

BA (Hons) Architecture

Course Specification

Academic Year 2026/2027

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1. Course Overview

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| Full course/award title(s) | BA (Hons) Architecture |
| Course Code | UBAA_0084_FR |
| Location of study | Regent's Park Campus |
| Off campus elements / locations | Not applicable |
| Fees | Please see the tuition fees on the Regent's University London website (https://www.regents.ac.uk/admissions/tuition-fees) |
| Additional costs | <p>There is a compulsory field trip, for which the cost of travel and accommodation is covered by the university. You would be expected to purchase your own food for the duration of the trip.</p> <p>You will need to purchase equipment and materials for the course, for example, sketchbooks, journals, model making materials and tools. You may prefer to purchase your own laptop, however, this is not a requirement as you can use our dedicated CAD lab facilities.</p> |
| Awarding institution | Regent's University London |
| Date of original validation / revalidation | 28 January 2026 |
| Validated until | September 2031 |
| Framework for Higher Education Qualification level of final award | Level 6 |
| Number of credits in award | 360 credits |
| HECoS Code | 100122 – Architecture: 100% |
| Relevant QAA subject benchmark statements | <p>Subject Benchmark Statement: Architecture (2020)</p> <p>Subject Benchmark Statement: Architecture consultation version (2025)</p> |

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|--|--|----------------|-----------|-----------------------------|-----------------------------|
| Other external and internal references | Regent's University London Academic Regulations Regent's University London Learning, Teaching and Assessment Strategy Regent's Learning Outcomes (RLOs) (2021) Regent's Assessment Framework (2022) Regent's Learning Design Framework: RADAR (2020) Regent's Course Design Process (2023) OfS Conditions of Registration, advice and guidance QAA: Frameworks for Higher Education Qualifications (FHEQ) AdvanceHE: Principles of Inclusive Curriculum Design Royal Institute of British Architects (RIBA) Validation Criteria | | | | |
| Professional, statutory or regulatory body recognition/ accreditation | Not applicable | | | | |
| Language of study | English | | | | |
| Date of production / revision of this course specification | January 2026 | | | | |
| Course intakes, modes of study, UCAS codes, expected and maximum duration of course | | | | | |
| Mode of Study | Intake Month | Level of entry | UCAS Code | Expected Duration in Months | Maximum duration in months* |
| Full time | September / January | Foundation | A084 | 48 | 72 |
| Full time | September (only) | Level 4 | A083 | 36 | 60 |

* In exceptional circumstances only – refer to Regent's University London Academic Regulations for details.

2. Why study this course, including course aims and objectives

The BA (Hons) Architecture at Regent's University London is a future-focused, creative, and industry-connected degree designed to cultivate the next generation of architectural thinkers, designers, and leaders. Set within the unique landscape of Royal Regent's Park, the course offers an intimate and distinctive learning environment at the heart of London's vibrant cultural and architectural scene.

We believe that the purposeful design of spaces, places, and environments positively impacts everyday life and wellbeing, and is of vital importance in a rapidly changing world. The way we work, live and play is constantly evolving. Your challenge as architects is to respond to this shifting culture and climate, creating spaces that improve the lives of the people and enrich the environments we inhabit.

This three-year course is built around a dynamic studio culture that fosters experimentation, resilience, critical thinking, interdisciplinary collaboration and a strong sense of community. You will work alongside peers from Architecture, Interior Design, and other disciplines, engaging in shared modules that encourage cross-pollination of ideas and broaden your design perspective. This approach provokes new ways of seeing and creates a platform for innovation.

At Regent's, architecture is taught through experience. From the first year, you will work on live projects, responding to briefs that reflect professional practice and engaging directly with clients, users, and communities. You will gain foundational skills in drawing, model-making, and craftsmanship, while also developing fluency in emerging digital technologies, AI, and sustainable design practices. The curriculum integrates guest speakers, workshops, site visits, and study trips, both local and international, expanding your outlook and grounding your learning in real-world contexts, while addressing the complexities of the built environment.

The course is designed to be responsive to the evolving demands of the profession and the climate emergency. It promotes ethical and environmental responsibility, aligning with RIBA's Themes and Values for Architectural Education and the University's B Corp certification. You will learn to make informed design decisions, integrate zero-carbon strategies, and design for people and their needs.

Regent's offers a distinctive model of architectural education that responds to new reforms and industry shifts. With a strong emphasis on experiential learning, you will be taught by practitioner-academics and industry professionals at the forefront of their fields, gaining real-world insights and building valuable networks. From the first year, professional practice and entrepreneurship are embedded into the curriculum, preparing you for high-level employability in a rapidly changing landscape.

The course provides a robust infrastructure with strong cultural, ethical, artistic, and environmental grounding. Designed around your individual needs, it creates a space for

revealing potential and developing your unique architectural voice. You will have the opportunity to craft your personalised experience through optional modules in the second and third years of the course. By crafting a personalised learning experience, you will be able to pursue your individual interests and to work on projects in your final year that align with your career aspirations. You will be challenged to become agile and resilient creators, equipped with a broad, future-facing skillset and a critical, entrepreneurial mindset.

Throughout your studies, you will engage with a cosmopolitan design community of extraordinary synergy, where collaboration, care, and creativity are central. You will develop competence across core areas including Design Studios, History and Theory, Technical Studies, Professional Practice, and Sustainability.

This course is designed for students who are creative and curious, with a strong interest in architecture, design, and the built environment. You will thrive if you are ambitious and want to make a positive impact on people, communities and the planet through purposeful design. The course will support you in developing an entrepreneurial mindset, preparing you to lead and innovate in future architectural practice. If you are motivated by sustainability and climate challenges, you will find opportunities to explore environmentally responsible approaches to design. You will also engage in hands-on making, including CAD, physical modelling and 1:1 fabrication. Studying in London's vibrant creative context will give you a global outlook and a rich cultural experience. We welcome applicants from diverse backgrounds, including those exploring a career change, who value a small, supportive cohort and a tailored learning environment.

By the end of the course, you will have developed a sophisticated portfolio, positioning you as a broad-thinking and future-ready professional with a deep understanding of architecture's social, cultural, and environmental responsibilities. Graduates are well prepared to enter architectural offices in the UK or internationally, pursue postgraduate study towards RIBA/ARB qualifications, or branch into diverse careers beyond architecture, such as urbanists, designers, entrepreneurs, and innovators.

With careers advice for life and access to a global alumni network of over 35,000, Regent's Architecture graduates are empowered to shape the future of the built environment with confidence, creativity, and purpose.

What career paths you can progress to:

- Traditional: Architecture practice (progression to RIBA Part II/ III).
- Related fields: Interior architecture, Urban design, Landscape architecture, Conservation, Exhibition & set design.
- Broader creative industries: Branding, Furniture and Product design, Digital fabrication, Curation.
- Entrepreneurial: Many Regent's graduates go into business ownership, consultancy, and cross-disciplinary roles.

RIBA Validation Status

The BA (Hons) Architecture course is not currently validated by the Royal Institute of British Architects (RIBA). We will apply to the RIBA New Courses Group for candidacy following commencement of the course in academic year 2026–27. As the application progresses, we will keep you updated so that you have clear and current information about the status of the process.

Progression towards RIBA Part 1 validation involves exploratory and initial visiting boards, during which external board members review whether your work demonstrates the RIBA Themes & Values and Graduate Attributes. Subject to cohort size and readiness, we anticipate that an initial validation visit could take place during the 2029–30 academic year.

If validation is achieved, it may be awarded retrospectively. This would allow you, as part of the first graduating cohort, to be recognised as achieving RIBA Part 1, provided that a minimum of ten complete academic portfolios are available for review and that the visiting board confirms that required standards have been met. As RIBA validation depends on external review and academic evidence, it cannot be guaranteed. We will retain your work and keep you informed throughout the process.

3. Course structure

This is a guide to the overall structure of your course, mandatory elements, modules (including terms when delivered) and periods of assessment.

We have designed our curriculum so that you can gain a deeply personalised education. The BA (Hons) Architecture is built on latest academic thinking, informed by in-house research. You will expand your knowledge, skills, practice and thinking with three building blocks to make you a great practitioner:

Subject Core: You will gain deep expertise in Architecture through a range of specialised modules, that focus on Architectural Design, Communication skills, Technical & Environmental studies, History & Theory and Professional practice. Each level of study will enable you to acquire the intellectual and practical knowledge and skills you will need to successfully complete your degree as an independent, creative, industry-focused and future-facing architect. The core modules are designed to complement prior and future modules, alongside achieving the respective stage aims and philosophy. Throughout the course, you will engage in design modules that incorporate 'live' projects, addressing real-world challenges in collaboration with clients and user groups. These projects operate within competitive frameworks and to external deadlines, providing you with valuable insight into professional practice and introducing you to key stakeholders within the architectural industry.

Physical model making is embedded as a core working method across all design modules. You will develop architectural proposals through iterative cycles of drawing, physical modelling and digital production, using models as active tools to test spatial, structural, and material ideas. Where appropriate, projects extend into full-scale prototyping, enabling you to develop practical understanding of form, joint, and junction as integral components in architectural design.

Level 4 (Year 1) Subject Core – Design Investigation

In your first year, you will explore the fundamental principles of architecture and develop essential design skills through iterative processes of drawing and making. Core modules such as Design: Spatial Investigations and Design Studio 1: Architectural Foundations will introduce you to architectural thinking, site analysis, and concept development. You will be introduced to the skills that will help you make appropriate and effective design decisions and develop your creative response to a given problem, site, and brief, with emphasis placed on creativity and idea generation.

Embedded sessions on Communication Skills, as well as Environmental and Technical Studies, within Design Studio 1, will assist you in effectively communicating and presenting your design process, by developing analogue and digital drawing and representational skills. These sessions will help you build a broad range of skills and methodologies essential for architects, which you will employ in your design modules.

Alongside, the Reading Spaces and Architectural Narratives: Design Decisions and Processes modules will enable you to engage with historic and contemporary spaces through close and imaginative observation, developing a rich design vocabulary. You will build creative research and critical analytical skills and learn to communicate effectively through writing, allowing you to situate your work within historical and contemporary contexts.

Level 5 (Year 2) Subject Core – Design Integration

In your second year, you will expand and develop your awareness and knowledge of contemporary architectural practice by engaging with more complex architectural settings, focusing on adaptive reuse and working with existing sites. Through Design Studio 2: Adaptive Reuse and Design Studio 3: Urban Habitats, you will build on your prior skills to tackle challenging design briefs, developing innovative proposals that progress from spatial strategy to detailed resolution.

Communication Skills and Environmental technology sessions are integrated into your design projects, enabling you to develop advanced communication skills, including three-dimensional modelling and rendering, and refine your ability to articulate design narratives. Your design work will advance towards detailed resolution, focusing on contextual understanding, spatial organisation, environmental performance, and material articulation.

Alongside the design projects, Architectural Context: Positioning Design will expand your critical thinking and help you position your work within cultural and ecological contexts. You will engage with critical texts and debates, developing your capacity to articulate your own

theoretical stance and situate your design practice within contemporary discourse. Theoretical enquiry is explicitly connected to studio practice, supporting you to translate critical ideas into spatial propositions explored through drawing and physical modelling within your design modules. This year also increases your awareness of the wider architectural landscape and industry in which architects operate, assisting your professional development and preparing you for progression to your final year.

Level 6 (Year 3) Subject Core – Design Realisation

In your final year, you will consolidate all prior learning to produce an ambitious and fully resolved architectural project that reflects your individual interests and aspirations. At this stage, you will work with increasing independence, seeking advice and guidance from tutors through group sessions and one-to-one tutorials. Through Design Studio 4: Research, Agency and Architectural Position and Design Studio 5: Resolution and Impact, you will undertake a year-long major project, progressing from initial ideas to detailed resolution. These modules will enable you to articulate a coherent design language and demonstrate technical, environmental, and conceptual clarity across a range of scales.

Material Integration: Environmental Technology and Tectonics and Architecture: Professional Practice and Ethics will support the integration of structural understanding, sustainable technologies, construction strategies and professional skills into your design work, while preparing you for the realities of architectural practice. You will reflect on how design intent is translated into constructed reality, drawing on your studio work and physical prototypes, to understand procurement, sequencing and professional responsibility. You will critically investigate material systems, environmental performance, and regulatory frameworks, applying this knowledge to advance your project from concept to final detailed resolution. Architectural Research: Thinking Discourses and Practices will deepen your research and critical analysis skills, enabling you to position your work within historical, theoretical, and cultural contexts. You will engage with advanced debates, develop a personal theoretical stance, and produce academic writing connected to your major project.

As you progress through Level 6, you will synthesise and apply skills learned throughout your degree. Your work will demonstrate originality, independence, and critical engagement, culminating in an industry-ready portfolio that showcases your design identity and professional competence. You will gain the confidence to communicate clearly, present your work to a professional standard, and compete effectively in the architectural employment market or progress to postgraduate study.

Industry and Entrepreneurship: Each level of your study includes a learning component that enables you to discover and plan your professional goals:

- During the Spring Term of Level 4 you will take the module “Exploring Industry and Entrepreneurship”. You will explore the world of work, in architecture and design for the built environment and its future with a view to informing your own potential career or entrepreneurial journey. You will be supported by experts in the Alumni, Careers & Enterprise services and the university careers platform, Handshake.

- In the Spring Term of Level 5, you will experience a real challenge from the world of work by choosing one of three modules. If you choose “Industry Challenge” you will collaboratively work on a real-world/live industry project to project manage, research and test concepts to address the challenge. In the “Enterprise Challenge” option, you will be guided to develop your own concepts, pitch your ideas to an external panel and create an entrepreneurial plan. Finally, if you choose the “Industry Placement” module option, you will have the opportunity to acquire a range of work-based skills by taking an approved work placement.
- The Industry and Entrepreneurship learning you would have acquired in the previous two years of your studies is integrated into the final year (Level 6) Major Project. For your Architecture Major Project you will have the opportunity to engage in Professional Practice to develop your project with an element of Industry/professional application.

Special Electives: You will be able to choose from a specific list of electives that go beyond your core discipline and gain even more future-focused skills. The Special Electives take a i) skills focus; ii) interdisciplinary focus; or iii) specialist subject focus and are designed to respond to your interests and emerging global trends. These are not tied to a specific discipline and are available to every Undergraduate student in Regent’s. They are designed to be hyper-relevant to the world we live and work in – now and into the future. In this way, you will consider your core subjects from new angles or add more value to your personal brand with a secondary discipline or language.

Please note: While Special Electives are available across the University, the pool of electives offered to Architecture students has been specifically curated to align with the QAA Subject Benchmark for Architecture and the RIBA Graduate Attributes. This ensures that your choices complement your core architectural learning and support professional standards.

Language Electives and Special Electives are not offered to Architecture students at Level 4. You may opt to study a language only at Level 5 and Level 6, and only in the Autumn term (Term 1), choosing between a Language Elective or a Special Elective.

Languages are central to the university’s identity and in the second and third years of your degree you will be able to choose to study one of the following: Arabic, Chinese, French, German, Italian, Japanese, Russian or Spanish. Language study enhances your personal and professional development. It enables you to understand and imagine new worlds and to communicate with others to build connections.

At Levels 5 and 6 you will take one elective (Special Elective or a Language Elective) in the Autumn term. A choice of special electives is offered at Levels 5 and 6 (see table below).

In combination, your experience in these elective blocks will challenge your thinking in unexpected ways.

At Level 4, you will also take “Learning Perspectives”, a common module for all undergraduate Regent’s courses. This module will induct you to Regent’s pedagogic

approach. You will acquire discipline specific and interdisciplinary skills, knowledge and approaches to learning which you will apply during your university studies and beyond.

Optional Integrated Foundation Year (Level 3)

The optional integrated Foundation year will prepare you for degree-level study, introducing the basics of your destination degree area and a range of key skills and exciting topics that will serve as an introduction to the unique Regent's degree model.

While your subject modules will be with students heading towards the same or related degrees, the skills and topics modules will include students preparing for a variety of degree courses enabling you to mix, learn and co-operate with peers who will bring a range of different perspectives, knowledges and approaches to the classroom and beyond. Through that experience you will be able to bring that broader understanding back into the learning in your subject modules, just as you will experience at degree level, with the interaction between your core modules and the Special Electives and Industry and Entrepreneurship modules outlined above.

In your first term you will take a core module related to your destination degree for 20 credits alongside four shared modules covering key skills and knowledges each 10 credits. Your subject module, The Creative Designer, introduces the design cycle, idea generation, research principles, and production practices, enabling you to apply discipline-specific knowledge and develop creative skills through multidisciplinary activities. The shared modules will cover 'Writing for Success', 'Critical Thinking', 'Cultural Understanding', and 'Politics, Society and Citizenship'.

In your second term you will again take another core module related to your destination degree (20 credits) alongside four shared modules covering key skills and knowledges each 10 credits. Your subject module, The Creative in Context, explores contemporary design practices and contexts, helping you locate your creative role within the industry while building confidence to produce and present imaginative outcomes and curate a professional portfolio. The shared modules are: 'Communications', 'Creativity and Entrepreneurship', 'Cultural Industries', and 'Making Use of Data'.

Level 3 will provide a rich student experience to ensure that you begin your degree at Level 4 to confidently get the most out of our unique degree experience.

The BA (Hons) Architecture programme offers a dynamic and immersive learning experience that extends beyond the studio. In addition to the curriculum structure, the course includes distinctive features designed to enrich your education and prepare you for professional practice:

Graduate Showcase and Degree Exhibition:

At the end of each academic year, you will have the opportunity to participate in our Graduate Exhibition, a public showcase of your design work presented to an audience of

industry professionals, peers, family, and friends. This event is both a celebration of your achievements and a platform to share your creative vision, network with practitioners, and gain exposure within the architectural community.

Field Trips and International Opportunities:

Learning is embedded in real-world contexts through regular site visits, cultural tours, and field trips within London. These experiences allow you to engage with diverse architectural environments, gather primary research, and explore different cultural and spatial contexts. You will also have the opportunity to go on an international study trip which will further broaden your global perspective.

Live Projects and Industry Collaboration:

Throughout the course, you will work on live briefs in partnership with industry collaborators. These projects provide authentic challenges, critical feedback, and insight into professional expectations, bridging the gap between education and practice. Our professional partners benefit from your creativity and fresh thinking, while you gain valuable experience and networking opportunities. You will benefit from industry guest lectures, critiques, and workshops led by practicing architects and designers, strengthening your professional connections and employability.

The academic year for the course follows the regular university undergraduate calendar (<https://www.regents.ac.uk/admissions/academic-calendars>):

- Autumn Term: September to December.
- Spring Term: January to May.

If you are a January starter on Foundation (Level 3), you will be able to complete your Foundation year in six months by taking a summer term in order to complete the Foundation year by the end of July. This will allow you to start the second year of your studies (first year of your degree) in September.

Classes take place from Monday to Friday, typically between 09:00 and 19:00.

Assessments are scheduled throughout the academic year. Submission dates can be found on the Blackboard page of the module and in the assessment brief. General assessment periods are also noted on the undergraduate calendar:

<https://www.regents.ac.uk/admissions/academic-calendars>

If you choose to do an Industry Placement this normally takes place in the Spring Term of Level 5.

Modules

Your course is composed of a number of modules that each have a credit value. On successfully passing each of these modules, you will gain credits that count towards the total needed for your degree.

One credit equates to 10 notional hours of study, which is the average time a student will take to achieve the specified learning outcomes. So, if a module is worth 10 credits, then you would expect to spend 100 hours studying this. These will not all be 'taught' hours. You will receive guidance and instruction through lectures, seminars, workshops etc., but you will also need to engage in self-study. A percentage breakdown of teaching contact hours and self-study required on this course is indicated in Section 6.

On an undergraduate degree course, you can usually expect to study 120 credits per level (or year), with no more than 80 credits per term.

Please note the following modules have a content warning attached. More information is available in the individual module specifications:

- ARC604: Architecture: Professional Practice and Ethics (Level 6)

Course modules - Level 3/4/5/6

| Level 3 | | |
|------------------------------------|---|-----------|
| Term | Common Modules | Credits |
| Autumn/Spring | FND301, Critical Thinking | 10 |
| Autumn/Spring | FND302, Cultural Understanding | 10 |
| Autumn/Spring | FND303, Politics, Society and Citizenship | 10 |
| Autumn/Spring | FND304, Writing for Success at University | 10 |
| Spring/Summer | FND305, Communication | 10 |
| Spring/Summer | FND306, Creativity and Entrepreneurship | 10 |
| Spring/Summer | FND307, Cultural Industries | 10 |
| Spring/Summer | FND308, Making Use of Data | 10 |
| Total Common module credits | | 80 |

| Term | Core Modules | Credits |
|--|--|------------|
| Autumn/Spring | <u>Fashion and Design Foundation</u> FND311, The Creative Designer* | 20 |
| Spring/Summer | <u>Fashion and Design Foundation</u> FND312, The Creative in Context* | 20 |
| Total Core module credits | | 40 |
| Total Credits for Level 3 | | 120 |
| Exit awards (if appropriate) | | |
| <p>There is no exit award at Level 3. Level 3 is available to students who do not meet the entry requirements into Level 4. This level enables you to bring your academic standing up to an undergraduate level as well as equip you with the necessary knowledge and skills to cope with the demands of higher education. Level 3 credits do not count towards the undergraduate degree credit total.</p> | | |

| Level 4 | | |
|--|--|------------|
| Term | Core Modules | Credits |
| Autumn | IND416, Design: Spatial Investigations | 20 |
| Autumn | IND417, Reading Spaces | 20 |
| Autumn | ARC402, Material Investigation: Environmental and Technical Principles | 10 |
| Spring | ARC403, Design Studio 1: Architectural Foundations | 40 |
| Spring | ARC404, Architectural Narratives: Design Decisions and Processes | 10 |
| Total Core module credits | | 100 |
| Term | Common Modules | Credits |
| Autumn | PER401, Learning Perspectives | 10 |
| Spring | IAE401, Exploring Industry and Entrepreneurship | 10 |
| Total Common module credits | | 20 |
| Total Credits for Level 4 | | 120 |
| Exit awards (if appropriate) | | |
| Certificate of Higher Education (CertHE) | | |

| Level 5 | | |
|--------------------------------------|---|----------------|
| Term | Core Modules | Credits |
| Autumn | ARC501, Design Studio 2: Adaptive Reuse | 40 |
| Autumn | ARC502, Architectural Context: Positioning Design | 10 |
| Spring | ARC503, Design Studio 3: Urban Habitats | 40 |
| Total Core module credits | | 90 |
| Term | Common Modules (choose ONE of the following) | Credits |
| Spring | IAE501, Experiencing Industry and Entrepreneurship: Entrepreneurial Challenge | 20 |
| Spring | IAE502, Experiencing Industry and Entrepreneurship: Industry Challenge | 20 |
| Spring | IAE503, Experiencing Industry and Entrepreneurship: Industry Placement | 20 |
| Total Common module credits | | 20 |
| Term | Elective Modules (for list of languages modules or special electives, see table below) | Credits |
| Autumn | Languages Elective OR Special Elective | 10 |
| Total Elective module credits | | 10 |
| Total Credits for Level 5 | | 120 |
| Exit awards (if appropriate) | | |
| Diploma of Higher Education (DipHE) | | |

| Level 6 | | |
|----------------|--|----------------|
| Term | Core Modules | Credits |
| Autumn | ARC601, Design Studio 4: Research, Agency and Architectural Position | 40 |
| Autumn | ARC602, Material Integration: Environmental Technology and Tectonics | 10 |

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| Spring | ARC603, Design Studio 5: Resolution and Impact | 40 |
| Spring | ARC604, Architecture: Professional Practice and Ethics | 10 |
| Spring | ARC605, Architectural Research: Thinking Discourses and Practices | 10 |
| Total Core module credits | | 110 |
| Term | Elective Modules (for list of languages or special elective modules, see table below) | Credits |
| Autumn | Languages Elective OR Special Elective | 10 |
| Total Elective module credits | | 10 |
| Total Credits for Level 6 | | 120 |
| Exit awards (if appropriate) | | |
| BA Architecture. (an Ordinary degree, without honours) | | |

| Special Electives and Language Modules | | |
|--|---|----------------|
| Please note, not all elective modules will be offered in every term, due to timetabling, resourcing and other constraints. | | |
| Term | Level 5 Special Elective Modules | Credits |
| Autumn | SEL514, Future Cities Now | 10 |
| Autumn | SEL510, Creating a Brand Identity | 10 |
| Autumn | SEL516, Literary London | 10 |
| Autumn | SEL513, Emerging Technologies: from Web3 to the Metaverse | 10 |
| Autumn | SEL511, Digital Design with Adobe Creative Suite | 10 |
| Autumn | SEL505, Creativity and Imagination | 10 |
| Autumn | SEL517, Photography Workshop | 10 |
| Autumn | SEL502, Behind the Lens: Introduction to Media Production | 10 |
| Autumn | SEL518, Psychology of Emotions | 10 |
| Autumn | SEL515, Understanding Human Rights | 10 |
| Autumn | SEL521, Design: More Than Human (from 27/28) | 10 |
| Term | Level 6 Special Elective Modules | Credits |
| Autumn | SEL604, Creative Futures | 10 |
| Autumn | SEL611, Understanding Artificial Intelligence | 10 |
| Autumn | SEL606, Introduction to Environmental Law | 10 |

| | | |
|-------------|---|----------------|
| Autumn | SEL603, Creative and Professional Writing Masterclass | 10 |
| Autumn | SEL601, Material Cultures and Sustainability | 10 |
| Autumn | SEL616, Professional Project Management | 10 |
| Autumn | SEL617, How to Create a Social Enterprise | 10 |
| Autumn | SEL618, The Art of Data Storytelling | 10 |
| Autumn | SEL613, Understanding the Politics of Migration | 10 |
| Autumn | SEL615, Podcasting Masterclass | 10 |
| Autumn | SEL621, Designing Inclusive Built Environments (from 28/29) | 10 |
| Term | Languages Elective Modules | Credits |
| Autumn | <p>Module codes as below: Language (Grades 1-6)</p> <p>Arabic: ARAXB1/ARAXB2/ARAXB3/ARAXB4/ARAXB5/ARAXB6</p> <p>Chinese: CHNXB1/CHNXB2/CHNXB3/CHNXB4/CHNXB5/CHNXB6</p> <p>French: FREXB1/FREXB2/FREXB3/FREXB4/FREXB5/FREXB6</p> <p>German: GERXB1/GERXB2/GERXB3/GERXB4/GERXB5/GERXB6</p> <p>Italian: ITAXB1/ITAXB2/ITAXB3/ITAXB4/ITAXB5/ITAXB6</p> <p>Japanese: JAPXB1/JAPXB2/JAPXB3/JAPXB4/JAPXB5/JAPXB6</p> <p>Russian: RUSXB1/RUSXB2/RUSXB3/RUSXB4/RUSXB5/RUSXB6</p> <p>Spanish: SPNXB1/SPNXB2/SPNXB3/SPNXB4/SPNXB5/SPNXB6</p> | 10 |
| Autumn | <p>Module codes as below: Advanced Language for Professionals (Grade 7)</p> <p>Arabic: ARAXB7, Chinese: CHNXB7, French: FREXB7, German: GERXB7, Italian: ITAXB7, Japanese: JAPXB7, Russian: RUSXB7, Spanish: SPNXB7</p> | 10 |
| Autumn | SPNXB8, Advanced Spanish through Film (Grade 8) | 10 |
| Autumn | ENGXB6, Business English: Professional Writing | 10 |
| Autumn | ENGXB4, Business English | 10 |
| Autumn | ENGXB5, Advanced Business English | 10 |

4. Indicative course structure diagram

Autumn Start

Level 3 (where applicable)

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|-------------------------|---|--|---|---|---|
| Autumn Term Block 01 | FND301 Critical Thinking (Common) (10 credits) | FND302 Cultural Understanding (Common) (10 credits) | FND303 Politics, Society and Citizenship (Common) (10 credits) | FND304 Writing for Success at University (Common) (10 credits) | FND311 The Creative Designer (Core) (20 Credits) |
|-------------------------|---|--|---|---|---|

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|-------------------------|---|---|---|--|---|
| Spring Term Block 02 | FND305 Communication (Common) (10 credits) | FND306 Creativity and Entrepreneurship (Common) (10 credits) | FND307 Cultural Industries (Common) (10 credits) | FND308 Making Use of Data (Common) (10 credits) | FND312 The Creative in Context (Core) (20 credits) |
|-------------------------|---|---|---|--|---|

Level 4

| | | | | |
|-------------------------|--|--|--|---|
| Autumn Term Block 11 | IND416 Design: Spatial Investigations (Core) (20 Credits) | IND417 Reading Spaces (Core) (20 Credits) | ARC402 Material Investigation: Environmental and Technical Principles (Core) (10 credits) | PER401 Learning Perspectives (Common) (10 Credits) |
|-------------------------|--|--|--|---|

| | | | |
|-------------------------|--|--|---|
| Spring Term Block 12 | ARC403 Design Studio 1: Architectural Foundations (Core) (40 Credits) | ARC404 Architectural Narratives: Design Decisions and Processes (Core) (10 Credits) | IAE401 Exploring Industry and Entrepreneurship (Common) (10 credits) |
|-------------------------|--|--|---|

Level 5 elective module choices (special electives and/or languages and Industry and Entrepreneurship electives) to be made during the Spring Term of Level 4.

If undertaking an Industry Placement (IAE503) during the Spring Term of Level 5, these will need to be applied for and arrangements confirmed during the Spring Term of Level 4.

Level 5

| | | | |
|-------------------------|--|--|---|
| Autumn Term Block 21 | ARC501 Design Studio 2: Adaptive Reuse (Core) (40 Credits) | ARC502 Architectural Context: Positioning Design (Core) (10 Credits) | Languages Elective or Special Elective (Elective) (10 Credits) |
|-------------------------|--|--|---|

| | | |
|-------------------------|--|--|
| Spring Term Block 22 | ARC503 Design Studio 3: Urban Habitats (Core) (40 Credits) | IAE501 – Experiencing Industry and Entrepreneurship: Entrepreneurial Challenge Or IAE502 - Experiencing Industry and Entrepreneurship: Industry Challenge Or IAE503 - Experiencing Industry and Entrepreneurship: Placement (Common) (20 Credits) |
|-------------------------|--|--|

Level 6 elective module choices (special electives and/or languages) to be made during the Spring Term of Level 5.

Direct Entrants Level 5 (Autumn start) – Applicants wishing to undertake the Industry Placement module (IAE503) in the Spring Term will need to confirm their intention to do so during the application process and present details of their intended placement organisation for consideration. Applicants will also need to ensure that they have fully enrolled and arrived at the University by the end of Week 1 of the Autumn Term to enable placement arrangements to be finalised. Applicants who arrive after this point will not be able to undertake an Industry Placement (IAE503) and will be asked to choose either IAE501 or IAE502 as an alternative module for the Spring Term.

Direct entry Level 5 students will need to make Level 5 elective module choices from the available options immediately upon arrival.

Level 6

| | | | |
|-------------------------|--|--|---|
| Autumn Term Block 31 | ARC601 Design Studio 4: Research, Agency and Architectural Position (Core) (40 Credits) | ARC602 Material Integration: Environmental Technology and Tectonics (Core) (10 Credits) | Languages Elective or Special Elective (Elective) (10 Credits) |
|-------------------------|--|--|---|

| | | | |
|-------------------------|---|--|---|
| Spring Term Block 32 | ARC603 Design Studio 5: Resolution and Impact (Core) (40 Credits) | ARC604 Architecture: Professional Practice and Ethics (Core) (10 Credits) | ARC605 Architectural Research: Thinking Discourses and Practices (Core) (10 Credits) |
|-------------------------|---|--|---|

Direct Entrants Level 6 (Autumn start) – It is not possible for direct entry students at Level 6 to undertake an Industry Placement (IAE503). This option is only available for students undertaking Level 5 study with the University.

Direct entry Level 6 students will need to make Level 6 elective module choices from the available options immediately upon arrival.

Spring Start – Level 3 entry

| | | | | | |
|-------------------------|---|--|--|--|--|
| Spring Term Block 01 | FND301 Critical Thinking (Common) (10 credits) | FND302 Cultural Understanding (Common) (10 credits) | FND303 Politics, Society and Citizenship (Common) (10 credits) | FND304 Writing for Success at University (Common) (10 credits) | FND312 The Creative in Context (Core) (20 Credits) |
|-------------------------|---|--|--|--|--|

| | | | | | |
|-------------------------|---|--|---|---|--|
| Summer Term Block 02 | FND305 Communication (Common) (10 credits) | FND306 Creativity and Entrepreneurship (Common) (10 credits) | FND307 Cultural Industries (Common) (10 credits) | FND308 Making Use of Data (Common) (10 credits) | FND311 The Creative Designer (Core) (20 credits) |
|-------------------------|---|--|---|---|--|

Then from start of Level 4 will follow the same structure as Autumn entry above.

5. Exit awards

Exit (interim) awards can be conferred where:

- a) you withdraw from the University without completing all the credits required for your named award,
and
- b) you have successfully completed the volume of credit at the relevant FHEQ level as indicated in Section 3 above,
and
- c) subject to the decision of the relevant Progression and Finalist Board.

Available exit awards for this course are:

- Certificate of Higher Education (120 credits Level 4)
- Diploma of Higher Education (240 credits – Level 4/Level 5)
- Non-Honours Degree (Ordinary Degree) (240 credits Level 4/Level 5 and 60 credits Level 6)

The full criteria for these exit awards can be found in the Assessment and Course Regulations section of Regent's University London Academic Regulations.

regents.ac.uk/policies

Where classification of an award is possible (see Academic Regulations) this will be calculated as follows:

- Completion of 360 credits (120 at Level 4/120 at Level 5/120 at Level 6) as set out in the Academic Regulations based on Level 5 and Level 6 marks only.
or
- For Level 5 entry, completion of 240 credits (120 at Level 5/120 at Level 6) as set out in the Academic Regulations based on Level 5 and Level 6 marks only.
or
- For Level 6 entry, completion of 120 credits at Level 6 as set out in the Academic Regulations based on Level 6 marks only.

6. Learning outcomes

This is a guide to the more specific knowledge and skills you will gain if you take full advantage of the learning opportunities available to you.

Learning Outcomes will tell you what we expect you to know and/or be able to do once you have completed a learning process (e.g., a module, a level or the entire course) (QAA, 2024). Teaching and assessments are designed accordingly to enable you to demonstrate that you have adequately met these outcomes.

The learning outcomes that you will be expected to demonstrate at the completion of each level of your studies are listed below. Each module that you will study has developed between two and four distinctive Module Learning Outcomes (MLOs). Each MLO is mapped against an equivalent Regent's Learning Outcome (RLO) from the list below. We have ensured that at each level all the compulsory elements of your course assess in their totality all ten learning outcomes (see Section 17).

| Level 3 Learning Outcomes | |
|----------------------------------|--|
| RLO 1 | Collaboration: Determine collaboration and networking opportunities in well-defined settings |
| RLO 2 | Innovation: Recognise and describe value propositions, combining curiosity and creativity. |
| RLO 3 | Professional Development: Show the value of managing your own learning and of planning your personal and professional development |
| RLO 4 | Decision-making: Explain different ideas, including your own, as part of decision making |
| RLO 5 | Communication: Communicate appropriately for your audience and purpose in multicultural and/or international settings |
| RLO 6 | Digital Data and Tools: Choose appropriate digital tools and data to present your ideas in familiar and well-defined contexts |
| RLO 7 | Discipline Knowledge: Explain pre-defined theories, concepts and facts in your field of study relevant to the task |
| RLO 8 | Discipline Skills: Use a limited-range of established discipline-specific knowledge, techniques and tools for practical purposes |
| RLO 9 | Interdisciplinary Perspectives: Describe perspectives from a range of disciplines in well- defined scenarios |
| RLO 10 | Human and Environmental Impact: Demonstrate the impact of human activity on people and on the environment. |

| Level 4 Learning Outcomes | |
|----------------------------------|---|
| RLO 1 | Collaboration: Explore collaboration and networking opportunities to generate ideas for given situations. |
| RLO 2 | Innovation: Define and compare value propositions, combining curiosity and creativity. |
| RLO 3 | Professional Development: Identify opportunities for your learning and your personal and professional development |
| RLO 4 | Decision-making: Investigate and contrast different ideas, including your own, to inform decision making |
| RLO 5 | Communication: Communicate your arguments/reasoning, orally and/or in writing in multicultural and/or international settings within familiar and well-defined contexts |
| RLO 6 | Digital Data and Tools: Use digital tools and data in familiar and well-defined contexts |
| RLO 7 | Discipline Knowledge: Explain theories, concepts and facts in your field of study relevant to the task |

| | |
|--------|---|
| RLO 8 | Discipline Skills: Use established discipline-specific knowledge, techniques and tools for practical purposes |
| RLO 9 | Interdisciplinary Perspectives: Identify and contrast perspectives from different disciplines in given scenarios |
| RLO 10 | Human and Environmental Impact: Explore the impact of human activity on people and on the environment. |

| Level 5 Learning Outcomes | |
|---------------------------|---|
| RLO 1 | Collaboration: Collaborate and use appropriate networks to solve challenges |
| RLO 2 | Innovation: Analyse and develop value propositions, combining curiosity and creativity. |
| RLO 3 | Professional Development: Develop a plan for your professional development |
| RLO 4 | Decision-making: Analyse and reflect on different ideas, including your own, to inform decision making |
| RLO 5 | Communication: Communicate <i>effectively</i> both orally and/or in writing in multicultural and/or international settings within unfamiliar and well-defined contexts |
| RLO 6 | Digital Data and Tools: Analyse and use digital tools and data responsibly in unfamiliar, well-defined contexts |
| RLO 7 | Discipline Knowledge: Examine and apply theories, concepts and facts in your field of study relevant to the task |
| RLO 8 | Discipline Skills: Employ discipline-specific knowledge, techniques and tools for practical purposes |
| RLO 9 | Interdisciplinary Perspectives: Investigate and apply perspectives from different disciplines in multifaceted scenarios |
| RLO 10 | Human and Environmental Impact: Analyse the impact of human activity on people and on the environment. |

| Level 6 Learning Outcomes | |
|---------------------------|---|
| RLO 1 | Collaboration: Collaborate and build networks to solve challenges in complex settings |
| RLO 2 | Innovation: create and implement value propositions, combining intellectual curiosity and creativity |
| RLO 3 | Professional Development: Articulate a plan which encompasses opportunities for your professional development |
| RLO 4 | Decision-making: Formulate informed decisions using critical and reflexive thinking |
| RLO 5 | Communication: Communicate <i>effectively</i> both orally and in writing in multicultural and/or international settings. |
| RLO 6 | Digital Data and Tools: Appraise and utilise digital tools and data in your professional and social contexts. |
| RLO 7 | Discipline Knowledge: Critique and synthesise theories, concepts and facts in your field of study relevant to the task |
| RLO 8 | Discipline Skills: Combine and employ a wide range of discipline-specific knowledge, techniques and tools for practical purposes |

| | |
|--------|--|
| RLO 9 | Interdisciplinary Perspectives: Integrate perspectives from different disciplines in multifaceted scenarios |
| RLO 10 | Human and Environmental Impact: Evaluate the impact of human activity, including your own, on people and on the environment |

7. Learning and teaching strategy/assessment methods (non-regulatory)

This is a guide to the academic opportunities available to help you achieve the overall aims and objectives of the course as listed in Section 2 and the intended learning outcomes in Section 6. It is also a guide to the assessment methods used to test your achievement of the intended learning outcomes. In order to meet the full intended learning outcomes of the course, you will be expected to study independently, participate in class discussions, ask for support in academic skills if required and engage with your academic advisor.

The [Regent's Learning, Teaching and Assessment Strategy](#) (LTAS) outlines the vision of Regent's pedagogic and assessment approach. It strives to provide you with a well-connected, future facing, entrepreneurial, cosmopolitan and personalised education whereby you can achieve your full potential.

The strategy is underpinned by three pillars, informed by the university's Strategic Plan, outlining the future trajectory of learning and teaching at Regent's. These are interwoven and based upon:

Nurturing our students' individual growth, recognising them as our partners and co-creators and helping them reach their full potential by addressing their unique needs and aspirations.

Re-imagined curricula and assessments: We develop durable research, thinking, human and entrepreneurial skills through inclusive, well-designed, innovative, future-facing curricula and assessments.

Excellent teaching and transformative learning: We deliver student-centered, interactive, and digitally enhanced learning & teaching that caters to diverse learning needs, challenges orthodoxies, and encourages alternative ways of thinking.

Your course is grounded on the Regent's Curriculum model which defines the structural design of our Undergraduate degrees and allows us to deliver the above learning and teaching priorities, while allowing for a tailored approach that preserves its distinctive essence.

Your course provides you with in-depth knowledge and skills in your field through specialised subject cores whilst at the same time it exposes you to multi-disciplinary breadth through a range of future facing special electives and language options. Additionally, it develops your

professional capabilities through an integrated approach to Industry and Entrepreneurship; at each level you will take modules that enable you to explore the world of work and engage you with real work challenges.

Your course therefore actively encourages you to connect all areas of your learning and build your customised, coherent high-impact learning narrative in the pursuit of a personal and professional mission.

The Regent's Graduate Attributes express our educational purpose and identity which is to ensure that Regent's graduates are:

- Collaborative and networked
- Creative and entrepreneurial
- Critical and Reflective
- Culturally and socially versatile
- Digitally agile
- Well-informed, skilled and fluent across disciplines
- Responsible and environmentally conscious.

To realise this purpose, we have articulated these Attributes into a set of ten observable and measurable university wide learning outcomes, The Regent's Learning Outcomes (RLOs). They were designed using national references to ensure that they are appropriated for the award of a UK degree and that your achievement is monitored against those national references. Teaching and assessments are designed accordingly to enable you to demonstrate that you have adequately met these outcomes.

When you begin to study Architecture, you will be encouraged to build on your existing creative skills, but will also need to acquire new skills and learn how to approach the subject critically, aware of its contemporary and theoretical context. Throughout the Subject Core modules, you will engage in the creative development of your ideas through drawing, writing and making within studio and workshop settings, as well as through your own independent research and experimentation. You will learn technical, design, academic writing and presentation skills through tutor-led presentations and demonstrations and studio-based learning activities and tutorials. You will reflect upon your development as an architect in an industry and global context and your own learning. You will be introduced to and encouraged to apply different design methodologies. You will learn how to communicate and present your design ideas and proposals through a range of media, in exhibitions and in presentations to different audiences.

Taught sessions will take place both in and out of the studio – external activities involve conducting research through visits to specific sites (historic and contemporary places and spaces) as well as galleries and exhibitions. On campus, workshops will be practical and/or discussion-based, often focussed on problem-solving. Micro-lectures (short tutor presentations) will introduce theories and key research which will then be applied to contemporary architectural design practice and theory. Supervised Studio sessions are practical engagement in tasks and elements of the module, supported by the presence of a

tutor for ongoing feedback during group or individual tutorials. Formative feedback will also occur both formally and informally, with input from your peers (classmates) and tutors throughout the module. Teaching in your subject core modules offers active or experiential learning processes (that is through 'learning by doing') which relies on you to prepare and contribute fully in discussions and working through tasks.

In addition to contact time with your tutors in Taught sessions and Supervised Studio sessions, your modules include independent study. It is vital to your success on the course that you manage your time well, demonstrating a responsible attitude to your own learning. The combination of contact with tutors and independent study makes up the total study time and effort needed to successfully complete your degree. Independent study might include preparation for scheduled teaching, follow up work, wider reading, model making and digital fabrication, visits to exhibitions and completion of assessments. You will be spending this time in the studio, 3D workshop, CAD lab as well as the library or other off campus activities. You will have access to the model making and digital fabrication workshop, as well as large format printing, located within the university, which will allow you to work with a range of techniques under the guidance of a dedicated technician.

As you progress through the course, you will gain greater independence, self-direction and self-reliance, particularly as you prepare for your final portfolio of work. Toward the end of the course, you will adopt a 'architecture studio approach', which is a collaborative industry-like environment where a tutor facilitates and supports your development, but greater emphasis is placed on your independent creative practice. All of the teaching methods we use are designed to support both the module and the course learning outcomes while offering you the opportunity to develop and enhance your skills as a creative design practitioner along with growing key personal attributes for future success.

Physical Making and Prototyping

Physical model making and full-scale fabrication are central to the pedagogical approach of BA (Hons) Architecture. The course treats making as a primary mode of architectural inquiry: a means through which form, structure, joint, junction, and material behaviour become tangible and critically legible.

Across all levels, students engage in iterative physical modelling alongside drawing and digital workflows, using models as live design tools. This process enables students to investigate spatial relationships, construction logic, environmental performance, and material assemblies through direct engagement with material at scale.

Where appropriate, projects extend into 1:1 prototyping and fabrication, allowing students to translate speculative ideas into constructed realities. Full-scale making is used to develop understanding of tolerances, sequencing, craftsmanship, and buildability, fostering material literacy and professional judgement. Through this embodied process, students learn to resolve architectural ideas across multiple scales; from concept to detail, developing confidence in how buildings are physically assembled.

These practices are embedded within the design studio and supported by dedicated workshops and technical staff, ensuring that making is integrated into core learning rather

than positioned as supplementary activity. This approach reinforces architecture as an applied discipline and equips students with the practical intelligence required to move fluently between drawing, modelling, and construction, preparing graduates for contemporary practice where design responsibility extends from concept through to material realisation.

Breakdown of teaching methods by percentage per level

The following breakdown is a guide to how much time you will spend doing each teaching and learning method. The exact amount of time spent in taught/practical lessons or self-study will depend on the elective modules that you take.

- ‘Taught’ learning typically refers to timetabled sessions led by a member of academic staff, such as workshops, seminars, micro-lectures and tutorials.
- ‘Practical’ sessions are also timetabled and led by an academic member of staff, but are focused on learning through experience, e.g. studio and laboratory work, field work undertaken on external sites and external visits.
- ‘Self-Study’ is time dedicated to self-directed learning that is guided by your own requirements to further your studies and complete assignments. This could include preparation for class, background reading, research and preparation for assessments, and writing.

| Level 3 | | Level 4 | | Level 5 | | Level 6 | |
|------------|------|------------|------|------------|------|------------|------|
| Taught | 24 % | Taught | 13 % | Taught | 13 % | Taught | 15 % |
| Practical | 12 % | Practical | 23 % | Practical | 21 % | Practical | 21 % |
| Self-Study | 64 % | Self-Study | 64 % | Self-Study | 66 % | Self-Study | 64 % |

Course management and teaching staff

The Architecture course is managed by the Course Leader and overseen by the Director of Programmes for the subject area of Architecture and Interior Design. The Course Leader is supported by a team of academic staff many of whom are active industry practitioners. We pride ourselves on providing a bespoke design education, where you will be able to study in small group sizes, offering you a high level of contact with your tutors and a clear focus on developing your particular interests and abilities.

The majority of our staff are, in general, educated to masters or doctoral level in their subject area and have relevant industry experience. In addition, most of our tutors hold a Fellowship of Advance Higher Education (Advance HE) from Fellow to Principal Fellow level. We also encourage and support our teaching staff to undertake the Postgraduate Certificate in Higher Education. In short, we strive for excellence in our teaching and place a huge emphasis on maintaining this excellence.

Tutors have a high level of academic experience, as well as familiarity with the industry. Many of our staff are practising professionals, or have strong links with the industry, having worked in a range of fields in Architecture, Spatial and Interior Design, in a variety of roles. We also welcome guest lecturers to provide insight into the latest developments in the industry. This ensures that we maintain high standards within our teaching of contemporary practices and relevancy to the ever-changing needs of the design industry. Our teaching staff also showcase their work or practice in publications, exhibitions and industry events world-wide, as well as carrying out practical research in their own design businesses, contributing to the profile and reputation of the course internationally.

Each module has its own Module Leader who is responsible for the design and delivery of the teaching and supports your individual development of skills, knowledge and professional practices throughout the duration of projects. Our dedicated 3D workshop technician provides technical demonstrations and individual model making guidance during timetabled sessions as well as additional technical support through bookable one-to-one tutorials outside of class. We also have a designated year coordinator for each Level who oversees the students' experience for your year group.

As a student on the Architecture course, you will be allocated an academic advisor, who will meet you on a one-to-one basis at various stages throughout the academic year and give you guidance and advice to support your ongoing personal and professional development throughout your studies at Regent's University London.

Assessment strategy and methods

Assessment is important to your learning and a positive element of your education. We use assessment to encourage you to do as well as you can and you should use it for the same purpose. We are committed to delivering authentic assessment and challenge-led learning. This ambition is reflected in our [Assessment Framework](#) where we outline the practices and expectations which will guide and enhance assessment, one of those practices being to move away from unseen written examinations as an assessment methodology and moving towards more authentic challenges. We're in the business of nurturing future leaders who can use what they've learned to shape the world – authentic assessment and real-world challenges create a safe lab for that learning.

Assessment can be a learning tool and a guide to **understand and evaluate** the quality of your work and your progress. Your course will offer a variety of assessment methods that support the learning required by the learning outcomes. We will provide you with feedback on your assessment performance to guide your learning journey. You will play an essential part in our assessment strategy as an active feedback recipient, and we will work together to determine how you can progress further from the feedback received.

There are some differences in the purposes of the assessment you will encounter: some assessments are formative, and others are summative.

Formative assessments will provide you with an opportunity to receive feedback on the progress of your work through the completion of an assessment or assessment tasks. This

is feedback from your tutors (and sometimes peers), given either verbally or in writing (or both) that enables you to understand how you are progressing in your work for the module. These are developmental in nature as they offer information to help you identify next steps in learning and how to do better in future work which is why no grades are given. Formative assessments feed directly into summative assessments. All assessment tasks include formative assessment opportunities.

Summative assessment is the evaluation of your learning at a particular time, measured against specified learning outcomes. Tutors provide feedback which contains information about your progress and achievement on the module and also “feed-forward”, providing important information about how you should carry that learning forward and use it during the rest of the term and during the next term, what you could do better, and how to do so in the future. You will be awarded a grade and numerical mark for each summative assessment on each module. The grades you receive for assessed work on each module are added up to give a final grade for the module. Assessment also determines your suitability to progress onto the next year of your course and, at the end of the course, it enables the University to determine your degree award.

All assessments will incorporate effective and constructive feedback that relates to the module-specific or task-specific marking criteria previously made available in the assessment briefs. Feedback for summative assessment will explain the reason for the mark given but it can also provide information about how to improve the work for future assessment tasks.

The table below lists possible ways your tutors will facilitate the delivery of feedback on your formative assessments:

| Forms of Assessment | Ways to deliver feedback on formative assessments |
|--|--|
| Written Assignments (various types) | Feedback on draft submitted on Blackboard by a specified date |
| | Feedback initiated through peer-to-peer reviews during workshop activity |
| | Verbal feedback (face to face or recorded), where student makes a record of key points and shares with the tutor |
| Presentation | Presenting a practice run in class, receiving feedback from peers and/or tutor |
| | Formative feedback on recordings of presentation practice submitted on Blackboard by a specified date. |
| | Feedback on students' own assessment on the recorded practice presentation (both submitted on Blackboard by a specified date) |
| Creative Work | Feedback from tutors/peers through an exhibiting event. Students make a record of key points and share with the tutor |
| | Feedback on student's own assessment of their work |
| | Verbal feedback, individually or in group critiques (face to face or recorded), where student makes a record of key points and shares with the tutor |

You will receive feedback in an orderly and timely fashion (approximately three weeks from submission date). We will notify you of the feedback release day in your assessment briefs. You are strongly encouraged to seek as much feedback as possible about your progress on your modules from your tutors. You are also urged to read and consider the feedback carefully and ask if anything is unclear before moving into new modules. Your tutors will write about your performance and progress on your modules (feedback) and they will also write about what you are advised to do in the future (feed-forward). This information is very valuable as it will support you in understanding how well you did in one module, and what you should concentrate on to do as well as possible in future modules.

Assessment for your Subject Core modules is through 100% coursework, i.e. there are no written exams. The type of assessment used depends on the nature and content of your module. Examples of coursework could include design-based projects and sketchbook work, project documents, portfolios, 3D models, material prototypes, as well as group projects, presentations, journals, reports, academic essays and reflective writing. Please refer to your module specifications for further details and to see how each of your modules are assessed.

The course includes the opportunity to undertake an “Industry Placement” in the Spring Term of Level 5. You must apply for and confirm your placement option during the Spring Term of Level 4. If you choose the 20-credit “Industry Placement” module, you will be assessed according to the assessment methods specified in the module specification.

Breakdown of assessment by percentage per level

The following breakdown is a guide to the types of assessment you will experience on your course through core/common modules. The exact amount of each assessment type will depend on the elective modules that you take.

| Level 3 | | Level 4 | | Level 5 | | Level 6 | |
|------------------|-----|------------------|-----|------------------|-----|------------------|-----|
| Essay | 27% | Essay | 17% | Essay | 22% | Essay | 9% |
| Report | 10% | Report | 8% | Report | % | Report | 27% |
| Portfolio | % | Portfolio | 25% | Portfolio | 45% | Portfolio | 46% |
| Project Document | 40% | Project Document | 45% | Project Document | 33% | Project Document | 8% |
| Presentation | 23% | Presentation | 4% | Presentation | % | Presentation | 2% |

Alternative forms of assessment

Our aim is to design and deliver innovative, authentic and inclusive assessments throughout our curriculum. Students with a student support agreement (SSA) may be

offered alternative forms of assessment, as an agreed reasonable adjustment. Where this is necessary, the Student Experience and Welfare Team will work with the relevant Course Team and Registry staff on a case-by-case basis to secure appropriate alternatives.

Reasonable adjustments will depend on a SSA and will acknowledge accrediting body requirements. In urgent or serious situations, reasonable adjustments might be required before the Student Wellbeing & Disability Team has been able to complete a full assessment. This will usually be where a student has a severe or urgent condition and either communicates this condition to a member of staff or their behaviour is suggestive of an adjustment need. Staff may put temporary reasonable adjustments in place to support the student. These adjustments must then be promptly communicated to the Student Wellbeing & Disability Team by the staff member who made the temporary adjustments. The Student Wellbeing & Disability team will capture and confirm appropriate reasonable adjustments (which may include changing the temporary adjustments, adding in other adjustments and outlining the period of time for which they apply in a SSA).

Ethical approval of research

All research and other relevant academic activities conducted within and outside the University by students at Regent's University should comply with the University's Research ethics policies and processes prior to its commencement. This will include, but is not limited to, all research involving human or other living participants, all industry live projects and all experiments, investigations and procedures involving human or other living participants, or data relating to such living entities.

8. Relationship to other courses and awards

Some courses share modules or have other connections to other courses. This is a guide to whether this is applicable for your course.

The BA (Hons) Architecture course is part of a vibrant creative and entrepreneurial design community within the School of Arts and Culture, alongside courses such as BA (Hons) Interior Design, BA (Hons) Advertising, BA (Hons) Fashion Marketing, BA (Hons) Fashion Design and MA International Fashion Marketing. This interconnected environment fosters cross-disciplinary collaboration and shared learning experiences.

At the Foundation level (Level 3) there are eight shared modules that are common to all integrated foundation courses. If you are enrolled on a four-year degree with an integrated foundation year, you will experience a range of approaches and subjects that strengthen your understanding of your chosen specialist area. These modules, including The Creative Designer and The Creative in Context, provide a broad introduction to creative practices and contextual understanding, building a strong foundation for specialist study.

The Level 4 Learning Perspectives module, the Levels 4 and 5 Industry and Entrepreneurship modules are shared on all Undergraduate courses. The Special Electives and Language Electives are also shared across the University; however, for the BA (Hons) Architecture course, Language Electives and Special Electives are only available at Levels 5 and 6, and only in the Autumn term, in addition to the Subject Core modules for the individual course. In your first year (Level 4) you will take 'Learning Perspectives' in Term 1, a module that facilitates collaborative and cross-disciplinary learning. In Term 2 you will take the 'Exploring Industry and Entrepreneurship' module, gaining insight into professional practice within the built environment sector. As you progress to Level 5 and Level 6, you will have further shared learning opportunities through personalised options and electives.

As part of your Subject Core studies, you will also begin your journey with peers from Architecture and Interior Design through core modules such as 'Design: Spatial Investigation' and 'Reading Spaces', which develop design processes, architectural communication skills, and introduce you to history and theory. As you advance in your studies, you will be encouraged to collaborate independently with students from other courses and with external professionals to shape and inform your project outcomes, as well as support your professional development. Professionals increasingly work across boundaries between industries, and the knowledge you gain on the Architecture course will prepare you to work effectively across different areas of the creative industries. It will also enable you to collaborate successfully with others, both as a student and once you graduate and enter the profession.

Graduates of BA (Hons) Architecture may progress to postgraduate study at Regent's in other creative disciplines within the School of Arts and Culture and beyond. The course also forms part of a continuum toward professional qualification in architecture, supporting progression to RIBA Part 2 accredited programmes at other institutions.

9. Student support

We want you to make the most of your time at Regent's and we also know that sometimes life at university can be hard. We can give you the support you need, on academic study, language skills, careers, disabilities, mental health, gender, sexuality, finance and many other issues.

Ask Regent's will be the first port of call for the majority of your needs. Staff there can either deal with your enquiry directly or point you to one of our services for more help.

Our support services include:

- Academic advisors programme

- Student Services
- Academic Skills
- English for Academic Purposes
- Careers advice, including placements
- Disability support
- Accommodation
- Students' Union

For more information about life at Regent's and the services we offer, visit:

<https://www.regents.ac.uk/student-life>

10. Learning support facilities

Regent's offers a variety of different facilities and technologies to support your studies. These include lecture theatres, seminar rooms, collaborative workspaces, the Library, IT labs and specialist software.

The Architecture course is delivered at our Regent's Park campus which includes specialist teaching accommodation, including:

- CAD and Mac Labs for both classes use and open access.
- A digital print room, including a 42" large format Canon Digital Printer
- A range of teaching spaces, for one-to-one tutorials, through to large seminar/workshop spaces, equipped with smart boards.
- A range of specialist workrooms equipped with machinery for practical 3D making.

Architecture & ID Studios and CAD lab

The Architecture course specific learning environment includes design studios shared across each year group and a dedicated CAD lab with plotter accessibility. The Architecture studio and Interior Design spaces are located on 1st Floor, Acland Building and are an important part of your design education at Regent's. The studios act as a base for your studies throughout your education, facilitating the delivery of your learning during timetabled sessions as well as supporting your own practice during independent study. It can be a vibrant and creative space for you to explore design ideas, create models, construct drawings and form relationships with your peers. There are dedicated storage spaces in the studio that can be used to store your work safely.

3D Workshops

The Architecture course has a dedicated technician who supervises the 3D workshop facilities and equipment located in Herringham basement at our Regent's Park campus. These include the wood workshop and the digital fabrication workshop which is equipped with a laser cutter and 3D printers. The workshop is a great place to experiment with different materials and techniques to develop your design proposals. We encourage you to make use of all the facilities and learn new skills. Before using the workshop you will receive an induction for machines and general health and safety information such as Personal, Protective Equipment (PPE). The university will supply you with your own PPE.

Photo studio

A well-equipped photographic studio located in Tuke basement at our Regent's Park campus. The studio includes two shooting bays, both are set up with black and white backdrops, professional lighting equipment and Canon 5D cameras.

Media Services

Media services provide you with filming and photography equipment as well as technical guidance needed for your projects. You will be able to book a range of photographic and filming equipment on a short-term loan basis, including cameras (Canon 5D and Canon 80D) and lighting equipment (Neewer and Dedolights) as well as camera tripods, deflectors, C-stands, monitors, shoulder rigs, fig rigs, and so on.

Campus Access

If you require support or advice with regard to accessing campus facilities, please speak with our Student Experience and Welfare Team, part of **Ask Regent's**, so we can address your concerns. <https://www.regents.ac.uk/information/for-current-students/disability-support>

Library

The Library at Regent's supports teaching and learning at the University. Our relevant and extensive collections, flexible study spaces and knowledgeable staff can help you achieve your academic goals. The Tate Library (the silent space) is open into the evening, and the first floor of the Library is open 24 hours a day, 7 days a week. (See the Library website for current opening hours.) Most areas are fully accessible to people with disabilities and wherever there are challenges we work with individuals to overcome, rearrange or support to facilitate good and safe access.

The Library houses an impressive collection of art, design and architecture related books, journals and periodicals as well as open access PCs and a variety of student spaces. The library subscribes to a number of electronic resources and databases. These include a wide range of eBooks and industry specific sites and subscriptions, for example:

- A&AePortal
- Art & Architecture Complete
- Bloomsbury Architecture Library
- Bloomsbury Design Library
- Bloomsbury Global Encyclopaedia of Women in Architecture
- Digimap's Ordnance Survey Collection
- EBSCO Discovery Service (Including eBooks and journals)
- Fairchild Interior Design Library
- Oxford Art Online
- WGSN
- RIBA Library resources (RIBApix, RIBA Journal)
- Architecture Design & Practice Online 2
- DETAIL Inspiration

The library has agreement with British Library Document Delivery Supply to supplement the needs of the users. You also have access to specialised and public libraries in the area.

Academic Skills

All students at Regent's can be supported by our experienced Academic Skills Officers. This team offers confidential, warm, and supportive meetings to help students of all levels develop the study skills needed to complete coursework and assignments, while also supporting you in achieving your full academic potential.

Blackboard Ultra

Regent's uses Blackboard as its virtual learning environment (VLE), where you will find learning materials and content for your modules. You will also submit your coursework online and receive feedback through Blackboard.

Regents App

To support your studies and time at Regent's, there is a free mobile app which can be downloaded from the Apple or Android stores, which will provide information about the University, the campus and your studies.

IT Labs

Regent's has IT labs where you can use our computers and there are dedicated areas for you to use your own laptops and tablets. The campus has free Wi-Fi, including most areas of our extensive gardens, so any area can be adapted into a student study space. Regent's is a member of the Eduroam network, so you can connect to this service to access Wi-Fi worldwide.

For more about Regent's learning resources, visit: <https://www.regents.ac.uk/life-at-regents/learning-resources>.

11. Opportunities for personal development planning

Early in your studies you will start to engage in self-reflection and evaluation. This will be related to your study on some modules and it will be an assessed part of your learning. You will be asked to evaluate your strengths and weaknesses, to reflect upon your learning and your personal responses, behaviour and development. From the outset, you will consider your personal development on individual modules and as you progress through your degree you will increasingly see your development, not just in terms of individual modules, but also in terms of your degree as a whole and then in relation to the wider contexts of the industry. Completing a degree is not simply about the intellectual and practical skills that you acquire, it is also about the personal and professional development of you as an individual.

Throughout your course, there is the opportunity for you to make a number of choices to tailor your studies in order to reflect your own needs and career choices. These opportunities are available within your course of study, through electives in your second and third year, language choices and within your subject area through choice of topics of study – whether through briefs or your final major project. Some briefs will also be 'live' – set in collaboration with external community organisations and design practices, and where

appropriate will be supplemented by industry input and guidance. You can also hear first-hand accounts from industry experts and what their advice is for aspiring architects and designers at our series of 'Industry Insights' talks.

Within your core module study you will work on projects and develop a substantial body of work that reflects your particular interests and career aspirations. Your personal and professional development planning feeds into these modules as you create a portfolio which communicates your individual style and the wide range of skills and attributes you have acquired to an industry standard. You should be in a position by the end of your final year modules (Level 6), to confidently articulate who you are and what you wish to do after graduation, whether that is preparing applications for work, internships and/or postgraduate study. Other opportunities are outlined below.

Extracurricular activities

You will also have opportunity to engage with extracurricular activities on and off campus organised by staff from across Regent's. These include but are not limited to prominent guest speakers' presentations, conferences, competitions, university societies, Student Union membership and student representation. Participation in competitions or engagement with societies and the Students' Union are a great way to develop a host of skills and evidence demonstrating your diverse capabilities and can contribute to fruitful personal development planning.

Alumni, Careers & Enterprise

The Alumni, Careers & Enterprise team supports students' individual career aspirations through a personalised approach. We partner with students to help them to acquire attributes, tools and skills to be able to make informed decisions and manage their entire career.

Handshake – jobs, employers, events and resources

We've partnered with Handshake – our careers platform – to offer you:

- Careers and enterprise resources – giving you all the information you need to succeed
- Local and international jobs, internships, and placement opportunities
- Networking opportunities with companies of all sizes, as well as start-ups
- Careers and enterprise events and workshops
- The chance to create and build your own profile to personalise the type of content you see, the employers you engage with, and the types of job opportunities highlighted to you.

Placements and internships

Students looking to undertake a placement or internship as part of their studies can receive support in developing their application, as well as advice and guidance when sourcing suitable placement and internship opportunities.

We also offer similar support for students who wish to enhance their learning by undertaking an internship during the summer period.

Careers appointments and drop-in sessions

Students can book an appointment with a career consultant to discuss anything career-related or book some career coaching sessions as a student and/or after they graduate. They are encouraged to engage with the careers team as early as possible in their study. It can take time to gather an array of career management skills, and to be empowered to explore options and plan their next steps.

Careers appointments are booked on Handshake and are either virtual on Handshake or in-person. Appointment types include, but are not limited to, career conversations, entrepreneurship and enterprise, career coaching, placements and Internships, applications feedback, and interview preparation.

The Alumni, Careers & Enterprise team has an open-door policy. Students can drop in anytime during business hours to ask a quick question about anything careers, enterprise, or industry related.

Enterprise and entrepreneurship

Regent's is excited to provide a comprehensive, entrepreneurial offer for students and graduates.

This flagship initiative is known as **The Founder's Programme** – a hands-on programme to support students and graduates interested in starting their own enterprise, with tailored guidance, access to live sessions with in-house consultants and guest speakers, mentoring, coaching and experiential bootcamps.

The programme is a dynamic, immersive learning experience where students will build the foundations of their start-up with a global team and get a chance to pitch to investors at the end of the programme – allowing you to network and connect with peers, alumni, industry leaders and start-up founders.

Huckletree Innovation Lab

An on-campus, Innovation Lab centred around entrepreneurship and ecosystem which provides a base for students, staff and alumni with entrepreneurial aspirations. It also hosts tailored sessions and programmes to accelerate your entrepreneurial journey as well as opportunities for networking, investment and innovation.

Co-working spaces

Regent's also offers a dedicated co-working space available on campus with an opportunity to work on your business idea while collaborating and sharing ideas with peers. We also have a strong network of partnerships with some of the most noted co-working spaces in the country.

12. Admissions criteria

Details of current entry requirements can be found in the University's Entry Criteria Statement on our website: <https://www.regents.ac.uk/policies>

Applicants that successfully meet the entry requirements, will be requested to submit a portfolio of creative work and complete an interview. These additional requirements apply for Level 4 entry, as well as direct entry to Level 5 and 6.

13. Visas and immigration

At Regent's, you will be part of a truly international community, with the opportunity to make friends and contacts from around the world.

If you require a visa to study in the UK, please visit the Visas and Immigration page on our website: <https://www.regents.ac.uk/admissions/visas-immigration>

14. Assessment and progression regulations

You will be assessed on how well you are achieving the intended learning outcomes at different stages throughout your time of study at Regent's. This will include a variety of methods as described under Section 7 above.

In order to continue with your studies, there are minimum requirements to be met to be able to progress to the next level of your course. The current progression regulations are published within the Academic Regulations on our website at the link below. These are subject to review and amendment each year. We will let you know if there are any major changes to the regulations that may affect you.

<https://www.regents.ac.uk/policies>

You will be provided with guidelines on what you need to achieve in each assessment to receive a good mark.

15. Award criteria

To complete your course, you will need to achieve 360 credits for an undergraduate degree.

You must also meet the requirements of any specific regulations as stated under the assessment and progression regulations.

For further details on award requirements, please see the Academic Regulations, available on our website <https://www.regents.ac.uk/policies>. The regulations are subject to review and amendment each year. We will let you know if there are any major changes to the regulations that may affect you.

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

All quality assurance policies and procedures are found in the University Academic Regulations. The current versions are available at the link below. The regulations are subject to review and amendment each year. We will let you know if there are any major changes to the regulations that may affect you: <https://www.regents.ac.uk/policies>

Regent's University London operates a number of institutional processes for ensuring and enhancing its academic quality standards. These include: course (re)validations, course modifications, course monitoring, student feedback systems and external examining.

Course (re)validations

The University has a formal process to approve a new course or reapprove an existing course of study. This involves a panel of academics from within and outside Regent's to ensure that your course is of appropriate academic standard and of a high quality.

Course modifications

We listen to your feedback and make changes to your course as appropriate. You will be consulted on any significant changes to your course which may affect the outcomes of your study. All changes to courses or modules are subject to approval through Regent's academic governance structures.

Course monitoring

In order to ensure our courses continue to meet their academic and professional aims and objectives, Directors of Content/Course Leaders are required to prepare Continuous Improvement Planning Reports (CIPR). The reports include module feedback as well as external examiner reports and responses. They are reviewed at content area and institutional level at least twice a year.

Student feedback systems

Students play a key role in the University's processes for enhancing the quality of our educational provision and the broader student experience. There are multiple ways for you to provide feedback on your experiences at module level (e.g., through questionnaires), course level (through course leaders), through student representatives and at course panel meetings. Student representatives are elected and sit on institutional committees such as

Academic Committee. Final-year undergraduate students (Level 6) are invited to take part in the National Student Survey (NSS).

External examiner reports

External examiners ensure that Regent's standards and quality processes are appropriate and are of a standard comparable to those of other higher education institutions in the UK. External examiners review subject level assessment, attending subject boards, and can also attend progression and finalist boards in unrelated subject areas. We also have a Chief External Examiner with responsibility for oversight of the process and review of institutional level processes.

An annual external examiner report is produced at the end of every academic year at levels 5, 6 and 7. These are made available to students, normally through the CIPRs/course panel meetings.

17. Curriculum map

The following table indicates which core and common modules assume responsibility for delivering the learning outcomes detailed in Section 6.

| Level | Module code | Module Title | RLO1 | RLO2 | RLO3 | RLO4 | RLO5 | RLO6 | RLO7 | RLO8 | RLO9 | RLO10 |
|-------|-------------|-----------------------------------|------|------|------|------|------|------|------|------|------|-------|
| 3 | FND301 | Critical Thinking | | | | x | | | | | x | x |
| | FND302 | Cultural Understanding | | x | | | | | | | x | x |
| | FND303 | Politics, Society and Citizenship | | | | x | x | | | | | x |
| | FND304 | Writing for Success at University | | | | | x | | | x | | |
| | FNS305 | Communication | | | | | x | | x | | | |
| | FND306 | Creativity & Entrepreneurship | x | x | | | | | | | | x |
| | FND307 | Cultural Industries | | | | x | | x | | | | x |
| | FND308 | Making Use of Data | | | | x | x | x | | | | |
| | FND311 | The Creative Designer | | | x | | | | x | x | x | |
| | FND312 | The Creative in Context | x | | x | | | | | | x | x |

| Level | Module code | Module Title | RLO1 | RLO2 | RLO3 | RLO4 | RLO5 | RLO6 | RLO7 | RLO8 | RLO9 | RLO10 |
|-------|-------------|--|------|------|------|------|------|------|------|------|------|-------|
| 4 | IND416 | Design: Spatial Investigations | x | x | | x | | | x | | | |
| | IND417 | Reading Spaces | | | | | x | | | x | x | x |
| | ARC402 | Material Investigation: Environmental and Technical Principles | | | | | | | x | x | | x |
| | ARC403 | Design Studio 1: Architectural Foundations | | x | x | x | | | | | x | x |
| | ARC404 | Architectural Narratives: Design Decisions and Processes | | | | x | x | | x | | | |
| | PER401 | Learning Perspectives | | | x | | | | x | | | x |
| | IAE401 | Exploring Industry and Entrepreneurship | x | | x | x | | | | | | |

| Level | Module code | Module Title | RLO1 | RLO2 | RLO3 | RLO4 | RLO5 | RLO6 | RLO7 | RLO8 | RLO9 | RLO10 |
|-------|-------------|---|------|------|------|------|------|------|------|------|------|-------|
| 5 | ARC501 | Design Studio 2: Adaptive Reuse | | x | | x | x | x | | x | | |
| | ARC502 | Architectural Context: Positioning Design | | | | | x | | x | | | x |
| | ARC503 | Design Studio 3: Urban Habitats | | x | | x | | x | x | | | x |
| | IAE501 | Experiencing Industry and Entrepreneurship: Entrepreneurial Challenge | x | x | x | | | | | | x | |
| | IAE502 | Experiencing Industry and Entrepreneurship: Industry Challenge | x | x | x | | | | | | x | |
| | IAE503 | Experiencing Industry and Entrepreneurship: Placement | x | x | x | | | | | | x | |

| Level | Module code | Module Title | RLO1 | RLO2 | RLO3 | RLO4 | RLO5 | RLO6 | RLO7 | RLO8 | RLO9 | RLO10 |
|-------|-------------|--|------|------|------|------|------|------|------|------|------|-------|
| 6 | ARC601 | Design Studio 4: Research, Agency and Architectural Position | x | x | x | | | | | x | x | |
| | ARC602 | Material Integration: Environmental Technology and Tectonics | | | | x | | | | x | | x |
| | ARC603 | Design Studio 5: Resolution and Impact | | x | | x | x | x | | | | x |
| | ARC604 | Architecture: Professional Practice and Ethics | x | | x | | | | | | x | |
| | ARC605 | Architectural Research: Thinking Discourses and Practices | | | | | x | | x | | | x |