RIBA

Royal Institute of British Architects

Report of the RIBA Full Visiting Board to London South Bank University

Date of visiting board: 28-29 June 2018
Confirmed by RIBA Education Committee: 19 October 2018

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1   Details of institution hosting course/s   (report part A)
London South Bank University
School of the Built Environment & Architecture
Keyworth Centre
Keyworth Street
London SE1 6NG

2   Head of Architecture Group
Professor Lilly Kudic   Head of Division

3   Course/s offered for validation
BA (Hons) Architecture   Part 1
M Arch Master of Architecture   Part 2
RIBA Professional Practice   Part 3

4   Course leader/s
Angela Vanezi   Part 1
Luke Murray   Part 2
Kathy Gal   Part 3

5   Awarding body
London South Bank University

6   The visiting board
Sally Stewart   academic / chair
Daniel Goodricke   academic
Pepper Barney   practitioner
Tania Love   practitioner
Julian Manev   student member
Sophie Bailey   RIBA validation manager

7   Procedures and criteria for the visit
The visiting board was carried out under the *RIBA procedures for validation and validation criteria for UK and international courses and examinations in architecture* (published July 2011, and effective from September 2011); this document is available at www.architecture.com.

8   Recommendation of the Visiting Board
On the 19 October 2018 the RIBA Education Committee confirmed that the following courses and qualifications are awarded full validation

BA (Hons) Architecture   Part 1
M Arch Master of Architecture   Part 2
RIBA Professional Practice   Part 3

The next RIBA visiting board will take place in 2023.

9   **Standard requirements for continued recognition**
Continued RIBA recognition of all courses and qualifications is dependent upon:

i   external examiners being appointed for the course

ii   any significant changes to the courses and qualifications being submitted to the RIBA

iii   any change of award title, and the effective date of the change, being notified to the RIBA so that its recognition may formally be transferred to the new title

iv   submission to the RIBA of the names of students passing the courses and qualifications listed

v   In the UK, standard requirements of validation include the completion by the institution of the annual statistical return issued by the RIBA Education Department

10   **Academic position statement**
(Statement written by the school)

opportunity for all   Architecture at LSBU supports the ambitions of all applicants to the programme who show they will commit to becoming architects. We interview all candidates for our courses who can attend interview, and are looking first for potential in the individual, rather than a traditional narrative of academic success in secondary education. Whilst the interview process is discriminating and rigorous, it is also very personal, and we are keen to maintain this relationship with our students throughout their studies.

There is a strong sense that as universities become more business focused and education increasingly monetised, our obligation is to support social justice in education; we thus have an informally implemented and very broad policy of inclusivity. We are of course aware this approach places serious responsibilities on our staff to support students and see them successfully graduate.

There has been a school of architecture here since 1906, and we were first validated by the RIBA in 1929. We've always offered part time study at all three levels of the programme; our part time students make an integral and highly valued contribution to the LSBU community, and unlike other providers over the last two decades, we would never consider suspending these routes to qualification. And as an invited member of the Providers Reference Group working with the Trailblazer headed by Foster+Partners, we will further strengthen our commitment to part time study and work-based learning with the adoption of both level 6 and level 7 apprenticeships.

Finally, we believe that academic success is linked to student wellbeing, and have supported a number of recent events addressing the subject of Architecture, Students, and Well-Being. These reflect the work of our Masters in Surveying alumnus, Emmanuel Owusu, who is promoting the conversation about mental health issues in higher education. We emphasise to both staff and students the value of emotional intelligence, and the individual's abilities to recognise and manage their emotions, and the emotions of other people individually and in groups. For all of us here, this raises the critical issue of appropriate behaviour towards each other.

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a focused pluralism Academically, we believe that a choice of studios is important - but that the choice is made after a collegiate, collective BA1 year in the university. This develops the confidence in students to make a discriminating choice between four BA[Hons]Architecture studios, and, subsequently, a further 4 MArch: Master of Architecture studios. We have experimented carefully with the number of studios in order to make sure the themes treated are broad and ambitious. We work to ensure that every student acquires a strong skills base in their first degree - and an ability to question and explore at Masters level - and that both learning experiences carefully but creatively reflect the validation criteria.

The MArch is considered a quantum shift from the Bachelors course. Masters' study places demands on students in different ways from the Bachelors course, and we believe that the type of problems and sophistication of solutions to design studio projects should be different. The MArch: Master of Architecture is about:
- complexity in design; being innovative; testing hypotheses
- distinguishing presentation from representation, using media critically and inventively to promote new ideas
- using structural, constructional, and environmental technologies as drivers for forming and developing architectural ideas
- advancing knowledge through research, to validate design decisions, as well as producing original written work
- understanding an architect's professional role, and developing professional judgement appropriate to ethical practice

professionally relevant As a university dedicated to adding value to the individual and developing their professional and entrepreneurial skills, LSBU architecture emphatically supports ethical professional values, most conspicuously at part 3, but throughout the Bachelors and Masters offer. The LSBU Open Lecture recently hosted presentations by James Soane (Project Orange), Harbinder Birdi (Hawkins\Brown), Carl Turner (CTA architects), Sadie Morgan (dRMM), Andrew Morris (Canary Wharf Group), and Frank Woods (Chamberlin Powell Bon); each presenter explained their own practice in terms of its pedagogical approach - and as a business model. The Open Lecture gave students the opportunity to reflect on their own professional futures, and the choices they will need to make.

LSBU also hosts CEREB, the Centre for Efficient and Renewable Energy in Buildings, a resource for understanding how to design, operate, and manage technologies in low carbon buildings of the future, whether new build or refurbishment. And our Digital Architecture and Robotics Laboratory (DARLAB) makes students aware of the links between digital design, prototyping, digital fabrication, and off site manufacture.

Together with support from the RIBA Mentoring Scheme, we create and deliver academic benefits producing high graduate employability in practices including AHR, Allies and Morrison, Foster+Partners, Grimshaw, Michael Hopkins, Niall Maclaughlin, Stanton Williams, Wilkinson Eyre, Woods Bagot, and Zaha Hadid.

design and innovation-led With alumni including David Adjaye, Ron Herron, Julius Posner, Peter Salter, Patrick Schumacher, and Carl Turner LSBU has a strong reputation for progressive design, and a higher and more successful

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profile than is often realised. Students from LSBU have won the RIBA President's Bronze Medal twice, and been commended for the Bronze Medal 5 times. They've also been awarded the Serjeant Prize for Drawing at part 2, been commended in the RIBA President's Silver Medal competition twice, and historically won the Silver Medal online vote outright. An LSBU alumnus was also awarded the RIBA Manser Medal for the best house design in the UK.

collaborative and global   To continue to support our multi-cultural and cosmopolitan student population, we will introduce an integrated award reflecting the recommendations of the RIBA Education Review to offer better value and allow students to register as architects on graduation from the university. We will continue to promote our non-professionally validated MSc courses to an international audience, to celebrate our connections with schools throughout the world by taking part in the Polyark international collaborative design project (as we have done three times before), and to develop progression in our studio and taught course offer with our new staff who will take LSBU forward over the next decade.

11   Commendations
The visiting board made the following commendations:

11.1   The board commends the continued success of the existing Part 3 course.

11.2   The board commends the school's recruitment policy and practices in providing opportunities for a diverse range of candidates wishing to enter architectural education.

11.3   The board commends the school's sustained focus in providing a range of routes to qualification including through full and part time modes of study.

11.4   The board commends the institution's support for the programmes including investment in studio, technical facilities and staffing since the last RIBA Visiting Board.

12   Action points
The visiting board proposes the following action points. The RIBA expects the university to report on how it will address these action points. Failure by the university to satisfactorily resolve action points may result in a course being conditioned by a future visiting board.

12.1   To support the head of school in their continued development of the academic provision, the board recommends that the management structure of the school be clearly articulated to promote clarity of roles and responsibilities at all levels, including at those of course directors, studio and subject leaders and within teaching teams.

12.2   The Board recommends the school develops an assessment template to allow the clear and consistent recording of grading decisions against stated criteria, which can be used to support moderation, student feedback and inform external examination processes.

12.3 The board strongly recommends the programme teams to consider how the academic portfolio can be developed in order to document student's trajectory coherently and concisely, the programme teams should consider how academic portfolios can be developed to communicate to a range of audiences.

12.4 The school should consider how opportunities for critical self-appraisal be embedded within the part one and part two academic portfolios, to allow students to reflect on their learning, and attainment of the RIBA Graduate Attributes.

12.5 The board urges the school to articulate the intellectual progression between years one and two, and two and three within the part one, and years four and five of the part two. This should form a part of the course documentation and provide stronger guidance for the design of vertical studios in both programmes.

12.6 The school should consider how technology is more systematically embedded within design studios at both part one and part two levels.

13. Advice
The visiting board offers the following advice to the school on desirable, but not essential improvements, which, it is felt, would assist course development and raise standards.

13.1 The board suggests that in order to support students at key professional thresholds, particularly practical years out one and two, the school considers how students can be offered an opportunity to articulate their emerging personal practice position.

13.2 The board encourages the school to consider how it can benefit from wider interdisciplinary synergies and research activity within the faculty to inform and enhance the architectural provision.

13.3 The board recommends the school consider how it can exploit its current digital facilities it now has, to encourage students in the experimentation, manufacture and testing of architectural propositions and the support of innovative thinking.

13.4 The board encourages the school to take advantage of its context and surrounding communities within project work and to actively promote the potential for architecture to lead social change.

13.5 The school should consider how provision of students' tutorial and pastoral advice is delivered, to ensure equitable provision across all cohorts and studios, and to manage demands on academic staff.

13.6 The school is encouraged to fully reflect on their current ethos and identity and consider how strategic ambitions for development over the next five-year period can be more clearly articulated in the academic position statement.

14   Delivery of academic position
The following key points were noted: please see advice point 13.6

15   Delivery of graduate attributes
It should be noted that where the visiting board considered graduate attributes to have been met, no commentary is offered. Where concerns were noted (or an attribute clearly not met), commentary is supplied. Finally, where academic outcomes suggested a graduate attribute was particularly positively demonstrated, commentary is supplied.

Graduate Attributes for Parts 1 and 2
The Board confirmed that all of the Parts 1 and 2 graduate attributes were met by graduates of the BA (Hons) Architecture and the M Arch Master of Architecture.

16   Review of work against criteria
It should be noted that where the visiting board considered a criterion to have been met, no commentary is offered. Where concerns were noted (or a criterion clearly not met), commentary is supplied. Finally, where academic outcomes suggested a criterion was particularly positively demonstrated, commentary is supplied.

Graduate Criteria for Parts 1 and 2 and Professional Criteria for Part 3
The Board confirmed that all of the Parts 1 and 2 graduate criteria and Professional Criteria for Part 3 were met by graduates of the BA (Hons) Architecture, the M Arch Master of Architecture and the RIBA Professional Practice Part 3.

17   Other information

17.1   Student numbers
At the time of the 2018 RIBA visiting board:
176   BA (Hons) Architecture
102   M Arch Master of Architecture
25   RIBA Professional Practice

17.2   Documentation provided
The faculty provided all advance documentation in accordance with the validation procedures.

*Notes of meetings
On request, the RIBA will issue a copy of the minutes taken from the following meetings:

- **Budget holder and course leaders**
- **Students**
- **Head of institution**
- **External examiners**
- **Staff**