



UNIVERSITY OF  
PORTSMOUTH

## **COURSE SPECIFICATION**

### ***BA (Hons) Architecture (DA)***

#### **Architectural Assistant Degree Apprenticeship**

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# COURSE SPECIFICATION

<b>Course Title</b>	<b><i>BA (Hons) Architecture (DA)</i></b>
Final Award	<i>BA (Hons)</i>
Exit Awards	<i>CertHE, DipHE, BA</i>
Course Code / UCAS code (if applicable)	<i>U2893PDC</i>
Mode of study	<i>Part Time</i>
Mode of delivery	<i>Campus</i>
Normal length of course	<i>4 years</i>
Cohort(s) to which this course specification applies	<i>September 2020 intake onwards</i>
Awarding Body	<i>University of Portsmouth</i>
Teaching Institution	<i>University of Portsmouth</i>
Faculty	<i>Creative and Cultural Industries</i>
School/Department/Subject Group	<i>School of Architecture</i>
School/Department/Subject Group webpage	<a href="#"><u>Portsmouth School of Architecture</u></a>
Course webpage including entry criteria	<a href="#"><u>Architectural Assistant Degree Apprenticeship (BA (Hons) Architecture)</u></a>
Professional and/or Statutory Regulatory Body accreditations	<i>Professional Bodies: The Architects Registration Board (ARB) Criteria and The Royal Institute of British Architects (RIBA) Criteria. In particular the Graduate Attributes at Part 1 relate.</i>  <i>ESFA approved Architectural Assistant Degree Apprenticeship Standard and Assessment Plan</i>
<a href="#"><u>Quality Assurance Agency Framework for Higher Education Qualifications (FHEQ) Level</u></a>	<i>Level 6</i>

This course specification provides a summary of the main features of the course, identifies the aims and learning outcomes of the course, the teaching, learning and assessment methods used by teaching staff, and the reference points used to inform the curriculum.

This information is therefore useful to potential students to help them choose the right course of study, to current students on the course and to staff teaching and administering the course.

Further detailed information on the individual modules within the course may be found in the relevant module descriptors and the Course Handbook provided to students on enrolment.

Please refer to the [Course and Module Catalogue](#) for further information on the course structure and modules.

## Educational aims of the course

The BA (Hons) Architecture Programme - Degree Apprenticeship - is designed to meet the Institute for Apprenticeships (IFA), Architect (Degree) Standards.

**The educational aims of this Course include the requirements of the IFA Standards, and encompass the Educational Aims and Learning Outcomes of the Bachelor of Arts in Architecture (Part 1) Courses.**

Students undertaking this Course will receive the BA award on successful completion of the required modules. Students should refer to the Course Specification Documents for the BA(Hons) in Architecture (Part 1) Course, in addition to the documents for this Course.

The general aims of the Architectural Assistant Level 6 Degree Apprenticeship (DA) (RIBA Part 1)

- Provide a professional course leading to a career as an architect, or to professional practice in other allied/related areas of focus. Enable students to think independently, analytically and creatively, and engage imaginatively with new areas of investigation within and across discipline boundaries.
- Understanding and executing the duties and responsibilities of an Architectural Assistant, in the wider context of the ethical practice of the Architect
- Have a critical and reflective knowledge and understanding of the different methods of investigating and preparing a project brief, using research and analysis.
- Challenge students to generate architectural design proposals of diverse scales and type using a range of design processes and techniques in respect of environmental and humanity's sustainability and develop creative solutions of benefit to society and economy.
- Fostering in students an ability to investigate, conceptualise and develop architectural design, and to develop these designs through a process of testing, experimentation and self-critical reflection.
- Encourage the development of design skills, from the domains of cities and landscapes to those of the body's interactions, which engage in social, cultural, political, aesthetic and environmental concerns of the world that we are part of, and which aim to enhance the lived experience.
- Enable the critically analysis of architectural culture so that students form a personal viewpoint with reference to art theories and histories of architecture. Students assess this culture's impact on architectural practice demonstrating both the ability and readiness to question its principles, practices and boundaries
- Investigate, critically appraise and select alternative structural, constructional and material systems relevant to architectural design. Apply different technological methods to building design.
- Understanding the parameters of satisfying a brief within constraints such as budget limitations and regulation of statute
- Foster an enquiring spirit, intellectual curiosity, innovation and creativity in students; enabling them to develop their own positions, to reflect on and to affect the direction of their future creative lives and their own development needs.
- Provide a distinctive and stimulating environment of learning and research which imbues an ethos of care through an engagement with pressing matters of concern:
  - Situated ecologies, including the climate, the flora and fauna and the necessity to preserve Earth's resources with appropriate design strategies/responses.
  - The responsibility of caring for co-existence, wellbeing and safety.
  - The role of ethics (including equality, diversity, and inclusivity) in Architecture. Understanding the Architect adheres to a Code of Conduct as a set of ethics to act with integrity and honesty.
  - Be effective team players, able to provide leadership and to support the success of others.
  - Be informed citizens, with a sense of responsibility allied to a commitment to ethical practice and social justice issues, such as equality, respect and sustainability.

- Provide a vibrant and supportive learning community that enables every student to attain as high a level of personal development as he/she can achieve.
- Support the student and employer mentor to consolidate the students learning between the two environments of work and study.
- Equip graduates with transferable skills such as critical thinking, innovative problem solving, decision-making, communication, and teamwork, necessary for lifelong learning and flexibility in the context of a world which is always in flux.
- Develop in students the skills of clear and effective and professional visual, verbal and written communication to different audiences
- Provide students with the skills and knowledge required to maximise their ongoing career and readiness to carry on their journey to qualifying as an Architect
- The course is the start of the obligation of continuing professional development, to protect the reputation of the architectural profession, being intellectually curious, embrace challenge and seizing opportunities for development
- Enable students to be able to work in a range of environments, responding positively to new situations by being aware, flexible, adaptable and realistic in their expectations.

*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.*

## Course Learning Outcomes and Learning, Teaching and Assessment Strategies

The [Quality Assurance Agency for Higher Education \(QAA\)](#) sets out a national framework of qualification levels, and the associated standards of achievement are found in their [Framework for Higher Education Qualifications](#) document.

The Course Learning Outcomes for this course are outlined in the tables below.

### A. Knowledge and understanding of:

LO number	Learning outcome	Learning and Teaching methods	Assessment methods
A1	DESIGN AND PROFESSIONAL PRACTICE: Adequate knowledge of urban design, planning and the skills involved in the planning process. (GC 4.1 to GC 4.3)	Design based lectures supported by field trips	Formative: Design reviews Summative: Portfolio
A2	CONTEXT: Adequate knowledge of the histories and theories of architecture and the related arts, technologies and human sciences. (GC 2.1 to GC 2.3)	Contextual Studies: lectures with supporting seminars and includes field trips	Formative: Draft feedback Summative: Essays, presentations
A3	DESIGN AND CONTEXT: Knowledge of the fine arts as an influence on the quality of architectural design. (GC 3.1- GC 3.3)	Design Studio: a teaching environment conducive to creative practice which combines 1-1 or group	Formative: Design reviews Summative: Portfolio Formative: Peer review and/or tutorials

		tutorials, workshops, reviews and lectures.	Summative: Presentations, reports, exhibition of artefacts
A4	TECHNOLOGY: Adequate knowledge of physical problems and technologies and the function of buildings so as to provide them with internal conditions of comfort and protection against the climate. (GC 9.1 to GC 9.3)	Technical Lectures supported by discussions in the design studio environment and workshops	Formative: Peer review and/or tutorials Summative: Presentations, reports, exhibition of artefacts
A5	COMMUNICATION: Adequate knowledge of the industries, organisations, regulations and procedures involved in translating design concepts into buildings and integrating plans into overall planning (GC 11.1 to GC 11.3). Knowledge of the context of the architect and the construction industry, and the professional qualities needed for decision making in complex and unpredictable circumstances. (GA 1.5)	Communication and Professional skills: Lectures with supporting seminars.	Essays, presentations

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

LO number	Learning outcome	Learning and Teaching methods	Assessment methods
B1	DESIGN: Ability to create architectural designs that satisfy both aesthetic and technical requirements. (GC1.1 to GC1.3)	Design Studio: a teaching environment conducive to creative practice which combines 1-1 or group tutorials, workshops, reviews and lectures.	Formative: Design reviews Summative: Portfolio
B2	DESIGN: Understanding of the relationship between people and buildings, and between buildings and their environment, and the need to relate buildings and the spaces between them to human needs and scale. (GC 5.1 - GC 5.3)	Design Studio: a teaching environment conducive to creative practice which combines 1-1 or group tutorials, workshops, reviews and lectures.	Formative: Design reviews Summative: Portfolio
B3	The necessary design skills to meet building users' requirements within the constraints imposed by cost factors and building regulations. (GC10.1 to GC 10.3)	Lectures	
B4	Ability to generate design proposals using understanding of a body of knowledge, some at the current boundaries of professional practice and the academic discipline of architecture. (GA 1.1)	Design studio	
B5	Understand the conventions of architectural representation and apply them to two dimensional and three-dimensional	Design Studio: a teaching	Formative: Design reviews

	graphics and to computer generated and physical models.	environment conducive to creative practice which combines 1-1 or group tutorials, workshops, reviews and lectures.	Summative: Portfolio
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**C. Practical (Professional or Subject) skills, able to:**

LO number	Learning outcome	Learning and Teaching methods	Assessment methods
C1	COMMUNICATION: Understanding of the profession of architecture and the role of the architect in society, in particular in preparing briefs that take account of social factors. (GC 6.1 to GC 6.3)	Mock interviews/ employers evening. Communication lecture course and its integrations and links to studio design.	Summative: Portfolio
C2	DESIGN: Understanding of the methods of investigation and preparation of the brief for a design project. (GC 7.1 to GC 7.3)	Design Studio: a teaching environment conducive to creative practice which combines 1-1 or group tutorials, workshops, reviews and lectures. Site visits	Formative: Design reviews Summative: Portfolio
C3	TECHNOLOGY: Understanding of the structural design, construction and engineering problems associated with building design. (GC8.1 to GC8.3)	Technology lecture series	Technology reports
C4	Understanding of the alternative materials, processes and techniques that apply to architectural design and building construction. (GA 1.3)	Technology lecture series	Technology reports
C5	Ability to evaluate evidence, arguments and assumptions in order to make and present sound judgments within a structured discourse relating to architectural culture, theory and design (GA 1.4)	Design studio	Reviews

**D. Transferrable (Graduate and Employability) skills, able to:**

LO number	Learning outcome	Learning and Teaching methods	Assessment methods
D1	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.	PDP Optional Units: Lectures and workshops	Summative: Portfolio  Formative:

		Design Studio: 1-1 tutorials, lectures, reviews	Design reviews, Brief Writing Summative: Portfolio
		Communication and Professional skills: Seminars.	Formative: Peer review and/or tutorials Summative: Portfolio
D2	Work in teams, and manage teamwork.	PDP  Opportunity for placement year.	Placement: Activity log and essay
D3	Ability to apply a range of communication methods and media to present design proposals clearly and effectively (GA 1.2)	Group work within design and technology projects	Formative and/or summative: Portfolio, Peer review
D4	Ability to identify individual learning needs and understand the personal responsibility required for further professional education. (GA 1.6)	PDP Opportunity for placement year.	Placement: Activity log and essay
D5	Work autonomously in a self-directed manner, managing and appraising their own working practices thereby developing as a reflective practitioner and an independent learner.	All	All

## Academic Regulations

The current University of Portsmouth [Academic Regulations](#) will apply to this course.

## Support for Student Learning

The University of Portsmouth provides a comprehensive range of support services for students throughout their course, details of which are available at the [MyPort](#) student portal.

### In addition to these University support services this course also provides:

CCI Creative Careers: Support to add degree-related and relevant work experience for CV building including a work placement year, summer or short internships and part-time work.

CCI Creative Skills: One to one support sessions and group tutorials in creative software and skills relevant to CCI courses and future careers.

CCI Academic Skills: Access to resources to support learning strategies and techniques through one to one tutorials or group workshops.

CCI Student Support Advisor: Help to find appropriate academic, pastoral or practical support.

Specialist equipment and facilities relevant to the course.

## Evaluation and Enhancement of Standards and Quality in Learning and Teaching

The University of Portsmouth undertakes comprehensive monitoring, review and evaluation of courses within clearly assigned staff responsibilities. Student feedback is a key feature in these evaluations, as represented in our [Policy for Listening to and Responding to the Student Voice](#) where you can also find further information.

Subject [Quality Assurance Agency Subject Benchmark Statement](#) for Benchmark Statement for Architecture 2020 contains the ARB part 1 criteria and graduate attributes. The course learning outcomes relate to the criteria and use their labelling for example (GC3).

## Reference Points

The course and outcomes have been developed taking account of:

- [University of Portsmouth Curriculum Framework Specification](#)
- [University of Portsmouth Strategy](#)
- [University of Portsmouth Code of Practice for Work-based and Placement Learning](#)
- [Quality Assurance Agency UK Quality Code for Higher Education](#)
- [Quality Assurance Agency Qualification Characteristic Statements](#)
- [Quality Assurance Agency Subject Benchmark Statement: Architecture 2020](#)
- The above benchmark statement includes the requirements of the Professional Bodies: The Architects Registration Board (ARB) Criteria and The Royal Institute of British Architects (RIBA) Criteria. In particular the Graduate Attributes at Part 1 relate.
- [Quality Assurance Agency Framework for Higher Education Qualifications](#)
- Requirements of Professional and/or Statutory Regulatory Bodies: The programme is prescribed by the Architects Registration Board (ARB) and accredited by the Royal Institute of British Architects (RIBA).
- Requirements of Professional and/or Statutory Regulatory Bodies:
  - Architects Registration Board - ARB Criteria at Part 1 [http://www.arb.org.uk/wp-content/uploads/2016/05/ARB\\_Criteria\\_pt1.pdf](http://www.arb.org.uk/wp-content/uploads/2016/05/ARB_Criteria_pt1.pdf)
  - Royal Institute of British Architects - Validation Procedures
- Vocational and professional experience, scholarship and research expertise of the University of Portsmouth's academic members of staff
- National Occupational Standards
- ESFA approved Architectural Assistant Degree Apprenticeship Standard and Assessment Plan

## Disclaimer

The University of Portsmouth has checked the information provided in this Course Specification and will endeavour to deliver this course in keeping with this Course Specification. However, changes to the course may sometimes be required arising from annual monitoring, student feedback, and the review and update of modules and courses.

Where this activity leads to significant changes to modules and courses there will be prior consultation with students and others, wherever possible, and the University of Portsmouth will take all reasonable steps to minimise disruption to students.

It is also possible that the University of Portsmouth may not be able to offer a module or course for reasons outside of its control, for example, due to the absence of a member of staff or low student registration numbers. Where this is the case, the University of Portsmouth will endeavour to inform applicants and students as soon as possible, and where appropriate, will facilitate the transfer of affected students to another suitable course.

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## Document details

CSD Template Date	<i>July 2022</i>
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