Programme Specification Undergraduate

Applicable to all non-clinical undergraduate programmes*

Please click [here](#) for guidance on completing this specification template.

*Excluding Integrated Master's degrees.

### Part A: Programme Summary Information

<table>
<thead>
<tr>
<th>1. Title of programme:</th>
<th>BA (Hons) Architecture (Design Studies)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Programme Code:</td>
<td>K10D</td>
</tr>
<tr>
<td>3. Entry Award:</td>
<td>Credit: 360</td>
</tr>
<tr>
<td></td>
<td>☒ BA (Hons)</td>
</tr>
<tr>
<td></td>
<td>☐ BSc (Hons)</td>
</tr>
<tr>
<td></td>
<td>☐ Other (please specify below):</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>4. Exit Awards:</th>
<th>Credit:</th>
<th>Level:</th>
</tr>
</thead>
<tbody>
<tr>
<td>BA Architecture (Design Studies)</td>
<td>300-330</td>
<td>credits at levels 4,5,6</td>
</tr>
<tr>
<td>BA (Hons) Architecture (Design Studies)</td>
<td>330-345</td>
<td>credits at levels 4,5,6</td>
</tr>
<tr>
<td>Diploma in Higher Education (Dip HE)</td>
<td>240</td>
<td>Year 1: the majority of credit at level 4; Year 2: the majority of credit at level 5.</td>
</tr>
<tr>
<td>Certificate in Higher Education (Cert HE)</td>
<td></td>
<td>The majority of credit at level 4 (first yea</td>
</tr>
</tbody>
</table>

| 5. Date of first intake: | 1997 |

TQSD/14.15
2016-17 v.1
6. **Frequency of intake:**
   - Yearly

7. **Duration and mode of study:**
   - Three Years Full-Time

8. **Applicable framework:**
   - Model for non-clinical first degree programmes

   **Framework exemption required:**
   - No (please go to section 9)
   - Yes (please provide a brief summary below)

9. **Applicable Ordinance:**
   - 37

   **New/revised Ordinance required:**
   - No (please go to section 10)
   - Yes (please provide a brief summary below)

10. **Faculty:**
    - Faculty of Humanities and Social Sciences

11. **Level 2 School/Institute:**
    - School of the Arts

12. **Level 1 unit:**
    - School of Architecture

13. **Campus:**
    - Liverpool

14. **Other contributors from UoL:**
    - Philosophy, Civic Design, Geography, and possibly others depending on the elected modules

15. **Teaching other than at UoL:**
    - N/A

16. **Director of Studies:**
    - Dr. Iain Jackson

17. **Board of Studies:**
    - Architecture
## Part B: Programme Aims & Objectives

### 26. Aims of the Programme

The BA (Hons) Architecture (Design Studies) programme aims to provide a foundation in the general field of architecture and other related disciplines. It seeks to generate an enthusiasm for architecture, and to inculcate a spirit of inquiry, which will stimulate life-long learning.

As well as a first step towards professional activity architecture can be an enjoyable preparation for further study or other careers. It demands knowledge of many different but interrelated disciplines and the development of personal as well as technical skills. All students begin in year 1 on a common course with the BA (Hons) Architecture RIBA Part I accredited route, which gives them some experience of design issues.

The programme encourages investigative and critical approaches to architecture, and encourages the development of research and specialist skills. It combines individual creativity with knowledge and understanding of a broad variety of technical and cultural issues, which constitute the context within which design takes place. The aim is to provide a broad academic programme in architecture and cognate disciplines, which does not contain the design project modules needed by future architects, but which will equip graduates with useful skills and knowledge of the field. The programme will also equip students for a variety of careers related to the architectural profession, the construction industry and for further education in other disciplines, for example art history.

<table>
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**18:** **Board of Examiners:**

| Architecture |

**19.** **External Examiner(s):**

- Jane Anderson (Oxford Brooks Univ.)
- Richard Patterson (SCHOSA)
- Maggie Mullen (Architect in Practice)
- Mark Emms (Sheffield University)
- Layton Reid (Ravensbourne)
- Paul Harries (Architect in Practice)
- Sarah Hare. (Haworth Tompkins)

**20.** **Professional, Statutory or Regulatory body:**

- This is a non-professionally accredited programme.
- It does not confer exemption from the RIBA Part 1 exam.

**21:** **QAA Subject benchmark Statements(s):**

  - [http://www.qaa.ac.uk/academicinfrastructure/benchmark/](http://www.qaa.ac.uk/academicinfrastructure/benchmark/)

**22.** **Other reference points:**

- N/A

**23.** **Fees:**

- Standard University Fees,
  - [http://www.liv.ac.uk/study/undergraduate/finance/fees.htm](http://www.liv.ac.uk/study/undergraduate/finance/fees.htm)

**24.** **Additional costs to the student:**

- N/A

**25:** **AQSC approval:**

- School of the Arts
## Learning Outcomes

### Bachelor’s Honour’s degree

**Architecture** combines individual creativity with knowledge and understanding of a broad variety of technical and cultural issues, which constitute the context within which design takes place. The programme diagram (section C, below) and the Architecture benchmark statement identify core areas of study under the major headings of Design, Technology and Cultural Context, and the following subject-based learning outcomes are listed under the same categories. Other learning outcomes will be dependent on the optional modules selected by the student. The student is advised to consult the programme/module specifications for the optional modules for information on the specific learning outcomes.

Students will acquire and demonstrate an understanding of the following issues –

1. An awareness of the roles and relationships of those in the construction, culture and other industries
2. Knowledge and understanding of the principles of structural and constructional principles
3. Knowledge and understanding of the theories and principles of environmental technologies, the relationship of environmental design and architectural technology to the climate, the development of a sustainable environment, and the impact that architectural decisions may have upon the natural world and its resources
4. Knowledge and understanding of the history and theory of architecture and urban design, the history of ideas, and the related disciplines of art and cultural studies
5. An appreciation of the influences on the contemporary built environment of individual buildings, the design of cities, past and present societies and wider global issues

The cultural context of architecture is centred on the histories and theories of architecture and urban design, and the related disciplines of art and landscape studies. Cultural Contextual skills that will be gained include –

6. The ability to make informed and considered judgements about the spatial, aesthetic, technical and social qualities of historical or contemporary designs.
7. Develop an understanding of Architectural History and the key drivers informing change and development.

### Bachelor’s Non-Honour’s degree

### Diploma in Higher Education award

8. The ability to respond to a broad constituency of interests and to the social and ethical concerns of the architectural profession
9. An understanding of sustainable architecture
10. An understanding of Architectural History
Learning Outcomes

No. Learning outcomes – Certificate in Higher Education award

11 The ability to conceive and develop the design of 3-dimensional objects and spaces

12 The ability to create architectural designs that integrate social, aesthetic and technical requirements

In the area of structures, construction and environmental sciences, the following environmental and technical skills will be acquired –

13 The ability to produce designs that demonstrate the integration of structure, materials and construction technology

The cultural context of architecture is centred on the histories and theories of architecture and urban design, and the related disciplines of art and landscape studies. Cultural Contextual skills that will be gained include –

14 The ability to make informed and considered judgements about the spatial, aesthetic, technical and social qualities of historical or contemporary designs.

15 The ability to reflect upon and relate their ideas to a design and to the work of others.

16 To be able to draw and sketch from life, and make measured drawings.

17 An understanding that Architecture has an environmental impact and that design can mitigate it.

27a. Mapping of learning outcomes:

<table>
<thead>
<tr>
<th>Learning outcome No.</th>
<th>Module(s) in which this will be delivered</th>
<th>Mode of assessing achievement of learning outcome</th>
<th>PSRB/Subject benchmark statement (if applicable)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>ARCH121, ARCH371</td>
<td>Examination, Coursework</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>ARCH161, ARCH261, ARCH361</td>
<td>Examination, Coursework</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>ARCH111, ARCH211, ARCH311</td>
<td>Examination</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>ARCH171, ARCH271, ARCH321, ARCH221, ARCH382</td>
<td>Examination, Coursework</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>ARCH171, ARCH271, ARCH321, ARCH221, ARCH382</td>
<td>Examination, Coursework</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>ARCH101, ARCH103, ARCH152, ARCH171, ARCH271, ARCH321, ARCH221, ARCH382</td>
<td>Examination, Coursework</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>ARCH171, ARCH271, ARCH321, ARCH221</td>
<td>Examination, Coursework</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>ARCH121</td>
<td>Examination, Coursework</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>ARCH111, ARCH211</td>
<td>Examination</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>ARCH171, ARCH271</td>
<td>Examination, Coursework</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>ARCH101, ARCH103, ARCH152</td>
<td>Coursework</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>ARCH101, ARCH103, ARCH152, ARCH161</td>
<td>Examination, Coursework</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>ARCH161, ARCH111</td>
<td>Examination, Coursework</td>
<td></td>
</tr>
</tbody>
</table>
28. **Skills and Other Attributes**

No. | Skills and attributes:
---|---
1 | Communicate effectively primarily using written and verbal methods
2 | Work in a self-directed way, thus acquiring the key to lifelong learning
3 | Work in teams
4 | Manage time and work to deadlines
5 | Use digital and electronic communication techniques
6 | Analyse problems and employ logic and lateral thinking in formulating solutions

These skills are developed in the technical and cultural context modules, particularly those with a high proportion of coursework, where written communication is central and team-working is often employed.

28a. **Mapping of skills and other attributes:**

<table>
<thead>
<tr>
<th>Skills and other attributes No.</th>
<th>Module(s) in which this will be delivered and assessed</th>
<th>Learning skills, research skills, employability skills</th>
<th>Mode of assessing achievement of the skill or other attribute</th>
</tr>
</thead>
</table>

29. **Career opportunities:**

The programme prepares its graduates for careers into a series of fields related to architecture and the built environment. Successful students may go on to work in architectural journalism, art history, museum curatorship and arts administration, executive roles in the construction industry and architects’ offices, as well as the wide range of careers open to graduates in arts and social science disciplines. The programme also prepares graduates for further full-time education at Masters level or in vocational degrees such as Town and Country Planning.

30. **Academic Requirements:**

Both science and arts subjects are acceptable for applicants from school. We do not accept Critical Thinking, General Studies or Citizenship A-levels. Entrance requirements can be satisfied by A-levels yielding 320 tariff points depending upon portfolio performance (i.e. ABB grades, most offers however
are for AAA) or by 35 points in the International or European Baccalaureate. Art is recommended as an A-level, but is not a requirement. Candidates from access and art school foundation courses are also welcomed, as are mature candidates and graduates in other fields. All applicants must submit an art-based portfolio for consideration as part of the admissions process.

31. Work experience:
Desirable but not essential. Applicants who have experience in architects’ or related professional offices are welcome to apply, and the Liverpool School has a long and successful record of educating candidates with non-traditional academic backgrounds.

32. Other requirements:
N/A

Part D: Programme Structure

33. Programme Structure:
All students begin in year 1 on a common course with the BA (Hons) Architecture RIBA Part I accredited route. Students may elect to join the BA (Hons) Architecture (Design Studies) programme at the end of Year 1 of the accredited route (the preferred option), or at the end of Year 2. Students are counselled by staff on this decision.

1. Programme Structure

BA1 – undertaken as part of the K100 Course.
Semester 1
ARCH 101 Studio 1.1: Communication
ARCH 103 Studio 1.2: Design
ARCH 111 Technology 1.1 Environmental Science
ARCH 171 Context 1.1: History of Architecture

Semester 2
ARCH 152 Studio 1.3: Design
ARCH 161 Technology 1.2: Structure and Construction
ARCH 121 Context 1.2 Architecture and the Built Environment

BA2
Semester 1
2 Elected Modules Level 2, 30 Credits; to be agreed with the Director of Studies
ARCH 211 Technology 2.1 Environmental Science
ARCH 221 Context 2.1: Urban Studies
Semester 2
2 Elected Modules Level 2, 30 Credits; to be agreed with the Director of Studies
ARCH 261 Technology 2.2: Structural Design
ARCH 271 Context 2.2 History & Theory of Architecture

BA3
Semester 1
ARCH382 Design Studies Dissertation (30 credits over 2 semesters)
ARCH 361 Technology 3.1: Integrated Technical Project Design
ARCH 321 Context 3.1: History & Theory of Architecture
Elected Module(s) Level 2/3/4, 30 Credits over semester 1 and 2 [Students may wish to take SOTA300 work experience module or a combination of other modules to be agreed with the Director of Studies]
Semester 2
ARCH382 Design Studies Dissertation continued
ARCH 311 Technology 3.2 Environmental Design
ARCH 371 Context 3.2 Practice Management

34 Industrial placement/work placement/year abroad:

Individual undergraduate students may spend a maximum of one semester on an approved overseas exchange programme, such as the university supported, EU funded, ERASMUS programme.
Formal ERASMUS links exist between Liverpool School of Architecture and the following institutions:
- Graz University of Technology – Austria.
- XJTLU, China
The Exchange programme is regularly updated and students are advised to consult Dr. Fei Chen for the latest information on exchange opportunities.

35 Liaison between the Level 2 Schools/Institutes involved:

Part E: Learning, Teaching And Assessment Strategies

36 Learning, Teaching and Assessment Strategies:

Students should consult the K100 Programme specification for the strategies deployed in BA1 as the course shares a common first year foundation.

BA2: Learning and teaching takes a variety of methods, including lectures, seminars and tutorials. Field trips may also be arranged depending on the Modules selected by the student.

Assessment strategies are again subject to the Module choices selected by the student but will include significant emphasis on coursework (essays, projects, reports, research), as well as examinations (on-line multiple choice as well as written examinations).

Architectural History modules include lectures (knowledge transfer) as well as seminars (Knowledge exchange and discussion). You will be expected to undertake wider reading in order to contribute in an informed manner to the seminars.
36  Learning, Teaching and Assessment methods:

a. The technology modules are generally presented through lectures and seminars and assessed by examination, or a combination of examination and coursework. In most cases the module mark contains an element of coursework. The humanities/contextual modules are initially taught formally through lecture courses and assessed by examinations and coursework at levels 2 and 3 they are taught through lectures and seminars and assessed by coursework projects and semester papers. The latter will often involve both individual and group work, and class or seminar presentations. Project-based learning (often in groups) thus forms an important element in the cultural context field as well as in the design studio.

37  Assessment information for students:

Code of Practice on Assessment

The University has a Code of Practice on Assessment which brings together the main institutional policies and rules on assessment. The Code is an authoritative statement of the philosophy and principles underlying all assessment activities and of the University's expectations in relation to how academic subjects design, implement and review assessment strategies for all taught programmes of study.

The Code of Practice includes a number of Appendices which provide more detail on the regulations and rules that govern assessment activity; these include:

- The University marks scale, marking descriptors and qualification descriptors;
- The model for non-clinical first degree programmes;
- The system for classifying three-year, non-clinical, undergraduate degrees;
- The system for classifying four-year, non-clinical, undergraduate degrees that include a year in industry or a year abroad;
- Information about students’ progress, including guidance for students;
- The procedure for assessment appeals;
- Regulations for the conduct of exams;
- The University’s policy on making adjustments to exam arrangements for disabled students.
- The code of practice relating to external examining (see also below)
- The Academic Integrity Policy, which covers matters such as plagiarism and collusion and includes guidance for students;
- The policy relating to mitigating circumstances which explains what you should do if you have mitigating circumstances that have affected assessment; and
- The policy on providing students with feedback on assessment.

Please click here to access the Code of Practice on Assessment and its appendices; this link will also give you access to assessment information that is specific to your cohort:

A summary of key assessment information is also available in the ‘Your University’ handbook.

Marking criteria:

Every Module will issue a marking matrix and precise guidance on how the module is to be marked. As some of the modules are elected by the students it is not possible to provide exact details for every single combination of modules.
available, however the following is common to all modules:

**Marking criteria:**
The pass mark for each module is 40%

**Compensation and re-sits:** Compensatory passes are allowed. See current Code of Practice for details. Students must in order to progress:
- pass (i.e. achieve 40%) in modules amounting to 90 credits; and
- achieve at least 40% averaged across all modules and a minimum mark of 35% in all modules.

Students who fail to achieve this will be required to resit ALL modules in which they obtain less than 40%.

**Re-sits**

Students who fail taught modules may re-sit those modules on one further occasion only. Re-sits should normally take place within the registration period. A failed dissertation or assessed work from an independent research module may also be resubmitted on one further occasion only. For full-time and part-time students the dissertation must be resubmitted within the one year of the original date of first submission.

Marks achieved in re-sit examinations will be recorded as the actual mark achieved but shall be flagged in the transcript to indicate that they were achieved at a second attempt.

Full details of the rules relating to the re-sitting of examinations can be found in the "PGT Your University".

**Marking Descriptors**

**Assessment Criteria for WRITTEN SUBMISSIONS**

**CALCULATING OVERALL GRADES AND MARKS**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>First</td>
<td>70% and above predominantly BEST POSSIBLE</td>
</tr>
<tr>
<td>2:1</td>
<td>60-69%</td>
</tr>
<tr>
<td>2:2</td>
<td>50-59%</td>
</tr>
<tr>
<td>3rd</td>
<td>40-49%</td>
</tr>
<tr>
<td>Fail</td>
<td>less than 40</td>
</tr>
</tbody>
</table>

The CRITERIA for marking are:
1. Clarity of aims and objectives
2. Literature review
3. Conceptual clarity and grasp/use of relevant issues and debates
4. Reflexivity and critical insight
5. Structure, communication and Referencing

**CRITERION- Clarity of aims and objectives**

**BEST POSSIBLE** Has defined aims and objectives clearly and with originality and addressed them comprehensively

**VERY GOOD** Has defined aims and objectives clearly and addressed them thoroughly
GOOD Has defined aims and objectives clearly and addressed them adequately
FAIR Has defined aims and objectives and partially addressed them
PASS Has provided only generalised aims and objectives and partially addressed them
FAIL Has not defined, and/or has not addressed, aim and objectives

CRITERION - Literature review
BEST POSSIBLE Has clearly located the research within existing state of knowledge, based on a comprehensive review of relevant literature and material.
VERY GOOD Has located the research within existing state of knowledge, based on a comprehensive review of relevant literature and material
GOOD Has partially located the research within existing state of knowledge, based on an adequate review of relevant literature and material
FAIR Has only minimum connection with existing state of knowledge, based on a poor review of relevant literature and material
FAIL Has not located the research within existing state of knowledge and/or has provided very poor review of relevant literature and material

CRITERION - Conceptual clarity and grasp/use of relevant issues and debates
BEST POSSIBLE Extremely high level of conceptual clarity and excellent grasp/use of relevant issues and debates
VERY GOOD Very high level of conceptual clarity and very good grasp/use of relevant issues and debates
GOOD High level of conceptual clarity and good grasp/use of relevant issues and debates
FAIR Fair high level of conceptual clarity and grasp/use of relevant issues and debates
PASS Adequate level of conceptual clarity and grasp/use of relevant issues and debates
FAIL Lacking conceptual clarity and/or very weak in grasp/use of relevant issues and debates

CRITERION - Reflexivity and critical insight
BEST POSSIBLE Very high degree of reflexivity and critical insight
VERY GOOD High degree of reflexivity and critical insight
GOOD Good degree of reflexivity and critical insight
FAIR Some reflexivity and critical insight
PASS Very little reflexivity and critical insight
FAIL Lacks reflexivity and critical insight

CRITERION - Structure, communication and Referencing
BEST POSSIBLE Extremely well structured and written, free from spelling, grammatical and stylistic errors. Referencing (text and images) and bibliographic consistent and accurate
VERY GOOD Very well structured and written, free from spelling, grammatical and stylistic errors. Referencing (text and images) and bibliographic consistent and accurate
GOOD Well structured and written, but a few spelling, grammatical and stylistic errors.
38 **Student representation and feedback:**

- A Staff-Student Liaison Committee has been established in accordance with the University Code of Practice on Student Representation. The staff-student liaison committee normally meets at least twice per semester. The membership of the staff-student liaison committee, its terms of reference, and the manner in which it conducts its business will conform to the requirements of the Annex to the Code of Practice on Student Representation. Elections to the staff-student liaison committee will be carried out within the structure determined by the University Student Representation Steering Group, and Programme Representatives will be encouraged to attend the training provided for them through the Liverpool University Student Training Initiative. Students are represented on the Board of Studies. The most important mechanism for feedback and exchange are the open forums held at year level once or twice during each semester, usually shortly following the end of design projects. Minutes are posted on the year notice boards. Year coordinators are available for informal consultation two days a week, and most issues of general concern can be raised and [usually] solved through direct approaches.

### Part F: Status Of Professional, Statutory Or Regulatory Body Accreditation

39 **Status of Professional, Statutory or Regulatory Body Accreditation:**

The BA (Hons) Architecture (Design Studies) degree does not give exemption from RIBA Part I.

### Part G: Diversity & Equality Of Opportunity And Widening Participation

40 **Diversity & Equality of Opportunity and Widening Participation:**

The University’s official policy is found here: [http://www.liv.ac.uk/media/livacuk/study/undergraduate/applying/Undergraduate_Admissions_Policy_Entry_2015.pdf](http://www.liv.ac.uk/media/livacuk/study/undergraduate/applying/Undergraduate_Admissions_Policy_Entry_2015.pdf)
### Annex 1

#### Annex of Modifications Made to the Programme

Please complete the table below to record modifications made to the programme.

<table>
<thead>
<tr>
<th>Description of modification (please include details of any student consultation undertaken or confirm that students’ consent was obtained where this was required)</th>
<th>Minor or major modifications</th>
<th>Date approved by FAQSC</th>
<th>Date approved by AQSC (if applicable)</th>
<th>Cohort affected</th>
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