ual: central saint martins

BA (HONS) ARCHITECTURE



Jonathon Howard

APPROVED

BA (Hons) Architecture

Awarding Body	University of the Arts London
College	Central Saint Martins
Programme	CSM Spatial Practices (L033)
Course AOS Code	CSMBAARCF01
FHEQ Level	Level 6 Degree
Course Credits	360
Mode	Full Time
Method	Face to Face
Duration of Course	3 years
Valid From	2024/25
Collaboration	N/A
UAL Subject Classification	Architecture and Spatial and Interior Design
UCAS Code	K101
PSRB	Royal Institute of British Architects, Architects Registration Board
Work placement offered	N/A
Course Entry Requirements	The standard entry requirements for this course are as follows: 136 UCAS tariff points which can be made up of one or a combination of the following accepted full Level 3 qualifications: • Three A Levels at grades AAB

	• Pass at Foundation Diploma in Art and Design (Level 3 or 4) • Distinction, Distinction, Distinction (DDD) at BTEC Extended Diploma • Distinction at UAL Extended Diploma • Access to Higher Education Diploma (preferred subjects include Art, Art and Design or Design and Technology) • Equivalent EU/international qualifications, such as International Baccalaureate Diploma (35 points) **And** five GCSE passes at grade 4 or above (grade A*–C) including English Language, Mathematics and a double award at Science, or two separate sciences such as Physics or Chemistry, and one other subject (Art and Design or Design Technology are recommended). Entry to this course will also be determined by assessment of your portfolio. **AP(E)L – Accreditation of Prior (Experiential) Learning** Exceptionally applicants who do not meet these course entry requirements may still be considered. The course team will consider each application that demonstrates additional strengths and alternative evidence. This might, for example, be demonstrated by: • Related academic or work experience • The quality of the personal statement • A strong academic or other professional reference. **Or** a combination of these factors. Each application will be considered on its own merit but cannot guarantee an offer in each case. Please note that these qualifications alone will not be sufficient to secure entry to the course. **English language requirements** IELTS score of 6.0 or above, with at least 5.5 in reading, writing, listening and speaking (please check our main English language requirements webpage).

Selection Criteria	This course believes that the people who design the built environment should be as diverse a group as those who use it. As such, we welcome submissions from applicants from diverse backgrounds. We select degree applicants according to your potential and current ability to: • Work imaginatively and creatively in architecture and design; • Engage with experimentation and invention; • Show imagination and ambition in proposals for your work. Demonstrate a range of skills and technical abilities: • Demonstrate an engagement with 3D and architecture/spatial design; • Demonstrate a basic ability to draw and model objects and spaces; • Demonstrate a basic ability to discuss ideas verbally and through written work. Provide evidence of intellectual enquiry within your work: • Demonstrate relevant research; • Reflect critically on your learning. Demonstrate cultural awareness and/or contextual framework of your work: • Identify global, historical and contemporary architecture and architects; • Identify social, cultural and environmental influences on your work. Articulate and communicate intentions clearly: • Discuss your work in group situations • Present your work appropriately and effectively. Demonstrate commitment and motivation in relation to the subject and the course: • Develop your own ideas and address project briefs • Show willingness to collaborate

	• Reflect your knowledge of this course. **What we are looking for** We don't just look for a passion for architecture. We're seeking people who are open to new ideas, informed risk taking and challenge. We also want people who are willing to get involved in the different disciplines and practices of architectural and spatial design during their degree.
Scheduled Learning and Teaching	Details of the Scheduled Learning and Teaching can be found on your student portal on SITS, the UAL student records system, at the following link: https://sits.arts.ac.uk/urd/sits.urd/run/siw_lgn Click on the "Scheduled Learning and Teaching" tab on the home screen when you have logged in using your UAL details.

Awards and Percentage of Scheduled Learning

Year 1

Awards	Credits
Certificate of Higher Education (Exit Only)	120

Year 2

Awards	Credits
Diploma of Higher Education (Exit Only)	240

Year 3

Awards	Credits
Bachelor of Arts	360

Scheduled Learning Split by Level	
Level 4	27%
Level 5	27%
Level 6	25%
Total Scheduled Learning Split	**27%**

Course Aims and Outcomes

The Aims and Outcomes of this Course are as follows:

Aim/Outcome	Description
Aim	Enable students to undertake the first stage of education and training towards professional registration in satisfying RIBA and ARB Part 1 criteria.
Aim	Provide a supportive and critically reflective learning environment in which supports students to become responsible, self-reliant and ethically-minded graduates.
Aim	Equip students with the broad range of knowledge and skills needed to design for diverse and sustainable communities within the built environment.
Aim	Encourage students to produce design and creative work that tests the boundaries of the discipline, in a cooperative and cross-disciplinary environment.
Aim	Encourage students to engage creatively and directly with the realities of the world around them, its economic and political constraints, and social and environmental impacts.
Outcome	Apply analytical techniques and problem-solving skills to different types of architectural questions including those at boundaries of the discipline.
Outcome	Employ principles of cooperation and interdisciplinary work to critically evaluate evidence, arguments, and assumptions in order to reach sound judgements.
Outcome	Demonstrate ethical design proposals in the context of the climate emergency, including an understanding of the relevant building physics informing zero carbon design standards.
Outcome	Apply a range of verbal, visual and physical or three-dimensional communication methods and media to present ideas and resolved design proposals clearly and effectively to specialist and non-specialist audiences.
Outcome	Understand responsibly specified materials, processes and techniques that apply to architectural design and building construction to enhance well-being for humans and non-humans.
Outcome	Knowledge and critical understanding of architectural practice and the role of the architect and construction industry, including the professional qualities and responsibilities needed for decision making in complex and unpredictable circumstances.

	Distinctive Features
1	**Critical Care**: By promoting a culture of care and empathy, we cultivate values that integrate social and environmental justice. The course engages with architecture as a social purpose.
2	**Cooperation not competition**: Cooperation and interdisciplinary team-working are at the heart of the learning and teaching experience.
3	**Agency beyond disciplinary limits**: The course emphasises the development of self-awareness and supports you to position your professional identity beyond disciplinary limits.
4	**Inclusivity and diversity**: We provide an inclusive environment with a diverse range of approaches to teaching, learning and making.
5	**Planetary Health**: The course engages the relationship of architecture to the climate emergency in a holistic manner.
6	**Real world engagement:** We cultivate direct engagement with the reality of the world around us and its environmental, legislative and economic constraints.
7	**Art school context**: The restless art school context is distinct for an architecture course at undergraduate level. CSM offers proximity to multiple forms of creative production and studying in an art college encourages innovation and critical practice.

Course Detail

Architecture is about people and how we interact with our environments. This course embeds racial, social and environmental justice through a curriculum that centres on care, climate, cooperation and agency. BA Architecture will equip you with the real-world skills and understanding to develop new forms of architectural practice.

Our vision is framed by a culture of **critical care**. We promote responsibility beyond the client and understanding the consequences of actions for people and planet. We locate ethical values beyond the personal into local and global contexts.

The **climate** and bio-diversity crises present significant challenges to which architecture and spatial practice must respond. We see the tensions and inequalities surrounding the built environment and environmental conflict. We foreground regenerative design, systems thinking and climate literacy to shift from doing less damage to making a positive and regenerative impact on planetary health.

The practice of architecture has always been collaborative. Our course goes further than this, to promote **co-operation** above competition. You will have the opportunity to explore making together as a social act. The course re-imagines professional roles beyond disciplinary limits because architects are increasingly called upon to design across a broad range of practices: from arts to urban development, landscape design to engineering; and working with ecologists, scientists, activists and more.

Rapidly changing modes of representation and production, and a changing work environment are our new constants. BA Architecture encourages you to embrace **change** as a value. We aim for you to become a proactive and agile self-learner as these are valuable workplace skills of the future. This demands both resilience and an openness to new and other forms of knowledge and skills that support invention, originality and diversity. The course integrates both digital and traditional knowledge, skills and technologies. We encourage you to engage in new forms of communicating, learning and making.

The relationship between making and thinking is central to understanding how architecture can engage with a range of scales and practices. As an architecture course based in an arts school, we will support you to explore of a broad range of ideas and knowledges to open alternative forms of space making. We will encourage you to develop your own critical and situated approach to architectural design and practice.

The course collaborates with external partners including social initiatives, cultural institutions, public and private sector bodies. There will also be opportunities to

engage with other disciplines in the College. This creates a rich interdisciplinary learning experience, with opportunity to work on live projects, engaging with communities and clients. This will allow you to gain an understanding of spatial practice and your role as designer within it.

Course Units

The increasing complexity of contemporary socio-economic, cultural and environmental issues requires architects to develop a broad skill set. This may be described as context-led – seeking relevant and appropriate solutions that address local issues arising from global agendas.

Architects must move beyond traditional disciplinary boundaries to find innovative and sustainable design solutions. There is a growing need for contemporary spatial design which focuses not only on “hard”, but also “softer”, infrastructure. That is, not only buildings, construction, transport and engineering, but also systems of social networks, cultural practices, human interaction, and health and well-being.

BA Architecture shifts the focus of design from buildings as objects to the processes that bring them about and their impact upon social, cultural and ecological environments. This provides greater opportunity for holistic learning and the shift towards regenerative practices.

The course provides a rich learning environment and set of experiences for you to develop as a spatial practitioner. It will introduce you to a range of cognitive and practical skills, critical theories, ethical considerations and creative experiences.

Stage 1

Unit 1: Practicing Ethics 1 – Introduction to Study in Architecture in Higher Education (ISHE)
Unit 2: Design for Collective Action (Design Studio 1.1)
Unit 3: Materials, Environments and Structures (Technical Studies 1)
Unit 4: Collective Spaces (Design Studio 1.2)
Unit 5: Fundamental Agencies (Contextual Studies 1)

Stage 1 introduces you to core skills and concepts. These will allow you to develop a critical understanding of spatial practice. You will focus on studio-based projects, both independent and co-operative, alongside workshops and lectures. You will approach design for human and non-human environments, exploring and representing different scales and typologies of spaces, buildings and places. You will gain an understanding of climate literacy and consider the ethical role of the architect and their duty of care.

Stage 2

Unit 6: Design Concept and Spatial Design (Design Studio 2.1)
Unit 7: Critical Agencies (Contextual Studies 2)
Unit 8: Detailed Design (Design Studio 2.2)
Unit 9: Technical and Environmental Integration (Technical Studies 2)
Unit 10: Creative Unions

Stage 2 provides further development of your conceptual thinking, interpretive and design skills. Material experimentation, technical skills, ethical understanding, legislative knowledge, critical writing and presentation skills will enable greater resolution in your designs. You will engage in a major College-wide collaborative project, understanding how working with other disciplines can transform practice.

Stage 2 also focuses on your personal responses to design issues, the challenges of the climate and bio-diversity crises and the development of your unique voice as a spatial designer within these broader contexts.

Stage 3

Unit 11: Design Thesis (Design Studio 3.1)
Unit 12: Accounts of Agency (Contextual Studies 3 – Dissertation)
Unit 13: Design Synthesis (Design Studio 3.2)
Unit 14: Strategic Technical Thesis (Technical Studies 3)
Unit 15: Practicing Ethics 3

Stage 3 brings together your skills, concepts, and knowledge into critically engaged, integrated design projects that synthesise social, cultural, ecological, ethical and environmentally sustainable strategies. This stage offers you the opportunity to reflect on your previous experience, develop professional skills and explore potential directions for your future career through a self-directed project and written dissertation.

The Working Week

The College buildings and Spatial Practices studios are vibrant and busy working environments where students learn together by being active and giving time to their studies. The course team will offer structured teaching and informal learning through events and projects. Students learn the best and are most productive when they are fully committed to their practice and to each other. You should expect to spend 40 hours per week on independent and collaborative practice and in teaching events such as workshops and discussions.

Mode of study

BA Architecture runs for 90 weeks in full-time mode. It is divided into three stages over three academic years. Each stage lasts 30 weeks. You will be expected to commit 40 hours per week to study, which includes teaching time and independent study.

Credit and award requirements

The course is credit rated at 360 credits, with 120 credits at each stage (level).

On successfully completing the course, you will gain a Bachelor of Arts with Honours (BA Hons degree).

Under the Framework for Higher Education Qualifications the stages for a BA are: Stage 1 (Level 4), Stage 2 (Level 5) and Stage 3 (Level 6). In order to progress to the next stage, all units of the preceding stage must normally be passed: 120 credits must be achieved in each stage. The classification of the award will be derived from the marks of units in Stages 2 and 3 or only Stage 3, using a dual algorithm.

If you are unable to continue on the course, a Certificate of Higher Education (CertHE) will normally be offered following the successful completion of Level 4 (or 120 credits), or a Diploma in Higher Education (DipHE) following the successful completion of level 5 (or 240 credits).

Professional, statutory and regulatory bodies

The BA Architecture at Central Saint Martins is currently prescribed by the ARB (Architects Registration Board) at Part 1 level for purposes of registration as an Architect in the UK. The ARB is currently revising its requirements for registration, and is removing from its requirements the award of an undergraduate qualification in architecture. The intention of the ARB is that its prescription of Part 1 qualifications will cease on 31st Dec 2027.

Students entering the BA Architecture course in Sept 2024 who graduate before 31st Dec 2027 will not be affected by this change. Students who take an additional year to complete the course will graduate in June 2028 and will therefore graduate after the proposed end date for ARB prescription at Part 1 and their degree will therefore not be a prescribed ARB award. This will not impact any student's ability to complete qualification as a UK registered architect, as the ARB will continue to accredit academic awards at master's level only. The BA Architecture course is currently, and will continue to be, subject to validation by the RIBA (Royal Institute of British Architects) at Part 1. The RIBA will continue to validate architecture qualifications at Parts 1, 2 and 3 – these are terms

developed by the RIBA and its three-part validation pathway forms the typical route to RIBA Chartered Membership.

Please note that as a result of course specific regulations, unit compensation as detailed in UAL Course Regulations, is not available to students on this course.

Learning and Teaching Methods

The learning and teaching methods devised for this course include:

- Unit and project briefings
- Set and self-initiated project briefs
- Inductions and orientation sessions
- Workshops, lectures, seminars and debates
- Collaborative working
- Tutor groups
- Individual, group and personal tutorials
- Peer learning
- Self and peer assessment
- Staff presentations and guest speakers
- Group discussions, reviews and critiques
- Working with external partners
- Independent study
- Guided walks
- Facilitation for cross-disciplinary working
- Symposia and student-led events

Reference Points

The following assessment methods are employed to support the integrated achievement of the course outcomes:

- Portfolio and project presentations
- Portfolios
- Essays and reports
- Technical reports
- Professional studies reports
- Dissertation
- Research, reflective and project journals

Formative assessment takes place during the unit. It may take the form of a group review, peer feedback, formative presentation, or submission.

Summative assessment takes place at the end of the unit. All units are assessed holistically.

Course Diagram

BA (Hons) Architecture – PLEASE NOTE DUE TO VACATION DATES, SPECIFIC DELIVERY WEEKS MAY CHANGE.
S=summative assessment

<table>
<tr><td colspan="30">LEVEL 4 – Stage 1</td></tr>
<tr><td colspan="15">BLOCK 1</td><td colspan="15">BLOCK 2</td></tr>
<tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td><td>17</td><td>18</td><td>19</td><td>20</td><td>21</td><td>22</td><td>23</td><td>24</td><td>25</td><td>26</td><td>27</td><td>28</td><td>29</td><td>30</td></tr>
<tr><td colspan="5" rowspan="2">Unit 1: Practicing Ethics 1 (ISHE)
(20 credits)</td><td rowspan="2">S</td><td colspan="8">Unit 2: Design for Collective Action (Design Studio 1.1)
(20 credits)</td><td>S</td><td></td><td colspan="13">Unit 4: Collective Spaces (Design Studio 1.2)
(40 credits)</td><td>S</td></tr>
<tr><td colspan="8">Unit 3: Materials, Environments and Structures (Technical Studies 1)
(20 credits)</td><td>S</td><td colspan="8">Unit 5: Fundamental Agencies (Contextual Studies 1)
(20 credits)</td><td>S</td><td colspan="5"></td></tr>
<tr><td colspan="30">LEVEL 5 – Stage 2</td></tr>
<tr><td colspan="15">BLOCK 1</td><td colspan="15">BLOCK 2</td></tr>
<tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td><td>17</td><td>18</td><td>19</td><td>20</td><td>21</td><td>22</td><td>23</td><td>24</td><td>25</td><td>26</td><td>27</td><td>28</td><td>29</td><td>30</td></tr>
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(20 credits)</td><td>S</td><td></td><td colspan="4" rowspan="2">Unit 10: Creative Unions
(20 credits)</td><td rowspan="2">S</td></tr>
<tr><td colspan="14">Unit 7: Critical Agencies (Contextual Studies 2)
(20 credits)</td><td>S</td><td colspan="8">Unit 9: Technical and Environmental Integration (Technical Studies 2)
(20 credits)</td><td>S</td></tr>
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<tr><th colspan="30">LEVEL 6 – Stage 3</th></tr>
<tr><td colspan="15">BLOCK 1</td><td colspan="15">BLOCK 2</td></tr>
<tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td><td>17</td><td>18</td><td>19</td><td>20</td><td>21</td><td>22</td><td>23</td><td>24</td><td>25</td><td>26</td><td>27</td><td>28</td><td>29</td><td>30</td></tr>
<tr><td colspan="13">Unit 11: Design Thesis (Design Studio 3.1)
(40 credits)</td><td>S</td><td></td><td colspan="9">Unit 13: Design Synthesis (Design Studio 3.2)
(20 credits)</td><td>S</td><td></td><td colspan="4" rowspan="2">Unit 15: Practicing Ethics 3
(20 credits)</td><td rowspan="2">S</td><td rowspan="2"></td></tr>
<tr><td colspan="14">Unit 12: Accounts of Agency (Contextual Studies 3)
(20 credits)</td><td>S</td><td colspan="9">Unit 14: Strategic Technical Thesis (Technical Studies 3)
(20 credits)</td><td>S</td></tr>
</table>

MU001524: Unit 1: Practicing Ethics 1: Introduction to Study in Architecture in Higher Education (ISHE)

(Mandatory)

Unit Code	MU001524
Unit Title	Unit 1: Practicing Ethics 1 Introduction to Study in Architecture in Higher Education (ISHE)
FHEQ Level	Level 4
Duration	5 weeks
Course Position	Stage 1 weeks 1-5
Credits	20
Programme	CSM Spatial Practices (L033)
Unit Introduction	Unit 1 will see you joining an action-based approach to your first few weeks on BA Architecture. Alongside an introduction to the traditional structures and regulatory frameworks of professional practice, you will gain insight into and opportunities to discuss key ethical dilemmas architects often face, alongside an initial overview of traditional planning processes that architects use to develop a project and alternative routes into practice, together with an understanding of key duties, boundaries and values that are part of the profession. This unit provides you with the fundamentals of architectural education, training and practice; the agendas, ambitions and methods of this BA Architecture course and the wider Spatial Practices Programme in the context of an art school. This unit will also cover the standards and expectations of the course's professional accreditation and the pathways put in place for you to achieve this. Departing from the examination of the multiple histories of architectural education and practice, we will move to the critical analysis of what the role and definition of an ethical architect is today, and their duty of care. By working with your peers as part of a project, you will start to explore what it means to 'practice', to 'collaborate', and what it is to be a 'professional'. This unit takes a hands-

	on approach to challenge your understanding of the profession in social, political and ethical terms.
Indicative Content	This unit aims to introduce you to your course and its subject specialism as well as to effective learning and studentship at undergraduate level through a live project exercise. This will see you working in collaboration with your peers and tutors to create a space for conversation, discussion and cooperation. This first unit will orientate you to the practices and knowledge needed to understand architecture as a critical discipline. Students come from many diverse backgrounds and life experiences. A large part of this unit will ask you to understand and reflect on your own positionality, the one you share with your peers, how that shapes the way you approach the course, and how this in turn shapes the future of the course. Together, we will work to develop your skills for collaborative and independent learning, reflection, and your own self development. This unit has five core purposes: 1. To introduce you to your discipline in the context of study at a Higher Education level; 2. To introduce you to learning skills and the requirements of effective studentship at undergraduate level; 3. To provide you with the basic understanding of the challenges, opportunities and critical aspects connected to the profession of an architect and wider forms of spatial practice. 4. To orientate you within your course, the College and the University; 5. To allow you to develop those key relationships of responsibility and trust that will make you a more conscious and critical student and practitioner. Emphasis is placed on the skills needed to locate, navigate, and communicate information and ideas effectively and appropriately. You will be introduced to resources that support your studies. We will also discuss

	studentship, the importance of being an engaged and participatory member of the group and your own personal and professional development. The unit introduces skills and ways of working that are central to architectural training including: • Interdisciplinary team working; reflective practice; • Investigative development as a cyclical process; • The importance of curiosity, research and iterative working. The unit will encourage you to engage with these structures and methods in a critical manner, and empower you to challenge them through your work, during the unit and throughout your BA studies.
Learning & Teaching Methods	The learning and teaching methods devised for this unit include: • Unit briefings • Assessment briefings • Inductions • Orientation sessions • Lectures • Group discussions • Tutorials • Independent study • Project work. The unit will enable you to write a reflective journal, and research and compile a presentation and a report document. The unit will also see you engaging with active making processes in the form of a group project which will live-test some of the concepts explored in theory.

Learning Outcomes	
LO1	Evidence a critical, foundational understanding of the practices and knowledge base of architecture. (AC Knowledge)
LO2	Demonstrate skills needed for effective learning and communication of ideas, arguments and criticism in visual and written forms. (AC Communication)

LO3	Illustrate an understanding of the importance of studentship through engagement and participation with the course and your student colleagues. (AC Enquiry)
LO4	Critically reflect and commit to personal and professional development. (AC Process)
LO5	Work cooperatively in support of a culture striving to respond to a contemporary set of ethical imperatives. (AC Realisation)

Unit Assessment Summary
Holistic: Pass/Fail - In holistic assessment students may be asked to submit one or more pieces of work, but tutors will look at all the work for the unit and make a single judgement about students' performance against the University's assessment criteria.

Holistic: Pass/Fail	
Assessment Type	Report
% of total	Pass/Fail
Hand-in Week	Refer to Course Moodle page
Briefing	Refer to Course Moodle page
Feedback	Refer to Course Moodle page
Assessment Description	Formative assessment takes place during the unit. It may take the form of a group review, peer feedback or formative presentation or submission. Summative assessment takes place at the end of the unit. The unit is assessed holistically as pass/fail. To evidence your achievement of the learning outcomes of this unit, you are expected to submit: • A mixed media Ethical Practice Manifesto and critical reflection - report. Online Submission.

Scheduled Learning and Teaching
Details of the total scheduled learning and teaching activity for each unit, can be found on your student portal on SITS, the UAL student records system. Click on the “scheduled learning and teaching” tab at the top of the home screen when you have logged in using your UAL details.
Independent Learning: 66%, Scheduled Learning and Teaching: 34%

Reading List	A Padlet based reading list is available here: BAA Stage 1 Reading List (Padlet) Links to key support resources available for all students at UAL, and other useful links here: Stage 1 BA Architecture Student Resources @UAL (Padlet) Further resources and references will be made available on the course Moodle page as the course progresses.

MU001482: Unit 2: Design for Collective Action (Design Studio 1.1) (Mandatory)

Unit Code	MU001482
Unit Title	Unit 2: Design for Collective Action (Design Studio 1.1)
FHEQ Level	Level 4
Duration	10 weeks
Course Position	Stage 1 weeks 6-15
Credits	20
Programme	CSM Spatial Practices (L033)
Unit Introduction	The design studio is central to the course. Stage 1 design studio integrates practice, theory and research applied through a range briefs and exercises. The design studio units in Stage 1 (Design 1.1 and Design 1.2) also provide a platform to test and develop ideas in relation to the world we live and work in. In this first design unit, you will gain an initial understanding of the nature of space and its potential for agency. This will allow you to develop your design ideas in theory and practice, understanding and using the complexities of the real world as a point of departure for creative thinking and questioning. You will explore the nature of conceptual design and improvisational and temporary spaces. This will lead to the development of a design outcome, through an iterative process, that explores a clear purpose, a preliminary site, its context, users and use, materiality and an overall architectural strategy. Through projects which combine elements of design, making and material testing, alongside open discussion, group work and individual research, this unit introduces you to the challenge of designing spaces for the contemporary world.
Indicative Content	In this unit, you will use a series of different design processes to develop spatial proposals that respond to specific challenges. This allows you to explore multiple scales and architectural typologies, various media and methods, and innovative approaches to sustainable materials and technologies. This unit will encourage you to develop two- and three-dimensional design and

	representation skills, exploring and testing your creative and spatial abilities. In this unit you will also start to develop the fundamental skills needed to build confidence as a designer and critical thinker. Design and communication skills, the ability to research and critically evaluate ideas and to integrate practical skills with conceptual thinking, all play a part in developing your own design approach and design language. Working individually and in a group setting will form a platform to interrogate and strengthen your design skills and concepts. Your learning in other units in Stage 1 – Technical, Professional and Contextual Studies – will be implemented in practice through situated and critically framed design briefs. This allows your ideas to be developed into a coherent, critical, and sustainable proposal. You will develop your skills in: • Sketching, observational and analytical drawing; • Measured drawing, orthographic projection and technical drawing; • Composite drawing and mixed media images; • Three-dimensional modelling, representation and 1:1 scale material exploration. Throughout the unit you will be encouraged to reflect upon your work and the work of others to understand your own development as a student and designer. This will enable you to construct and curate documents such as design portfolios, reports, reflective statements etc. Working with multiple mediums, formats and scales, the design will follow an iterative process: drawing, three-dimensional testing, thinking, analysing, redrawing, reworking, rethinking. Through this continuous cycle we push ideas forward and turn to traditional and innovative representation and visual communication skills to explore our ideas with others.

Learning & Teaching Methods	The learning and teaching methods devised for this unit include: • Unit briefings • Project briefings • Set and self-initiated project briefings • Assessment briefings • Inductions • Workshops • Lectures • Seminars • Collaborative working • Group working and group projects • Individual, group and personal tutorials • Peer learning • Self and peer assessment • Staff presentations and guest speakers • Group discussions, reviews and critiques • Independent study

Learning Outcomes	
LO1	Demonstrate an awareness of how research and analysis support the development of design ideas and proposals. (AC Enquiry)
LO2	Employ iterative drawing, model-making or other forms of three-dimensional representation as methods of experimentation and creative risk-taking in support of developing design ideas. (AC Process)
LO3	Create considered spatial and architectural proposals in response to a specific context. (AC Knowledge)
LO4	Integrate basic principles of sustainability and climate responsible design in spatial design projects. (AC Realisation)
LO5	Use two and three dimensional architectural representation to communicate design research, analysis, experimentation and spatial proposals. (AC Communication)

Unit Assessment Summary
Holistic - In holistic assessment students may be asked to submit one or more pieces of work, but tutors will look at all the work for the unit and make a single judgement about students' performance against the University's assessment criteria. Students will receive a single grade and a single feedback form. Students will need to achieve a grade of D- or above to pass the unit.

Holistic	
Assessment Type	Portfolio
% of total	100
Hand-in Week	Refer to Course Moodle page
Briefing	Refer to Course Moodle page
Feedback	Refer to Course Moodle page
Assessment Description	Formative assessment takes place during the unit. It may take the form of a group review, peer feedback or formative presentation or submission. Summative assessment takes place at the end of the unit. The unit is assessed holistically. To evidence your achievement of the learning outcomes of this unit, you are expected to submit: • A portfolio of work, including drawings, models, or other forms of three-dimensional representation sufficient to show your achievement of the learning outcomes. Online submission.

Scheduled Learning and Teaching
Details of the total scheduled learning and teaching activity for each unit, can be found on your student portal on SITS, the UAL student records system. Click on the “scheduled learning and teaching” tab at the top of the home screen when you have logged in using your UAL details.
Independent Learning: 72%, Scheduled Learning and Teaching: 28%

Reading List	A Padlet based reading list is available here: BAA Stage 1 Reading List (Padlet) Further resources and references will be made available on the course Moodle page as the course progresses.

MU001483: Unit 3: Materials, Environments and Structures (Technical Studies 1)

(Mandatory)

Unit Code	MU001483
Unit Title	Unit 3: Materials, Environments and Structures (Technical Studies 1)
FHEQ Level	Level 4
Duration	10 weeks
Course Position	Stage 1 weeks 6-15
Credits	20
Programme	CSM Spatial Practices (L033)
Unit Introduction	Architecture requires knowledge of a range of technical constraints and construction processes to support the development of integrated design propositions in the context of climate emergency. As architects, you will need to initiate and refine ideas about structural forms, materials and the quality of built environment. You will also need to assess their impact upon larger ecological, environmental and socio-economic contexts. This unit introduces you to the basic principles related to the structural, material, environmental and constructional aspects of architecture. This includes how they affect and inform the conceptual, performative and aesthetic concerns of design, and also wider concerns of sustainability, global warming, bio-diversity loss, scarcity, and resource constraints.
Indicative Content	The unit introduces structural elements and the rules of structural behaviour; the principles of building construction and material performance; the techniques of environmental analysis and design; and considerations of environmental and ecological sustainability in the context of the climate emergency. Through lectures, workshops and independent study, you will explore the basic principles of: • Structures and structural systems; • Material structures: concrete, timber and steel frames and joints; • Construction and detailing;

	• Environmental design for human comfort; • Climate literacy and sustainable design.
Learning & Teaching Methods	The learning and teaching methods devised for this unit include: • Unit and assessment briefings • Seminars and lectures • Workshops • Independent study and project work • Short independent projects.

Learning Outcomes	
LO1	Engage with technical aspects of architecture through modelling and drawing. (AC Enquiry)
LO2	Demonstrate a foundational knowledge of technical aspects associated with architecture. (AC Knowledge)
LO3	As a spatial practitioner, reflect on the technical aspects of architecture in relation to sustainability and the climate crisis. (AC Communication)

Unit Assessment Summary
Holistic - In holistic assessment students may be asked to submit one or more pieces of work, but tutors will look at all the work for the unit and make a single judgement about students' performance against the University's assessment criteria. Students will receive a single grade and a single feedback form. Students will need to achieve a grade of D- or above to pass the unit.

Holistic	
Assessment Type	Report
% of total	100
Hand-in Week	Refer to Course Moodle page
Briefing	Refer to Course Moodle page
Feedback	Refer to Course Moodle page
Assessment Description	Formative assessment takes place during the unit. It may take the form of a group review, peer feedback or formative presentation or submission. Summative assessment takes place at the end of the unit. The unit is assessed holistically. To evidence your achievement of the learning outcomes of this unit, you are expected to submit: • The delivery of an exploratory exercise concerning the analysis and representation of architecture with a specific technical focus. This must demonstrate an understanding of materials, structure, environmental and construction knowledge, and an individual critical reflection. Online submission.

Scheduled Learning and Teaching
Details of the total scheduled learning and teaching activity for each unit, can be found on your student portal on SITS, the UAL student records system. Click on the “scheduled learning and teaching” tab at the top of the home screen when you have logged in using your UAL details.
Independent Learning: 72%, Scheduled Learning and Teaching: 28%

Reading List	A Padlet based reading list is available here: BAA Stage 1 Reading List (Padlet) Further resources and references will be made available on the course Moodle page as the course progresses.

MU001484: Unit 4: Collective Spaces (Design Studio 1.2)

(Mandatory)

Unit Code	MU001484
Unit Title	Unit 4: Collective Spaces (Design Studio 1.2)
FHEQ Level	Level 4
Duration	15 weeks
Course Position	Stage 2 weeks 16-30
Credits	40
Programme	CSM Spatial Practices (L033)
Unit Introduction	The design studio is central to the course. Stage 1 design studio units integrate practice, theory and research applied through a range briefs and exercises. The design studio units in Stage 1 (Unit 2 and Unit 4) also provide a platform to test and develop ideas in relation to the world we live and work in. In this second design unit, you will develop a detailed understanding of the nature of space, its function, challenges, agency and criticality. Building on the concepts and design ideas you have been exploring in Design Studio 1.1, this second design unit will challenge you to bring your ideas into the reality in a carefully resolved design proposal. You will resolve and present a site-specific design, combining a contextual site analysis together with a clear critical framework and several key technical strategies: structural, environmental and material. You will produce a comprehensive design proposal that is appropriate to a specific context. You will need to demonstrate the technical practicalities of what you propose through the exploration and integration of basic principles of structures, materials and sustainable solutions, as part of a comprehensive design proposal. You are also required to communicate your proposals using the conventions of architectural representation and through the use of digital tools.

	Finally, you will be introduced to a more in-depth exploration of the design portfolio as a vehicle and tool to convey a rich design process, the final outcomes and the critical contextualisation of a design proposal.
Indicative Content	In this unit, you will focus on developing a site-specific iterative design proposal with a strong critical framework. The unit briefs will allow you to move from initial spatial observations and site analysis, through more complex considerations of experiences, towards an integrated approach to the design of sequences of spaces and built interventions. Finally, this unit will ask you to produce a resolved design, responsive towards the site and spatially and programmatically innovative. Thinking holistically, you will continually address and incorporate the learnings from other units - Technical, Professional and Contextual Studies. You will generate new ideas creatively, to be developed into comprehensive, coherent and sustainable spatial, architectural and critical proposal. You will be required demonstrate the iterative design processes, that you were introduced to in Design Studio 1.1, as part of a final summative portfolio. These includes; drawing, three-dimensional testing, thinking, analysing, redrawing, reworking, and rethinking. This unit puts a clear emphasis on design resolution and integration of technical and sustainable considerations in the design process. The aim of the projects within this unit is to introduce you to the methods of thinking and making in relation to design intent. You will explore: • Conceptual thinking and iterative design methods; • Physical, social, political and cultural contexts; • The climate emergency, environmental and ecological considerations; • Social activity, use and inhabitation of spaces; • Concepts of spatial agency, co-production and collaborative design; • Exploration of ethically aware design processes; • Experimentation through two- and three-dimensional drawing, modelling, material explorations and representation;

	• Communication of your ideas through appropriate forms and media (2D, 3D media and verbal presentation); • The integration of structure, environment and material in design Throughout the unit you will be encouraged to reflect upon your work and the work of others to understand your own development as a student and designer. This unit will enable you to construct and curate a design portfolio of work which incorporates a carefully constructed narrative of your design development process around key thematic concerns. In addition to evidence of design project work, the portfolio will incorporate a holistic spatial design proposal. This proposal will be shown in context and represented through the conventional and innovative forms of architectural representation.
Learning & Teaching Methods	The learning and teaching methods devised for this unit include: • Unit and project and briefings • Set and self-initiated project briefings • Inductions • Workshops • Lectures • Seminars • Collaborative working • Group working and group projects • Individual, group and personal tutorials • Peer learning • Self and peer assessment • Staff presentations and guest speakers • Group discussions, reviews and critiques • Independent study.

Learning Outcomes	
LO1	Demonstrate an awareness of the way in which contextual, technical, environmental research and analysis support the development of spatial design proposals. (AC Enquiry)

LO2	Apply iterative drawing, model-making or other forms of three-dimensional representation as methods of experimentation and creative risk-taking, in support of design proposals. (AC Process)
LO3	Create appropriate, sustainable and resolved spatial and architectural design proposals in response to a specific context. (AC Knowledge)
LO4	Integrate basic principles of structures, materials and environmental design as part of sustainable design proposals. (AC Realisation)
LO5	Use two and three dimensional architectural representation, in analogue and CAD form, to communicate a coherent design proposal in a portfolio format. (AC Communication)

Unit Assessment Summary
Holistic - In holistic assessment students may be asked to submit one or more pieces of work, but tutors will look at all the work for the unit and make a single judgement about students' performance against the University's assessment criteria. Students will receive a single grade and a single feedback form. Students will need to achieve a grade of D- or above to pass the unit.

Holistic	
Assessment Type	Portfolio
% of total	100
Hand-in Week	Refer to Course Moodle page
Briefing	Refer to Course Moodle page
Feedback	Refer to Course Moodle page
Assessment Description	Formative assessment takes place during the unit. It may take the form of a group review, peer feedback or formative presentation or submission. Summative assessment takes place at the end of the unit. The unit is assessed holistically. To evidence your achievement of the learning outcomes of this unit, you are expected to submit: • A complete portfolio of work, including drawings, models or other forms of three-dimensional representation

	sufficient to show your achievement of the learning outcomes. Online submission.

Scheduled Learning and Teaching
Details of the total scheduled learning and teaching activity for each unit, can be found on your student portal on SITS, the UAL student records system. Click on the “scheduled learning and teaching” tab at the top of the home screen when you have logged in using your UAL details.
Independent Learning: 76%, Scheduled Learning and Teaching: 24%

Reading List	A Padlet based reading list is available here: BAA Stage 1 Reading List (Padlet) Further resources and references will be made available on the course Moodle page as the course progresses.

MU001485: Unit 5: Fundamental Agencies (Contextual Studies 1)

(Mandatory)

Unit Code	MU001485
Unit Title	Unit 5: Fundamental Agencies (Contextual Studies 1)
FHEQ Level	Level 4
Duration	10 weeks
Course Position	Stage 1 weeks 16-25
Credits	20
Programme	CSM Spatial Practices (L033)
Unit Introduction	Architecture does not exist in isolation – it is contingent upon a set of relationships within contexts and cultures. It is inextricably related to politics, ethics, sociology, philosophy, economics, technology, the environment, the planet and its climate, and other factors. This unit will support you in exploring the ways in which architecture and its histories have been constructed addressing different perspectives on architecture as a creative practice and a unique form of knowledge. Through an exploration of critical architectural histories and theories, and through a thematic approach, we will begin to consider the broader contextual forces that shape architecture in the past as well as the present. The aim of this unit is to build critical and analytical tools to understand the relations between cultural contexts and the built environment. We will emphasise embodied forms of knowledge and care by acknowledging the importance of lived experience. Students will also develop their ability to research, extract and relate social, cultural and political ideologies and contemporary and pressing issues such as the climate emergency with architectural, spatial and urban practices. To build primary and secondary research skills, the unit will consider the urban environment of London as a living testbed of architectural thought and practice.

Indicative Content	Through lectures, presentations, seminar discussions, walks, visits and independent study, you will be introduced to some of the following: • Thematic readings of architectural histories and theories and cities, through the study of themes, as for instance, power and religion, industry and craft, the body and the planet, empire, colony and extraction, environment and technology. • The development of core themes and concerns of architectural design through critical urban, spatial and building studies. • Key periods in the history of architecture and the relation of cultural contexts to the development of the built environment. • Applied forms of research and critical analysis of architectural histories, discourses and buildings. • Thematic readings of architectural histories and the development of a range of cities. • Through discussion, visual and written submissions, students will develop analytical skills, critical writing skills, presentation and discursive skills.
Learning & Teaching Methods	The learning and teaching methods devised for this unit include: • Unit and assessment briefings • Seminars • Lectures • Discussions and debates • Independent study and research • Guest talks • Guided walks

Learning Outcomes	
LO1	Gather and investigate information through the effective use of a range of sources. (AC Enquiry)
LO2	Evaluate and analyse information to formulate outcomes or conclusions. (AC Process)

LO3	Evidence basic understanding of the histories and contexts of architecture, and how architecture relates to the broader field of art and design. (AC Knowledge)
LO4	Employ academic conventions including appropriate methods of citing written and visual work. (AC Communication)

Unit Assessment Summary
Holistic - In holistic assessment students may be asked to submit one or more pieces of work, but tutors will look at all the work for the unit and make a single judgement about students' performance against the University's assessment criteria. Students will receive a single grade and a single feedback form. Students will need to achieve a grade of D- or above to pass the unit.

Holistic	
Assessment Type	Portfolio
% of total	100
Hand-in Week	Refer to Course Moodle page
Briefing	Refer to Course Moodle page
Feedback	Refer to Course Moodle page
Assessment Description	Formative assessment takes place during the unit. It may take the form of a group review, peer feedback, formative presentation or submission. Summative assessment takes place at the end of the unit. The unit is assessed holistically. To evidence your achievement of the learning outcomes of this unit, you are expected to submit: • An essay. Word count: 1,500 to 2,000 words. Online submission.

Scheduled Learning and Teaching
Details of the total scheduled learning and teaching activity for each unit, can be found on your student portal on SITS, the UAL student records system. Click on the “scheduled learning and teaching” tab at the top of the home screen when you have logged in using your UAL details.
Independent Learning: 76%, Scheduled Learning and Teaching: 24%

Reading List	A Padlet based reading list is available here: BAA Stage 1 Reading List (Padlet) Further resources will be made available on course Moodle page as the course progresses.

MU001519: Unit 6: Design Concept and Spatial Design (Design Studio 2.1)

(Mandatory)

Unit Code	MU001519
Unit Title	Unit 6: Design Concept and Spatial Design (Design Studio 2.1)
FHEQ Level	Level 5
Duration	15 weeks
Course Position	Stage 2 weeks 1-15
Credits	40
Programme	CSM Spatial Practices (L033)
Unit Introduction	Stage 2 design studio units introduces you to a range of different architectural design concerns and approaches to developing architectural projects. Using drawing, modelling, and making, the design studio units in Stage 2 (Unit 6 Design 2.1 and Unit 8 Design 2.2) encourage you to further develop your voice and approach as an architect through continued design experimentation across scales and various stages in the design process. The aim of this first design unit is to support you in building confidence in your own approach and methods of architectural design leading to the design of a proposal for a building defined at an architectural design concept level.
Indicative Content	In this unit you will work in a focused, iterative, and experimental manner. You will be encouraged to develop a rigorous design method through drawing, modelling or other forms of three-dimensional representation. You will also become skillful in translating between two- and three-dimensional methods of design and representation, in digital and physical media. This unit emphasises design experimentation, ideation, and analysis. In it, you will produce an architectural design proposal for a building in context. Through individual and collaborative projects and tasks, you will explore and develop your own architectural approach in relation to the built environment. Through your design work, you will explore a range of formal, programmatic, social, material, tectonic, cultural and communicative

	themes. You will also experiment with the potential of architectural design to contribute towards addressing contemporary social and environmental issues. Through a series of studio-based design proposal, the program of study will enable you to explore the intersectional relations between the social, cultural and environmental dimensions of a spatial design project. Your project will also demonstrate a strategic engagement with contemporary challenges for social justice, climate and biodiversity emergencies. By understanding your own design intention and how they can be situated in the context of ethical professional practices, you can begin to consider how you may contribute through design thinking and practice to the realities of the world around us. In addition, you will develop skills in relation to: • Defining and responding to a brief; • Site analysis; • Outlining project strategies; • Architectural concept design; • Communicating your work to professional audiences using drawing, modelling or other forms of digital visualisation.
Learning & Teaching Methods	The learning and teaching methods devised for this unit include: • Unit and project and briefings • Set and self-initiated project briefings • Assessment briefings • Inductions • Workshops • Lectures and seminars • Collaborative working • Group working and group projects • Working with external partners • Individual, group and personal tutorials • Peer learning • Self and peer assessment • Staff presentations and guest speakers • Group discussions, reviews and critiques

	• Independent study

Learning Outcomes	
LO1	Undertake research and critical analysis to contextualise and support the development and formulation of an architectural design brief. (AC Enquiry)
LO2	Apply design approaches and strategies to create spatial and architectural proposals in response to an architectural brief informed by current social, cultural and environmental challenges. (AC Knowledge)
LO3	As a part of your design process, creatively solve problems and take risks through design experimentation. (AC Process)
LO4	Use architectural representation to communicate your design research, analysis, ideas, and intentions appropriately and proficiently. (AC Communication)
LO5	Define a coherent strategy and concept design and spatially coordinated architectural proposal informed by relevant social, cultural, technological and environmental concerns. (AC Realisation)

Unit Assessment Summary
Holistic - In holistic assessment students may be asked to submit one or more pieces of work, but tutors will look at all the work for the unit and make a single judgement about students' performance against the University's assessment criteria. Students will receive a single grade and a single feedback form. Students will need to achieve a grade of D- or above to pass the unit.

Holistic	
Assessment Type	Multiple
% of total	100
Hand-in Week	Refer to Course Moodle page
Briefing	Refer to Course Moodle page
Feedback	Refer to Course Moodle page
Assessment Description	Formative assessment takes place during the unit. It may take the form of a group review, peer feedback or formative presentation or submission. Summative assessment takes place at the end of the unit. The unit is assessed holistically. To evidence your achievement of the learning outcomes of this unit, you are expected to submit: A portfolio of work that articulates the formulation and development of a spatially coordinated design proposal sufficient to demonstrate achievement of the learning outcomes. • The portfolio of work comprises a Design Portfolio and a Reflective Journal: 1. The Design Portfolio provides the opportunity to articulate the key aspects of the design proposal in relation to the context and the brief. 2. The Reflective Journal is an edited document illustrating the development of the design proposal, including the research, analysis and experimentation that informs the design outcome. Online submission.

Scheduled Learning and Teaching
Details of the total scheduled learning and teaching activity for each unit, can be found on your student portal on SITS, the UAL student records system. Click on the “scheduled learning and teaching” tab at the top of the home screen when you have logged in using your UAL details.
Independent Learning: 70%, Scheduled Learning and Teaching: 30%

Reading List	A Padlet based reading list is available here: BAA Stage 2 Reading List (Padlet) Further resources and references will be made available on the course Moodle page as the course progresses.

MU001520: Unit 7: Critical Agencies (Contextual Studies 2)

(Mandatory)

Unit Code	MU001520
Unit Title	Unit 7: Critical Agencies (Contextual Studies 2)
FHEQ Level	Level 5
Duration	15 weeks
Course Position	Stage 2 weeks 1-15
Credits	20
Programme	CSM Spatial Practices (L033)
Unit Introduction	This unit investigates, compares and critically addresses architectural ideologies and approaches, understanding design as the product of complex systems of relations between different cultural layers with a specific focus on the twentieth century up to the present day. The unit will concentrate on the global architectural histories and theories of the twentieth century to the present day. The unit will question and challenge the intentions, ideals, methods and products of modernity and post-modernity in architecture by emphasising the relevance of multiple architectural histories and theories rather than a one-only Global North perspective. Students will encounter many figures, ways of thinking and buildings from different geographic and cultural viewpoints and will be encouraged to look at the various tensions and disjunctions between them. It will question western-centred narratives of modernism by emphasizing the importance of planetary thinking. Through studying important twentieth century works within their social, political, cultural and economic contexts, students will gain a critical perspective on recent and contemporary architectural ideologies, as well as building confidence in challenging and discussing them.
Indicative Content	The unit is based on academic and intellectual exploration. A series of lectures and seminars will address some of the inherent dilemmas and dialectics of modernity. Texts, buildings, exhibitions, art works and other manifestations of architectural production, will

	animate and provoke questions linked to the conception and production of architecture and design. The main aim of this unit is to develop skills and techniques of critical analysis through consideration of specific issues and themes that have been the subject of theories, manifestoes, writings, and oral histories from the late nineteenth century to today. Engagement with the unit will support you in developing intellectual positions and arguments. Looking carefully, collectively and critically at various texts, commentaries and theories will help you build confidence in forming a research position, in preparation for the Stage 3 dissertation. Through lectures, seminars, films, literature reviews and debates, you will be introduced to a variety of issues including: • Contemporary issues relating architecture & spatial practice to cultural, environmental, climatic and social values; • Comparative critical analysis of design for the human environment; • The relationships between concepts, theories and practices; • The development of a strategic understanding of the interaction between design and its cultural context; • The articulation of a critical position in relation to your own design work and the work of others.
Learning & Teaching Methods	The learning and teaching methods devised for this unit include: • Unit and assessment briefings • Seminars and lectures • Discussion and debates • Independent research and study • Guest talks

Learning Outcomes	
LO1	Research information related to set and self-defined topics. (AC Enquiry)
LO2	Critically analyse and position your work in relation to the work of others. (AC Knowledge)
LO3	Present a critical and intellectual position through written and visual communication. (AC Communication)
LO4	Articulate an understanding of ideas and theories about architecture and urbanism. (AC Realisation)

Unit Assessment Summary
Holistic - In holistic assessment students may be asked to submit one or more pieces of work, but tutors will look at all the work for the unit and make a single judgement about students' performance against the University's assessment criteria. Students will receive a single grade and a single feedback form. Students will need to achieve a grade of D- or above to pass the unit.

Holistic	
Assessment Type	Essay
% of total	100
Hand-in Week	Refer to Course Moodle page
Briefing	Refer to Course Moodle page
Feedback	Refer to Course Moodle page
Assessment Description	Formative assessment takes place during the unit. It may take the form of a group review, peer feedback or formative presentation or submission. Summative assessment takes place at the end of the unit. The unit is assessed holistically. To evidence your achievement of the learning outcomes of this unit, you are expected to submit: • An essay. Word count: 2,000 - 2,500 words. Online submission.

Scheduled Learning and Teaching
Details of the total scheduled learning and teaching activity for each unit, can be found on your student portal on SITS, the UAL student records system. Click on the “scheduled learning and teaching” tab at the top of the home screen when you have logged in using your UAL details.
Independent Learning: 76%, Scheduled Learning and Teaching: 24%

Reading List	A Padlet based reading list is available here: BAA Stage 2 Reading List (Padlet). Further resources and references will be made available on the course Moodle page as the course progresses.

MU001521: Unit 8: Detailed Design (Design Studio 2.2)

(Mandatory)

Unit Code	MU001521
Unit Title	Unit 8: Detailed Design (Design Studio 2.2)
FHEQ Level	Level 5
Duration	10 weeks
Course Position	Stage 2 weeks 16-25
Credits	20
Programme	CSM Spatial Practices (L033)
Unit Introduction	Stage 2 design studio units (Design 2.1 and Design 2.2) introduce you to a range of different architectural design concerns and approaches to developing architectural projects. Using drawing, modelling, and making, the design studio units in Stage 2 encourage you to further develop your voice and approach as an architect through continued design experimentation across scales and various stages in the design process. The aim of this second design unit is to support you in synthesising and developing the design you have been developing in Design Studio 2.1. This includes integrating technical (material, tectonic, and environmental) strategies and details. This will lead to the design of a comprehensive and detailed proposal for a building in context.
Indicative Content	In this unit you will work in a focused, iterative, and synthesising manner. You will be encouraged to refine your design method and integrate technical aspects through drawing, modelling or other forms of three-dimensional representation. You will become proficient in translating between two- and three-dimensional methods of design and representation, in digital and physical media. The unit emphasises design development and resolution, highlighting the integration of technical considerations in the design process. You will produce a detailed architectural project for a building in context.

	Through individual and collaborative projects and tasks, you will refine your concept design and develop relevant aspects of the building further, looking at and developing specific elements or spaces in greater detail. Through your design work, you will consider how technical aspects can be successfully integrated into the design. In coordination with other aspects of your proposal, you will demonstrate how they address the project brief, and issues of social justice, and climate and bio-diversity emergencies. Through the development of your previous architectural design proposal (Design Studio 2.1), the program of study will enable you to deepen your understanding of the intersectional relations between the social, cultural, and environmental dimensions of the design project. In addition, your project will have to demonstrate how its detailed resolution embodies its strategic engagement with contemporary challenges of social justice, and the climate and biodiversity emergencies. In addition, you will develop skills in relation to: • Developing detail studies; • Detailing project strategies; • Technical integration; • Detailed architectural design; • Communicating your work to diverse audiences using drawing, modelling or other forms of digital visualisation.

Learning & Teaching Methods	The learning and teaching methods devised for this unit include: • unit and project and briefings • set and self-initiated project briefings • assessment briefings • inductions, workshops, lectures and seminars • collaborative working • group working and group projects • working with external partners • individual, group and personal tutorials • peer learning • self and peer assessment • staff presentations and guest speakers • group discussions, reviews and critiques • and independent study.

Learning Outcomes	
LO1	Apply research and analysis to inform the development and resolution of architectural design projects. (AC Enquiry)
LO2	Apply design approaches and strategies to the development and resolution of an architectural design project situated in context and responding to the needs of users. (AC Knowledge)
LO3	Develop your design project through creative experimentation and design iteration. (AC Process)
LO4	Use architectural representation to communicate the resolution of your design project creatively and proficiently. (AC Communication)
LO5	Develop and resolve a coherent spatial design project that responds to relevant social, cultural, technological, ecological, and environmental concerns. (AC Realisation)

Unit Assessment Summary
Holistic - In holistic assessment students may be asked to submit one or more pieces of work, but tutors will look at all the work for the unit and make a single judgement about students' performance against the University's assessment criteria. Students will receive a single grade and a single feedback form. Students will need to achieve a grade of D- or above to pass the unit.

Holistic	
Assessment Type	Multiple
% of total	100
Hand-in Week	Refer to Course Moodle page
Briefing	Refer to Course Moodle page
Feedback	Refer to Course Moodle page
Assessment Description	Formative assessment takes place during the unit. It may take the form of a group review, peer feedback or formative presentation or submission. Summative assessment takes place at the end of the unit. The unit is assessed holistically. To evidence your achievement of the learning outcomes of this unit, you are expected to submit: A portfolio of work that articulates the formulation and development of a design project, sufficient to demonstrate achievement of the learning outcomes. • The portfolio of work comprises a Design Portfolio and a Reflective Journal: 1. The Design Portfolio provides the opportunity to articulate the key aspects of the design project in relation to the context and the brief. 2. The Reflective Journal is an edited document illustrating the development of the design project, including the research, analysis and experimentation that informs the design outcome. Online submission.

Scheduled Learning and Teaching
Details of the total scheduled learning and teaching activity for each unit, can be found on your student portal on SITS, the UAL student records system. Click on the “scheduled learning and teaching” tab at the top of the home screen when you have logged in using your UAL details.
Independent Learning: 63%, Scheduled Learning and Teaching: 37%

Reading List	A Padlet based reading list is available here: BAA Stage 2 Reading List (Padlet) Further resources and references will be made available on the course Moodle page as the course progresses.

MU001522: Unit 9: Technical and Environmental Integration (Technical Studies 2)

(Mandatory)

Unit Code	MU001522
Unit Title	Unit 9: Technical and Environmental Integration (Technical Studies 2)
FHEQ Level	Level 5
Duration	10 weeks
Course Position	Stage 2 weeks 16-25
Credits	20
Programme	CSM Spatial Practices (L033)
Unit Introduction	To respond to the challenge of climate and biodiversity emergencies, architects need the skills to creatively use and transform structural, material, constructional and environmental principles and processes into architectural elements, spaces and buildings. Detailed knowledge and understanding of the technical requirements of architecture and building is key to architectural practice. By integrating these technical aspects into your design process, you will be better able to respond to the challenges of contemporary practice. Having the knowledge, awareness and confidence to integrate technical concerns through your own design approach will ensure that your designs respond to the pressures of the many contexts that inform and effect architecture and design. Through this unit you will begin to define your own approach to technology and construction within the context of resource scarcity, material waste and pollution, and wider issues of climate emergency, bio-diversity loss and design for carbon zero. Through the analysis of case study projects and sites, you will deepen your knowledge and understanding of how particular technical issues have been overcome creatively in the past. You will also grasp how technical concerns have informed the spatial and architectural resolution of certain projects.

Indicative Content	Working alongside your design projects, you will be encouraged to explore your own methods and ideas about structure, material, construction and the environment, with a focus on the design, construction and performance of the building envelope. The aim is to develop an integrated approach which supports your personal vision of architecture as a holistic and regenerative practice. Through workshops, seminars, lectures and independent study, you will explore advanced technical principles of: • Materials and construction processes; • Complex structures and structural systems; • Environmental control in buildings; • Construction detailing and responsible specification; • Climate literacy and design for carbon zero.
Learning & Teaching Methods	The learning and teaching methods devised for this unit include: • Unit and project and briefings • Set and self-initiated project briefings • Assessment briefings • Inductions, workshops, lectures and seminars • Collaborative working • Group working and group projects • Working with external partners • Individual, group and personal tutorials • Peer learning • Self and peer assessment • Staff presentations and guest speakers • Group discussions, reviews and critiques • Independent study.

Learning Outcomes	
LO1	Research and analyse material, structural and environmental conditions of architecture. (AC Enquiry)
LO2	Critique technical strategies in support of design proposals. (AC Knowledge)
LO3	Communicate and articulate a strategic approach to environmental sustainability through technical drawings models and diagrams. (AC Realisation)

Unit Assessment Summary
Holistic - In holistic assessment students may be asked to submit one or more pieces of work, but tutors will look at all the work for the unit and make a single judgement about students' performance against the University's assessment criteria. Students will receive a single grade and a single feedback form. Students will need to achieve a grade of D- or above to pass the unit.

Holistic	
Assessment Type	Report
% of total	100
Hand-in Week	Refer to Course Moodle page
Briefing	Refer to Course Moodle page
Feedback	Refer to Course Moodle page
Assessment Description	Formative assessment takes place during the unit. It may take the form of a group review, peer feedback or formative presentation or submission. Summative assessment takes place at the end of the unit. The unit is assessed holistically. To evidence your achievement of the learning outcomes of this unit, you are expected to submit: • An investigation demonstrating knowledge and understanding of technical aspects of architecture with a particular focus on environmental sustainability evidenced

	in a reflective technical report supported by technical drawings, models and diagrams. Online submission.

Scheduled Learning and Teaching
Details of the total scheduled learning and teaching activity for each unit, can be found on your student portal on SITS, the UAL student records system. Click on the “scheduled learning and teaching” tab at the top of the home screen when you have logged in using your UAL details.
Independent Learning: 72%, Scheduled Learning and Teaching: 28%

Reading List	A Padlet based reading list is available here: BAA Stage 2 Reading List (Padlet) Further resources and references will be made available on the course Moodle page as the course progresses.

MU001566: Unit 10: Creative Unions

(Mandatory)

Unit Code	MU001566
Unit Title	Unit 10: Creative Unions
FHEQ Level	Level 5
Duration	5 weeks
Course Position	Stage 2 weeks 26-30
Credits	20
Programme	Central Saint Martins (CSM)
Unit Introduction	As our planet faces an increasing number of environmental and social crises, the ability to collaborate with each other is crucial as we seek to cultivate common ground and move towards a more just and sustainable world. Creative Unions provides you with an opportunity to engage collaboratively with students from different disciplines. It introduces you to socially engaged and participatory practices to address common world challenges. These collaborative approaches aim to foster principles of reciprocity, climate justice, social justice and an ethics of care. The unit instills valuable attributes that include future-facing competencies, transferable skills and creative leadership. Creative Unions examines collaborative models of practice and enables you to develop skills and confidence in working across disciplines. The unit allows you to reflect on your own work in other units, by placing it in broader, cross-disciplinary context. You will be given the opportunity to apply enquiry-based learning to produce project-based outcomes. Working in this way, you will be introduced to empathetic and ethical considerations in collaborative practice. All of this will enable you to develop a deeper understanding of different environmental and social contexts.

	The unit has three key aims: • To introduce you to different ways of approaching cross-disciplinary socially engaged and participatory practice. • To provide an opportunity for you to collaborate with fellow students from different disciplines in order to question and enhance your creative practice. • To support you in producing a project that interacts with an audience, place or space, and responds to environmental and/or social justice themes.
Indicative Content	The unit asks you to work in response to a brief or challenge set in association with an external partner or organisation. Working in a small, cross-disciplinary team you will select an environmental and/or social justice theme and identify a relevant context to work with. You will examine this context using notions of intersectionality and positionality. Students work collaboratively on all aspects of the project from ideation to project development, production and proposal. The unit will introduce you to ways of documenting your collective, creative and investigative journey. The form of the output will be agreed and developed by the team in response to the project brief. The output will either seek to engage with existing audiences in an innovative way or connect with new audiences who may have been missed or marginalised.
Learning & Teaching Methods	The learning and teaching methods devised for this unit include: • Guest speakers • Interactive workshops • Student-led events • Facilitation • Group activities • Debates • Group tutorials • Peer learning

	• Independent study • Online and in-person delivery

Learning Outcomes	
LO1	Evidence knowledge of collaborative practice that respectfully engages with identities, cultures, or disciplines beyond your own. (AC Knowledge)
LO2	Show an appreciation of empathetic and ethical considerations in relation to working with diverse situations, groups, or communities. (AC Process)
LO3	Communicate a critical understanding of environmental and/or social justice themes, reflecting on what this means for your practice. (AC Communication)

Unit Assessment Summary
Holistic - In holistic assessment students may be asked to submit one or more pieces of work, but tutors will look at all the work for the unit and make a single judgement about students' performance against the University's assessment criteria. Students will receive a single grade and a single feedback form. Students will need to achieve a grade of D- or above to pass the unit.

Holistic	
Assessment Type	Group Presentation
% of total	100
Hand-in Week	Refer to Course Moodle page
Briefing	Refer to Course Moodle page
Feedback	Refer to Course Moodle page
Assessment Description	To evidence your achievement of the unit’s learning outcomes, you will be expected to complete a team assignment: • The team assignment will be communicated through a final presentation that involves all team members and responds to the unit’s learning outcomes. It is to be produced collaboratively by all team members.

	If you are unable to participate in the team assignment, you **must** discuss this with the Unit Leader immediately or no later than two weeks before the assessment deadline. With the agreement of the Unit Leader, you will be given the opportunity to complete an individual assignment as an alternative to the team assignment: • The individual assignment is an illustrated and academically referenced reflective journal that responds to the unit's learning outcomes. It is to be produced by you as an individual, not in collaboration with your team.

Scheduled Learning and Teaching
Details of the total scheduled learning and teaching activity for each unit, can be found on your student portal on SITS, the UAL student records system. Click on the "scheduled learning and teaching" tab at the top of the home screen when you have logged in using your UAL details.
Independent Learning: 84%, Scheduled Learning and Teaching: 16%

Reading List	An updated reading list will be circulated by the teaching team before the unit starts.

MU100032: Unit 11: Design Thesis (Design Studio 3.1)

(Mandatory)

Unit Code	MU100032
Unit Title	Unit 11: Design Thesis (Design Studio 3.1)
FHEQ Level	Level 6
Duration	15 weeks
Course Position	Stage 3 weeks 1-15
Credits	40
Programme	CSM Spatial Practices (L033)
Unit Introduction	Architecture is always an intervention into a context. This includes the local material, physical or conceptual contexts, and larger scale environmental, social, and political contexts. Key questions affecting contemporary critical spatial practices are related to how to address the impact of social justice and the climate and bio-diversity challenges in specific spatial and cultural contexts. How these contexts and challenges are defined, interpreted and addressed are increasingly a primary concern of architectural thinking and production. The aim of this first design unit in Stage 3 is for you to develop a purposeful and strategic approach to design, informed by a continuous process of research and analysis. You will engage in systematic experimentation and critical review, to feedback on and inform your design and to further refine and pursue your position as a spatial practitioner.
Indicative Content	This unit focusses on the formulation and development of design research arguments and a design thesis defining a design proposition. This will help you to engage with complex contemporary social, cultural, technological, ethical and environmental design concerns, including design for carbon zero, at a range of scales. This work is preparation towards the development of design project in your final design unit (Unit 13: Design Studio 3.2). This unit is based on an understanding of how the built environment is conditioned by a complex overlapping of multiple systems, networks and processes related to context and situations. Through your design research,

	you will experiment with the potential of architecture and urban design to transform its context through conceptual, programmatic, spatial and material means. You will critically evaluate the intersectional relations between the social, cultural and environmental dimensions of the design project and more generally of spatial practices. This will enable you to develop an understanding of your agency and role as a spatial practitioner. Extending the course's commitment to address social justice and climate emergency, you will produce integrated design proposals aligned to the UN Sustainable Development Goals and carbon zero design standards.
Learning & Teaching Methods	The learning and teaching methods devised for this unit include: • Unit and project and briefings • Set and self-initiated project briefings • Assessment briefings • Inductions, workshops, lectures and seminars • Collaborative working • Group working and group projects • Working with external partners • Individual, group and personal tutorials • Peer learning • Self and peer assessment • Staff presentations and guest speakers • Group discussions, reviews and critiques • Independent study

Learning Outcomes	
LO1	Undertake substantial research and critical analysis to support the development of design investigations, briefs and proposals in relation to social, cultural, and environmental contexts. (AC Enquiry)
LO2	Devise spatial and architectural proposals informed by contemporary social, cultural, environmental, ethical and aesthetic concerns in response to an architectural design brief. (AC Knowledge)
LO3	Develop and support design proposals through design research and experimentation. (AC Process)
LO4	Effectively communicate conceptual ideas, intellectual positions, and ethical considerations, through the original use of a range of media and drawing conventions. (AC Communication)
LO5	Develop coherent design proposals that integrate material, spatial and technical strategies that address contemporary social, cultural, technological, ethical and environmental challenges. (AC Realisation)

Unit Assessment Summary
Holistic - In holistic assessment students may be asked to submit one or more pieces of work, but tutors will look at all the work for the unit and make a single judgement about students' performance against the University's assessment criteria. Students will receive a single grade and a single feedback form. Students will need to achieve a grade of D- or above to pass the unit.

Holistic	
Assessment Type	Multiple
% of total	100
Hand-in Week	Refer to Course Moodle page
Briefing	Refer to Course Moodle page
Feedback	Refer to Course Moodle page
Assessment Description	Formative assessment takes place during the unit. It may take the form of a group review, peer feedback or formative presentation or submission.

	Summative assessment takes place at the end of the unit. The unit is assessed holistically. To evidence your achievement of the learning outcomes of this unit, you are expected to submit: A portfolio of work that graphically articulates the formulation and development of a design thesis, sufficient to demonstrate achievement of the learning outcomes. • The portfolio of work comprises a Design Portfolio and a Reflective Journal: 1. The Design Portfolio provides the opportunity to articulate the key aspects of the design thesis in relation to the context and key themes set out in the Unit Brief. 2. The Reflective Journal is an edited document illustrating the development of the design thesis, including the research, analysis and experimentation informing the design thesis. Online submission.

Scheduled Learning and Teaching
Details of the total scheduled learning and teaching activity for each unit, can be found on your student portal on SITS, the UAL student records system. Click on the “scheduled learning and teaching” tab at the top of the home screen when you have logged in using your UAL details.
Independent Learning: 70%, Scheduled Learning and Teaching: 30%

Reading List	A Padlet based reading list is available here: BAA Stage 3 Reading List (Padlet) Further resources and references will be made available on the course Moodle page as the course progresses.

MU100033: Unit 12: Accounts of Agency (Contextual Studies 3)

(Mandatory)

Unit Code	MU100033
Unit Title	Unit 12: Accounts of Agency (Contextual Studies 3)
FHEQ Level	Level 6
Duration	15 weeks
Course Position	Stage 3 weeks 1-15
Credits	20
Programme	CSM Spatial Practices (L033)
Unit Introduction	This unit is the culmination of Contextual Studies, resulting in a unique and individually designed and academically researched dissertation. In preparing for a future in architecture and the creative industries, it is vital to demonstrate a critical capacity, defining and following a line of research enquiry which contributes meaningfully to the field. This unit supports you to define and follow an independent research topic, producing a substantial academic paper as the outcome. The aim the unit is to encourage you to develop and consolidate a critical position and to articulate the theories and conceptual underpinnings that inform your design work and the work of others. The unit will encourage the development of a critical position and voice within the social, political, cultural and environmental context of architectural discourse. It will also support you in demonstrating independent research, analytical and critical writing skills.

Indicative Content	Through seminars, tutorials and independent study, you will explore contextual issues related to your own work and the work of others. Specific seminars and workshops, will introduce you to key aspects of dissertation writing; such as: • Research methodologies; • Structuring a dissertation; • Critical reading; • Debate. Through independent study, you will develop your abilities to read critically and debate ideas. Your dissertation will be built-up in stages. Working with your dissertation tutor, you will undertake a series of structured tasks that will help you to develop both your topic and your approach to research and analysis.
Learning & Teaching Methods	The learning and teaching methods devised for this unit include: • Unit and assessment briefings; • Independent research and study; • Tutorials

Learning Outcomes	
LO1	Undertake research and analysis from a wide range of sources to support a critical position in relation to architecture and design for the built environment. (AC Enquiry)
LO2	Illustrate an in-depth understanding of the histories and theories of architecture and design and how these relate to broader fields of enquiry. (AC Knowledge)
LO3	Communicate your critical position as a coherent argument through written and visual means. (AC Communication)
LO4	Construct and synthesise a holistic piece of research addressing realities, ideas and theories pertaining to architecture and spatial design. (AC Realisation)

Unit Assessment Summary
Holistic - In holistic assessment students may be asked to submit one or more pieces of work, but tutors will look at all the work for the unit and make a single judgement about students' performance against the University's assessment criteria. Students will receive a single grade and a single feedback form. Students will need to achieve a grade of D- or above to pass the unit.

Holistic	
Assessment Type	Dissertation
% of total	100
Hand-in Week	Refer to Course Moodle page
Briefing	Refer to Course Moodle page
Feedback	Refer to Course Moodle page
Assessment Description	Formative assessment takes place during the unit. It may take the form of peer feedback or formative submission. Summative assessment takes place at the end of the unit. The unit is assessed holistically. To evidence your achievement of the learning outcomes of this unit, you are expected to submit: • A dissertation and summary. Word count: 5,000 to 7,000 words. Online submission.

Scheduled Learning and Teaching
Details of the total scheduled learning and teaching activity for each unit, can be found on your student portal on SITS, the UAL student records system. Click on the “scheduled learning and teaching” tab at the top of the home screen when you have logged in using your UAL details.
Independent Learning: 88%, Scheduled Learning and Teaching: 12%

Reading List	A Padlet based reading list is available here: BAA Stage 3 Reading List (Padlet) Further resources and references will be made available on the course Moodle page as the course progresses.

MU100034: Unit 13: Design Synthesis (Design Studio 3.2)

(Mandatory)

Unit Code	MU100034
Unit Title	Unit 13: Design Synthesis (Design Studio 3.2)
FHEQ Level	Level 6
Duration	10 weeks
Course Position	Stage 3 weeks 16-25
Credits	20
Programme	CSM Spatial Practices (L033)
Unit Introduction	The Stage 3 design studios (Units 11 and 13) focus on developing an understanding of architectural proposals in relation to their urban, spatial, social, material ethical and environmental complexities. You will explore the interactions of architectural interventions with the complexity of the situations and processes around and within them. This design unit builds on the outcome of the design research, strategies and arguments formulated and developed in your design thesis in Design Studio 3.1 to develop a detailed and multi-scalar self-directed design project. Your journey through this unit will inform the holistic view of your own practice and prepare you for your future. It will also support you in further refining your own position as a spatial practitioner that is well equipped to operate creatively, critically, and professionally in complex scenarios.
Indicative Content	This unit is focused on the resolution of a design project as formulated and developed in your design thesis (Unit 11: Design Studio 3.1). It is the synthesis and articulation of the conceptual ideas, intellectual positions, ethical and professional considerations you have been developing this year into a design project. You will develop your ability to integrate material, tectonic and technical strategies in well-resolved architectural and design projects. This final project will also demonstrate your ability to address contemporary challenges; cultural,

	technological, professional, social and environmental. These include spatial inclusion, designing for health and life safety and design for carbon zero and to proactively address the climate emergency.
Learning & Teaching Methods	The learning and teaching methods devised for this unit include: • Unit and project and briefings • Set and self-initiated project briefings • Assessment briefings • Inductions, workshops, lectures and seminars • Collaborative working • Group working and group projects • Working with external partners • Individual, group and personal tutorials • Peer learning • Self and peer assessment • Staff presentations and guest speakers • Group discussions, reviews and critiques • Independent study

Learning Outcomes	
LO1	Apply research and critical analysis to inform the development and resolution of design proposals in relation to diverse social, cultural, environmental and ethical contexts. (AC Enquiry)
LO2	Create coherent architectural design projects, at a range of scales, that explore a critical response to contemporary social, cultural, material, environmental, health and life safety, ethical and aesthetic concerns. (AC Knowledge)
LO3	Undertake design experimentation to support the development and resolution of coherent design proposals. (AC Process)
LO4	Effectively communicate the resolution of a design thesis and project articulating its relationship with conceptual ideas, intellectual positions and ethical and professional considerations through the original use of a range of media and drawing. (AC Communication)
LO5	Integrate material, spatial and technical strategies in well-resolved architectural design projects that address contemporary social, cultural, technological, ethical and environmental challenges including evidence of designing towards carbon zero. (AC Realisation)

Unit Assessment Summary
Holistic - In holistic assessment students may be asked to submit one or more pieces of work, but tutors will look at all the work for the unit and make a single judgement about students' performance against the University's assessment criteria. Students will receive a single grade and a single feedback form. Students will need to achieve a grade of D- or above to pass the unit.

Holistic	
Assessment Type	Multiple
% of total	100
Hand-in Week	Refer to Course Moodle page
Briefing	Refer to Course Moodle page
Feedback	Refer to Course Moodle page
Assessment Description	Formative assessment takes place during the unit. It may take the form of a group review, peer feedback or formative presentation or submission. Summative assessment takes place at the end of the unit. The unit is assessed holistically. To evidence your achievement of the learning outcomes of this unit, you are expected to submit: A portfolio of work that graphically articulates the formulation and development of a design thesis sufficient to demonstrate achievement of the learning outcomes. • The portfolio of work comprises of a Design Portfolio and a Reflective Journal: 1. The Design Portfolio provides the opportunity to articulate the key aspects of the design project in relation to the context and key themes set out in the Unit Brief. 2. The Reflective Journal is an edited document illustrating the development of the design thesis, including the research, analysis and experimentation informing the design outcome. Online submission.

Scheduled Learning and Teaching
Details of the total scheduled learning and teaching activity for each unit, can be found on your student portal on SITS, the UAL student records system. Click on the “scheduled learning and teaching” tab at the top of the home screen when you have logged in using your UAL details.
Independent Learning: 63%, Scheduled Learning and Teaching: 37%

Reading List	A Padlet based reading list is available here: BAA Stage 3 Reading List (Padlet) Further resources and references will be made available on the course Moodle page as the course progresses.

MU100035: Unit 14: Strategic Technical Thesis (Technical Studies 3)

(Mandatory)

Unit Code	MU100035
Unit Title	Unit 14: Strategic Technical Thesis (Technical Studies 3)
FHEQ Level	Level 6
Duration	10 weeks
Course Position	Stage 3 weeks 16-25
Credits	20
Programme	CSM Spatial Practices (L033)
Unit Introduction	The unit emphasises a coherent approach to the development of the material, structural, constructional, and environmental concerns and methods through which architectural and spatial projects are created. The unit will give you the opportunity to develop and implement both strategic and detailed technical solutions in support of, and in response to, your design projects. The unit encourages technical experimentation and research into the possibilities of materials, structures, construction, building physics, environmental systems. It also helps you to explore the realities and potentials of digital and new technologies, and their application to design and architecture. The unit encourages you to situate your work within wider local, regional and global contexts of ecological and environmental sustainability, the UN Sustainable Development Goals, bio-diversity loss, and design for carbon zero.
Indicative Content	The aim of the unit is to allow you to fully realise the holistic value of architectural design, which combines technical knowledge and skills as an integrated and essential part of the creative process. It also prepares you to practice the principles of climate literacy through ethical sourcing, minimising waste and energy consumption. Technical studies will be structured around technical research and experimentation and the development of

	technical strategies and detailed solutions in relation to your individual design projects. Through lectures, seminars, workshops and independent study, you will explore the technical aspects associated with architectural design and practice.
Learning & Teaching Methods	The learning and teaching methods devised for this unit include: • unit and project and briefings • set and self-initiated project briefings • assessment briefings • inductions, workshops, lectures and seminars • collaborative working • group working and group projects • working with external partners • individual, group and personal tutorials • peer learning • self and peer assessment • staff presentations and guest speakers • group discussions, reviews and critiques • independent study.

Learning Outcomes	
LO1	Develop technical research and analysis to support the development of technical strategies and proposals. (AC Enquiry)
LO2	Undertake technical investigation through appropriate means. (AC Process)
LO3	Demonstrate understanding of detailed construction and critical awareness of environmental sustainability, health and life safety and the Climate Crisis. (AC Knowledge)
LO4	Evidence a sound level of strategic technical resolution and application of sustainable design and health and life safety awareness. (AC Realisation)

Unit Assessment Summary
Holistic - In holistic assessment students may be asked to submit one or more pieces of work, but tutors will look at all the work for the unit and make a single judgement about students' performance against the University's assessment criteria. Students will receive a single grade and a single feedback form. Students will need to achieve a grade of D- or above to pass the unit.

Holistic	
Assessment Type	Report
% of total	100
Hand-in Week	Refer to Course Moodle page
Briefing	Refer to Course Moodle page
Feedback	Refer to Course Moodle page
Assessment Description	Formative assessment takes place during the unit. It may take the form of a group review, peer feedback or formative presentation or submission. Summative assessment takes place at the end of the unit. The unit is assessed holistically. To evidence your achievement of the learning outcomes of this unit, you are expected to submit: • A strategic technical report on your design project incorporating research and demonstrating critical reflection. Online submission.

Scheduled Learning and Teaching
Details of the total scheduled learning and teaching activity for each unit, can be found on your student portal on SITS, the UAL student records system. Click on the “scheduled learning and teaching” tab at the top of the home screen when you have logged in using your UAL details.
Independent Learning: 72%, Scheduled Learning and Teaching: 28%

Reading List	A Padlet based reading list is available here: BAA Stage 3 Reading List (Padlet) Further resources and references will be made available on the course Moodle page as the course progresses.

MU100036: Unit 15: Practicing Ethics 3

(Mandatory)

Unit Code	MU100036
Unit Title	Unit 15: Practicing Ethics 3
FHEQ Level	Level 6
Duration	5 weeks
Course Position	Stage 3 weeks 26-30
Credits	20
Programme	CSM Spatial Practices (L033)
Unit Introduction	Ethical and professional Studies in Stage 3 are focused on supporting you in the development of your career as a spatial practitioner and potential future architect. The aim of the unit is to enable you to fully realise the holistic nature of architectural practice. This includes: integrating professional, ethical and practice-related knowledge and skills within your design process; and also acquiring professional and communication skills. The unit is positioned at the end of the final year of study and offers a transition from higher education to the world of practice and professional development experience. Thus, it will help you prepare yourself for the next phase of your journey as a creative practitioner beyond the university. The unit is designed around the study and exploration of diverse forms of practice with practitioners actively participating in the unit. By exposure to different forms of professional practice you will begin to inform your own critical understanding of what it means to be a professional. The unit provides an opportunity to reflect on and articulate the professional and ethical challenges, implications and impact of your final major design project in the context of the climate emergency, health and life safety, building regulations, professional codes and standards, duties of care and ethical codes of professional conduct.

	The unit leads into a public facing event and supports you in articulating your work to a wider audience and to position yourself as a practitioner. This is an opportunity to frame and strengthen your professional identity.
Indicative Content	Professional studies workshops and seminars will help you to critically reflect on and plan for your future, preparing the material and strategies that will ethically frame your professional and personal development. Through lectures, seminars and independent study, you will critically explore and discuss ethical dilemmas and frameworks associated with the profession, alongside statutory, legislative, organisational and administrative frameworks for architecture design and practice. This includes: • General definitions for ethical practice in design • Ethical Practice guidance in architecture • Ethical frameworks for decision making in spatial practice • The duties of the architect, including ethical professional practice and duties of care • Professional project structures and practice organisations • Project feasibility studies comprising applied understanding of standard health and life safety, legislative codes and statutory frameworks to safeguard communities and the end user, and building regulations and planning • Procurement and project development stages; • Personal reflection on practice-related learning; • Professional communication and business skills • Planning for your future.
Learning & Teaching Methods	The learning and teaching methods devised for this unit include: • Unit and project briefs • Set and self-initiated project briefs • Assessment briefings • Inductions, workshops, lectures and seminars • Collaborative working • Group working and group projects • Working with external partners • Individual, group and personal tutorials

	• Peer learning • Self and peer assessment • Staff presentations and guest speakers • Group discussions, reviews and critiques • Independent study.

Learning Outcomes	
LO1	Reflect upon your own work and the work of others to plan for your future professional and academic development. (AC Process)
LO2	Demonstrate knowledge of ethical guides and frameworks, alongside statutory frameworks for professional accountability to communities, end users, and for meeting professional climate targets. (AC Knowledge)
LO3	Communicate and explain a detailed understanding and application of critical ethical frameworks and professional standards in relation to specific projects. (AC Communication)

Unit Assessment Summary
Holistic - In holistic assessment students may be asked to submit one or more pieces of work, but tutors will look at all the work for the unit and make a single judgement about students' performance against the University's assessment criteria. Students will receive a single grade and a single feedback form. Students will need to achieve a grade of D- or above to pass the unit.

Holistic	
Assessment Type	Report
% of total	100
Hand-in Week	Refer to Course Moodle page
Briefing	Refer to Course Moodle page
Feedback	Refer to Course Moodle page
Assessment Description	Formative assessment takes place during the unit. It may take the form of a group review, peer feedback or formative presentation or submission.

	Summative assessment takes place at the end of the unit. The unit is assessed holistically. To evidence your achievement of the learning outcomes of this unit, you are expected to submit: • A comprehensive Ethical Practice Study that includes visual and written evidence of how you critically reflect upon the way in which you have been learning and practicing ethics during your BA journey. This reflection, will be based on ethical dilemmas and professional studies frameworks related to your design projects, and your own personal professional development. Online submission.

Scheduled Learning and Teaching
Details of the total scheduled learning and teaching activity for each unit, can be found on your student portal on SITS, the UAL student records system. Click on the “scheduled learning and teaching” tab at the top of the home screen when you have logged in using your UAL details.
Independent Learning: 84%, Scheduled Learning and Teaching: 16%

Reading List	A Padlet based reading list is here: BAA Stage 3 Reading List (Padlet) Further resources and references will be made available on the course Moodle page as the course progresses.

The University will use all reasonable endeavours to provide the Course and the services described in this Output. There may be occasions whereby the University needs to add, remove or alter content in relation to your Course as may be appropriate for example the latest requirements of a commissioning or accrediting body, or in response to student feedback, or to comply with applicable law or due to circumstances beyond its control. The University aim to inform you of any changes as soon as is reasonably practicable