

UNIVERSITY FOR THE CREATIVE ARTS

PROGRAMME SPECIFICATION FOR:

BA (HONS) ARCHITECTURE

PROGRAMME SPECIFICATION [ACADEMIC YEAR 2019/20]

This Programme Specification is designed for prospective students, current students, academic staff and potential employers. It provides a concise summary of the main features of the programme and the intended learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. More detailed information on the teaching, learning and assessment methods, learning outcomes and content of each unit can be found in the Unit Descriptors.

Section A – Material Course Information

Validating Body	University for the Creative Arts ¹		
Teaching Body	University for the Creative Arts		
Final Award Title and Type	BA (Hons)		
Course Title	Architecture		
Course Location and Length	Campus: Canterbury	Length: Full-time - 3 years	
Mode of Study	Full-time	<input checked="" type="checkbox"/>	Part-time
Period of Validation	2017/18 to 2021/22		
Name of Professional, Statutory or Regulatory Body	Architects Registration Board (ARB) Royal Institute of British Architects (RIBA)		
Type of Accreditation	Accredited by the ARB for the purpose of a Part 1 qualification and eligibility for registration with that body. Validated by RIBA for the purpose of a Part 1 qualification and eligibility for membership of that body.		
Accreditation due for renewal	ARB: September 2020 RIBA: 2019		
Entry criteria and requirements ²			
<p>The standard entry requirements** for this course are:</p> <ul style="list-style-type: none"> • 128 UCAS tariff points from accepted qualifications*, or • Merit at Foundation Diploma in Art & Design (Level 3 or 4), or • Distinction, Distinction, Merit at BTEC Extended Diploma, or • Merit at UAL Extended Diploma, or • 128 UCAS tariff points from an accredited Access to Higher Education Diploma in appropriate subject <p>And five GCSE passes at grade A*-C and/or grade 4-9 including English and Mathematics (or Functional Skills English/Key Skills Communication Level 2).</p> <p>You may also be asked to provide a creative portfolio to demonstrate your commitment to the subject.</p> <p>Other relevant and equivalent level 3 UK and international qualifications are considered on an individual basis, and we encourage students from diverse educational backgrounds apply.</p>			

¹ Regulated by the Higher Education Funding Council for England

² This should be the standard University Criteria unless otherwise approved by the Academic Board and include UCAS entry profile for undergraduate courses.

If your first language is not English, you will need an IELTS score of 6.0 or equivalent. If you require a visa to study in the UK, you will also need a minimum score of 5.5 in each individual component.

**To see the accepted QCF qualifications, visit: <http://uca.ac.uk/study/accepted-qualifications/>*

*** We occasionally make offers which are lower than the standard entry criteria, to students who have faced difficulties that have affected their performance and who were expected to achieve higher results.*

Overall methods of assessment ³	Written exams:	Practical exams:	Coursework:
Stage 1	0%	16.7%	83.3%
Stage 2	0%	1.7%	98.3%
Stage 3	0%	1.7%	98.3%
Overall Learning & Teaching hours ⁴	Scheduled:	Independent:	Placement:
Stage 1	32.9%	67.1%	0%
Stage 2	395 hours	805 hours	0 hours
	27.2%	72.8%	0%
Stage 3	326 hours	874 hours	0 hours
	31.3%	68.8%	0%
	375 hours	825 hours	0 hours
General level of staff delivering the course ⁵	The University's current recruitment policy for Lecturers and Senior Lecturers states that they must have either an MA or equivalent professional practice in a relevant discipline or field. All lecturing staff are encouraged to work towards a teaching qualification or professional Recognition by the Higher Education Academy and this is a requirement for Senior Lecturers. Senior Lecturers are required to be professionally active or engaged in research in their discipline. All Lecturers and Senior Lecturers undertake scholarship in their disciplines. There are also Sessional Staff to link courses with professional practice and Technicians to provide technical support.		
Language of Study	English		
Subject/Qualification Benchmark Statement: Architecture			
Framework for Higher Education Qualifications (FHEQ)			

³ As generated by the most popular unit descriptors and calculated for the overall course stage data.

⁴ As generated by the most popular unit descriptors and calculated for the overall course stage data.

⁵ Include general information about the experience or status of the staff involved in delivering the course, for example Professor, Course Leader, Senior Lecturer

The course structure

The structure of all of the University's awards complies with the University's [Common Credit Framework](#). The Common Credit Framework includes information about the:

- Rules for progression between the stages of a course;
- Consequences of failure for reassessment, compensation and exit awards;
- Calculation and classification of awards;

Students must pass all units in a stage in order to progress to the next stage.

Unit codes and titles	Level	Credit value	Elective/ Core	Most popular student choice of optional elective units or elective options in core units?
Year 1/Stage 1				
CARC4001 - Projects 01	4	30	Core	
CARC4002 - Projects 02	4	30	Core	
CARC4003 - Communication 01	4	20	Core	
CARC4004 - Technology 01	4	20	Core	
CARC4005 - Cultural Context 01	4	20	Core	
Year 2/Stage 2				
CARC5001 - Projects 03	5	30	Core	
CARC5002 - Projects 04	5	30	Core	
CARC5003 - Cultural Context 02	5	20	Core	
CARC5004 - Communication 02	5	20	Core	
CARC5005 - Technology 02	5	10	Core	
CARC5008 - Creative Practice 01	5	10	Core	
Study Abroad with Host Institution	5	60	Elective	No
Year 3/Stage 3				
CARC6001 - Projects 05	6	30	Core	
CARC6007 - Creative Practice 02	6	10	Core	
CARC6006 - Research Thesis	6	20	Core	
CARC6005 - Projects 06	6	60	Core	

Section B - Course Overview

The BA (Hons) Architecture course at UCA Canterbury is one of the best in the UK, with a consistently high rating of arts based excellence and distinctiveness. It is delivered within the Canterbury School of Architecture, a supportive, progressive and research-intensive learning environment, which celebrated the 75th anniversary of its establishment in 2017.

Our curriculum brings together theory and practical work to draw out your unique individual creativities while developing a rigorous and professional approach. As we guide

you through the school, we prioritize your freedom and confidence to speculate in your work: to play, to imagine and to explore in ways previously unimagined.

Our students' self-assurance is demonstrated by their regular engagement in external events, such as the American Institute of Architects Design Charrette; an open competition between UK architecture schools that they have won three times in recent years.

As a future architect, you will understand how to use principles of design to contribute to societal, cultural, political and economic change. Our teaching staff maintain extensive contacts with the real world of professional architectural practice. Such links constantly influence our course, ensuring that our graduates are versatile, innovative and attuned to current employment practices and emergent technologies. Generations of our previous students (alumni) are employed at successful architecture practices, providing local, regional and international networks for our graduates in the professional world.

Level 1

In your first year, you will develop core spatial design skills. You will be introduced to project-based learning and learn effective ways to present architectural ideas and proposals. You will explore a range of stimulating approaches to design through 1:1 tutorials, group workshops and project reviews.

You will learn about architectural histories, theories, technologies and environmental concerns through lectures, seminars, practical experimentation and written reflection.

Level 2

In your second year you will learn how to identify and put forward individual, contextually specific, design ideas. Through 1:1 studio tutorials and self-directed research you will develop expertise in the architectural uses of material or film-based modes of representation, alongside inductions into advanced emerging technologies such as 3d printing, laser scanning, or virtual reality.

You will deepen your technical and cultural understanding by researching and technologically dissecting great buildings this will be guided by specialist tuition and applied to studio practice. In parallel you will be introduced to basic business principles, mechanisms of control and modes of action associated with professional architectural practice.

Level 3

In your final year, you will assemble a highly refined individual portfolio that showcases the full range of applied and propositional design skills acquired. The work is primarily studio based; with extensive personal tutorial negotiations helping to define individual spatial practices and plan key objectives.

Alongside such studio work, students produce a major research thesis that expresses their individual position and understanding of aspects of the cultural contexts of architectural production. They are also rigorously introduced and tested on advanced legal, regulatory, business and relational aspects of the nature of architectural practice; priming and equipping them to be confident and familiar with the profession as they take their first steps into it.

Our course aims describe the distinctive agenda of the Canterbury curriculum relative to the requirements of the UK regulatory and professional validating bodies, the Architects Registration Board (ARB) and the Royal Institute of British Architects (RIBA); as well as EU directive 2013/55/EU on the mutual recognition of professional qualifications.

Aim 1: provide a dynamic first degree in architecture, nurturing individual strengths for those who will continue in architectural education and go on to practice architecture and for those who will pursue related disciplines.

Aim 2: prioritise the research, understanding and critique of current social and political issues placing these at the forefront of brief preparation, interrogation and project development.

Aim 3: use study of the history, current practice and future directions of architecture within its cultural and social context to develop knowledge and understanding of architecture's role as a catalyst for change.

Aim 4: use technology as a source of inspiration from the outset of projects.

Aim 5: situate architecture in relation to fine art practice and develop skills in a range of haptic, digital, and space-transforming techniques and awareness of related critical discourse.

Aim 6: situate architecture in relation to human, urban and landscape contexts and promote appreciation of the significance of immediate experience and of wider relationships.

Aim 7: develop an understanding of the architect in society and the professional practice of architecture including the development and implementation of team skills.

Aim 8: promote the importance of a synoptic approach to spatial design and explore how different demands and opportunities might be prioritized critically.

Section D - Course Outcomes

Upon successful completion of the course students have:

Knowledge

- | | |
|-----|--|
| LO1 | an extensive knowledge of the history and theories of architecture and of related arts, technologies and human sciences |
| LO2 | an extensive knowledge of design methodologies, inclusive of technology, ranging in application from points of human contact to wider urban and landscape environments |
| LO3 | an extensive knowledge of communication techniques |
| LO4 | an adequate knowledge of the profession, industries, organisations, regulations, and procedures involved in translating conceptual design work into realised projects |

Upon successful completion of the course students can:

Understanding

LO5 demonstrate an understanding of the knowledge acquired by reflecting, analysing, testing, prioritising and practicing sensitively and effectively

Application

LO6 develop agendas and create architectural designs that exceed requirements in a synoptic manner inclusive of innovative approaches to cultural, technical, environmental and regulatory considerations

LO7 identify individual learning needs and the personal responsibility required for further professional education.

Section E - Learning, Teaching and Assessment

Learning and Teaching Strategy

The course provides a research-intensive learning environment that is central to the all of the Units. The programme has been designed to enable you to understand the rich and diverse nature of the discipline and appreciate its close relationship to other design disciplines, such as interior design and fine art. Within this context, you design as your primary means of inquiry and begin to understand that the process of designing is a research activity, which must be intellectually rigorous.

Courses at the University for the Creative Arts are founded on the principle that the most effective educational experience combines structured teaching and independent study. The various units incorporate guided learning and independent study activities, which promote teamwork and peer-learning. The curriculum is therefore designed to give you maximum responsibility for the management of your own learning, as you move from being dependent to independent and ultimately interdependent learners. The level of structured teaching is greater in the early stages of the course at level four, with increasing self-directed study as you develop your knowledge and understanding, through level five and finally level six.

You begin the process of learning by exploring new ideas. As you progress through the school, you encounter a variety of challenges that require movement between artefact, architecture, process and beyond. Project-based learning is at the heart of students' studies, fostering a supportive learning environment where you are encouraged to take risks and begin to understand the ambiguity of the design process. Through trial and error, you begin to understand that uncertainty is an integral part of the creative process, giving you the confidence to speculate.

Project-based learning employs a number of learning and teaching methods, such as; tutorials, reviews, field work and lectures. Alongside these activities, you visit exhibitions and are provided with the opportunity to join study trips, as well as study abroad (Level 5). During the final year (Level 6), you are offered an opportunity to engage in a RIBA South East Mentoring scheme, to enhance your employability and enterprise, engaging in practice-related dialogue as an integral part of the course.

Project units fit into a coherent developmental sequence throughout the course and may vary in length, focus and subject matter. You will formulate proposals engaging in a process of research, interpretation, proposition, reflection, critical analysis and synthesis in the development of the work across all of the Units. This is to ensure that the course provides you with a solid foundation for a career in their chosen discipline.

The course makes full use of the University's Virtual Learning Environment (VLE). The VLE is used to post course information; including design studio briefs, unit handbooks, timetables; to communicate with you, and to log written Formative and Summative feedback across all Units.

Assessment Strategy

The University for the Creative Arts is committed to creating a supportive environment where all students are able to reach their full potential and succeed with their chosen course of study. Units are the building blocks of Courses and Awards. The credit value of each unit is proportional to its study time, providing weighting for the unit and allowing each unit mark to contribute proportionately to the stage.

The curriculum is designed to ensure that assessment enables you to measure and reflect upon your progress. On the course, assessment is conducted through a variety of formative and summative events. Formative assessment is used at the intermediate stages of projects and other tasks to provide constructive feedback, on future learning. Formative feedback is provided in a variety of formats in order to help you develop current work and/or reflect on work already done. Like formative assessment, summative assessment is for the purposes of development learning. However, summative assessment also contributes to a unit outcome. There is also typically a substantial element of oral feedback on design work contributing to students' learning in preparation for summative assessment. You will have a formal induction into assessment mechanisms at the beginning of each academic year. It is approached as a continuous process, with emphasis placed upon the effect of the feedback on future learning, feed(ing)-forward. Students receive this type of feed-back on a daily basis, from both tutors and peers and more formally during the review process and at points of assessment.

The course uses diverse assessment methods, providing students with a range of opportunities to demonstrate their strengths and opportunities to utilise a wide set of skills. The following are the most common methods of assessment; Design Review, Portfolio Review, Written assignment, including essay, Oral Assessment and Presentation.

Your work will be assessed by a range of internal and external assessment procedures that include internal and external moderation to ensure that the standard of marking is consistent and that the level of marks is appropriate. Internal moderation may take several forms, but is most often carried out on a sample of assessed work. In addition to this, appropriately qualified and experienced external examiners are appointed to confirm that the standards of awards are appropriate, and that assessment has been conducted competently and impartially. They are also asked to compare student achievement with that of other institutions across the sector.

Section F - Enhancing the Quality of Learning and Teaching

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 engages with the applicable national Subject Benchmarks and references the Framework for Higher Education Qualifications.

All courses are monitored on an annual basis where consideration is given to:

- External Examiner's Reports
- Key statistics including data on retention and achievement
- Results of the Student Satisfaction Surveys
- Feedback from Student Course Representatives