BA (Hons) Architecture

Programme Specification

Primary Purpose:

Course management, monitoring and quality assurance.

Secondary Purpose:

Detailed information for students, staff and employers. Current students should refer to the related Course Handbook for further detail.

Disclaimer:

The University of Portsmouth has checked the information given in this Programme Specification and believes it to be correct. We will endeavour to deliver the course in keeping with this Programme Specification but reserve the right to change the content, timetabling and administration of the course whilst maintaining equivalent academic standards and quality.

Contents

Programme Specification

Programme Specification

1. Named Awards

BA (Honours) Architecture

2. Course Code (and UCAS Code if applicable)

C0132F (K100)

3. Awarding Body

University of Portsmouth

4. Teaching Institution

University of Portsmouth

5. Accrediting Body

The programme is prescribed by the Architects Registration Board (ARB) and accredited by the Royal Institute of British Architects (RIBA).

6. QAA Benchmark Groups

Benchmark Statement for Architecture 2010

7. Document Control Information

Version 4, July 2016

8. Effective Session

2016/2017

9. Author

Nicola Crowson

10. Faculty

Creative and Cultural Industries

11. Department

School of Architecture

12. Educational Aims

The BA (Honours) Architecture Degree Programme:
General Aims:
The BA (Honours) Architecture Programme aims to:
- Foster an enquiring spirit, intellectual curiosity, and a diversity of creativity in students; these coupled with the development of their own learning skills will enable students to reflect on and affect the direction of their future creative lives and their own development needs.
- Maintain a distinctive education that enables every student to attain as high a level of personal development as he/she can achieve.
- Provide a challenging and stimulating study environment.

- Equip graduates with transferable skills such as problem solving, decision-making, communication, and teamwork, necessary for lifelong learning and flexibility in the context of changing labour markets.
- Provide students with the opportunity to develop key skills.
- Provide students with opportunities to study elements of other related disciplines (i.e. through options).
- Provide students with the skills and knowledge required to maximise career and postgraduate study opportunities.

Particular Aims:
The BA (Honours) Architecture Programme aims to:
- Provide a professional course leading to a career as an architect, or the alternative diversification into an allied area of the Construction Industry.
- Provide a broad education in architecture, the 'mother of the arts'.
- Provide a coherent integrated pattern of education in architecture.
- Provide a broad knowledge of the extensive subject area of Architecture, and an understanding of the principles of design, technology and environment, cultural context, communication and management practice and law.
- Allow students to develop their own position, on what represents a high standard of architecture, and to decide where they stand in relation to the wide-ranging debate on the subject.
- Foster in students an ability to investigate, conceptualise and develop the design of 3D objects and spaces, and to develop their designs through a process of self-critical reflection.
- Encourage the development of design skills, from a detail to an urban scale, in formal response to social and cultural issues of the world that we inhabit, that aim to contribute to the enhancement of the human experience.
- Foster in students a concern for the conservation of the Earth's resources through the development of appropriate formal and technical responses to global issues such as climate change, and the developing debate and knowledge on how to respond.
- Both contribute to our position within the Faculty of Creative and Cultural Industries (CCi) by developing programmes that will offer other students in the Faculty a better understanding of the discipline of architecture and possibilities for exchanges of ideas; and benefit from our proximity to the other schools in CCi by seeking collaboration with staff and students that will foster the development of artistic skills and encourage poetic qualities in the work of our students that lie beyond the minimum levels of competence.
- Encourage an early interest in the relationship between Architecture and Interior Design, Urban Design, Sustainability and Landscape and provide opportunities for their later development in post-graduate programmes.
- Ensure that the programme meets the requirements for accreditation by ARB/RIBA.

13. Reference Points

The Outcomes have been developed taking account of the following:
- University of Portsmouth Curricula Framework Document
- The UK Quality Code for Higher Education
- Framework for Higher Education Qualifications (FHEQ)
- National Qualifications Framework
- Policy for placement learning
- Vocational and professional experience, the scholarship and the research expertise of academic members of staff
- Subject Benchmark Statement. Quality Assurance Agency for Higher Education: subject benchmark statement for Architecture 2010
- The above benchmark statement includes the requirements of the Professional Bodies: the European Union (EU) Directive, The Architects Registration Board (ARB) Criteria and The Royal Institute of British Architects (RIBA) Criteria. In particular the Graduate Attributes at Part 1 relate.

N.B. Programme Learning Outcomes are cross referenced to the above points as is shown in the following key:
KEY:
(GC1.1) = General Criteria: Architecture Subject Benchmark Statement.
(GTA1.1)=Graduate Attributes: Architecture Subject Benchmark Statement.
(S.o.A.) = School of Architecture derived learning Outcomes.

14. Learning Outcomes

A. Knowledge and Understanding of:

Design
A1 theories of urban design and the planning of communities (GC4.1)
A2 the needs and aspirations of building users: the impact of buildings on the environment, and the precepts of sustainable design: the way in which buildings fit into their local context. (GC5.1, GC5.2, GC5.3)
A3 the need to critically review precedents relevant to the function, organisation and technological strategy of design proposals; the need to appraise and prepare building briefs of diverse scales and types, to define client and user requirements and their appropriateness to site and context; the contributions of architects and co-professionals to the formulation of the brief, and the methods of investigation used in its preparation. (GC7.1, GC7.2, GC7.3)
A4 the context of the architect and the construction industry, and the professional qualities needed for decision making in complex and unpredictable circumstances (GA1.5)

Technology
A5 the investigation, critical appraisal and selection of alternative structural, constructional and material systems relevant to architectural design; strategies for building construction, and ability to integrate knowledge of structural principles and construction techniques; the physical properties and characteristics of building materials, components and systems, and the environmental impact of specification choices. (GC8.1, GC8.2, GC8.3)
A6 principles associated with designing optimum visual, thermal and acoustic environments; systems for environmental comfort realised within relevant precepts of sustainable design. (GC9.1, GC9.2)

Cultural Context
A7 the cultural, social and intellectual histories, theories and technologies that influence the design of buildings; the influence of history and theory on the spatial, social, and technological aspects of architecture (GC2.1, GC2.2)
A8 how the theories, practices and technologies of the arts influence architectural design; the creative application of the fine arts and their relevance and impact on architecture (GC3.1, GC3.2)
A9 the influence of the design and development of cities, past and present, on the contemporary built environment (GC4.2)

Professional Studies
A10 current planning policy and development control legislation, including social, environmental and economic aspects, and the relevance of these to design development. (GC4.3)
A11 the nature of professionalism and the duties and responsibilities of architects to clients, building users, constructors, co-professionals and the wider society; the role of the architect within the design team and construction industry, recognising the importance of current methods and trends in the construction of the built environment; the potential impact of building projects on existing and proposed communities (GC6.1, GC6.2, GC6.3)
A12 the fundamental legal, professional and statutory responsibilities of the architect, and the organisations, regulations and procedures involved in the negotiation and approval of architectural designs, including land law, development control, building regulations and health and safety legislation; the professional inter-relationships of individuals and organisations involved in procuring and delivering architectural projects, and how these are defined through contractual and organisational structures (GC11.1, GC11.2)
A13 the basic management theories and business principles related to running both an architects' practice and architectural projects, recognising current and emerging trends in the construction industry. (GC11.3)

Learning and Teaching Strategies and Methods

Knowledge relating to the subject areas is conveyed through a combination of lectures (A1-A13), design studio seminars – group and individual tutorials (A1-A4) and workshops (A6). Seminars are also used to complement subject areas delivered through lecture programmes (A5, A9-A11).

Assessment

Assessment of the knowledge base is through a combination of examination (A4 and A10-A13), assessed coursework (A2-A10) and reviews of design work followed by portfolio examination (A1-A6, A9-A11).

B. Cognitive (Intellectual or Thinking) Skills, able to:

B1   evaluate evidence, arguments and assumptions in order to make and present sound judgments within a structured discourse relating to architectural culture, theory and design (GA1.4)

B2   analyse problems, and use innovation, logical and lateral thinking in their solution. Be flexible and adaptable in the approach to and development of an issue, problem or opportunity. (SoA)

Learning and Teaching Strategies and Methods

Cognitive skills are developed through a range of lectures and seminars – group and individual tutorials (B1+B2).

Assessment

The assessment of cognitive skills is through assessed coursework (B1+B2) and reviews followed by portfolio examination (B2).

C. Practical (Professional or Subject) Skills, able to:

Design
C1   generate design proposals using understanding of a body of knowledge, some at the current boundaries of professional practice and the academic discipline of architecture (GA1.1)

C2   prepare and present building design projects of diverse scale, complexity, and type in a variety of contexts, using a range of media, and in response to a brief; develop a conceptual and critical approach to architectural design that integrates and satisfies the aesthetic aspects of a building and the technical requirements of its construction and the needs of the user. (GC1.1, GC1.3)

C3   the application of appropriate theoretical concepts to studio design projects, demonstrating a reflective and critical approach. (GC2.3

C4   the creative application of the fine arts to studio design projects, in terms of their conceptualisation and representation. (GC3.3)

Technology
C5   understand the constructional and structural systems, the environmental strategies and the regulatory requirements that apply to the design and construction of a comprehensive design project; understanding of the alternative materials, processes and techniques that apply to architectural design and building construction (GC1.2, GA1.3)

C6   understand strategies for building services, and ability to integrate these in a design project. (GC9.3)

Communication Skills
C7   Understand the conventions of architectural representation and apply them to two dimensional and three-dimensional graphics and to computer generated and physical models. (SoA)

Professional Skills
C8   critically examine the financial factors implied in varying building types, constructional systems, and specification choices, and the impact of these on architectural design; understand the cost control mechanisms which operate during the development of a project (GC10.1, GC10.2)

C9   prepare designs that will meet building users' requirements and comply with UK legislation, appropriate performance standards and health and safety requirements. (GC10.3)

Learning and Teaching Strategies and Methods

Practical (professional or subject) skills are developed through a combination of lectures (C5-C9), seminars – group and individual tutorials (C1-C7, C9) and workshops (C7).

Assessment

The assessment of practical skills is through a combination of assessed coursework (C5-C9) and reviews of design work followed by portfolio examination (C1-C7, C9))

D. Transferable (Graduate and Employability) Skills, able to:

D1　work autonomously in a self-directed manner, managing and appraising their own working practices thereby developing as a reflective practitioner and an independent learner. (SoA)

D2　work in teams, and manage teamwork. (SoA)

D3　apply a range of communication methods and media to present design proposals clearly and effectively (GA1.2)

D4　identify individual learning needs and understand the personal responsibility required for further professional education. (GA1.6)

Learning and Teaching Strategies and Methods

Transferable skills are developed through a combination of lectures and seminars (D1-D4) and workshops (D1, D3+D4).

Assessment

The assessment of transferable skills is through a combination of assessed coursework and reviews of design work followed by portfolio examination (D1-D4).

15. Course Structure, Progression and Award Requirements

- This is a 3 or 4 year programme depending on whether a student elects a sandwich placement. The placement year usually takes place at the end of the second year and a placement student should expect to be in employment for a full calendar year. The 'Year Out' in practice takes place following graduation, and students interested in taking a placement are counselled as to whether this option is the best for their individual circumstances
- 360 credits are required for the Honours degree. Standard University rules apply and the regulations must be consulted for a full description of exit awards.
- Units are offered as 20 credits units with design units generally being 20 or 40 credits. One credit is equivalent to 10 hours of learning. Each level comprises of a minimum of 120 credits.
- BA (Honours) Architecture is offered as a full-time, 3 year programme.
- Level 4 is designed to contain several shared units with BA (Hons) Interior Architecture and Design. This gives opportunities for students to appreciate the other discipline and work with other students.
- An elective unit opportunity totalling 20 credits is offered at level 5, and provides an opportunity for students to study a variety of topics (including languages and/or key skills) outside of their main subject areas. An alternative option unit is offered by the School.
- The School provides links with Employers through part-time staff, employers' evenings, mock interviews, the evening lecture series, 'live' projects, an employers' notice board, the Project Office and opportunities for mentoring by regional practices.

16. Employability Statement

As is made clear in 'Educational Aims' above, we aim to educate professionally competent students through this programme. In 'Programme Learning Outcomes'; key employability skills derived from the subject benchmark statement and ARB/RIBA Criteria are incorporated in the curriculum.

The University-wide electives programme is offered to all students and provides opportunities for learning from experience and from voluntary work.

The curriculum is particularly geared to employability and this is evident when comparing Portsmouth to other Schools of Architecture. Wherever possible we include elements of live projects, we invite in practitioners, clients, developers, contractors etc. to talk to students and help

set the scene of a project. Design, which forms 50% of the curriculum, is taught in the studio, by full-time academics as well as part-time practitioners from London and the region. This provides students direct contact with employers and is one way in which currency is maintained.
Professional and career management skills are introduced in certain units and in the award year the Professional Studies unit includes a number of initiatives to promote employability, such as help with CVs, 'mock' interviews by volunteer local practitioners, an end of year individual and group work exhibition, designed by students, which is open to the public and provides a further opportunity for students to attract employers.
The views of employers are sought through the mock-interviews and other activities, such as prize giving by RIBA South and other regional bodies, ensuring external involvement in the school. In addition we arrange an employers' evening where employers make a presentation on the opportunities offered by their practice. This is followed by a social event where students are able to talk to the practitioners, inspect their practice brochures etc.
Personal Development Planning (PDP) is managed through the Personal Tutor (Studio Tutor) who reviews skills including career management skills and CVs. A 'HERA' document is completed to compliment students professional portfolio as recognition of their professional development through extra curricula activities. This is linked to the professional portfolio which students complete.

Students are offered the opportunity of a sandwich placement year between levels 5 and 6. On completion of the year-long work placement the student returns to full time study to complete level 6.

The School keeps close contact with students in their years out (year 4 and year 7) and monitors student log books, which are a professional body requirement. In addition students are invited back to two day-long seminars where experiences are exchanged, professional lectures given and most importantly we maintain contact.

17. Support for Student Learning

- The Course is managed by a Course Leader.
- Each level is co-ordinated by a Year Co-ordinator to ensure integration.
- An extensive induction programme introduces students to the University and the course.
- Each student has a personal tutor (their studio tutor), responsible for pastoral support and guidance.
- Studio Tutors provide support in the Design Studios.
- Postgraduate Student Mentors provide further support.
- University support services include careers, financial and housing advice, counselling etc.
- The Academic Skills Unit (ASK).
- CCi Creative Skills Centre and CCi academic Skills Centre.
- The Additional Support and Disability Advice Centre (ASDAC).
- Excellent library facilities, including Faculty Librarian.
- Student Handbooks produced by the School include "Introduction to School of Architecture" and "A Concise Guide to Units" for each course which are provided for each student.
- The Introduction to the School includes our Code of Practice on Marking and how Feedback is provided for all assessments.
- The School of Architecture pages on the Virtual Learning Environment – MOODLE – provides a central source for all information, programmes, & teaching notes.
- PDP for all awards has been developed for MOODLE.
- The Eldon Production Centre (EPC) CCi Workshop in Eldon is well staffed, and well equipped for model making and has CNC milling, laser cutting and 3D digital printing facilities.
- For students that elect for an in course placement year there is a placement supervisor and a placement handbook.

- All in course placement locations are carefully vetted in terms of health and safety as well as their potential to support the programme learning outcomes. This is in line with the University of Portsmouth's Code of Practice for Work Based and Placement Learning.
- Year Out (year 4) support is provided (see 16).

18. Admissions Criteria

A. Academic Admissions Criteria

- 300-340 points to include 300 points from A levels or equivalent.
- A range of qualifications as specified on the course page on the University of Portsmouth website.
- Applicants whose first language is not English must provide evidence of English language ability with a minimum IELTS score of 6.0 (normally with not less than 5.5 in any one component) or equivalent.
- Prior (formal and/or experiential) learning may be assessed and accredited.

N.B. This award gives Part 1 Exemption. Applicants should note that ARB/RIBA Parts 1, 2 and 3 are all prior requirements for registration as an Architect.

B. Disability

The University makes no distinction in its admissions policy with regard to disability and will endeavour to make all reasonable adjustments in order to make it possible for students to study at Portsmouth on a course of their choice.

However, applicants should be aware that certain disabilities, e.g. significant visual impairment, may make it very difficult for students to achieve the programme learning outcomes of a visually orientated discipline such as architecture. A central component of the course is studio work where students are required to develop their design skills through formal presentation of their own design concepts and ideas to staff and peers for critical review through debate and discussion. This type of studio work is integral to the learning, assessment and subsequent architectural practice experience and students who are unable to participate fully in such activities may find their prospects for success in the course and eventual career significantly compromised.
If in doubt, please contact the School to discuss the possibilities for study.

19. Evaluation and Enhancement of Standards and Quality in Learning and Teaching

A. Mechanisms for Review and Evaluation

- Course Leader's Annual Standards and Quality Evaluative Review. (CL ASQER)
- Head of Department's Annual Standards and Quality Evaluative Review.(HoD ASQER)
- Unit and Course Level student feedback considered at Board of Studies.
- Unit Assessment Board (UAB) consideration of student performance for each programme.
- Annual Standards and Quality Reports to Board of Studies (BoS), including consideration of Subject and Award External Examiner Reports.
- Periodic Programme Review (PPR).
- Student Representatives and Student/Staff Consultative Committees (SSCC).
- National Student Survey (NSS).
- Staff Performance and Development Review (PDR).
- Peer Review and Development Framework.
- Faculty Learning and Teaching Committee.
- Programme Accredited by the Royal Institute of British Architects (RIBA – 5 year cycle, with mid-term monitoring)

- Programme Prescribed by the Architects Registration Board (ARB – 5 year cycle with annual monitoring)

B. Responsibilities for Monitoring and Evaluation

- Unit Co-ordinators for unit content and delivery.
- Year Co-ordinators organise year cohorts.
- Course Leader for running of course.
- Professional Studies Advisor advises on work placements between Degree and Masters Courses
- Board of Studies (BoS) with overall responsibilities for operation and content of course.
- Head of School.
- Associate Dean – Academic (ADA).
- Associate Dean – Students (ADS).
- Quality Assurance Committee (QAC).
- Unit, Award and Progression – UAB and BoS.

C. Mechanisms for Gaining Student Feedback

- Student Representation on BoS, Faculty Board and Faculty Forum
- Student Staff Consultative Committee – SSCC.
- Design Studio Discussion.
- Unit and Course level student feedback questionnaires – 'Student Voice', including mid-term monitoring.
- The University participates in external student surveys, e.g. National Student Survey (NSS), Postgraduate Research Experience Survey (PRES), Postgraduate Taught Experience Survey (PTES) and International Student Barometer (ISB).

D. Staff Development Priorities

- Academic staff undertake activities related to research, scholarship, teaching and learning and student support and guidance.
- Annual staff Performance and Development Reviews (PDR) match development to needs.
- Managers undertake a variety of management development programmes.
- New academic staff required to undertake appropriate University of Portsmouth learning and teaching programmes.
- All academic staff encouraged to seek Higher Education Academy (HEA) membership.
- Academic staff new to teaching required to undertake the APEX HEA Fellow Programme for new academic staff.
- Support Staff are encouraged to attend short courses in areas such as minute taking, and specific IT packages.
- Academic staff volunteer to lead study trips abroad, which also provide staff development.

20. Assessment Strategy

Design units, which make up 50% of the curriculum at each level, include critiques (reviews) which provide formative feedback, with a final summative assessment at the end-of-year portfolio examination.

Taught units, in the three subject areas of Context, Technology and Skills, mainly involve the assessment of between one and three coursework artefacts, such as sketchbooks, design diaries, reports or essays, with some formal examinations. Some units have developed the use of the VLE for on-line assessments of large numbers of students.

Level 4 (BA1): An introductory design unit is shared with Interior Architecture and Design. The further 20 credit design units are broken down into manageable parts with a studio critique (crit) or

review of each part, providing a large amount of formative feedback and provision for students to improve the work by the end-of-year portfolio examination. The other 20 credit units are assessed in a variety ways including sketchbook and other coursework. These assessments are designed to bring students up to a level of professional skill that will allow them to progress to level 5 (BA2).

Level 5 (BA2): Design units encourage experimentation and formative assessment allows students to 'fail' parts and retrieve these for the final portfolio examination. A 20-credit elective opportunity or departmental option unit allows students more breadth and a range of assessment methods.

Level 6 (BA3): Design units require more comprehensive design strategies and the taught units are more closely tied to the design units allowing students to demonstrate integration of their skills with design. The assessments often relate to the building types or issues raised by the design project. Some writing is assessed at each level but a longer piece of writing for the 20-credit dissertation in level 6 confirms the skills required at this level. Group work is assessed at level 6 where students are more able to negotiate and understand its value. Presentations and examinations are used to assess professional practice.

21. Assessment Regulations

Standard university rules apply (see Assessment and Regulations).

22. Role of Externals

Subject External Examiners:

- oversee unit assessment and usually attend Unit Assessment Boards (UAB)
- review unit assessment strategy
- sample assessment artefacts
- report to UAB
- complete an External Examining Form confirming confidence that the School has in place systems for assessing students that ensure that lowest pass students meet all the QAA Benchmark for Architecture 2010, ARB/RIBA Criteria

Award External Examiners (also a Subject External Examiner):

- oversee and attend Award/Progression Boards (BoE)
- scrutinise and endorse the outcomes of assessment
- ensure that the standard of the award is maintained at a level comparable with that of similar awards elsewhere in the UK

23. Indicators of Standards and Quality

A. Professional Accreditation/Recognition

- In May 2016, the Architects Registration Board (ARB) confirmed that the following qualification should continue to be prescribed under the Architects Act 1997: 'BA (Honours) Architecture (3 years full-time)'. Next review due September 2021
- Recommendations of the Royal Institute of British Architects (RIBA) Visiting Board June 2015, gave "continued validation". Next validation due June 2020 with a mid-term visit in 2018.

B. Periodic Programme Review (or equivalent)

A Periodic Programme Review was conducted on 26th April 2013. The curriculum was confirmed as being fit for purpose and the annual monitoring and review processes were confirmed as effective.

C. Quality Assurance Agency

QAA Higher Education Review, March 2015, judgements about standards and quality meet UK expectations *(for full report see Higher Education Review of the University of Portsmouth, March 2015[1]).*

D. Others

None.

24. Other Sources of Information

Other sources of information may be found in

- Course Approval Document.
- Student Handbook.
- University of Portsmouth Curricula Framework.
- University of Portsmouth Undergraduate Prospectus.
- Assessment Regulations.

University of Portsmouth (http://www.port.ac.uk/) and School of Architecture (http://www.port.ac.uk/portsmouth-school-of-architecture)

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[1]www.qaa.ac.uk/en/ReviewsAndReports/Documents/University%20of%20Portsmouth/University-of-Portsmouth-HER-15.pdf

Unit Assessment Map

UNITS						COURSEWORK			EXAMINATION			
Level	Name & Local Code	Code	Credit	Delivery	Core/ Option	Total %	Type of Artefact	Duration/ Length (words)	Weighting %	Total %	Open/ Closed	Duration (hrs)	Weighting %
4	DESIGN: INTRODUCTION (AR4S101)	U21314	20	Year	C	100	Portfolio - Sketchbook/ A2sheets		100				
4	ARCHITECTURAL DESIGN: INTRODUCTION (AR4A102)	U21312	20	Year	C	100	Portfolio - Presentation/A2 sheets		100				
4	ARCHITECTURAL DESIGN: APPLICATION (AR4A103)	U21313	20	Year	C	100	Portfolio		100				
4	TECHNOLOGY: INTRODUCTION (AR4S110)	U21315	20	Year	C	100	Portfolio – Report and Activity/Poster		100				
4	HISTORY AND THEORY: INTRODUCTION (AR4S120)	U21316	20	Year	C	100	Journal		100				
4	REPRESENTATION AND COMMUNICATION: INTRODUCTION (AR4S130)	U21317	20	Year	C	100	Visual Journal		100				
5	ARCHITECTURAL DESIGN: INVESTIGATION (AR5A201)	U21318	20	Year	C	100	Portfolio		100				
5	ARCHITECTURAL DESIGN: EXPLORATION (AR5A202)	U21319	40	Year	C	100	Portfolio		100				
5	ARCHITECTURAL TECHNOLOGY: INVESTIGATION (AR5A210)	U21320	20	Year	C	100	Technical Report		100				
5	HISTORY AND THEORY OF ARCHITECTURE (AR5A220)	U21321	20	Year	C	100	Essay Essay	1000 words 2000 words	40 60				
5	REPRESENTATION AND COMMUNICATION: INVESTIGATION (AR5S230)	U21326	20	Year	O	100	Reflective Journal and Visual Artefact		100				
5	STUDENT ENTERPRISE	U20209	20	Year	O	100	Essay Presentation Business Plan	2000 words 5 minutes 2000 words	50 10 40				

5	PROFESSIONAL EXPERIENCE	U22598	20	Year	O	100	Proposal ePortfolio Reflective Report	A4 2000 words equivalent 500 words	20 60 20			
5	IWLP option		20	Year	O							
5	EXCHANGE: OPPORTUNITY	U21335	60	1 or 2	O	100			100			
6	ARCHITECTURAL DESIGN AND URBANISM (AR6A301)	U24138	20	Year	C	100	Presentation Portfolio		10 90			
6	ARCHITECTURAL DESIGN: INTEGRATION (AR6A302)	U24137	40	Year	C	100	Presentation Portfolio		10 90			
6	ARCHITECTURAL TECHNOLOGY: INTEGRATION (AR6A310)	U21329	20	Year	C	100	Technical Report & Diary	25 x A3 pages	100			
6	DISSERTATION (AR6S320)	U21330	20	Year	C	100	Illustrated Dissertation	4000-5000 words	100			
6	ARCHITECTURAL COMMUNICATION AND PROFESSIONAL STUDIES (AR6A330)	U21331	20	Year	C	50	Portfolio: CV, Letter & Interview Exhibition		80 20			

Unit Learning Outcomes Map[2]

Level	Name & Local Code	Code	Credit	Delivery	Core/Option	A1	A2	A3	A4	A5	A6	A7	A8	A9	A10	A11	A12	A13	B1	B2	C1	C2	C3	C4	C5	C6	C7	C8	C9	D1	D2	D3	D4
4	DESIGN: INTRODUCTION (AR4S101)	U21314	20	Year	C	X	X							X						X		X									X	X	X
4	ARCHITECTURAL DESIGN: INTRODUCTION (AR4A102)	U21312	20	Year	C		X	X												X		X	X								X	X	X
4	ARCHITECTURAL DESIGN: APPLICATION (AR4A103)	U21313	20	Year	C		X	X			X									X	X	X	X	X			X				X	X	X
4	TECHNOLOGY: INTRODUCTION (AR4S110)	U21315	20	Year	C		X	X		X	X														X							X	
4	HISTORY AND THEORY: INTRODUCTION (AR4S120)	U21316	20	Year	C							X	X						X	X													
4	REPRESENTATION AND COMMUNICATION: INTRODUCTION (AR4S130)	U21317	20	Year	C																						X				X	X	X
5	ARCHITECTURAL DESIGN: INVESTIGATION (AR5A201)	U21318	20	Year	C		X	X			X									X	X	X	X	X	X		X			X	X	X	X
5	ARCHITECTURAL DESIGN: EXPLORATION (AR5A202)	U21319	40	Year	C	X	X	X		X										X	X	X	X	X	X		X			X	X		X
5	ARCHITECTURAL TECHNOLOGY: INVESTIGATION (AR5A210)	U21320	20	Year	C		X			X	X														X	X					X		
5	HISTORY AND THEORY OF ARCHITECTURE (AR5A220)	U21321	20	Year	C							X	X						X												X		
5	REPRESENTATION AND COMMUNICATION: INVESTIGATION (AR5S230)	U21326	20	Year	O																			X			X			X	X	X	X
5	STUDENT ENTERPRISE	U20209	20	Year	O				X			X	X				X			X		X	X	X						X	X	X	X
5	PROFESSIONAL EXPERIENCE	U22598	20	Year	O																X	X	X	X		X				X		X	X
5	EXCHANGE: OPPORTUNITY	U21335	60	1 or 2	O	X	X	X	X		X	X	X		X	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
6	ARCHITECTURAL DESIGN AND URBANISM (AR6A301)	U24138	20	Year	C	X	X	X						X	X					X	X	X	X	X			X			X	X	X	X

[2] A = Knowledge and Understanding; B = Cognitive (Intellectual) Skills; C = Practical (Subject Specific) Skills; D = Transferable Skills

Level	Unit	Code	Credits	Duration	C/O	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
6	ARCHITECTURAL DESIGN: INTEGRATION (AR6A302)	U24137	40	Year	C	X	X	X	X	X					X			X	X	X	X	X	X	X	X		X	X	X	X	X
6	ARCHITECTURAL TECHNOLOGY: INTEGRATION (AR6A310)	U21329	20	Year	C				X	X	X												X	X		X	X	X			
6	DISSERTATION (AR6S320)	U21330	20	Year	C						X	X	X				X														
6	ARCHITECTURAL COMMUNICATION AND PROFESSIONAL STUDIES (AR6A330)	U21331	20	Year	C				X					X	X	X	X							X	X			X	X	X	