

**ARCHITECTURE
First Year Degree in Architecture**

SCQF 7

Version	Current Version	1.00	April 2015
	Prior Version/s		

PATHWAY/s

Pathway Type	Undergraduate		
Pathway Areas	Architecture		
Pathways/s	Architecture		
University SITS Code/s	-	-	-
College MAZE Code/s	-	-	-
Pathway Provision	College: SCQF Level/s	7	
	University: SCQF Level/s	8, 9, 10 and 11	
Awarding University	Robert Gordon University		
Awards by Pathway	Degree awards		SCQF Award Level
	BSc Architecture/Master of Architecture		10/11
Subject Benchmark Statements	QAA: Architecture 2010 QAA 361 09/10		
College Status	Affiliate College		
College Location	Aberdeen		
University Location	Garthdee Road, Aberdeen		
University Faculty	Design and Technology		
University School/s	Scott Sutherland School		

Rationale

The partnership between the College and Robert Gordon University facilitates the acquisition of a degree by international students who, because of their previous educational experience, are not able to gain direct access to the university's degree courses. The pathway has been developed to satisfy important pedagogical, internationalisation, marketing and recruitment objectives:

1. To satisfy the University's quality protocols, which in turn are directed by the QAA Subject Benchmark requirements, for articulation purposes.
2. Support the integrity of the University's QAA commitment by adopting and adapting the University's quality regime to form the basis of a robust, quality driven academic provision and administrative systems and processes.
3. To ensure that international students have a dedicated period of time, in a familial and safe setting, to adjust to and acquire the skills to prepare for further studies within a western learning environment.
4. Commit to the provision of best practice customer service and student experience for international students.
5. Facilitate access to a pathway leading to a University degree award.
6. Widen access and participation in higher education in line with the University's internationalisation agenda.
7. Facilitate effective and efficient, low risk public/private partnership.
8. Enhance the global reach of the University into previously untapped markets and market segments and make available the benefits derived from access to Navitas' global reach and corporate marketing arm.
9. Add resource, human and financial, to the University's marketing process.

	10. Facilitate access to a global recruitment process. 11. Assist in the diversification of the student body.	
Educational Aims	<p>The programme, First Year Architecture, has been devised in accordance with Navitas UK general educational aims along with those formulated for the College, see CPR QS4, and the nominated outcomes desired by RGU, Scott Sutherland School, to impart a high quality of education in the disciplines required.</p> <p>The educational aims of the programme are to:</p> <ol style="list-style-type: none"> 1. Prepare students, who would not normally be considered qualified, to an appropriate standard for entry into the RGU Architecture degree direct at SCQF Level 8. 2. To offer each individual an educational pathway that augments opportunities for professional employment and development in Architecture and related subject areas at both a national and international level. 3. Develop in students a fundamental knowledge and understanding of the history of Architecture, the development of core skills, as well as embedding creative practice so as to support their transfer to the Robert Gordon University prescribed degree programmes. 4. Develop in students an appreciation and desire to learn based on competent intellectual and practical skills building to a set of transferable skills that will support them in all aspects of their future academic studies/careers and assist informed decision making. 5. Ensure that students have attained the prescribed level of inter-disciplinary language competence described as Level B2 'Independent User' by the Council of Europe, see Common European Framework of Reference for languages: Learning, teaching assessment 2001, Council of Europe, CUP, Cambridge, p. 24, Table 1. Common Reference Levels: global scale. 6. Ensure that graduates have attained the prescribed level of inter-disciplinary language competence to a minimum pass mark of 65% in the ACL accredited module Interactive Learning Skills and Communication, and therein a minimum 6.5 IELTS equivalent. 	
Professional/statutory/regulatory body recognitions	<p>Architecture education in the UK is approved by two separate bodies; the Architects Registration Board (ARB), who have the legal responsibility for formal registration as an architect in the UK, and who approve courses; and the Royal Institute of British Architects (RIBA) who also validate courses, and whose Visiting Board report forms part of the ARB approval process.</p> <p>Students successfully completing the ICRGU Architecture pathway will be guaranteed a Stage 2 place on the BSc Architecture / Master of Architecture at RGU. This will allow them to progress to full registration as an architect in the UK, passing through the prescribed stages of RIBA ARB Part 1 after 3 years, RIBA ARB Part 2 on completion of the Master of Architecture, and access to the Part 3 which is the final registration assessment.</p>	
PROGRAMME		
Title	First Year Degree in Architecture	
SCQF	7	
Credit Points	140	
Duration of Study	Two (2) semesters	
Weeks of Study	Twenty Six (26) weeks	
Mode of Study	Full-time	
Mode of Delivery	Face to Face	
Notional Hours	1400	
Contact Hours	576	
Directed Study Hours	372	
Self-directed Study Hours	452	
Delivery Model	Standard Delivery Model (SDM)	
Language of Delivery	Delivery	English
	Assessment	English
	Council of Europe	Common language reference level B2 Independent User
	ACL Accreditation	Interactive Learning Skills and Communication

Learning Outcomes

Generic:

All modules have a set of Generic Learning Outcomes (LOs) attached to them, see relevant Definitive Module Documents (DMDs). These provide a basic set of core transferable skills that can be employed as a basis to further study and life-long learning. They are delivered using an interdisciplinary and progressive approach underpinned by the relevant Interactive Learning Skills and Communication (ILSC) module, to build these core skills within the context of subject-specific learning. Incorporated in these core skills are the key themes of relationship-management, time-management, professional communication, technological and numerical understanding and competency.

The Generic LOs for the programme are tabled below:

Key knowledge will be demonstrated by:	Key skills will be demonstrated by the ability to:
Personal organisation and time-management skills to achieve research goals and maintain solid performance levels.	Meet converging assessment deadlines – based on punctuality and organisation with reference to class, group and individual sessions within a dynamic and flexible learning environment with variable contact hours and forms of delivery.
Understanding of the importance of attaining fundamental knowledge of professional terminology as used in a given topic area, as a basis to further study.	Communicate clearly using appropriate nomenclature to enhance meaning in all oral and written assessments with no recourse to collusion or plagiarism.
Understanding, knowledge and application of appropriate and effective methods of communication to meet formal assessment measures.	Present clearly, coherently and logically in a variety of oral and written formats using a variety of appropriate qualitative and quantitative tools and evidence bases.
Understanding and knowledge as to the development of the industry and/or scholarship in relation to a given topic under study.	Demonstrate an understanding of the current themes of a given topic, the academic and practical foundation on which they are based – demonstrated by a lack of plagiarism and need for collusion in both individual and group work.
Understanding of the rules applying to plagiarism and collusion.	Collate, summarise, reason and debate/argue effectively on a given topic with appropriate reference to another's work or ideas/concepts.
Ability to work as an individual, in a small team and in a larger group to effect data collation, discussion and presentation of evidence.	Meet and succeed in each of the varied assessments presented.

Specific:

Module-based LOs are described as Specific LOs and combine to make up the Intended LOs of the programme/stage of study. Specific LOs for a module are fully expressed in the relevant DMD and Module Content Guide (MG).

Intended:

Each programme/stage of study incorporates a set of Intended LOs to define the wider academic-based knowledge and skills acquisition. These key areas are described and tabled below:

A	Knowledge and Understanding
1	Demonstrate awareness of the basic principles of research and investigation and apply them in studio tasks
2	Demonstrate awareness of basic theoretical and contextual issue through studio projects
3	Demonstrate knowledge and understanding of the materials, structure and construction of domestic buildings.
4	Identify and describe a range of characteristic dwelling types including vernacular and modern examples, and evaluate their salient aspects and significance in relation to their immediate and material context.
5	Demonstrate and apply a basic understanding of the planning, community, social, political, and psychological dimensions of present day housing.

Teaching Methods and Strategies	6	Demonstrate investigation of precedent and basic research skills through various multimedia techniques and verbal presentation
	7	Analyse a site and context, interpret a brief, and produce a design for a small scale freestanding building
	8	Demonstrate awareness of current issues of sustainability through the application of appropriate simple contextual responses to design briefs
	9	Demonstrate knowledge and understanding of the materials, construction and structure of masonry domestic buildings.
	10	Identify and describe a range of key ideas, periods, sites, building and designs in the evolution of Western Architecture and Landscape design up to the Baroque, and evaluate their significance in relation to their cultural context.
	11	Demonstrate techniques and forms of effective and clear communication expressed in a variety of academic and professional settings in accordance with Level B2 'Independent User' as described by the Council of Europe, see benchmarking documentation of this document for reference.
	12	A comprehensive set of clear writing techniques (plain English, factual and persuasive writing) that can be applied to a variety of written formats.
	13	How to enhance personal creativity and lateral thought processes.
	B	Cognitive/Intellectual Skills
	1	Apply fundamental principles of structure, environment and building construction in a design response
	2	Produce a design portfolio that demonstrates the basic ability to communicate effectively through orthographic drawing; sketching, photography, model making and multimedia techniques.
	3	Analyse a brief and produce an appropriate response at a basic design level
	4	Analyse and apply learning of the materials, structure and construction of domestic buildings
	5	Develop an appreciation of the issues discussed in contemporary architectural theory.
	6	Discuss in written academic format a chosen topic relating to the character, material, social and cultural context of a particular dwelling type.
	7	Apply and integrate the basic principles of structural, constructional and environmental design into a design project
	8	Analyse and apply learning of the materials, structure, servicing and construction of masonry domestic buildings
	9	Discuss in written academic format a chosen topic relating to the evolution of Western Architecture and Landscape design up to and including the Baroque period.
	10	Ability to effectively retain and communicate knowledge and understanding of topics covered in the module in a comprehensive manner under timed conditions without recourse to learning aids.
	11	Ability to analyse various modes of information when delivered in different formats
	C	Practical Skills
	1	Problem solving
	2	Develop organisational skills for deadline submission
	3	Make full use of library and e-learning search (catalogue and bibliographic) resources.
	4	Source, read, assimilate, evaluate, utilise and reference any literature relevant to the topic.
	5	Competently plan and execute oral and written works appropriate to the discipline and level under study.
	6	Collect, record, collate and analyse data using established techniques where applicable, on an individual and group basis.
	7	Measuring and recording of elements in existing buildings.
	8	Journal portfolio development and presentation
	9	Portfolio development and presentation
	10	Proficiently use techniques and technology in the collation, interpretation and presentation of data in oral and written formats.
	11	Develop organisational skills for deadline submission.
12	Employ key communication skills appropriate to undergraduate study, inclusive of written, oral, reading, speaking, numerical, graphical and diagrammatic manipulation and presentation of information.	

	D	Transferable Skills
	1	Practice and illustrate the importance of self-study and reliance; this involves cultivating and developing a responsibility within each student to take cognizance for their own learning, initiative, effective time-management and self-discipline within the academic and professional environments.
	2	Ability to arrange and communicate effectively, both orally and in writing, qualitative and quantitative information.
	3	Students will also begin to develop a very good conceptual understanding and evaluation of the main aspects of Architecture studies that can serve them well in their future studies and careers.
	4	Select, read, digest, summarise and synthesise information material in a variety of forms, both qualitative and quantitative (text, numerical data and diagrammatic) and in an appropriate manner to identify and determine key facts/themes, relevancy and assessment of problems and identification and implementation of solutions.
	5	Ability to critically analyse and reflect on studio work.
	<p>Acquisition of Intended LOs is via a combination of small group lectures (listening, writing and reading); small group-based tutorials and studio work (oral, reading, listening and written presentation); and individual studio work and summative examination (reading and writing).</p> <p>Additional support is provided through the provision of small peer-led tutorial group work and of individual tutorial and studio support. College module-specific subject specialists will deliver modules, using guest speakers (industry/topic specific) if appropriate.</p> <p>Students will be closely monitored and appraised according to College policies and regulations (CPRs).</p> <p>Students will be encouraged to interface regularly with noted platforms in College, Robert Gordon University library and independent environments, to develop an understanding of the use of different e-learning facilities for research.</p> <p>Students are encouraged throughout the stage of study to undertake independent study both to supplement and consolidate what is being taught/learned and to broaden their individual knowledge and understanding of the subject.</p> <p>Communication skills are central to all teaching, class/studio-based learning and self-directed study; these are tested throughout all assessment practices. Students are encouraged to explore and develop variety of communication skills, underpinned by the ILSC module.</p> <p>There is a combination of formative assessment at the end of key assignments / projects through regular and periodic progress reviews. Assessments will encompass production of design portfolios, summative (closed-book) examinations and summative coursework along with written assignments, in-course assessments/tests, computer-based coursework and tests, project reports, presentations and practical assessments.</p> <p>Feedback is given to all students on work produced and, where appropriate, confirmed in individual appraisal events associated with modules and specifically ILSC. Additional interviews are made with the tutor and/or the College academic services to evaluate and discuss any emerging learning issues and therein students options.</p>	
Assessments	<p><u>Summary:</u> The programme is compliant with both the generic assessment regulations of Navitas UK and those of the College, see CPR QS9.</p> <p>Each module within the programme/stage of study has an associated Definitive Module Document (DMD) which will be provided to students at the beginning of their studies. These documents offer generic information on the Aims and Specific LOs of the subject/s under study, basic references and the attendance and notional contact requirements. They also include topics/subject areas of study and outlines of the assessment events.</p>	

Each module has an associated reading list, as prescribed by the University's Module Outlines, and a specifically developed Module Content Guide (MG) which includes the types of assessment activities employed, teaching methods, resources, assessment criteria and expectations, contact details of the tutor/s, referencing (if applicable) and a detailed lecture-by-lecture schedule of subjects students can be expected to cover over the teaching period. This acts as a useful reference for study and revision purposes. All assessment is designed to reflect and measure both an individual's and a cohort's achievement against the Specific LOs of the module and Intended LOs of the programme.

In-course written, reading, listening and oral assessment is built in to all modules through general interaction between tutors and students, student peer review and small group tutorials or individual tutorials/appraisals. Modes of assessment include essay/report writing, oral presentation (group or individual, and poster), portfolio, and e-based, in-class or take home exercises/tests.

All written assessments must follow certain criteria in style and submission as noted in the relevant Module Content Guides and Student Guide. This form of assessment is considered fundamental to a student's ability to communicate ideas and evidence with clarity, relevance and logic in a planned and organised manner. Plain writing style, syntax and grammar are core skills that can be enhanced to support the maturing of individual students' composition and thus academic proficiency.

Oral presentations, whether part of formal or informal assessment practice, are encouraged within all modules as they promote, among others, transferable skills and can identify those students who may be plagiarising material. It is advised, however, that they should not make up more than 60% of the final module mark unless as part of the learning rational. Oral group presentations should ideally contain no more than five (5) students, unless specific reasoning is applied. Each member, irrespective of their role, should be awarded the same mark unless where obvious differentiation arises, for management of this process see CPR QS9. This form of expression should not be allocated more than fifty (50) minutes per group, with less than a 30% weighting. Time limits must be upheld by tutors so as to ensure all students have the same opportunity to perform. Furthermore, tutors ought to notify students as to the materials available to them before preparation takes place.

Final summative examination normally adheres to closed-book, invigilated, timed conditions and takes place during allocated exam periods of a programme. It represents a more abstract measure of a student's achievement of the Specific LOs associated with a module. It is utilised as a key measure of quality in teaching standards. Marks indicated in the relevant DMDs cannot be referred. Only in extenuating circumstances, sickness, personal tragedy or in the possibility of a clerical error, will deferral take place, see CPR QS9.

Successful completion of a module is based on attaining the required overall pass grade prescribed. All students must achieve 65% in the Interactive Learning Skills and Communication (see DMD ILS003). The assessment mode for a given module is based on the desired Specific LOs, their expressions can be found in the relevant DMD. Students must be briefed at the beginning of each module as to which weightings are in use. They should also be clearly advised as to the marking criteria and, hence, the achievement requirements for each grade cluster.

Where a student has a special need or disability, appropriate steps must be taken by the College, academic staff and/or internal/external invigilators to ensure that the need is recognised and a justified outcome identified, see CPR QS9.

Students must pass all modules at the prescribed grade in order to progress to the next stage of their educational continuum.

Categories of performance and grading levels:

The grading scheme adopted is the Robert Gordon University grading scheme, as below, for all modules except ILS003 (the Navitas UK grading scheme is adopted in this case as

detailed in the module guide). All module guides clearly specify the criteria for achievement of a module grade.

Grade A 70% or more

Definition of Grade: Excellent - Outstanding Performance

Description of Grade: Outstanding performance and achievement overall. The work of the student has much exceeded the threshold standard. The characteristics of work at this standard are:

- a thorough grasp of the **subject matter**
- a very high ability and originality in applying **key process skills**
- a very high ability in analysis, synthesis, evaluation and problem-solving (**higher cognitive skills**)
- very high order ability over the specified range of **subject-specific/professional practice skills**.

Grade B 60% - 69%

Definition of Grade: Commendable/Very Good - Meritorious Performance

Description of Grade: A very high standard performance and achievement overall. The work of the student is well above the threshold standard. The characteristics of work at this standard are:

- a very good grasp of the **subject matter**
- a high ability and originality in applying **key process skills**
- a high ability in analysis, synthesis, evaluation and problem-solving (**higher cognitive skills**)
- high order ability over the specified range of **subject-specific/professional practice skills**.

Grade C 50% - 59%

Definition of Grade: Good – Highly Competent Performance

Description of Grade: A highly competent performance and achievement overall. The work of the student has exceeded the threshold standard. The characteristics of work at this standard are:

- a good level of knowledge and understanding of the **subject matter**
- highly competent and displaying some originality in applying **key process skills**
- highly competent in analysis, synthesis, evaluation and problem-solving (**higher cognitive skills**)
- a highly competent performance over the specified range of **subject-specific/professional practice skills**.

Presentation – due credit, specified as a percentage of the marking criteria, will be given for a succinct and fluent writing style.

Grade D 40% - 49%

Definition of Grade: Satisfactory – Competent Performance

Description of Grade: A satisfactory performance overall (as specified in the detailed grading schemes for each assessment). The work of the student overall is at the threshold standard. The characteristics of work at this standard are:

- a satisfactory knowledge and understanding of the **subject matter**
- competence in applying **key process skills**
- adequacy in analysis, synthesis, evaluation and problem-solving (**higher cognitive skills**)
- competence over the specified range of **subject-specific/professional practice skills**.

Grade E 35% - 39%

Definition of Grade: Borderline Fail

Description of Grade: A standard of performance overall which marginally fails to achieve competence. The work of the student overall is just below the threshold standard. The characteristics of work at this standard are:

- marginally unsatisfactory knowledge and understanding of the **subject matter**
- near competence in applying **key process skills**
- some evidence of ability in analysis, synthesis, evaluation and problem-solving (**higher cognitive skills**)
- competence over most of the specified range of **subject-specific/professional practice skills**.

	<p>N.B. Safe working practice as appropriate to the discipline must be demonstrated for a student to be awarded this grade or higher grades.</p> <p>Grade F 0% - 34% <i>Definition of Grade:</i> Unsatisfactory – Fail <i>Description of Grade:</i> Where a submission has been made the standard of performance demonstrated by the student overall is well below the threshold standard. The characteristics of work at this standard are: – no or very limited knowledge and/or understanding of the subject matter, exhibited in a very patchy manner – no or very limited success in the application of key process skills – no or very limited evidence of some of analysis, synthesis, evaluation and problem-solving (higher cognitive skills) – no or very limited competence over the specified range of subject-specific/professional practice skills.</p>
Moderation	See CPR QS9 – summary: moderation is normally applied to each main assessment point of a module; the main assessment of a module is that with the highest weighting; moderation is inclusive of the instruments of assessment and scripts; scripts are moderated from a 30% sample and includes those with the highest, lowest and borderline percentiles; moderation is undertaken by RGU, with the exception of ILSC which is subject to moderation by a subject specialist from Navitas UK.
Progression Criteria	See CPR QS9 – summary: minimum overall pass mark of 40% to be achieved in each module with a minimum pass mark of 35% in assessments weighted over 30% of a module assessment regime; with the exception of the ILSC module which requires a minimum pass mark of 65% overall, as well as in specified assessment events.
Failure to Progress	See CPR QS9 – summary: where a student fails a module assessment, they have the opportunity to re-sit that assessment; if the student fails the re-sit assessment then they are deemed to have failed the module; on failure of the module a student may re-take the entire module, at full cost; failure of a student to meet the Progression Criteria on the re-take of a module will result in referral to the College Learning and Teaching Board for a student management decision. The University will not be incumbent to progress students who fail.
Associated Documentation	<p>Definitive Module Documents (DMDs) as follows: ILS003, AC1001, AC1002, AC1003, AC1004, AC1005, AC1006</p> <p>Module Content Guides (MGs) as follows: MG ILS0003, MG AC1001, MG AC1002, MC AC1003, MG AC1004, MG AC1005, MG AC1006</p> <p>Associated teaching aids for a module as required</p> <p>Associated Student Handbook</p> <p>College Policies and Regulations (CPRs)</p>
Human Resource	<p>Academics (tutors) – with appropriate qualifications, experience and abilities.</p> <p>Guest speakers – relevant industries as requested by the College.</p>
Built Environment	Lectures/classes and small group tutorials are held in the ICRGU class rooms, seminar rooms and dedicated IT laboratories; students are encouraged to use RGU’s library and e-learning facilities for self-directed study; students are encouraged to use their private IT facilities where possible; field-trips will be taken as required. Studio classes will be held in RGU dedicated studio space.
E-learning	College Portal; College Moodle and University Moodle; Library
Library	RGU library
Programme Framework	

First Year Degree in Architecture						
Core Modules			Credit Points	Pass Mark %	Exam %	Coursework %
Contact Hrs/Week	College Module Code	Module Name				
Semester 1						
3	ILS003	Interactive Learning Skills and Communication	10	60	30	70
12	AR1001	Architectural Design Studio 1	30	40	-	100
4	AR1002	Introduction to Building Technology	15	40	50	50
4	AR1003	Design Philosophy 1: Introduction to History and Theory	15	40	50	50
Semester 2						
12	AR1004	Architectural Design Studio 2	30	40	-	100
4	AR1005	Building Technology 2	15	40	50	50
4	AR1006	Design Philosophy 2: Architecture & Landscape History	15	40	50	50
Undergraduate Stage 1 : Architecture			140 credit points			

Management

The First Year Degree in Architecture is delivered by ICRGU on the Garthdee campus of Robert Gordon University. Studio modules are conducted at RGU. ICRGU students and first year RGU students are taught in the same studio alongside each other, an ICRGU lecturer facilitates ICRGU student learning in this environment. This scenario seeks to provide the necessary resources to ensure that all students enrolled with ICRGU are afforded an educational experience that not only provides assimilation into campus and student life but is aligned with the standards and protocols of the University experience.

The programme operates under and according to the general compliance structures determined by the Quality and Standards Office Navitas UK. This Office has oversight of all Navitas programmes operating in the UK. Any changes to a programme must be submitted via the normal Navitas UK processes through the Quality and Standards Office.

The general operational management of the programme lies with ICRGU's academic services which assumes overall responsibility for the administrative and implementation functions.

The ICRGU College Principal/Director or nominee, is responsible for the day-to-day management of the programme inclusive of attendance monitoring.

The various academic module lecturers/tutors are responsible for the delivery and initial assessment of modules whilst appraisal of delivery and programme content is advised by the ICRGU College Principal/Director or nominee in consultation with the Quality and Standards Office Navitas UK, the Head of Scott Sutherland School of Architecture and associated appropriate Programme Directors/Leaders and/or Link Tutor.

Monitoring and Review

Formal review of the (ICRGU) BSC Architecture/Master of Architecture programme, takes place as an annual review between ICRGU, the Quality and Standards Office Navitas UK and representation from the RGU Scott Sutherland School of Architecture. Strategic, logistical and operational issues are developed within the remit of the Academic Advisory Committee (AAC) held on a trimester basis and chaired by Robert Gordon University. Progression is determined via the ICRGU Board of Examiners. For details of this review and quality management of this and all ICRGU programmes, see, CPR QS9.

Informal Review takes place on a regular basis via interface between students, academic services and the teaching staff using both student surveys (inclusive of i-graduate) and teaching observation.

Entry Requirements	Standard and approved requirements for academic international benchmark qualifications, see CPR QS3. English language entry is at CEFR level B2 in line with UKVI requirements for SCQF 10.
Appendix 1	Intended Learning Outcomes in the constituent modules – table inserted indicating direct mapping of LOs per module.
Appendix 2	Delivery schedule incorporating notional, contact and self-directed hours of study applied to each module and therein the programme.
Appendix 3	Module conversion codes and descriptors and module mapping by pathway.
Appendix 4	University Module Outlines for cross-check and parity.
Appendix 5	College DMDs.

Appendix 1

Development of Programme Learning Outcomes (LOs) in the Constituent Modules:

The tables below map where the intended LOs of the programme are assessed in the core/constituent modules. It provides an aid to (i) academic staff in understanding how individual modules contribute to the programme aims, (ii) a checklist for quality control purposes, and (iii) a means to help students monitor their own learning, personal and professional development as the programme progresses. **Key:** LOs which are assessed as part of a given modules ✓✓; LOs which are not explicitly assessed as part of a given module ✓.

SCQF 7		Intended Los											
		Knowledge and Understanding											
ICRGU Core Modules	Module Code	A.1	A.2	A.3	A.4	A.5	A.6	A.7	A.8	A.9	A.10	A.11	A.12
Interactive Learning Skills and Communication	ILS003	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓✓	✓✓
Architectural Design Studio 1	AR1001	✓✓	✓✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Introduction to Building Technology	AR1002	✓	✓	✓✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Design Philosophy: Introduction to History and Theory	AR1003	✓	✓	✓	✓✓	✓✓	✓	✓	✓	✓	✓	✓	✓
Architectural Design Studio 2	AR1004	✓	✓	✓	✓	✓	✓✓	✓✓	✓✓	✓	✓	✓	✓
Building Technology 2	AR1005	✓	✓	✓	✓	✓	✓	✓	✓	✓✓	✓	✓	✓
Design Philosophy: Architecture & Landscape History	AR1006	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓✓	✓	✓

Knowledge and understanding:

A.1	Demonstrate awareness of the basic principles of research and investigation and apply them in studio tasks
A.2	Demonstrate awareness of basic theoretical and contextual issue through studio projects
A.3	Demonstrate knowledge and understanding of the materials, structure and construction of domestic buildings.
A.4	Identify and describe a range of characteristic dwelling types including vernacular and modern examples, and evaluate their salient aspects and significance in relation to their immediate and material context.
A.5	Demonstrate and apply a basic understanding of the planning, community, social, political, and psychological dimensions of present day housing.
A.6	Demonstrate investigation of precedent and basic research skills through various multimedia techniques and verbal presentation
A.7	Analyse a site and context, interpret a brief, and produce a design for a small scale freestanding building

A.8	Demonstrate awareness of current issues of sustainability through the application of appropriate simple contextual responses to design briefs
A.9	Demonstrate knowledge and understanding of the materials, construction and structure of masonry domestic buildings.
A.10	Identify and describe a range of key ideas, periods, sites, building and designs in the evolution of Western Architecture and Landscape design up to the Baroque, and evaluate their significance in relation to their cultural context.
A.11	Demonstrate techniques and forms of effective and clear communication expressed in a variety of academic and professional settings in accordance with Level B2 'Independent User' as described by the Council of Europe, see benchmarking documentation of this document for reference.
A.12	A comprehensive set of clear writing techniques (plain English, factual and persuasive writing) that can be applied to a variety of written formats.

SCQF 7		Intended Los										
		Intellectual/cognitive Skills										
ICRGU Core Modules	Module Code	B.1	B.2	B.3	B.4	B.5	B.6	B.7	B.8	B.9	B.10	B.11
Interactive Learning Skills and Communication	ILS003	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓✓	✓✓
Architectural Design Studio 1	AR1001	✓✓	✓✓	✓✓	✓	✓	✓	✓	✓	✓	✓	✓
Introduction to Building Technology	AR1002	✓	✓	✓	✓✓	✓	✓	✓	✓	✓	✓	✓
Design Philosophy: Introduction to History and Theory	AR1003	✓	✓	✓	✓	✓✓	✓✓	✓	✓	✓	✓	✓
Architectural Design Studio 2	AR1004	✓	✓	✓	✓	✓		✓✓	✓	✓	✓	✓
Building Technology 2	AR1005	✓	✓	✓	✓	✓	✓	✓	✓✓	✓	✓	✓
Design Philosophy: Architecture & Landscape History	AR1006	✓	✓	✓	✓	✓	✓	✓	✓	✓✓	✓	✓

Intellectual skills:

B.1	Apply fundamental principles of structure, environment and building construction in a design response
B.2	Produce a design portfolio that demonstrates the basic ability to communicate effectively through orthographic drawing; sketching, photography, model making and multimedia techniques.
B.3	Analyse a brief and produce an appropriate response at a basic design level
B.4	Analyse and apply learning of the materials, structure and construction of domestic buildings
B.5	Develop an appreciation of the issues discussed in contemporary architectural theory.

B.6	Discuss in written academic format a chosen topic relating to the character, material, social and cultural context of a particular dwelling type.
B.7	Apply and integrate the basic principles of structural, constructional and environmental design into a design project
B.8	Analyse and apply learning of the materials, structure, servicing and construction of masonry domestic buildings
B.9	Discuss in written academic format a chosen topic relating to the evolution of Western Architecture and Landscape design up to and including the Baroque period.
B.10	Ability to effectively retain and communicate knowledge and understanding of topics covered in the module in a comprehensive manner under timed conditions without re-course to learning aids.
B.11	Ability to analyse various modes of information when delivered in different formats

SCQF 7		Intended Los											
		Practical skills											
ICRGU Core Modules	Module Code	C.1	C.2	C.3	C.4	C.5	C.6	C.7	C.8	C.9	C.10	C.11	C.12
Interactive Learning Skills and Communication	ILS003	✓	✓✓	✓✓	✓✓	✓✓	✓✓	✓	✓	✓	✓✓	✓✓	✓✓
Architectural Design Studio 1	AR1001	✓✓	✓✓	✓✓	✓✓	✓✓	✓✓	✓✓	✓	✓	✓	✓	✓
Introduction to Building Technology	AR1002	✓	✓✓	✓✓	✓✓	✓✓	✓	✓	✓✓	✓	✓	✓	✓
Design Philosophy: Introduction to History and Theory	AR1003	✓	✓✓	✓✓	✓✓	✓✓	✓✓	✓	✓	✓	✓	✓	✓
Architectural Design Studio 2	AR1004	✓✓	✓✓	✓✓	✓✓	✓✓	✓✓	✓	✓	✓	✓	✓	✓
Building Technology 2	AR1005	✓	✓✓	✓✓	✓✓	✓✓	✓✓	✓	✓	✓✓	✓	✓	✓
Design Philosophy: Architecture & Landscape History	AR1006	✓	✓✓	✓✓	✓✓	✓✓	✓✓	✓	✓	✓✓	✓	✓	✓

Practical skills:

C.1	Problem solving
C.2	Develop organisational skills for deadline submission
C.3	Make full use of library and e-learning search (catalogue and bibliographic) resources.
C.4	Source, read, assimilate, evaluate, utilise and reference any literature relevant to the topic.
C.5	Competently plan and execute oral and written works appropriate to the discipline and level under study.
C.6	Collect, record, collate and analyse data using established techniques where applicable, on an individual and group basis.
C.7	Measuring and recording of elements in existing buildings.
C.8	Journal portfolio development and presentation
C.9	Portfolio development and presentation
C.10	Proficiently use techniques and technology in the collation, interpretation and presentation of data in oral and written formats.
C.11	Develop organisational skills for deadline submission.
C.12	Proficiently use techniques and technology in the collation, interpretation and presentation of data in oral and written formats.

Transferable skills:

SCQF 7		Intended Los				
		Transferable skills				
ICRGU Core Modules	Module Code	D.1	D.2	D.3	D.4	D.5
Interactive Learning Skills and Communication	ILS003	✓✓	✓	✓	✓✓	✓
Architectural Design Studio 1	AR1001	✓✓	✓✓	✓✓	✓✓	✓✓
Introduction to Building Technology	AR1002	✓✓	✓✓	✓✓	✓✓	✓
Design Philosophy: Introduction to History and Theory	AR1003	✓✓	✓✓	✓✓	✓✓	✓
Architectural Design Studio 2	AR1004	✓✓	✓✓	✓✓	✓✓	✓✓
Building Technology 2	AR1005	✓✓	✓✓	✓✓	✓✓	✓
Design Philosophy: Architecture & Landscape History	AR1006	✓✓	✓✓	✓✓	✓✓	✓

D.1	Practice and illustrate the importance of self-study and reliance; this involves cultivating and developing a responsibility within each student to take cognizance for their own learning, initiative, effective time-management and self-discipline within the academic and professional environments.
D.2	Ability to arrange and communicate effectively, both orally and in writing, qualitative and quantitative information.

D.3	Students will also begin to develop a very good conceptual understanding and evaluation of the main aspects of Architecture studies that can serve them well in their future studies and careers.
D.4	Select, read, digest, summarise and synthesise information material in a variety of forms, both qualitative and quantitative (text, numerical data and diagrammatic) and in an appropriate manner to identify and determine key facts/themes, relevancy and assessment of problems and identification and implementation of solutions.
D.5	Ability to critically analyse and reflect on studio work.

Appendix 2

Teaching Rotations: Pathway course – BSc Architecture/Master of Architecture

Semester 1

Week	Total Hours									Contact (Directed study) hours/week	Self-directed study hours/week
	ILS003		AR1001		AR1002		AR1003				
	Interactive Learning Skills and Communication		Architectural Design Studio 1		Introduction to Building Technology		Design Philosophy 1. Introduction to History and Theory				
Contact hours (Directed study)	Self-dir Study	Contact hours (Directed study)	Self-dir Study	Contact hours (Directed study)	Self-dir Study	Contact hours (Directed study)	Self-dir Study				
1	3 (3)	2	12 (4)	8	4 (4)	4	4 (4)	4	23 (15)	18	
2	3 (3)	2	12 (4)	8	4 (4)	4	4 (4)	4	23 (15)	18	
3	3 (3)	2	12 (4)	8	4 (4)	4	4 (4)	4	23 (15)	18	
4	3 (3)	2	12 (4)	8	4 (4)	4	4 (4)	4	23 (15)	18	
5	3 (3)	2	12 (4)	8	4 (4)	4	4 (4)	4	23 (15)	18	
6	3 (3)	2	12 (4)	8	4 (4)	4	4 (4)	4	23 (15)	18	
7	3 (3)	2	12 (4)	8	4 (4)	4	4 (4)	4	23 (15)	18	
8	3 (3)	2	12 (4)	8	4 (4)	4	4 (4)	4	23 (15)	18	
9	3 (3)	2	12 (4)	8	4 (4)	4	4 (4)	4	23 (15)	18	
10	3 (3)	2	12 (4)	8	4 (4)	4	4 (4)	4	23 (15)	18	
11	3 (3)	2	12 (4)	8	4 (4)	4	4 (4)	4	23 (15)	18	
12	3 (3)	2	12 (4)	8	4 (4)	4	4 (4)	4	23 (15)	18	
13	2	2	6 (2)	4	2 (2)	2	2 (2)	2	12 (6)	10	
Total hours / module	38 (36)	26	150 (50)	100	50 (50)	50	50 (50)	50	288 (186)	226	
Notional hours / module	100		300		150		150		700		
Credit Points	(10)		30		15		15		70		

Semester 2

Week	Total hours								Contact hours/week	Self-directed study hours/week
	ILS003		AR1004		AR1005		AR1006			
	Interactive Learning Skills and Communication		Architectural Design Studio 2		Building Technology 2		Design Philosophy 2. Architecture and Landscape History			
	Contact hours (Directed study)	Self-dir Study	Contact hours (Directed study)	Self-dir Study	Contact hours (Directed study)	Self-dir Study	Contact hours (Directed study)	Self-dir Study		
1	3 (3)	2	12 (4)	8	4 (4)	4	4 (4)	4	23 (15)	18
2	3 (3)	2	12 (4)	8	4 (4)	4	4 (4)	4	23 (15)	18
3	3 (3)	2	12 (4)	8	4 (4)	4	4 (4)	4	23 (15)	18
4	3 (3)	2	12 (4)	8	4 (4)	4	4 (4)	4	23 (15)	18
5	3 (3)	2	12 (4)	8	4 (4)	4	4 (4)	4	23 (15)	18
6	3 (3)	2	12 (4)	8	4 (4)	4	4 (4)	4	23 (15)	18
7	3 (3)	2	12 (4)	8	4 (4)	4	4 (4)	4	23 (15)	18
8	3 (3)	2	12 (4)	8	4 (4)	4	4 (4)	4	23 (15)	18
9	3 (3)	2	12 (4)	8	4 (4)	4	4 (4)	4	23 (15)	18
10	3 (3)	2	12 (4)	8	4 (4)	4	4 (4)	4	23 (15)	18
11	3 (3)	2	12 (4)	8	4 (4)	4	4 (4)	4	23 (15)	18
12	3 (3)	2	12 (4)	8	4 (4)	4	4 (4)	4	23 (15)	18
13	2	2	6 (2)	4	2 (2)	2	2 (2)	2	12 (6)	10
Total hours / module	38 (36)	26	150 (50)	100	50 (50)	50	50 (50)	50	288 (186)	226
Notional hours / module	100		300		150		150		700	
Credit Points	(10)		30		15		15		70	

Appendix 3 – See DMDs

SCQF Level 7 – Pathway: BSc Architecture/Master of Architecture – Module Conversion				
Core Modules		Credit Points	%	%
RGU Module Code / Module Name	ICRGU Module Code /Module Name			
	ILS003 Interactive Learning Skills & Communication (ILSC)	20	30	70
AC1001 Architectural Design Studio 1	AR1001 Architectural Design Studio 1	30	-	100
AC1002 Introduction to Building Technology	AR1002 Introduction to Building Technology	15	50	50
AC1003 Design Philosophy 1. Dwelling and Housing	AR1003 Design Philosophy 1. Dwelling and Housing	15	50	50
AC1004 Architectural Design Studio 2	AR1004 Architectural Design Studio 2	30	-	100
AC1005 Building Technology 2	AR1005 Building Technology 2	15	50	50
AC1006 Design Philosophy 2. Architecture and Landscape History 2	AR1006 Design Philosophy 2. Architecture and Landscape History 2	15	50	50
Stage 1 : Architecture		140 Credit Points		

Appendix 4 – RGU Architecture DMDs for cross check and parity

	Module Title Architectural Design Studio 1	Reference SCQF Level SCQF Points ECTS Points Created Approved Amended Revision No.	AC1001 SCQF 7 30 15 May 2002 July 2002 September 2012 7
	Keywords Space, Volume, Light, Design, Ergonomics, Technology, Communication, Presentation.		

Prerequisites for Module

None in addition to course entry requirements. The module assumes no previous knowledge of architectural design.

Corequisite Modules

None.

Precluded Modules

None.

Aims of Module

To provide the student with the ability to understand the nature of architecture, and apply processes of architectural analysis and investigation.

Learning Outcomes for Module

On completion of this module, students are expected to be able to:

1. Demonstrate awareness of the basic principles of research and investigation and apply them in studio tasks.
2. Analyse a brief and produce an appropriate response at a basic design level.
3. Demonstrate awareness of basic theoretical and contextual issues through studio projects.
4. Apply fundamental principles of structure, environment and building construction in a design response.
5. Produce a design portfolio that demonstrates the basic ability to communicate effectively through orthographic drawing; sketching, photography, model making and multimedia techniques.

Indicative	Module	Content
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Students undertake a series of exploratory studio projects to analysis a brief and to investigate process, physical, perceptual, performance and sustainability criteria in relation to design, architectural ethos and building elements. These explorations will be carried out through a mixture of graphic and model media as well as some full scale experiments and will include:

- Explorations of human proportions
- Experiments in the nature of shelter
- Measuring and recording of elements in existing buildings
- Studies in space, volume, materials, light and interior and exterior spaces
- Basic spatial composition in relation to building function and human welfare needs.
- Design work to form a small space freestanding or as an extension to serve the defined needs of a client through a brief prepared by the student.

- Basic understanding of constructional and structural systems in response to a brief.
- Recorded critical analysis and reflection of studio design work and precedent study.

Each project programme has a clear format to define the task, aims, objectives, introduction to relevant philosophy and technology together with details of presentation, assessment, timetable and bibliography.

Indicative Student Workload

Contact Hours	Full Time
Briefing	10
Lectures	5
Studio Tutorials	24
<i>Directed Study</i>	168
<i>Private Study</i>	93

Mode of delivery

Architectural design is delivered by studio project work organised in a tutorial unit system. Studio projects commence with a formal briefing supported by contextual studies, site visit and survey prior to regular group or individual tuition, together with private study, to develop design ideas and intentions, to realise project aims and aspirations and to advise on communication and presentation. Students normally have the opportunity to undertake an architectural study tour to experience in situ examples of contemporary architecture.

Assessment Plan

	Learning Outcomes Assessed
Component 1	1,2,3,4,5

Component1:Portfolio.

Indicative Bibliography

1. Each studio project programme includes a detailed bibliography related to the specific subject area and context.
2. Ching, Francis D.K. : Architecture, Form, Space and Order, [second or later edition]
3. Rasmussen, S. (1987) Experiencing Architecture
4. Doidge, C. (2000) The Crit - An Architectural Student's Handbook
5. Zumthor, P. : Thinking Architecture
6. Ballentyne, Andrew : Architecture: A short course
7. Alexander, Christopher : A Pattern Language



Module Title
Introduction to Building Technology

Keywords
 historic built environment context, timber construction, structure, sustainability and materials

Reference	AC1002
SCQF Level	SCQF 7
SCQF Points	15
ECTS Points	7.5
Created	July 2002
Approved	July 2005
Amended	September 2014
Revision No.	9

Prerequisites for Module

None in addition to course (SCQF7) entry requirements.

Corequisite Modules

None.

Precluded Modules

None.

Aims of Module

To enable the student to analyse and understand the construction of existing and newbuild domestic buildings.

Learning Outcomes for Module

On completion of this module, students are expected to be able to:

1. Analyse and apply learning of the materials, structure and construction of domestic buildings.
2. Demonstrate knowledge and understanding of the materials, structure and construction of domestic buildings.

Indicative Module Content

Strategic site analysis considering basic principles of sustainable design, site specific design, design precedent, opportunities for renewable technologies and the impact of buildings on their immediate environment.

Basic structural principles in relation to forces and loads applied to typical building of domestic scale; Identification of tension, compression, bending, shear and deflection; Investigation and critical appraisal of principles of timber frame construction; Integration of structural principles with construction methods.

Historic development of construction techniques; Material characteristics and properties; Building fabric; Principles of thermal performance; Use and specification of building components; Environmental considerations of construction techniques and specification choices. Basic principles of measuring fabric performance.

Basic domestic scale services; drainage; heating, ventilation. application and integration of renewable technologies

Indicative Student Workload

<i>Contact Hours</i>	Full Time
Assessment	5
Lectures	15
Practical Workshops	10
<i>Directed Study</i>	
Directed Study	70
<i>Private Study</i>	
Private Study	50

Mode of Delivery

This module is delivered by lectures, practical workshops, directed student research and online activities.

Assessment Plan

	Learning Outcomes Assessed
Component 1	1
Component 2	2

Component 1 will consist of the production of a semester long reflective journal portfolio submitted digitally. This will require the student to undertake directed research of their historic built environment context, timber construction, timber structure, sustainability and materials whilst applying their knowledge in groupwork practical workshops which are logged in the journal.

Component 2 will be an open book examination. This will assess knowledge and understanding of the historic built environment context, timber construction, timber structure, materials, sustainability and low carbon legislation.

Indicative Bibliography

1. Borer P. & Harris C., 2005. The Whole House Book. 2nd Edition. Centre for Alternative Technology Publications)
2. Ching F D K., 2008. Building Construction Illustrated. 4th Edition . John Wiley & Son
3. Deplazes A., 2013. 3rd edition. Constructing Architecture: Materials, Processes, Structures; A Handbook. Birkhauser Verlag AG
4. Mitchell, J., 1997. The Craft of Modular Post & Beam. Hartley & Marks Publishers
5. Zaretsky M., 2009. Precedants in Zero Energy Design. 1st Edition, Routledge
6. Seward D, Understanding Structures-Analysis, Materials, Design (2003) 3rd edition.



Module Title
Design Philosophy 1. Introduction to history and theory

Keywords
 Architectural History, Modern Architecture, Dwelling, Vernacular, Traditional Construction, House, Housing, Society

Reference	AC1003
SCQF Level	SCQF 7
SCQF Points	15
ECTS Points	7.5
Created	May 2002
Approved	July 2002
Amended	May 2013
Revision No.	5

Prerequisites for Module

None in addition to course entry requirements. The module assumes no previous knowledge of design.

Corequisite Modules

None.

Precluded Modules

None.

Aims of Module

To provide the student with an understanding of the different and changing patterns of architectural form throughout history, with particular emphasis on the effects of social structures, climate and materials and the results of the "Modern" revolution on structure and form.

Learning Outcomes for Module

On completion of this module, students are expected to be able to:

1. Identify and describe a range of characteristic building types including vernacular and modern examples, and evaluate their salient aspects and significance in relation to their immediate cultural and material context.
2. Discuss in written academic format a chosen topic relating to the character, material, social and cultural context of a particular building type.
3. Demonstrate and apply a basic understanding of the planning, community, social, political, and psychological dimensions of present day architecture.
4. Develop an appreciation of the issues discussed in contemporary architectural theory.

Indicative Module Content

The module provides the student with an understanding of important architectural ideas - such as the constant human requirement for shelter and the development of architectural building types throughout human history. The module locates the discipline of architecture within a broader framework of cultural production with references to craft and the Fine Arts. The module introduces techniques of architectural analysis in relation to modern buildings. The module looks at contemporary architectural criticism and theory through the use of a variety of media.

Indicative Student Workload

<i>Contact Hours</i>	Full Time
Assessment	5
Lectures	20
Tutorials	20
<i>Directed Study</i>	
Directed Study	55
<i>Private Study</i>	
Private Study	50

Mode of Delivery

Lectures in the architectural history, theory & social issues related to building design. These are supplemented by tutorials and seminars intended to develop deeper understanding and self-directed learning and other forms of blended learning including online activities.

Assessment Plan

	Learning Outcomes Assessed
Component 1	1,2,3,4
Component 2	1,2,3,4

Component 1: Course work
 The coursework focuses on the development and application of knowledge acquired through the lectures and exercises. Component 1 tests understanding and knowledge acquired through research

Component 2: Course work
 The course work focuses on the development and application of knowledge acquired through the lectures and exercises. Component 2 test understanding and the development of skills relating to written communication.

Indicative Bibliography

1. Oliver, Paul, Dwelling, Phaidon 2003.
2. Naismith, R, Buildings in the Scottish Countryside
3. Alain De Botton, The Architecture of Happiness,
4. Le Corbusier, Towards a New Architecture,
5. Paul Goldberger, Why Architecture Matters, Yale 2009
6. The Place of Houses by C Moore, G Allen and D Lyndon.
7. Dwelling with Architecture by Chris Platt and Rod Kemsley Routledge 2012
8. On Adam's House in Paradise J Rykwert (1981) Chapter 1 MIT Press



Module Title
Architectural Design Studio 2

Keywords
Form, Space, Order, Design, Architecture,
Technology, Studio Project, Communication,
Presentation.

Reference	AC1004
SCQF Level	SCQF 7
SCQF Points	30
ECTS Points	15
Created	May 2002
Approved	July 2002
Amended	November 2012
Revision No.	7

Prerequisites for Module

None.

Corequisite Modules

None.

Precluded Modules

None.

Aims of Module

To provide the student with the ability to understand the nature of architecture, and to consolidate the process of architectural investigation and design.

Learning Outcomes for Module

On completion of this module, students are expected to be able to:

1. Demonstrate investigation of precedent and basic research skills through various multimedia techniques and verbal presentation.
2. Analyse a site and context, interpret a brief, and produce a design for a small scale freestanding building.
3. Demonstrate awareness of current issues of sustainability through the application of appropriate simple contextual responses to design briefs.
4. Apply and integrate the basic principles of structural, constructional and environmental design into a design project.
5. Produce a Design Studio Portfolio that demonstrates basic ability to communicate correctly through orthographic drawing, perspectives, photomontage, annotation, photography and photographic evidence of model explorations.

Indicative Module Content

Students undertake a series of exploratory studio projects to analyse a brief and to investigate process, physical, perceptual, performance and sustainability criteria in relation to design, architectural ethos and building elements. These explorations will be carried out through a mixture of graphic and model media as well as some full scale experiments and will include:

- Design work to form a single cell space freestanding or as an extension to serve tightly defined needs of a client/ user.
- Design work for a two storey building of domestic scale and complexity within a local context.
- Other specific exercises to gain skills to tackle more successfully the above design tasks.
- Basic understanding of constructional and structural systems in response to a brief.

- Recorded critical analysis and reflection of studio design work and precedent study.
- Consideration of the fine arts through the analysis of precedent in the production of abstract building/ space models.

Indicative Student Workload

Contact Hours	Full Time
Briefing	10
Lectures	5
Studio Tutorials	24
<i>Directed Study</i>	
Directed Study	168
<i>Private Study</i>	
Private Study	93

Mode of Delivery

Architectural design is delivered by studio project work organised in a tutorial unit system. Studio projects commence with a formal briefing supported by contextual studies, site visit and survey where appropriate, or tutorials in bibliographical research prior to regular group or individual tuition. It is taken that students will also engage in private study, to obtain information, to cite provenance or precedent, to develop design ideas and intentions, realise project aims and aspirations and to advise on communication and presentation techniques. Work is developed through student-centred learning, and by consultation with tutors.

Assessment Plan

	Learning Outcomes Assessed
Component 1	1,2,3,4,5

Component 1: Portfolio.

Indicative Bibliography

1. Each studio project programme includes a detailed bibliography related to the specific subject area and context.
2. Ching, Francis D.K. : Architecture, Form, Space and Order, [second or later edition]
3. Rasmussen, S. : Experiencing Architecture (1987)
4. Doidge, C. : The Crit - An Architectural Students Handbook (2000)
5. Zumthor, P. : Thinking Architecture
6. Ballantyne, Andrew : Architecture: A short course
7. Alexander, Christopher : A Pattern Language



Module Title
Building Technology 2

Keywords

historic built environment context, masonry construction, structure, servicing, materials and health and safety

Reference	AC1005
SCQF Level	SCQF 7
SCQF Points	15
ECTS Points	7.5
Created	May 2002
Approved	July 2005
Amended	September 2014
Revision No.	9

Prerequisites for Module

None in addition to course (SCQF7) entry requirements.

Corequisite Modules

None.

Precluded Modules

None.

Aims of Module

To enable the student to understand the construction, servicing and structure of existing and newbuild domestic buildings.

Learning Outcomes for Module

On completion of this module, students are expected to be able to:

1. Analyse and apply learning of materials, structure, servicing and construction of masonry domestic buildings
2. Demonstrate knowledge and understanding of the materials, construction and structure of masonry domestic buildings

Indicative Module Content

Strategic site analysis considering basic principles of sustainable design, site specific design, design precedent, opportunities for renewable technologies and the impact of buildings on their immediate environment.

Basic structural theory in relation to tension, compression, bending, shear and deflection of steel and concrete beams; Reinforcement, Basic principles of load bearing masonry construction; Introduction to foundation typology; Integration of structural principles with construction methods.

Historic development of masonry construction techniques; Material characteristics and properties; Masonry building fabric; Principles of thermal performance; Use and specification of building components; Internal finishes and fittings, Environmental considerations of construction techniques and specification choices; moisture performance, Basic principles of measuring fabric performance.

Basic domestic scale services; Foul drainage; Surface water drainage, heating, water supply. Application and integration of renewable technologies and low carbon equipment.

Indicative Student Workload

Contact Hours	Full Time
Assessment	5
Lectures	15
Practical Workshops	10
<i>Directed Study</i>	
Directed Study	70
<i>Private Study</i>	
Private Study	50

Mode of Delivery

This module is delivered by lectures, practical workshops, directed student research and online activities.

Assessment Plan

	Learning Outcomes Assessed
Component 1	1
Component 2	2

Component 1 will consist of the production of a semester long reflective journal portfolio submitted digitally. This will require the student to undertake directed research of their historic built environment context, timber construction, timber structure, sustainability and materials whilst applying their knowledge in group work practical workshops which are logged in the journal.

Component 2 will be an open book examination. This will assess knowledge and understanding of the historic built environment context, timber construction, timber structure, services, health and safety, sustainability and materials.

Indicative Bibliography

1. Borer P. & Harris C., 2005. The Whole House Book. 2nd Edition. Centre for Alternative Technology Publications
2. Ching F D K., 2008. Building Construction Illustrated. 4th Edition . John Wiley & Son
3. Deplazes A., 2013 3rd edition. Constructing Architecture: Materials, Processes, Structures; A Handbook. Birkhauser Verlag AG
4. McMullan R., 2007. Environmental Science in Building. 6th Edition, Palgrave Macmillan
5. Riley M., Cotgrave A., 2013. Construction Technology I: House Construction. 3rd Edition Palgrave Macmillan



Module Title
Design Philosophy 2. Architecture & Landscape History I

Keywords

Architectural History, Landscape History, (Ancient-, Classical-, Early Christian-, Byzantine-, Medieval-, Romanesque-, Gothic-, Renaissance-, Baroque- Architecture), Architectural Theory, Garden, Society

Reference AC1006A
 SCQF Level SCQF 7
 SCQF Points 15
 ECTS Points 7.5
 Created May 2002
 Approved August 2011
 Amended November 2012
 Revision No. 2

Prerequisites for Module

None.

Corequisite Modules

None.

Precluded Modules

None.

Aims of Module

To provide the student with an understanding and overview of the architectural and landscape design production of the principal periods of Western civilizations from Ancient Greece up to the Baroque.

Learning Outcomes for Module

On completion of this module, students are expected to be able to:

1. Identify and describe a range of key ideas, periods, sites, buildings and designs in the evolution of Western Architecture and Landscape design up to the Baroque, and evaluate their significance in relation to their cultural context.
2. Discuss in written academic format a chosen topic relating to the evolution of Western Architecture and Landscape design up to and including the Baroque period.

Indicative Module Content

The module presents a historical survey of the main features of the various stages of architectural and landscape design production within the stream of Western Architecture from pre-classical Antiquity up to the Baroque with detailed examination of key and representative examples. Architectural History is understood as a narrative into which several different strands are woven. The lecture course, therefore, introduces aspects of technology & construction techniques, stylistic traits and artistic background, functional aspects, cultural dimensions, social structures and relations, theory, etc., as and when relevant to the student's understanding of the 'story'. A number of particular buildings and projects, such as the Parthenon, the Pantheon, the Tempietto of San Pietro in Montorio, etc., are studied which reflect or condense the relationship between their socio-cultural context and spatial and technological types. Relationships are drawn between broader artistic ideas and their influence on architecture. For example, the relationship between classical sculpture and architecture is discussed in relation to the design of the Parthenon; similarly, the influence of linear perspective is discussed in relation to the Early Renaissance architecture of Brunelleschi; etc. The module emphasizes writing (and drawing and oral presentation to a lesser degree) as tools useful in understanding and describing the subject studied.

Indicative Student Workload

Contact Hours	Full Time
Assessments	5
Lectures	20
Tutorials/Seminars	10
<i>Directed Study</i>	
Directed Study	55
<i>Private Study</i>	
Private Study	60

Mode of Delivery

Lectures in the architectural history, theory & social context of various civilizations up to the Baroque introduce the broader picture. These are supplemented by tutorials and seminars intended to develop deeper understanding and self-directed learning.

Assessment Plan

	Learning Outcomes Assessed
Component 1	1,2
Component 2	1,2

Component 1	1	-	Coursework
Component 2	2	-	Exam

Whilst both assess all learning outcomes, the coursework and the examination focus on different aspects. The exam assesses general understanding while coursework centres on the development and application of knowledge and principles acquired

Indicative Bibliography

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2. Mark, R. (ed), Architectural Technology up to the Scientific Revolution, MIT Press, Cambridge, Ma., 1993.
3. Murray, Peter The Architecture of the Italian Renaissance, Thames & Hudson, 1963
4. Turner, T Garden History: Philosophy and design 2000BC – 2000 AD, 2005
5. Nuttgens, P., The Story of Architecture, Phaidon Press, London, 1997.

Additional Notes

Additional bibliography presented in teaching plans and lectures.

