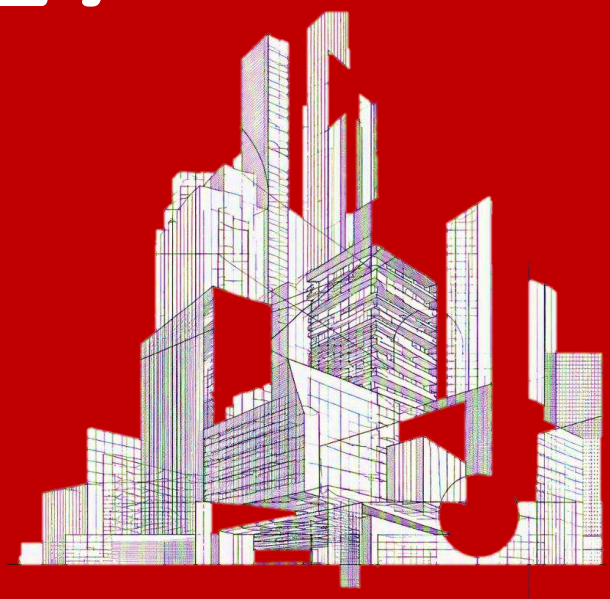
CITY SCHOOL OF ARCHITECTURE

STUDENT HANDBOOK 2026/2027

[New Curriculum]

Version 1.0 September 2026



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Message from Head of School



Dear Students,

As we mark the 40th anniversary of the City School of Architecture in 2026, it is my privilege to welcome you to a pivotal moment in our institution's history. During the past 40 years, we have been driven by a singular mission: to foster excellence that is as rigorous as it is creative. Since 2012, our two academic programs have consistently maintained validation from the Sri Lanka Institute of Architects (SLIA) and the Royal Institute of British Architects (RIBA), a testament to our enduring commitment to academic and professional excellence.

With the launch of our new curriculum, we invite you to be the architects of the next era. The new curriculum has been thoughtfully structured using a semester-based modular system, designed to integrate seamlessly into your educational journey. At the core of this new approach is a strong emphasis on practice-based learning. By balancing design and theory modules, we have created an environment that encourages extensive opportunities for your individual self-exploration and professional development. It is an invitation to explore the limits of your own potential.

The new curriculum is launched through two progressively aligned academic-cum-professional programmes: the **Advance Diploma in Architecture** and the **Graduate Diploma in Architecture and Environmental Design**. We are confident that these new programmes will provide you with the critical skills, creative agility, and technical foundation necessary to thrive in the architecture profession.

We have designed these programmes to be catalysts for your journey, providing extensive opportunities for self-exploration, intellectual growth, and creative courage. You are not just entering an architecture school; you are joining a vibrant community of thinkers and creators dedicated to reimagining the world around us.

As you embark on this path, I encourage you to challenge conventions, embrace the rigor of our new modular approach, and define your own unique voice as an architect. The future of design is being written in our studios, and I am honoured to witness your role in shaping it.

Welcome to the next chapter of your architectural journey at CSA.

Sincerely,

Dr. L.S.R Perera

Head of School

City School of Architecture

Definitions

1. **City School of Architecture (CSA)**
   A private school of architecture that offers architectural education for the past 40 years.
2. **City School of Architecture (Colombo) Ltd (CSACL)**

   The registered company that administers and manages the City School of Architecture.
3. **Chief Executive Officer (CEO)**

   The representative of the Board of Directors, who oversees the management of the school.
4. **Head of School (HOS)**

   The person responsible for managing the academic and academic administrative affairs of the school, together with other Boards and Committees that oversee its governance.
5. **Deputy Heads of School (DHoS)**

   Deputy heads of school are associates of HOS to assist in academic and administrative duties.
6. **Board of Academic Studies (BAS)**

   The Board of Academic Studies of City School of Architecture oversees the academic affairs of the school. The Head of the School is the Chairperson of the Board, and it comprises senior academics, practitioners, and members of the CSA Teaching Faculty, totalling seven in number.
7. **Registrar**

   The Registrar is the chief administrative officer responsible for the effective management of academic and student administration. The Registrar serves as the custodian of official records, oversees admissions and registration processes, ensures compliance with regulatory requirements, and supports the implementation of academic policies and procedures. In addition, the Registrar acts as the principal liaison between students, faculty, and external regulatory bodies, safeguarding the integrity of institutional operations and maintaining accurate documentation of academic awards and qualifications.
8. **Senior Assistant Registrar (SAR)**

   The SAR assists the Registrar in administrative duties.
9. **Year Coordinator (YC)**

   The Year Coordinator is an academic staff member appointed to oversee the delivery and administration of a specific year of study within a programme. The Year Coordinator is responsible for ensuring that teaching, learning, and assessment activities are conducted in accordance with institutional regulations and programme requirements, and serves as the primary point of contact between students and the faculty for matters relating to that year of study.
10. **Module Leader (ML)**

    The **Module Leader** is an academic staff member appointed to assume overall responsibility for the design, delivery, and quality assurance of a specific module offered across a programme within a designated stream.

11. **Sri Lanka Institute of Architects (SLIA)**

    The Ceylon Institute of Architects, established in 1957, was later incorporated by an Act of Parliament in 1976 (Law. No: 1 of 1976) as the Sri Lanka Institute of Architects (SLIA(SLIA), is the main professional body and statutory national association that governs, regulates, and promotes the profession of architecture in Sri Lanka

12. **Board of Architectural Education (BAE) of SLIA**

    Under the provisions of the Act of 1976, the Sri Lanka Institute of Architects (SLIA) is entrusted with the responsibility of architectural education and holding of examinations for professional qualifications. To achieve this, the Board of Architectural Education (BAE), was set up as the educational arm of the SLIA to administer the education of students in architecture/allied fields and to conduct professional examinations. The BAE conducts Part III of the SLIA Professional Practice Examination in Architecture to grant professional qualification as a Chartered Architect in Sri Lanka.

13. **RIBA**

    Royal Institute of British Architects (RIBA), is the professional organization for Architects in the United Kingdom.

14. **UWE**

    University of The West of England, Bristol, UK, is the Partner university awarding undergraduate and postgraduate degrees to CSA students.

15. **Forum CSA**

    The Alumni Association of CSA is an organized body of former students established to support the continued growth and development of the school.

16. **Programme Specification**

    The authoritative statement of the teaching, learning and assessment requirements for a programme leading to a specific academic award.

17. **Module Specification**

    The approved and authoritative statement of the teaching, learning and assessment requirements for a specific module.

18. **Module Learning Outcomes**

    Statements of what a learner is expected to know, understand and/or be able to demonstrate after completing a process of learning of a specific module.

19. **Formative Assessment**

    Assessment which constitutes a learning experience in its own right and is usually not included in the formal grading of the work.

20. **Summative Assessment**

    Assessment undertaken at the end of a period of learning (although it can also be during the period of learning) in order to generate a grade that reflects the student's performance.

21. **Moderation**

    The process by which assessment processes can be confirmed as being consistent across modules – examples of moderation include double marking and sampling of assessment by appointed Moderators and Examiners.

22. Viva Voce Examination

An oral defense of an assessment task, to determine whether a student has met the criteria of the relevant module specification; conducted by subject lecturer, Internal or External Examiners.

23. Practical Training /Apprenticeship

A period of approved structured and monitored work-based learning supervised by a Trainer Practice registered under SLIA-BAE.

24. Practice-Based Placement

A period of approved practice-based learning in an architectural practice/ host organisation approved by the CSA for this purpose, as defined in the requirements of a specific module.

25. Gap Year

When a student requests a break in the academic registration and wishes to continue at a later year by re-registering.

1 Introduction

1.1 City School of Architecture (CSA)

City School of Architecture, shaping future architects for over forty years, is committed to maintaining the highest academic and professional standards in architecture. With a proud history and a strong reputation, CSA provides talented individuals, whether school leavers, mature students, or international learners, with a clear pathway into the architectural profession.

At CSA, students are encouraged to develop the knowledge, skills, and critical awareness needed to meet the complex demands of 21st-century practice, while remaining sensitive to local environmental, social, and cultural contexts.

Reflecting a broader shift in pedagogy, CSA introduces a **revised curriculum** that strengthens its distinctive practice-based identity from September 2026. This integrated framework combines design studio, technical and environmental studies, and professional and contextual learning. Students engage in problem-based projects, live design work, and workplace exposure, and structured practical training, with a strong emphasis on sustainability and resilience. This approach ensures that theoretical learning is always connected to the realities of practice, nurturing creativity, innovation, and critical thinking.

CSA's unique **"sandwich concept" of 3+1+3** blends academic study with professional experience. Students first complete a three-year fulltime **Advanced Diploma Programme**, followed by a minimum of one year (52 weeks) of apprenticeship. They then progress to the three-year **Graduate Diploma Programme**, designed around the principle of "learning while you work." This structure provides direct exposure to the profession, enabling students to build industry connections and develop the confidence required for successful careers in architecture.

At CSA, education is more than acquiring knowledge, it is about becoming part of a vibrant professional community, ready to contribute to the built environment with creativity, responsibility, and vision.

1.2 History of City School of Architecture (CSA)

The **City School of Architecture (CSA)** has a proud legacy of growth and transformation. The Part I course was established in 1986 and the Part II course in 1991 as courses of study conducted by the SLIA. The entity was named the Colombo School of Architecture in 1999. In 2008, the school was re-structured to have an independent management governed by the Board of Directors of City School of Architecture (Colombo) Ltd. The school's name was changed to 'City School of Architecture' (CSA).

CSA has earned recognition both locally and internationally. In 2011, the school was granted accreditation by the **Royal Institute of British Architects (RIBA)**, followed by accreditation from the **SLIA** in 2012. That same year, CSA partnered with the **University of the West of England (UWE)**, Bristol UK, further strengthening its academic and professional ties. Today, the school's governance is overseen by a Board of Directors, with academic affairs managed by the Head of School, supported by Deputy Heads and a network of boards and committees.

Over the years, more than **9,300 students** have passed through CSA's doors. Many have gone on to qualify as chartered architects, establish their own practices, or pursue postgraduate studies at leading international universities. CSA graduates are recognized for their excellence, earning awards and accolades both locally and globally. These achievements reflect the strong foundation provided by the school and highlight the worldwide relevance of its training.

CSA's story is one of resilience, innovation, and commitment to architectural education. Students who join CSA, become part of this journey, that continues to shape the profession and contribute meaningfully to the built environment.

The school operates from the premises at no 104, Kitulwatte Road, Colombo 8 and is equipped with design studios, a computer lab, seminar rooms, workshops, library, cafeteria and other student's facilities.

1.3 Vision, Mission and Values

i. Vision

The City School of Architecture is optimistic in its quest to become one of the leading institutions in the South Asian Region, to educate and train Architects.

ii. Mission

The Mission of the School is to train students to become competent Architects with practice-based knowledge, fostering creative excellence, professional skills, and cultivating the ability to respond to the contemporary needs of the nation while being socially and environmentally responsible. Within this larger scope, the school envisions promoting in its curriculum an ethos that would instil professionalism and ethical standards.

iii. Values of the Programme

Based on the revised CSA curriculum documentation, and the need to strengthen the distinctive focus of practice-based learning, the guiding principles that define the values of the programme are as follows:

- **Global Relevance and Local Context**: Integrating regional identity, cultural heritage, and local materials with global architectural discourse and international accreditation standards.
- **Human-Centric Design:** Prioritizing human well-being, inclusivity, and social equity; focusing on health, safety, and community engagement through participatory design.
- **Sustainability and Resilience:** Positioning environmental responsibility as a central professional obligation, including climate-responsive design, circular economy principles, and renewable energy systems.
- **Technological Integration:** Utilizing advanced digital tools such as Building Information Modelling (BIM), parametric modelling, and AI-assisted design within professional practice.
- **Business Skills in Architecture:** Developing competence in architectural practice management, construction economics, risk assessment, and strategic decision-making.

- **Ethics and Professional Responsibility:** Upholding integrity, accountability, and environmental stewardship, including the ethical application of AI and other emerging technologies.
- **Interdisciplinary Collaboration:** Recognizing the built environment as a complex system and promoting collaboration across spatial, structural, environmental, and social domains.
- **Innovation and Research:** Fostering research-led design to support the development of creative, evidence-based, and pioneering solutions.

1.4 Recognition by Professional Institutes

1.4.1 SLIA Recognition

The current Part I and Part II Programmes are accredited by the Sri Lanka Institute of Architects (SLIA). CSA was a Listed School of the Board of Architectural Education, SLIA from 2009-2012. It received full accreditation for its Parts I & II Courses in 2012 and was unconditionally revalidated in March 2026 for the next 5 years. CSA students successfully completing the Parts I & II Courses and Examinations receive the internationally reputed exemption of the SLIA Part I & II Professional qualifications.

1.4.2 RIBA Recognition

The current Part I and Part II Programmes are validated by the Royal Institute of British Architects (RIBA). It received The Royal Institute of British Architects (RIBA) full accreditation for its Parts I & II Courses in January 2011 and was unconditionally reaccredited in March 2023 for the next 5 years. CSA students successfully completing the Parts I & II Courses and Examinations receive the internationally reputed exemption of the RIBA Part I & II Professional qualifications. This qualification enables students to apply for RIBA International Membership.

In line with CSA's vision for continuous improvement, the CSA has developed its new programmes with a revised curriculum based on the latest SLIA Curriculum (October 2023) and the RIBA Revised Validation criteria (September 2021). This initiative reflects the institution's dedication to ensuring that its programmes remain globally recognized, industry-relevant, and aligned with evolving professional standards. It is envisioned to apply to SLIA and RIBA for validation.

1.4.3 International Partnership

CSA is in partnership with the University of The West England, Bristol UK (UWE) for awarding of degrees from 2012. The UWE has validated the Revised Curriculum, through an extensive validation process to ensure standards and alignment with British Qualifications.

1.5 Educational Policy of CSA & Career Pathways

1.5.1 Educational Policy

For nearly 4 decades, the CSA has built its identity on practice-based architectural education.

The distinctive approach provides CSA with a unique position within architectural education in Sri Lanka. By integrating professional exposure with academic learning, the programme strengthens graduates' readiness for practice while fostering a critical and reflective understanding of architecture as a social, cultural, and environmental discipline. They also ensure graduates possess the intellectual capacity to respond to complex contemporary challenges, balancing professional competence, critical inquiry, and design innovation.

The distinctive **"Learn While You Work"** model is further strengthened through clearly structured professional training modules and incremental learning outcomes within training practices. Students continue professional engagement while undertaking academic study, allowing practice-based knowledge to inform studio projects.

As a practice-based programme, it prioritizes hands-on learning and the real-world application of knowledge through an integrated approach that combines practical work experience, studio-based pedagogy, theoretical inquiry, environmental and economic sustainability, urban contextual analysis, and professional ethics and practice skills.

This approach ensures that graduates are fully prepared for postgraduate-level architectural practice while also providing opportunities for alternative professional pathways. To strengthen the practice-based orientation, the programme focuses on the following guiding principles that reflect emerging expectations within architectural education and professional practice, and the requirements of the Sri Lanka Institute of Architects (SLIA) and the Royal Institute of British Architects (RIBA).

1. Global Relevance and Local Context
2. Human-Centric Design
3. Sustainability and Resilience
4. Technological Integration
5. Business Skills in Architecture
6. Ethics and Professional Responsibility
7. Interdisciplinary Collaboration
8. Innovation and Research

1.5.2 Educational Environment

The new programmes with a revised curriculum strengthen the practice-based educational framework through a series of integrated teaching and learning strategies that combine studio-based inquiry, professional engagement, and experiential learning.

The Advanced Diploma employs a predominantly pedagogical approach, combining taught courses and guided instruction with opportunities for critical thinking and reflective practice, enabling students to engage deeply with architectural concepts and their real-world applications.

The Graduate Diploma employs a blended approach that integrates both pedagogical and andragogical methods, drawing upon the prior learning of graduates while fostering increased self-directed inquiry. This framework not only emphasizes structured instruction but also cultivates philosophical thinking,

critical reflection, and intellectual independence, enabling learners to interrogate architectural ideas and situate them within broader cultural and theoretical contexts.

These approaches reinforce the relationship between academic knowledge, design exploration, and the operational realities of architectural practice, while positioning architectural design as a method of inquiry, integrating theoretical research with spatial experimentation and evidence-based design thinking.

1.5.3 Strategic Future Direction

Looking ahead, the programmes at the City School of Architecture will continue to evolve by integrating sustainability, digital innovation, and global perspectives into the curriculum. Building on the practice-based foundation, it aims to cultivate architects who are not only technically proficient but also philosophically engaged, critically reflective, and future-ready to address the challenges of climate change, urban resilience, and technological transformation, that combine studio-based inquiry, experiential learning, research-driven design, technological experimentation, and professional immersion.

This dynamic ecosystem strengthens academic depth, practical competence, and global awareness while maintaining CSA's distinctive identity aligned with the expectations of the Sri Lanka Institute of Architects and the Royal Institute of British Architects. To facilitate this, CSA establishes partnerships and maintains liaisons with industry.

1.5.4 Career Pathways

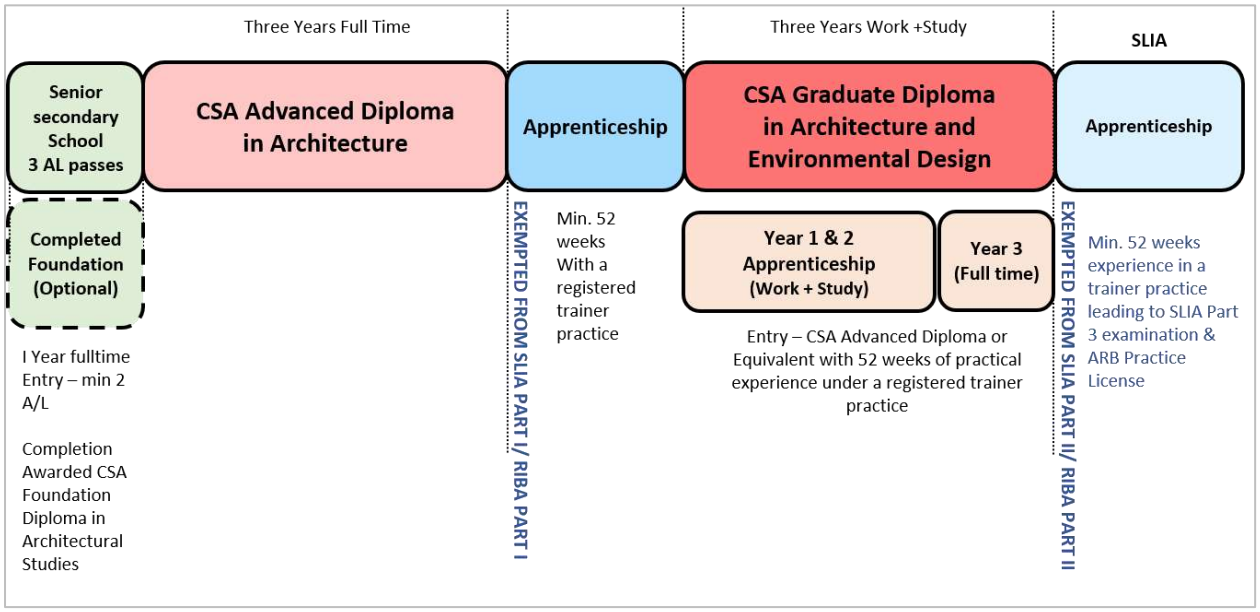
CSA's practice-based approach equips graduates for diverse professional alignments, including:

- **Change Making** – developing proactive thinkers, policy makers, and visionaries.
- **Consulting** – applying academic knowledge to real-world practice.
- **Research & Development** – advancing evidence-based architectural practice.
- **Capacity Building** – strengthening institutional and professional capabilities.

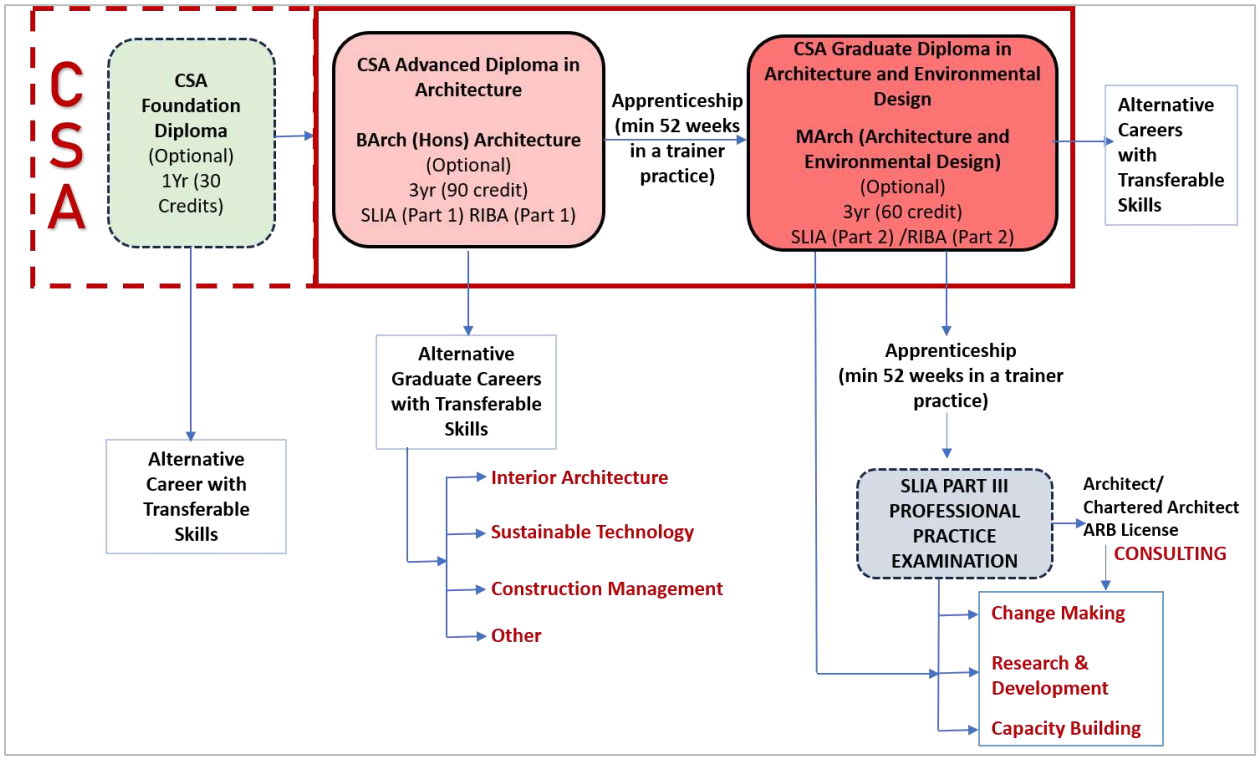
The profession encompasses varied roles such as Design Architect, Project Architect, Project Manager, Documentation Architect, Site Architect, Urban Designer, Specialist Consultant, and Academic/Research Architect. CSA's broad-based approach allows learners to develop specific skillsets and pursue diverse career paths through practical training or further education.

In order for students to identify their niche, CSA programmes are intentionally designed to be broad-based. This approach ensures that learners are exposed to a wide range of disciplines, perspectives, and skill sets. By engaging with diverse subject areas, students are able to discover personal strengths and explore different future career options or specializations. Ultimately, this structure empowers them to carve out a niche that is both personally fulfilling and professionally relevant.

a) Standard Pathway to Becoming an Architect



b) Alternative Career Path



1.6 Programmes Offered and Its Objectives

The new programmes offered have been revised to strengthen academic clarity and international recognition. The revised titles have been approved by the Sri Lanka Institute of Architects (SLIA).

1.6.1 CSA Advanced Diploma in Architecture

This programme is the first of two academic programmes needed to become an Architect and is designed to meet the requirements for validation by the Sri Lanka Institute of Architects (SLIA) and Royal Institute of British Architects (RIBA) for exemption in Part I qualification.

a) Duration - 3 Years – Full Time

The programme is structured as a three-year, full-time programme with classes on five days a week. To support practice-based education, students are exposed to architectural practices, laboratories, construction sites and manufacturers during their study period.

Successful completion of all three years leads to the award of CSA Advanced Diploma in Architecture.

For students who opt to register for the UWE Degree in the 3rd year is awarded the BArch (Hons) Architecture which is conferred by the University of the West of England (UWE) Bristol, UK.

The BArch Programme is a 2+1 arrangement whereby UWE Bristol:

- Recognises the first two years of the CSA Part 1 Diploma programme as the equivalent of 240 credits at FHEQ Levels 4 and 5 (UK standard);
- City School of Architecture (CSA) deliver Year 3/ FHEQ Level 6 (UK standard) of the programme, as approved by UWE Bristol.

b) Programme Objectives

The programme addresses the competency profile and key learning outcomes stipulated by the Board of Architectural Education of the SLIA and the Themes and Values and the graduate attributes established by the RIBA. The programme ensures that the students graduate with a robust foundation in the discipline and the ability to meet professional expectations as a Part I level graduate while meeting the standards of the QAA Subject Benchmark Statement for Architecture UK (2026), and Sri Lanka Qualification Framework (SLQF) 2016, and Subject Benchmark Statement in Architecture by QAAC-UGC (2010) to address the shifts in the profession, evolving societal, environmental, and technological challenges, ethical considerations, and best educational practices while upholding the core objectives of architectural education.

c) Graduate Attributes

This degree is designed to equip students with the **critical, creative, and technical skills** necessary for contemporary architectural practice. Being a practice-based programme, the course emphasizes hands-on learning and real-world application that blends studio-based pedagogy, technical workshops, and live projects with theoretical and contextual studies to ensure that graduates are practice-ready at an undergraduate level.

1.6.2 CSA Graduate Diploma in Architecture & Environmental Design

This programme is the second of the two qualifications needed to become an Architect in Sri Lanka and is designed to meet the requirements for validation by the Sri Lanka Institute of Architects (SLIA) and Royal Institute of British Architects (RIBA) for exemption in Part II qualification. Students who have an undergraduate qualification from other schools of architecture from Sri Lanka or overseas, with a minimum of 52 weeks of work under a Registered Trainer are eligible to apply.

a) Duration - 3 Years – "Work while you study"

The programme is structured as a three-year, work and study programme to support practice-based education. During the first two years, students apprentice in trainer practices for three days of the week while attending classes on three days a week. The final year is a full-time study year, concentrating on a Comprehensive Design Project informed through research.

Successful completion of all three years leads to the award of CSA Graduate Diploma in Architecture and Environmental Design.

For students who opt to register for the UWE Degree in the 1st year is awarded the MArch in Architecture and Environmental Design which is conferred by the University of the West of England (UWE) Bristol, UK.

b) Programme Objectives

The programme addresses the competency profile and key learning outcomes stipulated by the Board of Architectural Education of the SLIA and the Themes and Values established by the RIBA. The programme ensures that graduates develop a strong disciplinary foundation and the capacity to meet professional expectations as a Part II level graduate while meeting the standards of the QAA Subject Benchmark Statement for Architecture, and Sri Lanka Qualification Framework (SLQF), and Subject Benchmark Statement in Architecture by QAAC-UGC (2010) to equip students to respond to evolving professional demands, societal and environmental challenges, technological advancements, and ethical considerations, grounded in contemporary best practices and the core objectives of architectural education.

c) Graduate Attributes

The programme is designed to equip students with the **theoretical, philosophical, and applied research skills** necessary for contemporary architectural practice. It emphasizes practice-based learning in architecture, with a particular focus on environmental design, ensuring students engage with real-world challenges and sustainable solutions. Directed at an advanced level of learning, the program integrates a philosophical approach to architecture with specialist input in key areas of design orientations, encouraging students to pursue academic research, specializations, and advanced degrees.

1.7 Future Developments

While the programme currently focuses on essential foundational knowledge through its compulsory modules, CSA intends to expand its curriculum over time by introducing elective modules in related and complementary subject areas of specializations within the realm of Architecture mainly focusing

on Tropical Sustainable Architecture, Construction Project Management, Real Estate management, BIM, Landscape, and Interior Design.

The availability of electives will be subject to academic planning, resource availability, and student demand, with the aim of providing greater opportunities for specialisation and interdisciplinary learning.

1.8 Equality

CSA advocates an equal opportunities policy and encourages participation of students from all racial and religious backgrounds of the country.

The diversity in age, cultural and social backgrounds in every batch of students, broadens students' views and brings together diverse personalities to create a wholesome environment for higher learning.

The programmes are fee levying, but opportunities are offered for students in financial need to obtain bursaries to continue their studies. Financial assistance is available through sponsorships facilitated by the CSA Awards & Bursaries Committee and Alumni Association of the school.

2 Admission Criteria

CSA offers programmes designed for students committed to pursuing a professional career in Architecture. Admission to these programmes, including the Advanced Diploma and Graduate Diploma, is based on meeting specific academic and professional entry requirements.

2.1 Admission Criteria for the CSA Advanced Diploma in Architecture Programme

a) Successful completion of the **GCE Ordinary Level Examination (Sri Lanka)** or an equivalent qualification, with **Credit Passes in Mathematics and English**.
b) Achievement of a minimum of **three Passes at the GCE Advanced Level Examination (Sri Lanka)** or an equivalent qualification, obtained in **one sitting**. (Note: option of following CSA Foundation Diploma Programme for those who have only two passes is available)
c) Achieve a Pass mark at the Aptitude Test conducted by the CSA.
d) Successful completion of the **Interview** conducted by the CSA.
e) Formal **enrolment** in the program.

2.1.1 CSA Foundation Diploma

Students who have only 2 passes at **GCE Advanced Level Examination (Sri Lanka)** or an equivalent qualification, obtained in **one sitting** may follow the CSA Foundation Diploma in Architectural Studies, and on successful completion, procced to enrol in the Advanced Diploma Programme. *(Refer Handbook for CSA Foundation Diploma for further information).*

2.2 Admission Criteria for the CSA Graduate Diploma in Architecture and Environmental Design Programme

a) Successful completion of the **CSA Advanced Diploma in Architecture Programme**, or possession of a first degree in Architecture from a recognized university, and gain exemption from the Sri Lanka Institute of Architects (SLIA) Part I Examination.
b) Submit and pass a portfolio of work done under a Chartered Architect during 52 weeks of Practical Training, which will be reviewed by the Interview panel appointed by the Board of Academic Studies of the CSA.
c) Successful completion of the **Interview** conducted by the City School of Architecture.
d) Formal **enrolment** in the program.

2.3 Admission of Foreign Qualified Students for the CSA Graduate Diploma in Architecture and Environmental Design Programme

Students who have qualified overseas in Schools of Architecture recognized by the SLIA BAE (refer BAE Handbook) may also apply, provided their qualifications and practical training experiences meet the minimum criteria stipulated by CSA. Such applications would be assessed individually.

Students are required to provide the following;

a) Transcripts and Certificates from the university, Design Portfolio, and Syllabi of Theory Modules.
b) Practical Training Log Sheets duly completed and signed by Supervising Architect. (refer BAE Handbook).
c) A portfolio of work done under a Chartered Architect during 52 weeks of Practical Training for assessment by the Interview Panel.

2.4 Transfer Policies & Recognition of Prior Learning

CSA takes pride in offering fair and flexible entry pathways, enabling talented students to join at the most suitable level and continue their progression toward a career in architecture.

Applicants meeting entry requirements or having equivalent educational/academic qualifications and practical training (refer BAE Handbook) are eligible to apply for admission or transfer to CSA. Only applicants from Schools of Architecture recognized by the SLIA BAE (refer BAE Handbook) would be entertained for transfers. Each application is carefully reviewed on its individual merit, ensuring that prior learning and achievements are acknowledged.

Students who have successfully completed partial years of study at a school of architecture or any other allied field of study who wish to request for transfers should make their application in writing to Admissions Department, with Transcripts, Design Portfolio, Syllabi of the university and Practical Training Log Sheets duly signed by the Supervising Architect of a BAE recognized Trainer Practice (refer BAE Handbook) (applicable to entry to the second programme).

Students should state the preferred entry level. Such applications should meet the minimum academic and practical training requirements (For Graduate Diploma) specified, and would be assessed individually.

Exemptions for subjects/years of study would be given, as deemed fit by the Board of Academic Studies. Students applying for transfers and exemptions would have to pay the Processing Fee stipulated by the school at the time of application. An appropriate Programme Fee would be decided by the Board of Directors of CSACL.

2.5 Duration of Study (Standard and maximum Registration Periods)

A student is expected to complete the first programme within a maximum of **six (06)** years and the second programme within a maximum of **six (06)** years.

If the student for medical or any other unforeseen reason requires to re-join the programme beyond the above stipulated number of years, permission for it should be requested from the Head of School, stating reasons and giving authentic evidence. The decision of the Board of Academic Studies will be final.

2.6 Gap Year/Years and Re-entry

Once registered on a programme, a student may choose to request a gap year/s for medical or unforeseen reasons. Requests must be made in writing, submitted to the Head of School and include

authentic documentary evidence. Approval is at the discretion of the Board of Academic Studies (BAS) and confirmed to UWE Bristol.

CSA student's re-entering the programme after a gap year/year should make their applications in writing to the Head of School together with the relevant documentary evidence. A maximum of **three (03)** gap years will be allowed during each programme.

3 Admission Procedure

3.1 Admission to CSA Advanced Diploma in Architecture Programme

3.1.1 Call for Applications

Applications are announced in June each year via press notices in English, Sinhala, and Tamil newspapers, and on the CSA website (www.csacolombo.edu.lk). Entry criteria are published on the website, advertisements, and inquiry form.

3.1.2 Consultation

Prospective candidates may schedule a consultation on awareness of the education programmes at CSA and career path with the admission officer at CSA.

3.1.3 Inquiry & Register Intent

Once an Inquiry is made through, they will receive the following documents;

i. Application Instruction
ii. Application Form
iii. Fee Schedule
iv. Previous Year Aptitude Test Past Paper (1 sample)
v. Instructions to Applicants (Aptitude Test and Portfolio)

3.1.4 Application Submission

All submission requirements must be submitted/uploaded with a non-refundable processing fee deposit slip before the stated closing date (check list of required documents provided – Appendix 1).

This includes a Summary of CSA Regulations & Code of Conduct with Declaration that they have read and understood them. (Appendix 2)

3.1.5 Scrutiny

Applications are reviewed for eligibility to join the Graduate Programme by the programme heads.

Prospective candidates are informed **in writing** to attend an **Interview**.

3.1.6 Interview & Eligibility Confirmation

All prospective candidates are called for an interview to review their training experience, financial standing, and commitment to pursuing architecture. However, those who successfully complete the CSA Foundation Diploma in Architectural Studies will be exempted from the Aptitude test.

Documents to be brought for the interview will be stated in Appendix 1.

3.1.7 Enrolment

Selected candidates are notified in writing to enrol and pay enrolment fee and programme fees (full or agreed instalment) by the stipulated date in September and register for the programme; offers are valid for 30 days or as decided by the Board of Management. Once the student meets all admission

requirements, they will be enrolled in the programme and receive a Student ID Card and Student Record Book.

Students are required to declare their information and that they have understood the Summary of CSA Regulations and Code of Conduct, and sign a Declaration addressed to the respective candidate.

3.1.8 Late Admission

Requests for late admission may be considered by the Board of Management if places are available, subject to the fulfilment of the stipulated entry criteria, and considering the extent of Teaching and Learning they have missed, which will be decided by the Board of Academic Studies.

3.1.9 Orientation & Commencement

An orientation programme for New Entrants to provide a structured introduction to CSA, its academic culture, student culture, and the expectations of the programme will be conducted on the first day of the commencement of the programme.

Orientation programme features the following;

- Address by the Head of school on Graduate Education, Introduction to Key Academic Staff, and Student Club.
- Address by Deputy Head of School and introduction to Overall Academic syllabus, Programme Structure for the year, Programme Overview, CSA Grading System, CSA Operations - Academic Calendar
- Address by the Registrar department on CSA Procedures, CSA Time Table, Programme Fees, Non-Academic Staff, Contacts & Networking and a Q&A Session

3.2 Admission to CSA Graduate Diploma in Architecture and Environmental Design

3.2.1 Call for Applications

Applications are announced in June each year via press notifications (English) and the CSA website (www.csacolombo.edu.lk). Entry criteria are published on the website, advertisements, and inquiry form.

3.2.2 Consultation

Prospective candidates may schedule a consultation on awareness of the graduate education programme at CSA, the necessary exemptions, documentation, and career path with the admission officer at CSA.

3.2.3 Inquiry & Register Intent

Once an Inquiry is made through, they will receive the following documents;

i. Application Instruction
ii. Application Form

iii. Fee Schedule

iv. Instructions to Applicants (Practical Training Log sheets, Portfolio, Letter/s of reference from Supervising Architect of the Trainer Practice, degree or diploma certificate originals, and personal statement)

3.2.4 Application Submission

All submission requirements must be submitted/uploaded with a non-refundable processing fee deposit slip before the stated closing date (check list of required documents provided Appendix 1).

This includes a Summary of CSA Regulations & Code of Conduct with Declaration that they have read and understood them. (Appendix 2)

3.2.5 Scrutiny

Applications are reviewed for eligibility to join the Graduate Programme by the programme heads. Prospective candidates are informed **in writing** to attend an **Interview**.

3.2.6 Interview & Eligibility Confirmation

All prospective candidates are called for an interview to review their training experience, financial standing, and commitment to pursuing architecture.

Documents to be brought for the interview will be stated in Appendix 1.

Selected candidates are notified in writing to enrol and pay enrolment fee and programme fees (full or agreed instalment) by the stipulated date in September and register for the programme; offers are valid for 30 days or as decided by the Board of Management. Once the student meets all admission requirements, they will be enrolled in the programme and receive a Student ID Card and Student Record Book.

Students are required to declare their information and that they have understood the Summary of CSA Regulations and Code of Conduct, and sign a Declaration addressed to the respective candidate.

3.2.7 Late Admission

Requests for late admission may be considered by the Board of Management if places are available, subject to the fulfilment of the stipulated entry criteria, and considering the extent of Teaching and Learning they have missed, which will be decided by the Board of Academic Studies.

3.2.8 Orientation & Commencement

An orientation programme for New Entrants to provide a structured introduction to CSA, its academic culture, student culture, and the expectations of the programme will be conducted on the first day of the commencement of the programme.

Orientation programme features the following;

- Address by the Head of school on Graduate Education, Introduction to Key Academic Staff, and Student Club.

- Address by Deputy Head of School and introduction to Overall Academic syllabus, Programme Structure for the year, Programme Overview, CSA Grading System, CSA Academic Calendar
- Address by the Registrar department on CSA Procedures, CSA Time Table, Programme Fees , Non-Academic Staff, Contacts & Networking and a Q&A Session

3.3 Overseas Applicants

With a strong commitment to diversity and global engagement, CSA offers admission opportunities to overseas applicants. Both the Advanced Diploma and, especially, the Graduate Diploma programmes are open to international candidates who wish to expand their architectural knowledge and competence.

Overseas applicants meeting entry requirements or having equivalent educational/academic qualifications and practical apprenticeship (refer BAE Handbook) are eligible to apply for admission or transfer to CSA. Only applicants from Schools of Architecture recognized by the SLIA BAE (refer BAE Handbook) would be entertained for transfers. Students are required to obtain exemption by SLIA prior to applying.

CSA will evaluate each applicant on his/her merit, and a suitable decision on the entry level will be taken. Such students are requested to apply in writing together with Transcripts from the university, Design Portfolio, Syllabi of Theory Subjects and Practical Training Log Sheets duly completed and signed by a Supervising Architect (refer BAE Handbook) for assessment by the interview panel appointed by Board of Academic Studies of the City School of Architecture.

Overseas applicants should pay the non-refundable Application and Processing Fee stipulated by the school at the time of application. Fees for foreign students would be as stipulated by the Board of Directors (CSACL).

3.4 Scholarships & Bursaries

3.4.1 CSA Scholarship

CSA offers a scholarship to the students who registers for the CSA Graduate Diploma Programme, who has achieved the highest Overall Grade Point Average (highest aggregate marks in Design & Theory Subjects) at the CSA undergraduate programme. (Refer CSA Awards & Bursaries Handbook for more details)

3.4.2 Bursary Scheme

The Board of City School of Architecture (Colombo) Ltd has a Bursary Scheme to assist students in financial difficulty on a full or partial basis.

Refer CSA Awards & Bursaries Handbook for details

4 Registration

Successful candidates will be informed by the CSA office to register by following the procedures mentioned below.

4.1 CSA Advanced Diploma in Architecture – Year I (AD Y1)

i. Register by perfecting the Registration Form.
ii. Pay Programme Fee in full or as agreed in instalments for the relevant year of study.
iii. Submit payment slip to the Admission Department
iv. Obtain Student Record Book and Student ID Card.
v. Obtain Student Membership of the SLIA.

4.2 CSA Graduate Diploma in Architecture and Environmental Design – Year I (GD Y1)

i. Register by perfecting the Registration Form.
ii. Pay Programme Fee in full or as agreed in instalments for the relevant year of study.
iii. Submit payment slip to the Admission Department
iv. Obtain/Maintain Student Record Book and Student ID Card
v. Obtain/Maintain BAE Practical Training Log Book to log CSA Practical Training.
vi. Be in trainee employment at a SLIA-BAE recognized Chartered Architectural Practice.
vii. Obtain/Maintain Student Membership of the SLIA.

4.3 Registering For Continuing Years

Students in all other years of study who have successfully completed the Design Portfolio and Written Examinations in Theory modules, upon receipt of assessment results, are expected to register for the relevant year of study for the new academic session prior to commencement of the new academic year by making payment of Fees (in full or the first instalment), upon receiving the invoice for payment.

4.4 Registration for Degree Programmes of UWE

Students who are desirous of registering for the optional degrees, offered by the partner university, the University of the West of England (UWE), Bristol, UK are required to register as follows;

4.4.1 BArch (Hons) Architecture Programme

Register in the 3rd year of Study of the Advance Diploma programme on successful completion of the year 1 & 2 of the programme. 240 UK credits earned during years 1 & 2 will be considered as Accredited Learning (AL) by UWE.

On successful completion of 120 UK credits at level 6 from the University of the West of England (UWE), UK, students will be awarded the BArch (Hons) Architecture.

4.4.2 M Arch Architecture and Environmental Design Programme

Register in the 1st year of study of the Graduate Diploma programme.

On successful completion of 240 UK credits at level 7 from the University of the West of England (UWE), UK, students will be awarded the MArch Architecture and Environmental Design.

4.4.3 Registration Procedure for UWE Programmes

a) Complete the application form for UWE Degree Registration (relevant programme) provided by the Registrar's office and submit duly signed application forms.
b) Make the pre-registration payment as per invoice raised by Accounts department, and submit the receipt to the CSA Accountant.
c) Complete the online registration process on the UWE system once the login details are received. You are required to retain the login details for future use of UWE resources and systems.
d) Make the balance payments as per rate for GBP, upon receiving the invoice for payment with guidance notes.

4.5 Student Record Book & Student Identity Card

Once the registration procedure is complete, each student should obtain from the CSA Registrar at the commencement of the academic year. The Student Record Book will contain all student particulars, employment particulars, programme fee payments and endorsement/authentication of the year of study enrolled for.

The student should have in his/her possession CSA Student ID Card when in attendance at the school and at examinations, and make available for scrutiny at the entrance to the premises and to any CSA official on request.

5 Programme Details

The CSA currently offers two programmes with a new curriculum, prepared for implementation from September 2026 for the 1st year of study of each of the following programmes;

1. **CSA Advanced Diploma in Architecture** – 90 Credits
   B Arch (Hons) Architecture, UWE (Optional) – 360 UK Credits (of which 240 credits are Accredited Learning)

2. **CSA Graduate Diploma in Architecture and Environmental Design** - 60 Credits
   M Arch Architecture and Environmental Design, UWE – 240 UK Credits

5.1 Credits

A number of credits are normally assigned to each module, which shows the amount of learning. A credit-level indicates the depth, complexity and intellectual demand of learning involved. Together, these are known as the credit value. Once a module is successfully completed, credits are awarded recognising the amount and depth of learning achieved. The total accumulated credits will contribute towards a qualification (i.e., CSA Advanced Diploma in Architecture).

5.1.1 Credit Definition

The programme follows the credit convention for national standard higher education, where:

- 1 credit = 50 notional learning hours (Sri Lanka National Standard). Notional learning hours include timetabled contact, guided learning, self-directed study, studio/project work, assessments, and preparation time.
- 1 CSA credit = 4 UK credits = 2 ECTS
- Student contact hour basis - 1 credit is 15 contact hours of lectures, 30 hours of Studio/projects work, and 90 hours of fieldwork/practical work (Sri Lanka National Standard).

5.1.2 Learning Hours and Workload Calculation

- Credits are distributed according to the total learning effort required for students to meet module-level outcomes.

  For example:

  A 2-credit module equates to approximately 100 hours of notional learning

  A 3-credit module equates to approximately 150 hours of notional learning

- Each module is assigned a credit value representing the student's workload based on direct Student Contact Hours (SCH)

5.1.3 Student Contact Hour (SCH) @ CSA

Hours allocated according to the modes of teaching delivery

- Lecture based: 1 SCH = 1 hr. of class time per week for 15 weeks
- Design Studio: 1 SCH = 2 hr. of class time per week for 15 weeks

- Drawing studio: 1 SCH = 3 hr. of class time per week for 15 weeks
- Field work: 1 SCH = 6 hrs. of timetable allocation per week for 15 weeks
- Approximately the total credit allocation for the 'theory' (lectures) modules is equal to that of the and 'design' (design studio, design communication, and fieldwork) modules.
- Design and Research modules in the final year of the MArch have fewer contact hours than those in earlier years, as more independent learning is expected.
- For practical training apprenticeship under a registered trainer practice of Category A or B students are required to complete 180 working hours per credit, alongside approximately 20 notional learning hours during the 2 Semester period.

5.2 Levels

'Levels' refers to the depth and complexity of learning: The demand for learning outcomes and complexity of learning increase with each level.

The complexity of learning is defined considering the National Standard for Level descriptors (SLQF 2016) and the equivalent FHEQ standards for British qualifications.

The CSA Advanced Diploma in Architecture is placed at Level 6 under the Framework for Higher Education Qualification (FHEQ) in UK.

The CSA Graduate Diploma in Architecture and Environmental Design Level 7 under the Framework for Higher Education Qualification (FHEQ) in UK.

5.3 Grading Scale and Honours Classification

5.3.1 Grading Scale

The CSA grading scale and honours classification system, reflect the framework for performance evaluation.

The grade points, pass categories and fail categories are defined as follows:

Marks	Grade	Grade Point		
> 80%	A+	4.2	**Pass Grades**	Excellent
75 – 79%	A	4.0		Very Good
70 – 74%	A-	3.6		Good
65 – 69%	B+	3.2		Above Average
60 – 64%	B	2.8		Average
55 – 59%	B-	2.4		Fair
50 – 54%	C	2.0		Pass
45 – 49%	D	1.6	**Fail**	Marginal Fail/ Incomplete
40 – 44%	E	-		Fail/Incomplete
< 40%	F	-		Fail

A+ recognises 'exceptional' performance

Pass mark is 50%

However, a certain number of modules may be 'incomplete' ('D') yet it would be possible to earn credit

a) **Letter Grade** refers to the alphabetical symbol assigned to represent a student's level of achievement in a course based on the marks obtained in assessments. Letter grades indicate the quality of performance and are associated with specific grade point values used in the calculation of the Grade Point Average (GPA).

b) **Grade Point** refers to the numerical value assigned to a letter grade to quantify a student's academic performance. Grade points are used in the calculation of the Year Grade Point Average (YGPA) and Overall Grade Point Average (OGPA) by weighting the academic achievement according to the credit value of each course.

c) **Year Grade Point Average (YGPA)** is the average of the grade points earned by a student in all modules completed within a particular academic year, calculated based on the credit value of those courses. YGPA is used to assess academic performance and progression at the end of each academic year.

d) **Overall Grade Point Average (OGPA)** is the cumulative weighted average of the grade points earned by a student from all courses completed throughout the entire programme of study. OGPA is used to determine eligibility for graduation and the classification of awards.

5.3.2 Calculation of YGPA and OGPA

The GPA for a Given Year of Study

$$YGPA = \frac{\sum Module\ credit\ x\ Module\ Grade\ Point}{Total\ Credit\ for\ Year}$$

Where, 'Module credit' refers to the credit weighting for a given module; module grade point is point is the Grade Point earned by the student for that module. Total credit for the year is 30 for Advanced Diploma years and 20 for the Graduate Diploma years.

5.3.3 Classification Weighting Policy for Diploma Programmes

The classification is based upon 90 credit and 60 credits based on the Overall Grade Point received for the Part I and Part II Courses respectively on 1:1:2 weightage.

The Weighted Overall GPA (OGPA) for the entire Programme

$$OGPA = \frac{(1 \times YGPA_1) + (1 \times YGPA_2) + (2 \times YGPA_3)}{4}$$

5.3.4 CSA Honours Classification

The final Diploma classification is determined by the Overall Grade Point Average (OGPA) derived from the successful completion of each programme, utilizing a 1:1:2 weightage as follows;

OGPA 3.6 (70%) or Above - Distinction

OGPA 3.2 – 3.59 (65% - 69%) - Upper Merit

OGPA 2.8 – 3.19 (60% - 64%) - Lower Merit

OGPA 2.0 – 2.79 (50% - 59%) – Pass

5.4 Grading Rubric

The following Grading Rubric explains the extent to which the learning outcomes have been achieved, the quality of work produced, and the level of independence, critical thinking, and professional competence demonstrated.

Mark Range	Grade	GPA	Classification	Descriptor	Rubric Explanation
> 80%	**A+**	**4.2**	Pass	**Excellent**	Demonstrates an exceptional and comprehensive achievement of all learning outcomes. Work is distinguished by originality, critical insight, creativity, and professional competence. Produces work of outstanding quality with minimal or no deficiencies.
75–79%	**A**	**4.0**	Pass	**Very Good**	Demonstrates a very high level of achievement of learning outcomes. Work is well developed, analytically strong, and professionally presented, with only minor shortcomings.
70–74%	**A-**	**3.6**	Pass	**Good**	Demonstrates a strong achievement of learning outcomes. Work shows sound understanding, effective application of knowledge and skills, and clear evidence of critical thinking, although some aspects may lack depth or refinement.
65–69%	**B+**	**3.2**	Pass	**Above Average**	Demonstrates more than satisfactory achievement of learning outcomes. Work reflects competent understanding and application of relevant concepts and skills, with some evidence of analysis and independent thinking.
60–64%	**B**	**2.8**	Pass	**Average**	Demonstrates satisfactory achievement of learning outcomes. Work meets the expected standard, showing an adequate understanding of key concepts and the ability to apply them appropriately.
55–59%	**B-**	**2.4**	Pass	**Fair**	Demonstrates a basic but acceptable achievement of learning outcomes. Work meets minimum academic requirements but may contain weaknesses in depth, analysis, accuracy, or presentation.
50–54%	**C**	**2.0**	Pass	**Pass**	Demonstrates the minimum level of achievement required to satisfy the learning outcomes. Work is adequate but limited in scope, depth, critical engagement, or technical execution.
45–49%	**D**	**1.6**	Fail	**Marginal Fail/ Incomplete**	Demonstrates partial achievement of learning outcomes but does not meet the minimum standard for a pass. Significant weaknesses are evident, although some relevant knowledge and skills are demonstrated. Eligible for improvement.
40–44%	**E**	–	Fail	**Fail/Incomplete**	Demonstrates limited achievement of learning outcomes. Work contains substantial deficiencies in understanding, application, analysis, or technical competence and falls well below the required standard. Eligible for improvement.
< 40%	**F**	–	Fail	**Fail**	Demonstrates inadequate achievement of learning outcomes. Work shows major deficiencies in knowledge, understanding, and application, with little evidence of meeting the assessment requirements.

5.5 Prerequisites and Progression Rules

Students are required to check the Programme Structure and discuss with year coordinator or DHoSs regarding any Prerequisites and Progression Rules to progress to the next year of study.

To progress to the next academic year, students must fulfil all required assessment criteria for their current year of study.

Refer progression rules in CSA Academic Regulations.

5.6 Transferable Skills

The Programme is designed to develop graduates who possess not only architectural knowledge and technical competence, but also a range of transferable skills. These capabilities support lifelong learning, adaptability, and leadership within the built environment sector and beyond.

Upon completion of the programme, graduates will be able to demonstrate:

i. **Integrated Knowledge and Systems Thinking**
Ability to synthesise knowledge from social, cultural, environmental, technological, historical, and professional domains to understand and respond to complex real-world challenges.

ii. **Critical Thinking and Reasoned Judgement**
Ability to formulate, evaluate, and communicate logical, evidence-based arguments and make informed decisions in complex and dynamic situations.

iii. **Technical and Practical Competence**
Ability to understand, apply, and integrate technical knowledge, construction methods, materials, and emerging technologies in problem-solving and project development.

iv. **Analytical and Creative Problem Solving**
Ability to identify issues, evaluate alternatives, and develop innovative, effective, and contextually appropriate solutions through systematic processes.

v. **Sustainability and Environmental Responsibility**
Ability to incorporate principles of sustainability, resilience, inclusivity, safety, and environmental stewardship into decision-making and professional practice.

vi. **Innovation and Social Responsiveness**
Ability to respond creatively and responsibly to social, cultural, environmental, and community needs while embracing innovation and change.

vii. **Economic and Strategic Awareness**
Ability to understand economic, regulatory, organisational, and policy contexts and apply this knowledge in planning and decision-making.

viii. **Collaboration and Professionalism**
Ability to work effectively within multidisciplinary teams, engage constructively with stakeholders, and demonstrate ethical and professional responsibility.

ix. **Communication and Presentation Skills**
Ability to communicate ideas, proposals, analyses, and solutions clearly and persuasively through verbal, written, visual, and digital media.

x. **Self-Management and Lifelong Learning**
Ability to reflect on personal and professional development, manage independent learning, adapt to changing circumstances, and pursue continuing professional growth.

5.7 Practical Training Apprenticeship

Students achieve the hours required for Practical Training modules through employment/internship in registered trainer practices during Year 1 and Year 2 of the Graduate Diploma Programme, typically working 3-days a week (Monday, Wednesday & Thursday) over the two 15-week semesters.

Students are required to complete at least 720 hours per year in a workplace setting through part time employment during the two semesters, and work full time during working through vacations (52 weeks a year) to benefit from full workplace exposure.

5.6.1 Practical training during and after CSA Advanced Diploma Programme

The New Curriculum proposes to expose students to the professional environment of an architectural practice in a structured manner, to work alongside design teachers and practicing architects, to develop essential skills in client engagement, design communication, and collaborative problem-solving in design and development of a project. This exercise will be facilitated and coordinated by CSA as an integral part of the Learning and Teaching process.

Moreover, students are encouraged to apprentice at architectural firms during the school vacations.

5.6.2 Practical training during CSA Graduate Diploma Programme

The Graduate Diploma Programme being a work and study model, it is mandatory for students to continue to be in employment at a BAE-SLIA Registered Trainer Practice during the Years 1 & 2 (Years 5 & 6) of the programme, for which credits will be allocated as part of the programme's teaching and learning.

Students are expected to have a minimum of 104 weeks of practical training in a Category "A" or "B" Trainer Practice where the Supervising Architect has a minimum of 3 years post qualifying experience.

The training should be covered whilst the student is in attendance in the Years 1 & 2 (5 & 6) at CSA for approximately 3 days a week, on Monday, Wednesday and Thursday.

While the City School of Architecture (CSA) is not obligated to secure apprenticeships for its graduates, it provides an environment where students can leverage the support of the CSA Alumni (Forum CSA).

While the City School of Architecture (CSA) is not obligated to secure apprenticeships for its graduates, it provides an environment where students can leverage the support of the CSA Alumni (Forum CSA).

Nevertheless, the CSA expects to have an active engagement with the Trainer Practices to ensure that Trainees obtain the necessary experience and fulfil the learning outcomes at each level.

Repeat students who have covered their entire training in Years 1 and 2 (Years 5 & 6) of the programme may abstain from working in the consequent years.

Students should refer to the BAE Manual & the CSA Practical Training Guidelines Handbook for Practical Training for further details.

Refer to CSA Academic Regulations and Policies

5.6.2.1 Conditions for Practical Training Experience

a) Practical training under 5 months (20 weeks) at a given Trainer Practice will not be considered as valid training experience.

b) All training records should be entered in the BAE Practical Training Log Sheets TERB Book obtained from the SLIA.

c) All Graduate Diploma students should perfect the practical training log sheets on a monthly basis, have them duly signed by the Supervising Architect, and make them available once a month to the CSA Practical Training Counsellors (PTC) for scrutiny. Submissions will be subject to the CSA Academic Regulations.

d) Students who are unable to register their required training experience whilst attending CSA, due to medical reasons, maternity leave or any other reason beyond his/her control, should obtain approval of the CSA by making a written request through the Head of School, giving authentic evidence and request to cover the balance training period at a consecutive period - which may be whilst the student is not in attendance at the school (gap years).

5.8 Student Exchange Programmes

Student exchange programmes, joint academic initiatives, and other forms of international collaboration between CSA students and students of foreign universities are strongly encouraged throughout the Programme. Such opportunities provide students with valuable exposure to diverse cultures, architectural traditions, urban environments, and contemporary approaches to architectural education and practice.

These collaborations may take the form of semester exchanges, short-term study visits, joint design studios, collaborative research projects, workshops, charrettes, summer schools, virtual exchange programmes, and international competitions. Through interactions with peers, academics, and professionals from different countries, students gain a broader understanding of global architectural issues, sustainability challenges, emerging technologies, and culturally responsive design approaches.

CSA will actively seek partnerships and memoranda of understanding with recognized foreign universities, professional institutions, and architectural schools to facilitate student mobility, faculty exchanges, collaborative teaching, joint research initiatives, and shared learning experiences. These partnerships will enrich the educational environment and ensure that graduates are well-prepared to engage with the increasingly global nature of architectural practice and the built environment sector.

5.9 Academic Calendar

The Academic Year commences in September and concludes at the end of June of the following year. The year is organized into a two Semesters of 15 weeks duration as follows;

Registration & Enrolment Procedure for Advanced Diploma and Graduate Diploma Year 1 and all other years – September. *Refer Academic Calendar for details.*

- Semester 1 (15 Weeks) - End September to Mid-January
- Semester 1 Theory Examinations - End January
- Semester 2 (15 Weeks) - End February to Mid-June
- Design Portfolio Examination - June

- Semester 2 Theory Examinations - End June
- Examination of the IDP and CDP for Graduating years - July
- Release of Results First Sit – First week of August
- Resubmission of Assignments - Year 2 – Mid August
- Release of Results Resubmission - First week of September

5.10 Semester Schedule

- Both programmes are delivered within 2 semesters of 15 weeks each.
- Advanced Diploma Year 1, 2 & 3 - Delivered on a full-time basis with contact hours of 5 days a week, where Design Studio/Theory lectures/field trips are scheduled from Monday to Saturday from 8.30 to 17.30.
- Graduate Diploma Year 1 and 2 - Delivered on a work + study basis with contact hours of 3 days a week, scheduled from Tuesday, Friday, and Saturday from 8.30 to 19.30, with students required to work for 3 days a week (Monday, Wednesday, and Thursday).
- Graduate Diploma Year 3 - Delivered on a full-time basis with contact hours of 3 days and 3 days allocated for self-study.
- Semester end exams and assignment-based assessments are spread throughout the semester.
- Most modules are completed within one semester, while some modules such as Design Studio, Design Communication, and specific modules are year-long.

5.11 Quality Assurance of Academic Programmes

Quality Assurance/Audit is part of the school's feedback and monitoring process and the school acknowledges the importance of maintaining educational and training standards. This process is conducted as internal and external quality audits with the external quality assurance mechanism being implemented through Visiting Boards from the Board of Architectural Education, SLIA and other international institutions such as the RIBA & the University of the West of England (partner university).

Through its partnership with the University of the West of England (UWE), the programmes are subject to a rigorous quality assurance framework that aligns with the United Kingdom's Quality Assurance Agency (QAA) standards, ensuring that academic quality, learning outcomes, and student experience meet internationally recognised benchmarks.

The school has established a Centre for Quality Assurance (CQA) with a consultant who designs, operates and support an effective internal Quality Assurance system that ensures continuous academic and institutional improvement. A three-stage appraisal for Design & Design Communication/Research modules, Theory modules and Practical Training will be conducted in the form of quantity and quality audits.

Quantity Audit

The Quantity Audit of the number of Design & Design Communication Studios and Theory lectures conducted, is done by the CSA Secretariat based on the academic calendar, time table and curriculum for the year of study.

Quality Audit

Quality Audit is conducted through feedback surveys obtained from the Students, Staff, Semester End Examination - Examiners, internal and external Examination Boards of the Year End Examinations, Practical Training Counsellors and Supervising Architects of the Trainer Practices. The feedback is reviewed by the Head of Quality Assurance and forwarded as a report with a commentary on future resource base upgrades, revisions to the curriculum and courses and staffing requirements.

The report is scrutinized by the Board of Academic Studies of the City School of Architecture as a useful yardstick in suggesting recommendations to the Head of School and the Board of Directors.

In addition, at meetings of the Student Representatives held monthly with the CEO, HOS, DHoSs and Registrar the students are encouraged to offer their constructive criticism towards the development of the school via Student Feedback Forms.

6 Programme Structure

6.1 CSA Advanced Diploma in Architecture Programme

6.1.1 Programme Overview

This programme is designed to equip students with the critical, creative, and technical skills necessary for contemporary architectural practice. Greater emphasis is placed on functional, technical, and constructional resolution, ensuring that students develop a solid foundation in spatial organisation, building systems, material applications, and technical coordination.

Studio projects are increasingly supported by applied technical modules, site-based learning, and construction-oriented investigations that reinforce the relationship between design intent and buildability.

Being a practice-based programme, it emphasizes hands-on learning and real-world application that blends studio-based pedagogy, technical workshops, and live projects with theoretical and contextual studies to ensure that graduates are practice-ready at an undergraduate level.

This programme is the first of two qualifications needed to become an Architect and is designed to meet the requirements for prescription and validation by the Sri Lanka Institute of Architects (SLIA) and Royal Institute of British Architects (RIBA) as a Part 1 qualification in architecture. It addresses the competency profile and key learning outcomes stipulated in the Revised Curriculum (2023) by the Board of Architectural Education of the SLIA and the Themes and Values and the graduate attributes established by the RIBA.

The programme ensures that the students graduate with a robust foundation in the discipline and the ability to meet professional expectations as a Part I Graduate while meeting local and international standards to address the shifts in the profession, evolving societal, environmental, and technological challenges, ethical considerations, and best educational practices while upholding the core objectives of architectural education.

Successful completion of the programme leads to the award of CSA Advanced Diploma in Architecture, conferred by City School of Architecture.

The programme BArch (Hons) Architecture, by UWE Bristol, is an optional qualification which the students may enrol for at the beginning of the 3rd year of study of the Advanced Diploma programme.

6.1.2 Modules

A module is a self-contained unit of study that focuses on a specific subject, runs for a set period (usually a semester or year), includes defined learning outcomes with teaching and assessments, and carries credits that count toward the overall Diploma/ Degree.

The Advanced Diploma Programme is delivered through two streams. Each stream is made up of several modules, and together they provide both breadth and depth of learning.

a) Design Stream (Core)

Design Studio, Design Communication and Research modules fall under this stream

b) Theory Stream (Complementary)

Theory Modules covering subject areas under History/Theory/Society/Culture, Technology, Environment and Profession fall under this stream; History of Architecture, Architecture & structures, Materials & Construction, Environment and Profession

6.1.3 Programme Structure & Description

CSA Advanced Diploma in Architecture – AD Year 1					
SEMESTER 01			SEMESTER 02		
DESIGN STREAM					
Module Name	Module Code	Credits	Module Name	Module Code	Credits
Design 1 (Foundations of Architectural Thinking)				AD11108	8
Principles of Architectural Design & Communication 1.1 *Arts **Field Work				AD11213	3
Design Communication 1.2 **Field Work				AD11223	3
THEORY STREAM					
History of Architecture 1 (Architectural History of the Western World)	AH11302	2	Architecture & Structure 1 (Principles of Architecture & Structures)	AT11712	2
Society & Built Environment 1	AH11502	2	Materials and Construction 1.2 (Building Components & Construction Technology)	AT11732	2
Materials and Construction 1.1 (Fundamentals of Architectural Materials & Construction)	AT11722	2	Building Services 1 (Principles of Building Services)	AT11742	2
Environment 1 (Environment, Climate, Envelope)	AE11802	2	Profession 1 (Introduction to the Profession)	AP11902	2
		8			22
TOTAL CREDITS 30					

CSA Advanced Diploma in Architecture - AD Year 2					
SEMESTER 01			SEMESTER 02		
DESIGN STREAM					
Module Name	**Module Code**	**Credits**	**Module Name**	**Module Code**	**Credits**
Design 2 (Architecture in Context) **Placement				AD12108	8
Design Communication 2.1 (Architectural representation) **Field Work				AD12213	3
Design Communication 2.2 (Research & Writing) **Field Work				AD12223	3
THEORY STREAM					
History of Architecture 2 (Architectural History Sri Lanka)	AH12302	2	Materials & Construction 2 (Assembly of Building)	AT12732	2
Theory of Architecture 2 (Architectural Discourses)	AH12402	2	Building Services 2 (Integrated Building Services)	AT12742	2
Architecture & Structure 2 (Designing with Structures)	AT12712	2	Environment 2 (Environmental Design, Comfort, Landscaping)	AE12802	2
Materials & Construction 2 (Architectural Tectonics)	AT12722	2			
Profession 2 (Professional Framework for Architecture)	AP12902	2			
		10			20
					TOTAL CREDITS 30

CSA Advanced Diploma in Architecture - AD Year 3					
SEMESTER 01			SEMESTER 02		
DESIGN STREAM					
Module Name	**Module Code**	**Credits**	**Module Name**	**Module Code**	**Credits**
Design 3.1 (Sustainable Technology in Design Studio)	AD13114	4	Design 3.2 (Integrated Design Studio) *Context-Generated Architecture	AD131212	12
Research and Communication 3.1 (Architectural Essay)				AD13212	2
Research & Communication 3.2 (Architectural Representation)				AD13222	2
THEORY STREAM					
Theory of Architecture 3 (Contemporary Architectural Theory)	AH13402	2	Profession 3 (Practice, Regulations, and Construction Economics)	AP13902	2
Architecture & Structure 3 (Integrating Structure and Architecture)	AT13712	2			
Materials & Construction 3 (Innovative Materials & Sustainable Construction)	AT13722	2			
Environment 3 (Sustainable Design, Energy Efficiency, Alternative Technology)	AE13802	2			
		12			18
					TOTAL CREDITS 30

6.1.3.1 Advanced Diploma Year 1 (AD Y1)

The first year of the Advanced Diploma in Architecture introduces students to the foundations of architectural thinking, design, and communication through a carefully scaffolded learning approach that progressively builds knowledge and skills. Students develop an understanding of design principles and visual expression through modules such as Principles of Composition and Design Communication.

Design Stream

- **Design:** Architecture in Context
- **Design Communication:** Principles of Architectural Design & Communication**,** Design Communication (Research, Writing and Experiencing Architecture)

Theory Stream

- **History/Theory/Society & Culture;** Historical and contextual perspectives through Architectural History of the Western World and Society & Built Environment.
- **Technology;** Principles of Architecture & Structures, Fundamentals of Architectural Materials & Construction, Building Components & Construction Technology, Principles of Building Services,
- **Environment;** Environment, Climate & Envelope, which provide essential knowledge of how buildings are designed, constructed, and perform within their environments.
- **Profession;** Introduction to the Profession.

These modules establish a strong foundation for future architectural studies by integrating creative, social, environmental, and technical aspects of the discipline.

6.1.3.2 Advanced Diploma Year 2 (AD Y2)

The second year of the Advanced Diploma in Architecture builds on the foundational knowledge gained in Year 1 and develops students' ability to engage with architecture in broader social, cultural, environmental, and professional contexts. Through a scaffolded learning approach, students explore Architecture in Context with a focus on residential design in collaboration with professional practice, as well as the design of public and civic buildings. Their design capabilities are further strengthened through Architectural Representation, and Research and Writing modules.

Design Stream

- **Design:** Architecture in Context
- **Design Communication:** Architectural Representation**,** Research & Writing, and Experiencing Architecture

Theory Stream

- **History/Theory/Society & Culture;** Architectural History of Sri Lanka, and Theory oof Architecture (Architectural Discourses), enable a deeper understanding of architectural ideas and critical thinking.

- **Technology;** Technical and environmental competencies are enhanced through modules such as Architecture & Structures (Designing with Structures), Materials & Construction (Architectural Tectonics & Assembly of Buildings), and Integrated Building Services.
- **Environment;** Environmental Design & Comfort, and Landscaping
- **Profession;** Professional Framework for Architecture

These modules emphasize the integration of design, technology, and sustainability, and prepares students for independent design inquiry and equips them with the knowledge, skills, and confidence required to successfully progress to the examination year.

6.1.3.3 Advanced Diploma Year 3 (AD Y3)

The final year of the Advanced Diploma in Architecture consolidates and advances the knowledge, skills, and competencies developed throughout the programme, culminating in a comprehensive and integrated learning experience. Through a scaffolded approach that systematically recapitulates learning from previous years, students undertake Sustainable Technology in Design Studio and an Integrated Design Project through a Context-Generated Architecture, which serves as the programme's capstone project. This project challenges students to synthesize design, technical, environmental, cultural, and professional considerations into a coherent architectural proposition.

Critical inquiry and communication skills are further developed through the Architectural Essay, Architectural Representation under Design Communication.

Design Stream

- **Design:** Sustainable Technology in Design Studio; Integrated Design Project through Context-Generated Architecture.
- **Design Communication:** Architectural Essay; Architectural Representation.

Theory Stream

- **History, Theory, Society & Culture:** Contemporary Architectural Theory.
- **Technology:** Integrating Structure and Architecture; Innovative Materials and Sustainable Construction.
- **Environment:** Sustainable Design, Energy Efficiency, and Alternative Technology.
- **Profession:** Practice Management, Regulations, and Construction Economics.

6.1.4 Design Studio - Thematic Development Through the Years

6.1.4.1 AD Y1 - Graduate Diploma Year 1:

The module establishes a foundation of architectural design and composition, focusing on spatial experimentation, human scale, and climate awareness. The studio progresses from abstract spatial constructs to inhabitable architecture, with an appreciation of sustainability in architecture through adaptive reuse. Each stage requires analytical reflection linking concept, environment, materiality, and built form.

6.1.4.2 AD Y2 - Graduate Diploma Year 1:

This module examines architecture as a contextual practice shaped by environment, society, and culture. Students will investigate how site conditions, climate, materials, functional processes, and patterns of inhabitation inform design decisions, with particular attention to the lived experience of interior spaces.

Through project-based learning, students will develop architectural proposals that balance creativity with practicality, progressively working at scales that address public and civic environments. Projects will focus on residential architecture and interior inhabitation, socio-cultural context, buildings for special needs, and civic buildings, while also requiring students to consider constructability, serviceability, and environmental performance.

Analytical studies and applied design exercises will support the generation of contextually responsive architectural ideas that integrate environmental responsibility, cultural relevance, and spatial innovation. This culminates in the production of a portfolio that showcases their ability to design for people and the environment.

6.1.4.3 AD Y3 - Graduate Diploma Year 1:

Design 3.1 module will engage students in the design of a civic building through a research-informed and holistic approach, emphasizing the generation of architectural resolutions through the integration of sustainable technologies, and the development of resilient design strategies that contribute towards zero-carbon futures.

Design 3.2 module will engage students in the development of coherent research-informed speculative architectural design proposals demonstrating creative synthesis of design, critical judgement, communication skills, reflecting an integrated approach to design, and displaying a general awareness of the profession and the construction industry. The module develops the capacity to integrate site and urban context, environmental and climatic responsiveness, accessibility, user-centric spatial requirements, with an emphasis on spatial quality, structural logic, material application, constructional assembly, building services, and safety standards, demonstrating competence in problem-solving and acquiring the technical skills necessary to create acceptable built environments at a micro level.

The objective of the design studio is for students' engagement in a systematic recapitulation of all learnings in the programme.

6.1.5 Design Communication Modules

These modules provide a structured progression in architectural communication, representation, research, and critical thinking, supporting students' development from foundational learners to independent and reflective architectural practitioners.

In the early stages of the programme, students are introduced to the fundamental principles of architecture through observation, visual analysis, freehand drawing, technical drawing, and basic architectural communication, while gaining confidence in architectural vocabulary, writing, and presentation techniques. Emphasis is placed on learning the tools and methods used to gather, interpret, and communicate architectural information.

As students' progress, they advance their abilities in architectural representation through the application of professional drawing standards, conventions, and digital technologies, learning to

communicate design intent and building construction through increasingly complex 2d and 3d graphical representations using industry-relevant software. Concurrently, students develop research skills that enable them to investigate architectural precedents, theories, and contextual influences, while strengthening their written and oral communication abilities.

In the final year of study, the focus shifts towards independent inquiry, critical analysis, and professional-level communication. Students undertake structured architectural research, formulate and defend arguments, critically evaluate architectural ideas and contemporary practice, and produce rigorous academic writing. By the completion of the module sequence, students will be able to research, analyse, represent, and communicate complex architectural ideas effectively through drawings, digital media, presentations, and scholarly writing.

6.1.6 Theory Modules

Theory modules are delivered by a combination of in-house academic staff, visiting lecturers, and specialists drawn from the architectural profession, academia, and the construction industry. Covering areas of History, Theory, Society, Culture, Technology, Environment, and Professional Studies, providing students with a comprehensive understanding of architecture as a discipline shaped by social, cultural, environmental, technological, and professional forces. Through a progressive sequence of learning, students develop knowledge of architectural history, theoretical frameworks, environmental principles, building technologies, and professional practice, enabling them to critically evaluate the relationships between people, place, culture, and the built environment.

Beginning with foundational knowledge of architectural history, theory, and contextual influences, students progressively develop critical thinking, research, and analytical skills through the study of architectural precedents, technologies, and contemporary issues. By the completion of the stream, students are able to apply advanced theoretical and contextual understanding to address complex architectural issues and integrate cultural, environmental, technological, and professional considerations into architectural practice.

6.2 CSA Graduate Diploma in Architecture and Environmental Design

6.2.1 Programme Overview

This programme is designed to equip students with the theoretical, philosophical, and applied research skills necessary for contemporary architectural practice. It emphasizes practice-based learning in architecture, with a particular focus on environmental design, ensuring students engage with real-world challenges and sustainable solutions. Directed at an advanced level of learning, the programme integrates a philosophical approach to architecture with specialist input in key areas of design orientations, encouraging students to pursue academic research, specializations, and advanced degrees. It uses a blended pedagogical and andragogical approach at, emphasizing self-direction, experience, and practical application. This builds upon the prior learning, skills, and experience the graduates bring to the learning environment, which contributes to the critical engagement within the studio environment and interdisciplinary learning environment.

The programme is structured as a three-year, **work and study programme** to support practice-based education. During the first two years, students apprentice in trainer practices for three days of the week while attending classes on three days a week.

This is the second of the two qualifications needed to become an Architect in Sri Lanka and is designed to meet the requirements for prescription and validation by the Sri Lanka Institute of Architects (SLIA) and Royal Institute of British Architects (RIBA) as a Part 2 qualification in architecture.

The programme addresses the competency profile and key learning outcomes stipulated by the Board of Architectural Education of the SLIA and the Themes and Values established by the RIBA. The programme ensures that graduates develop a strong disciplinary foundation and the capacity to meet professional expectations as a Part II Graduate while meeting the standards of the QAA Subject Benchmark Statement for Architecture, and Sri Lanka Qualification Framework (SLQF) to equip students to respond to evolving professional demands, societal and environmental challenges, technological advancements, and ethical considerations, grounded in contemporary best practices and the core objectives of architectural education.

Successful completion of the programme leads to the award of CSA Graduate Diploma in Architecture, conferred by City School of Architecture, is designed to meet the requirements to be validated by the Royal Institute of British Architects (RIBA) and gain exemption from the RIBA Part 2 as a programme delivered in Sri Lanka.

The programme Master of Architecture (MArch) Architecture and Environmental Design by UWE Bristol, is an optional qualification which the students may enrol for at the beginning of the programme.

6.2.2 Modules

The Graduate Diploma Programme is delivered through two taught streams and a practice stream: Design as the core stream and Theory as sub streams, with a complementary Practice stream that enhances the practice-based educational approach. Modules are self-contained units of study focusing on specific subject areas and run for a specific period of study as stipulated in the module specifications. They defined learning outcomes with teaching and assessments, and carries credits that count toward the overall Diploma/ Degree.

a) Design Stream

Design Studio, Society & Architectural Conservation, Environmental Planning & Urban Design, and Research & Communication modules fall under this stream

b) Theory Stream

Theory Modules covering subject areas under History/Theory/Society/Culture, Technology, Environment and Profession fall under this stream.

Students are expected to apply advanced awareness, critical knowledge, and analytical understanding of architecture in its broader cultural, technological, and environmental contexts to resolve complex design issues.

c) Practice Stream

As a Practice-based work and study programme, Practical Training is an essential module **in** this programme for which credits are allocated. Students are required to work in a registered Trainer Practice Category A or B for 3 days of the week covering a minimum no of work hours during the 2 semesters, monitored by Practical Training Counsellors, and continue to work during vacation to obtain the experiential learning from the practice.

6.2.3 Programme structure

CSA Graduate Diploma in Architecture and Environmental Design - GD Year 1					
SEMESTER 01			SEMESTER 02		
DESIGN STREAM					
Module Name	Module Code	Credits	Module Name	Module Code	Credits
Design 5.1 (Culture & Identity) *Heritage Conservation (10) **Design Communication /Field work (10)	AD21112	2	Design 5.2 (Housing & Community) **Housing & Community (10) **Design Communication /field work (10) *Theory of Architecture (20)	AD21122	2
Society & Architectural Conservation 5				AD21502	2
Environmental Planning & Urban Design 5				AD21602	2
PRACTICE STREAM					
Practical Training 5 (Practical Apprenticeship)				AR21204	4
THEORY STREAM					
Theory of Architecture 5 (Critical Theories in Architectural Design)	AH21402	2	Profession 5 (Legal Framework for Architects)	AP21902	2
Technology 5 (Advanced Building Services)	AT21702	2			
Environment 5 (Adaptive and Resilient Built Environments)	AE21802	2			
		8			12
TOTAL CREDITS 20					

CSA Graduate Diploma in Architecture and Environmental Design - GD Year 2					
SEMESTER 01			SEMESTER 02		
DESIGN STREAM					
Module Name	Module Code	Credits	Module Name	Module Code	Credits
Design 6 (Urban Sustainable High-rise Studio) *Urban Design (20) **Smart Materials & Technologies (20) *Design Communication /field work (20)				AD22104	4
			Research and Communication 6 (Research for Design)	AR22402	2
PRACTICE STREAM					
Practical Training 6 (Practical Apprenticeship)				AR22204	4
THEORY STREAM					
Technology 6 (Advanced structures & Fire Safety)				AT22702	2
Environment 6.1 (Energy Sustainability)	AE22812	2	Environment 6.2 (High-Performance Building)	AE22822	2
Profession 6.1 (Building Economics)	AP22912	2			
Profession 6.2 (Profession & Practice)	AP22922	2			
		6			14
TOTAL CREDITS 20					

CSA Graduate Diploma in Architecture and Environmental Design – GD Year 3					
SEMESTER 01			SEMESTER 02		
DESIGN STREAM					
Module Name	Module Code	Credits	Module Name	Module Code	Credits
Architectural Research 7	AR2340	6			
Comprehensive Design Project 7				AD2310	14
		6			14
TOTAL CREDITS 20					

6.2.3.1 Graduate Diploma Year 1 (GD Y1)

The first year focuses on the relationship between architecture, culture, community, and place. Students develop a critical understanding of how built environments are shaped by historical, social, environmental, and cultural contexts while exploring housing and collective living as a fundamental architectural concern.

Design Stream

- **Design:** Heritage and Collective Dwelling.
- **Environmental Planning and Urban Design**: critical knowledge of urban design and physical planning frameworks in Sri Lanka and global contexts
- **Society and Architectural Conservation:** focuses on critical understanding of urban society and settlement, and architectural conservation. It develops a critical understanding of how social, cultural, economic, and political forces shape cities, communities, and settlement patterns.

  Design communication is embedded in the Design Studio Learning and Teaching where research, writing and drawing communication is covered, addressing Heritage Conservation and Housing and Community.

Practice Stream

- **Practical Training (Practical Apprenticeship):** Experience in year 1 focuses on design documentation for client presentation, authority approval, tendering, and construction, collaboration, coordination, and incorporation of design inputs of allied professional consultants to the design.

Theory Stream

- **History/Theory/Society & Culture;** Critical Theories in Architectural Design through Theory of Architecture.
- **Technology;** Advanced Building Services
- **Environment;** Adaptive and Resilient Built Environments.
- **Profession;** Legal Framework for Architects

6.2.3.2 Graduate Diploma Year 2 (GD Y2)

The second year of study integrates advanced architectural design, professional practice, and specialised theoretical knowledge. Students develop design proposals for sustainable urban high-rise environments, supported by research-led design communication and the integration of urban design, sustainable systems, and emerging technologies.

Design Stream

- **Design:** Urban Sustainable High-rise Studio
- **Research and Communication (Research for Design):** to provide the skills to conduct research for the architectural design.
- Design communication is embedded in the Design Studio Learning and Teaching where research, writing and drawing communication is covered with Urban Design Integration, Sustainable systems, and Smart Materials & Technologies

Practice Stream

- **Practical Training (Practical Apprenticeship):** Experience in year 2 focuses to enhance their practical experience by acquiring exposure in the Bidding and Negotiation Phase, Contract Administration Phase, and Post Construction Phase, while gaining experience in all stages of a project.

Theory Stream

- **Technology;** Advanced Structure and Fire Safety
- **Environment;** Energy Sustainability and High-Performance Building.
- **Profession;** Building Economics, Profession & Practice.

6.2.3.3 Graduate Diploma Year 3 (GD Y3)

The third year focuses on the integration of advanced architectural research and comprehensive design. Students undertake an independent, research-informed design project that demonstrates their ability to address complex architectural, environmental, social, and technical challenges. Emphasis is placed on critical inquiry, design innovation, and the synthesis of design, technology, sustainability, and professional considerations within a coherent architectural proposal, informed by systematic design research.

- **Design Stream:** Architectural Research (Dissertation) & Comprehensive Design Project

6.2.4 Design Studio - Thematic Development Through the Years

6.2.4.1 GD Y1 - Graduate Diploma Year 1

This studio helps to cultivate a personal philosophy to architecture and design, and direct their focus to understand the complex issues related to architectural design in the regions of Sri Lanka with special emphasis on conservation and heritage management.

The module develops an understanding of collective dwelling through a social housing project situated within a complex urban or suburban context. Students critically engage precedents ranging from early modernist housing experiments to contemporary participatory and sustainable affordable housing models, including projects.

The studio integrates environmental performance, sustainability, regulatory frameworks, and social research to produce critically grounded and technically informed housing proposals.

GD Y2 - Graduate Diploma Year 2:

This studio develops students' ability to critically engage with the complex relationships between architecture and urban environments. Students conduct an urban analysis of a selected area and prepare an urban area strategic plan for mixed development, integrating principles of urban ecology, urban infrastructure, urban landscaping, and social equity for multi-scalar designs. This provides the critical platform for the design exercise of a sustainable, mixed-use high-rise project.

The studio advances the ability to design complex multi-storey mixed-use buildings within the previously studied dense urban environment. It cultivates integrated architectural propositions that synthesize vertical urbanism, structural coordination, façade engineering, environmental systems, and low-carbon construction strategies. Emphasis is placed on high-performance envelopes, smart materials, and advanced building technologies, life-safety integration, and professional ethical responsibility.
The studio prioritizes energy sustainability and environmental performance in the design of high-density, multi-level vertical architecture.

GD Y3 - Graduate Diploma Year 3:

This studio represents the culmination of the Graduate Diploma programme, focusing on the synthesis and realization of a research-informed design. Building on the analytical foundations established in the Research & Communication 6 module and the Architectural Research 7 module, students are expected to translate research insights into an innovative, coherent, comprehensive architectural design proposal

The module emphasizes the integration of critical evaluation of contemporary knowledge and intuitive originality in both concept and application, demonstrating systematic design execution, integrating spatial design, appropriate technologies, environmental strategies, and regulatory compliance.

Students are required to demonstrate intellectual independence and advanced communication skills, presenting complex architectural arguments through drawings, models, and written documentation. Research findings from the co-requisite Architectural Research 7 module must inform and justify the design strategy, ensuring that the design resolution embodies a research-led, environmentally sustainable, contextually responsive, innovative architectural solution.

6.2.5 Research and Design Communication Modules

Research and Communication modules develop students' skills in critical thinking, academic research, design inquiry, and effective communication, all of which are essential to architectural education and

professional practice. Through lectures, seminars, workshops, tutorials, presentations, and guided research activities, students learn to investigate architectural, social, cultural, environmental, and technological issues, and communicate their ideas through written, verbal, visual, and graphic media.

A key focus of these modules is Design Research, which enables students to explore and analyse the contextual, social, environmental, technological, and theoretical factors influencing architecture. The knowledge generated through this process informs the development of the Comprehensive Design Project, where students develop research skills and critical inquiry methods required to develop a contextual, environmental, and theoretical foundation for the Final Year Comprehensive Design Project, informing the project brief, design strategy, and final architectural proposition, ensuring that the design resolution embodies a research-led, environmentally sustainable, contextually responsive, innovative architectural solution

Students also develop professional communication and business-related skills, including report writing, presentations, teamwork, leadership, client communication, and the preparation of professional documentation, and the ability to communicate complex ideas clearly and confidently to a range of audiences.

Collectively, these modules provide a strong foundation in research, communication, and professional practice, preparing students for advanced design work, lifelong learning, and successful engagement within the built environment professions.

6.2.6 Practice Modules

Practice modules provide students with structured opportunities to integrate academic learning with professional experience through a work-and-study model. These modules are designed to expose students to the realities of architectural practice and the broader building and construction industry, enabling them to apply theoretical knowledge and studio-based learning within a professional environment.

The learning experience is centred on practical training undertaken in approved architectural practices under the supervision of qualified architectural professionals. Through this engagement, students develop an understanding of professional responsibilities, project delivery processes, client interactions, regulatory frameworks, construction technologies, and industry best practices. The workplace environment provides valuable exposure to the multidisciplinary nature of the profession and helps students develop the technical, managerial, communication, and collaborative skills required of practicing architects.

The integration of academic study and professional training promotes reflective learning, allowing students to connect practice-based experiences with the concepts and principles explored in the curriculum. This approach enhances their ability to address architectural challenges in a holistic manner, balancing design intentions with technical, legislative, economic, and practical considerations. By fostering continuous engagement with the profession, the practice modules support students' professional development, strengthen industry awareness, and prepare them for the transition to professional architectural practice.

6.2.7 Theory Modules

Theory modules are delivered by a combination of in-house academic staff, visiting lecturers, and specialists drawn from the architectural profession, academia, and the construction industry. Covering the areas of History, Theory, Society and Culture, Technology, Environment, and Professional Practice, these modules provide students with a comprehensive foundation of knowledge that complements and supports studio-based learning.

The teaching and learning approach encourage active engagement through interactive lectures, discussions, multimedia presentations, debates, quizzes, workshops, guest lectures, and experiential learning opportunities. Contributions from industry professionals and subject specialists enrich the learning experience by bringing contemporary perspectives and practical insights into the curriculum. The integration of academic knowledge with real-world examples helps students develop a critical understanding of architectural principles, technologies, environmental and sustainability concerns, cultural contexts, and professional practice, while fostering analytical thinking and informed decision-making.

6.3 Learning & Teaching Approach

The programme adopts a programmatic-by-design approach that supports the progressive development of knowledge, skills, and professional competencies across both undergraduate and postgraduate levels. Through a structured and sequential curriculum, students engage with architecture as an integrated discipline, responding to social, cultural, environmental, technological, and sustainable urban contexts through increasingly complex architectural and urban design challenges.

At the undergraduate level, teaching and learning focus on building strong foundational competencies in design, construction, representation, theory, and professional practice. Students engage with real-world design briefs that address user needs, cultural contexts, environmental conditions, and issues of sustainability and resilience. Learning is supported through a combination of studio tutoring, seminars, workshops, lectures, site visits, and collaborative learning activities. A carefully sequenced studio and theory curriculum ensures the progressive acquisition of knowledge and skills, moving from fundamental principles and technical competencies to more integrated and contextually responsive design projects.

At the postgraduate level, students are expected to demonstrate greater independence, critical reflection, and intellectual rigour in addressing complex architectural and urban challenges. Learning becomes increasingly research-informed and practice-based, encouraging the synthesis of theoretical, technical, environmental, and professional knowledge in the development of sophisticated design propositions. Students engage with advanced themes including sustainability, resilience, emerging technologies, social responsibility, and professional ethics, while developing specialist expertise and a deeper understanding of architecture's role in shaping contemporary society.

Throughout the programme, continuous feedback from tutors, peers, industry practitioners, and a variety of review and critique formats fosters critical evaluation, communication, and reflective practice. Supported by interdisciplinary theory modules and industry engagement, the programme

promotes evidence-based design, inclusivity, accessibility, cultural sensitivity, and climate-responsive approaches. This cohesive educational framework ensures a logical progression from foundational learning to advanced professional and academic practice, aligned with the ethical and professional standards of the architectural profession.

6.3.1 Modes of Learning and Teaching for the Advanced Diploma Programme

a) Collaborative Inquiry:

Group-based collaborations are encouraged in every cohort, where the cohort is divided into sub-groups under identified leaders. Whilst working on group-based inquiries on a subject area of design or theory, the group collectively gathers and processes information. This process also helps the weaker students in the group to keep pace with others in the group/class, whilst being exposed to positive peer critiquing. The group structure aids in uplifting the class average with improved overall performance and creates better class coherence.

Within the duration of the part II course, the curriculum calls for an overseas collaboration undertaken whenever possible, as part fulfilment of a set urban design project. During a short duration, the students collaborate with a foreign university for design workshops and field visits, and are also exposed to different architectural educational models and socio-cultural backdrops.

b) Experimental Learning:

The students are expected to work out different solutions to a single design problem, by exploring varied options and show competence in experimentation, innovation and creativity. Students are also encouraged to experience field settings, analyze their observations in the context of existing theories and justify these theories in the light of real experience.

c) Research and Inquiry based learning:

It is deemed important in the school's education programme that the student is well informed, and is able to rationalize and justify design solutions presented through research. In addition to the group inquiries, the students are trained to extract relevant information and data - both theoretical and technological from different sources, during the course of a design project or course work. The compilation of a 10, 000-word Dissertation in the Graduate Diploma Programme is seen as an opportunity to explore this mode of learning. (Refer dissertation guidelines handout)

d) Integrative Learning:

A multi-disciplinary approach to architecture is fostered where the student is required to consult and confer with other professionals in the construction industry and specialized service providers, in the process of arriving at a design solution. Course work assignments in theory subjects also encourage a practice based multi-disciplinary approach to understanding of design, technical issues and solutions. Further, the competence acquired throughout the year and the courses in successfully executing a design development process, is mainly tested through the major design project in each year of study and the CDP in the final years of the courses.

6.3.2 Modes of Learning and Teaching for the Graduate Diploma Programme

a) Design Studio-Centred Learning

The Design Studio forms the core of the Graduate Diploma programme and serves as the primary platform for integrating knowledge from design, technology, theory, environment, and professional practice. Through a series of progressively complex design projects, students are encouraged to address contemporary architectural challenges related to society, conservation, urbanism, sustainability, climate resilience, advanced technologies, fire and life safety, and community engagement. Studio learning is supported by lectures, seminars, critiques, workshops, field studies, and independent learning activities, enabling students to develop holistic and context-responsive architectural solutions.

b) Practice-Based and Research-Informed Learning

The programme adopts a practice-based approach that encourages students to engage with real-world architectural challenges through design projects, professional training, practitioner engagement, and industry collaboration. Learning is strengthened through the Research for Design paradigm, where students investigate, analyse, test, and evaluate design ideas through systematic inquiry. This approach promotes critical reflection on the social, environmental, cultural, and ethical dimensions of architecture while enabling students to apply academic knowledge to professional and practical contexts.

c) Scholarly and Evidence-Based Learning

The programme emphasises enquiry, critical thinking, and evidence-based decision-making. Students are encouraged to question, investigate, and substantiate design propositions through research, precedent studies, theoretical inquiry, and analytical evaluation. Learning activities require the integration of qualitative and quantitative evidence to support design decisions, particularly in relation to environmental performance, technical resolution, social impact, and sustainability. This scholarly approach enables students to develop rigorous research skills and produce well-founded architectural outcomes.

d) Integrative Collaborative Learning

The programme promotes an integrative and multidisciplinary approach to architectural education, requiring students to synthesise knowledge from diverse subject areas within comprehensive design projects. Students are encouraged to collaborate with professionals, consultants, communities, and other stakeholders to understand the wider social, environmental, technical, economic, and regulatory factors that influence the built environment. This integration of knowledge, skills, and professional judgment is progressively developed throughout the programme and culminates in advanced design and research projects that demonstrate students' ability to address complex architectural challenges.

e) Inclusive and Sustainable Learning

The programme fosters a strong commitment to inclusivity, sustainability, and ethical practice. Students are encouraged to consider the diverse needs of individuals, communities, and environments when developing design solutions. Learning activities emphasise accessibility, cultural awareness, social equity, climate responsiveness, and environmental stewardship, while promoting an understanding of architecture's contribution to sustainable development. Through engagement with

real-world issues and global sustainability agendas, students develop the capacity to create responsible, resilient, and socially responsive built environments.

f) Graduate Attribute Development

The learning and teaching approach of the programme is designed to nurture the professional competencies, values, and attributes expected of future architects. Students develop disciplinary expertise, critical and creative thinking skills, research capability, professional judgment, ethical awareness, and effective communication skills. The programme further promotes leadership, collaboration, lifelong learning, and responsible professional conduct, preparing graduates to contribute positively to architectural practice, the profession, and society.

6.4 Tools for Learning & Teaching

The programmes employ a range of learning and teaching tools designed to support the development of design, technical, research, professional, and communication skills. These tools facilitate both structured engagement and independent inquiry, enabling students to progressively develop from guided learners to reflective and independent learners, where the level of complexity and autonomy increase as students' progress through the programmes.

The methods used support collaborative learning, critical thinking, creativity, professional awareness, and lifelong learning.

6.4.1 Design Stream

a) Scheduled Learning

Scheduled learning activities provide structured opportunities for students to engage with design projects, theoretical knowledge, practical skills, and professional practice under academic guidance.

i. Design Studios

Design Studio forms the primary learning environment of the programme. Through project-based learning, students develop architectural design skills, critical thinking, creativity, and problem-solving abilities. Studio projects progressively increase in complexity, integrating social, cultural, environmental, technological, and professional considerations.

ii. Tutoring, Critiques and Design Reviews

Regular tutoring, desk critiques, interim and final reviews provide opportunities for dialogue, feedback, reflection, and iterative design development. Students present and defend their work while receiving guidance from academic staff, visiting tutors, practitioners, and external reviewers.

iii. Lectures, Seminars and Specialist Inputs

Lectures and seminars provide the theoretical, cultural, environmental, technical, and professional knowledge that informs architectural design and practice. Specialist lectures expose students to contemporary issues, emerging technologies, research developments, and professional perspectives.

iv. Workshops and Skills Development Sessions

Workshops support the development of design, technical, digital, communication, research, and professional skills through focused and hands-on learning activities. They encourage experimentation, creative exploration, and the application of theory to practice.

v. Design Charrettes and Collaborative Projects

Intensive design exercises and collaborative projects encourage teamwork, innovation, rapid problem-solving, and interdisciplinary engagement. These activities expose students to diverse viewpoints and simulate professional working environments.

vi. Fieldwork, Study Visits and Site-Based Learning

Visits to buildings, historic sites, communities, construction projects, and professional practices provide direct experience of the built environment. These activities strengthen contextual understanding and support evidence-based design decision-making.

vii. Case Studies and Precedent Research

Students analyse architectural projects, professional practices, technologies, and built environments to inform design development and deepen their understanding of architectural principles and contemporary issues.

viii. Professional and Industry Engagement

Engagement with architects, consultants, industry experts, professional bodies, communities, and other stakeholders enables students to gain insight into current practice and the wider built environment sector.

ix. Collaborative and Practice-Based Learning

Learning activities may involve group investigations, interdisciplinary working, live projects, community engagement, professional practice experiences, and, where appropriate, international collaborations, workshops, or exchanges.

b) Independent Learning

Independent learning enables students to develop professional autonomy, critical judgment, research capabilities, and lifelong learning habits.

i. Design Development and Project Work

Students undertake self-directed design exploration, testing, refinement, and resolution of studio projects beyond scheduled teaching sessions.

ii. Research and Inquiry

Students investigate social, cultural, environmental, technological, historical, and professional topics relevant to design projects and theory modules through independent research and critical analysis.

iii. Reading and Scholarship

Engagement with academic literature, technical publications, precedent studies, policy documents, and other resources supports deeper understanding and evidence-based decision-making.

iv. Communication and Representation Development

Students develop drawings, models, portfolios, reports, presentations, visualisations, and other forms of architectural communication through independent practice and experimentation.

v. Reflective Practice

Reflective journals, sketchbooks, portfolios, and self-evaluation activities encourage students to critically review their learning, design processes, and professional development.

vi. Peer Learning and Collaboration

Students engage in informal discussions, group study, peer review, collaborative problem-solving, and knowledge sharing to enhance learning outcomes.

vii. Theory-Practice Integration

Independent learning supports the application of knowledge gained from theory, technology, environment, and professional studies modules to design projects and research activities.

viii. Professional and Research Development

As students progress through the programme, increasing emphasis is placed on independent investigation, evidence-based design, scholarly research, professional judgment, and the synthesis of complex architectural issues into coherent design and research outcomes.

6.4.2 Theory, Design Communication and Research Streams

a) Scheduled Learning

- Lectures
- Seminars and Discussions
- Tutorials
- Specialist Workshops
- Guest Lectures
- Case Study Reviews
- Book Reviews and Literature Discussions
- Research Methods Sessions
- Oral Presentations and Seminar Presentations
- Field Visits and Study Tours
- Group Investigations and Collaborative Learning Activities

b) Independent Learning

- Academic Reading and Literature Review
- Case Study and Precedent Research
- Essays, Reports and Written Assignments
- Dissertation and Research Project Development (where applicable)
- Architectural Writing and Documentation
- Presentation Preparation
- Critical Reflection and Analysis
- Research Supporting Design Studio Projects
- Portfolio and Professional Development Activities
- Self-Directed Skill Development in Communication, Research and Digital Tools

This framework works well for both programmes, with the principal difference being the increasing depth of inquiry, independence, critical reflection, research rigour, and professional responsibility expected at the postgraduate level.

6.5 Syllabus Outline

The syllabus outline of each module is attached as appendices.

7 Academic Policies

7.1 Attendance and Participation Requirements

Students are expected to be in attendance throughout the programme of study. This excludes the approved vacations at Sinhala & Tamil New Year, Christmas and Mercantile Holidays.

7.1.1 Attendance Criteria for Design & Theory Modules

a) All enrolled students are required to maintain 100% attendance in Design, Design Communication classes and Theory classes, as well as all other scheduled academic activities such as workshop, filed visits etc.

b) Up to a maximum of 20% absenteeism for design studio and up to a maximum of 30% absenteeism at theory lectures for **each module** will be allowed on personal circumstances (such as sickness) on submission of medical certificates; or on prior notification due to personal commitments beyond the control of the students.

c) Students who fall short of the minimum requirement for attendance will not be eligible to sit the end-of-Semester Theory Examination or submit the Design Portfolios at the end of the academic year.

d) The Year Coordinator or the Theory Subject Lecturer would check the attendance and authorize the attendance sheet as correct.

e) Students should strictly refrain from signing for absent students - this would be treated as a punishable offence.

f) The CSA office would collect the registers thirty minutes (30 mins) after the commencement of design studios and thirty minutes (30 mins) after the commencement of theory lectures. The register will be marked at each Design Studio session. Students coming later than this would be considered “absent”.

g) Late Arrival at Class is not entertained.

h) If a student arrives late for a class or other timetabled activity, after the attendance register has been taken it is at the lecturer’s absolute discretion to decide whether they have attended enough of the session to warrant attendance being recorded. If it is felt that the lateness has resulted in the student missing the main purpose of the session or the lateness is disruptive to any form of group work, the lecturer is within his/her right to record the student as absent. If there is a justifiable reason for absence, the relevant Deputy Head should be informed in advance, in person or in writing. If the reason is deemed to be acceptable, a note to that effect will be made in the appropriate attendance register(s).

8 Attendance should be taken at the beginning of the lesson. Due to the nature of some practice-based classes, programmes have the flexibility to decide if attendance should be taken at other times during the lesson.

9 Non-attendance at site visits, lab visits, field visits or scheduled meeting could result in the loss of the assigned role or part in the event or may result in a 'fail' grade being recommended. It is the responsibility of the student to inform the lecturers.

10 Prior approval should be obtained from the Year Coordinator/ Deputy Heads/ HOS, if a student intends to be absent due to personal circumstances or Extenuating Circumstances as defined in 7.2.

11 Students who are unable to attend for any reason, should inform the school on the first day of absence and present a written explanation of absence on return.

12 If the absence is due to a medical reason, a valid medical certificate must be submitted to the Registrar's office at the earliest opportunity thereafter. It is the responsibility of the Deputy Heads, in consultation with the Head of School to determine whether there is a valid reason for absence.

13 It is in the student's interest to approach the Deputy Heads or student counselors if the reason for absence is of a confidential or private nature.

14 If such a student wishes to take a gap year/gap years, he/she should inform the Head of the school in writing giving authentic evidence within the first month of the commencement of the academic year. Such a student would be expected to re-attend design studio when re-enrolling after gap years. Students who have received approval for Gap Years must renew their registration at CSA in order to retain their place at the school.

15 Attendance records are kept and students who fail to maintain an appropriate attendance record will receive a written warning from the Head of School. Such cases will be brought to the attention of the Board of Academic Studies (BAS) who may take account of poor attendance in determining a student's eligibility to proceed to examinations at the end of each semester for Semester based modules, and at the end of the academic year for year-long modules.

16 Monthly cumulative averages of attendance for design and theory lectures will be maintained separately and will be informed to students by the CSA Registrar's Office.

17 Students who do not meet the attendance criteria for Design Module, and meet the attendance criteria for Theory modules will have to repeat the Design Module next year. He she can sit for the Theory Examinations. The Theory marks will be carried forward for the next academic session as a first attempt.

18 Students who meet the attendance criteria for Design Module, and do not meet the attendance criteria for Theory modules will be allowed to sit for the Portfolio Examinations, However, they will be requested to repeat the year by following theory lectures and sitting for the Semester Written Examination at the next academic session. The Design marks will be carried forward for the next academic session.

7.2 Extenuating Circumstances & Reasonable Adjustments

7.2.1 Definition:

Extenuating circumstances are unforeseen, unexpected, significantly disruptive and beyond a student's control and must relate to a specific piece of assessment or examination rather than being problems of a kind that affect a year as a whole or parts of it.

7.2.2 Circumstances likely to be accepted:

i. Sudden serious personal illness
ii. Serious personal accident or injury of self or close family member
iii. Death of a close family member (eg partner, parent, child)
iv. Major household problem (eg fire)
v. Impact of natural disaster,
vi. Civil disruption or other major hazard (including major breakdown in transport system)
vii. Relationship breakdown
viii. Major unplanned and verified changes in work commitments

7.2.3 Circumstances unlikely to be accepted:

i. Personal illness or disability for which special arrangements are already in place, colds or known conditions such as hay fever or asthma
ii. Normal examination stress or anxiety experienced during revision or the assessment period (unless corroborated by medical evidence as a chronic condition and undergoing treatment)
iii. Non serious domestic or personal disruptions (eg moving house, change of job, holidays, weddings, normal job pressure, failed travel arrangements, financial difficulties, oversleeping)
iv. Study related circumstances (equipment failure including computing/printer difficulties (unless they occur in the examination itself),
v. Failure to have taken back up copies for work stolen or corrupted, bunching of deadlines/examinations, missing books, poor time management, misreading the examination timetable, taking the wrong examination).

7.2.4 Application of Extenuating Circumstances

Extenuating circumstances are applicable only where a student has failed to:

a) Submit an assignment by the submission date

OR

b) Be present for an in-class assignment, design review, seminar or presentation (group or individual)

The student must inform the lecturer in writing within 7 days of the submission deadline/ assignment date/ presentation date. He/ she must clearly state the reasons for non-submission/ absence and

provide evidence and/ or supporting documentation. The HOS and the relevant lecturer may grant an extension or arrange for reasonable adjustments / alternative assessment at their discretion, as per *CSA Academic Regulations.*

7.3 Students with Disability

Where a student is unable to carry out an assignment due to a disability, the lecturer concerned, in consultation with the HOS, is required to set an alternative assignment for the particular student concerned. The decision will be ratified at the Board of Academic Studies (BAS).

7.4 Academic Integrity

7.4.1 Purpose

Academic integrity is the foundation of scholarly learning, teaching, and research. CSA is committed to fostering a culture of honesty, trust, fairness, respect, responsibility, and ethical conduct. Students are expected to uphold the highest standards of academic integrity in all academic activities, including coursework, examinations, assessments, projects, research, internships, and any other academic submissions. By enrolling at CSA, students commit to maintaining these standards and contributing to a culture of ethical scholarship, mutual respect, and lifelong learning. Failure to uphold the principles of academic integrity may result in disciplinary action/ Academic Integrity Sanctions in accordance with the CSA *Academic integrity Policy.*

7.4.2 Student Responsibilities

Students are expected to uphold the highest standards of academic integrity and shall:

i. Submit work that represents their own original effort and learning.

ii. Accurately acknowledge and reference the ideas, words, data, designs, and intellectual contributions of others using approved academic referencing conventions.

iii. Comply with all University, School, assessment, examination, and programme regulations.

iv. Act honestly, ethically, and responsibly in all academic, research, and learning activities.

v. Safeguard the integrity of academic records, assessments, qualifications, and credentials.

vi. Seek advice and guidance from lecturers, tutors, or other academic staff when uncertain about appropriate academic practices or citation requirements.

vii. Ensure that all assignments, design projects, research outputs, examinations, presentations, and other work submitted for academic credit are their own original work.

viii. Provide appropriate acknowledgement and referencing whenever the ideas, words, data, designs, images, concepts, or other contributions of others are incorporated into their work.

ix. Use AI and other digital technologies only in accordance with the requirements specified in assessment briefs, module guidelines, and CSA Academic Regulations. Any permitted use must be transparently acknowledged and appropriately referenced in accordance with institutional guidelines.

x. Refrain from breach of CSA Academic Integrity Policy.

7.4.3 Use of Artificial Intelligence (AI)

CSA recognizes that AI-enabled technologies may support learning when used responsibly and ethically.

Students must:

a) Follow assessment-specific instructions regarding AI use.
b) Acknowledge the use of AI tools when required.
c) Ensure that all submitted work accurately reflects their own understanding and learning.
d) Verify the accuracy and reliability of information generated through AI tools.

Students remain fully responsible for all content submitted for assessment, regardless of whether AI tools were used in its preparation.

7.4.4 Academic Misconduct

Behaviour that constitutes a breach of academic integrity includes **but is not limited** to the following, under two categories:

c) Breach of Academic Integrity for Assignments.

i. Plagiarism

Presenting another person's ideas, words, research, creative work, data, or intellectual property as one's own without proper acknowledgment or citation.

Examples include:

- Copying material from books, journals, websites, or other sources without referencing.
- Submitting work wholly or partially prepared by another person.
- Using translated, paraphrased, or adapted material without appropriate citation.

ii. Re-use of Own Work / Self-plagiarism

Re-using students' own work (wholly or in part) that has been submitted for a different assessment for which credit has been/is due to be awarded.

iii. Collusion

Unauthorized collaboration between two or more students, on work required to be resulting in work that is submitted as individual effort.

iv. Contract Cheating

Submitting work completed by another individual or third party, whether paid or unpaid, including the use of essay-writing services, assessment completion services, or impersonators.

v. Falsification and Fabrication

Inventing data, evidence, sources, references, or results.
Deliberately altering data, evidence, or results.

vi. Research ethics breach

Failure to follow required ethical standards, such as getting ethics approval, obtaining informed consent, or protecting confidential information.

vii. Impersonation

Completing an assessment for another person or allowing this to occur.

viii. Use of unauthorised materials

Using materials, resources, or devices not permitted under assessment conditions.

ix. Facilitation of misconduct

Assisting or enabling another person to engage in misconduct such as providing them with assessment material (paid or unpaid)

x. Breach of assessment instructions

Failure to comply with stated assessment requirements e.g. breaching exam or coursework rules or conditions.

xi. Misrepresentation

Providing false or misleading information about your work or contribution.

d) Breach of Academic Integrity at Examination

i. Continuing to write after the announcement "to stop writing" by the Chief Invigilator.

ii. Disorderly conduct that may disturb the smooth conduct of the examination.

iii. Possession of books, notes, documents, unauthorized material or programmable electronic devices etc.

iv. Copying or exchange of notes or answer scripts.

v. Attempting to obtain or obtaining improper assistance from any other person or cheating or speaking to any person other than an authorized person.

vi. Impersonation

vii. Aiding and abetting in the commitment of any of the above offences.

e) Investigation of Academic Misconduct

Allegations of academic misconduct will be investigated fairly, confidentially, and in accordance with the CSA Academic Integrity Policy and CSA Procedures Manual.

Students will have the opportunity to respond to allegations and provide relevant evidence before a decision is made.

The Institution reserves the right to use academic integrity software, assessment reviews, oral examinations, interviews, and other appropriate methods to verify the authenticity of submitted work.

7.4.5 Appeals

Students have the right to appeal decisions relating to academic misconduct in accordance with the *CSA Academic Regulations.* Appeals must be submitted within the prescribed timeframe and supported by relevant evidence.

8 Assessment & Evaluation

8.1 Introduction to Assessments

Academic assessment emphasises critical synthesis and reflection, rather than volume of output, ensuring that learning outcomes aligned with SLIA and RIBA Graduate Attributes. A diverse assessment framework combining design portfolios, technical documentation, reflective and research outputs, supports multiple modes of learning and evaluation, preparing graduates for both professional practice and further academic inquiry.

Explicit alignment with SLIA and RIBA expectations ensures that learning outcomes, graduate attributes, and Part 1 & 2 competencies are systematically achieved.

The Assessment and Evaluation of the Learning & Teaching process at CSA are done separately for the three components that make up the teaching curriculum of the school.

They are:

1. Design and Design Communication
2. Theory Modules
3. Practical Training (Practical Apprenticeship) for Graduate Diploma

8.1.1 Design & Design Communication

Assessment and Examination is done through Each Year of Study separately, with Continuous Studio based Assessment, Final Reviews for each project, and Year End Portfolio Examination, subject to passing the eligibility check.

8.1.2 Theory Modules

Assessment and Examination is done through assignments and Semester End written examinations for Each Year of Study separately. The Written Examination for Theory modules will be conducted by the school through Examination Papers set based on model questions provided by Subject Lecturer and moderated by the CSA Moderation Panel.

8.1.3 Practical Training (Practical Apprenticeship) for Graduate Diploma

Assessment of Practical training is done Each Year of Study separately, for the Graduate Diploma Programme during years 1 and 2 based on two components: practical training records and a reflective report.

8.2 Types of Assessments

8.2.1 Formative Assessments

Formative assessments are primarily intended to support learning and development, and are designed to monitor only the learning progress and provide students with timely feedback to support improvement.

Types of formative assessments include:

a) **Quizzes and Short Tests** – Low-stakes assessments used to check understanding of key concepts and identify learning gaps.
b) **Class Participation and Discussions** – Contributions to classroom discussions, debates, and interactive activities that demonstrate engagement and understanding.
c) **Assignment Drafts** – Preliminary submissions that allow students to receive feedback before final assessment.
d) **Presentations** – Individual or group presentations that enable students to demonstrate knowledge, communication skills, and critical thinking.
e) **Reflective Journals and Learning Logs** – Written reflections that encourage students to evaluate their learning experiences and progress.
f) **Case Studies and Problem-Solving Exercises** – Activities requiring students to apply theoretical knowledge to practical situations.
g) **Group Activities and Projects** – Collaborative tasks that promote teamwork, problem-solving, and peer learning.
h) **Peer Assessment** – Students evaluate and provide constructive feedback on the work of their peers.
i) **Self-Assessment** – Students reflect on and assess their own learning and performance against specified criteria.
j) **Practical Exercises, Simulations, and Workshops** – Hands-on activities used to develop and assess practical skills in a learning environment.

8.2.2 Summative Assessments

Summative assessments are designed to evaluate a student's achievement of the intended learning outcomes at the conclusion of a module, programme, or period of study. These assessments measure the knowledge, skills, and competencies acquired by students and typically contribute to the final grade or academic award.

The core types of assessment are categories;

a) **Design Projects and reflections:** Design-based assessments challenge students to apply theoretical knowledge in practical, creative contexts. These projects often involve responding to real-world briefs fostering skills in problem solving, stakeholder engagement, and ethical decision-making. With a series of interim reviews, students are encouraged to analyse their design process critically and, integrating feedback to improve their problem-solving strategies and professional understanding.

b) **Oral Presentations and Design Reviews:** Regular presentations (group or individual) help students articulate their ideas effectively to peers, tutors, and industry professionals. These sessions are designed to simulate professional environments, enabling students to develop their communication and critical thinking skills. Immediate feedback from presentations fosters assessment as learning, helping students refine their designs and adapt their approaches.

c) **Portfolio:** This assessment method, captures students' design progression and technical mastery at the end of the academic session. It enables students to showcase their understanding of key architectural principles, including sustainability, cultural responsiveness, and technical proficiency. By documenting their learning journey, students develop reflective

insights and demonstrate their growth over time. The portfolio format supports assessment for learning, allowing students to refine their work iteratively based on continuous feedback.

d) **Assignments:** Written Assignments and Case Studies (in class or take-home) encourage students to explore architectural theory, sustainability, and technological integration in depth. These tasks develop research skills, critical analysis, and evidence-based reasoning, which are essential for making informed design decisions. Essays and case studies also support students in understanding architecture's broader societal and environmental implications.

e) **Examination:** written examinations under controlled conditions to assess knowledge and understanding of theoretical concepts and principles, evaluate analytical and critical thinking, examine reasoning skills in applying concepts to hypothetical or problem based scenarios, test student's capability to apply theoretical knowledge to practical or related contexts, evaluate clarity, coherence, and precision in written articulation of ideas, offer a controlled, equitable environment to compare student performance objectively.

8.2.2.1 Types of summative assessments for design stream:

a) Group or Individual Presentations on site and related studies with Q & A session, with an opportunity to improve based on feedback.
b) Individual assignments: design reports, case studies, reflective reports, set drawings exercises
c) Portfolio Examination (Design & Design Communication)
d) Research Essays and Dissertations
e) Viva Voce Examinations
f) Capstone projects (Integrated Design project/Comprehensive Design Project)

8.2.2.2 Types of summative assessments for theory stream:

a) Group or Individual Presentations on a given focus area/topic
b) Individual assignments: quizzes, reports, case studies, set exercises, drawings or Portfolios of work
c) Semester end written examinations

8.2.2.3 Types of summative assessments for practice stream:

a) Monitored Practical training records
b) Case study/reflective reports.

8.3 Submission of Assessments

Submission of assessments will be as defined in the *CSA Academic Regulations*.

All digital submissions will be made on Moodle platform, while all physical submissions will be date stamped by the Registrar's Office.

Submission guidelines and conditions will be as per the assessment handouts. Late submission and non-submissions will be subject to conditions specified in *CSA Academic Regulations.*

8.4 Feedback

Feedback is an important part of the learning process and is provided to help students understand their academic performance and progress. It offers constructive comments on strengths, areas for improvement, and ways to enhance future work. Students are encouraged to carefully consider and apply the feedback received from lecturers and assessors, as it supports ongoing learning, skill development, and the achievement of academic success. Feedback may be provided in written, verbal, electronic, or other appropriate formats and should be used as a tool for continuous improvement.

8.5 Eligibility Check

At the end of each Semester an eligibility check will be conducted to assess the candidate's suitability to proceed to the semester-end examination.

The following is considered at eligibility:

a) Attendance
b) Payment of Programme fees

Refer CSA Academic Regulations for Details.

8.6 Summative Assessment - Non-Graduating Years

8.6.1 Design and Design Communication

a) Continuous Assessment – Design Reviews

At suitable intervals and at the end of the specified time frame, students present their design proposals for each design project at a series of concept crits, interim crits and final review to panels of design critics drawn from the practice and academe for assessment, chosen from a pool of critics approved by the HOS.
The marks will be based on a weightage of 40% for Interim Reviews and 60% for final reviews.

Conditions:

i. *A student should obtain an average "pass" mark (50% or above) for each design project.*
ii. *Re-crit opportunities during the course of the projects will be available only under extenuating circumstances.*

b) Design Portfolio Examination

The Design Portfolio Examination is a review of all design projects and the design communication assignments done by the student during the academic year. Students are required to submit date stamped drawings/models/sketch books submitted at the final reviews of all projects for the Design Portfolio Examination. Students would be advised to take utmost care when compiling their Design Portfolio, and ensure that it contains the continuous design development work.

The portfolio examination panel would decide on the eligibility of the student to "pass" or "fail" in design for that year of study. The examination is based on the final marks of design projects, design average and the commentary provided by the Year Coordinator on the student's performance and development throughout the year. The portfolio panel would evaluate the student's performance in

the back drop of the entire cohort confirm the marks, and in addition, set the "pass" threshold for the cohort.

Conditions:

i. *A student should obtain a "pass" mark (50% or above) for each design project.*

ii. *If a student obtains less than 50%, but more that 40% after moderation by Portfolio Panel, and confirmation of marks by the Exam Board, he/she will be given a resubmission opportunity as per CSA Academic Regulations. This will be considered as 2nd attempt and will be capped at 50%.*

iii. *If a student obtains less than 40% after moderation by Portfolio Panel, and confirmation of marks by the Exam Board, he/she will have to repeat the module at the next academic session, and will not be able to proceed to the next year of study.*

8.6.2 Theory Modules

The Theory modules are divided amongst the two semesters, and will be assessed at the end of the Semester when the module is concluded, either through a combination of Assignments and Written Exam or 100% Assignments. The Weightage for Assessments within a module may vary from 40% to 100%, as specified in the Module Specification.

a) Assignments

Assessment tasks have been meaningfully planned to inform and apply to Design Studio Projects as and when required throughout the module teaching period, to assess the stated Module Learning Outcomes.

Assignment briefs and weightages for each assignment task will be as per the Module Specification for each module.

Conditions:

i. *If a student obtains less than 50%, but more that 40% after confirmation of marks at the Exam Board, he/she will be given a resubmission opportunity as per CSA Academic Regulations during the Resubmission Period. This will be considered as the 2nd attempt and will be capped at 50%.*

b) Semester End Written Examinations

Assessment of modules that have a Written Examination, assessment is through a choice of questions to assess the Module Learning Outcomes as specified in the Module Specification, at an examination held under controlled conditions, within a 3-hour duration.

Conditions:

i. *A student should obtain an average "pass" mark (50% or above) for the paper in order to "pass" the Examination.*

ii. *If a student fails to obtain 50%, he she will have to re-sit the examination paper at the next academic session when the exam is offered. Passed Assignments marks will be carried forward.*

iii. *In the Advanced Diploma Programme, if a student fails **4 or more Modules** with less than 50% of cumulative marks of all assessment tasks at the first attempt, he/she will not be able to proceed to the next academic session, and will have to retake all assessment tasks of failed modules when it is offered, and the overall mark for each module retaken will be capped at 50%. The marks of the pass modules will be carried forward.*

iv. *I the Graduate Diploma Programme, if a student fails **3 or more Modules** with less than 50% of cumulative marks of all assessment task, he/she will not be able to proceed to the next academic session, and will have to retake all assessment tasks of failed modules when it is offered, and the overall mark for each module retaken will be capped at 50%. The marks of the pass modules will be carried forward.*

Refer Progression Rules for further details.

8.6.3 Practical Training Module

The qualitative and quantitative assessment of the monthly Practical Training records, and the reflective report at the end of the academic session is conducted by CSA appointed Practical Training Counsellors (PTC). They will be evaluating the Monthly log sheet and weekly diaries to ensure that the required learning outcomes are achieved. The student maybe called for an interview to discuss and advice on areas that need to be improved. Where necessary the PTC will send a note to the Mentor to explain training requirements and shortcomings of the student's experience that may need attention.

8.7 Summative Assessment of Graduating Years – Advanced Diploma in Architecture

8.7.1 Design

a) Continuous Assessment – Design Reviews

Design 3.1 (Sustainable Technology in Design Studio, will commence at the beginning of Semester 1 and end within 10 weeks.

Design 3.2 (Integrated Design Project - IDP) will commence in the 11th week of Semester 1 and proceed to the end of Semester 2.

At suitable intervals and at the end of the specified time frame, students present their design proposals for each design project at a series of interim reviews and final review to panels of design critics drawn from the practice and academe for assessment, chosen from a pool of critics approved by the HOS.

In addition to the Eligibility check conducted at the end of Semester 2, the Internal Final Review marks for the Design 3.2 will also be considered as an Eligibility for a student to proceed to the External Viva Voce Examinations.

Conditions:

i. *Re-review opportunities for the project will be available only under extenuating circumstances, for internal reviews. There will be no resit opportunities for IDP External Viva Voce Examinations.*

b) Design Portfolio

Design 3.1 mark will be confirmed at a Portfolio Review either at the end of Semester 1 or 2 by a panel appointed by BAS. Students are required to submit date stamped drawings/models/sketch books submitted at the final review of the design proposal for Design 3, and ensure that it contains the continuous design development work, research and assignments that are integrated with the design.

The marks for the project (Design 3.1) will be based on a weightage of 40% for Interim Reviews and 60% for final reviews,

Conditions:

i. *A student should obtain "pass" mark (50% or above).*

ii. *If a student obtains less than 50%, but more that 40% after moderation by Portfolio Panel, and confirmation of marks by the Exam Board, he/she will be given a resubmission opportunity as per CSA Academic Regulations. This will be considered as 2nd attempt and will be capped at 50%.*

iii. *If a student obtains less than 40% after moderation by Portfolio Panel, and confirmation of marks by the Exam Board, he/she will have to repeat the module at the next academic session, and will not be able to proceed to the next year of study.*

c) Integrated Design Project (IDP) – Viva Voce Examination

The assessment of the IDP is conducted to assess the development of coherent research-informed speculative architectural design proposals demonstrating creative synthesis of design, critical judgement, communication skills, reflecting an integrated approach to design, and displaying a general awareness of the profession and the construction industry.

Students who have passed the CSA AD Eligibility Check will be allowed to proceed to face the IDP External Viva Voce Examination.

Refer CSA Academic Regulations for details.

8.7.2 Research and Communication

Research and Communication in the final year of Advance Diploma Programme includes developing skills in Architectural writing and Architectural Representation Techniques.

c) Architectural Essay

Assessment of this module will be through two interconnected written assignments that evaluate the students' skills in structured architectural writing of maximum 3000 words, requiring them to formulate a coherent argument and communicate complex spatial ideas persuasively.

Opportunities for the formative evaluation are embedded in the module teaching and take a variety of forms, including presentations, group discussions, and reflections, and instructor feedback on presentations. These activities will help prepare for the assignments.

d) Architectural Representation.

Assessment of this module will consist of a portfolio of architectural representation, including digital techniques, demonstrating conceptual clarity and technical competence to communicate design intent that includes adequate drawings of a simple multilevel building.

Opportunities for the formative evaluation are embedded in the module teaching and take a variety of forms, including lectures and demonstrations, design-based workshops and studios, and portfolio reviews.

Final assessment will be by the Subject lecturer.

Conditions:

- ***i.*** *A student should obtain "pass" mark (50% or above).*
- *ii.* *If a student obtains less than 50%, but more that 40% after moderation by Portfolio Panel, and confirmation of marks by the Exam Board, he/she will be given a resubmission opportunity as per CSA Academic Regulations. This will be considered as 2nd attempt and will be capped at 50%.*
- *iii.* *If a student obtains less than 40% after moderation by Portfolio Panel, and confirmation of marks by the Exam Board, he/she will have to repeat the module at the next academic session.*

8.7.3 Theory Modules

In the Final year of the Advanced Diploma, the assessments of theory modules are conducted at the end of Semester 1, leaving the Semester 2 almost entirely focus on IDP. The assessment of each module is either through a combination of Assignments and Written Exam or 100% Assignments. The Weightage for Assessments within a module may vary from 40% to 100%, as specified in the Module Specification.

a) Assignments

Assignment briefs and weightages for each assignment task will be as per the Module Specification for each module.
Assessment tasks have been meaningfully planned to inform and apply to Design Studio Projects as and when required throughout the module teaching period, to assess the stated Module Learning Outcomes.

b) Semester End Written Examinations

Assessment of modules that have a Written Examination, is through a choice of questions to assess the Module Learning Outcomes as specified in the Module Specification, at an examination held under controlled conditions, within a 3-hour duration.

Conditions:

- *i.* *A student should obtain an average "pass" mark (50% or above) for the paper in order to "pass" the Examination.*
- *ii.* *If a student fails to obtain 50%, he she will have to re-sit the examination paper at the next academic session when the exam is offered. Passed Assignments marks will be carried forward.*

iii. If a student fails 4 or more Modules with less than 50% of cumulative marks of all assessment tasks of a module, he/she will not be able to proceed to the next academic session, and will have to retake the entire failed modules when they are offered, and the overall mark will be capped at 50%.

iv. The marks of the pass modules will be carried forward.

8.8 Summative Assessment of Graduating Years – Graduate Diploma in Architecture and Environmental Design

8.8.1 Design, Research and Communication

a) Architectural Research – Dissertation

Assessment of this module is based on 75% written dissertation and 25% oral defence through a Viva Voce Examination, where students are required to produce a systematically structured academic research document of 10,000–15,000 words, presenting a substantive architectural research inquiry from question formulation and methodological justification through to an evidence-based design position that establishes the intellectual and strategic framework for the subsequent Comprehensive Design Project.

The Viva Voce Examination requires students to defend their research findings and design position orally before an academic panel. The dissertation evidences the quality of the synthesis and design position in written form, while the Viva tests the student's ability to articulate, justify, and respond critically to scrutiny of that position in a live academic context.

Opportunities for formative evaluation are embedded throughout the module and take the form of presentations, group discussions, reflections, instructor feedback, and a series of interim Vivas. provides The Final Viva Voce Examination will be conducted by a panel of examiners approved by the BAS.

b) Comprehensive Design Project – Viva Voce Examination

The assessment of the CDP is conducted to evaluate the student's ability to integrate and apply the knowledge, skills, and competencies acquired throughout the programme to address complex architectural, environmental, social, and technical challenges. The assessment measures the student's capacity for critical thinking, research-informed design, problem-solving, creativity, professional judgment, and effective communication within a comprehensive design framework.

Students who have passed the CSA GD Eligibility Check will be allowed to proceed to face the CDP External Viva Voce Examination.

Students would be required to obtain a “pass” mark (50% or above) in the CDP internal assessments to be eligible to sit the CDP External Examination. Please refer *CSA Academic Regulations* for details.

Conditions:

i. Re-review opportunities for the project will be available only under extenuating circumstances for internal reviews. There will be no resit opportunities for CDP External Viva Voce Examinations.

8.9 Resubmission of Assessments

- Opportunities for Resubmission of Assessments is embedded into the CSA Assessment framework which is indicated in each module specification, and regulations for its applicability is define in the CSA Academic Regulations.
- Students are required to discuss with the respective Year coordinators/Module leaders or DHoSs about these conditions.
- In general, a resubmission opportunity is available for Assignments, where students have obtained a minimum of 40% for a particular assessment task. (Eg. Presentation, Report, written assignment, etc.,)
- Written Examinations are **excluded from resubmission opportunity**, and will have to retake failed exams at the next academic session when it is offered.
- Marks of passed assignments will be carried forward for the 2nd attempt.

Refer progression rules in CSA Academic Regulations

8.10 Examination Procedures

All CSA Examinations are conducted as per the *CSA Procedures Handbooks*.

Admission of Candidates to Examination Hall for Semester End written Examinations;

a) Students should have paid all Programme Fees and other dues and obtained his/her index number from the CSA Secretariat at least a day prior to the commencement of the examination.

b) Candidates should be present at the examination hall 10 minutes before the time of commencement of each paper, enter the hall in an orderly manner and have in his/her possession the Student Record Book for the Invigilator's scrutiny.

c) Candidates should take their seat at the relevant table set out according to the index numbers.

d) No candidate will be admitted to the examination hall for any reason, (unless prior permission has been obtained from the Head of School) after the expiry of half an hour (1/2 hr) from the commencement of the examination.

e) After the commencement of the examination, no candidate will be allowed to leave the examination hall until one hour (1 hr) has passed.

8.11 Confirmation of Results & Notification

8.11.1 Results of the Design Portfolio Examination and the Semester Written Examination are released by the Head of School after ratification by the Board of Academic Studies at the end of the Academic Year and would be displayed on the notice board.

8.11.2 Students who have "passed" or "referred" the examination would be notified to enroll for the following year of study.

8.11.3 After the release of the examination results, students should enroll in the relevant year of study and make payment of Fees in full or in installments.

Refer Progression Rules in the CSA Academic Regulations.

8.12 Appeals

Students have the right to request a review on the examination results in accordance with the procedures set out in the CSA Academic Regulations.

8.12.1 Ground for Review / Appeals

The grounds for application for a Review of a Decision of an Examining Board will only be considered on one or more of the following grounds:

a) Procedural Irregularity

There is evidence that a material and significant administrative error, procedural error, or other material irregularity occurred, and that this may have affected the decision reached. This includes circumstances where approved regulations, policies, or procedures were not properly applied.

b) Previously Undisclosed Extenuating Circumstances

The student's academic performance was adversely affected by illness, personal circumstances, or other exceptional factors that, for valid reasons, could not reasonably have been disclosed before the relevant decision-making body reached its decision, and which may have had a material bearing on the outcome.

8.12.2 Exclusions

An appeal will not be considered on the grounds of disagreement with the academic judgement of examiners, assessors, examination boards, viva panels, or other authorised academic bodies. Academic judgement includes the evaluation of academic merit, the award of marks or grades, and decisions based on professional or academic expertise.

8.12.3 Appeal Outcome

The outcome of an appeal shall be communicated to the student in writing. Decisions reached through the appeal process shall be final, subject to any further rights available under applicable regulations.

8.13 CSA Graduation and Awards Ceremony

An Annual Graduation & Awards Ceremony is held in and around November to confer the Diplomas and Degree (UWE), and to award CSA Certificates, to CSA students who have successfully completed the CSA Advanced Diploma in Architecture and CSA Graduate Diploma in Architecture and Environmental Design.

Students excelling in design, overall academic performance, research, scholarships and the best overall performance at the Advanced Diploma and Graduate Diploma would be recognized with awards at the ceremony.

Refer CSA Awards & Bursaries Handbook for details.

8.13.1 Supplication

Supplication (or Convocation Registration): is the formal process of applying to attend the ceremony, paying the fees, and declaring eligibility.

By submitting a supplication form sent by the Registrar's office, students confirm their attendance.

8.13.2 Attending the Graduation & Awards Ceremony

Student are required to attend a rehearsal, and obtain specific instructions with regards to attire, wearing of graduation gown, time and venue for the group photographs etc.

8.13.3 Valedictorian

The **Valedictorian** is the graduating student who has demonstrated the highest level of academic achievement across the programme and is selected to represent the graduating cohort at the Graduation Ceremony, and is intended to recognise outstanding academic excellence, commitment to learning, professional conduct, and contribution to the academic community.

c) Eligibility

To be eligible for consideration as Valedictorian, a student shall:

a) Have successfully completed all requirements for the award of the qualification within the prescribed period of study;
b) Have achieved the highest overall academic performance in the graduating cohort, as determined by the approved method of classification or grade point calculation;
c) Have maintained good standing throughout the programme, with no record of serious academic misconduct or disciplinary action;
d) Have met all academic, professional, and administrative requirements for graduation.

d) Selection

The Valedictorian shall be selected by the Awards and Bursaries Committee and ratified by the BAS based on academic merit. In the event of a tie, the Board may apply additional criteria, including performance in the final stages of the programme or other indicators of academic distinction.

e) Role of the Valedictorian

The Valedictorian may be invited to:

- Deliver the Valedictory Speech on behalf of the graduating cohort at the Graduation Ceremony;
- Represent the graduating class at official academic events;
- Serve as an ambassador for the programme and institution.

Note: The award of Valedictorian is an honour and does not confer any additional academic award, qualification, or entitlement beyond those approved by the institution.

9 Student Conduct & Discipline

9.1 Professional Behaviour in Studio/Fieldwork

Students are expected to conduct themselves in a manner that reflects the ethical and professional standards of the discipline at all times. Students shall treat fellow students, staff, visiting critics, clients, community representatives, and members of the public with courtesy, professionalism, and respect. Discriminatory, abusive, intimidating, harassing, disruptive, or inappropriate behaviour will not be tolerated and may result in disciplinary action under the relevant institutional policies.

9.2 Participation in Critiques and Reviews

Design critiques, reviews, presentations, and discussions are essential learning activities that support academic development and critical reflection. Students are expected to:

a) Participate actively and constructively in studio discussions and reviews;
b) Respect differing viewpoints and engage in professional dialogue;
c) Receive and provide feedback in a respectful and constructive manner;
d) Maintain a supportive learning environment that encourages intellectual inquiry and creative exploration.

9.3 Privacy, Confidentiality and Intellectual Property

Students shall respect the privacy, confidentiality, and intellectual property rights of peers, staff, clients, and external partners in all academic and professional activities.

f) Confidential information, personal data, project material, or sensitive information obtained through studio work, fieldwork, reviews, or community engagement shall not be disclosed without permission.
g) Audio, video, photographic, screen, or other recordings of lectures, studio sessions, critiques, reviews, presentations, meetings, or field activities shall not be made, shared, or distributed without prior approval and, where applicable, the consent of participants.
h) Students shall not reproduce, copy, distribute, or present another person's work, designs, drawings, models, photographs, or digital content without appropriate authorisation and acknowledgement.

Failure to comply with these requirements may result in action under the Academic Integrity, Student Conduct, or Disciplinary Procedures of the School.

9.4 Health and safety regulations (site visits, workshops)

Students must comply with all health and safety regulations, instructions, and procedures applicable to studio activities, workshops, laboratories, fieldwork, site visits, study tours, exhibitions, and other programme-related activities.

Students are expected to:

a) Take reasonable care of their own health and safety and that of others.

b) Follow instructions issued by staff, technicians, site personnel, and authorised representatives.

c) Use equipment, tools, machinery, and facilities only after receiving appropriate instruction or training.

d) Wear appropriate clothing and personal protective equipment (PPE) where required.

e) Report accidents, injuries, hazards, unsafe conditions, or near misses to a member of staff immediately.

f) Attend required safety briefings and comply with site, workshop, laboratory, and fieldwork regulations.

g) Ensure they are fit to participate in activities and not attend under the influence of alcohol, illegal substances, or any condition that may compromise safety.

Failure to comply with health and safety requirements may result in exclusion from the activity, withdrawal of access to facilities, or disciplinary action

9.5 Emergency Procedures

Students shall familiarise themselves with emergency procedures, assembly points, evacuation routes, and emergency contact arrangements relevant to the facilities and locations they use.

During an emergency, students must comply promptly with the instructions of staff, emergency responders, and authorised personnel.

9.6 Non-Compliance

Failure to comply with health and safety requirements may result in exclusion from the activity, withdrawal of access to facilities, disciplinary action, or other measures deemed necessary to protect the safety and wellbeing of individuals and the wider community.

Participation in programme activities is conditional upon compliance with all applicable health and safety regulations and procedures.

9.7 Ethical use of Social Media Platforms

Students are expected to use social media responsibly and in a manner that reflects the ethical and professional standards of CSA and the architectural profession.

Students shall:

a) Conduct themselves respectfully and professionally in all online interactions and refrain from posting content that is abusive, defamatory, discriminatory, harassing, threatening, or otherwise inappropriate.

b) Respect the privacy and confidentiality of students, staff, clients, community members, and external partners, and not share personal information, images, recordings, or confidential project material without appropriate consent.

c) Not record, publish, or distribute photographs, videos, audio recordings, screenshots, or other content from lectures, studio sessions, critiques, reviews, presentations, workshops, or field activities without prior permission.

d) Respect intellectual property rights and not reproduce, share, or present the work of others without proper acknowledgement and authorisation.

e) Ensure that any use of AI-generated content associated with academic work is appropriately disclosed and complies with the CSA Academic Integrity Policy.

f) When identifying themselves as CSA students, conduct themselves in a manner that upholds the reputation, values, and professional standards of the school.

g) Misuse of social media may be addressed through the CSA's Academic Integrity, Student Conduct, or Disciplinary Procedures

Refer CSA Code of Conduct for further conditions.

10 Student Support

10.1 Academic advising and mentoring

CSA is committed to supporting students throughout their academic journey through academic advising and mentoring. Students may seek guidance from academic staff regarding their academic progress, programme requirements, learning strategies, wellbeing, and professional development.

Students are encouraged to:

a) Take responsibility for monitoring their academic progress and complying with programme requirements and deadlines.

b) Seek support promptly for academic, personal, or professional challenges when it affects their studies.

c) Engage constructively with feedback, and mentoring opportunities provided by CSA.

10.2 Counselling and Wellbeing Services

a) CSA is committed to fostering a supportive, inclusive, and student-centred learning environment that promotes academic success, personal development, professional growth, and wellbeing.

b) Students have access to a range of academic and wellbeing services throughout their studies. Academic guidance is available through Year Coordinators, module tutors, mentors, and the wider academic team.

c) Students are encouraged to seek advice on academic progress, learning strategies, professional development, and any challenges that may affect their studies.

d) Student wellbeing is supported through Year Coordinators, mentors, the Student Wellbeing Officer, and access to counselling services.

e) Students experiencing academic, personal, emotional, financial, or wellbeing-related difficulties are encouraged to seek support at the earliest opportunity. Confidential counselling and wellbeing support may be available through individual consultations, workshops, and referral services as appropriate.

f) Students enrolled in programmes delivered in partnership with the University of the West of England (UWE) may also access academic support through the designated UWE Link Tutor and relevant digital learning platforms.

10.3 Student Voice

Student feedback is an important part of the CSA's commitment to continuous improvement.

Student representatives meet regularly with the Head of School, Deputy Heads of School, and the Senior Assistant Registrar to discuss matters relating to the student experience. Students may also request individual meetings with the Head of School or relevant staff members to discuss specific concerns, seek guidance, or obtain additional support.

10.4 Student Feedback

a) CSA seeks student feedback to support the continuous improvement of teaching, learning, and programme delivery.

b) Feedback is collected through anonymous surveys conducted separately for Design Studio, Design Communication, and Theory Modules for each year of study.

c) Students are encouraged to provide honest and constructive feedback on programme delivery, learning experiences, resources, assessment, and areas for improvement.

d) Surveys are conducted by an independent review team appointed by the Head of School and conducted without the presence of teaching staff.

e) Feedback is analysed confidentially and reported to the Head of School.

f) Findings and recommendations may be used to enhance the quality of the programme and student experience.

10.5 Career Guidance

CSA is committed to support students in their preparation for professional practice and future career development within the architecture, environmental design, and built environment sectors, by discussing with the academic team.

Students will have access to:

a) Guidance on career pathways, professional registration routes, and postgraduate study opportunities.

b) Opportunities to engage with industry professionals through guest lectures, networking events, exhibitions, career talks, and professional practice workshops.

c) Information on employment opportunities, internships, and industry trends relevant to the profession.

d) Advice on the preparation of CVs, portfolios, job applications, personal statements, and interview skills.

10.6 Practical Training Placement Advice & Support

CSA will support students by on placement advise and support by the academic team and Practical Training Counsellors:

a) Providing guidance on securing suitable training placements and maintaining the required professional standards.

b) Advising students on placement requirements, learning outcomes, documentation, and reporting procedures associated with the Practical Training module.

c) Liaising, where appropriate, with employers, placement supervisors, and professional organisations to support the learning experience.

d) Monitoring student progress and providing academic guidance throughout the placement period.

e) Students are responsible for securing and maintaining suitable employment or placement opportunities, complying with workplace policies and professional codes of conduct, and fulfilling all requirements of the Practical Training module. Successful completion of practical training requirements shall be subject to the assessment procedures and regulations of the programme.

10.7 Accessibility services

Where a student is unable to carry out an assignment due to temporary or permanent disability, the lecturer concerned, in consultation with the HOS, will set an alternative assignment for a particular student concerned.

10.8 Awards & Bursaries

a) Students excelling in design, overall academic performance, research, scholarships and the best students of both programmes would be recognized with awards at the ceremony.

b) Awards & scholarships will be presented at the ceremony to students who demonstrate excellence in design, theory modules, research, including the highest-performing students.

c) The City School of Architecture has a **Bursary Scheme** to assist students in financial difficulty on a full or partial basis. Students with good academic records who wish to avail themselves of this facility should make an application in writing in the prescribed form through the Head of School to the Chairperson – Awards & Bursary Committee.

Refer CSA Awards & Bursaries handbook for details

11 Resources

CSA is committed to providing appropriate resources to support student learning and academic success.

i. Students have access to learning resources, including studios, lecture rooms, workshops, computer labs, libraries, digital resources, and online learning platforms, subject to CSA regulations and conditions.

ii. Students are expected to use all facilities, equipment, and resources responsibly and in accordance with health, safety, and operational requirements.

iii. Access to certain resources may be restricted to authorised users, scheduled hours, or specific academic activities.

iv. Students are responsible for the care of CSA property and may be held liable for loss, damage, or misuse of facilities and equipment.

v. CSA will make reasonable efforts to maintain and enhance learning resources to support the delivery of the programme and student learning experience.

11.1 CSA Secretariat

CSA Secretariat is open 8.30am – 5.30pm, Monday through to Saturday. Students could make their inquiries from the Senior Assistant Registrar, CSA.

11.2 Design Studios/ Lecture Rooms

a) Studio are available for use from 8.30 am to 8.30 pm from Monday to Saturday.

b) The studios are equipped with smart boards, multimedia projectors and facilities to conduct lectures effectively, including internet access. Lecture are conducted within the same space, unless otherwise arranged.

11.3 Workshop

a) The workshop area consists of tables fitted with cutting mats for students' design and model-making activities, with water and power supply facilities available to support practical and technical work.

b) Sufficient power supply units are also provided for students to connect their tools and equipment while making models and completing workshop activities.

11.4 Computer labs and software access

The computer lab equipped with branded computers, plug in facilities for lap top computers, and internet facilities are available for students to make use of this facility with care and refrain from using it for non-academic work.

The lab is open Monday -Saturday from 8.30am - 5.30pm. Students, who require the computer lab to be open after school hours in order to attend to their academic work, should make a request through their Year Coordinator to the Deputy Head of School/Head of School.

Students are advised to use the computer lab in an orderly manner and refrain from taking food or soft drinks into the lab.

All computers are connected to the internet through the CSA's network infrastructure.

- Free Wi-Fi access is available within the CSA premises for students and staff.
- CSA provides high-speed internet access through a fibre optic internet connection, subject to usage policies and restrictions.

The following software is currently installed and available for student and staff use:

- AutoCAD 2024
- Revit 2024
- Photoshop CC 2023
- Illustrator 2023
- Microsoft Office 2016

11.5 Library and digital resources

a) The library is open from Monday to Saturday, from 8.30 a.m. to 5.30 p.m. The library is staffed by a full-time Librarian and an Assistant Librarian, both employed from Tuesday to Saturday.

b) The library maintains a collection lending and reference books, e-books, and journals. The collection also includes and archive of and dissertations, design reports, DVDs and CDs. Students will be allowed to borrow 1 book and DVD at a time for a period of 2 weeks.

c) The library provides a range of services and facilities, including scanning and printing services, access to past examination papers, online access to dissertations and e-books, plagiarism checking facilities, and an automated library management system using Koha software.

d) UWE Online login facilities for the UWE online library and resources are available for students and staff.

e) Reference facilities can also be obtained from the Sri Lanka Institute of Architects, Post Graduate Institute of Archaeology library, National Library, National Museum Library, and the National Archives located in the vicinity of the school.

11.6 Conference Room

A conference room with multimedia facilities is available for Guest Lectures & Seminars.

11.7 Hand Tools

A set of hand tools for model making, experiments and tests are available for student use. Requests should be made to the CSA Secretariat.

11.8 Cafeteria

A cafeteria is available for students within the CSA premises for refreshments.

11.9 Educational Tours and Travel

a) Students in each year are allowed to visit places of architectural interest.

b) Transport for site visits and educational trips undertaken as part of the academic curriculum, is arranged by CSA through outsourced travel companies. The request must be made to the HOS through the year coordinator using the standard form.

c) In addition, CSA contributes towards the Year 5 student exchange programme / foreign travel.

11.10 Insurance

All CSA students with valid student record books are insured for accident cover within the school premises and during study tours.

11.11 Participation in Student Conventions, Jamborees and Design Competitions

CSA students are encouraged to participate in SLIA, ARCASIA and UIA Student Jamborees and SAARCH, NASA Student Workshops & Conventions.

ARCASIA is a forum of architectural institutions in the Asian region. The SLIA and CSA facilitate one CSA student annually to attend the ARCASIA Conference and the student Jamboree held in an Asian host country. This opportunity is available for students who get nominated through the ARCASIA Student Design Competition.

In addition, there are other student conventions and educational workshops such as SAARCH (South Asian Association of Architects), NASA (National Association for Students of Architecture in India), and Kurula Varkey Design Competition (CEPT Ahmedabad).

Students are encouraged to also participate in any other student design competitions announced or organized by the school.

12 Fees

12.1 Payment of Programme Fees

Programme fees payable for each year of study is as stipulated by the school in the Schedule of Fees. All students should settle the full programme fee for each year of study, or the first instalment of the programme fee, based on the agreed instalment plan, before the commencement of the academic year. Students who have selected the instalment option should settle their payments on or before the specified dates as decided by the management.

Students who have received approval for gap years have to pay the fees applicable to the academic year they join.

All Advanced Diploma Year 1 (ADY1) and Graduate Diploma Year 1 (GDY1) students must pay a library refundable deposit of LKR 5,000.00 before the commencement of the academic year.

In addition to the above, the students shall bear the costs for stationery, printing, site visits, overseas travel, and other incidental expenses mandatory for a programme in Architecture.

12.1.1 Non-Payment of Programme Fees

Students who fail to meet this criterion would be requested to dis-enrol from the year of study.

12.1.2 Delayed Payment of Programme Fees

Students who have not paid the Programme Fees on the due dates would be allowed to continue to attend design studios and theory lectures until the last date given for the payment of fees, subject to the approval of the Head of School. Delayed payments are subject to a surcharge.

12.1.3 Revision of Programme Fees

Programme Fees would be revised from time to time in keeping with rising operational costs. The Management of the school would make every endeavour to restrict such revisions.

12.1.4 Refund Policy for Programme Fees

Students who desire to dis-enrol from the programme after enrolment in an academic year, will be entitled to a refund as follows;

a) Receive a refund of 50% of 2/3rd of the Programme Fees paid for the year of study, if such fees have been paid in full and the student makes such a decision known to the Head of School in writing within the first month of commencement of the academic year.
b) No refund will be granted after the first month of commencement.
c) In the case of a student taking a **gap-year** (maximum 3 years), the programme fees already paid for that particular year will not be refunded or carried forward. He/she will be required to re-register by paying programmes fees upon return.

12.1.5 Taxes on Programme Fees

City School of Architecture (CSA) reserves the right to revise the Programme fees due to inflation and levy fees for special events as and when required for academic purposes and levy any taxes/parity rates as imposed by the Government of Sri Lanka from time to time.

12.2 Programme Fees – Repeat Students

12.2.1 Payment for "Referred" Theory Modules & Practical Training Modules

All Students sitting "referred' theory modules or practice modules would have to pay a Repeat Theory/Practice Fee per module. Referred modules can be taken at the next Semester End Examination when the examination of that module is offered.

Students who are eligible for a resubmission of assessments are required to pay the relevant fee.

Students repeating Design / Theory and/or Practical Training Modules of any year would have to pay Programme Fees as per the CSA Schedule of Fees.

(Refer Schedule of Fees.)

12.2.2 Non-payment of Programme Fees

Students who fail to pay their Fees on or before the stipulated dates would be requested to dis-enrol from the year of study and repeat the year. Students of the final year of both programmes (ADY3 & GDY3) failing to pay the Programme Fees on time will not be allowed to proceed at the Eligibility Check.

12.2.3 Delayed Payment of Programme Fees

Repeat students are allowed to make payment of Programme Fees in full or in instalments. These instalments have to be paid on or before the specified dates. Students failing to meet this criterion would have to make pay a surcharge.

12.3 Examination Fees for Graduating Years

12.3.1 CSA Advanced Diploma Programme - Examination Fees

Students who are notified as 'eligible' at the Eligibility Check will be requested to pay the Examination fees. The Examination Fees + taxes should be paid in full before the said date, for the student to be allowed to sit the Design/Theory Examinations. ***(Refer Schedule of Fees.)***

12.3.2 CSA Advanced Diploma Programme - Repeat Students Examination Fees

Students repeating the Comprehensive Design Project (CDP), referred modules or the entire theory examination would have to pay a CDP Repeat Fee if repeating CDP; Referred Module Fee per module if referred in theory modules, and a Repeat Exam Fee if repeating the entire theory examination. Fees stated are subject to revision by CSA. ***(Refer Schedule of Fees.)***

12.3.3 CSA Graduate Diploma Programme - Examination Fees

Students who are notified as 'eligible' at the Eligibility Check will be requested to pay the Examination fees. The Examination Fee should be paid in full before the said date, for the student to be allowed to sit the CDP examination. Fees stated are subject to revision by CSA. ***(Refer Schedule of Fees.)***

12.3.4 CSA Graduate Diploma Programme - Repeat Students Examination Fees

Students repeating the Comprehensive Design Project CDP, or referred Dissertation modules would have to pay as per the fees stipulated in the Schedule of Fees. Fees stated are subject to revision by CSA. Revisions in government taxes would also be applicable. ***(Refer Schedule of Fees.)***

12.4 CSA Bursary Scheme

The Board of City School of Architecture (Colombo) Ltd has a Bursary Scheme to assist students in financial difficulty on a full or partial basis. Students with good academic records who wish to avail themselves of this facility, should make an application in writing in the prescribed form through the Head of School to the Chairperson – Awards & Bursary Committee.

13 Student Life Opportunities

13.1 Student Club

CSA has approved the formation of a Student Club. It is expected to commence its functioning from the academic session 2026/2027 onwards. Office bearers of the Student Club are expected to organize the extracurricular activities of CSA, including activities and interactive programmes with other educational institutions.

Sports and welfare activities are arranged by the CSA for interested students. Two captains of sport from the student body and a sports and welfare coordinator from the academic staff are appointed for this purpose.

13.2 Sports & Recreation

The student club is expected to organize sports and recreational activities for students. One member from the academic staff is appointed to advise the student club on these activities.

Student club to ensure that students from each year of study engage in organizing an activity.

The following are the activities to be organized;

i. Cricket Match
ii. Student Social
iii. Avurudhu Festival
iv. Iftar Ceremony
v. Talent Show
vi. Christmas Carols
vii. SLIA Annual Sessions Exhibition and Presentation
viii. Educational Fairs and Regional Exhibitions
ix. Student Work Exhibition
x. Graduate Show

The CSA Event calendar will include sports events, entertainment events, educational events, exhibitions, student-staff get-togethers and alumni get-togethers.

14 Membership of SLIA

Students are required to obtain the following memberships as and when appropriate.

14.1 Student Membership

All students who register for the CSA Advanced Diploma Programme are required to obtain SLIA Student Membership from the first year of study. The Name will be included in the SLIA Members Directory.

The membership will enable students to access SLIA Library, and may receive publication of the institute.

14.2 Graduate Membership

All students who graduate from the Advance Diploma Programme are required to obtain SLIA Graduate Membership as soon as they pass out, in order to register for SLIA Practical Training Monitoring for the Practical Apprenticeship during the year out. The Name will be included in the SLIA Members Directory.

The membership will enable students to access SLIA Library, and may receive publication of the institute.

On the completion of the Advanced Diploma programme, students are required to;

i. Register as with BAE -SLIA for Practical Training Monitoring as soon as the Results are published,
ii. Apprentice at a BAE Registered Trainer Practice A, B, or C.
iii. Submit Practical Training Log sheets duly perfected and singed by the Supervising Architect, and made available every month to the BAE Director of Training (DOT) for scrutiny as per the SLIA/BAE regulations.

While the City School of Architecture (CSA) is not obligated to secure apprenticeships for its graduates, it provides an environment where students can leverage the support of the CSA Alumni (Forum CSA).

52 weeks of Practical Training Experience is a prerequisite for entry into the Graduate Diploma Programme.

52 weeks of Practical Training Experience monitored by BAE-SLIA after successfully completing the Advanced Diploma Programme, will be considered under entry criteria of 104 weeks of training experience required for SLIA Part III Professional Practice Examination, of which 52 weeks may be after the Exemption of SLIA Part I Professional Practice Examination.

15 Administrative Information

15.1 Registration and enrolment reminders

The Registrar's office will communicate via email regarding the above.

15.2 Programme Fees, Examination Fees and Financial Matters

- Programme fees, UWE Award Fees and Examination Fees are generally indicated in the Fee Schedule. Any queries may be referred to the Registrar's office. e-receipts for course fee/UWE fees generated by the system will be sent to the student via email by the Registrar's office.
- Students are required to make payment and submit the receipt before the examination on or before the stipulated date.

15.3 Transcripts

Transcripts will be issued by the Registrar's office after the Graduation Ceremony.

Any transcripts required earlier, or request for Transcripts to be sent to other Universities (local or overseas) needs to be formally requested via email to the Registrar's office, and an online link will be sent to the applicant.

A result sheet will be issued to each student in non-graduating years after the release of results.

15.4 Important contacts

No	Matter	Contact	Contact No/Email
1	Enrolment, registration, student records, transcripts, graduation, and certifications	Registrar's Office	Senior Assistant Registrar sar@csacolombo.edu.lk +94771712641
2	Programme administration, assessments, timetables, examinations, academic progression, and appeals	Year Coordinator / DHoSs	DHoS UG – Archt. Nandika Denipitiya nandikad@csacolombo.edu.lk +94774197192 DHoS PG – Archt. Surangi Gunawardena surangi@csacolombo.edu.lk +94777626560
3	Studio Coordination and assessment coordination	Relevant Year Coordinator	
4	Lecture Coordination	Manager (Academic Co-ordination)	Mr. R. Sanjeewan mgracadecord@csacolombo.edu.lk +94775273386
5	Module-related academic matters, module guidance, and academic concerns	Module Lecturer or Academic Advisor/DHoSs	*Students are advised to contact Module lecturers only through the Year Coordinator or Academic Coordinator.*

6	Access to the Learning Management System (LMS), Moodle	Registrar's Office	Senior Assistant Registrar sar@csacolombo.edu.lk +94771712641
7	Requests for letters (permission letters, site visits etc.)	Secretary	Ms. Rohini Perera secretary@csacolombo.edu.lk
8	Technical issues related to computers, WiFi access, smart boards, and the computer lab.	Assistant Manager IT	Mr. Sunera Samarasinghe assistmanagerit@csacolombo.edu.lk +94754074230
10	Programme fees, examination fees, payment plans	Registrar Office	Senior Assistant Registrar sar@csacolombo.edu.lk +94771712641
11	Financial aid inquiries Scholarships & Bursaries	CEO, Secretary, Awards & Bursaries Committee	Archt. Asoka Widanapathirana or Archt. Nandika Denipitiya nandikad@csacolombo.edu.lk +94774197192
12	Library access, borrowing services, databases, online resources, scanning and printing facilities	Library & Resource Centre	Librarian Mr. A. P. Kumarasinghe library@csacolombo.edu.lk
13	Student wellbeing, counselling, and personal support	Wellbeing Officer/Assistant Administrative Manager Staff counsellors Student Counsellor	Ms. Udeshika Maduwanthi Archt. Anurangi Mendis Archt. Surangi Gunawardena Ms. Angelic Chandrasekeran
14	Practical training, internships guidance and monitoring Placements, career guidance	Practical Training Counsellors	

16 Appendices

Appendix 1 - Checklist for Application Submission and Documents to be brought for the Interview
Appendix 2 - Summary of Regulations Code of Conduct & Declaration
Appendix 3 - Academic calendar
Appendix 4 - Academic Integrity Policy
Appendix 5 - Summary of New Regulations
Appendix 6 - Absence Justification Form (AJF)
Appendix 7 - Request for Permission Letters
Appendix 8 - Syllabus Outline Advanced Diploma Programme
Appendix 9 - Syllabus Outline Graduate Diploma Programme

Links to Request forms;

1. Letter of reference - https://forms.gle/kN11XK8zFVWT7h7h8
2. Transcript (partial transcript, additional copies of the transcript)
   - https://forms.gle/xSyGULV5njLtB4Kj9

APPENDIX 1

CITY SCHOOL OF ARCHITECTURE

1. FOUNDATION PROGRAMME AND ADVANCED DIPLOMA PROGRAMME

Online Application Submission Checklist

1. **Duly completed Application Form** – Scanned document with 3 recent passport-size photographs (W 3.5 cm × H 4.5 cm) with a white background. One photograph should be affixed to the application form where indicated. The other two should be handed over to CSA when submitting the original documents.
2. **GCE A/L Results** – Scanned original certificate showing 3 passes in the core subjects in one and the same sitting, OR A/L Examination Admission Card for students with pending A/L results.
3. **GCE O/L Results** – Scanned original certificate. Mathematics and English should have a minimum Credit Pass.
4. **National Identity Card (NIC)** – Scanned original document.
5. **Birth Certificate** – Scanned original document.
6. **Birth Certificate – English Translation** – Scanned original document.
7. **Recent Passport-size Digital Photograph** – White background, Width: 826 pixels × Height: 1062 pixels. A scanned photograph will not be accepted.
8. **Bank Deposit Slip** – Original scanned document confirming payment of the **LKR 5,000.00** processing fee.

Documents to be Handed Over to CSA at the Interview

1. **Completed Application Form** – With your signature(s) and passport-size photographs.
2. **Academic Certificates (O/L and A/L)** – Photocopies of both sides, printed on A4-size paper.
3. **National Identity Card (NIC)** – Photocopies of both sides on the same A4 sheet. Please avoid A5-size copies.
4. **Birth Certificate and English Translation** – Original documents and photocopies of both documents, including both sides where applicable. Please print on A4-size paper and avoid legal-size paper.
5. **Three passport-size photographs** – One pasted on the application form and two additional photographs.
6. **Portfolio of Design/Art Work** – Work completed by the applicant.

APPENDIX 1

CITY SCHOOL OF ARCHITECTURE

2. GRADUATE DIPLOMA PROGRAMME

Online Application Submission Checklist

1. **Duly completed Application Form** – Scanned document, with 3 passport-size photographs (W 3.5 cm × H 4.5 cm) with a white background. One photograph should be affixed to the application form, and the other two should be handed over to CSA during the interview.
2. **Recent Digital Passport-size Photograph** – Width 826 pixels × Height 1062 pixels. A scanned photograph will not be accepted.
3. **Diploma Certificate / Bachelor's Degree Certificate and Transcripts** – Original scanned documents.
4. **National Identity Card (NIC)** – Original scanned copy.
5. **Birth Certificate and English Translation** – Original scanned documents.
6. **Log Sheets** for the work completed during the Year Out (52 weeks) Training Practice – Original scanned documents.
7. **Reference Letter(s) from the Supervising Architect** – Original scanned document. The letter should include:
    - Date of commencement of training
    - Confirmation of the applicant's contribution to each project during the training period
    - A detailed account of the training completed
8. **Personal Statement of the Applicant** – Scanned document.
9. **Bank Deposit Slip / Online Transfer Slip** – Scanned document confirming payment of LKR 1,000.00 or LKR 6,000.00 for non-CSA students.
10. **Portfolio of work completed during the Year Out Training Practice** – A3-size PDF document.

Documents to be handed over to CSA at the interview:

1. **Fully completed Application Form** – All 3 pages, original.
2. **Three passport-size photographs** – Originals.
3. **Diploma and Bachelor's Degree Certificates, including transcripts** – Originals and A4-size photocopies.
4. **Log Sheets** for work completed during the Year Out (52 weeks of Training Practice) – Originals.
5. **Reference Letter(s) from the Training Practice** – Originals and A4-size photocopies.
6. **Personal Statement** – Original.
7. **Portfolio** – Digital format.
8. **National Identity Card (NIC)** – Original and A4-size photocopy. Please avoid A5-size copies.
9. **Birth Certificate and English Translation** – Originals and A4-size photocopies. Please avoid legal-size copies.

CITY SCHOOL OF ARCHITECTURE (COLOMBO) LTD
104 Kittulwatte Road
Colombo 08
T: (+ 94 11) 2678216, 2678270, 5737120
E: manageradm@csacolombo.edu.lk

CITY SCHOOL OF ARCHITECTURE ACADEMIC SESSION 2026/2027

SUMMARY OF CSA REGULATIONS AND THE CODE OF CONDUCT

1. GENERAL

a. All students are expected to maintain a high standard of conduct and self-discipline and should not in any way behave in a manner degrading the image and the prestige of the City School of Architecture.

b. Any student contravening the regulations will be doing so at the risk of being subjected to disciplinary action which could lead to expulsion from the school.

c. The students of CSA follow a course leading to a profession, which is legislated by an Act of Parliament and governed by high ethical standards. Students should strive to maintain these standards.

d. After completing the Part I Course, students are required to have a period of valid apprenticeship of 52 weeks under a Chartered Architect, who is a Corporate Member of the Sri Lanka Institute of Architects (Category A, B or C Trainer Practice) to gain entry to the Part II Course.

e. All students should familiarize themselves with the Student Handbook & the Examination Regulations Handbook for the regulations of the school. Students are responsible for complying with the rules, regulations, and procedures outlined in those handbooks.

f. The school regulations are subject to review by the Board of Academic Studies and the Management of the City School of Architecture.

g. You will be required to declare, at the time of registration, any medical condition you may suffer, which may be detrimental to pursuing a course of studies at the tertiary education level, such as architecture, which leads to a profession.

2. HOURS OF STUDY AND CONTACT TIME

a. The School is open for purposes of study between 8:00 a.m. to 8:30 p.m. on Mondays to Saturdays. During the examination period, opening hours may be extended for the purpose of self-study.

b. Students should have Wi-Fi access, bandwidth/Wi-Fi, and educational software (Zoom) to be used under conditions specified by the school when necessary.

Note: Regulations of Emergency Situations – Please see the attached document "NOTICE TO CSA STUDENTS"

3. COURSE FEES

a. All fees as stipulated are payable at enrollment and annually in advance, before the commencement of each academic year. (Please refer to the SCHEDULE OF FEES).

b. Refund of Course Fees is subject to the **CSA Refund Policy.** (Students who inform the Head of School in writing of their desire to dis-enroll from the course within a period of one month from the effective date of commencement of school (**within 30 Days)** are entitled to a refund of 50% of two-thirds of total course fees paid. **No refund shall be made after one mon**th **(30 Days)** from the effective date of commencement.

c. Course Fees will be reviewed & revised annually in keeping with increases in running costs and inflation and government taxes.

4. STUDENTS RECORD BOOK

a. Renewal of Student Record Books will be subject to successful completion of Sessional Examinations and payment of Course Fees for the forthcoming sessions.

b. All students should possess properly authenticated Student Record Books & ID Cards issued by City School of Architecture to follow lectures and design studios and carry the same when they are on field visits.

c. Students should carry their CSA Identity Card at all times when in school or on field trips or study Tours.

5. CSA CODE OF CONDUCT

BEHAVIOR AND DISCIPLINE ARE GOVERNED BY THE FOLLOWING PRINCIPLES

a. Students shall maintain attendance at theory lectures and design studios as stipulated in the Handbook. (see Item 6)

b. Students shall be punctual at lectures, crits, and design studio sessions.

c. Students shall adhere to a proper dress code and attire in smart casual at all times while within the premises of the school.

d. Misbehavior of any sort shall not be tolerated. Students should respect the safety and comfort of fellow students and staff at all times. (Refer: CSA Policy on Behavior and Misconduct)

e. Students shall use due care when using the property and furniture of the school.

f. Students shall pay all due respect to the teachers and staff of the school.

g. Students shall not bring outside persons into the studios and classrooms unless with the permission of the Head of School or the Chief Executive Officer.

h. Students shall not enter the premises of the school on declared holidays/non-working days, unless special permission is granted by the Head of School or the Chief Executive Officer.

i. Consuming liquor or any other narcotics/drugs or smoking within the school premises is strictly prohibited. Students shall not enter the school premises under the influence of liquor or narcotics/dangerous drugs.

j. Students shall produce their Record books and CSA ID Card when requested by the security to gain admission to the premises, and vehicles of students and parents shall be parked outside the school gates.

k. If there is any misbehavior or disciplinary action taken against the student, and those who do not satisfy the required attendance for Design and Theory Subjects, the Parents shall be notified in writing by the CSA Management.

6. ATTENDANCE

a. The Part II Course is a part-time work and study programme, and all students are expected to register **100% attendance at Theory Lectures, Design Studio sessions and other timetabled activities.**

b. Up to a maximum of 20% absenteeism for design studio - tutoring and up to a maximum of 30% absenteeism at theory lectures will be allowed for extenuating circumstances. For medical reasons, an authenticated medical certificate by a Registered Medical Practitioner has to be submitted with a leave application form to the Senior Assistant Registrar within five working days upon returning to the school. The leave period depends on the recommendation of the medical practitioner. Students with persistent medical problems should submit authenticated medical certificates including recommendations by the Registered Medical Practitioners at the beginning of the academic year. The acceptance of such requests is subject to approval of the CSA Board of Academic Studies (BAS).

c. Students may also apply for leave for emergencies of immediate family members (Parents, siblings) with duly completed leave application forms and authenticated evidence.

d. Students who fall short of the minimum requirement for attendance will not be eligible to sit the end-of-session Theory Examination or submit the Design Portfolios at the end of the academic year.

e. Lecturers will keep attendance registers. The professional context of the school programmes expects students to attend 100% of classes and other timetabled activities. Attendance records are kept and students who fail to maintain an appropriate attendance record will receive a written warning from the Head of School at the End of Term I & II. Such cases will be brought to the attention of the Board of Examiners who may take account of poor attendance in determining a student's progression or final award.

f. Prior approval should be obtained from the Year Coordinators/Deputy Heads/HOS, if a student intends to be absent due to personal commitments.

g. Students who are unable to attend for any reason should inform the school on the first day of absence and present a written explanation of absence on return. A valid medical certificate must be submitted at the earliest opportunity thereafter. It is the responsibility of the Deputy Heads, in consultation with the Head of School to determine whether there is a valid reason for absence. It is in the student's interest to approach for an appointment with the Deputy Heads or student counselors if the reason for absence is of a confidential or private nature.

7. LATE ARRIVAL AT CLASS

a. If a student arrives late for a class or other timetabled activity, after the attendance register has been taken, it is at the lecturer's absolute discretion to decide whether they have attended enough of the session to warrant attendance being recorded. If it is felt that the lateness has resulted in the student missing the main purpose of the session the lecturer is within their rights to record the student as absent. If there is a justifiable reason for absence, the relevant Deputy Head should be informed in advance, in person or in writing. If the reason is deemed to be acceptable, a note to that effect will be made in the appropriate attendance register(s).

b. Non-attendance at site visits, lab visits, field visits or scheduled meetings could result in the loss of the assigned role or part in the event or may result in a fail grade being recommended. It is the responsibility of the student to inform the lecturers.

c. For students who turn up late for classes, lecturers taking attendance shall exercise discretion in deciding if the student warrants a record of 'present' or 'absent' according to individual lesson requirements. As a general guide, students who are more than 10 minutes late for classes will be recorded as 'absent'. Nevertheless, in determining the status of a late student, lecturers may take into consideration whether lateness affects the students' total learning for that lesson and whether the lateness is disruptive to any form of group work.

d. Attendance should be taken at the beginning of the lesson. Due to the nature of some practice-based classes, programmes have the flexibility to decide if attendance should be taken at other times during the lesson.

e. Please note that your bags and ID cards will be checked by the security on entry to the school premises.

f. All project submissions and materials done for academic purposes will be the property of the School.

g. Special regulations may be applied by the school when necessary under government Instructions.

HEAD OF SCHOOL,
CITY SCHOOL OF ARCHITECTURE (COLOMBO) LTD.,
104, Kittulwatte Road,
COLOMBO 08
T: (+ 94 11) 2678216, 2678270
Email: manageradm@csacolombo.edu.lk

DECLARATION

*(to be signed by the student and email the signed document to the **Assistant Administrative Manager** before enrollment)*

I have read and understood the above and shall abide by the rules and regulations stipulated by the school as in the CSA Students Handbook.

Name of Student : ……

NIC No : ……

Signature : ……

Date : ……

(copy to be filed in respective student's Personal File)

ACADEMIC CALENDAR - SESSION 2026-2027 [NEW STRUCTURE - YEAR 1 & 5]

Sep-26 – Oct-26 – Nov-26 – Dec-26 – Jan-27

WEEK 01 ← RECRUITMENT | WEEK 02 PREP WEEK 01 | WEEK 03 | WEEK 04 | WEEK 05 | WEEK 06 | WEEK 07 | WEEK 08 | WEEK 09 | WEEK 10 | WEEK 11 | WEEK 12 | VACATION | WEEK 13

- Binara Full Moon Poya Day
- New Entrants Orientation
- SEMESTER 1 Teaching Starts
- UWE Applicantions
- Student Meeting 1
- BAS 1
- Students Cricket Match
- UWE Applicant Data upload
- Vap Full Moon Poya Day
- UWE Deadline - student registration
- CSA Graduation Ceremony 26
- Deepavali Festival
- CSA Students Social
- BAS 2
- Ill Full Moon Poya Day
- SLIA Students Jamboree (Tentative)
- Student Meeting 2
- BAS 3
- CSA Carols & Talent Show
- Unduvap Full Moon Poya Day
- CHRISTMAS

NOTES

Jan-27 – Feb-27 – Mar-27 – Apr-27

WEEK 14 | WEEK 15 | STUDY LEAVE | EXAMS | ST VAC | STUDENT VACATION | STUDENT VACATION | SLIA SESSIONS | WEEK 16 | WEEK 17 | WEEK 18 | WEEK 19 | WEEK 20 | WEEK 21 | WEEK 22 | NEW YEAR VACATION | WEEK 23

- BAS 4
- Thai Pongal Day
- SEMESTER 1 ENDS
- Dunuthu Full Moon Poya Day
- SEMESTER 1 EXAMINATIONS Years 1 & 5
- National Day
- SLIA EXHIBITION PREPARATION
- SLIA SESSIONS & EXHIBITION
- Navam Full Moon Poya Day
- SEMESTER 2 Teaching Starts
- CSA Iftar Ceremony
- Mahashivarathri Day
- Ramazan Festival
- BAS 5
- Student Meeting 3
- Medin Full Moon Poya Day
- Good Friday
- Sinhala & Tamil New Year
- Bak Full Moon Poya Day
- BAS 6
- STUDENT AVURUDU FESTIVAL

NOTES

Apr-27 – May-27 – Jun-27 – Jul-27 – Aug-27

WEEK 24 | WEEK 25 | WEEK 26 | WEEK 27 | WEEK 28 | WEEK 29 | WEEK 30 | STUDENTS WEEK | STUDY LEAVE | EXAMS | ST/VAC | EXAM/STUDENT VAC | EXAM/STUDENT VAC | EXAM/STUDENT VAC | EXAM/STUDENT VAC | UWE REVIEW | EXAM BOARD/RESULTS | AC STAFF VACATION

- May Day
- CSA Research Quolloquium
- BAS 7
- Student Meeting 4
- Id Ul Adha
- Vesak Full Moon Poya Day
- Day Following Vesak Poya Day
- BAS 8
- SEMESTER 2 ENDS
- Poson Full Moon Poya Day
- Portfolio Exam Yr 1 & 5
- SEMESTER 2 EXAMINATIONS Years 1 & 5
- Esala Full Moon Poya Day
- Marks Confirmation Mtg./Upload
- UWE AWARD BOARD
- SBAS
- PUBLISH RESULTS
- Holy Prophet's Birthday
- Nikini Full Moon Poya Day

NOTES

Aug-27 – Sep-27 – Oct-27 – Nov-27 – Dec-27

Academic Administration | RECRUITMENT WORK | PREPARATION FOR ACADEMIC SESSION 2027/2028 | WEEK 01 | WEEK 02 | WEEK 03 | WEEK 04 | WEEK 05 | WEEK 06 | WEEK 07 | WEEK 08 | WEEK 09 | WEEK 10

- Resubmission of Assignments
- CSA Grad Show
- EXAM BOARD/Resubmissions
- BAS 1
- PUBLISH RESULTS Resubmission/Reat
- Aptitude Test 2027-2028
- Part I - New Entrants Interviews
- Binara Full Moon Poya Day
- Part II - New Entrants Interviews
- UWE Applicantions
- New Entrants Orientation
- SEMESTER 1 Teaching Starts
- Vap Full Moon Poya Day
- Deepavali Festival
- CSA Graduation Ceremony 27
- Ill Full Moon Poya Day

NOTES

CSA Academic Integrity Policy 2026

1.0 Purpose

Academic integrity is the foundation of scholarly learning, teaching, and research. CSA is committed to fostering a culture of honesty, trust, fairness, respect, responsibility, and ethical conduct. Students are expected to uphold the highest standards of academic integrity in all academic activities, including coursework, examinations, assessments, projects, research, internships, and any other academic submissions. By enrolling at CSA, students commit to maintaining these standards and contributing to a culture of ethical scholarship, mutual respect, and lifelong learning. Failure to uphold the principles of academic integrity may result in disciplinary action in accordance with this policy.

2.0 Student Responsibilities

Students are expected to uphold the highest standards of academic integrity and shall:

i. Submit work that represents their own original effort and learning.

ii. Accurately acknowledge and reference the ideas, words, data, designs, and intellectual contributions of others using approved academic referencing conventions.

iii. Comply with all University, School, assessment, examination, and programme regulations.

iv. Act honestly, ethically, and responsibly in all academic, research, and learning activities.

v. Safeguard the integrity of academic records, assessments, qualifications, and credentials.

vi. Seek advice and guidance from lecturers, tutors, or other academic staff when uncertain about appropriate academic practices or citation requirements.

vii. Ensure that all assignments, design projects, research outputs, examinations, presentations, and other work submitted for academic credit are their own original work.

viii. Provide appropriate acknowledgement and referencing whenever the ideas, words, data, designs, images, concepts, or other contributions of others are incorporated into their work.

ix. Use AI and other digital technologies only in accordance with the requirements specified in assessment briefs, module guidelines, and CSA Academic Regulations. Any permitted use must be transparently acknowledged and appropriately referenced in accordance with institutional guidelines.

x. Refrain from breach of this Policy.

3.0 Use of Artificial Intelligence (AI)

CSA recognizes that AI-enabled technologies may support learning when used responsibly and ethically.

Students must:

a) Follow assessment-specific instructions regarding AI use.
b) Acknowledge the use of AI tools when required.
c) Ensure that all submitted work accurately reflects their own understanding and learning.
d) Verify the accuracy and reliability of information generated through AI tools.

Students remain fully responsible for all content submitted for assessment, regardless of whether AI tools were used in its preparation.

Students may use AI tools only where it is permitted by CSA and must acknowledge and reference such use in accordance with this Policy. Failure to disclose the use of AI-generated content may be treated as academic misconduct.

4.0 Definitions

Breaches of Academic Integrity are classified into bands according to the severity, intent, extent, and impact of the breach on the integrity of the assessment. The CSA adopts an educative approach for minor first-time concerns while applying increasingly serious sanctions for significant, repeated, or deliberate breaches.

Behaviour that constitutes a breach of academic integrity includes **but is not limited** to the categories defined below with the resultant outcomes;

4.1 Nature of Breach and Outcome for Assignments

Band	Nature of Breach	Outcome
Band A1 Minor Concerns	Minor academic integrity concerns, such as small-scale errors in citation, referencing, paraphrasing, or attribution that can be addressed through feedback and do not materially affect the integrity or originality of the work submitted.	Not recorded as a formal breach of academic integrity. A record of the concern will be maintained and may be considered if subsequent breaches occur. Students will receive a written warning outlining the consequences of future breaches and will be directed to appropriate academic support resources. Students are expected to engage with the support and guidance provided.
Band A2 Poor Academic Scholarship	Weaknesses in academic practice, including inadequate referencing, poor paraphrasing, inappropriate source use, or insufficient acknowledgement of sources, that are significant enough to affect the quality, credibility, or academic standard of the submission.	Not recorded as a formal breach of academic integrity. The concern will be noted and may be taken into account if further breaches occur. The assessment mark may be adjusted to reflect the academic shortcomings identified in the work.
Band B Significant Breach of Academic Integrity	Breaches that invalidate a substantial part of the assessment but do not undermine confidence in the overall assessment process. This band also includes a second occurrence of a Band A1 or Band A2 breach.	A mark of **zero (0)** will normally be awarded for the affected assessment item.
Band C Serious	Serious breaches that undermine confidence in the integrity of the	A mark of **zero (0)** will normally be awarded for the affected assessment item. Where a

Breach of Academic Integrity	assessment process and present a risk to the integrity of the qualification awarded. This band also includes a second occurrence of a Band B breach.	resit or retake is permitted, the reassessed work will be subject to a mark cap of **50% at undergraduate levels** and **50% at postgraduate level**.
Band D Repeated Serious Breach	A second occurrence of a Band C breach.	A mark of **zero (0)** will normally be awarded for the affected assessment item. Where a resit or retake is permitted, a mark cap of **50% at undergraduate levels** and **50% at postgraduate level** will be applied to the entire module. Depending on the nature and seriousness of the breach, a Band E outcome may also be applied.
Band E Multiple Serious Breaches	Multiple breaches at Band C or Band D level, or circumstances where the seriousness and pattern of misconduct warrant a more severe outcome.	Students will normally be required to withdraw from the programme and will not be permitted to continue their studies. They may be permitted to complete modules in which they are currently enrolled, excluding the module in which the breach occurred. Cases may also be referred under relevant University procedures relating to professional suitability, fitness to practise, or student conduct. All Band E outcomes are subject to approval by the Academic Integrity Panel.
Band F Persistent and Deliberate Academic Misconduct	Three or more breaches at Band C level or above, or repeated, deliberate, and significant attempts to undermine assessment integrity.	Immediate expulsion from the University. All Band F outcomes are subject to approval by the Academic Integrity Panel.

4.2 Nature of Breach and Outcome for Group Work

Every student who is part of a group undertaking a piece of assessed work is required to take and will be deemed to have taken, individual as well as joint responsibility, for all the work submitted by the group.

In particular, this includes individual as well as joint responsibility for any assessment offence committed whether by the student or any other student in the group. Any penalty applied in the event of an assessment offence will normally be applied to all members of the group, as per the bands identified above.

Exceptions to the application of this penalty to all members of the group are:

i. Where a member of the group acknowledges, in writing, in accordance with published procedures, that he/she has committed an assessment offence;

ii. Where the offence can be shown to have been committed by (a) specific member(s) of the group responsible for those sections of the work that are the subject of an assessment offence.

4.3 Nature of Breach and Outcome for Examinations

Band	Nature of Breach	Outcome
BAND A	Disorderly conduct during the examination; i. Disturbing others candidates. ii. Behaviour disrupts or may disrupt the smooth conduct of the examination. iii. Continuing to write after the Chief Invigilator has announced "Stop Writing" or exceeding the allotted examination time. iv. Taking examination material (answer scripts/blank examination answer sheets) out of the exam hall	Not recorded as a formal breach of academic integrity. A record of the concern will be maintained and may be considered if subsequent breaches occur. Students will receive a written warning outlining the consequences of future breaches.
BAND B	2nd breach of above	A mark of **zero (0)** will normally be awarded for the affected exam.
	Attempting to obtain, or obtaining, improper assistance from another person; communicating with any person other than an authorised invigilator or examination official.	A mark of **zero (0)** will normally be awarded for the affected assessment item. Resit mark capped at 50%
BAND C	2nd breach of above	One-year suspension from the programme. A mark of **zero (0)** will normally be awarded for the affected assessment item. Resit mark capped at 50%
	i. Possession of books, notes, documents, unauthorised material, programmable electronic devices, or other prohibited items during an examination. ii. Copying from another candidate or exchanging notes, information, or answer scripts.	One-year suspension from the programme. A mark of **zero (0)** will normally be awarded for the affected assessment item. Resit mark capped at 50%
BAND D	2nd breach of above	Up to Three-year suspension from the programme. A mark of **zero (0)** will normally be awarded for the affected assessment item. Resit mark capped at 50%

	Aiding, assisting, facilitating, or abetting the commission of any of the above examination offences.	*The penalty shall normally be equivalent to that imposed for the offence in which the candidate assisted or facilitated.*
BAND E	3rd breach of above	Students will normally be required to withdraw from the programme and will not be permitted to continue their studies. They may be permitted to complete modules in which they are currently enrolled, excluding the module in which the breach occurred. All Band E outcomes are subject Investigation by an Independent inquiry Panel appointed by the BOD, whose recommendations will be approved by the BAS. BAS Decision is final.
	Impersonation, including sitting an examination on behalf of another candidate or arranging for another person to sit the examination.	
BAND F	Repeated, deliberate, and significant attempts to undermine assessment integrity.	Immediate Expulsion. All Band F outcomes are subject Investigation by an Independent inquiry Panel appointed by the BOD, whose recommendations will be approved by the BAS.

5.0 Investigation of an Academic Misconduct

Allegations of academic misconduct will be investigated fairly, confidentially, and in accordance with this policy as per the outcomes described in 4.0 above

Students will have the opportunity to respond to allegations and provide relevant evidence before a decision is made.

The Institution reserves the right to use academic integrity software, assessment reviews, oral examinations, interviews, and other appropriate methods to verify the authenticity of submitted work.

The procedure to investigate a breach of academic integrity in set out in the *CSA Academic Procedures Handbook.*

CSA may take copies of students' work as is considered necessary or expedient for the detection of assessment offences

a) Outcome of an Investigation:

The outcome of a suspected breach will be determined following an investigation conducted by a panel appointed by the Board of Directors (BOD). Based on the findings of the investigation and the recommendations of the panel, the Board of Academic Studies (BAS) will make a decision regarding the matter. The decision of the BAS shall be final.

For students who register for UWE Degree, they are required to refer UWE Academic Integrity Policy and CSA Variant Regulations.

Where academic misconduct is substantiated, disciplinary actions may include one or more of the following:

a) Formal warning.
b) Requirement to resubmit work.
c) Reduction of marks.
d) Assignment of a failing grade for an assessment.
e) Failure of a module.
f) Suspension from the Institution.
g) Expulsion from the Institution.
h) Revocation of an award or qualification, where permitted by applicable regulations.

The severity of the penalty will depend on the nature, seriousness, and recurrence of the misconduct.

b) Notification of outcome:

The outcome of a suspected breach will be determined following an investigation conducted by a panel appointed by the Board of Directors (BOD). Based on the findings of the investigation and the recommendations of the panel, the Board of Academic Studies (BAS) will make a decision regarding the matter. The decision of the BAS shall be final.

6.0 Appeals

Students have the right to appeal decisions relating to academic misconduct in accordance with the *CSA Academic Regulations.* Appeals must be submitted within the prescribed timeframe and supported by relevant evidence.

Date: 23.09.2026

SUMMARY OF REVISED REGULATIONS

For the Advanced Diploma in Architecture and Graduate Diploma in Architecture and Environmental Design Programmes

[REVISED CURRICULUM] ACADEMIC SESSION 2026-2027 ONWARDS

The following are a summary of revised regulations applicable to the New Curriculum Programmes. All other regulations in the CSA Examination Procedures Handbook, and Policies are applicable until New Policies, and New Regulations Document is Published.

<table>
<tr><th>No</th><th>Regulation</th></tr>
<tr><td>1</td><td>Grading Scale
<table>
<tr><th>Marks</th><th>Grade</th><th>Grade Point</th><th></th><th></th></tr>
<tr><td>> 80%</td><td>A+</td><td>4.2</td><td rowspan="8">Pass Grades</td><td>Excellent</td></tr>
<tr><td>75 – 79%</td><td>A</td><td>4.0</td><td>Very Good</td></tr>
<tr><td>70 – 74%</td><td>A-</td><td>3.6</td><td>Good</td></tr>
<tr><td>65 – 69%</td><td>B+</td><td>3.2</td><td>Above Average</td></tr>
<tr><td>60 – 64%</td><td>B</td><td>2.8</td><td>Average</td></tr>
<tr><td>55 – 59%</td><td>B-</td><td>2.4</td><td>Fair</td></tr>
<tr><td>50 – 54%</td><td>C</td><td>2.0</td><td>Pass</td></tr>
<tr><td>45 – 49%</td><td>D</td><td>1.6</td><td rowspan="3">Fail</td><td>Marginal Fail/Incomplete</td></tr>
<tr><td>40 – 44%</td><td>E</td><td>-</td><td>Fail/Incomplete</td></tr>
<tr><td>< 40%</td><td>F</td><td>-</td><td>Fail</td></tr>
</table></td></tr>
<tr><td>2</td><td>Semester End Examinations will be conducted at the end of each semester for the modules that are scheduled to be completed as per semester schedule.

CSA reserves the right to make necessary changes during the implementation by informing students of such changes in advance.</td></tr>
<tr><td>3</td><td>Students must obtain 50% for each assessment task defined in the Module Specification. (Eg. 1 Group presentation, 1 written assignment- report and written exam under controlled conditions)</td></tr>
<tr><td>4</td><td>Resubmission opportunity for Assignments is given to students who fail to achieve 50% pass mark, but have obtained 40% or above (after release of first attempt results). This will be considered as 2nd attempt. If they don’t take the attempt, they miss an attempt.

Resit for Written Examinations under controlled conditions will have to be taken at the next academic session when the resit paper is offered.

No resit examination for Advanced Diploma - Year 2. They can proceed to the next year of study, and re-sit failed modules when offered during the next academic session. This clause is subject to the progression rules.</td></tr>
<tr><td>5</td><td>Sharing of Assessment Performance and Feedback</td></tr>
</table>

	i. Assignment grades (A+, A, B+ etc) and feedback will be provided to students, not the raw marks. ii. Examination grades and comments will be given to students who fail, in order to prepare for re-sit.
6	**Penalties for Late Attendance at a Design Review**: • Up to 30 minutes late: 5 marks deducted; • More than 30 minutes and up to 1 hour late: 10 marks deducted; • More than 1 hour and up to 4 hours late: 20 marks deducted; • More than 4 hours late: marked as absent
8	**Inability to attend Design Project Reviews**; **Resubmission** crit will be scheduled prior to the Design Portfolio examination, applicable for students under the *extenuating circumstances clause who were not able to attend design reviews.* A maximum of 2 Design Submissions maybe allowed as re-submissions for the entire module.
9	**Assessment of Design** Students must obtain 50% for **each** Design Project. If a student obtains less than 50% for a design project, but has achieved **40% or more** for any design project, he /she will be **eligible for a re-review for a max of 2 projects for the Advanced diploma students and a max of 1 project for the Graduate Diploma student**. *Note: the re-review assessment sheet will reflect the learning process that is assessed during the continuous assessment process.* If any project is **less than 40%** it is deemed that the student has failed the Portfolio, and will not be offered a resubmission, and will have to repeat the module at the next academic session. *The above does not apply for the IDP and CDP.*
5	**Resubmission of Portfolio** – if a student fails the Portfolio, but has an average of 40% or above, the student maybe given a resubmission opportunity to improve the Portfolio during the resubmission window and submit for reassessment. *This clause should be read in conjunction with the progression rules tabulated below.*
6	**Attendance Criteria** Attendance for each module will to be checked; Min 80% for Design and Practical Training Modules Min 70% for each theory module
7	**Practical Training** – GD Year 1 & 2, (Year 5 & 6) students are required to complete at least **720 hours** per year in a workplace setting through part time employment, alongside approximately 20 notional learning hours during the 2 Semester period.

Student are required to continue working at the trainer practice for the balance 3-month period and obtain 480 hours by working 5 days a week, with an overall **total of 1200** hours for an academic year, and continue to submit monthly records for monitoring.

80% attendance clause applies for the above.

8 **CSA Academic Integrity Policy** is revised and is aligned with UWE Academic Integrity Policy.

This will be applicable for all students in the **New Curriculum and Old Curriculum programmes.**

Refer CSA Academic Integrity Policy

9 **Progression Rules;**

Applicable progression rules applicable to progress to the next year of study in line with the revised regulations are tabulated below;

Attempt Stage	Outcome Condition	Decision	Next Step
First attempt	All modules ≥ 50%	Pass	Progress to next year
	Fail 1-3 Theory modules	Referred (exams <50%)	Reattempt failed exams (in next exam period)
		Resubmission (assignments ≥40%, <50%)	Resubmit failed assessments (in accelerated resubmission period (ARP))
		Resubmission (assignments <40%)	Resubmit failed assessments in next academic year
	Fail 4 or more Theory modules	Repeat	Repeat failed Theory modules in next academic year
	Fail Design module ≥40%, <50%	Resubmission	Resubmit failed assessments (in accelerated resubmission period (ARP))
	Fail Design module <40%	Repeat	Repeat Design module in next academic year
	Fail Integrated Design Project <50%	Repeat	Repeat Integrated Design Project in next academic year
Second attempt (Theory)	All reassessed modules ≥50%	Pass	Progress to next year
	Fail Referred Exam <50%	Referred	Third and final referred attempt in next exam period
	Fail Resubmission in ARP (assignments <50%)	Resubmission	Resubmit failed assessments in next academic year (final attempt)
	Fail Resubmission (assignments ≥40%, <50%)	Resubmission	Resubmit failed assessments (in accelerated resubmission period (ARP)) (final attempt)
	Fail Resubmission (assignments <40%)	Resubmission	Resubmit failed assessments in next academic year (final attempt)
	Fail Repeat: 4 or more Theory modules	Repeat	Repeat year (final attempt)

Second attempt (Design)	Pass Design Module ≥ 50%	Pass	Progress to next year
	Fail Resubmission in ARP < 50%	Repeat	Repeat year (final attempt)
	Fail Repeat> 40% < 50%	Resubmission	Resubmit failed assessments (in accelerated resubmission period) (final attempt)
	Fail Repeat <40%	Repeat	Repeat year (final attempt)
Second Attempt (Integrated Design Project)	Fail Repeat	Repeat	Repeat Integrated Design Project (final attempt)
Third attempt (final)	All modules ≥ 50%	Pass	Progress / eligible for award
	Any module < 50%	Fail	Withdrawal from programme

b) Progression Rules for the CSA Graduate Diploma in Architecture and Environmental Design Programme

Attempt Stage	Outcome Condition	Decision	Next Step
First attempt	All modules ≥ 50%	Pass	Progress to next year
	Fail up to 2 Theory modules	Referred (exams ,50%)	Reattempt failed exams (in next exam period)
		Resubmission (assignments ≥40%, <50%)	Resubmit failed assessments (in accelerated resubmission period (ARP))
		Resubmission (assignments <40%)	Resubmit failed assessments (in next academic year)
	Fail 3 or more Theory modules	Repeat	Repeat failed Theory modules in next academic year
	Fail Design module ≥40% <50%	Resubmission	Resubmit failed assessments (in accelerated resubmission period (ARP))
	Fail Design module <40%	Repeat	Repeat Design module in next academic year
	Fail Comprehensive Design Project <50%	Repeat	Repeat Comprehensive Design Project in next academic year
Second attempt (Theory)	All reassessed modules ≥ 50%	Pass	Progress to next year
	Fail Referred Exam <50%	Referred	Third and final referred attempt in next exam period
	Fail Resubmission in ARP (assignments <50%)	Resubmission	Resubmit failed assessments in next academic year (final attempt)
	Fail Resubmission (assignments ≥40%<50%)	Resubmission	Resubmit failed assessments (in accelerated resubmission period (ARP)) (final attempt)
	Fail Resubmission (assignments <40%)	Resubmission	Resubmit failed assessments in next academic year (final attempt)
	Fail Repeat: 3 or more Theory modules	Repeat	Repeat year (final attempt)

	Second attempt (Design)	All reassessed modules ≥ 50%	Pass	Progress to next year
		Fail Resubmission in ARP < 50%	Repeat	Repeat year (final attempt)
		Fail Repeat> 40% < 50%	Resubmission	Resubmit failed assessments (in accelerated resubmission period) (final attempt)
		Fail Repeat <40%	Repeat	Repeat year (final attempt)
	Second attempt (Comprehensive Design Project)	Fail Repeat: Comprehensive Design Project	Repeat	Repeat Comprehensive Design Project (final attempt)
	Third attempt (final)	All modules ≥ 50%	Pass	Progress / eligible for award
		Any module < 50%	Fail	Withdrawal from programme

Covering Approval by BAS on the 23rd of September 2026

Appendix 6

ABSENCE JUSTIFICATION

To be completed by applicant in **BLOCK CAPITALS**. Please tick the box.

Name of Applicant: _____ **Student ID No.**:_____

Email Address: _____ **Contact No.**: _____

Year of Study: _____

Please read the following carefully before submitting this form:

1. This form must be submitted with supporting documents **within five days** of your return to school.
2. Please note that a medical certificate (MC) must be produced if you were ill.
3. Please indicate under the "Date/Session" column if the missed session(s) involved a class test or an examination. Any adjustment of mark(s) awarded and/or extension of assignment/project deadlines is subject to the approval of the Year Coordinator / Subject Lecturer.
4. MC is not excusable for any absences but to check the attendance level during the eligibility.

Name of Module	Lecturer	Date/ Session

Reason for Absence:

I have read and understand the terms and conditions. I have agreed to abide by the rules and regulations of the School.

Signature: _____ Date: _____

FOR OFFICIAL USE

Head of School ☐ Approved ☐ Disapproved

Signature: _____ Date: _____

Comments:

ADMINISTRATION

☐ Original Medical Certificate by registered doctors

☐ Update Attendance

Sign: Date:

Appendix 7

CITY SCHOOL OF ARCHITECTURE
REQUEST FOR PERMISSION LETTERS

To be completed by applicant in **BLOCK CAPITALS**. Please tick the box.

NAME/NAMES OF STUDENT

YEAR OF STUDY

DESCRIPTION OF REQUEST

TO WHOM THE LETTER SHOULD BE ADDRESSED TO

ATTACHMENTS (If Applicable)

SIGNATURE OF LECTURER IN CHARGE **DATE**

NAME OF LECTURER IN CHARGE

FOR OFFICIAL USE

HEAD OF SCHOOL ☐ **APPROVED** ☐ **DISAPPROVED**

SIGNATURE: **DATE**

ADVANCED DIPLOMA IN ARCHITECTURE - Year1 (AD Y1)

Design 1 (Foundations of Architectural Thinking)		
Module Code	**Credits**	**Hours**
AD11108	8	Lecture/Field Visits/Studio - 240

Module Overview

The module establishes a foundation in principles of architectural design and composition, focusing on spatial experimentation, human scale, and climate awareness. The studio progresses from abstract spatial constructs to inhabitable architecture, with an appreciation of heritage values in architecture. Each stage requires analytical reflection linking concept, environment, materiality, and built form.

Learning Outcomes

MO1 Demonstrate ability to explore form through model-making, freehand drawing, and basic sectional representation to investigate light, shadow, movement, and proportion, materials and assembly, with a clear understanding of space and objects in space as experiential, sensory, and relational.

MO2 Propose an architectural composition that functions as a symbiotic threshold between the human scale and the natural environment, integrating structure and enclosure to provide shelter while actively engaging with ecological cycles (sun, rain, and ventilation), to create a sense of place with environmental responsibility, and effectively communicate the experiential ideas.

MO3 Propose an architectural design solution for a small-scale habitable space at the human scale within a selected context, by applying fundamental principles of functional planning and aesthetics. The solution must demonstrate ethical ergonomics, where thermal comfort and service intent are achieved through passive thermal strategies and a deep understanding of the user's socio-spatial needs. Design resolution communicated through plans and sections, and a reflective analysis.

MO4 Propose an architectural design solution that integrates working studios and flexible public interaction areas, emphasizing adaptive reuse and extension, celebrating heritage values while meeting contemporary commercial demands. The solution must demonstrate spatial sequencing, adaptability, and regenerative design to create a sustainable, culturally rooted business environment. The design must demonstrate how tropical passive strategies are used to restore local ecosystems and achieve thermal comfort without mechanical aid, supporting the zero-energy agenda. Design resolution communicated through coordinated plans, sections, and model/s, and a reflective report demonstrating analytical synthesis.

Outline Syllabus

a) **Form Exploration:** Design and construct an inhabitable spatial installation or modular contemplative structure that investigates light, shadow, movement, proportion, abstraction, and climate (sun, shade, airflow), using model- making, freehand drawing, to generate and articulate space as experiential and relational, exploring materials and material assembly. Deliverables: 3D model (4 weeks)

b) **Spatial & Environmental Exploration:** Design a 15-20 m² pavilion or play space that investigates enclosure, threshold, and light through considered aggregation and compositional order, integrating structure and space, social context, human scale, material logic, with an understanding of material lifecycle, safety, and basic climate-responsive strategies (sun, rain, ventilation). Explore AI tools for sketching-generative images from freehand sketching and critically analyse them. Deliverables: 3D physical model and a reflective report demonstrating analytical synthesis, including data and design process sketches. (8 weeks)

c) **Functional & Aesthetic Exploration (Body & Measure):** Design a 70 - 80 m² 20–25 m² micro-space (i.e. café, gallery, kitchen etc.) incorporating a serviced space that applies socio-spatial & functional analysis, anthropometrics, and ergonomics that meet environmental ethics to generate space at human scale, integrating orientation and thermal comfort strategies, using passive strategies with an understanding of designing for zero energy. Deliverables: through plans, sections, elevations, and a simple sectional model, and a reflective report demonstrating analytical synthesis, including data and design development sketches. (8 weeks)

d) Adaptive Reuse/Extension: Design a commercial space (150–175 m²) that integrates working studios and flexible public interaction areas. The project emphasizes adaptive reuse and extension, celebrating heritage values while meeting contemporary commercial demands. It explores spatial sequencing, adaptability, and regenerative design to create a sustainable, culturally rooted business environment, organizes spatial sequencing and adaptability, and derives form from user needs, and environmental sustainability using basic tropical passive strategies, and exploring regenerative design. Deliverables: coordinated plans, sections, physical model with context, and a reflective report demonstrating analytical synthesis and design development process. (10 weeks)

- Students will be given a design brief based on the focus of the projects, where they have to research the site to understand its physical, social, and environmental context.
- This module requires students to utilize knowledge and skills obtained through design communication and theory modules taught throughout the year.
- Representation methods include freehand drawing, orthographic projection, sectional development, physical modelling, plans/sections/model, reflective report on analysis and synthesis at a fundamental level to convey architectural thinking.

Principles of Architectural Design & Communication1.1 *Arts **Field Work		
Module Code	**Credits**	**Hours**
AD11213	3	Lecture/Field Visits/Studio – (90 + 90 (Field) hours)

Module Overview

This module introduces students to the fundamental principles of architectural design and communication, focusing on the core tools, techniques, and modes of representation used within the discipline. Through drawing, visual analysis, and introductory theoretical inquiry, students develop the ability to observe, interpret, and represent buildings and spatial environments. Emphasis is placed on developing foundational skills in research, technical drawing, and architectural representation, enabling students to understand and communicate spatial qualities effectively.

The module establishes essential competencies in visual and conceptual thinking, providing a strong foundation for subsequent design studio learning.

Learning Outcomes

MO1 Collect, organise, and interpret technical data and regulatory requirements to conduct site analysis and respond to functional and user needs, supporting informed and ethical design decisions.

MO2 Demonstrate a foundational understanding of the core principles of architectural design and their application in analysing and creating basic architectural forms and spaces.

MO3 Observe and critically analyse architectural precedents through human scale, circulation, spatial relationships, art & culture, historical, and heritage dimensions, developing spatial awareness and the ability to communicate architectural ideas effectively.

MO4 Demonstrate the ability to produce architectural ideas using freehand drawings, fundamental manual drawing techniques, 2D and 3D drafting, model-making, and standard representation conventions.

MO5 Apply sketching, diagramming, visual storytelling, and photography to analyse and represent architectural concepts and spatial qualities, supporting creative thinking and design reasoning.

Outline Syllabus

1. Principles of Architectural Design

a) Introduce composition as the arrangement of form and space in architecture.
b) Basic organisational systems such as grids, axes, symmetry, and datum to structure design.
c) Balance and spatial equilibrium through symmetrical and asymmetrical compositions.

d) Hierarchy and emphasis using scale, position, and contrast.
e) Proportion and scale in relation to human dimensions.
f) Rhythm, repetition, and pattern to create continuity and visual movement.
g) Unity and harmony can be achieved while using contrast to enhance visual interest.
h) Movement and spatial sequencing within architectural space that shape the user experience.
i) Apply compositional principles through drawings, diagrams, and physical or digital models.

2. Architectural Drawing & Communication

a) Introduce manual and digital drawing techniques, including the use of basic drawing tools and standard formats.
b) Develop freehand drawing and sketching skills as tools for observation and analysis.
c) Build skills in producing 2D and 3D drawings such as plans, sections, elevations, and simple projections.
d) Explore basic projection systems, 3D views, light and shadow, and the relationship between 2D and 3D representation (Isometric, axonometric, and sciography).
e) Develop model-making skills by translating drawings into physical forms using appropriate materials and techniques.
f) Introduce basic graphic principles, including colour theory and digital tools for visual representation.
g) Develop skills in sketching, diagramming, and visual storytelling to support design thinking.
h) Use photography as a tool to observe and analyse light, texture, and spatial qualities.
i) Explore visual narratives as a means of communicating design ideas and processes.
j) Build effective presentation skills for clear and confident communication of architectural concepts.

3. *Research, Experiencing Architecture and Reflections (Fieldwork): (This section moves the classroom into the real world, specifically focusing on visually and verbally communicating spatial qualities and concepts of the rich cultural and architectural landscape of Sri Lanka.)

a) Anthropometrics, ergonomics, standards, and regulations, and how these inform the design of spaces.

b) Site visits and field studies to observe and analyse built and natural environments

    a. Art & crafts appreciation: (works of the 43rd Group (Sapumal Foundation), traditional crafts (batiks, wood carvings, etc.)

    b. Landscape Appreciation: Studying iconic gardens like Bevis Bawa's Brief/ Geoffrey Bawa's Lunuganga to understand the relationship between nature and built form.

    c. Heritage appreciation: Historical Context - Walking tours of Colombo (Fort, Pettah) and visits to forest monasteries (Arankale/Ritigala) to study Dutch, British, and ancient Sinhalese architectural heritage.

c) Study of spatial relationships, human scale, and circulation patterns,

d) Linking drawing, representation, and research to studio projects

e) Exploration of cultural, historical, and contextual influences,

f) Linking design with arts, crafts, and local craftsmanship

Design Communication 1.2 ** Field Work		
Module Code	**Credits**	**Hours**
AD11223	3	Lecture/Field Visits/Studio – (90 + 90 (Field) hours)

Module Overview

This module will introduce the tools and techniques to gather and interpret data relevant to architectural design practice. It provides skills to understand, appreciate, interpret, and communicate architecture through writing, allowing students to build confidence in architectural thinking and communication.

Learning Outcomes

MO1 Develop the ability to locate, read, and critically interpret books, research papers, and articles to inform architectural understanding and design thinking.

MO2 Analyse, interpret, and communicate architectural works coherently, through structured, reflective writing.

MO3 Demonstrate skills in writing as a medium for inquiry, conceptual development, and critical reflection on design.

MO4 Demonstrate awareness of research and data collection methods, accurate referencing, and adherence to ethical standards in academic writing.

MO5 Demonstrate the ability to observe, record, and critically interpret architecture in context, articulating spatial, social, cultural, environmental, and contextual dimensions through coherent written communication.

Outline Syllabus

1. Research

a) Research – reading books, research papers, and articles, methods of reading and research

b) Ethical research - using information responsibly to support academic and professional integrity.

2. Architectural Writing

Architecture is not just visual; it must be explained and defended.

a) Critical Writing: Developing a professional vocabulary and learning to differentiate between subjective opinions and objective architectural facts.
b) Research: Introduction to methods of reading and writing, the ethical practice in research and communication, responsible use of AI, how to avoid plagiarism, and how to ethically extract information from common sources.
c) Structure: Learning how to organize an argument, cite sources correctly (Harvard referencing style), and compile a formal bibliography.

3. *Experiencing Architecture and Reflections (*Fieldwork)

This section moves the classroom into the real world, focusing on writing about the experience of space. Focus on urban, social, and public spaces.

a) Reflective writing – reviews of precedents, visits to places of architectural interest.

History of Architecture 1 (Architectural History of the Western World)		
Module Code	**Credits**	**Hours**
AH11302	2	Lecture/Tutorials - 30

Module Overview

This Module will enable students to obtain an introduction to the subject with a brief narrative on the history of global events (historical changes) and an overview of the architectural history of the Western world, bringing to focus the relevance of the present as a continuation of the past, emphasizing in detail the History of Contemporary Architecture of the World.

Learning Outcomes

MO1 Demonstrate awareness of the evolution of architectural styles, movements, and theories across different historical periods and cultures, to identify and explain the social, cultural, technological, and environmental factors that have influenced these developments by analysing key architectural works and their significance in their historical and geographical contexts.

MO2 Demonstrate understanding of the relationships between architecture, art, politics, religion, and society in various historical contexts, and compare and contrast architectural styles and movements, recognizing their unique features and shared influences.

MO3 Demonstrate the ability to carry out independent research in architectural history, use appropriate methods and referencing, work collaboratively to explore different perspectives on architectural heritage, and communicate well-structured written and verbal analyses supported by evidence-based arguments.

MO4 Demonstrate the ability to appreciate and advocate for the importance of architectural heritage in maintaining cultural identity and promoting global understanding, recognizing the ethical responsibilities of architects in preserving historical structures and respecting cultural heritage.

MO5 Demonstrate a critical understanding of how historical architectural styles continue to shape present-day buildings, identify lessons, to apply historical architectural principles and styles to contemporary design thinking.

Outline Syllabus

1. Evolution of Architecture and Built-Environment

a) An introduction to early human habitation and the origins of architecture, exploring how communities responded to climate, geography, and social needs, and the evolution of architecture as a mirror of political history and events, people, culture, and technology.

b) An overview of the historical timeline of the Ancient Architecture of the world to see how built form grew from monumental cities and sacred spaces to technology-driven complex forms.

c) Industrial Revolution & the birth of modern building technologies (iron, steel, concrete), enabling new architectural possibilities.

2. Modernism and Post-Modernism in Architecture & Contemporary World Architecture

a) The Modern movement (through works of Frank Lloyd Wright, Mies Van der Rohe, Le Corbusier, and Walter Gropius), Bauhaus, International Style (through works of Louis Sullivan & the Chicago School and the development of the Skyscraper), and subsequent related styles within modernism.

b) Region-specific examples from Northern Europe, South America, North Africa, East Asia.

c) Postmodernism as a reaction against the perceived rigidity, austerity, and universalism of the International Style, allowing complexity, contradiction, and eclecticism in architecture, challenging universalism.

d) Reflection and critical review of works of some architects associated with Postmodern architecture that combine modern techniques with local identity and symbolic resonance.

e) Introduction to parallel movements emerging from and after Postmodernism - High-Tech / Structural Expressionism, Deconstructivism.

f) Contemporary Architecture - Parametricism, Sustainable Design, Critical Regionalism and hybrid practices.

3. Architecture of the Ancient World (based on seminars and discussions)

a) River-Valley Civilizations – Early Urbanism & Monumentality: Mesopotamian Architecture, Egyptian Architecture.

b) Classical Architecture: Ancient Greek Architecture, and Ancient Roman Architecture.

c) Medieval Architecture: Christian/ Byzantine Architecture Gothic Architecture.

4. Architecture of The New Age (based on seminars and discussions)

a) Renaissance Architecture

b) Baroque Architecture

c) Neoclassical Architecture

d) Trends of Machine Age

Society & Built Environment 1		
Module Code	**Credits**	**Hours**
AH11502	2	Lecture/Field Visits/Tutorials - 30

Module Overview

This module introduces students to key sociological concepts and their impact on architectural design. Students will explore social structures, family units, and community dynamics, and learn how these influence neighbourhoods and the built environment. The module emphasises the application of social understanding in context-sensitive design solutions.

Learning Outcomes

MO1 Demonstrate a basic understanding of the key sociological theories, power structures, customs, and the architect's role in placemaking.

MO2 Demonstrate a basic understanding of the evolution of dwellings and human settlements across diverse social groups, locally and globally, and explain how urban–rural differences, multicultural influences, and globalization have shaped architecture and housing.

MO3 Demonstrate basic understanding of planned mass housing in Sri Lanka, housing processes, and real-life dwelling challenges.

MO4 Demonstrate a critical understanding of socio-cultural patterns, family and community structures, dwelling concepts, personal space, and the architect's role to apply insights to socially responsive design.

Outline Syllabus

a) Introduction to sociological theories, power structures, customs, cultural identity, and the architect's role in placemaking.

b) Social structure and family units: extended families, neighbours, and communities, and their influence on neighbourhood design.

c) Evolution of dwellings and human settlements: housing complexities, horizontal vs vertical settlements, and urban–rural dynamics in local and global contexts.

d) Planned mass housing in Sri Lanka: processes and typologies for low-, middle-, and high-income groups.

e) Impacts of multiculturalism and globalization on architecture: diversity, inclusivity, and accessibility considerations.

f) Community-oriented design: social groups, cultural identity, and human-centered approaches in housing design.

g) Real-life housing issues: contemporary urban phenomena, informal settlements, concepts of dwelling, personal space, and the architect's intervention.

h) Analysis and debate: socio-cultural patterns, human settlements, and social implications in housing and architectural design.

Architecture & Structure 1 (Principles of Architecture & Structures)		
Module Code	**Credits**	**Hours**
AT11712	2	Lecture/Tutorials - 30

Module Overview

This module introduces the fundamental relationship between architecture and structure, exploring how structural principles inform form, space, and material expression. Students develop a basic understanding of structural concepts, load paths, stability, and material behaviour as a foundation for integrating structural thinking into the design process, acknowledging interdisciplinary collaboration between architects and engineers.

Learning Outcomes

MO1 Convey a fundamental understanding of the relationship between architectural form, space, and structural systems and their evolution, from natural, primitive, and ancient structures to contemporary systems.

MO2 Demonstrate knowledge of the basic structural principles, including forces, load paths, equilibrium, and stability in simple buildings, bridges, arches, domes etc., and the role of structure as an expressive and integral component of architectural design.

MO3 Demonstrate essential understanding of the behaviour and properties of key structural materials and structures made of timber, steel, concrete, and masonry in the design of contemporary structures.

MO4 Demonstrate a basic understanding of the principles for analysing and evaluating structural systems to inform and support architectural design decisions.

MO5 Demonstrate effective communication skills to convey simple structural ideas and relationships effectively through sketches, diagrams, and basic analytical or model-based methods to convey types of loads, joints, and supports.

Outline Syllabus

a) Introduction to structure in architecture – relationship between form, space, and structure
b) Basic structural concepts: forces, loads, equilibrium, and stability
c) Structural elements: beams, columns, slabs, walls, and foundations
d) Load paths and structural systems in simple buildings
e) Behaviour and properties of structural materials – timber, steel, concrete, and masonry - material selection in relation to suitability, sustainability, and life cycle performance
f) Introduction to spanning, support, and lateral stability, including basic calculations/thumb rules
g) Structural expression and aesthetics in architecture
h) Basic graphical and model-based analysis of structural elements and concepts, including testing of structural elements and models (tensile and compression strength of brick, concrete, timber, bamboo etc.
i) Case studies of buildings demonstrating structural clarity and innovation, and sustainability.

Materials & Construction 1.1 (Fundamentals of Architectural Materials & Construction)		
Module Code	**Credits**	**Hours**
AT11722	2	Lecture/Tutorials - 30

Module Overview

This module introduces students to the fundamental properties, behavior, classification of building materials, and basic principles of construction. Emphasis is placed on understanding the physical, mechanical, and environmental characteristics of common construction materials, including masonry, concrete, metals, timber, glass, and emerging materials used innovatively to enhance the quality of space.

Students will explore the basic behaviour of materials and construction assemblies through both theoretical study and practical exercises. Sustainability, life-cycle considerations, and material selection strategies are integrated to develop early awareness of environmentally responsible design.

Learning Outcomes

MO1 Demonstrate knowledge of common building materials, their properties, and their influence on architectural form and space.

MO2 Demonstrate knowledge of indigenous and vernacular materials and construction techniques appropriate for different building functions and climates.

MO3 Demonstrate ability to evaluate material properties, environmental performance, and sustainability issues in contemporary material selection and appropriate construction methods to create meaningful and functional spaces.

MO4 Demonstrate essential knowledge required to carry out simple experiments to test material properties, record and interpret basic results.

Outline Syllabus

a) Introduction to Building Materials such as concrete, steel, timber, masonry, and glass, focusing on their properties and influence on architectural form and space.

b) Indigenous and vernacular material and construction techniques, used for different buildings in different climatic conditions.

c) Introduction to material efficiency, environmental performance, and sustainable approaches to material selection and construction.

d) Contemporary materials, their properties and behaviour, considering context, climate, assembly, durability, and buildability.

e) Essential knowledge for conducting simple experiments to test material properties, record data, and interpret results.

Materials & Construction 1.2 (Building Components & Construction Technology)

Module Code	**Credits**	**Hours**
AT11732	2	Lecture/Tutorials - 30

Module Overview

This module develops students' understanding of the assembly of materials into functional building components and systems. Focus is placed on the construction and detailing of foundations, walls, floors, roofs, doors, windows, and internal partitions. Students will also be introduced to the principles of site practices and construction safety.

Through a combination of lectures, workshops, and drawing exercises, students will learn to read, interpret, and produce basic construction details and sequences. Sustainability, performance, and material efficiency will be emphasized in relation to component assembly and building envelope performance.

Learning Outcomes

MO1 Demonstrate knowledge and understanding of the basic components of a building: foundations, walls, floors, and roofs, and explain common construction methods, including wall bonding and roof systems.

MO2 Demonstrate understanding of site preparation and setting out for a simple construction project.

MO3 Apply knowledge of material assembly techniques, such as brickwork and basic roof construction, in practical exercises or models.

MO4 Conduct research on material samples, analyse precedents, and evaluate case studies to inform material selection and design decisions for climate response and comfort.

MO5 Produce basic construction drawings and diagrams to clearly communicate material choices, construction details, and assembly intent.

Outline Syllabus

a) Basic components of a building: foundations, walls, floors, and roofs; and their construction methods, including wall bonding and roof systems.

b) Site preparation and setting out of a simple construction.

c) Introduction to the assembly of materials, such as brickwork, and basic roof construction techniques.

d) Research on material samples, analysis of precedents, and case studies to support material-informed design decisions for climate-responsive building systems and envelopes.

e) Basic construction drawings and diagrams to communicate material and construction intent.

Building Services 1 (Principles of Building Services)		
Module Code	**Credits**	**Hours**
AT11742	2	Lecture/Tutorials - 30

Module Overview

This module introduces students to the macro context and principles and basic services of low-rise residential and small-scale buildings, aimed at developing students' knowledge and understanding of how basic building services support human habitation and architectural design, emphasizing human comfort, health, safety, environmental responsibility, and architectural integration. It includes the basic principles of utilities like water supply, sewage and stormwater disposal, electrical supply, and spatial and functional requirements of service areas like toilets, kitchens, and parking.

Learning Outcomes

MO1 Demonstrate knowledge and understanding of the purpose, macro context, and fundamental principles of building services, and their role in supporting health, comfort, safety, accessibility, climate resilience, and functional performance in low-rise residential and small-scale buildings.

MO2 Demonstrate an understanding of the fundamental principles of the core building service systems used in low-rise residential and small-scale buildings, including water supply and drainage, electrical supply and basic lighting, the spatial, functional, and accessibility requirements of service-related areas, and their implications for architectural planning and design quality.

MO3 Demonstrate knowledge of the regulatory and environmental context of building services, sustainability considerations, and the architect's role in the early integration and coordination of building services within architectural design.

MO4 Demonstrate ability to carry out basic building service calculations to estimate simple service requirements and capacities appropriate to small scale residential buildings.

MO5 Demonstrate ability to integrate basic services to architectural design, including distribution methods, and related fixtures and fittings in low-rise residential and small-scale buildings.

Outline Syllabus

a) Introduction to building services within the built environment and residential architecture

b) Macro context of utility supply and service infrastructure

c) Principles of water supply, sanitation, and drainage systems for low-rise residential/small-scale buildings, including basic calculations and capacity awareness, related fixtures, and layout configurations.

d) Principles of electrical supply, basic lighting principles, energy awareness, including basic calculations and capacity awareness, related fixtures, and layout configurations.

e) Introduction to HVAC, and indoor environmental quality

f) Introduction to waste management for low-rise residential/small-scale buildings

g) Spatial planning and design requirements for service areas (toilets and kitchens), accessibility (staircase, lift, ramps etc.), and parking, incorporating standards/ anthropometric.

h) Introduction to regulatory framework, codes, and approvals affecting building services

i) Awareness of the environmental impacts of building services and sustainability approaches

j) Integration of building services with architectural design and the role of the architect

Environment 1 (Environment, Climate and Envelope)		
Module Code	**Credits**	**Hours**
AE11802	2	Lecture/Tutorials - 30

Module Overview

This module introduces students to the relationship between the built and natural environment in architecture. It explores basic principles of ecology, climate, environmental design, and how materials and building envelopes respond to different environmental conditions. The module also raises awareness of climate change and introduces sustainability as a key theme in architecture, discussing ideas such as carbon reduction, net-zero design, and climate resilience.

It encourages students to begin considering environmental factors and ecological balance in their design work, supporting the development of responsible and context-aware architectural thinking at an introductory level.

Learning Outcomes

MO1 Demonstrate critical awareness of natural environments, ecosystems, climate and weather systems, global climatic zones, and their implications for architectural design.

MO2 Demonstrate essential understanding of climate change and the significance of the Net Zero Carbon agenda within the built environment.

MO3 Analyse and describe the relationship between climate, building envelopes, human comfort, with reference to ecological balance.

MO4 Identify key climatic characteristics of Sri Lanka and recognise how vernacular architecture responds to local environmental conditions.

MO5 Investigate and document site-specific climatic factors and apply appropriate passive and basic active design strategies for tropical environments.

Outline Syllabus

a) Introduction to the built and natural environment, emphasizing how architecture interacts with ecosystems and the ethical responsibility to maintain ecological balance.

b) Awareness of climate change, carbon emissions, the importance of the Zero Carbon agenda, Sustainability, definitions (Brundtland Report), Sustainable Development Goals (SDGs), and the role of buildings in reducing environmental impact.

c) Introduction to climate-responsive design, and the effects of local climate, sunlight, wind, and ventilation on building comfort and performance in different climatic regions.

d) Introduction to sustainability in design through passive and basic active systems, energy efficiency, and strategies to reduce buildings' carbon footprint.

e) Fundamental knowledge of materials for building envelopes for contemporary, climate-responsive design.

f) Incorporation of ecological design elements such as green spaces, biodiversity, and urban greening into early architectural proposals.

Profession 1 (Introduction to the Profession)		
Module Code	**Credits**	**Hours**
AP11902	2	Lecture/Tutorials - 30

Module Overview

This module will introduce students to the profession of architecture and its historical evolution, the multi-disciplinary nature of the profession, the roles of allied professionals in the design and construction process, and stakeholders, ethics, and the changing role of architects at both local and global levels in the building industry.

Learning Outcomes

MO1 Demonstrate awareness of the evolution and the changing role of architects in the building industry at local and global levels.

MO2 Explain the path to becoming a professional architect, including education, registration, and continuing professional development, in Sri Lanka.

MO3	Demonstrate knowledge of the role of Architects, and of allied professionals, and how multi-disciplinary collaboration is essential to architectural practice.
MO4	Demonstrate an understanding of ethics and professional conduct in the practice of architecture.

Outline Syllabus

a) Evolution of the profession of architecture, including architecture without architects, and architecture for the poor and marginalized.

b) Path to becoming an architect with an introduction to the professional bodies (SLIA, RIBA etc.), and registration bodies such as ARB.

c) Introduction to the Role of the Architect and Allied Professionals, and their responsibilities, including the work stages and contractual obligations in the design and practice of architecture.

d) Changing role of architects in the building industry, both locally and globally, hierarchy within different practice environments, and specialisation paths.

e) Introduction to ethics and professional conduct

GRADUATE DIPLOMA IN ARCHITECTURE - Year1 (GD Y1)

Design 5.1 (Culture and Identity)		
Module Code	**Credits**	**Hours**
AD21112 (UBLLEN-8-M)	2	60 Contact Hours

Module Overview

To engage students to cultivate a personal philosophy to architecture and design, and direct their focus to understand the complex issues related to architectural design in the regions of Sri Lanka with special emphasis on conservation and heritage management.

Learning Outcomes

MO1 Analyse and interpret the multi-faceted needs of a real-life project in a heritage context, with an understanding of urban, regional, and architectural characteristics, and derive conclusions considering ethical and social considerations, interpret clients' requirements, and develop an architectural brief.

MO2 Evaluate the significance of heritage, culture, and tradition that influenced form and space.

MO3 Develop a personal architectural orientation and philosophy through academic research, and apply an identified theoretical & philosophical approach considering socio-cultural, environmental, specific functional, and user requirements.

MO4 Ability to develop an architectural design within a particular urban, regional, and heritage context, and create innovative designs and architectural details appropriate to design solutions that are environmentally sustainable and ethically responsible to the context and its stakeholders.

MO5 Ability to effectively communicate and keep developing complex articulation of architectural ideas through well-annotated drawings, reflective journals, and physical models.

Outline Syllabus

Design in Heritage Context: (Adaptive reuse / small cultural or heritage building): Small-scale building proposal integrating new interventions and/or adaptive reuse strategies in a heritage context.

a) Formulate a design brief in each academic year, where they will research and critically interpret and develop the brief, considering the understanding of a selected city's architectural character, social and cultural structures, climate, resources, economy, and local craft traditions.

b) The Design project will emphasize new adaptive reuse/designing in a heritage context and small-scale cultural interventions, responding to user activities, spatial relationships, and regulatory and conservation guidelines, introducing a present-day activity to a historical physical context.

c) Environmental responsibility is integrated through reuse, retrofitting, and embodied carbon reduction, with materials, detailing, and services considered in design resolution.

d) Theoretical knowledge will be given through the Society and Architectural Conservation 5 module.

Design 5.2 (Housing and Community)		
Module Code	**Credits**	**Hours**
AD21122 (UBLLEP-8-M)	2	60 Contact Hours

Module Overview

The module develops an understanding of collective dwelling through a social housing project situated within a complex urban or suburban context. Students critically engage precedents ranging from early modernist housing experiments to contemporary participatory and sustainable affordable housing models, including projects.

The studio integrates environmental performance, sustainability, regulatory frameworks, and social research to produce critically grounded and technically informed housing proposals.

Learning Outcomes

MO1 Demonstrate a systematic and critical understanding of housing theory, typology, and urban morphology, and apply this knowledge to complex community-based design contexts.

MO2 Critically analyse socio-spatial conditions, demographic data, stakeholder needs, and environmental parameters to propose community housing design strategies, supported by the formulation of clear and responsive design briefs that frame project objectives and guide the design process.

MO3 Develop innovative community housing design proposals that integrate spatial quality, environmental performance, construction systems, and regulatory frameworks.

MO4 Systematically and creatively synthesise social sustainability, climate-responsive design, and inclusive principles into coherent and original architectural solutions that successfully address complex and unpredictable spatial challenges.

MO5 Effectively communicate complex housing strategies in visual, written, and oral formats tailored to academic, professional, and community audiences, while demonstrating independent learning skills necessary to advance knowledge and practice autonomously.

Outline Syllabus

Housing, Community, and Sustainability: Medium-density housing or cooperative housing complex – focusing on social sustainability, community interaction, climate-responsive planning, phenomenology, and critical regionalism.

a) Formulate a design brief in each academic year, where they will research and critically interpret and develop the brief, considering the understanding of a selected community, its socio-cultural structures, economic background, and local environment.

b) Analysis of demographic patterns, community structures, stakeholder needs, and socio-spatial dynamics informing housing design strategies.

c) Investigation of density, land use, infrastructure, mobility, and public–private spatial relationships within urban and peri-urban environments.

d) Exploration of inclusive, participatory, and community-led housing models addressing equity, accessibility, social sustainability, and health and safety.

e) Application of planning regulations, housing policies, procurement systems, and delivery frameworks shaping residential development.

f) Development of adaptable housing typologies, unit configurations, and shared spaces responding to diverse household structures and future change.

g) Incorporation of structural systems, material strategies, and construction methodologies aligned with environmental performance and buildability.

h) Synthesis of master planning and architectural detail into coherent, multi-scalar housing and community design proposals, with the integration of climate-responsive design principles, passive environmental strategies, and low-carbon technologies.

i) Effectively communicate housing strategies and proposals through drawings, models, digital simulations, reports, and critical design reviews.

Note: Theoretical knowledge will be given through a lecture series on Housing & Community and Architectural research and writing on historical and contemporary housing theories, typologies, and urban morphologies in relation to social, cultural, and economic context, in addition to the knowledge gained from the Architectural Conservation & Society module.

Society and Architectural Conservation 5		
Module Code	**Credits**	**Hours**
AD21502 (UBLLER-8-M)	2	30 Contact Hours
Module Overview		
This module has two key focuses: urban society and settlement, and architectural conservation. It develops a critical understanding of how social, cultural, economic, and political forces shape cities, communities, and		

settlement patterns. And how these processes influence the formation, perception, and transformation of heritage.

In parallel, the module explores the principles and practices of architectural conservation, addressing both tangible and intangible heritage. Students engage with theories, frameworks, and case studies to examine preservation, adaptive reuse, and the management of historic environments.

Together, these strands support the development of a direct relationship between socio-cultural process and conservation decision-making, requiring students to interpret urban and heritage contexts, evaluate competing values, and formulate informed, critical, and context-responsive approaches to architectural intervention within contemporary urban and heritage settings.

Learning Outcomes

MO1 Critically analyse the relationships between urban society, settlement patterns, and the built environment, applying key urban theories to historical and contemporary contexts.

MO2 Evaluate the complex social, cultural, economic, and political forces shaping cities, including urban migration, informal settlements, and housing conditions, to make sound judgements with reference to Sri Lanka and global contexts.

MO3 Undertake research-led analysis of urban and heritage contexts, and systematically and creatively synthesise socio-cultural and conservation knowledge to inform context-responsive design strategies.

MO4 Critically evaluate and apply architectural conservation principles, including preservation, restoration, reconstruction, and adaptive reuse, in relation to the values of tangible and intangible heritage to derive approaches/strategies for design intervention.

MO5 Critically evaluate international frameworks and local legislation, and assess the roles of stakeholders and ethical considerations in the management of conservation projects.

Outline Syllabus

1. Urban Society and Settlement Systems

a) Theories of urban society, social structures, and social capital
b) Relationships between society, settlement patterns, and the built environment
c) Urban migration, informality, housing conditions, and community networks
d) Homelessness, placelessness, and evolving settlement typologies
e) Globalisation and the global city, with Colombo as a case of socio-economic transformation

2. Heritage, Value, and Conservation Frameworks

a) Heritage as a socio-cultural construct: tangible and intangible values
b) Concepts of authenticity, integrity, and identity
c) Conservation principles: preservation, restoration, reconstruction, adaptive reuse
d) International charters (UNESCO, ICOMOS) and local legislation
e) Stakeholders, ethics, and conflicts in conservation practice
f) Conservation economics, management, and project constraints.

3. Methods of Analysis and Application to Context

a) Techniques for analysing urban and heritage contexts
b) Historic building documentation: surveys, condition assessments
c) Case study analysis and comparative evaluation
d) Research-led inquiry linking socio-cultural conditions to conservation priorities
e) Formulation of context-responsive strategies for intervention.

Environmental Planning and Urban Design 5		
Module Code	**Credits**	**Hours**
AD21602 (UBLLDT-8-M)	2	30 Contact Hours
Module Overview		

This module equips students with critical knowledge of urban design and physical planning frameworks in Sri Lanka and global contexts, focusing on planning concepts, urban design theories and principles, processes, legislation, and the collaborative roles of planners, urban designers and architects. Through, theoretical knowledge, case studies, urban analysis exercises, and applied planning investigations, it develops analytical skills to create context-sensitive, sustainable urban solutions through interdisciplinary teamwork, and reflective practice.

Features: Engagement with Sri Lankan planning legislation and development plans (Proposed and approved), as well as exposure to interdisciplinary planning processes.

Learning Outcomes

MO1 Demonstrate critical understanding of the evolution and principles of environmental and physical planning, including regulatory frameworks, institutional roles, and governance systems at local and international levels.

MO2 Demonstrate a systematic understanding of land use and zoning theories, planning approaches, legislation, and approval processes in Sri Lanka to interpret and apply development controls effectively.

MO3 Analyse and interpret spatial and demographic data using advanced tools such as GIS, space syntax, and infrastructure analysis to generate evidence-based insights for urban planning and design strategies.

MO4 Demonstrate a systematic understanding of historical urban design theories and perceptions, key concepts of urban morphology, urban systems and patterns, and evaluate the spatial dynamics, social, economic, political, and environmental dimensions, such as disaster risk management and service delivery, that generate urban form.

MO5 Evaluate and apply urban design frameworks to address critical and contemporary issues by integrating sustainability, resilience, walkability, and principles of social equity and inclusivity into the systematic and creative formulation of urban design strategies.

Outline Syllabus

1. Environmental Planning (7 weeks)

a) Introduction to the evolution of environmental and physical planning theory and practice, and the architect's role within statutory and collaborative frameworks as an interdisciplinary process.
b) Guiding principles, regulatory frameworks, National planning processes, relevant agencies, ethics, and responsibilities.
c) Key concepts and principles of city planning, disaster preparedness, and risk management in urban areas.
d) Policy frameworks that shape urban form, Land-use planning, development plans, and the UDA planning system.
e) Core demographic concepts and population analysis methods (GIS applications, space syntax and infrastructure analysis, and visual presentation techniques).
f) Global influences on city planning and design using illustrated case studies.
g) Conduct strategic analyses of planning projects to evaluate strengths, weaknesses, opportunities, and threats, and justify context-responsive interventions.
h) Urban management strategies, including governance, financing, community engagement, and environmental stewardship.

2. Urban Design (8 weeks)

a) Theoretical foundations of urban design, including its history, key concepts, public space and placemaking theories, core principles, and models of urban form.
b) Urban design frameworks integrating sustainability, resilience, smart technologies, and social inclusivity.
c) Analytical tools and methods, including GIS mapping, space syntax, visual representation, and infrastructure analysis.
d) Urban design practice examined through global case studies, climate-responsive strategies, equity considerations, and tactical interventions.

Practical Training 5 (Practical Apprenticeship)		
Module Code	**Credits**	**Hours**
APR 21204 (UBLLDR-16-M)	4	720 Work Hours (Semester 1 & 2) 480 Hours (Vacation) + 20 Notional Hours

Module Overview

The Practical Training module bridges academic learning and real-world architectural practice, strengthening the practice-based learning approach by placing students in apprenticeships with registered Trainer Practices, where they engage in the full spectrum of architectural work—design, documentation, collaboration, project delivery, and the business of architecture. This structured transition enables students to integrate theoretical knowledge with professional practice, while also gaining insight into organizational, financial, and managerial aspects of the profession. Through this experience, they develop workplace, communication, and entrepreneurial skills that prepare them to navigate both the creative and business realities of architectural practice.

Features: Integration of workplace learning with academic evaluation through documented training records. Exposure to multiple stages of project development, from design to documentation and implementation. Year 1 focuses more on a) design documentation for client presentation, authority approval, tendering, and construction, and b) collaboration, coordination, and incorporation of design inputs of allied professional consultants to the design.

Learning Outcomes

MO1 Interpret Client requirements and, under professional supervision, develop creative design proposals of varied scale and complexity that respond to user needs and site constraints.

MO2 Prepare design development information by analysing and applying the social, environmental, economic, and regulatory context of architectural practice, including planning regulations, building codes, ethics, and professional responsibilities.

MO3 Apply technical knowledge of construction, structures, materials, building services, and environmental strategies to achieve safety, performance, comfort, and sustainability goals.

MO4 Develop reflective thinking and gain competence to apply theoretical knowledge to critically evaluate design proposals, and justify design decisions with respect to context, sustainability, user needs, aesthetics, and functionality.

Outline Syllabus

This is not a taught module. The students are expected to obtain critical awareness, in-depth knowledge, critical understanding, and the ability to apply knowledge in the following areas under the supervision of an Architect in a trainer practice;

a) Design development and producing drawings.
b) Statutory approvals, planning procedures, and regulatory compliance.
c) Site visits; recording observations, Analysing site context and internal features with the assistance of the principal Architect and the other members of the design team.
d) Observe site operations, construction methods, and consultant coordination.
e) Liaise with suppliers and contractors to execute design decisions.
f) Record and reflect critically on professional tasks, responsibilities, and decision-making processes.

Theory of Architecture 5 (Critical Theories in Architectural Design)		
Module Code	**Credits**	**Hours**
AH21402 (UBLLEU-8-M)	2	30 Contact Hours

Module Overview

This module introduces students to key philosophical positions and critical theories that underpin architectural thought and practice. It equips students with intellectual tools to critically evaluate design intentions, contextual forces, and theoretical positions, and to translate ideas into spatial, material, and conceptual architectural propositions. The module supports the development of reflective, critical, and ethically grounded design thinking and culminates in the articulation of a personal architectural manifesto, positioning their work within a broader disciplinary discourse.

Learning Outcomes	
MO1	Demonstrate a critical awareness and systematic understanding of the relationship between architecture, society, culture, politics, and the environment.
MO2	Critically evaluate architecture within broader structures of power, gender, economic systems, and ideological formations, enabling students to interrogate the socio-political forces shaping the built environment.
MO3	Apply philosophical and interdisciplinary perspectives to justify, translate, and communicate complex theoretical arguments and design propositions systematically and creatively, ensuring clarity, rigour, and intellectual coherence.
MO4	Formulate, substantiate, and communicate a coherent, analytically constructed, and original personal design philosophy grounded in advanced theoretical discourse.
MO5	Critically engage with primary theoretical texts, synthesising diverse arguments to make sound judgements and articulate an independent, evidence-based position within contemporary architectural discourse.

Outline Syllabus

a) Advanced architectural theory: critical theories, key thinkers (modern to contemporary), evolution of Architectural discourse.
b) Philosophical & architecture, positioning architecture in the context of philosophy as a critical theory of interpretation.
c) Deep Exposure Architecture, society and gender: Postcolonial perspectives, Globalization, power, identity and gender in space.
d) Immersion in Critical regionalism: Respect to culture, climate. Materials and traditions with reference to Sri Lankan practice.
e) Technology and architecture: digital architecture and parametric thinking and its influence on form and space.
f) Ethics about issues such as AI and sustainability.
g) Developing a personal design philosophy and architectural biases by application of Theory into Practice in the design studio & case study analysis.

Theory of Architecture 5 (Critical Theories in Architectural Design)		
Module Code	**Credits**	**Hours**
AH21402 (UBLLEU-8-M)	2	30 Contact Hours

Module Overview

This module introduces students to key philosophical positions and critical theories that underpin architectural thought and practice. It equips students with intellectual tools to critically evaluate design intentions, contextual forces, and theoretical positions, and to translate ideas into spatial, material, and conceptual architectural propositions. The module supports the development of reflective, critical, and ethically grounded design thinking and culminates in the articulation of a personal architectural manifesto, positioning their work within a broader disciplinary discourse.

Learning Outcomes	
MO6	Demonstrate a critical awareness and systematic understanding of the relationship between architecture, society, culture, politics, and the environment.
MO7	Critically evaluate architecture within broader structures of power, gender, economic systems, and ideological formations, enabling students to interrogate the socio-political forces shaping the built environment.
MO8	Apply philosophical and interdisciplinary perspectives to justify, translate, and communicate complex theoretical arguments and design propositions systematically and creatively, ensuring clarity, rigour, and intellectual coherence.

MO9 Formulate, substantiate, and communicate a coherent, analytically constructed, and original personal design philosophy grounded in advanced theoretical discourse.

MO10 Critically engage with primary theoretical texts, synthesising diverse arguments to make sound judgements and articulate an independent, evidence-based position within contemporary architectural discourse.

Outline Syllabus

g) Advanced architectural theory: critical theories, key thinkers (modern to contemporary), evolution of Architectural discourse.
h) Philosophical & architecture, positioning architecture in the context of philosophy as a critical theory of interpretation.
i) Deep Exposure Architecture, society and gender: Postcolonial perspectives, Globalization, power, identity and gender in space.
j) Immersion in Critical regionalism: Respect to culture, climate. Materials and traditions with reference to Sri Lankan practice.
k) Technology and architecture: digital architecture and parametric thinking and its influence on form and space.
l) Ethics about issues such as AI and sustainability.

g) Developing a personal design philosophy and architectural biases by application of Theory into Practice in the design studio & case study analysis.

Technology 5 (Advanced Building Services)		
Module Code	**Credits**	**Hours**
AT21702 (UBLLE4-8-M)	2	30 Contact Hours

Module Overview

This module develops technical competence in the analysis, selection, and integration of building services systems within complex architectural contexts; high-performance, sustainable buildings, high-rise buildings, and other special facilities and/or conditions.

It will provide a critical understanding of active and passive building systems, including HVAC, electrical, plumbing ELV systems to enable application in studio projects.

The module emphasizes spatial coordination, sizing, and other constraints in the integration of mechanical and electrical systems. It also highlights the importance of collaboration between specialists and the need to optimize occupant comfort, energy performance, and sustainability while considering cost, feasibility, and regulatory compliance.

Learning Outcomes

MO1 Demonstrate a critical understanding of advanced building services for middle- and high-rise buildings, complex building types, and special facilities, and evaluate energy-efficient, sustainable, and context-appropriate service systems for diverse, challenging, and emergency conditions.

MO2 Demonstrate the ability to apply sound judgement when using regulatory frameworks, sustainability standards, and practical calculations to design, size, and integrate key building service systems, including water, sewage, storm water, electrical, ventilation, and air-conditioning.

MO3 Demonstrate the ability to integrate Extra Low Voltage (ELV) systems, smart systems, ICT integration, security systems, and energy efficiency measures and modern fittings in lighting and equipment.

MO4 Demonstrate the ability to integrate building automation in complex buildings.

MO5 Demonstrate the ability to effectively communicate and coordinate service requirements and spatial requirements for services with multidisciplinary teams.

MO6 Demonstrate a clear understanding of the management of building services using systems and tools.

Outline Syllabus

a) Introduction to the emerging global trends in high-performance building services, smart systems, and net-zero strategies.
b) Water supply, distribution, and storage systems for different building types, including mid to high-rise buildings, complexes, and special facilities such as hospitals, sports complexes, and industrial buildings, with required space planning.
c) Water quality, treatment methods, and techniques for safe potable water delivery.
d) Sewage disposal and treatment systems for standard and challenging environments, including marshy areas, water-logged zones, and technically complex specialised facilities such as hospitals, hotels, airports, etc.
e) Storm water management strategies for urban areas, and challenging environments such as marshy and water-logged sites.
f) Electrical systems for buildings, including single-phase and three-phase supplies, substations, transformers, load calculation principles, emergency power supply, and integration of renewable energy technologies.
g) Mechanical ventilation and air-conditioning systems to maintain indoor comfort and air quality; air-conditioning system types, energy conservation methods, load calculation principles, and environmental impacts, including applications in high-rise buildings, coastal areas, auditoriums, and industrial kitchens.
h) Energy efficiency measures and modern fittings in lighting and equipment.
i) Building automation systems/mechanical conveyances; (elevators, escalators, goods movement, parking systems, and security solutions.)
j) Building Management Systems (BMS) and their role in efficient operations, monitoring, maintenance, and coordination of building services using BIM-based workflows and multidisciplinary collaboration.
k) Extra Low Voltage (ELV) systems, smart systems, ICT integration, and security systems for optimal building performance.
l) Lightning protection and disaster responsiveness strategies for resilient buildings.
m) Solid waste management practices in building complexes and high-rise buildings.
n) Regulatory standards, sustainability frameworks, and certifications to ensure compliant and responsible design.

Note: Advanced Fire safety will be covered in the following year.

Environment 5 (Adaptive and Resilient Built Environments)

Module Code	**Credits**	**Hours**
AE21802 (UBLLE5-8-M)	2	30 Contact Hours

Module Overview

This module provides in-depth awareness of climate emergencies, implications of buildings on the environment, and explores the principles and strategies for adapting the built environment to climate change. Climate change is now one of the central drivers of architectural form, programme, material selection, and urban strategy.

This module provides a deep understanding of how buildings and urban environments can proactively respond to environmental change, positioning adaptation and resilience as active design strategies that generate innovative, contextually responsive architecture.

It will assist students to develop the capacity to justify climate-responsive, low-carbon architectural solutions by integrating environmental performance, regulatory frameworks, assessment criteria, and ethical practice into resilient design outcomes.

Learning Outcomes

MO1 Demonstrate a critical understanding of climate emergency conditions and their implications for architectural, urban, and spatial design, positioning climate change as a primary generator of architectural and urban form.

MO2 Systematically and creatively apply climate-responsive, bioclimatic, low-carbon, zero carbon, nature positive and regenerative design strategies to adaptive and resilient architectural propositions focussing on lifecycle performance.

MO3 Demonstrate a clear understanding of environmental performance requirements, regulatory frameworks, approval processes, and ethical and social justice considerations to support informed decision-making.

MO4 Critically evaluate global and local environmental rating systems, their methodological assumptions, limitations, and their applicability as tools for assessing and informing architectural design.

MO5 Conduct independent research, analyse and synthesise data to evaluate building performance, climate risk, and post-occupancy outcomes, demonstrating the capacity to make sound judgements to produce evidence-based sustainable design arguments.

Outline Syllabus

a) Climate Emergency and Built Environment: Impacts of climate change on architecture, including form, spatial organisation, material selection, and urban strategies.

b) Sustainability, resilience, and low-carbon design principles: theoretical foundations, definitions, and theoretical frameworks of adaptation and resilience drawn from ecology.

c) Climate-responsive and bioclimatic design: Principles and strategies including zero-carbon, regenerative, and nature-positive approaches.

d) Sustainability, Resilience and Life-Cycle Thinking: integration of low-carbon design, adaptive environments, and whole-life performance, including resource conservation (materials, energy, water, waste, etc.).

e) Environmental Performance and Regulatory Context: compliance frameworks, processes, and ethical decision-making.

f) Environmental Rating Systems: Application of global and Sri Lankan certification systems in design projects

g) Interdisciplinary collaboration and Research Practice: stakeholder engagement, case studies, and research-informed approaches to climate-resilient design.

h) Introduction to Life-Cycle and Environmental Performance Assessment using environmental assessment tools/metrics (e.g., embodied and operational carbon calculations, energy modelling, daylight/ventilation simulation, water-use and waste minimization).

Profession 5 (Legal Framework for Architects)

Module Code	**Credits**	**Hours**
AP21902 (UBLLE6-8-M)	2	30 Contact Hours

Module Overview

To introduce students to the legal framework governing the practice of architecture in Sri Lanka, professional regulations, property and contract law, statutory compliance, and professional liability. The students will gain insight into the Sri Lanka Institute of Architects (SLIA) Law and its amendments, Construction Industry Development Authority (CIDA) Act, and other legal frameworks related to property and construction.

Learning Outcomes

MO1 Evaluate property, contract, and regulatory frameworks governing architectural practice in Sri Lanka (SLIA Law and its amendments, CIDA Act.), demonstrating awareness of the national legal system.

MO2 Critically evaluate professional liability in architectural practice.

MO3 Assess and apply the Apartment Ownership Law and its amendments within complex architectural and development contexts.

MO4 Assess and apply the Protection of the Rights of Persons with Disabilities Act and its amendments within complex architectural and development contexts.

Outline Syllabus

a) Overview of the Sri Lankan legal system, and an introduction to the study of law in relation to architecture (SLIA Law and its amendments, CIDA Act.).

b) Legal framework related to property and contract law in relation to the profession & practice of architecture: The Law of Property, Law of Contracts, Law of Torts, and Labour Law

c) Professional liability, case precedents, and duty of care, etc).

d) Introduction to the Apartment Ownership Law and Common Amenities Law that relates to condominium property, and key features of the latest amendments.

e) Introduction to the Protection of the Rights of Persons with Disabilities Act.



CITY SCHOOL OF ARCHITECTURE (COLOMBO) LTD
104, KITULWATTE ROAD, COLOMBO 08.
Tel : (+9411) -2678254, 2678270, 5-737120, 5-737121 | fax : (+9411) - 2678254
Email : admin@csacolombo.edu.lk | web : csacolombo.edu.lk
Registration No: PB 3537