

PROGRAMME SPECIFICATION

Bachelor of Science with Honours in Architecture

Awarding institution	Liverpool John Moores University
Teaching institution	Sri Lanka Institute of Information Technology
JACS Code	K100
Programme Duration	Full-Time: 1 Year,
Language of Programme	All LJMU programmes are delivered and assessed in English
Subject benchmark statement	Architecture (2010)
Programme accredited by	
Description of accreditation	
Validated target and alternative exit awards	Bachelor of Science with Honours in Architecture
Link Tutor	Ian Wroot

Educational aims of the programme

To produce architecture graduates equipped to participate successfully in professional architectural practice and as members of teams whose aims are to design and realise architectural structures and urban plans within the context of global environmental and sustainable concerns.

To provide a cohesive and focussed educational experience that integrates theoretical and practical aspects of architecture in parallel with skills in personal, intellectual and ethical conduct.

To introduce students to progressively challenging and complex problems, in a learning environment that cares for the individual student's progress, irrespective of race, background, gender or physical disability, and allows for increasing personal responsibility and professional maturity.

To deliver a course of study that covers the ARB / RIBA General Criteria at Part 1.

To produce architectural graduates that have attained the ARB / RIBA Graduate Attributes for Part 1.

To encourage students to fully engage with the development of employability skills by completing a self-awareness statement.

Target award Learning Outcomes - Bachelor of Science with Honours

A student successfully completing the programme of study will have acquired the following subject knowledge and understanding as well as skills and other attributes.

A student who is eligible for this award will be able to:

1. Demonstrate adequate knowledge of the histories and theories of architecture and the related arts, technologies and human sciences (GC2)
2. Demonstrate a knowledge of the fine arts as an influence on the quality of architectural design (GC3)
3. Demonstrate adequate knowledge of urban design, planning and the skills involved in the planning process (GC4)
4. Demonstrate an 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 (GC5)
5. Demonstrate an understanding of the alternative materials, processes and techniques that apply to architectural design and building construction (GA1.3)

6. Demonstrate a knowledge of the context of the architect and the construction industry, and the professional qualities needed for decision making in complex and unpredictable circumstances (GA1.5)
7. Demonstrate an understanding of the methods of investigation and preparation of the brief for an architectural design project (GC7)
8. Demonstrate the ability to create architectural designs that satisfy both aesthetic and technical requirements (GC1)
9. Demonstrate that they possess the necessary design skills to meet building users' requirements within the constraints imposed by cost factors and building regulations (GC10)
10. Demonstrate the 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 (GA1.1)
11. Demonstrate the ability to apply a range of communication methods and media to present design proposals clearly and effectively (GA1.2)
12. Demonstrate the 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 (GA1.4)
13. Demonstrate an 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 (GC6)
14. Demonstrate an understanding of the structural design, constructional and engineering problems associated with building design (GC8)
15. Demonstrate adequate knowledge of physical problems and technologies and the function of buildings so as to provide them with internal conditions of comfort and protections against the climate (GC9)
16. Demonstrate adequate knowledge of the industries, organisations, regulations and procedures involved in translating design concepts into buildings and integrating plans into overall planning (GC11)
17. Demonstrate knowledge of the context of the architect and the construction industry, and the professional qualities needed for decision making in complex and unpredictable circumstances (GA1.5)
18. Present work to a professional standard to a range of audiences.
19. Manage time and action plan objectives and goals in an organised and timely manner.
20. Utilise and develop communication skills via verbal, visual and written communication.
21. Demonstrate the ability to identify individual learning needs and understand the personal responsibility required for further professional education (GA1.6)

Teaching, Learning and Assessment

The methods used to enable outcomes to be achieved and demonstrated are as follows:

- A1 & A2 - Teaching is predominantly through a series of thematic lectures. Learning is consolidated through seminars. This takes place within History & Theory and Design Origination modules.
- A3 - Teaching is predominantly through a series of thematic lectures. Learning is consolidated through tutorials, design workshops and design reviews. This takes place within the Urban Design modules.
- A4 - Teaching is predominantly through a series of thematic lectures. Learning is consolidated through tutorials, design workshops and design reviews. This takes place within the Architecture Design modules.
- A5 - Teaching is predominantly through a series of thematic lectures. Learning is consolidated through technology workshops. This takes place within the Technology & Practice and Architecture Design Resolution modules.
- A6 - Teaching is predominantly through a series of thematic lectures. This takes place within the Technology & Practice modules.
- A1 & A2 - Written and illustrated essays.
- A3 - Written, drawn and modelled coursework submissions.
- A4 - Written, drawn and modelled coursework submissions.
- A5 - Written, drawn and modelled coursework submissions.
- A6 - A written and illustrated essay and a practice test.
- B1, B2,B3,B4,B5,B6 - Teaching is predominantly through a series of thematic lectures. Learning is consolidated through tutorials, design workshop, CAD workshops and design reviews. This takes places within the Architecture Design and Urban Design modules.
- B1,B2,B3,B4,B5 & B6 - Written, drawn and modelled coursework submissions.
- C1,C4 & C5 - Teaching is predominantly through a series of thematic lectures. This takes place within the

Technology & Practice modules.

C2 & C3 -Teaching is predominantly through a series of thematic lectures. Learning is consolidated through Technology workshops. This takes place within the Technology & Practice and Architecture Design Resolution modules.

C1,C4 & C5 - A written and illustrated essay and a practice test.

C2 & C3 - Written, drawn and modelled coursework submissions.

D1,D2 & D3- This learning developed and consolidated through tutorials, design workshops and design reviews. This takes place within the Architecture Design & Urban Design modules.

D4 - This learning developed and consolidated through PDP tutorials and portfolio reviews.

D1, D2 & D3 - Written, drawn and modelled coursework submissions.

D4 - World of work reflective statements.

Programme structure - programme rules and modules

The programme, which comprises Level 6 only, offered in full time mode. Students will enrol onto this programme having successfully completed the SLIIT Diploma in Architecture (2 years full time).

Level 6	Potential Awards on completion	Bachelor of Science with Honours
Core	Option	Award Requirements
6111ARSRI CDP Research (20 credits) 6121ARSRI Architectural Design 3 - Origination (20 credits) 6122ARSRI Architectural Design 3 - Resolution (20 credits) 6123ARSRI Comprehensive Design Project (40 credits) 6131ARSRI Technology & Practice 3 (20 credits)		120 core credits at level 6 0 option credits at level 6

Information about assessment regulations

All programmes leading to LJMU awards operate within the University's Academic Framework.

<https://www.ljmu.ac.uk/about-us/public-information/academic-quality-and-regulations/academic-framework>

Opportunities for work-related learning (location and nature of activities)

The BA (Hons) Architecture (SLIIT) programme will ultimately seek professional validation from the Royal Institute of British Architects (RIBA) which would award exemption from the RIBA Part 1 examination.

Most students of architecture enrol with the ultimate goal of becoming a registered architect. To qualify as a chartered architect in the UK a candidate must complete Parts 1, 2 & 3 of the RIBA examination. Before sitting the Part 3 examination candidates must have completed 24 months of mentored and logged practical experience. This can be initiated at any time after enrolling onto a recognised Part 1. Most candidates follow the pattern of completing their first degree BA Hons (Part 1) then taking a fully logged `year out' in practice before returning to complete their second degree MArch (Part 2) and then logging another 12 months of practice experience before sitting their Part 3 examination.

The department has an RIBA registered Professional Studies Advisor (PSA) who advises students and signs off their log sheets should they choose to register with us during their `year out'. The programme incorporates a full course of Professional Practice lectures with related coursework in years two and three.

Criteria for admission

Other

Successful completion of the SLIIT Higher National Diploma in Architecture. For recognition and RPL claims, the claim should be mapped against the linked LJMU BA(Hons) Architecture programme 30132.

Successful applicants will be able to demonstrate efficiency in English to a standard equivalent to IELTS 6.0 (5.5 in each subtest) or equivalent such as GCSE English Grade C or above.

External Quality Benchmarks

All programmes leading to LJMU awards have been designed and approved in accordance with the UK Quality Code for Higher Education, including the Framework for Higher Education Qualifications in the UK (FHEQ) and subject benchmark statements where applicable.

The University is subject to periodic review of its quality and standards by the Quality Assurance Agency (QAA). Published review reports are available on the QAA website at www.qaa.ac.uk

Programmes which are professionally accredited are reviewed by professional, statutory and regulatory bodies (PSRBs) and such programmes must meet the competencies/standards of those PSRBs.

Support for students and their learning

The University aims to provide students with access to appropriate and timely information, support and guidance to ensure that they are able to benefit fully from their time at LJMU. All students are assigned a Personal Tutor to provide academic support and when necessary signpost students to the appropriate University support services.

Students are able to access a range of professional services including:

- Advice on practical aspects of study and how to use these opportunities to support and enhance their personal and academic development. This includes support for placements and careers guidance.
- Student Advice and Wellbeing Services provide students with advice, support and information, particularly in the areas of: student funding and financial matters, disability, advice and support to international students, study support, accommodation, health, wellbeing and counselling.
- Students studying for an LJMU award at a partner organisation will have access to local support services

Methods for evaluating and improving the quality and standards of teaching and learning

Student Feedback and Evaluation

The University uses the results of student feedback from internal and external student surveys (such as module evaluations, the NSS and PTES), module evaluation questionnaires and meetings with student representatives to improve the quality of programmes.

Staff development

The quality of teaching is assured through staff review and staff development in learning, teaching and assessment.

Internal Review

All programmes are reviewed annually and periodically, informed by a range of data and feedback, to ensure quality and standards of programmes and to make improvements to programmes.

External Examining

External examiners are appointed to programmes to assess whether:

- the University is maintaining the threshold academic standards set for awards in accordance with the FHEQ and applicable subject benchmark statements
- the assessment process measures student achievement rigorously and fairly against the intended outcomes of the programme(s) and is conducted in line with University policies and regulations
- the academic standards are comparable with those in other UK higher education institutions of which external examiners have experience
- the achievement of students are comparable with those in other UK higher education institutions of which the external examiners have experience

and to provide informative comment and recommendations on:

- good practice and innovation relating to learning, teaching and assessment observed by external examiners
- opportunities to enhance the quality of the learning opportunities provided to students

Please note:

This specification provides a concise summary of the main features of the programme and the 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 learning outcomes, content, teaching, learning and assessment methods of each module can be found in module and programme guides.