

Sri Lanka Institute of Architects



Board of Architectural Education

Abridged Curriculum of Part II Examination of the Sri Lanka Institute of Architects

Publication No: BAE-102 A

ABRIDGED CURRICULUM OF PART II EXAMINATION OF THE SRI LANKA INSTITUTE OF ARCHITECTS

Board of Architectural Education



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Published by : Board of Architectural Education,
Sri Lanka Institute of Architects,
No. 120 / 7, Vidya Mawatha, Colombo 7.

Published in June 2025

Publication No. BAE-102 A

This E-document (abridged version of BAE – 102 document) is published for the information of the general public. The complete E-document is issued to the schools of architecture whose programme at Part II Level are validated by SLIA for the purpose of preparing their syllabus. The schools of architecture can design their syllabus based on the curriculum to suit their pedagogical approach.

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FOREWORD

The Sri Lanka Institute of Architects (SLIA) aims to create a suitable environment for the education and practice of Architecture in the country by encouraging innovation, diversity, professionalism, and research. This is proposed to be achieved by understanding the local contextual settings; urbanization and growth; the historic, and cultural values and needs of the society; changes in material and construction technologies; social, environmental, and economic sustainability and the conservation of the natural environment and its resources; whilst acknowledging internationally accepted best practice norms.

The SLIA by Regulation No: 7.7.1 in The Gazette No. 2041/18 of October 17, 2017 defines the role of the Board of Architectural Education (BAE) as “(1) The Board of Architectural Education (BAE) shall assist, advise and control Architectural Education and the conduct or assist to conduct of courses and examinations and all matters connected therewith.” The Board of Architectural Education (BAE) was established through the Sri Lanka Institute of Architects Law, No. 1 of 1976 of the National State Assembly.

One of the tasks of the BAE is to set standards and enhance the quality of architectural education in all the architectural programmes conducted in Sri Lanka. This was achieved with the development of the Curricula for the SLIA Part I, Part II, and Part III programmes. Accordingly, the following documents were published in 2012,

BAE-101 – Curriculum of Part I Examination of the Sri Lanka Institute of Architects

BAE-102 – Curriculum of Part II Examination of the Sri Lanka Institute of Architects

BAE-103 – Curriculum of Part III Examination of the Sri Lanka Institute of Architects

The revision of curricula was required to cater to the changing goals of education and the profession and remain competitive in the global environment. To address these needs, the curricula revision process was initiated in 2018. The SLIA on the recommendation of the BAE appointed the Curriculum Review Committee (CRC) to review and revise the Part I and Part II Curricula. A separate Committee was appointed to review and revise the Part III Curriculum.

In keeping abreast of advancements in architectural education globally, the CRC went through a process of critical review and studying of the curricula of overseas schools and institutions in preparing the revised SLIA curricula, and it was discussed at a workshop with eminent architectural educators. Prior to finalising the draft documents, CRC sought the views of the practitioners on industry requirements and current competency of each exit level and inputs from experts in different subject areas to enrich the curricula with updated content. The draft documents were presented to the BAE and the SLIA council for review and comments. Based on comments received the first revision to the BAE-101 and BAE-102 documents were finalised.

These two publications are benchmark documents for Architectural Educational Institutions to design the syllabi and to enable inter-school and cross border transfers. All institutions are required to adopt the BAE curricula and obtain validation for their Architectural Educational Programmes from the SLIA. The validation enables students to enter the path to become professionally qualified architects whereby they can register to practice architecture in Sri Lanka.

INTRODUCTION

The vision of the BAE for Architectural Education is to advance the study of Architecture and kindred subjects, set educational standards and to organise and facilitate educational programs with the purpose of extending the areas of knowledge and learning in Architecture to innovative, visionary, and uninhibited thinking in the context of culture and Built Environment and its allied fields, in association with the world of entrepreneurship and professionalism, towards contributing to national objectives within global perspectives.

The Council of the Sri Lanka Institute of Architects (SLIA) approved the first revision to the curriculum documents for Part I & Part II examinations of the Sri Lanka Institute of Architects in October 2023.

The document defines the minimum level of learning outcomes expected of any programme aspiring to gain exemption from SLIA, and the competency profile or the attributes of a graduate who wishes to gain such exemption.

The purpose of this document is to provide information and guidance to architectural educational institutions to design the syllabi. Each education institution has the freedom to enhance and emphasise a specific focus, with this as a base document.

Aligning exit levels of architectural programmes with levels identified by the Sri Lanka Qualifications Framework (SLQF) is beneficial as positions and hierarchies in government institutions are defined using SLQF levels.

The SLIA Part I is aligned with SLQF exit Level 5 – Bachelors in order to assist educational institutions in identifying the level of its qualifications which will greatly benefit the qualification holder.

The SLIA Part II is aligned with SLQF exit Level 6 – Bachelors (Hons) or above in order for educational institutions to identify the level of its qualifications which will greatly benefit the qualification holder.

The SLIA Curriculum specifies the minimum required learning outcomes and inputs in terms of notional hours.

Architectural educational institutions are expected to facilitate the learners to develop networking and social skills, adaptability and flexibility, attitude, values and professionalism, a vision for life, and a mind-set to update themselves and engage in lifelong learning. The SLIA is required to set the benchmark requirements for Architectural Education as the sole authority in regulating architectural education in Sri Lanka under the Sri Lanka Institute of Architects Law No. 1 of 1976 and the Sri Lanka Institute of Architects (Amendment) Act No. 14 of 1996.

Key considerations of the proposed revisions:

- 1) Specify Student Notional Hours according to SLQF for tertiary education – 1500 Notional Hours per year of academic study (Sri Lanka Qualification Framework (SLQF) 2015, pg. 08).
- 2) Enhance the emphasis given to the Research component to be able to align with a higher level of qualification of the SLQF Framework. This was seen as an advantage for students following formal Architectural education, and for those who may pursue higher education.
- 3) The above point was also seen as a necessity to strengthen the theoretical base in designing and in integrating technology, environment, society, and cultural aspects with design.
- 4) The Streams were divided into Core Streams and Sub Streams, with the Core Stream being Design and Communication, and Sub Streams being History, Society & Culture, Environmental Sustainability, Technology, Architectural Practice (See stream summary for more details).

- 5) Streamlining the format of the Curriculum to contain a brief description of the expectation of each stream and detailed learning outcomes instead of detailed content that is similar to a syllabus. The learning outcomes will define the graduate attributes of a competency profile or qualification holder by describing what they should know, understand, and can demonstrate upon the completion of a study programme and will be categorised as Awareness, Knowledge, Understanding and Ability.
- 6) Providing the flexibility for architectural educational institutions to design their own syllabi by using the revised SLIA curriculum as a guide to enhance to suit their own focus based on their pedagogical approach and speciality orientation.
- 7) Enhancing the flexibility for institutions to offer electives to complement the Core Streams and Sub Streams.

COMPETENCY PROFILES

SLIA Part I Competency Level

- a. Ability to demonstrate knowledge and understanding of the subject streams specified under Part I Curriculum.
- b. Ability to follow a design process using analytical techniques and problem-solving skills to find architectural solutions that are functionally appropriate, spatially and visually sensitive, meaningful spaces and complex forms.
- c. Ability to integrate technologically coherent, socially and environmentally sensitive, sustainable approaches in architectural solutions.
- d. Ability to adhere to regulatory frameworks and produce economically viable architectural solutions.
- e. Ability to collaborate and work within an interdisciplinary practice environment adhering to professional ethics.
- f. Ability to communicate creatively and effectively.

SLIA Part II Competency Level

- a. Ability to demonstrate subject and understanding of the knowledge streams specified under Part II Curriculum.
- b. Ability to develop comprehensive architectural design solutions through critical thinking with a theoretical and philosophical approach to local and global issues.
- c. Ability to research, critically argue, articulate ideas, and produce original written work.
- d. Ability to create innovative and sustainable architectural design solutions integrating materials, processes, and techniques.
- e. Ability to make decisions based on professional judgment covering health & well-being, safety, environmental considerations, socio-cultural conditions, economic factors, and technical aspects.
- f. Ability to understand the architect's role and ethics in the process of production of buildings under legislation.
- g. Ability to demonstrate business skills relevant to the practice of architecture and practice management.

MODE OF DELIVERY

- 1) Part I programmes are to be delivered through a full-time programme of a minimum 3-year duration, or a part-time programme of a minimum 4-year duration; and to have a minimum of 4500 Notional Hours.
- 2) Part II programmes are to be delivered through a full-time programme of a minimum 2-year duration or a part-time programme of a minimum 3-year duration, and to have a minimum of 3000 Notional Hours.
- 3) Design Studios shall contain a minimum of 50% of the total learning.
- 4) Part III programme course will be delivered and examined by the SLIA.

NOTES

Definition of Notional Hours: "The notional learning hours include direct contact hours with teachers and trainers, time spent in self-learning, preparation for assignments, carrying out assignments and assessments. The need to undertake any or all of these will be considered when a credit is being allocated to a course unit or a module, when the syllabus is designed. It is understood that the combination of learning activities may vary from one course unit or module to another." (Sri Lanka Qualification Framework (SLQF) 2015, pg. 08).

“One credit is considered equivalent to 50 notional learning hours for a taught course, laboratory studies course or field studies/clinical work. In case of industrial training, including time allocated for assessments and in case of research, including time allocated for literature survey, one credit is considered equivalent to a minimum of 100 notional hours.” (Sri Lanka Qualification Framework (SLQF) 2015, pg. 08)

Definition of a Credit: “A credit is defined as 15 contact hours of lectures (1 hr/week), 45 hours (3hrs/week) of Studio work/Course work/Projects work/Laboratory practicals/Field work/Group Project Works/Individually supervised research projects per week etc”. (Credit and Qualification Framework of the Degree Programmes in Universities 2014, pg. 11)

“Credit definition for Comprehensive Design Project (CDP), Industrial Training and Research Dissertation to be decided by the relevant courses.” (Credit and Qualification Framework of the Degree Programmes in Universities 2014, pg. 12)

DOMAINS OF LEARNING

Key domains used in this curriculum document;

Awareness:

Acquaintance with general concepts, topics, rules, methods or procedures without necessarily being able to paraphrase or summarise information.

Knowledge:

Familiarity with specific information including facts, definitions, rules, methods, processes or settings without necessarily being able to see its fullest implications.

Understanding:

Identification, assimilation and comprehension of information. Students can correctly paraphrase or summarize information and can relate it to other material, including its practical application.

Ability:

Skill in relating specific information to the accomplishment of tasks. Students can correctly select information that is appropriate to a situation and apply it to the solution of a specific problem.

STREAM SUMMARY

CORE STREAM

 1. DESIGN

SUB STREAMS

 2. HISTORY, SOCIETY AND CULTURE

 3. ENVIRONMENTAL SUSTAINABILITY

 4. ADVANCED TECHNOLOGY

 5. ARCHITECTURAL PRACTICE

 6. RESEARCH AND COMMUNICATION

01

DESIGN

To challenge the students to develop a theoretical and philosophical approach on local and global issues, focusing on a problem based education system in a multi-disciplinary environment where all learning outcomes will be synthesized in design. Students will be challenged to demonstrate higher level of design creativity through advanced technologies and systems and may be allowed to demonstrate 'speciality orientation'.

- 1.1 Design Research
- 1.2 Design Analysis and Synthesis
- 1.3 Design Communication

02

HISTORY, SOCIETY AND CULTURE

To provide a comprehensive understanding of theories and methodologies of urban design, exploring challenges faced today and in the future ranging from physical to social, tangible to intangible, and contemporary global issues in Architecture.

To enhance critical thinking and expose students to intellectual ideas and theoretical positions in the fields of architecture, urban design and humanities.

- 2.1 Advanced Theories of Architecture
- 2.2 Architecture and Society
- 2.3 Planning and Urban Context
- 2.4 Introduction to Architectural Conservation

03

ENVIRONMENTAL SUSTAINABILITY

To provide a critical understanding of the environment and sustainable aspects that shape the built environment using research, new technologies, and strategies in an ethical and responsible manner.

- 3.1 Energy Sustainability of Buildings
- 3.2 Adaptation Strategies to Climate Changes
- 3.3 High Performance Buildings

04

ADVANCED TECHNOLOGY

To encourage students to critically evaluate newly invented materials and technologies and their implications on architecture as seen through applied situations and case studies globally. To prepare students for a collaborative multi-disciplinary contemporary architectural practice to produce complex innovative and competitive designs.

- 4.1 Smart Materials and Technologies
- 4.2 Advanced Structures
- 4.3 Advanced Services
- 4.4 Integrated Design Technologies

05

ARCHITECTURAL PRACTICE

To introduce students to the legal context of the practice of architecture and to provide knowledge on the execution of architectural projects, local and global architectural practices and financial implications.

5.1 Profession and Practice

5.2 Law for Architects

5.3 Building Economics for Architects

06

RESEARCH AND COMMUNICATION

To demonstrate critical understanding of how knowledge is advanced through research to produce clear, logically argued and original written work relating to architectural culture, theory and design.

Publication No: BAE -102 A

Published by the Sri Lanka Institute of Architects (SLIA)

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