# Part one: Programme Specification

## Course record information

| | |
|---|---|
| Name and level of final award: | BA (Hons) Architecture<br>The BA (Hons) Architecture is a BA Honours degree that is Bologna FQ-EHEA first cycle degree or diploma compatible. |
| Name and level of intermediate awards: | Diploma of HE Architecture<br>Certificate of HE Architecture |
| Awarding body/institution: | University of Westminster |
| Status of awarding body/institution: | Recognised Body |
| Location of delivery: | Marylebone Campus |
| Language of delivery and assessment: | English |
| Course/programme leader: | Julian Williams |
| Course URL: | http://www.westminster.ac.uk/courses/subjects/architecture-and-interiors/undergraduate-courses/full-time/u09fuarc-ba-honours-architecture |
| Mode and length of study: | Full-time – 3 years |
| University of Westminster course code: | ACHSACH |
| JACS code: | K100 |
| UCAS code: | K100 |
| QAA subject benchmarking group: | Architecture, Art and Design (current) |
| Professional body accreditation: | Validated by RIBA and Prescribed by ARB on a five year cycle with Annual Monitoring. |
| Date of course validation/review: | 2000/2011 |
| Date of programme specification: | 2013/14 |

## Admissions requirements

The Programme seeks to introduce suitably qualified entrants to the challenging, diverse and complex nature of architectural design, practice and procedures

Entry criteria:

- Age: 18 years or over.
- At least three GCSEs at grade C (including English and Mathematics).
- Three passes at A-Level with grades AAB (340 points), or better; a BTEC National Diploma with grades of DDM; or an International Baccalaureate with 35 or more.
- A strong personal statement demonstrating a commitment to studying architecture supplemented by a portfolio of your own work, or an accredited account of relevant experience acceptable to the Course Leader. The portfolio of work should illustrate your skills, talents and interests through a variety of media and forms; it may include sketches, drawings, collages, modelling, 3d work and painting. The portfolio should evidence your creative process as well as the final outcome, so please include

developmental work as well as final pieces (CAD drawings or software photo manipulations need not be included). You may be asked to attend interview and present your portfolio or to submit work online with interview by Skype.
- A good standard of written and spoken English. New students, whose secondary education has been in a language other than English, should have attained the equivalent of IELTS 6.0, Cambridge Proficiency, or TOEFL 550.
- A good standard of numeracy.

The University offers supporting courses in English Language and Numeracy, if required.

Opportunities for Accreditation of Prior (Experiential) Learning may be considered subject to the University's standard requirements and procedures.

All applicants have the opportunity of viewing the work of the Department by visiting the Campus at an Open Day and/or at the time of interview. There is also an end of year exhibition of students' work and a series of smaller-scale events during the year which are open to all. Scrutiny of the Departmental website is also recommended.

**Equal Opportunities:**

The University is an equal opportunities institution. The Department is fully committed to providing wide access to the Programme and care and support for students is provided in line with University policies.

# Aims of the course

Architecture, with creativity at its core, is an interesting, challenging and rewarding subject choice at university involving study of the arts, history, culture and technology from both an academic and vocational perspective. It has wide-ranging appeal to those seeking theoretical knowledge as well as practical skills, possibly with a view to becoming a practising architect, establishing a career in a related discipline or pursuing further awards in tertiary education.

The Undergraduate Programme, therefore, has been specifically developed as an introduction to the richness, sophistication and diversity of architecture and its associated influences. Students who complete the course with a classified degree are exempt from RIBA (Royal Institute of British Architects) Part 1 examinations. This is the first of three stages in academic and professional development, usually followed by a year of practical training and two further years of full-time study at postgraduate level (Part 2). A further year of practical training and part-time study normally ensues culminating in the Part 3 examination, following which successful students may make an application to the professional register administered by the Architects Registration Board (ARB) and membership of the RIBA.

The Programme has been structured to reflect the varied backgrounds and interests of entrants and the pluralist nature of the subject. Innovation and experimentation are encouraged throughout the Programme that, additionally, provides a sound, pragmatic basis for subsequent academic and professional development.

The Department is located within the Faculty of Architecture and Built Environment on the Marylebone Campus, close to the RIBA and many other professional and cultural institutions.

# Employment and further study opportunities

The situation in London is recovering and is on its way to providing once again a robust marketplace for students seeking full and part-time employment. Students in the Department of Architecture at Westminster are well placed to take advantage of this in employment in the profession and related disciplines.

As an intrinsic part of the Cultural Context 3B module (Preparing for Practice), Level 6 (Third Year) students undertake a week of arranged work experience in an architectural practice. This has proved to be an extremely valuable exercise, many students making useful professional contacts, some returning for the practical training year to the same practice.

On successful completion of the Undergraduate Programme, students gain an award that is an ARB-prescribed Part 1 qualification as well as exemption from Part 1 RIBA examinations.

Following this, they may consider one of two options for academic and/or professional advancement:

- A minimum of one year's practical training before applying for postgraduate architectural studies at Diploma level (two years). During this time students must keep a Personal Experience Development Record (PEDR) and consider applying for relevant short courses.
- Progression to further academic studies at Master's level.

# Learning outcomes

Learning outcomes are statements on what successful students have achieved as the result of learning. These threshold statements of achievement are linked to the knowledge, understanding and skills that a student will have gained on successfully completing a course.

The following mapping links the specific module learning outcomes with the professional criteria and graduate attributes to be reached.

## Mapping of ARB/RIBA professional criteria to course modules

| | | level 4 | | | | | level 5 | | | | | | | level 6 | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | AARC402 | AARC403 | 4ARC415 | 4ARC416 | 4ARC418 | 4ARC417 | AARC500 | AARC501 | 4ARC523 | 4ARC524 | 4ARC527 | 4ARC528 | AARC600 | AARC601 | 4ARC630 | 4ARC625 | 4ARC626 | 4ARC627 |
| **GC1** | **Ability to create architectural designs that satisfy both aesthetic and technical requirements.** | | | | | | | | | | | | | | | | | | |
| | *The graduate will have the ability to:* | | | | | | | | | | | | | | | | | | |
| 0.1 | 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; | | 1 | | | | | 1 | 1 | | | | | | 1 | | | | |
| 0.2 | 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; | | | | | 1 | 2 | | | | | 1 | 2 | | 1 | | 4, 5 | 2 | 1 |
| *0.3* | 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. | | | | | | 3 | 2 | 2 | | | 4 | | | 2 | | | | 1 |
| **GC2** | **Adequate knowledge of the histories and theories of architecture and the related arts, technologies and human sciences.** | | | | | | | | | | | | | | | | | | |
| | *The graduate will have knowledge of:* | | | | | | | | | | | | | | | | | | |
| 0.1 | the cultural, social and intellectual histories, theories and technologies that influence the design of buildings; | | | 2 | 1, | | 4 | | | 1 | 1 | 2 | | | | 1, | | | |
| 0.2 | the influence of history and theory on the spatial, social, and technological aspects of architecture; | | | 5 | 3 | | | | | 2 | 2 | 2 | | | | 1, | | | |
| 0.3 | the application of appropriate theoretical concepts to studio design projects, demonstrating a reflective and critical approach. | | | | | | | | | 5, | 6 | 5 | | | | | | | |
| **GC3** | **Knowledge of the fine arts as an influence on the quality of architectural design.** | | | | | | | | | | | | | | | | | | |
| | *The graduate will have knowledge of:* | | | | | | | | | | | | | | | | | | |
| 0.1 | how the theories, practices and technologies of the arts influence architectural design; | | | 3 | | | | | | 3 | | | | | | | | | |
| 0.2 | the creative application of the fine arts and their relevance and impact on architecture; | | | 1 | | | | | | 6 | | | | | | | | | |
| 0.3 | the creative application of such work to studio design projects, in terms of their conceptualisation and representation. | 1 | 6 | | | | 2 | 2 | 4 | | | | | 2 | 2 | | | | |
| **GC4** | **Adequate knowledge of urban design, planning and the skills involved in the planning process.** | | | | | | | | | | | | | | | | | | |
| | *The graduate will have knowledge of:* | | | | | | | | | | | | | | | | | | |
| 0.1 | theories of urban design and the planning of communities; | | | 1 | 4 | | | | | | 3 | | | 3 | | | | | |
| 0.2 | the influence of the design and development of cities, past and present on the contemporary built environment; | | | 1 | 5 | | | | | | 4 | | | | | 3 | | | |
| 0.3 | current planning policy and development control legislation, including social, environmental and economic aspects, and the relevance of these to design development. | | | | | | | 4 | | | 7 | | | 4 | | | | | 1 |
| **GC5** | **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.** | | | | | | | | | | | | | | | | | | |
| | *The graduate will have an understanding of:* | | | | | | | | | | | | | | | | | | |
| 0.1 | the needs and aspirations of building users; | | | | | | | 3 | 3 | | | 3 | | | 3 | | | | |
| 0.2 | the impact of buildings on the environment, and the precepts of sustainable design; | | | | | 4 | 5 | | | | | 3 | 2 | | | | 4 | 4 | |
| 0.3 | the way in which buildings fit into their local context. | | | | | | | 3 | 3 | | | 3 | | | 1 | | 5 | | |
| **GC6** | **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.** | | | | | | | | | | | | | | | | | | |
| | *The graduate will have an understanding of:* | | | | | | | | | | | | | | | | | | |
| 0.1 | the nature of professionalism and the duties and responsibilities of architects to clients, building users, constructors, co-professionals and the wider society; | | | | | | | | | | | 3 | 3 | | | | 4 | | |
| 0.2 | 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; | | | | | | | | | | | 3 | 2 | | | | 5 | 1 | |
| 0.3 | the potential impact of building projects on existing and proposed communities. | | | | | | | 3 | 3 | | | | 3 | | | | | | |
| **GC7** | **Understanding of the methods of investigation and preparation of the brief for a design project.** | | | | | | | | | | | | | | | | | | |
| | *The graduate will have an understanding of:* | | | | | | | | | | | | | | | | | | |
| 0.1 | the need to critically review precedents relevant to the function, organisation and technological strategy of design proposals; | | | | | | | 3 | 3 | | | 3 | | 3 | 3 | | | | |
| 0.2 | 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; | | | | | | | | 3 | | | 4 | | 3 | 3 | | | 2 | |
| 0.3 | the contributions of architects and co-professionals to the formulation of the brief, and the methods of investigation used in its preparation. | | | | | | | | | | | 3 | | 3 | 3 | | | | |

## Mapping of ARB/RIBA professional criteria to course modules (cont'd)

| | | level 4 | | | | | level 5 | | | | | | level 6 | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | AARC402 | AARC403 | 4ARC415 | 4ARC416 | 4ARC418 | 4ARC417 | AARC500 | AARC501 | 4ARC523 | 4ARC524 | 4ARC527 | 4ARC528 | AARC600 | AARC601 | 4ARC630 | 4ARC625 | 4ARC626 | 4ARC627 |
| **GC8** | **Understanding of the structural design, constructional and engineering problems associated with building design.** | | | | | | | | | | | | | | | | | | |
| | *The graduate will have an understanding of:* | | | | | | | | | | | | | | | | | | |
| 0.1 | the investigation, critical appraisal and selection of alternative structural, constructional and material systems relevant to architectural design; | | | | | 2 | 3 | | | | | 2 | | | 4 | | | 3 | 3 |
| 0.2 | strategies for building construction, and ability to integrate knowledge of structural principles and construction techniques; | | | | | 2 | 3 | | | | | 4 | 2 | | 5 | | | | 3 |
| 0.3 | the physical properties and characteristics of building materials, components and systems, and the environmental impact of specification choices. | | | | | | 3 | | | | | | 3 | | | | | 4 | 3 |
| **GC9** | **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.** | | | | | | | | | | | | | | | | | | |
| | *The graduate will have knowledge of:* | | | | | | | | | | | | | | | | | | |
| 0.1 | principles associated with designing optimum visual, thermal and acoustic environments; | | | | | 3 | | | | | | | | | x | | | | |
| 0.2 | systems for environmental comfort realised within relevant precepts of sustainable design; | | | | | 4 | | | | | | | | | | | | | 4 |
| 0.3 | strategies for building services, and ability to integrate these in a design project. | | | | | 3 | | | | | | | | | 5 | | | | 1 |
| **GC10** | **The necessary design skills to meet building users' requirements within the constraints imposed by cost factors and building regulations.** | | | | | | | | | | | | | | | | | | |
| | *The graduate will have the skills to:* | | | | | | | | | | | | | | | | | | |
| 0.1 | critically examine the financial factors implied in varying building types, constructional systems, and specification choices, and the impact of these on architectural design; | | | | | | | | | | | | 4 | | 4 | | | | 2 |
| 0.2 | understand the cost control mechanisms which operate during the development of a project; | | | | | | | | | | | | | | 4 | | | | |
| 0.3 | prepare designs that will meet building users' requirements and comply with UK legislation, appropriate performance standards and health and safety requirements. | | | | | | | | | | | | | | 4 | | | | |
| **GC11** | **Adequate knowledge of the industries, organisations, regulations and procedures involved in translating design concepts into buildings and integrating plans into overall planning.** | | | | | | | | | | | | | | | | | | |
| | *The graduate will have knowledge of:* | | | | | | | | | | | | | | | | | | |
| 0.1 | 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; | | | | | | | | | | | | 3 | | | | 1 | | |
| 0.2 | 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; | | | | | | | | | | | | 3 | | | | 6 | | |
| 0.3 | the basic management theories and business principles related to running both an architect's practice and architectural projects, recognising current and emerging trends in the construction industry. | | | | | | | | | | | | 2 | | | | 7 | | |
| **GA1** | **With regard to meeting the eleven General Criteria at Parts 1 and 2 above, the Part 1 will be awarded to students who have:** | | | | | | | | | | | | | | | | | | |
| 0.1 | 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; | | | | | | | | | | | | | | | | | | |
| 0.2 | ability to apply a range of communication methods and media to present design proposals clearly and effectively; | | | | | | | | | | | | | | | | | | |
| 0.3 | understanding of the alternative materials, processes and techniques that apply to architectural design and building construction; | | | | | | | | | | | | | | | | | | |
| 0.4 | 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; | | | | | | | | | | | | | | | | | | |
| 0.5 | knowledge of the context of the architect and the construction industry, and the professional qualities needed for decision making in complex and unpredictable circumstances; and | | | | | | | | | | | | | | | | | | |
| 0.6 | ability to identify individual learning needs and understand the personal responsibility required for further professional education. | | PEDR | | | | | | | | | | PEDR | | | | | | |

KEY

Criterion is introduced and therefore implicit but no LO or related Assessment

2 Criterion is explicit in Learning Outcome, whether in whole or part. All LO s are assessed.

Graduate Attributes are reached in full, whereas they may be at a formative stage earlier in the course.

# Learning, teaching and assessment methods

A set of standardised *proformas* in the Handbook clearly describes attendant aims, learning outcomes, content, teaching and learning methods, assessment rationale and criteria, assessment methods and weightings and reading lists for each module. The Programme is divided into the following elements:

- Studio-based design (50% of the module weighting)
- Cultural Context, including history, theory contemporary issues and professional practice (25% of the module weighting)
- Technical studies (25% of the module weighting)

The pattern of teaching and learning in the Programme may be generically classified as follows:

- Lectures, demonstrations and other forms of visual and verbal presentation. A typical lecture course consists of twelve sessions of three hours contact teaching (also involving seminars, presentation sessions, visits etc).
- Studio-based design work under the guidance of Studio Supervisors.
- Studio discussions, seminars, workshops and other events.
- Tutorials, either individually or in small groups.
- Specialised instruction in the use of computers, drafting and representational techniques, workshop equipment etc.
- Critical discourse ('crits') with feedback being recorded by academic staff and peers at an interim stage and towards the conclusion of a project.
- Field Trips to a city of international significance at Level 5.
- Visits to sites, exhibitions, galleries and projects.
- Portfolio Review at the end of each design module.

Creative thinking is always encouraged, supported by the exploration of appropriate architectural, cultural and technological typologies and precedents. In doing so, students develop a passion for, and curiosity about, the subject as well as honing attendant research skills and knowledge. Iteration is sometimes necessary, however, students learning to do the basics well and, thereby, gaining valuable experience within, and without, the complex and challenging realm of architecture.

Learning

Students learn and progress by:

- undertaking self-directed research under tutor support and guidance
- attending lectures, seminars and tutorials in Cultural Context and Technical Studies modules, and progressing coursework set by tutors.
- developing designs through creative endeavours and extensive iterative design processes using a wide range of media. The direction of these will be negotiated and agreed with tutors during tutorials and presentations.
- resourcing and integrating ideas and knowledge gained through co-requisite modules and through peer and tutor led studio investigations and discussions.
- presenting and communicating coursework (design/project work and research proposals) to peers and tutors, and in critically appraising the work of peers.
- responding to critical appraisal of coursework, formative and summative assessment.
- reflecting constructively on PDP submissions and Personal Tutorial discussions.

In design projects, students learn to conceptualise, make proposals and to evaluate them in the context of module assessment criteria.

Students are expected to plan their time and study with increasing independence as the Programme unfolds.

**Assessment**

Assessment is undertaken using a wide range of established methods including crits (formative assessment) and Portfolio Reviews (summative assessment). There is additional

coursework in the form of written and/or illustrated texts such as journals, diaries, reports, sketchbooks, logbooks and letters. There are no formal class tests or written examinations; all assessment is through coursework submission.

Parity of grading is ensured by double marking of written submissions. Every member of the design staff is in attendance at the Portfolio Review when the work of individual students is scrutinised and grades awarded. Grades are ratified by a panel of External Examiners at the end of the academic year.

In design projects, students learn to conceptualise, make proposals and evaluate them against module assessment criteria. Studio tutors give guidance on how these are understood in the context of a Studio design project. By the end of Third Year (Level 6), students are required to integrate knowledge and skills learned in the lecture-based courses into concurrent design projects. Students are also expected to carefully plan their time and study with increasing independence as the Programme unfolds.

Personal Development Plans (PDPs) have recently been developed for the Programme. Such documentation allows students to monitor and reflect upon their respective progress in all aspects of the Course, identify strengths and possible weaknesses, record achievements and enhance confidence and self-awareness. PDPs also provide a detailed record, which may be discussed with Personal Tutors and the Course Leader with respect to the improvement of existing knowledge bases and skills and may eventually be used in the compilation and preparation of CVs. In consequence, Studio Supervisors are familiar with the work of all Studios across the Programme, variations in content and complexity between sites and briefs being carefully evaluated. All Studio Supervisors are required to attend Portfolio Reviews and subsequent grading sessions.

**Assessment Methods**

Assessment methods vary from module to module, specific requirements being contained in the Handbook. Students receive both formative and summative feedback on all coursework submissions. In Design, formative assessment of Learning Outcomes is carried out during Crits and summative assessment at Portfolio Reviews when all Studio Supervisors are in attendance. Studio Supervisors are therefore familiar with the work of all Studios across the programme, variations in content and complexity between sites and briefs being carefully evaluated. Studio Supervisors are required to attend Portfolio Reviews and subsequent grading sessions.

The lecture-based components of the Programme are assessed in the form of essays, reports, verbal presentations and diaries. There are no formal class tests or written examinations, continuous assessment being adopted throughout the Programme. Parity of grading is ensured by double marking of written submissions.

A panel of experienced External Examiners who visit the Department on at least two occasions during the academic year ratifies all grades, cumulatively representing a student's Academic Portfolio.

# Course structure

This section shows the core and option modules available as part of the course and their credit value. Full-time Undergraduate students study 120 credits per year.

| **Credit Level 4** | | | | |
|---|---|---|---|---|
| **Module code** | **Module title** | **Status** | **UK credit** | **ECTS** |
| AARC402 | DES1A: Architectural Design and Skills | Core | 30 | 15 |
| AARC403 | DES1B: Architectural Design and Skills | Core | 30 | 15 |
| 4ARC415 | CC1A: Modern Architecture and Art | Core | 15 | 7.5 |
| 4ARC416 | CC1B: Architectural Traditions | Core | 15 | 7.5 |
| 4ARC418 | TS1A: Introduction to Technical Studies | Core | 15 | 7.5 |
| 4ARC417 | TS1B: Drafting and Fabrication | Core | 15 | 7.5 |
| **Award of Certificate of Higher Education available** | | | | |
| **Credit Level 5** | | | | |
| **Module code** | **Module title** | **Status** | **UK credit** | **ECTS** |
| AARC500 | DES2A: Concept Design | Core | 30 | 15 |
| 4ARC527 | TS2A: Making Architecture | Core | 15 | 7.5 |
| 4ARC523 | CC2A: An introduction to Architectural Theory and Representation | Core | 15 | 7.5 |
| AARC501 | DES2B: Developed Design | Core | 30 | 15 |
| 4ARC526 | CC2B: Contemporary Issues in Architecture & Urbanism | Core | 15 | 7.5 |
| 4ARC528 | TS2B: Site Diary | Core | 15 | 7.5 |
| **Award of Diploma of Higher Education available** | | | | |
| **Credit Level 6** | | | | |
| **Module code** | **Module title** | **Status** | **UK credit** | **ECTS** |
| AARC600 | DES3A: Concept Design | Core | 30 | 15 |
| 4ARC626 | TS3A: Applied Technology | Core | 15 | 7.5 |
| 4ARC630 | CC3A: Extended Essay | Core | 15 | 7.5 |
| AARC601 | DES3B: Developed and Technical Design | Core | 30 | 15 |
| 4ARC627 | TS3B: Technical Exploration Notebook | Core | 15 | 7.5 |
| 4ARC625 | CC3B: Preparing for Practice | Core | 15 | 7.5 |
| **Award of BA available**<br>**Award of BA Honours available** | | | | |

Course Diagram: BA (Hons) Architecture (K100)

| level | semester | architectural design | cr | technical studies | cr | cultural context of architecture | cr | professional studies and management | cr |
|---|---|---|---|---|---|---|---|---|---|
| | | communication skills are taught across all categories | | | | | | | |
| 4 | semester 1 | DES 1A AARC402 Architectural Design and Skills 1 | 30 | TS1A 4ARC418 Intro to technical studies | 15 | CC1A 4ARC415 Modern Architecture and Art | 15 | | 15 |
| | semester 2 | DES 1B AARC403 Architectural Design and Skills 2 | 30 | TS1B 4ARC417 Drafting and fabrication | 15 | CC1B 4ARC416 Architectural Traditions | 15 | | 15 |
| 5 | semester 1 | DES 2A AARC500 Concept Design | 30 | TS2A 4ARC527 Making Architecture | 15 | CC2A 4ARC523 Intro to Architectural Theory and Representation | 15 | *intro to TS2B* | 15 |
| | semester 2 | DES 2B AARC501 Developed Design | 30 | | | CC2B 4ARC526 Contemporary Issues in Architecture and Urbanism | 15 | TS2B 4ARC528 Site Diary | 15 |
| 6 | semester 1 | DES 3A AARC600 Concept Design | 30 | TS3A 4ARC626 Applied Technology | 15 | CC3A 4ARC630 Extended Essay | 15 | *intro to CC3B* | |
| | semester 2 | DES 3B AARC601 Developed Design and Technical Design | 30 | TS3B 4ARC627 Technical Exploration Notebook | 15 | *CC3A extended essay assignment* | 15 | CC3B 4ARC625 Preparing for Practice | 15 |
| | | | 180 | | 75 | | 75 | | 30 |

# Academic regulations

The BA Honours Architecture and its intermediate awards operate in accordance with the University's Academic Regulations and the Framework for Higher Education Qualifications in England, Wales and Northern Ireland published by the Quality Assurance Agency for Higher Education (QAA) in 2008.

All students should make sure that they access a copy of the current edition of the general University handbook called Essential Westminster, which is available at westminster.ac.uk/essential-westminster. The following regulations should be read in conjunction with Section 17: Modular Framework for Undergraduate Courses and relevant sections of the current Handbook of Academic Regulations, which is available at westminster.ac.uk/academic-regulations

**Condoned Credit at Level 4**

Due to course specific regulations condoned credit, as detailed in Section 17 of the University regulations, is not available to students at Level 4 on this course.

Please note condoned credit is not available, University-wide, at Levels 5 and 6.

**Progression**

To progress from Level 4 to Level 5 in full time study, a student must pass all core modules at Level 4 (120 credits). To progress from Level 5 to Level 6 full-time study, a student must pass all core modules at Level 5 (120 credits).

# Award

To qualify for the award of BA Honours Architecture, a student must have:

- obtained at least 360 credits including:
    - passed a minimum of 120 Credits at credit Level 5 or higher; and
    - passed a minimum of 120 credits at credit Level 6 or higher.
- attempted modules with a maximum value of 330 credits at credit Levels 5 and 6; and
- passed all modules within the course.

The class of the Honours degree awarded is decided by two criteria, the average of the best 105 credits passed at credit Level 6 being in the range of the class to be awarded, and the average of the next best 105 credits passed at credit Levels 5 and 6 provided the next best 105 credits passed are no more than one classification below this.

# Support for students

Upon arrival, an induction programme will introduce students to the staff responsible for the course, the campus on which they will be studying, the Library and IT facilities and to the Faculty Registry. Students will be provided with the Course Handbook, which provides detailed information about the course. Students are allocated a personal tutor who can provide advice and guidance on academic matters.

Learning support includes four libraries, each holding a collection of resources related to the subjects taught at their Faculty. Students can search the entire library collection online through the Library Search service to find and reserve printed books, and access electronic resources (databases, e-journals, e-books).

Students can choose to study in the libraries, which have areas for silent and group study, desktop computers, laptops for loan, photocopying and printing services. They can also choose from several computer rooms at each campus where desktop computers are available with the general and specialist software that supports the courses taught at their Faculty. Students can also securely connect their own laptops and mobile devices to the University wireless network.

The University uses a Virtual Learning Environment called Blackboard where students access their course materials, and can communicate and collaborate with staff and other students.

Student Affairs provide advice and guidance on accommodation, financial and legal matters, personal counselling, health and disability issues, careers and the chaplaincy providing multi-faith guidance. The Student Affairs Hub is located at 101 New Cavendish Street, Cavendish House (1st Floor), with an additional office located at the Harrow Campus.

http://www.westminster.ac.uk/study/new-students/when-you-arrive

The University of Westminster Students' Union also provides a range of facilities to support all students during their time at the University. http://www.uwsu.com/

# Reference points for the course

**Internally**

The Programme has been designed to reflect the University's mission to provide education for professional life and to comply with its policies on skills development and employability. The structure of the Programme also meets the University's requirements with respect to modular frameworks and academic regulations.

Particular reference should be made to: University Teaching and Learning Policy Statements, University Quality Assurance Handbook and Modular Frameworks; Handbook of Academic Regulations (2011); University of Westminster's Teaching, Learning and Assessment Policy and Strategy (2011); University Quality and Assurance Handbook (2010); University Skills Policy Statement (2011); Graduate Skills Handbook (2010).

A list of cognate courses delivered in the Faculty of Architecture and Built Environment can be accessed through its website (http://www.westminster.ac.uk/about-us/faculties/architecture) or by reference to the University's Undergraduate Prospectus.

**Externally**

These include:

QAA Benchmark Statement for Architecture (2010); 'Prescription of Qualifications: ARB Criteria at Parts 1, 2 and 3' (2010); 'Procedures for the Prescription of Qualifications', ARB; 'RIBA Validation Criteria', RIBA; 'Principles and Processes of Curriculum Design', Westminster Exchange (2009); QAA Codes of Practice; SEEC Skills Description (2009); European Directives on Architectural Education; RIBA Visiting Board reports published on the RIBA Website; External Examiner Reports published on the UoW Website.

# Professional body accreditation

The BA Hons Architecture is validated by RIBA and prescribed by ARB on a five year cycle with annual monitoring.

# Quality management and enhancement

**Course management**

The Undergraduate Programme is managed by the Course Leader (Julian Williams) within the Department of Architecture, one of three Departments in the Faculty of Architecture and Built Environment on the Marylebone Campus. At the time of writing, the Department has around eleven full-time staff and in excess of thirty part-time visiting lecturers. These arrangements provide a particularly varied and dynamic way of delivering the various facets of the Programme.

Departmental staff are subject to annual appraisals of their teaching by colleagues with further staff development being achieved through attendance at courses and conferences and also by research activity. Teaching staff also attend events organised by the Human Resources Department and Westminster Exchange.

**Course approval, monitoring and review**

The course was initially approved by a University Validation Panel in 2000 (revised 2011). The panel included internal peers from the University and external subject specialists from academia and industry to ensure the comparability of the course to those offered in other universities and the relevance to employers. Periodic course review helps to ensure that the curriculum is up-to-date and that the skills gained on the course continue to be relevant to employers.

The course is monitored each year by the Faculty to ensure it is running effectively and that issues which might affect the student experience have been appropriately addressed. Staff will consider evidence about the course, including the outcomes from each Course Committee, evidence of student progression and achievement and the reports from external examiners, to evaluate the effectiveness of the course. The Annual Monitoring Sub-Committee considers the Faculty action plans resulting from this process and the outcomes are reported to the Academic Council, which has overall responsibility for the maintenance of quality and standards in the University.

**Student involvement in Quality Assurance and Enhancement**

Student feedback is important to the University and student views are taken seriously. Student feedback is gathered in a variety of ways. The most formal mechanism for feedback on the course is the Course Committee. Student representatives will be elected to sit on the Committee to represent the views of their peer group in various discussions. The University and the Students' Union work together to provide a full induction to the role of the course committee.

All students are invited to complete a Module Feedback Questionnaire before the end of each module. The feedback from this will inform the module leader on the effectiveness of the module and highlight areas that could be enhanced. The University also has an annual Student Experience Survey, which elicits feedback from students about their course and University experience.

Students meet with review panels when the periodic review of the course is conducted to provide oral feedback on their experience on the course. Student feedback from course committees is part of the Faculty's' quality assurance evidence base.

# For more information about this course:

Course Leader: Julian Williams (email j.williams@westminster.ac.uk)

Architecture BA Honours