Architectural Association
School of Architecture

AA PROGRAMME GUIDE

GRADUATE CERTIFICATE IN ARCHITECTURE – AA TRANSFER PROGRAMME

2025–2026 (2026–2027 subject to approval)

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SECTION 1: THE SCHOOL
ARCHITECTURAL ASSOCIATION SCHOOL OF ARCHITECTURE

1.1 THIS GUIDE / WHERE WE ARE

The purpose of this Programme Guide is to provide information regarding the way in which the School and its programmes are organised. It also provides an introduction to terms and definitions, common principles of content and assessment, the way that the programmes are structured, how each Unit and Course is organised, credited, and regulated, and what you will be expected to do.

Other documents you will find essential in orienting yourself within the School include the following:

- The AA School Academic Regulations
- The AA School Quality Manual
- The Core Studies Course Handbook

Our principal buildings, where most of the academic programmes are based, are at 32-39 Bedford Square, 4 and 16 Morwell Street and 1 and 1A Montague Street in Bloomsbury, Central London. The Design and Make Programme is located in AA's Hooke Park, in Dorset.

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Contact Details

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1.2 ACADEMIC ORGANISATION AND MANAGEMENT

Overall Academic Organisation

The AA School of Architecture is an independent school governed by the Architectural Association (Inc.). It consists of c. 900 full-time students, who study in the Foundation, Intermediate, Transfer, Diploma and Postgraduate programmes. The AA School is made-up of five distinct parts:

- A one-year Foundation Programme for students contemplating a career in architecture or related arts subjects. The Foundation Award in Architecture, Art and Design is separate to and does not form part of the 5-year full-time course in architecture.

- A one-year Transfer Programme for graduates with a degree in a non-cognate discipline that are contemplating a career in architecture.

- The Intermediate and Diploma Programmes offering the 5-year full-time course in architecture:
  - The AA Intermediate Programme leading to the Bachelor of Arts (Honours) and providing exemption from ARB/RIBA Part 1 after 3 years of full-time study (please note that students that complete the programme after June 2027 will receive RIBA Part 1 only);
  - The AA Diploma Programme leading to the Master of Architecture (MArch) and providing exemption from ARB/RIBA Part 2 after 2 years of full-time study.

- The postgraduate programmes comprising 11 distinct programmes of advanced full-time and part-time studies:
  - 10 taught Master level programmes (PGDip/MA/MSc/MArch/MFA/Taught MPhil)
  - A PhD degree. The AA is an Affiliated Research Centre (ARC) of the OU for the delivery and validation of the PhD degree.

- The AA Professional Practice and Practical Experience Examination leading to exemption from the ARB/RIBA Part 3 Examination, the entry requirement to professional registration as an architect. The course and examination are open to anyone who has successfully obtained their Part 1 and Part 2 qualifications (or equivalency from overseas schools of architecture) and also to qualified practitioners for the purpose of Continuing Professional Development.

Enhancing Quality of Learning: Reviews and Monitoring

All programmes in the AA School are subject to systematic internal and external review on a regular basis. This includes review by the School's Academic Committee and Board (see details below), annual monitoring and periodic review for each programme, annual feedback from External Examiners, student feedback as well as annual and periodic review from the School's professional bodies and validation partners the Open University, ARB and RIBA.

Academic Governance

The Academic Board (AB) is the sovereign academic body charged with responsibility for the academic governance of the AA School and its programmes of study. It is chaired by the Director of the AA School. The Academic Board delegates responsibilities to, and monitors the progress, effectiveness and recommendations of the AA School's Academic Committee (AC). The Academic Board demonstrates its accountability to the AA Council by submission of quarterly reports and an annual report.

SECTION 2: DEGREE SPECIFICATION

2.1 DEGREE SUMMARY INFORMATION		
Awarding body	Architectural Association School of Architecture	
Partner institution(s)	N/A	
Location of Study/campus	36 Bedford Square, London WC1B 3ES	
Professional, Statutory and Regulatory Bodies	Office for Students / Quality Assurance Agency	
Award and titles	**Award**	**Title**
Final award	Graduate Certificate	GradCert in Architecture (AA Transfer)
Credits	120	
Intermediate award	N/A	
FHEQ Level	Level 6	
	Duration of study (standard)	**Maximum registration period**
Full-time	1 year (3 terms)	21 months
Sandwich	N/A	N/A
Part Time	N/A	N/A
Distance	N/A	N/A
Start date for programme	September 2026	
Course codes/categories		
UCAS code	N/A	
CATS points for course	N/A	
QAA Subject Benchmark	Architecture 2020	
Admissions agency		
UCAS	N/A	
Direct to School	✓	
Admissions criteria		
Requirements	Refer to AA School Academic Regulations and Programme Specific Admission Criteria	
Language	Refer to AA School Academic Regulations	
Contacts		
School Registrar	Belinda Flaherty	
Coordinator	Rachel Macpherson, Ciara Waldron	
Examination and Assessment		
External Examiners	TBC	
Examination Board(s)	Programme Head, External Examiners, School Director, Head of Teaching (Chair), Head of Learning, School Registrar (Administrator)	
Approval/review dates	**Approval date**	**Review date**
Programme Specification Validation	May 2025	May 2030

2.2 AIMS AND GRADUATE ATTRIBUTES

The Transfer aims to empower students to question how architecture manifests in the world.

The Programme introduces students to architecture through design-led exploration grounded in their diverse backgrounds. In the first term, short micro-projects encourage experimentation with drawing, modelling, material studies, and key precedents. Terms 2 and 3 centre on the Pilot Building Project, where students develop their own briefs and integrate skills in site, programme, spatial strategy, and material thinking, supported by tutors and invited specialists.

Throughout the year, students engage with the wider AA community through lectures, practice visits, and collaborative opportunities. The programme culminates in an individual project that articulates each student's emerging interests and future direction, preparing them for entry into the Diploma Programme (MArch).

The Programme exists alongside public events and publications, spontaneous discussions, unexpected encounters and vibrant exchanges that take place throughout the academic year. This confluence of activity keeps the Programme in a constant transformative flux that permeates the spaces of the school, and the projects, ideas and ambitions of the students.

The Programme aims to produce graduates with the following attributes:

- Ability to generate design proposals using understanding of a body of knowledge, some at current boundaries of professional practice and the academic discipline of architecture
- Ability to apply a range of communication methods and media to present design proposals clearly and effectively
- Ability to evaluate evidence, arguments, and assumptions in order to make and present sound judgements within a structured discourse relating to architectural culture, theory and design
- Knowledge of the context of the architect and the construction industry, and the professional qualities needed for decision making in complex and unpredictable circumstances
- Ability to identify individual learning needs and understand the personal responsibility required for further professional education.

2.3 LEARNING OUTCOMES

Learning Outcomes: GradCert, FHEQ level 6

		Design Studio (GradCert)	History and Theory Studies Second and Third Year (HTS2 and HTS3)	Environmental and Technical Studies Second Year EEE Term 1 (ETS2 T1)	Environmental and Technical Studies Second Year M&T Term 1 (ETS2 T1)	Environmental and Technical Studies Second Year Term 2 (ETS2 T2)	Professional Practice 1 Third Year (PP1)
Transfer Learning Outcome 'TR'	On completion of the 2nd Year and 3rd Year of this Programme, and in conjunction with the aims of the Programme at this award level, graduates will have:						
	The ability to create architectural design that questions and satisfies both aesthetic and technical requirements						
TR1.1	The ability to prepare and present building design projects of diverse scale, complexity and type in a variety of contexts, using a range of media, and in response to a brief	TR1.1					
TR1.2	The ability to understand and deploy relevant constructional and structural systems, the role of design in responding to climate change by considering environmental strategies, and the regulatory requirements that apply to the design and construction of a comprehensive design project			TR1.2	TR1.2		
TR1.3	The ability to develop a systematic conceptual and critical approach to architectural design that integrates and satisfies the aesthetic aspects of a building and the technical requirements of its construction and the needs of the user	TR1.3					
	A general knowledge of the histories and theories of architecture and the related arts, technologies and human sciences						
TR2.1	A general knowledge of the cultural, social and intellectual histories, theories and technologies that influence the design of buildings	TR2.1	TR2.1				
TR2.2	A general knowledge of the influence of history and theory on the spatial, social and technological aspects of architecture		TR2.2				
TR2.3	A knowledge and systematic understanding of the application of appropriate theoretical concepts to studio design projects, demonstrating a reflective and critical approach	TR2.3					

	Knowledge of the fine arts as an influence on the quality of architectural design						
TR3.1	Knowledge of how the theories, practices and technologies of the arts influence architectural design		TR3.1				
TR3.2	Knowledge of the creative application of the fine arts and their relevance and impact on architecture	TR3.2	TR3.2				
TR3.3	Knowledge of the creative application of such work to studio design projects, in terms of their conceptualisation and representation	TR3.3					
	Knowledge of urban design, planning and the skills involved in the planning process						
TR4.1	Knowledge of theories of urban design and the planning of communities						TR4.1
TR4.2	Knowledge of the influence of design and development of cities, past and present on the contemporary built environment		TR4.2				
TR4.3	Awareness of current planning policy and development control legislation, including social and economic aspects along with guidance relating to the built environment on climate change and the ecological crisis, and the relevance of these to design development						TR4.3
	Understanding and analysis of the relationship between people and buildings, and the buildings and their environment, and the need to relate buildings and the spaces between them to human needs and scale						
TR5.1	Understanding and analysis of the needs and aspirations of building users	TR5.1		TR5.1	TR5.1	TR5.1	
TR5.2	Understanding and analysis of the relationships between buildings, communities, habitats and a changing climate, the relationships between social sustainability, social justice and environmental sustainability, and the importance of advocating for sustainable design solutions within the precepts of sustainable design that encourage biodiversity and support access to green space			TR5.2	TR5.2		
TR5.3	Understanding and analysis of the way in which buildings fit into their local context	TR5.3		TR5.3	TR5.3		

	Understanding of the profession of architecture and the role of the architect in society, in particular in preparing briefs that take account of social factors						
TR6.1	Understanding of the nature of professionalism, the duties and responsibilities of architects to clients, building users, constructors, co-professionals and wider society, and the importance of sharing building performance data						TR6.1
TR6.2	Understanding of the role of the architect within the design team and construction industry, recognising the importance of current methods and trends in the construction of the built environment			TR6.2	TR6.2	TR6.2	TR6.2
TR6.3	Understanding and exploration of the potential impact of building projects on existing and proposed communities	TR6.3					TR6.3
	Understanding and critically applying chosen methods of investigation and preparation of the brief for a design project						
TR7.1	Understanding of the need to critically review and test precedents relevant to the function, organisation and technological strategy of design proposals	TR7.1					TR7.1
TR7.2	Understanding of the need to critically appraise and prepare building briefs of diverse scales and types, to define client and use requirements and their appropriateness to site and context	TR7.2					TR7.2
TR7.3	Understanding of the critical contribution of architects and co-professionals to the formulation of the brief, and the methods of investigation used in its preparation						TR7.3
	Systematic understanding of the structural design, constructional and engineering problems associated with a range of building designs						
TR8.1	Systematic understanding of the investigation, critical appraisal and selection of alternative structural, constructional and material systems relevant to a range of architectural designs				TR8.1	TR8.1	
TR8.2	Systematic understanding of the strategies for building construction, including environmentally sustainable design principles in the design of a building and its envelope, with the ability to integrate knowledge of structural principles and construction techniques				TR8.2	TR8.2	
TR8.3	Systematic understanding of the physical properties, characteristics and environmental impact, including embodied carbon and resource implications, of building materials, components and systems and specification choices				TR8.3	TR8.3	

	Knowledge and understanding of physical problems and technologies and the function of buildings so as provide them with internal conditions of comfort and protection against the climate						
TR9.1	Knowledge and testing of the principles associated with designing optimum visual, thermal and acoustic environments			TR9.1			
TR9.2	Knowledge and testing of systems for human comfort realised within precepts of sustainable design, relating to temperature, humidity, sound and lighting, informed by an understanding of climate science, energy use, carbon emissions, and the role of building performance evaluations			TR9.2	TR9.2		
TR9.3	Knowledge and testing of the strategies for building services, the use of onsite renewable energy generation or further offsetting to achieve decarbonisation, and ability to integrate these into a design project			TR9.3			
	Acquire coherent design skills to meet building users' requirements within the constraints imposed by cost factors and building regulations						
TR10.1	Acquire coherent skills to critically examine the financial factors implied in varying building types, construction systems, and specification choices, and the impact of these on architectural design				TR10.1	TR10.1	TR10.1
TR10.2	Acquire coherent skills to understand the cost control mechanisms which operate during the development of a project						TR10.2
TR10.3	Acquire coherent skills to prepare designs that meet building users' requirements and comply with UK legislation, appropriate performance standards and health and safety requirements, demonstrating an ethical approach to fire and life safety and an understanding of the consequences of poor decisions in order to protect building users from hazards						TR10.3
	Knowledge of the industries, organisations, regulations and procedures involved in translating a range of design concepts into buildings and integrating plans into overall planning						
TR11.1	Knowledge of the fundamental legal, professional and statutory responsibilities of the architects, organisations, regulations and procedures involved in the negotiation and approval of architectural designs, including land law, development control, building regulations and health and safety legislation, alongside an understanding of the risks and benefits of different procurement routes with regards to fire and life safety						TR11.1
TR11.2	Knowledge of the professional inter-relationships of individuals and organisations involved in procuring and delivering architectural projects, how these are defined through contractual and organisational structures, the significance of maintaining competence and the importance of collaboration and consultation in fire safety design						TR11.2
TR11.3	Knowledge of a range of management theories and business principles related to running both an architect's practice and architectural projects, recognising current and emerging trends in the construction industry						TR11.3

2.4 PROGRAMME STRUCTURE

The programme structure consists of study over one academic year, leading to the award of the Graduate Certificate, with the award title: GradCert in Architecture (AA Transfer).

Students undertake compulsory courses, including Design Studio, one History and Theory Studies courses, two Environmental and Technical Studies courses, and one compulsory Professional Practice course – a total of five courses. The programme-specific Media Studies equivalent workshops will be conducted throughout the year.

The programme is structured so that a minimum of 50% of students' time is focused on design activities through the Design Studio. The study of architecture and design is supported by Core Studies, which include History and Theory, Environmental and Technical Studies, and Professional Practice.

Students must pass all courses to progress to the next academic year. Only students who achieve a pass in the design studio and all compulsory courses are awarded the GradCert in Architecture (AA Transfer).

GradCert Courses

Title	Term	Status	Credits
DESIGN STUDIO	1, 2, 3	Compulsory	70
HISTORY AND THEORY STUDIES COURSES (HTS 2)	2	Choose 1 of 11 courses	10
ENVIRONMENTAL AND TECHNICAL STUDIES: ENVIRONMENT & MATERIALS	1	Compulsory	10
ENVIRONMENTAL AND TECHNICAL STUDIES: STRUCTURAL TYPOLOGIES AND DESIGN (ETS 2)	2	Compulsory	10
PROFESSIONAL PRACTICE	1 and 2	Compulsory	20

Credit Framework

GradCert FHEQ Level 6	**Unit/Design**	**History and Theory Studies**	**Environmental and Technical Studies**	**Professional Practice 1**	
Introduction Week					
Term 1 Week 1					
Term 1 Week 2					
Term 1 Week 3					
Term 1 Week 4					
Term 1 Week 5					
Term 1 Week 6					
Term 1 Week 7					
Term 1 Week 8					
Term 1 Week 9					
Term 1 Week 10					
Term 1 Week 11					
Term 1 Week 12					
Credit accumulation	10		10		20
(Christmas Vacation)					
Term 2 Week 1					
Term 2 Week 2					
Term 2 Week 3					
Term 2 Week 4					
Term 2 Week 5					
Term 2 Week 6					
Term 2 Week 7					
Term 2 Week 8					
Term 2 Week 9					
Term 2 Week 10					
Term 2 Week 11					
Credit accumulation		10	10	20	40
(Easter Vacation)					
Term 3 Week 1					
Term 3 Week 2					
Term 3 Week 3					
Term 3 Week 4					
Term 3 Week 5					
Term 3 Week 6					
Term 3 Week 7					
Term 3 Week 8					
Term 3 Week 9					
Summer Week 3					
Credit accumulation	60				60
Credit TOTAL	**70**	**10**	**20**	**20**	**120**

2.5 TEACHING, LEARNING AND ASSESSMENT

Teaching and Learning

This programme is undertaken in full-time mode only. Throughout the year, students are taught design in a small studio-based environment via one-to-one tutorials, workshops, seminars, and group discussions that encourage independent intellectual and practical design development. The focus of the programme is to provide an appropriate foundation for design, research and professional activity in architecture and related areas.

Studio programme detail, teaching schedules, events and assignments are set by the Programme Head.In parallel to the year-long design work explored in the studio, students are exposes to a series of courses (Core Studies) that expand their learning.

The integration of Core Studies courses of History and Theory Studies, Environmental and Technical Studies and Professional Practice ensures critical contextualisation. In addition, the School offers a wide Public Programme of lectures, symposia, book launches, exhibitions and other events that collectively push the boundaries of architectural education and culture today and enable students to have an inquisitive mind.

Detailed information on individual programmes and courses such as references, bibliography, teaching schedules and events are described in the extended brief.

Assessment

The Assessment regulations are set out in the AA School Academic Regulations.

A range of assessment methods is adopted to test the learning outcomes within each studio and course. Formative and summative assessments for Design Studio are through presentation of a portfolio of design work. The criteria for assessment are set out in the Design Studio Descriptors, and students are given written feedback following the final presentation of individual portfolios. Assessments for Core Studies courses are through specific submission or presentation of design work, written assignments, seminar presentations, some of which may be individually or in groups.

Regulations

Refer to AA School Academic Regulations.

In addition, the following course-specific regulations apply:

- All units or courses identified as compulsory must be passed.

Evaluating and Improving Quality/Quality Indicators

AA Academic Committee / Academic Board	Annual Monitoring Reports are submitted to the Academic Committee each September, reflecting on examiner reports, student and staff feedback, and student progression and achievement data. The Academic Committee then reports findings to the Academic Board. Refer to AA School Quality Manual for further detail.
Internal Programme Revalidation	Revalidation for the GradCert takes place every 5 years. Next revalidation: May 2030. Refer to AA School Quality Manual for further detail.

2.6 AWARD CLASSIFICATION

The award of the GradCert in Architecture (AA Transfer) is classified only as Pass.

2.7 LEARNING SUPPORT

Every student has continuous access to a design studio with storage space, along with access to all of the AA School's facilities at Bedford Square in London and in Hooke Park, Dorset. Introductory sessions are provided by the relevant academic resources departments at the beginning of the academic year to all students.

On-site resources at Bedford Square include a large wood and metal workshop, a model making workshop for materials such as clay and plastics, a digital prototyping lab, an audio-visual lab, a digital photography studio, an IT lab with both Mac and PCs, a drawing materials and print shop, the AA bookshop, AA library and AA archives. The AA also has its own bar and restaurant at Bedford Square.

Hooke Park in Dorset is the AA's satellite campus that hosts short residential workshops for visiting groups of students from throughout the school. Hooke Park is a 150-hectare working forest inside that provides the primary source of timber for student-led construction projects and also has large workshops, an IT lab, catering facilities and accommodation for students visiting from London.

The AA Writing Centre supports students in the development of their written communication skills and helps to strengthen reading, critical research and creative writing capabilities across all programmes and year groups.

AA Wellbeing offers students confidential, one-to-one wellbeing support and workshops. The team is available to explore students concerns, anxieties and emotional difficulties to support their wellbeing and academic progression. Difficulties may include the effects of bereavement, loss, lack of confidence, mood regulation, relationship difficulties or managing mental health.

The AA's London based Public Programme is an extensive series of public events dedicated to contemporary architectural culture: exhibitions, members' events, lectures, seminars and conferences, along with regular book launches hosted by the AA bookshop. Evening lectures are available online to view at Hooke Park. A weekly published school events lists is published through the communications studio.

School-wide facilities and resources are described in more details on the AA Website.

SECTION 3: PROGRAMME COMPONENTS

AA TRANSFER (GradCert) DESIGN STUDIO

3.1 DESIGN STUDIO (GradCert)

AA Transfer (GradCert) is designed for a diverse graduate-level student body, many of whom may have limited or no prior architectural knowledge. However, these students are expected to bring a wealth of transferable skills and knowledge from their previous academic or professional experiences. The programme aims to identify the overlap between their existing competencies and the foundational architectural knowledge required for further academic progression. This ensures that the curriculum is tailored to help students not only acquire architectural knowledge but also leverage their prior expertise in areas such as critical thinking, problem-solving, research, and communication. The programme emphasises a rigorous framework for diversification, recognising that students' prior experiences and specific architectural enquiries vary significantly.

Aims

The programme's aim is to prepare students for self-directed learning within a structured framework. It begins with a primer phase in Term 1, where students acquire essential architectural skills, equipping them to engage with multifaceted architectural briefs, progressing through a series of escalating exercises. Students are encouraged to apply the knowledge from their own backgrounds within a relevant architectural framework, helping them to connect and contextualise their previous experiences with architectural concepts. Throughout the process, they will question assumptions, explore what it means to design, and reflect critically within a collaborative environment.

The programme aims to assess and nurture each student's individual learning abilities, emphasising their strengths and areas for development. It focuses on helping students build the capacity to lead their own learning and execute an architectural proposal (the pilot building project). Students are supported with pre-organised precedents, research methodologies, clear deliverables, and one-to-one skills support, ensuring they stay focused and on track.

In Terms 2 and 3, the core focus shifts to developing building design competencies, where students apply their architectural skills in the context of a comprehensive building design project. This phase of the programme is centred around a real-world project where students integrate design, technical, and contextual considerations into a coherent building proposal. Emphasis is placed on the complexities of building design, from concept development to detailing, while students continue to refine their understanding of architectural principles and practices.

The programme aligns students' existing competencies with architectural education, preparing them for further academic progression and developing a new generation of architects with interdisciplinary strengths at the graduate level.

Teaching and Learning Strategies

The teaching and learning strategies within the programme combine structured support with opportunities for self-directed exploration. The programme embraces the concept of "In-betweenness," shaping its conceptual framework and integrating micro-briefs, design exercises, and research methods from both past and current AA offerings, as well as relevant academic precedents. These are adapted to meet the specific needs of AA Transfer (GradCert) in a way that is uniquely situated and offered only at the AA, ensuring that students develop essential design and research skills while engaging deeply with architectural concepts. This approach also helps students navigate the AA's broader academic environment and supports their transition into postgraduate-level study.

Throughout the programme, students are encouraged to explore their individual interests in architecture, gaining a deep understanding of design principles with guidance from tutors who bring relevant expertise. The structure ensures that at least 50% of students' time is dedicated to design activities within the Design Studio, where they refine their design skills, enhance their proficiency in representation, and experiment with various media. Studio teaching, led by current AA academic staff, external experts, and collaborative work with the self-initiated AA community network, offers a supportive yet challenging environment to help students advance their design work and prepare for the next stage of their academic progression.

The programme also integrates AA Intermediate School's Core Studies courses in History and Theory Studies, Environmental and Technical Studies, and Professional Practice Studies, enriching students' architectural knowledge and preparing them for the next stage of their academic and professional pathway.

Portfolio production is central to students' learning in the programme. For many, this will be their first experience in building an architectural portfolio. The portfolio consists of fixed deliverables for each micro-brief, providing structure and focus, while allowing room for personalisation through various methodologies and modes of representation. The teaching team and workshop tutors facilitate this process, offering one-to-one skills support throughout.

In summary, the teaching and learning strategies of AA Transfer (GradCert) are uniquely designed, leveraging the distinctive offerings of the AA to weave together diverse programmes, AA communities in academia and practice, past and current academic discourses, as well as multiple disciplines. This integrated approach is only possible at the AA, where the rich academic environment fosters a truly interdisciplinary and collaborative educational experience.

Assessment Criteria

All learning outcomes must be met in order to achieve a pass overall. Students are required to demonstrate knowledge, understanding, ability and skills in the following areas:

Context and analysis
The work demonstrates a systematic understanding of relevant contextual factors such as site conditions, social, political, historical, economic, environmental and ethical issues, acquiring coherent and detailed knowledge. Analysis is undertaken in relation to the needs of the intended user groups and the complexities of the location. Appropriate conceptual, critical and/or technological precedents, methodologies, practices and/or tools inform the parameters of the brief, satisfying specific contextual and analytical requirements.

Process and synthesis
Knowledge of appropriate contextual, conceptual, critical and/or technological precedents, methodologies, practices and/or tools is synthesised into the design process, evidencing creative decision-making and consistent levels of experimentation, explored from both user and designer perspectives. Feedback is integrated into a self-directed and reflective design process that demonstrates the ability work independently and, in a group, where necessary, and the skills needed to undertake appropriate further learning.

Resolution and communication
Design proposals are resolved to a satisfactory standard based on the functional and aesthetic criteria and/or project themes set by the brief, with appropriate methodologies deployed in the production of appropriately ambitious propositional design work. Project work is structured and organised clearly, utilising a range of appropriate representational methods and demonstrating the effective use of visual, verbal, written skills.

Methods of Assessment

Formative assessment
Continual assessment is provided weekly at tutorials, periodic studio pin-ups and interim juries. A Preview assessment is held in Term 2 where each student presents their work both physically and digitally to a Preview Panel of AA Transfer (GradCert), after which written feedback is provided to assist students in the preparation of their final submissions.

Students wishing to pursue the AA's Taught Postgraduate Programme will be advised to submit their application by the Preview Assessment date.

- Further coordination with the relevant postgraduate programme heads is required. (As outlined in section 1.1.8, the primary aim of the programme is to support non-cognate students transitioning into the AA Diploma Programme (MArch) for those pursuing a professional degree. Opportunities for bridging into other postgraduate pathways (e.g. MA, PGDip, MSc, and Taught MPhil) may be explored at a later stage as the programme develops.) Late application discretion and bursary funding support are also to be further developed in coordination with relevant programmes.

Summative assessment
A Summative assessment takes place at the end of the programme to determine whether a student may progress to the AA Diploma School and attains the GradCert in Architecture (AA Transfer) award. The Review Panel will consist of the programme head and tutors of AA Transfer (GradCert) to ensure the programme's integrity, consistency, and capacity for self-evaluation and maintain parity with assessment standards. The student portfolio is considered, subject to all required Core Studies Submissions having been passed, by the Internal Assessment Board and records the following two assessment outcomes:

- PASS: AA Transfer
  - GradCert in Architecture (AA Transfer)
  - Unconditional Offer of entry to the AA Diploma Programme (Fourth Year)

- FAIL: AA Transfer
  - Repeat AA Transfer (GradCert) (to a maximum of one further occasion) with a mandatory Progress Review in January 2028 to assess progress and future studies at the AA School.

Grading Outcomes and Criteria

Pass: Demonstrates a good level of achievement overall, meeting all aspects of the assessment criteria required to attain a Pass; context and analysis, process and synthesis, and resolution and communication. The submission is complete under the requirements of the brief set. Coherence of thought is evidenced throughout the work, with an appreciation of topic and an appropriate level of critical reflection and insight. Developmental and final work is documented clearly in a suitably presented submission.

Fail: Unsatisfactory level of achievement overall, which fails to meet all aspects of the assessment criteria required to attain a Pass; context and analysis, process and synthesis, and resolution and communication. The submission is incomplete under the requirements of the brief set. The work is assessed as being incoherent, demonstrating little appreciation of topic, development or effort. The submission is insufficient in quantity and demonstrates a lack of engagement. An appropriate level of critical reflection and insight is not evidenced. Developmental and final work is not documented to an appropriate level of clarity or presented to a suitable standard. This assessment is also the automatic result of failure to meet minimum attendance requirements. If a student fails at their first submission attempt in the year of study, they are offered to repeat the year with a mandatory January Progress Review to assess progress and future studies. Students who have no further opportunity to undertake repeat studies are asked to leave the School.

TITLE	AA TRANSFER (GradCert) DESIGN STUDIO		
Level	FHEQ Level 6	Status	Compulsory
Programme Head	James Kwang-Ho Chung	Terms	1, 2, 3
Course Tutor	James Kwang-Ho Chung, TBC	Credits	70
Learning Methods	Lectures, seminars, tutorials, workshops, juries, visits, self-directed learning	Workload	700 hours study, inclusive of teaching contact: 144 hours studio teaching/556 hours self-directed study

Synopsis

“Architecture in Transition” as a Practice of Cultural Renewal

Throughout history, we have made worlds—world-ed, as a verb—differently. Different moments have seen physically distinct worlds emerge as people created them based on different parameters. Each is metaphysically legitimate, as when we decide how to order reality and form a world from an avalanche of elements, we cannot base that decision on any prior logic or ethics.

Federico Campagna, World-ing, or: How to Embrace the End of an Era (2020)

Architects, as cultural producers, engage in "world-making" through the language of architecture. Just as language creates meaning by ordering and connecting, architects shape space by deciding what to include and how to arrange elements. The relationship between forms, materials, and spatial organisation becomes the syntax and grammar of architectural language. In this way, architects don’t just construct environments—they narrate and embody cultural values and societal structures, crafting a ”world”.

Throughout history, world systems have repeatedly collapsed, and today, we witness the disintegration of the current world, both globally and personally. **AA Transfer (GradCert)** invites you to reflect on your own transition into architecture: How and why are you transitioning from your past experiences? How can architecture contribute to “world-making” and address relevant challenges?

The crisis of modernity signals the breakdown of a system that can no longer hold together its order and meaning. These crises arise not from flaws in design, but from the collapse of the social order supporting it. As this order falls apart, so does the architecture that reflects it. Architects now face the challenge of designing not just for the present, but for a future beyond collapse. We are in a period of transition—witnessing the end of one world and the fragile emergence of another.

Therefore, the task ahead for contemporary architects is to mediate between the worlds that are inevitably collapsing and those being born, between previous orders that no longer make sense and those yet to gain order. In this context, architecture becomes a tool for world-building, where design not only responds to existing conditions but also creates an alternative and relatable future. This year, **"Architecture in Transition"** will focus on bridging different worlds—the spaces where social, cultural, environmental, and spatial forces intersect, mediating between these conflicting realms.

Transitions are complex and plural conditions already unfolding. **"Architecture in Transition"** will explore how building design can act as a mediating interface—like a bridge—connecting diverse realities and systems while addressing the exclusionary conditions within its self-contained form that can exist beyond dominant structures. This programme focuses on transforming culture by investigating various scales of physical

conditions where the conflict and crisis overlap, in order to navigate the inherent instability of transitions with transformative awareness.

Content

The term “transition” serves as both a pedagogical and conceptual framework across AA Transfer (GradCert). The programme understands transition in three key ways: first, as a personal and disciplinary shift, where students from non-architecture backgrounds translate prior expertise into architectural thinking; second, as a socio-cultural and material condition, where architecture mediates changing world systems and epistemologies; and third, as a professional and pedagogical mode, in which architecture serves as a platform for redefining professional agency through design and research.

Central to the programme is a building design project that anchors this approach, offering a common framework through which diverse prior experiences can be reinterpreted. This design-led structure is supported by precedent-based exercises and clearly defined methodologies, enabling students to approach transition as both a conceptual and practical challenge and help them produce a comprehensive architectural proposal by the end of the year.

The programme embraces the concept of "In-betweenness," shaping its methodological framework. It incorporates micro-briefs, design exercises, and research methods from both past and current AA offerings, as well as relevant academic precedents, adapting them to meet the specific needs of AA Transfer (GradCert) in a way that is uniquely situated and offered only at the AA.

The content provides a strong foundation in design and research, supporting a year-long project that unfolds through multiple, progressively complex briefs. While the programme maintains structure, it allows students—equipped with advanced thinking skills—to approach each brief from diverse angles. This balance of structure and flexibility is essential for achieving the programme’s focused timeline and outcomes while fostering students’ individual interests and creativity.

The programme head will oversee and lead the Design Studio throughout. Studio teaching will be delivered by the programme head, AA academic staff, and relevant external experts, with rotating leadership based on the focus of each brief. The briefs are crafted to offer specific architectural learning experiences, incorporating various theoretical frameworks, research methodologies, and modes of representation.

In the later stages of the programme, students are encouraged to extend their thinking beyond AA Transfer (GradCert). These opportunities promote self-directed engagement with experts and support students in exploring potential academic pathways for further development.

Term 1

Term 1 introduces a translation-based educational framework, designed to bridge students' prior knowledge and experiences with architectural design principles. This term will focus on a series of 6 micro-briefs, each supported by clearly defined architectural examples and theoretical frameworks. These briefs are structured to build upon students’ existing knowledge while allowing them to explore their individual interests in architecture.

The students are expected to bring a range of transferable skills from their previous disciplines, including knowledge acquisition, application of learned techniques, argument formulation and evaluation, scholarly review, conceptual development, and communication. These skills, along with their specific body of knowledge, will be leveraged to transition into the architectural discipline. Each micro-brief begins with a discussion session where students present their individual interpretation and approaches, drawing on their prior knowledge and skills. Based on these discussions, a curated set of references and methodologies will be selected and tailored to support each student's specific inquiry, ensuring they engage with the most relevant materials and methods to achieve the common objectives and deliverables of the brief.

A combination of short design, research, and materialisation exercises, paired with skill-development workshops, will ensure a structured and continuous progression of skills. The programme offers 3 dedicated studio teaching days, featuring back-to-back tutorials, workshops, and self-directed learning, providing timely

and responsive support. This structure enables students to refine their design skills, develop proficiency in representation, and explore diverse media. Each micro-brief includes clear deliverables and objectives, engaging with a broad range of tools and methods.

Education during this term is delivered in collaboration with tutors and specialists whose practices engage with transitions as defined by the programme's three key concepts—whether through personal disciplinary shifts, responses to broader socio-cultural change, or architectural projects that mediate between conditions. Each brief offers interpretative flexibility, grounded in clear methodologies and references, enabling students to apply their existing skills and knowledge to address urgent architectural challenges within a robust design and theoretical framework.

Term 1 Micro Briefs (6 Design and Research Briefs + Reading Seminars):

12 Buildings: Architects, Clients, Narratives, and Languages (Week 1-3)

- Building Precedents Research and Presentation: Through the study of 1 or 2 buildings from a selected list, students will develop skills in brief formation, addressing client needs, site constraints, and architectural challenges. This process will explore how architects shape the narrative of spaces through architectural language and contextual understanding.
- Redraw: Investigate the building through literature, interviews, images, and original drawings. Redraw the building based on your interpretation of key linguistic principles. The redrawn materials—plans, elevations, materials, and structural systems—will contribute to a collective set of linguistic assets shared by all students.
- Reimagine and Recreate: Reinterpret architectural projects and briefs, re-exploring design languages, scales, and contexts to create new narratives and innovative architectural responses.

Space and Agencies (Week 4-5)

- Ethnographic Research and Site Condition Depiction: Investigate architectural spaces using ethnographic methods, focusing on spatial practices in everyday life. This includes psychogeographical analysis, site drawings, and documenting existing conditions through photo essays and interviews to capture the lived experience of space and its users.
- Social and Spatial Transition: Explore the dynamic relationship between space and multiple agencies, analysing how social transitions influence spatial design and how architectural interventions can facilitate or mediate these transitions.

Implantation, Juxtaposition and Unexpected Adjacency (Week 6-7)

- Applying Design Languages to Sites: Translate the design languages developed in previous exercises to the site, experimenting with multiple design iterations and evaluating various options to explore how learned principles can be applied in new contexts.
- Juxtaposition as Provocation: Investigate the deliberate or accidental juxtaposition of elements that traditionally do not "belong" together. This exercise exposes the fragility of the systems by which we categorise the world, highlighting that order is not inherent but rather constructed, always open to disruption and reinterpretation.

Architecture as a Counter Practice in Transitional Periods
- Internal Reading Seminars (Week 4-7, 4 x 0.5-day sessions)

- Archive Exercises and Reading Seminars: Engage with architectural archives to develop theoretical understanding and research-based inquiry into architecture's role in transitional contexts.
- Thesis Development: Apply critical theory to design thinking, exploring counter practices in architecture.

2D to 3D: For All Practical Purposes (Week 8)

- Model Making and Collaborative Exploration: Engage in group work and model making to explore functional design concepts, studying historical precedents and extracting specific design operations for practical application.
- Translating Field Conditions into Spatial Effects: Experiment with translating two extreme spatial conditions from 2D drawings into 3D models, exploring how spatial qualities and relationships are manifested through this transition.

3D to 2D: Element Sampling and Collaging (Week 9-10)

- Cataloguing and Re-contextualising Precedents: Investigate architectural elements by sampling, cataloguing, and re-contextualising materials, gaining a deeper understanding of their potential applications in new contexts.
- Depiction and Collaging of 3D Moments: Select a specific moment of 3D work and reinterpret it through collaging with commonplace architectural elements, enhancing the design narrative and creating new spatial interpretations.

Scene Making / Hyper Image (Week 11-12)

- Storytelling and Brief Development: Develop the ability to craft narratives and architectural briefs that set the framework for the design project's inquiry, establishing a clear direction for exploration.
- Defining the Line of Inquiry: Engage in conceptual storytelling through visual methods, emphasising composition, materiality, and diverse representation techniques to articulate the project's core themes.
- Capturing Key Scenes: Focus on capturing 2 to 3 pivotal scenes, referencing cinematography and photography composition techniques to convey the emotional and spatial impact of the design.

In addition, a special lecture series and building visits will take place once a month across Terms 1 and 2. The lecture series will explore interdisciplinary and cross-disciplinary examples in architecture, with invited lecturers who have transitioned from other disciplines sharing insights on how their prior knowledge has enriched their architectural practice. Building tours will also be part of this experience, where students will prepare and lead guided tours, demonstrating a comprehensive understanding of the architecture within its context and highlighting how spatial experiences relate to the design intent. Additionally, students will engage with practising architects through office visits and project tours, which will be complemented by focused lectures on "Architecture in Transition," bridging theoretical concepts with real-world practice.

Term 2

In Terms 2 and 3, the focus will shift to a comprehensive building design project (a pilot building project). Students will develop individual briefs exploring the adaptation of an existing condition to accommodate different uses and users. These projects will be grounded in real-world constraints, drawing on students' prior knowledge of the urgency of transitions, contextual factors and ethnographic considerations.

Building on the strengths and interests developed in Term 1, students will be encouraged to integrate key theories, references, design languages, and materialisation techniques explored earlier. They will apply these concepts to a specific site and building type, conducting surveys, analyses, and design operations.

Throughout Terms 2 and 3, tutors from Term 1 will return, adapting their expertise from the earlier briefs to the specific site and building type of each student's project, building on the foundational concepts explored earlier. The focus will be tailored to the individual project in a more specific, real-world context. This term will also involve collaboration with architectural studios specialising in 'transition,' both as a design approach and a teaching methodology. These collaborations will expose students to specific modes of practice, offering insight into the critical steps involved in delivering an architectural project, as well as how to manage the complex relationship between design, context, and functionality.

Students will also be required to identify the specific conditions that need to be bridged, both conceptually and physically, as the foundation for their pilot building project. These conditions may relate to social, environmental, cultural, or spatial issues, and understanding how to mediate between these existing and new elements will be central to the design process. In parallel with the conceptual interface studies, students will explore different scales of spatial interfaces, ranging from block and building to elemental scales, constantly engaging with programmatic, social, and public dynamics.

Pilot Building Project (The Bridge Programme)

"The bridge - being something neutral, a space between - is to be treated as a self-contained urban element which contains other archetypes (driven by the existing and new programmes / conditions)."

Adapted from "The Bridge Programme" by R. Koolhaas, E. Zenghelis, AA Diploma 9, 1979-80
& "Perfect Home: The Bridge Project" by Do Ho Suh Studio, 2010 & 2023 onwards

The pilot building project comprises several key components of research and design, some of which will be emphasised more than others. These components include:

- **Site**: Exploration of the site's usage, environmental factors, political considerations, and the drawn condition.
- **History**: An in-depth analysis of the site's history and/or the typology of the building. This includes archival photos, texts, and drawings to help contextualise the design.
- **Typology**: Examination of the building and block types, materials, technologies, basic configurations, and spatial distribution principles. This research will be conveyed through images, drawings, and photographs.
- **Material / Structure**: Analysis of typical structural systems, material usage, and construction techniques relevant to the typology.
- **Practices**: Investigation of cultural and social practices and their spatial requirements, providing insights into how the design addresses these factors.
- **Client / Community / Other Spatial Agencies**: Application of ethnographic methodologies to understand the social context, including diagrams and case studies relevant to the client and community's needs.
- **Law**: Consideration of the socio-legal framework governing the site, with diagrams illustrating current and proposed ownership or policy measures, complemented by relevant case studies.
- **Funding Strategy**: Development of a funding strategy, summarised in a diagram outlining potential sources and methods of financing the project.

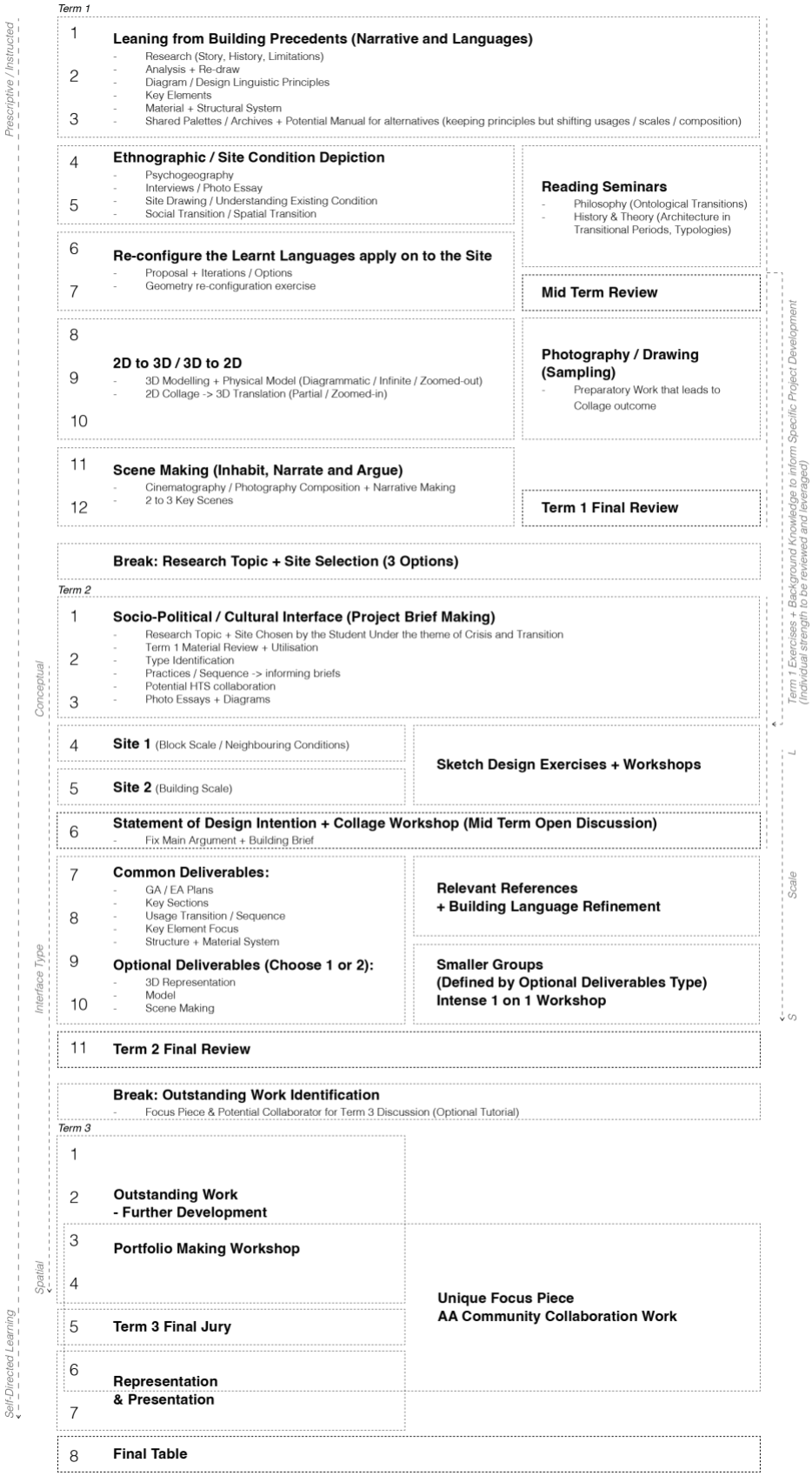
Term 3

Term 3 will focus on refining students' projects and developing their portfolios while amplifying their individual strengths and interests. Up to this stage, students will have worked within structured frameworks and deliverables. This final term will shift the emphasis to addressing underdeveloped learning outcomes and highlighting the unique qualities of each student's work.

In addition to finalising their projects and portfolios, a portion of Term 3 will be dedicated to the creation of a singular, unique piece in collaboration with the AA community. Throughout Terms 1 and 2, students will be encouraged to engage with the broader AA community and its established knowledge base by observing, recording and participating in Intermediate and Diploma School juries, attending public programme events, and collaborating with alumni or external contributors. These experiences will foster meaningful connections with peers, existing programmes, alumni, and other disciplines, reflecting the 'in-betweenness' positioning of AA Transfer (GradCert). The aim of producing this unique collaborative piece is to manifest each student's journey and individual perspective, showcasing their personal strengths, skills, and architectural interests, enhanced by their experiences both within and outside the programme.

As the programme is designed to prepare students for further development in architecture, Term 3 will also provide space for reflection on their learning outcomes and planning for their future trajectory. Students will be encouraged to envision their post-programme path and their continued engagement with the discipline of architecture at the master's level and beyond.

Weekly Schedule (Design Studio)



- The current weekly schedule represents the programme in its present form and will be subject to further refinement.
- Building visits, UK and Europe-based architectural office visits, and guest lectures will occur approximately once every four weeks, with increased frequency during open weeks.

Outputs (Design Studio)

Contextual and Architectural Knowledge

- Engaging in ethnographic methodologies, research and site documentation, exploring the influence of global, social, and cultural factors on architecture, which deepens their understanding of how these factors shape the built environment.
- The Pilot Building Project involves archival research and socio-legal frameworks, helping students understand the role of architects in mediating between society and the construction industry, preparing them for real-world architectural practice.
- Exploring inclusive design and social value, applying the integration of the past, current and alternative spatial practices, which fosters an understanding of architecture's social responsibility and impact.

Design

- Presenting architectural projects of various complexities through methods like Element Sampling, Collaging, and Scene Making, while understanding the roles of architects and clients, narratives, and architectural languages. This enhances communication of ideas using diverse media and design techniques languages.
- Engaging in site surveys, contextual analysis, and user-centred design, learning to appraise and refine design briefs by considering site, environmental, and social requirements to produce contextualised architectural responses.
- Experimenting with narratives and unlearning methods, developing non-conventional design thinking.
- The Pilot building Project involves integrating artistic, spatial, environmental, and technical elements by addressing user experience, material choices, and social considerations, while exploring the relationship between people, spaces, and contexts, and learning to design with a focus on human needs, user experience, and inclusive design.
- Engaging with both digital and analogue tools throughout the programme, students develop proficiency in modelling, drawing, and digital representation techniques, enabling them to create and communicate designs using a wide array of tools.

Research and Evaluation

- Engaging in research-based inquiry and experimental methodologies to broaden their knowledge, using these techniques to evaluate architectural precedents and apply them to design challenges.
- Critically analysing precedents from architectural history and contemporary practices, applying these insights to inform their design thinking and project development.
- Exploring diverse architectural practices, such as ethnographic research and counter practices, where students reflect on how these approaches can inform and expand their design methodology.
- Evaluating contradictory sources (such as site history, legal constraints, and historical and future demands) and learning to make informed decisions based on conflicting observations from various angles, thus developing their critical analysis and argumentation skills.

Management, Practice, and Leadership

- Preparing and presenting design work in a variety of formats, including oral presentations, models, and digital representations, ensuring they can articulate complex ideas to diverse audiences.

Professionalism and Ethics

- Engaging with social practices and environmental factors, learning to design with social responsibility and ethical considerations.
- Self-identifying individual learning strengths and areas for improvement, preparing students for further academic paths by enhancing self-criticality and ongoing development in their architectural journey.

SECTION 3.2

CORE STUDIES

3.2 CORE STUDIES

The three Core Studies subject areas – History and Theory Studies, Environmental and Technical Studies and Professional Practice Studies – are an essential part of the Transfer Programme.
Students obtain knowledge and gain experience related to a wide range of architectural learning.

History and Theory Studies includes courses that develop historical and theoretical knowledge and writing related to architectural discourses, concepts and ways of thinking. Environmental and Technical Studies offers surveys as well as in-depth instruction in particular material, structural, environmental and other architectural systems. Professional Practice 1 introduces students to the tasks that an architect might tackle in the practice of their profession.

Together, the courses on offer in Core Studies give students the opportunity to establish and develop their own individual interests and direction within the school. These courses also provide opportunities for students approaching architecture from the different agendas to come together in shared settings along with students from the AA Intermediate programme.

SECTION 3.2.1

HISTORY AND THEORY STUDIES

3.2.1 HISTORY AND THEORY STUDIES (HTS 2)

History and Theory Studies (HTS) assist in the process of creating graduates who are independent, critical, and inventive. In order to do so, it must address many aspects of the architectural culture and discourse that are not directly addressed in design work. Firstly, students need not only to understand, but to take a view on cultural and political questions that involve architecture such as ecology, housing and widespread inequality; issues with which it is imperative that architectural intelligence intervenes. Secondly, there are those questions that stem from within the architecture itself: the nature of contemporary practice, the possible career routes for trained architects and the responses of the profession at large to particular social issues and questions of public taste. Both of these dimensions form a critical component of the discourse at the AA and its translation of cultural issues into architecture. These are the principles around which the HTS courses operate throughout the school. Students chose their own path by choosing one seminar in term 2.

Aims

To produce written work of increasing sophistication, to explore relationships between historical and theoretical architectural research. Learn to apply this research to insight on a specific topic related to the course. Develop awareness of basic relationships of historical and theoretical research to design and related arts and human sciences. Develop the ability to make informed judgements, self-evaluate and work independently on understanding key architectural texts. Develop understanding of the relationship between architectural history and theory in relation to social, cultural, contextual, philosophical and political issues. Develop visual, verbal and written communication skills. Understand the importance of discussion and external evaluation in relation to all aspects of architectural writing and be able to respond to and integrate feedback.

Teaching and Learning Strategies

The teaching and learning strategy is learning through research, reading and writing. History and Theory Studies courses are lecture and seminar based. Assignments are student-centred and course based. Students are encouraged to value writing as a critical tool to communicate ideas and original insight through the development of a strong essay thesis. Writing skills are obtained through a series of assignments. Regular feedback is provided through in-class discussions, group and individual tutorials and comments on essay drafts in preparation for the final submission.

Learning Support

Extensive information and resources are available to all students for learning support including the school library, current and archived architectural journals, photo library, film library, school archives including past projects and taped lectures, school bookshop, the public lecture series, weekly published school events lists, the bar and restaurant and woodland workshop facilities and campus at Hooke Park in Dorset. The inter-library loan system allows students and tutors connections to a larger resource of libraries across London and beyond the school. History and Theory tutors are available to meet their students for tutorials, seminars and juries every week.

Methods of Assessment

Formative assessment
Regular reviews of weekly writings and presentations, consideration of draft essay, guidance for final submission. Deadlines for on-going submission development are built into the seminar programme together with the utilisation of readings and projects from the course material, adherence to academic standards for essay writing and the rigorous production of a written argument with the essay.

Summative assessment
Each essay is double marked by two course tutors. A sample of papers is shared amongst all seminar leaders and course tutors to assure parity of assessment. Students receive written feedback, supplemented by a follow-up individual tutorial with the seminar leader to discuss further the essay and areas for improvements in future research and writing projects.

Assessment Criteria:

All learning outcomes must be met in order to achieve a pass overall. Students are required to demonstrate knowledge, understanding, ability and skills in the following areas:

Research and knowledge acquirement
Research into the chosen area of study is independently undertaken, demonstrating a systematic understanding and the acquisition of coherent and detailed knowledge of established social, political, historical, theoretical, economic, environmental and/or ethical contexts, concepts, ideas and/or precedents being addressed through accurately established techniques of enquiry.

Approach and development
The work submitted demonstrates an inventive approach to the review and synthesis of knowledge acquired. A consistent decision-making process is evidenced in the work. The structures, methods and/or tools utilised in the production of the work demonstrate initiative, self-directed learning, the ability to work in a group where necessary, and the skills to make appropriately complex decisions.

Argument and communication
The work demonstrates the ability to devise and sustain arguments, contextualised and evaluated clearly in a wider field of relevant ideas. Conclusions and/or reflections are effectively made, with written and visual communication skills being evidenced to the appropriate standard. The work demonstrates the abilities developed to undertake appropriate further learning.

Grading Outcomes and Criteria

High Pass: Demonstrates a high level of achievement overall, exceeding the assessment criteria required to attain a Pass; research and knowledge acquirement, approach and development, and argument and communication. The submission is complete under the requirements of the brief set. Coherence of thought is articulated throughout the work, with a comprehensive appreciation of topic and a thorough application of critical reflection and insight. Developmental and final work is documented clearly in a coherently structured and well-presented submission. A High Pass recommendation is only possible for a submission that has achieved a Pass and is made by the assessing tutor for further review by a separately convened assessment panel who will review the standard and quality of all recommendations.

Pass: Demonstrates a good level of achievement overall, meeting all aspects of the assessment criteria required to attain a Pass; research and knowledge acquirement, approach and development, and argument and communication. The submission is complete under the requirements of the brief set. Coherence of thought is evidenced throughout the work, with an appreciation of topic and an appropriate level of critical reflection and insight. Developmental and final work is documented clearly in a suitably presented submission.

Low Pass: Work attaining the standard of Pass, but which has previously been assessed as Fail and/or has been submitted after the advertised date/time.

Complete to Pass: Unsatisfactory level of achievement overall, which fails to meet the assessment criteria required to attain a Pass; research and knowledge acquirement, approach and development, and argument and communication. The submission is incomplete under the requirements of the brief set. The work is assessed as being incoherent, demonstrating little appreciation of topic, development or effort. The submission is insufficient in quantity and demonstrates a lack of engagement. An appropriate level of critical reflection and insight is not evidenced. Developmental and final work is not documented to an appropriate level of clarity, or presented to a suitable standard. This assessment is also the automatic result of failure to meet minimum attendance requirements. A submission receiving a Complete to Pass assessment is limited to a maximum of 2 further attempts of resubmission, and can only achieve a Low Pass outcome upon successful resubmission.

Fail: Work and/or attendance previously assessed as Complete to Pass which fails, after the maximum number of permitted re-submission attempts (to a maximum of 2), to meet the assessment criteria required to attain a Pass; research and knowledge acquirement, approach and development, and argument and communication.

Transferable Skills

	Required	Assessed
Verbal communication	■	■
Visual communication	■	■
Written communication	■	■
Self-management skills	■	■
Manage time and work to deadlines	■	■
IT/CAD techniques	■	
Information management	■	■
Critical skills/ability	■	■

TITLE	HISTORY AND THEORY STUDIES: INSTITUTES OF CARE		
Level	FHEQ Level 6	Status	Choose 1 of 4 courses
Course Lecturer	Sabrina Puddu	Term	2
Learning Methods	Lectures Seminars Tutorials Juries Self-directed learning	Credits	10
		Workload	100 hours study, inclusive of teaching contact: 21 hours teaching/79 hours self-directed study

Synopsis

The modern *institutes of care* consolidated in the 19th century alongside a fundamental moment in architectural theorisation marked by the birth of typological thinking. Taking the form of distinctive building types these institutes enacted a novel responsibility for architecture to contribute to the establishment of a state-driven attitude to care. Terms like social care, childcare, healthcare, and custodial care to categorise peculiar provision of institutionalised care also made their appearance in this century. These institutes reached beyond philanthropy and humanitarian ethos and aimed at instilling a new order, a new ethic, and new social mores. In a (Western) world that was changing attitudes towards the 'exceptional', the temporary removal from community of those who were considered deviants became a precondition for their 'care' and its associated functions: education, recovery, rehabilitation, reform, improvement, custody, and disciplining. New buildings, and sometimes whole settlements, were needed for these purposes and they came to be defined mostly as interiorised environments. Their architectural projects – in particular the floorplan - registered the asymmetrical relationships between caregivers and care receivers as well as their expected behaviours. All under a vest that embraced a variety of architectural styles, from Baroque to Neoclassic, through Neogothic and Modernism. Reviewing the long histories of prisons, asylums, almshouses, schools, and farm labour colonies that proliferated in cities and peripheral wastelands across Europe and their foreign colonies, we will indulge in the complexities and paradoxes of institutionalised care and highlight its mingling between relief and incarceration. We will follow their course from origins through consolidation and all the way to their critique by the anti-institutional and revisionist discourse of the 1960s-70s. The latter will serve as a lens to understand not only the conception but also the survival of these building types.

Content

- Care, cure, reform. Type and composition.
- The prison (reforming).
- The asylum (curing).
- The school (educating).
- The almshouse and the nursing home (containing).
- The farm and labour colony (improving).
- The struggle for another way of being in life.

Submission

A 3000-word essay engaging with the long (architectural) history of a specific built artefact belonging to one of the four institutes of care discussed during the course. Shifting between its origins and survival into today, the essay will aim to show how some key principles behind the formation of the institute are embodied, or not, in the chosen built artefact and how these have endured, recurred, or have been contested and challenged through time.

TITLE	HISTORY AND THEORY STUDIES: MATERIAL METABOLISMS: INTRO TO THE POLITICAL ECONOMY OF ARCHITECTURE		
Level	FHEQ Level 6	Status	Choose 1 of 4 courses
Course Lecturer	William Orr	Term	2
Learning Methods	Lectures Seminars Tutorials Juries Self-directed learning	Credits	10
		Workload	100 hours study, inclusive of teaching contact: 21 hours teaching/79 hours self-directed study

Synopsis

From the London County Council to China's regional planning systems, from the Metabolists, to the 'Bilbao effect', the past seventy years of architectural and urban strategies have played out across a dynamic chess board of shifting planning paradigms and property regimes. How do the different 'rules of the game' that result from these varying relations shape architectural projects? Through a series of international case studies taken from unique social and material contexts, the course introduces students to key themes and episodes in the political economy of architecture and the city. Moving across scales, the course discusses diverse examples of industrialised mass production that dominated the mid- twentieth century in many parts of the world and covers different forms of gentrification and real- estate-led development that dominate today, while it considers radical projects that question the roles architecture can play in societies that so often appear driven by economic calculation. Not intended as an exhaustive survey, the course aims to stimulate thinking on global connections, differences, and tensions—to open up and familiarise students with a field of thinking on architecture that may otherwise appear daunting or opaque. Each class consists of a main discussion on the architectural case studies of the week, emphasising their historical and social context. But in addition, each class we will feature a supplemental trans-disciplinary discussion of political economy, bringing in background on important underlying themes like labour, colonialism, growth and sustainability, or real- estate.

Content

The course begins with an introduction: what political-economic processes are; why 'metabolism' is such a useful concept for understanding them; and what they can help us to learn or challenge about architecture and the city. The discussion proper then moves to look at housing, perhaps the most immediate social facet of architecture, and one with a dramatic history. Using the British context as starting point the course considers the enormous growth and rapid decline of public housing. Turning from the institutional to the avant-garde, the course then examines how tensions between infrastructure, urban planning, and architecture found a radical expression in the work of Arato Isozaki and the Metabolists. At this point, the question of scale comes to the fore: why did a generation of architects look to the 'megastructure' and the 'pod' as the final frontiers of architecture? And why, despite the failures, does this work continue to intrigue and inspire today?

In the second half of the term, the course turns to the processes of (re-)commodification that followed the experiments of the avant-gardes. The key concept is gentrification, and the course seeks a basic understanding of what it is, how it works, and what role architecture plays—particularly the formally and visually striking 'starchitecture' that became so prominent since the 1990s. Finally, the course considers whether the dynamics of gentrification have a global scale. To challenge the existing understanding and preconceptions, the course inquiries into the complex case of Chinese new town development. These sites

are far more dynamic than they might appear from afar. This final, contemporary investigation poses profound questions for how we understand the global future of architecture and the city.

Submission

Students will be expected to develop critical interests and questions, rather than an overall mastery of the material. For their 3000 word essay assignment, students will be encouraged to bring these questions to bear on case studies or contexts that interest them, whether or not they have been directly covered in class. Each student will receive tutorials related to the essay assignment, and students will be expected to engage in weekly seminar discussion.

TITLE	HISTORY AND THEORY STUDIES: THE LAST THIRTY YEARS		
Level	FHEQ Level 6	Status	Choose 1 of 4 courses
Course Lecturer	Irénée Scalbert	Term	2
Learning Methods	Lectures Seminars Tutorials Juries Self-directed learning	Credits	10
		Workload	100 hours study, inclusive of teaching contact: 21 hours teaching/79 hours self-directed study

Synopsis

From the 1960s onwards, London could boast of being the capital of architecture. Reyner Banham, Archigram, High-Tech: such was the visible, accessible and envied face of British architecture. By the mid 1970s, High-Tech competed for influence with Postmodernism and its offshoot, OMA. By the end of the 1980s, the supposed objectivity of High-Tech became increasingly untenable and the momentum of Postmodernism was spent. The stage was set for other approaches to architecture. To be or not to be Modern became the pressing question of the 1990s. On the one hand, the forms of early Modernism were revisited, now purged from ideology. On the other, in a move inspired by the work of Alison and Peter Smithson, the relationship of architecture to everyday life was reconsidered. One thing leading to another, everything had to be rethought: architecture in its relationship to materials, to the city, to nature and to society. Having been a witness and at times a participant in the polemics of the last 30 years, I shall relate episodes, comment on projects and buildings, explain what was at stake, and offer interpretations with the help of references drawn from history. Each lecture will address a particular theme: market, language, experience, ornament, craft, nature, and society. In doing so, a light will be directed, as Sigfried Giedion once said, onto the obscure paths of the present.

Content

The thematic headings covered in the course are the following:

- Market: Like commerce, commercial architecture is nothing new. Nevertheless, with his brilliant 2001 essay, Junkspace, Koolhaas pushed architecture to the wall. He did to architectural theory what Lehman Brothers did for society at large when they triggered the crash of 2008.
- Experience: By the end of the 1980s, Postmodernism appeared to be trivial. How could it accommodate human experience when it was concerned with meanings and symbols? Inspired by the Smithsons, a small group of architects drew attention to the everyday and to the nature of lived experience.
- Ornament: Made fashionable by Postmodernists, facilitated by computers, ornament enjoys a new lease of life. But it often seems superficial. Who today has the skills required to design patterns? Who shows knowledge and discernment of its forms? Yet ornament seems here to stay.
- Craft: Once commonplace in the 19th century, interest in craft has been confined to furniture design, fashion and the "studio crafts". In the recent past, craft has returned as a legitimate part of architecture. This suggests a new emphasis on care and on the relationship between what is made and who makes it.
- Society: Depending on the values and the priorities of the moment, architects have been more or less socially minded. At its most social, their distant horizon is that of vernacular construction: an architecture that is not merely for people but made by them.

- Language: Postmodernism assimilated architecture to a language. But has architecture ever “spoke”? Can we even say that it “signifies”? It would be better to speak of a Pop-modernism, of an architecture that engages people by its sheer physical presence.
- Nature: Nature is at the heart of contemporary culture, giving rise to what Latour called nature-cultures. Until recently, however, issues relating to climate remained marginal and mainly technical in the mind of architects. The nature-cultures of architects are still be invented.

Submission

The course requirement is an essay of a minimum 3,000 words. In addition, students will make a public PowerPoint presentation on a theme relating to the course.

TITLE	HISTORY AND THEORY STUDIES: WRITING ARCHITECTURE		
Level	FHEQ Level 6	Status	Choose 1 of 4 courses
Course Lecturer	Marina Lathouri with Matteo Benedetti	Term	2
Learning Methods	Lectures Seminars Tutorials Juries Self-directed learning	Credits	10
		Workload	100 hours study, inclusive of teaching contact: 21 hours teaching/79 hours self-directed study

Synopsis

What we mean by an architect, what counts as architectural has always been in question in the long history of the discipline. The aim of the course is to reassess histories, objects, and methods at the heart of architectural discipline through selected writings, drawings, and projects. These will be examined as instances of how architecture defines its sphere of propriety, to understand how canons and paradigms are formed and how concepts of practice and the agency of design have been established and used historically. In this engagement with the history of architecture, it is essential to identify political, material, and social realities as well as institutional frameworks that underlie the production of exemplars, techniques, and methods, which, in their turn, affect matters of human life. The purpose is twofold: to understand and critically reflect on the discipline's attempts to systematise, typify, establish, and justify lineages of architecture bound into larger contexts and processes; to engage with new ways of thinking the agency of architecture while unpacking the ways in which spatial structures and architectural forms, writings and drawings situate issues that bear directly on specific ways of thinking and making.

Content

In a disciplinary context that foregrounds the power of objects and images there is also the matter of writing itself. Writings along with drawings, photographs, maps, models, are part of the architectural project and the process of thinking**.** Words like lines and images carry thoughts connecting within an epistemic framework and conveying a sense of agency. We will engage with writing as craft.

- *Disegno*: formation of a 'discipline'
- The Primitive Hut: formation of a tradition
- The Body and the Plan: internal arrangements and territorial imagination
- The New World
- The new 'New World'
- Phanero-technics

Submission

In a disciplinary context that foregrounds the power of objects and images there is also the matter of writing itself. Writings along with drawings, photographs, maps, models, are part of the architectural project and the process of thinking. Words like lines and images carry thoughts connecting within an epistemic framework and conveying a sense of agency. We will engage with writing as craft. Terms are not to be taken as granted. Each student will select specific words and explore how the significance of these words in relation to architectural practices has changed over time and in the context of different material and cultural geographies. The individual investigations resulting in a 2,500-word essay, and in conversation with each other, will contribute to the formation of a lexicon.

SECTION 3.2.2

ENVIRONMENTAL AND TECHNICAL STUDIES

3.2.2 ENVIRONMENTAL AND TECHNICAL STUDIES (ETS 2)

Environmental and Technical Studies (ETS) offers a complete and coherent technical education, providing students at all stages of their architectural education with the capacity to materialise the ideas, concepts and ambitions born in the work of the units. In other words, it provides the knowledge necessary to make reasoned and informed design decisions. It is knowledge with a purpose, wisdom. Inviting creative collaboration with the material demands of individual unit agendas, ETS centres on a series of detailed discussions with experts in the fields of architecture and engineering. Engaging a wide range of disciplines and projects, these lectures cultivate a substantial base of knowledge, developed through critical case studies of contemporary fabrication processes, constructed artefacts and building processes that will accommodate critical reflection and invite experimentation with the ideas and techniques taught. Knowledge acquired in this way is inherently practical, generating a means and set of principles capable of negotiating the technical requirements of construction in unforeseen futures and unpredictable contexts. Lecture courses form a portion of each year's requirements. During ETS 2, critical case studies, analyses and material experimentations are presented alongside a selection of required courses, which ensure that each student receives a complete experience of different structures, varied materials and diverse environments.

Aims

To produce, at a level appropriate to this stage of undergraduate education, a comprehensive appraisal, analysis, and technical study of the structure, construction, environmental and material strategies relevant to the project developed within the Design Unit. Including consideration of alternative systems, along with a clear explanation and justification of the decisions made. Students are expected to demonstrate a critical understanding of technical principles through informed choices. Technical Design Tutors and students are encouraged to maintain a balance between research, experimentation, and problem-solving.

Teaching and Learning Strategies

Environmental and Technical Studies engage with research, experimentation, and application. Results obtained from research are evaluated in regular tutorials and group seminars and focussed advice is provided to advance the technical aspects of the design in conjunction with contingent design criteria. Design decisions required are taken by each student with the help and support of course tutors. Technical design decisions are tested typically through physical models, digital simulation or similar appropriate means and then they are translated into drawings, models and a variety of media that communicate design intent at appropriate scales, with visual and verbal rigour and clarity.

Learning Support

Extensive information and physical resources are available to all students as learning support including model-making workshops for wood and metal working, digital prototyping, audio-visual lab, digital photography studio, drawing materials shop, bookshop, library, photo library, school archives, the public lecture series, weekly published school events lists, bar and restaurant and woodland workshops at the Hooke Park campus in Dorset. Technical tutors are available to meet students for tutorials every week. The ETS department has in-house experts in the fields of structures, environmental studies, materials and construction that enable technical support to be provided across a diverse range of projects. Where expert

advice is required ETS tutors organise appropriate appointments. Thus, the students regularly have access to leading professional consulting practices in the country as well as specialist manufacturers. Technical Tutors also take students on walks through London where they learn to use instruments to measure environmental conditions in various parts of the city including the sites of their projects.

Grading Outcomes and Criteria

High Pass: Demonstrates a high level of achievement overall, exceeding the assessment criteria required to attain a Pass; context and analysis, approach and synthesis, and resolution and communication. The submission is complete under the requirements of the brief set. Coherence of thought is articulated throughout the work, with a comprehensive appreciation of topic and a thorough application of critical reflection and insight. Developmental and final work is documented clearly in a coherently structured and well-presented submission. A High Pass recommendation is only possible for a submission that has achieved a Pass and is made by the assessing tutor for further review by a separately convened assessment panel who will review the standard and quality of all recommendations.

Pass: Demonstrates a good level of achievement overall, meeting all aspects of the assessment criteria required to attain a Pass; context and analysis, approach and synthesis, and resolution and communication. The submission is complete under the requirements of the brief set. Coherence of thought is evidenced throughout the work, with an appreciation of topic and an appropriate level of critical reflection and insight. Developmental and final work is documented clearly in a suitably presented submission.

Low Pass: Work attaining the standard of Pass, but which has previously been assessed as Fail and/or has been submitted after the advertised date/time.

Complete to Pass: Unsatisfactory level of achievement overall, which fails to meet the assessment criteria required to attain a Pass; context and analysis, approach and synthesis, and resolution and communication. The submission is incomplete under the requirements of the brief set. The work is assessed as being incoherent, demonstrating little appreciation of topic, development or effort. The submission is insufficient in quantity and demonstrates a lack of engagement. An appropriate level of critical reflection and insight is not evidenced. Developmental and final work is not documented to an appropriate level of clarity, or presented to a suitable standard. This assessment is also the automatic result of failure to meet minimum attendance requirements. A submission receiving a Complete to Pass assessment is limited to a maximum of 2 further attempts of resubmission, and can only achieve a Low Pass outcome upon successful resubmission.

Fail: Work and/or attendance previously assessed as Complete to Pass which fails, after the maximum number of permitted re-submission attempts (to a maximum of 2), to meet the assessment criteria required to attain a Pass; context and analysis, approach and synthesis, and resolution and communication.

Assessment Criteria

All learning outcomes must be met in order to achieve a pass overall. Students are required to demonstrate knowledge, understanding, ability and skills in the following areas:

Context and analysis
The work demonstrates a systematic understanding of relevant contextual factors such as site conditions, social, political, historical, economic, environmental and ethical issues, and the acquisition of coherent and detailed knowledge that influences the technical strategy developed in the project. A range of appropriate precedents, methodologies, practices and/or tools are evaluated that inform the environmental and technical parameters of the brief.

Approach and synthesis
An integrated technical, environmental and aesthetic process is demonstrated through the synthesis of knowledge from the study of precedents, contemporary technologies, materials and processes. Feedback is reflected upon and integrated into the decision-making process, evidencing initiative in the self-directed learning process, the ability to work in a group where necessary, and the skills needed to undertake further learning.

Resolution and communication
The work demonstrates the ability to discuss and refine technical concepts, understanding the implications of technical design decisions at a range of scales within the project, and finding resolution that addresses the aesthetic, programmatic and functional requirements of the brief. The work is structured and organised effectively and communicated through relevant visual, verbal and written communication techniques.

Methods of Assessment

Formative assessment
Continual assessment is provided weekly at tutorials. Submission of outline draft illustrated Report addressing the lecture/seminar series content. The draft report is discussed with the ETS tutors and verbal feedback provided.

Summative assessment
Each report is assessed by two course tutors. A sample of reports are shared amongst all seminar leaders and course tutors to assure parity of assessment. Visual and verbal presentation of Report to ETS tutors to ensure parity of assessment. Students receive written feedback, supplemented by a follow-up tutorial with the seminar leader to discuss further the report and areas for improvements in future research and writing projects. Although work can be developed in groups, students will be assessed individually.

Transferable Skills

	Required	Assessed
Verbal communication	■	■
Visual communication	■	■
Written communication	■	■
Self-management skills	■	■
Manage time and work to deadlines	■	■
IT/CAD techniques	■	■
Information management	■	■
Critical skills/ability	■	■

TITLE	SECOND YEAR ENVIRONMENTAL AND TECHNICAL STUDIES: ENVIRONMENT & MATERIALS		
Level	FHEQ Level 6	Status	Compulsory
Course tutors	Giles Bruce, Dalia Frontini, Joana Gonçalves, Danae Polyviou, Tom Raymont, Camila Rock, Amedeo Scofone, Chiara Tuffanelli	Term Credits	1 10
Learning Methods	Site visits Lectures Seminars Tutorials Juries Self-directed learning	Workload	100 hours study, inclusive of teaching contact: 21 hours teaching/79 hours self-directed study

Synopsis

This course explores environmental and material considerations as key design drivers. The relationship between performance and experience through climatically responsive and materially responsible design is investigated through lectures, workshops and application to a design brief. On a weekly basis, we will explore from the scale of the site, to the scale of the building, to the scale of the construction detail, in the process we will develop a broad and innovative awareness of the creative possibilities of informed decision making. The course is structured around lectures, seminars and a design exercise supported by taught methodologies allowing students to apply taught knowledge and synthesise material and environmental considerations through design.

Aims

The course provides a theoretical basis for environmental considerations as a design driver. The relationship between operational energy consumption and climatically responsive architectural design is discussed in terms of thermal, visual and acoustic environments, and in terms of the role the built environment has in terms of addressing the Climate Crisis. Students are provided with a series of methodologies which they apply to a design exercise which is run concurrently with the Materials & Technologies course, and tutored throughout the course by both environment and materials tutors.

Content

- Session 1: Brief and Lecture- Understanding a Site
- Session 2: Lecture- Location & Massing (3D)
- Session 3: Lecture- Shape & Orientation (3D)
- Session 4: Lecture- Inhabitation (Plan & Section)
- Session 5: Lecture- Construction Systems (Enlarged Section)
- Session 6: Lecture- Building Experience (Elevations, Views and Details)
- Session 7: Design Review

Teaching and Learning Methods

The course will be composed of 2-hour weekly lectures and 1-hour seminar groups. The lectures will be delivered to the whole year group in the Lecture Hall. Lectures primarily provide the theoretical context for the theme of each week, and explain the principles for the design development of the brief. Whilst the seminar groups will give the facility for students to working with their team of 4/5 members and to follow a series of

prescribed design tasks and exercises. These exercises follow a structured design methodology through a series of scales, looking at the relevant environmental and material considerations at each scale.

Submission

- Students will be working in teams on a joined submission, which is common to both Materials & Technology course and the Environment, Energy & Ecology course. Weekly exercises will apply the taught content of the lectures to the design exercise. The final submission will be structured around these exercises in a report format.

TITLE	SECOND YEAR ENVIRONMENTAL AND TECHNICAL STUDIES: STRUCTURAL TYPOLOGIES AND DESIGN		
Level	FHEQ Level 6	Status	Compulsory
Course tutors	Matteo Attanasio, Katherine Chimenes, Joseph Eyles, Premma Makanji, Cíaran Malik, Anna Mestre, Anna Wai	Term Credits	2 10
Learning Methods	Site visits Lectures Seminars Tutorials Juries Self-directed learning	Workload	100 hours study, inclusive of teaching contact: 21 hours teaching/79 hours self-directed study

Synopsis

The second year structures course, Structural Typologies and Design, aims to develop your knowledge of the variety of structural elements available to you, how the structural elements work and how to combine them to create architectural structures.

In the first part of the course, you are introduced to structural elements and forces to give you the tools to understand and explain how structures work. You will each research, photograph and explain different structural elements.

We then work through the main types of structures, with you building, testing and explaining your designs. Finally you will design, build and test two structures which require you to combine different structural elements.

Aims

- To be able to identify structural elements,and what they are for.
- To be able to explain how structural elements work .
- To be able to design simple structures using a range of structural elements and explain how they work.

Content

- Structural elements, types of structures, loads and forces.
- Structural frames; structures that transfer loads through bending.
- Truss structures; triangulared arrangements of members in compression and tension.
- Compression structures; shapes are chosen to carry loads.
- Tension structures; shape changes to carry the load.
- Stability systems; bracing, shear-walls, moment-frames, outriggers and sway frames.
- Testing; design, make, test and evaluate structures.

Teaching and Learning Methods

The course uses a constructively aligned model with lectures focused on topics, which are then supported by exercises in and outside of the class which form your final submission. It uses a spiral curriculum model, so that you learn first about what elements there are, get experience designing elements and then combine those elements to build structures. The course is structured for you to work in teams of four; where you will work

collaboratively to build the models, but will each have individual responsibility for documenting and writing up different parts of the submission. Please contact me if you do not want to work in a group.

Submission

- Practical coursework requirements: Working in groups of four, you will build, test and explain models for the different structural typologies. You will build on that knowledge by building larger structures, combining different structural elements and test them.
- Written coursework requirement: Working in groups of four, you will complete a joint 1,500 word report with some collaborative sections and some individual sections. Generally, each exercise will require a written explanation of the exercise, drawings and annotated photographs to explain the structural elements, load paths and internal forces in the exercise.

SECTION 3.2.3

PROFESSIONAL PRACTICE

3.2.3 PROFESSIONAL PRACTICE (PP1)

Professional Practice (PP1) is a short course of ten sessions (nine seminars + one group tutorial) that is offered in Terms 1 and 2 of AA Transfer (GradCert).

Students are very articulate at presenting their work in an academic context. However, when in a commercial, professional environment the language and communication methods have a different emphasis and a variety of audiences including clients, colleagues and collaborators. Very few students will have experienced an office or studio environment and so the course is an introduction to the process of becoming qualified. The course covers the core information that a student will need to help their time in an office be as useful as possible. The course questions the role and responsibility of the architect and introduces themes of professionalism, of being in business and the associated culture and ethos, along with the steps required for registration as an architect. A breadth of topics are covered across a total of nine sessions.

Aims

The course aims to give AA Transfer (GradCert) students an overview of the tasks that an architect might tackle in the practice of their profession. The course is not claiming to be exhaustive, but to help prepare students for their year out. The aim is to enable students to gain an understanding of the professional office environment and so in turn being entrusted with more meaningful and interesting tasks during the year in practice.

Teaching and Learning Strategies

Through a series of lectures, each delivered by the course leader and one of the course tutors, students will discuss and debate key issues relating to the varying professional contexts for design and construction, reviewing detailed examples of strategies for conventional and unconventional models of practice. Each course tutor will supervise a group of students across tutorial sessions.

Learning Support

Extensive information and resources are available to all students for learning support including the school library, current and archived architectural journals, photo library, film library, school archives including past projects and taped lectures, school bookshop, the public lecture series, weekly published school events lists, the bar and restaurant and woodland workshop facilities and campus at Hooke Park in Dorset. The inter-library loan system allows students and tutors connections to a larger resource of libraries across London and beyond the school.

Assessment Criteria

All learning outcomes must be met in order to achieve a pass overall. Students are required to demonstrate knowledge, understanding, ability and skills in the following areas:

Knowledge acquirement
The work evaluates and reflects upon up-to-date developments and insights in the profession of architecture. Relevant contextual information and/or precedents are evaluated in order to inform the parameters of an appropriately clear representation of the subject matter.

Integration and synthesis
The work demonstrates the ability to work independently and in a group where necessary, consolidating and synthesising contextual information and acquired knowledge in a systematic and constructive manner, evidencing initiative and the ability to critically respond to the subject matter.

Clarity of communication
The work conveys concepts, facts and opinions clearly, and evidences the ability to devise and sustain arguments. The work is structured and organised clearly, demonstrating the effective use of written and visual communication skills and the learning ability to undertake further study.

Grading Outcomes and Criteria

High Pass: Demonstrates a high level of achievement overall, exceeding the assessment criteria required to attain a Pass; knowledge acquirement, integration and synthesis, and clarity of communication. The submission is complete under the requirements of the brief set. Coherence of thought is articulated throughout the work, with a comprehensive appreciation of topic and a thorough application of critical reflection and insight. Developmental and final work is documented clearly in a coherently structured and well-presented submission. A High Pass recommendation is only possible for a submission that has achieved a Pass and is made by the assessing tutor for further review by a separately convened assessment panel who will review the standard and quality of all recommendations.

Pass: Demonstrates a good level of achievement overall, meeting all aspects of the assessment criteria required to attain a Pass; knowledge acquirement, integration and synthesis, and clarity of communication. The submission is complete under the requirements of the brief set. Coherence of thought is evidenced throughout the work, with an appreciation of topic and an appropriate level of critical reflection and insight. Developmental and final work is documented clearly in a suitably presented submission.

Low Pass: Work attaining the standard of Pass, but which has previously been assessed as Fail and/or has been submitted after the advertised date/time.

Complete to Pass: Unsatisfactory level of achievement overall, which fails to meet the assessment criteria required to attain a Pass; knowledge acquirement, integration and synthesis, and clarity of communication. The submission is incomplete under the requirements of the brief set. The work is assessed as being incoherent, demonstrating little appreciation of topic, development or effort. The submission is insufficient in quantity and demonstrates a lack of engagement. An appropriate level of critical reflection and insight is not evidenced. Developmental and final work is not documented to an appropriate level of clarity, or presented to a suitable standard. This assessment is also the automatic result of failure to meet minimum attendance requirements. A submission receiving a Complete to Pass assessment is limited to a maximum of 2 further attempts of resubmission, and can only achieve a Low Pass outcome upon successful resubmission.

Fail: Work and/or attendance previously assessed as Complete to Pass which fails, after the maximum number of permitted re-submission attempts (to a maximum of 2), to meet the assessment criteria required to attain a Pass; knowledge acquirement, integration and synthesis, and clarity of communication.

Transferable Skills

	Required	Assessed
Verbal communication	■	
Visual communication	■	■

Written communication	■	■
Self-management skills	■	■
Manage time and work to deadlines	■	■
IT/CAD techniques	■	
Information management	■	■
Critical skills/ability	■	■

TITLE	PROFESSIONAL PRACTICE (PP1)		
Level	FHEQ Level 6	Status	Compulsory
Course Head	Enriqueta Llabres-Valls	Terms	1 and 2
Course Tutors	Shawn Adams, Eleanor Dodman, Joshua Green, Madeleine Kessler, Jon Lopez, Sanaa Shaikh, Benedict Spry	Credits	20
		Workload	200 hours study, inclusive of teaching contact: 2 hours teaching/18 hours self-directed study per week
Learning Methods	Lectures Seminars Tutorials Self-directed learning		

Synopsis

In preparation for a year out in the profession, this course provides Third year students with an overview of the tasks that an architect might tackle in the practice of their profession. The course covers the basic information that a student will need to help their time in an office be as useful as possible. The course questions the role and responsibility of the architect and introduces themes of professionalism, of being in business and the associated culture and ethos, along with the steps required for registration as an architect.

A breadth of topics are covered across nine sessions. The seminars are given by invited speakers, all of whom are in practice, followed by a conversation, thereby giving students an opportunity to ask questions as to career path, and the associated issues and opportunities of being in practice. Students are encouraged to look critically at the issues discussed in the seminars and take a position.

The group tutorial is aimed at providing students with the opportunity of having questions answered in the context of a professional meeting. The seventh session provides students with the opportunity to ask questions and to discuss early submission drafts.

Content

Session 1: Introduction
The first talk outlines the seminar series and describes the steps required for registration as an architect. Converting your creativity into a career and introduces the business, regulatory, contractual and ethical issues that will be dealt with during the seminars.

Professionalism and ethics
In May 2019, the RIBA published the new Code of Professional Conduct, the purpose of which is to promote good conduct and best practice. The seminar will define and discuss meanings of professionalism and ethics through case studies.

The Role of the Architect
Many of the changes the profession is undergoing have been provoked from within. The seminar will look at the roles of the architect and the skills needed for each of the roles. We also look at how these roles have been changing with the developments in design and construction.

The regulatory environment – the Architect and the Law
All architects need to have a good understanding of the law and the regulatory environment. The seminar focuses on the law of contract, planning application process and building regulations.

Collaboration – the Design Team and working together
An architect rarely works alone and this seminar explains and discusses the contributions of design team members such as structural engineers, environmental engineers, cost consultants and other specialists.

In business – ethos and culture
The seminar will describe their life in practice and the issues they have encountered. How offices are organised both in terms of legal structure as well as hierarchically and spatially. How is a business defined by its business plan and ethos.

Health and Safety
Introduction to Health and Safety in Architecture.

Fire and Life Safety
Fire Safety in Building Design.

Fire and Life Safety
Fire Safety in Urban and Infrastructural Design.

Submission

- An evaluation and appreciation of professionalism and ethics. Students are encouraged to give examples from their everyday lives and reference to their Unit projects. Also included should be an evaluation as to the architect's obligation to society and include a critique of the RIBA and ARB codes of conduct.

- An evaluation and comparison of two practices covering the following characteristics:
  a. Practice structures and legal status.
  b. Management style and business ethos.
  c. A diagram of practice ownerships and management.
  d. The nature of the practice's work, size of projects, typologies and the implications of such work.
  e. Types of clients.
  f. The practice turnover and levels of profitability.
  g. Do they carry out full or partial services?
  h. Do they engage in other services such as product design, research, teaching, etc?
  i. Any other aspects of the practice identified as important.

- A draft application to one of the selected practices to include:
  a. CV – one page comprising the students professional career to date including an academic record, professional experience, skills and languages. It should contain a short paragraph outlining interests and aspirations.
  b. A covering letter – A4, one page maximum. This acts as an introduction outlining the reasons for applying. It should be professionally structured as if it is an application for a position in the practice of your choice.
  c. Logbook in regard to Health & Safety and Fire & Life Safety sessions with critical reflection.