UNIVERSITY FOR THE CREATIVE ARTS

PROGRAMME SPECIFICATION FOR:

MASTER OF ARCHITECTURE RIBA/ARB Part2

PROGRAMME SPECIFICATION ACADEMIC YEAR 2021/22
This Programme Specification is designed for prospective students, current students, academic staff and potential employers. It provides a concise summary of the main features of the programme and the intended learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. More detailed information on the teaching, learning and assessment methods, learning outcomes and content of each unit can be found in the Unit Descriptors.

Section A – Material Course Information

Validating Body	University for the Creative Arts[1]
Teaching Body	University for the Creative Arts
Final Award Title and Type	Master of Architecture RIBA/ARB Part 2
Course Title	Master of Architecture RIBA/ARB Part 2

Course Location and Length	Campus: Canterbury	Length: Full-time - 2 years

Mode of Study	Full-time	✓	Part-time	

Period of Validation	2016/17 – 2021/22
Name of Professional, Statutory or Regulatory Body	Royal Institute of British Architects (RIBA) and Architect's Registration Board (ARB).
Type of Accreditation	Validated by the Royal Institute of British Architects (RIBA) at Part 2 level for the purpose of eligibility for membership of the RIBA. Accredited by the Architects Registration Board (ARB) for the purpose of a Part 2 qualification.
Accreditation due for renewal	ARB: September 2020 RIBA: 2024

Entry criteria and requirements[2]

Applicants should normally hold a good honours degree in architecture or a cognate discipline.

While ARB part 1 is desirable, subject to interview and portfolio assessment places can be offered to exceptional applicants who do not hold this qualification.
It should be noted that to achieve full ARB prescription, qualification at parts 1, 2 and 3 must be gained.

If your first language is not English a certificate is required as evidence that you have an average IELTS score of 6.5 or equivalent. If you are applying as an international student from a country outside the EU and require a visa to study in the UK, you will also need a minimum of 5.5 in each individual component.

You may be offered a place on a course on the condition that you improve your English language and study skills. We offer **pre-sessional English language courses** which can improve your IELTS score by a maximum of 1.0 and 0.5, or equivalent.

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[1] Regulated by the Office for Students

[2] This should be the standard University Criteria unless otherwise approved by the Academic Board and include UCAS entry profile for undergraduate courses.

Overall methods of assessment[3]	Written exams:	Practical exams:	Coursework:
Year 1	0%	0%	100%
Year 2	0%	0%	100%
Overall Learning & Teaching hours[4]	Scheduled:	Independent:	Placement:
Year 1	29.2%	70.8%	0.0%
	350 hours	850 hours	0 hours
Year 2	33.3%	66.7%	0.0%
	400 hours	800 hours	0 hours
General level of staff delivering the course[5]	The University's current recruitment policy for Lecturers and Senior Lecturers states that they must have either an MA or equivalent professional practice in a relevant discipline or field. All lecturing staff are encouraged to work towards a teaching qualification or professional Recognition by the Higher Education Academy and this is a requirement for Senior Lecturers. Senior Lecturers are required to be professionally active or engaged in research in their discipline. All Lecturers and Senior Lecturers undertake scholarship in their disciplines. There are also Sessional Staff to link courses with professional practice and Technicians to provide technical support.		
Language of Study	English		
Subject/Qualification Benchmark Statement: QAA Subject Benchmark, Architecture 2010, RIBA/ARB part2 qualification and Master's Degree Characteristics			
Framework for Higher Education Qualifications (FHEQ)			

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[3] As generated by the most popular unit descriptors and calculated for the overall course stage data.

[4] As generated by the most popular unit descriptors and calculated for the overall course stage data.

[5] Include general information about the experience or status of the staff involved in delivering the course, for example Professor, Course Leader, Senior Lecturer

The course structure

The structure of all of the University's awards complies with the University's [Common Credit Framework](#). The Common Credit Framework includes information about the:
- Rules for progression between the stages of a course;
- Consequences of failure for reassessment, compensation and exit awards;
- Calculation and classification of awards;

Unit codes and titles	Level	Credit value	Elective/ Core	If elective is this the most popular student choice?
Year 1				
CARC7107 Design Research 01	7	30	core	N/A
CARC7108 Design Research 02	7	30	core	N/A
CARC6102 Design Technology	6	30	core	N/A
CARC6103 Dissertation (Option 1)	6	30	elective	No
CARC6104 Dissertation (Option 2)	6	30	elective	Yes
Year 2				
CARC7109 Thesis 01	7	30	core	N/A
CARC7110 Thesis 02	7	30	core	N/A
CARC7103 Future Practice	7	30	core	N/A
CARC7111 Realisation	7	30	core	N/A

Section B - Course Overview

The Master of Architecture ARB/RIBA Part 2 (MArch) is the second part of the professional qualification which enables you to become a registered architect. The course enables you to consolidate your architectural experiences, whilst simultaneously questioning your preconceptions of the discipline. The MArch carries full and unconditional prescription from the Architects Registration Board (ARB) as satisfying the Part 2 criteria and is also unconditionally validated by the Royal Institute of British Architects (RIBA). We received three commendations from the 2014 RIBA Visiting Board, which noted that the course

"…has a unique investigative research aspect that encourages graduates' curiosity. Graduates develop an activist approach to architecture".

The course is uniquely conceived as a forum for architectural investigation and innovation. Design research is at the heart of what we do. In order to engender the necessary rigorous, effective, self-critical approach, the development of effective heuristics as elements of your broader methodological frameworks are an essential element of the course. As an architect, you will be confronted with a wide range of problems across diverse disciplines, requiring clear analysis and decision making. These core skills are developed, supported and emphasised throughout the course. The MArch, then, offers an environment geared to the

development of approaches and techniques, equipping you with transferrable skills and apposite contemporary architectural knowledge. Over the course of two years, you will develop individual research agendas that inform and activate personal practical projects, within the broad research frameworks of the course and that of your tutor group. Knowledge is built through one to one tutorials, lectures, seminars and applied project exercises; using dialogue and activism to frame understanding of cultural contexts and theoretical positions. Architectural and systemic issues of fabrication, meaning, representation, electronic media, interaction, cognition, emergent technologies and their capacities to inform modes of spatial production provide contemporary theoretical themes and frameworks within the course. You are encouraged to interrogate and extend your knowledge of spatial theory through highly experimental projects. By the end of the course, you will be equipped to adopt critical positions within the profession and wider society, initiate and deliver projects grounded and delivered in design-based research and continue a process of learning through experimentation and enquiry.

We understand the architect as someone whose cross-disciplinary role enables them to draw on the production of knowledge within various related disciplines and develop, through contemporary digital and analogue design processes and techniques, effective strategies and models for sustainable development within the context of the production of buildings, the spaces between them and the contexts in which they occur. In pursuit of these aims, the course actively seeks out partner organisations and venues for work to reach out to sector decision-makers and to the general public. We have recently worked with Arts organisations in Dover (DAD) and London (Riverside Trust), European Capitals of Culture in Cyprus and Malta and held successful public exhibitions in Dover, the Folkestone Triennial, London and Valletta. Course outputs are routinely published, through exhibitions, books, seminars and papers and through our successful Future Practice programme you will bring your academic production to a public forum, preparing you for professional life and developing entrepreneurial skills.

The course is located in the established and respected Canterbury School of Architecture and shares studio facilities and staffing with the wider UCA PG programmes. Doing so creates significant formal and informal opportunities for intellectual exchange between the disciplines of art, architecture and design. The course utilises the range of craft and digital workshops and laboratories available at UCA Canterbury to facilitate material production at each stage of project development. We have a lively student community: our open lecture series, 'Multistory' runs weekly events at the Canterbury School of Architecture with speakers from the worlds of architecture, design and the arts. Although the majority of entrants will have a good first degree in architecture, with exemption from Part 1 of the ARB/RIBA professional exam, the course welcomes applications from students from cognate courses who wish to extend their knowledge of and practice in architecture. Regular guidance and critical feedback from a wide range of subject experts and leading professional practitioners facilitates this to the highest level. Access to research active staff facilitates opportunities for MA-PhD progression with former students having successfully embarked on such a path. The course culminates in the well-respected Canterbury Graduation Show. As such it provides, prepares and requires students to address the challenge of independently realising and comprehensively articulating installations for a high profile and public arts event.

Section C - Course Aims

Course aims are as follows:

A1   A high standard of architectural education and excellence in architectural design. Through a clear educational strategy which is sustained by the Course structure, the student is directed towards increased independence, developing a sensitivity and discernment of judgement in architectural matters, and a critical awareness of architecture.

A2   To build upon the fundamental knowledge gained in an undergraduate degree course by requiring the student to give attention to the deeper issues underlying the process and resolution of architectural design. It aims to ensure that students demonstrate depth of understanding, refinement and thoroughness of approach in all their work and achieve the standard of Part 2.

A3   To develop students' intellectual and imaginative powers and their ability to perceive their field of study within a broader cultural context. The Course ensures competence, but the aim is to look beyond the immediate professional foreground and prepare students for the practice of imaginative and responsible architecture in the next generation.

A4   Assuming that its students wish to take up a career as practising architects, it aims to ensure that its graduates are fully aware of their responsibilities to provide a professional service to the public at large, and that they possess the necessary skills to develop as competent architects in practice.

A5   To allow for the individual development of each student. There are opportunities for students to develop their individual interests and responsibilities as the Course progresses. The culmination of this emphasis is in the self-initiated Research, Design and Practice Unit at the end of the Course.

A6   That students have the ability to creatively engage with building technology and environmental considerations as part of an emergent design process.

A7   To recognise the need to accommodate a wide range of views and does not therefore promote a single view of architectural design. It aims to increase and sharpen the student's critical faculties and communication skills through ongoing debate and discussion.

A8   To increase awareness of the study and practice of architecture as a globalised activity through opportunities to study and practice in regional and international arenas.

Section D - Course Outcomes

Upon successful completion of the course students are able to:

Knowledge
LO1   Demonstrate an adequate knowledge of the history and theories of architecture and the related arts, technologies and human sciences

LO2   Demonstrate a knowledge of the fine arts as an influence on the quality of architectural design

LO3   Demonstrate an adequate knowledge of urban design, planning and the skills involved in the planning process

LO4 Demonstrate an adequate knowledge of physical problems and technologies and of the function of buildings so as to provide them with internal conditions of comfort and protection against the climate

LO5 Demonstrate an adequate knowledge of the industries, organisations, regulations and procedures involved in translating design concepts into buildings and integrating plans into overall planning

LO6 Demonstrate an ability to rigorously generate and appraise complex and creative design options using a systematic understanding and integration of subject knowledge, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of the academic discipline of architecture and its professional practice

LO7 Demonstrate an adequate knowledge of physical problems and technologies and of the function of buildings so as to provide them with internal conditions of comfort and protection against the climate

Understanding

LO8 Demonstrate conceptual understanding that enables the student to evaluate critically current research and practice in the discipline

LO9 Demonstrate an understanding of the relationship between people and buildings, and between buildings and their environment, and of the need to relate buildings and the spaces between them to human needs and scale

LO10 Demonstrate an understanding of the profession of architecture and the role of the architect in society, in particular in preparing briefs that take account of social factors

LO11 Demonstrate an understanding of the methods of investigation and preparation of the brief for a design project

LO12 Demonstrate an understanding of the structural design, constructional and engineering problems associated with building design

Application

LO13 Demonstrate an ability to create architectural designs that satisfy both aesthetic and technical requirements

LO14 Demonstrate the necessary design skills to meet building users' requirements within the constraints imposed by cost factors and building regulations

LO14 Demonstrate an ability to rigorously generate and appraise complex and creative design options using a systematic understanding and integration of subject knowledge, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of the academic discipline of architecture and its professional practice

LO15 Demonstrate originality in the application and integration of subject knowledge, together with a practical understanding of how established techniques of research and enquiry are used to create and interpret knowledge in the discipline and formulate design proposals

LO16 Draw independent conclusions based on a rigorous, analytical and critical approach

to data, testing and demonstration

LO17 Develop problem solving skills and the ability to communicate the solutions in visual, written and spoken form

LO18 Develop the ability to present rational arguments, which are consistent visually and verbally.

Section E - Learning, Teaching and Assessment

All courses at the University are founded on the principle that the most effective educational experience combines structured teaching and your own independent study. Your course is designed to give you maximum responsibility for the management of your own learning. The skills and abilities that will support you after graduation extend beyond your subject knowledge.

This will require a high degree of commitment and personal organisation from you. It is important that you attend all taught sessions, making arrangements to cover material from any session which you are unable to attend (e.g. through illness).

Learning, Teaching and Assessment on this course
Research is integral to all project work and is seen as vital in the development of cultural awareness and innovation in creative practice.

Architectural study involves the sustained, incremental acquisition of essential practical skills and the ability to research, develop concepts, design and manipulate materials. Students are encouraged to pursue a diverse range of approaches to creative project work that is consistent with the development of their individual practice. The development of constructive review and self-reflection are implicit in the course delivery and these skills are incrementally developed in group tutorials, critiques and student presentations, peer and formative assessment.

Included amongst learning and teaching methods are engagement in practical workshops; group tutorials, research seminars, interim reviews, one to one tutorials; group research reviews; student seminar presentations, studio based Design Research seminars and group critiques. Subject and studio based theory seminars exist within design units, becoming increasingly challenging in stage 2 to emphasise the links between theory and practice

A wide range of academic and technical staff contribute to teaching and learning; professional practitioners assist the permanent academic staff in the delivery of the course and play a key role supporting the delivery of the curriculum, informing aspects of contemporary practice. There is an incremental development of the students awareness of the contexts within which the professional practitioner operates and the potential audiences for their work.

Formative assessment constitutes a regular method to provide students with feedback and constructive criticism about their work and is developmental in its aim.
Formal and informal review points exist within projects and this process of evaluation and assessment provides important opportunities for learning.
Continuous assessment is made throughout the year on the completion of each unit. Students are given an advisory percentage mark with a range of feedback types, principally verbal and written. End of unit assessment has a dual role providing students with a summative grade for their work and constructive feedback whilst also enabling the course to

record the level of achievement of the student for the unit.

During each unit, staff will explain to you what work you are expected to cover in self-managed study time. It is essential that you organise your time so that you can carry out the required amount of independent study. If you feel you need further information or help with managing your studies, please alert your tutor who will be able to help.

Section F - Enhancing the Quality of Learning and Teaching

The course is subject to the University's rigorous quality assurance procedures which involve subject specialist and internal peer review of the course at periodic intervals, normally of 5 years. This process ensures that the course engages with the applicable national Subject Benchmarks and references the Framework for Higher Education Qualifications.

All courses are monitored on an annual basis where consideration is given to:

External Examiner's Reports
Key statistics including data on retention and achievement
Results of the Student Satisfaction Surveys
Feedback from Student Course Representative