will undertake during your studies.
- They can occur within **all units** (except the final Comprehensive Design Project).
- They are assessed as part of the unit within **existing learning outcomes** (LO5).
- Learning outcomes include **sensitivity to enrichment activity**.
- Enrichment can include any element delivered to **enhance the curriculum**, examples would include visits, overseas trips, guest lectures, special workshops, lecture series (some shared with other courses), collaborative projects/workshops, inductions, external events, conferences, community/voluntary engagement.
- Some enrichments are **established parts of study**, such as Field Trip (a collaboration with BA (Hons) Fine Art at Level 4), FAT (a collaboration with BA (Hons) Textiles and Fashion in Level 5), or the Friday @ Noon whole course lectures.
- Enrichments can be developed/evolved as **recurring collaborations** between courses or across levels.
- Enrichments may occur once, on an **ad hoc** basis, to enhance student experience.
- Enrichments may be **optional** (e.g. Venice Biennale), but the course will monitor and facilitate parity between student experiences where possible.
- Enrichment activity may be **student-initiated** (either individually or in groups), staff-initiated, or externally (by invitation).
- Enrichments can be of many different types, such as the **Swiss cheese** perforation in the timetable allowing others to collaborate or **chocolate chip** opportunities (such as guest lectures/workshops), or **windows** into other worlds.
- Enrichment is an inclusive opportunity to allow **adaptability and flexibility** within the curriculum, made possible by the reduction of assessment points and the inclusiveness of some learning outcomes. They remove the perception of a straight-jacket curriculum and enable a **responsive**, enhanced curriculum to evolve within whatever resources (time, people, materials and equipment) are available.

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 develop 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, and visiting tutors 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 theme at this level is Roots of Invention: Architecture and Material Culture. Three units establish some fundamental issues in architectural design: Material Ideas and Inhabitation, Nature and Living, and Making and Thinking. You will start by 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 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. The final propositions will demonstrate your ability in integrated architectural design. Contextual Studies provide a broader 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, through three further units: Urban Context, Use and Form, and Future Scenarios. 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 in 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 in 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 principal 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 Comprehensive Design Project, where you will demonstrate the integration of accumulated knowledge, skills and abilities 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, including interdisciplinary and transdisciplinary, in parallel with the Practices Unit.

Level 6 explores the theme of Social Practice. The first phase of study will invite you to deepen your understanding of realisation through Research by Making, of materials, fabrication and expression. This will provide a context for the development of conceptual and practical skills, and allow the exploration of personal creative concerns in architectural thinking and making. An extended text 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, other creative practices 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

Unit code	Unit Title	Credit weighting
Level 4		
ARC461	Material Ideas and Inhabitation	40
ARC462	Nature and Living	40
ARC463	Making and Thinking	40
Level 5		
ARC561	Urban Context	40
ARC562	Use and Form	40
ARC563	Future Scenarios	40
Level 6		
ARC661	Research by Making	40
ARC662	Comprehensive Design Project	60
ARC663	Architectural Practices	20

Course Diagram

This diagram shows the proposed start/end dates for each unit and shows teaching weeks only; holiday periods are not included. Further information on the structure of each unit will be included in the online Unit Information which is available on your course blog.

Six explorations of architectural ideas

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						
Induction week	ARC461 Material Ideas and Inhabitation + Enrichments (weeks 1-10) (40 credits)										Assessment	ARC462 Nature and Living + Enrichments (weeks 11-20) (40 credits)										Assessment	ARC463 Making and Thinking + Enrichments (weeks 21-30) (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						
	ARC561 Urban Context + Enrichments (weeks 1-10) (40 credits)										Assessment	ARC562 Use and Form + Enrichments (weeks 11-20) (40 credits)										Assessment	ARC563 Future Scenarios + Enrichments (weeks 21-30) (40 credits)							Assessment

Level 6 – Enrichments: with other practices, places and ideas

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						
ARC661 Research by Making (weeks 1-10) (40 credits)												ARC662 Comprehensive Design Project (weeks 11-30) (60 credits)																		
												ARC663 Architectural Practices (weeks 11-30) (20 credits)																		

Resources

Specialist resources:

BA (Hons) Architecture students will have access to the Architecture studio, subject to studio rules (including three people minimum) during official campus opening times.

University 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. As part of the AUB's Information Literacy Framework, 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 books, journals, CDs, DVDs, and newspapers. It has subscriptions to a wide range of specialist electronic resources focusing on art, design, media and performance, including e-books and e-journals. The Library's facilities include computers, a viewing room, and a silent reading room.

The Library consistently receives high scores in both the in-house and national student surveys which are carried out annually.

Digital Learning Resources

The University provides a range of computing hardware and software applications for use in general purpose locations such as the library and computer studios, as well as high quality and specialist resources linked to subject specialisation. You will be able to use Microsoft Office and Adobe Creative Suite on the majority of computers in the University and have access to industry standard digital resources and computing appropriate for your subject in course areas.

We have a comprehensive wireless network and our new virtual learning environment (VLE) can be used on desktop, laptop and mobile devices. The VLE, called MyAUB, provides a customisable portal to a variety of course and university related information including timetables, email, course handbooks, resource booking and online learning materials.

Support for digital learning resources is provided by a network of University staff. Course related equipment is cared for by Technician Demonstrators and library information resources is supported by library staff. General computing support and advice on your own equipment is provided by our Digital Campus Services Team who provide a servicedesk facility. The Service Desk is located in the Library, and their email address is: servicedesk@aub.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 Arts University 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 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 MoDiP website (www.modip.ac.uk).

TheGallery

TheGallery is a major resource for contemporary visual art at Arts University 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.

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

The University also has a team of Study Skills Tutors who can support you with your academic work such as essays, dissertations and presentations. This service is available to all students to access. You can book tutorials for individual or group sessions at the Student Services reception. The team also run regular lunchtime study skills workshops and drop in sessions which can help support you in your studies.

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 and Employability Service within the University 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 appointments, as well as advice on job seeking strategies, CVs and interview skills, self-employment / freelancing, and further study opportunities.

The Senior Employability Officer 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 and Employability intranet pages (Viewpoint) and on the Student Services notice boards.

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

For more information, or to make an appointment, please contact careers@aub.ac.uk or call +44 1202 363355. You can also drop in to Student Services on campus between 8.30am and 5pm, Monday to Thursday, and between 8.30am and 4.30pm on a Friday.

Support for students with disabilities (including dyslexia)

The Arts University 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 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 'Quickscan' screening programme when they join the University. 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. The Wellbeing service is a free and confidential service offered by the University to all students. The Senior Wellbeing Officer is based in Student Services and is able to provide specialist advice, information and practical strategies to help students manage personal concerns or concerns they may have for a friend. Accessing the wellbeing service at an early stage may prevent more serious issues developing and help students to feel more in control of their situation.

The Arts University Bournemouth has a duty to anticipate the needs of disabled students, and to make "reasonable adjustments" to ensure that these students can access education and related services. If you feel that some aspect of the learning, teaching or assessment on your course places you at a disadvantage because of your disability, please contact the Senior Disability Officer within Student Services, who will be happy to work with you and your course team to identify any appropriate reasonable adjustments. Contact wellbeing@aub.ac.uk or telephone 01202 363291.

Academic support for students for whom English is a second language

If English is not your first language, AUB has a team of specialist English for Academic Purposes (EAP) lecturers who provide personalised guidance and support with the academic aspects of your course. You can book tutorials with them for individual assistance.

At the beginning of your course you will be invited to complete an academic skills needs assessment. One of our English for Academic Purposes (EAP) team will review this with you in a follow-up tutorial. If you feel you would benefit from additional advice and 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 use of academic language and study skills. This may, for example, include helping you to develop strategies for interpreting assignment briefs, working on the structure of your written work or developing your proof-reading skills. Your Individual Learning Plan will be reviewed periodically and shared with your course tutor, if requested, so that they are aware of the work you are doing to improve your use of language and study skills.

Throughout the academic year the EAP service also offers Study Skills Workshops. Further details can be found at:

<http://aub.ac.uk/international/english-not-first-language/international-student-support/>

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. Talking to a counsellor in a safe, non-judgemental and confidential setting can enable you to work through your problems with the aim of reaching a solution. Students wanting to access the service can book by email, phone or by coming into the Student Services reception. The AUB Counselling Service is student focused and we offer single therapeutic sessions with a counsellor for one hour. If your situation is very urgent and you are extremely emotionally distressed, we also have a crisis support service where the aim is that one of our counsellors or the Wellbeing Officer will see you as soon as possible.

Pastoral support is also available from the AUB Chaplaincy. The Chaplaincy at Arts University 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.

Monitoring the quality of your course

The course is subject to the University'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 remains up to date, and is preparing you for a career within the creative industries while also delivering a high quality student experience.

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 University. Your student representatives can keep you informed about progress against the action plan.

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 Bournemouth was granted taught degree awarding powers by the Privy Council in 2008; and University status was conferred in 2013. All students on taught higher education courses are enrolled on a course validated by the University.

A new Teaching Excellence Framework has been introduced to recognise excellent teaching. AUB was given a Gold award, reflecting the high quality of the academic student experience.

The University 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.

More detailed information is available in the HE Student Regulations, Viewpoint and on your course blog