

# BA (HONS) ARCHITECTURE



## BA (Hons) Architecture

<b>Awarding Body</b>	University of the Arts London
<b>College</b>	Central Saint Martins
<b>School</b>	S School
<b>Programme</b>	CSM Spatial Practices (L033)
<b>Course AOS Code</b>	CSMBAARCF01
<b>FHEQ Level</b>	Level 6 Degree
<b>Course Credits</b>	360
<b>Mode</b>	Full Time
<b>Method</b>	Face to Face
<b>Duration of Course</b>	3 years
<b>Valid From</b>	2025/26
<b>Collaboration</b>	N/A
<b>UAL Subject Classification</b>	Architecture and Spatial and Interior Design
<b>PSRB</b>	Royal Institute of British Architects, Architects Registration Board
<b>Work placement offered</b>	N/A
<b>Course Entry Requirements</b>	<p>The standard entry requirements for this course are as follows:</p> <p>136 UCAS tariff points which can be made up of one or a combination of the following accepted full Level 3 qualifications:</p> <ul style="list-style-type: none"> <li>• Three A Levels at grades AAB</li> </ul>

- Pass at Foundation Diploma in Art and Design (Level 3 or 4)
- Distinction, Distinction, Distinction (DDD) at BTEC Extended Diploma
- Distinction at UAL Extended Diploma
- Access to Higher Education Diploma (preferred subjects include Art, Art and Design or Design and Technology)
- Equivalent EU/international qualifications, such as International Baccalaureate Diploma (35 points)

**And** five GCSE passes at grade 4 or above (grade A\*–C) including English Language, Mathematics and a double award at Science, or two separate sciences such as Physics or Chemistry, and one other subject (Art and Design or Design Technology are recommended).

Entry to this course will also be determined by assessment of your portfolio.

### **AP(E)L – Accreditation of Prior (Experiential) Learning**

Exceptionally applicants who do not meet these course entry requirements may still be considered. The course team will consider each application that demonstrates additional strengths and alternative evidence. This might, for example, be demonstrated by:

- Related academic or work experience
- The quality of the personal statement
- A strong academic or other professional reference.

**Or** a combination of these factors.

Each application will be considered on its own merit but we cannot guarantee an offer in each case.

Please note that these qualifications alone will not be sufficient to secure entry to the course.

### **English language requirements**

IELTS score of 6.0 or above, with at least 5.5 in reading, writing, listening and speaking (please check our main [English language requirements](#) webpage).

<b>Selection Criteria</b>	<p>This course believes that the people who design the built environment should be as diverse a group as those who use it. As such, we welcome submissions from applicants from diverse backgrounds.</p> <p>We select degree applicants according to your potential and current ability to:</p> <ul style="list-style-type: none"> <li>• Work imaginatively and creatively in architecture and design;</li> <li>• Engage with experimentation and invention;</li> <li>• Show imagination and ambition in proposals for your work.</li> </ul> <p>Demonstrate a range of skills and technical abilities:</p> <ul style="list-style-type: none"> <li>• Demonstrate an engagement with 3D and architecture/spatial design;</li> <li>• Demonstrate a basic ability to draw and model objects and spaces;</li> <li>• Demonstrate a basic ability to discuss ideas verbally and through written work.</li> </ul> <p>Provide evidence of intellectual enquiry within your work:</p> <ul style="list-style-type: none"> <li>• Demonstrate relevant research;</li> <li>• Reflect critically on your learning.</li> </ul> <p>Demonstrate cultural awareness and/or contextual framework of your work:</p> <ul style="list-style-type: none"> <li>• Identify global, historical and contemporary architecture and architects;</li> <li>• Identify social, cultural and environmental influences on your work.</li> </ul> <p>Articulate and communicate intentions clearly:</p> <ul style="list-style-type: none"> <li>• Discuss your work in group situations</li> <li>• Present your work appropriately and effectively.</li> </ul> <p>Demonstrate commitment and motivation in relation to the subject and the course:</p> <ul style="list-style-type: none"> <li>• Develop your own ideas and address project briefs</li> <li>• Show willingness to collaborate</li> </ul>
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- Reflect your knowledge of this course.

**What we are looking for**

We don't just look for a passion for architecture. We're seeking people who are open to new ideas, informed risk taking and challenge. We also want people who are willing to get involved in the different disciplines and practices of architectural and spatial design during their degree.

## Awards and Percentage of Scheduled Learning

### Year 1

Awards	Credits
Certificate of Higher Education (Exit Only)	120

### Year 2

Awards	Credits
Diploma of Higher Education (Exit Only)	240

### Year 3

Awards	Credits
Bachelor of Arts	360

### Scheduled Learning Split by Level

Level 4	27%
Level 5	27%
Level 6	25%
<b>Total Scheduled Learning Split</b>	<b>27%</b>

## Course Aims and Outcomes

The Aims and Outcomes of this Course are as follows:

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

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



## Course Detail

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

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

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

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

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

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

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

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

## **Course Units**

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

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

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

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

### **Stage 1**

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

**Unit 2: Design for Collective Action (Design Studio 1.1)**

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

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

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

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

will gain an understanding of climate literacy and consider the ethical role of the architect and their duty of care.

## **Stage 2**

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

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

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

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

**Unit 10: Creative Unions**

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

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

## **Stage 3**

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

**Unit 12: Accounts of Agency (Contextual Studies 3 – Dissertation)**

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

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

**Unit 15: Practicing Ethics 3**

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

## **The Working Week**

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

## **Mode of study**

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

**CSM Academic Support** is delivered by a team of academics and practitioners working alongside your course to help you progress and achieve your maximum potential as a student. Academic Support can help you to develop your skills in different areas, including critical thinking, research and writing, time management, presentations and working independently and collaboratively. These may be offered as part of your timetabled classes or as bookable tutorials and workshops.

## **Credit and award requirements**

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

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

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

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

## **Professional, statutory and regulatory bodies**

The BA (Hons) Architecture at Central Saint Martins is currently prescribed by the [Architects Registration Board \(ARB\)](#) at Part 1 level for purposes of registration as an Architect in the UK.

Following a national statutory consultation in 2023, the ARB (Architects Registration Board) has changed its educational requirements removing the requirement of an award of an undergraduate qualification in architecture. This will come into effect from 31 December 2027.

Students who graduate before 31st December 2027 will not be affected by this change. This means that from 2028, an undergraduate Level 6 qualification in architecture will not be required for registration as an architect in the UK. This change impacts any students who take an additional year to complete their degree, graduating in June 2028.

Students entering the BA (Hons) Architecture course in September 2025 will graduate after December 2027 and will therefore graduate after the proposed end date for ARB prescription at Part 1 and their degree will not be a prescribed ARB award. This will not impact any student's ability to complete qualification as a UK registered architect, as the ARB will continue to accredit academic awards at master's level only.

The BA Architecture course is currently, and will continue to be, subject to validation by the [Royal Institute of British Architects \(RIBA\)](#) at Part 1. The RIBA will continue to validate architecture qualifications at Parts 1, 2 and 3 – these are terms developed by the RIBA and its three-part validation pathway forms the typical route to RIBA Chartered Membership.

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

## Learning and Teaching Methods

The learning and teaching methods devised for this course include:

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

## Reference Points

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

- Portfolio and project presentations
- Portfolios
- Essays and reports
- Technical reports
- Professional studies reports
- Dissertation
- Research, reflective and project journals
- UAL Framework for Embedding the Principles for Climate, Racial and Social Justice

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

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

## Course Diagram

**BA (Hons) Architecture** – PLEASE NOTE DUE TO VACATION DATES, SPECIFIC DELIVERY WEEKS MAY CHANGE.

S=summative assessment

LEVEL 4 – Stage 1																														
BLOCK 1															BLOCK 2															
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	
Unit 1: Practicing Ethics 1 (ISHE) (20 credits)				S	Unit 2: Design for Collective Action (Design Studio 1.1) (20 credits)									S	Unit 4: Collective Spaces (Design Studio 1.2) (40 credits)														S	
					Unit 3: Materials, Environments and Structures (Technical Studies 1) (20 credits)									S	Unit 5: Fundamental Agencies (Contextual Studies 1) (20 credits)							S								
LEVEL 5 – Stage 2																														
BLOCK 1															BLOCK 2															
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	
Unit 6: Design Concept and Spatial Design (Design Studio 2.1) (40 credits)													S		Unit 8: Detailed Design (Design 2.2) (20 credits)							S		Unit 10: Creative Unions (20 credits)						
Unit 7: Critical Agencies (Contextual Studies 2) (20 credits)													S		Unit 9: Technical and Environmental Integration (Technical Studies 2) (20 credits)							S								

LEVEL 6 – Stage 3																														
BLOCK 1															BLOCK 2															
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	
Unit 11: Design Thesis (Design Studio 3.1) (40 credits)													S		Unit 13: Design Synthesis (Design Studio 3.2) (20 credits)								S		Unit 15: Practicing Ethics 3 (20 credits)				S	
Unit 12: Accounts of Agency (Contextual Studies 3) (20 credits)													S		Unit 14: Strategic Technical Thesis (Technical Studies 3) (20 credits)								S							



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