

****

**Programme Specification**

**Title of Course: MArch in Architecture**

**Date Specification Produced: May 2013**

**Date Specification Last Revised: August 2018**

This Programme Specification is designed for prospective students, current students, academic staff and 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 they take 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 module can be found in the Course Handbook on Canvas and in individual Module Descriptors.

**SECTION 1: GENERAL INFORMATION**

|  |  |
| --- | --- |
| **Title:** | **MArch in Architecture** |
| **Awarding Institution:** | **Kingston University** |
| **Teaching Institution:** | **Kingston University** |
| **Location:** | **Department of Architecture & Landscape, School of Art & Architecture,**  **Kingston School of Art, Knights Park** |
| **Programme Validated by:**  **Programme Prescribed by:** | **The Royal Institute of British Architects (RIBA)**  **The Architects Registration Board (ARB)** |

**SECTION2: THE PROGRAMME**

1. **Programme Introduction**

We consider our Department as a place in which to converse, to debate, to work and to learn. It also constitutes, for us, a developing and discursive position through which, as staff and students, we are collectively able to critique both our discipline and its wider relationship with contemporary society and culture. As a Department, we collectively understand Architecture and Landscape as social, ethical and material practices, addressing both how and why buildings and landscapes are made and the often complex and ambivalent situations into which they are placed. These concerns are explored at scales that range from the room to the city, a breadth that reflects the Department’s singular range of courses, which encompass the design of landscapes, buildings and interiors.

We enjoy such continuities and extend them to include both the temporal and the philosophical. Our projects learn from and enjoy the creative richness of architecture’s past whilst being firmly placed within the complexities and opportunities of the present. We are sceptical of contemporary rhetoric, with its privileging of hermetic formalism and its obsession with invention and authorship. Instead we propose a robust and responsive architecture that seeks satisfaction in reflecting upon and reinforcing its site, which finds expression through spatial and tectonic means and which enjoys and is enriched by appropriation and adaption, over time. This commitment to an architecture that is both engaged and engaging is fundamental. It defines what we do, from our admissions policies to the structure of our courses; from the character of our modules to the ways in which they become integrated; from the projects we make to the research we undertake. It is an aspiration that is underpinned by the sustained consideration of who ‘we’ are. Our students encompass an enormous and welcome diversity of background and experience. Nonetheless they are defined collectively by the Department’s understanding of them as developing practitioners and proto-professionals, from the moment of their arrival.

This critical and open relationship to practice extends through the life of the Department: from the Head’s and Professor’s position to the exemplary practitioners who lead the courses and teach within each of the 19 BA Architecture Studios and 6 MArch Units, to the calibre of those invited to speak in the Department’s lecture and podcast series ‘Register’. At every level, the relationship between tutor and student is grounded in an understanding of the design studio as a research space, where practice led research is either disseminated or actually happens. As a direct result, the expectation is that our graduates will be able to engage creatively and usefully with the practice of architecture from the point they leave us, in a manner relevant to them.

Since 2008, the projects of individual teaching studios and units have been undertaken in response to propositions or themes established across the Department. These have focused upon our own city, London, and for three years centred on UNESCO world heritage internationally. Carefully chosen to elicit a breadth of response, the scope of these projects offer particular opportunities for MArch students to develop designs in relation to strategic policy and complex urban conditions. The annual Vertical Project is the first of a series of events, which collect the Department together during the course of an academic year. At the end of the first semester, the cross-crit gathers BA Architecture award year students and MArch students for crits, which alongside the Department Assembly offers an opportunity for every studio and unit within the Department to present their developing work and debate with one another. With its accompanying catalogue, the Summer Exhibition concludes the academic year by bringing together the work of individual students, studios and units.

The course receives accreditation from the Joint Validation Panel of the Architects Registration Board and the Royal Institute of British Architects, as exempting graduates from the Part 2 of the RIBA/ARB examination. It is therefore required to meet the Criteria for Validation and operate in accordance with Requirements for Validation. It should be noted that the funding for this course is part of the five years of funding for Architecture. It is not therefore Postgraduate in the full sense of the QAA Academic Framework or its descriptors for qualifications at Masters level although a number of modules at Level 7 are included.

Students entering the MArch in Architecture will have already successfully completed a first degree in Architecture and/or have gained exemption from the Part 1 of the RIBA/ARB Examination in Architecture. The course is vocational and is designed to complete the design education for those seeking to register as an architect in the UK and the EU. It is a named award for the purpose of the Architects Directive of the European Commission (1985).

During this course students develop as architectural designers and thinkers and move towards an ability to engage in architectural practice as independent and reflective practitioners. Students are expected to build on and further develop the knowledge, understanding and skill acquired during their first degree and a recommended initial period of work-based learning. The emphasis of this course is therefore to deepen and consolidate existing learning and skill rather than to introduce a wide range of new subject material.

The core skill of the architect is design. The core of the course is design practice along with the theoretical, technical and contextual studies which underpin and inform design. Design practice requires the integration of complex and often contradictory factors as part of the development, resolution and eventual delivery of a work of architecture. Architectural design is simultaneously a cultural, technical, managerial and creative activity. In recognition of this, the programme seeks to encourage students to develop a high level of critical awareness of their discipline, as well as of their own practice. It also aims to assist students in identifying and developing their particular strengths and interests, whilst expecting them to meet a minimum level of competence across all core subjects.

1. **Aims of the Programme**

The fundamental aim is the further development of knowledge, skills and understanding of the subject of Architecture, from the perspective of a graduate student.

The overall aims of the MArch in Architecture is to produce graduates who have:

* A comprehensive knowledge of the areas of study required to enter and contribute to architectural practice and architectural discourse
* A critical understanding of architecture as a cultural, social and technical activity, with consideration for the ways in which it impacts upon human and physical environments
* An ability to make coherent, responsible and appropriate architectural designs capable of making a positive contribution to the environment.

1. **Intended Learning Outcomes**

The overall objectives for the MArch in Architecture are that upon successful completion graduates will be able to:

* participate fully in architectural discourse;
* understand the position of architecture as artefact, discipline and practice;
* identify, critically assess, and evaluate the issues relating to architecture and architectural projects;
* create and manage the appropriate organisational framework for the design process and for design practice;
* make coherent, responsible and appropriate design proposals;
* develop and refine a design proposal and communicate it in a variety of forms using appropriate two and three dimensional media;

The programme outcomes are referenced to the ARB/RIBA Professional Criteria for Part 2, as represented in the required Part 2 Graduate Attributes, and the General Criteria at Parts 1 and 2. The programme outcomes are also referenced to the UK Quality Code for Higher Education, including the the Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies (2014), and relate to the typical student. The QAA subject benchmark statement for Architecture reflects the ARB/RIBA Professional Criteria. The terminology is therefore related to the Professional Criteria and may diverge from the standard level descriptors. The programme provides opportunities for students to develop and demonstrate knowledge and understanding, skills and other attributes in the following areas.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Programme Learning Outcomes** | | | | | |
|  | **Knowledge and Understanding**  **On completion of the course students will be able to:** |  | **Intellectual skills – able to:**  **On completion of the course students will be able to:** |  | **Subject Practical skills**  **On completion of the course students will be able to:** |
| A1 | understand the inter-relationship between people, buildings and the environment and the need to relate buildings and spaces between them to human needs and scale; | B1 | evaluate and interpret critically a wide-ranging body of works, information and ideas relating to architecture; | C1 | evaluate and use appropriate means for communicating a design proposition across its levels of resolution – from relationship to context to design, material and technical resolution – to themselves and to a specialist and non specialist audience; |
| A2 | critically appraise and form considered judgments about the spatial, aesthetic, technical and social qualities of a design within the scope and scale of a wider environment; | B2 | analyse, evaluate and take a stance towards current issues and developments affecting architectural practice and its social and cultural context; | C2 | keep informed of and use appropriately the latest design technologies in the field; |
| A3 | formulate comprehensive design strategies at a variety of scales and in combination with the other design parameters so as to create a coherent, integrated and responsive design proposition appropriate to site and brief; | B3 | reflect critically on their learning and develop an independence of thought as well as identify the means for continuing their learning and intellectual and practical improvement; | C3 | research, draft and present professional reports and other documents, both practice-orientated and academic; |
| A4 | evaluate the performance of a resulting design strategy against established criteria; | B4 | take responsibility for their ideas and work in such a way as to allow them to successfully complete their studies (Part III) and/or enter professional practice. | C4 | understand and apply the relevant organisational and fiscal models for architectural practice and architectural production. |
| A5 | understand critically the material and spatial qualities of the exterior and interior realms of an architectural proposition; |  |  |  |  |
| A6 | create a coherent and appropriate strategy for the integration of structure, construction, environmental modification and material science within a design proposition; |  |  |  |  |
| A7 | understand the histories and theories of architecture and urban design, the history of ideas and the related disciplines of art, cultural studies and landscape studies and their application to critical debate about the making of architecture; |  |  |  |  |
| A8 | understand the fundamental legal, professional and statutory requirements for building design and practice, as well as the basic principles of business management and factors relating to an architectural practice. |  |  |  |  |

In addition to the programme learning outcomes identified overleaf, the programme of study defined in this programme specification will allow students to develop a range of Key Skills as follows:

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Key Skills** | | | | | | |
| **Self-Awareness Skills** | **Communication Skills** | **Interpersonal Skills** | **Research and information Literacy Skills** | **Numeracy Skills** | **Management & Leadership Skills** | **Creativity and Problem Solving Skills** |
| Take responsibility for own learning and plan for and record own personal development | Express ideas clearly and unambiguously in writing and the spoken work | Work well with others in a group or team | Search for and select relevant sources of information | Collect data from primary and secondary sources and use appropriate methods to manipulate and analyse this data | Determine the scope of a task (or project) | Apply scientific and other knowledge to analyse and evaluate information and data and to find solutions to problems |
| Recognise own academic strengths and weaknesses, reflect on performance and progress and respond to feedback | Present, challenge and defend ideas and results effectively orally and in writing | Work flexibly and respond to change | Critically evaluate information and use it appropriately | Present and record data in appropriate formats | Identify resources needed to undertake the task (or project) and to schedule and manage the resources | Work with complex ideas and justify judgements made through effective use of evidence |
| Organise self effectively, agreeing and setting realistic targets, accessing support where appropriate and managing time to achieve targets | Actively listen and respond appropriately to ideas of others | Discuss and debate with others and make concession to reach agreement | Apply the ethical and legal requirements in both the access and use of information | Interpret and evaluate data to inform and justify arguments | Evidence ability to successfully complete and evaluate a task (or project), revising the plan where necessary |  |
| Work effectively with limited supervision in unfamiliar contexts |  | Give, accept and respond to constructive feedback | Accurately cite and reference information sources | Be aware of issues of selection, accuracy and uncertainty in the collection and analysis of data | Motivate and direct others to enable an effective contribution from all participants |  |
|  |  | Show sensitivity and respect for diverse values and beliefs | Use software and IT technology as appropriate |  |  |  |

1. **Entry Requirements**

This course constitutes the second part of the initial period of formal education for qualification as an architect in the UK and the EU. It is part of the 5 years of full-time or equivalent study and is currently funded on this basis.

* ARB/RIBA Part 1 or exemption from it;
* in most cases, not less than 40 weeks of appropriate professional experience prior to entry;
* a high level of basic design skill as well as an ability to engage in a rigorous, graduate programme of study;
* an understanding of architecture as both an academic subject and an ongoing practice; and
* a commitment and motivation to the practice of architecture.

We will give preference to applicants who have:

* a good first degree; and
* evidence of a range of experience in either architectural practice or an allied design/construction environment.

A minimum IELTS score of 6, or equivalent is required for those for whom English is not their first language.

Students are expected to have completed at least three months (ideally one year) of work in an architecture practice or construction related industry before entry to the course. The quality and length of this work experience is considered as part of the admission process. Where applicants have not had such work experience other forms of experience may be considered as part of the admissions process.

**Admission with Advanced Standing**

Admission with advanced standing will not normally be possible.  In exceptional cases, candidates who have successfully completed elements of an RIBA/ARB Part 2 exempt course may be considered.  In no event will a student be granted exemption from more than one half of the total programme.

1. **Programme Structure**

This programme is offered as a full field in full-time mode (although a part-time enrolment mode will be maintained but not directly recruited to) and leads to the award of MArch in Architecture. Entry is normally at level 6. Transfer from a similar programme is possible at level 7 with passes in comparable level 6 modules – but is at the discretion of the course team, with reference to the Professional Body criteria. Intake is normally in September.

**E1. Professional and Statutory Regulatory Bodies**

Royal Institute of British Architects

Architects Registration Board

**E2. Work-based learning**

Students will normally have completed at least three months (ideally one year) of work in an architecture practice or construction related industry prior to the start of this course (see Section D, above). Upon completion of the course students need to undertake and log a minimum of one year of practice based experience (total 24 months) before undertaking a Part 3 course.

**E3. Outline Programme Structure**

The course is comprised of undergraduate and postgraduate modules. The first year of the course is entirely undergraduate and the award year is entirely postgraduate – this shift from undergraduate to postgraduate is reflected in the modular structure.

The first year of the course (Level 6) follows the structure of the undergraduate architecture course – the year is divided into four thematic modules, each of which contain an element of the design studio project work, and an element of related, supporting studies. All modules are core and students must pass all four modules to progress to the second year of the course.

The award year of the Part 2 course (Level 7) is the culmination of five years of design-oriented architectural education. The thesis design project and the dissertation each constitute a major capstone project – the year is divided into two modules, one for each of these capstone projects. The dissertation forms one 30 credit module. The thesis design project forms a large 90 credit module that draws together the different aspects of the processes, procedures, and requirements in the production of architecture, and allows students to develop a completely integrated project, that reflects their own emerging, individual design research agenda.

As a postgraduate award, the course will be governed by the University’s Postgraduate Regulations. All students will be provided with the University regulations and specific additions that are required for accreditation by professional bodies. Full details of each module will be provided in module descriptors and student module and year guides.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Level 6** (all core) | | | | |
| **Compulsory modules** | **Module code** | **Credit**  **value** | **Level** | **Teaching Block** |
| Reading Architecture | AR6101 | 30 | 6 | 1&2 |
| Designing Architecture | AR6102 | 30 | 6 | 1&2 |
| Representing Architecture | AR6103 | 30 | 6 | 1&2 |
| Making Architecture | AR6104 | 30 | 6 | 1&2 |

Progression to level 7 requires completion of all modules. Due to professional validation and accreditation modules may not be compensated.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Level 7** (all core) | | | | |
| **Compulsory modules** | **Module code** | **Credit**  **value** | **Level** | **Teaching Block** |
| Dissertation | AR7101 | 30 | 7 | 1&2 |
| Thesis | AR7102 | 90 | 7 | 1&2 |

Level 7 requires the completion of all modules. Due to professional validation and accreditation modules may not be compensated.

1. **Principles of Teaching Learning and Assessment**

This course has been designed to take account of the KU Curriculum Design Principles. It aims to encourage students to become reflective and independent practitioners, able to critically appraise the profession of architecture and position their own practice within it.

As a further development to the first degree programmes in Architecture, this programme continues to use project based learning as the primary mechanism for student learning. Central to the teaching of design is the studio, which promotes dialogue between tutor and student, and students with their peers. The process of architectural design entails the synthesis of a range of tasks that, broadly speaking, can be described as analysis of brief and site, developing an indicative proposal and its detailed resolution towards the realisation of a project. The overall aim of architectural design is to synthesize these factors into a coherent whole.

The Design Projects form the core of the assessment strategy in order to reflect the integrative nature of design and the recognition that it is a key skill of the architect. The presentation of work within a design project will serve several purposes. The primary assessment is of design ability, however other skills, which are assessed via the design project include the integration and exposition of theoretical and philosophical attitudes, communication skills, contextual studies, technical resolution and the integration of aspects of management, practice and law. Several modules may be synoptically assessed via the vehicle of a single design project. Where this is the case, briefs will be explicit as to which modules are to be assessed and how the learning outcomes are to be demonstrated. The Department has extensive experience of this form of synoptic assessment.

Other taught aspects of the course are delivered using a range of techniques appropriate to the particular study material. The intention is that the student learning experience will build on the fact that all those entering the programme have graduate skills and will be independent pro-active learners. For this reason, and due to the nature of the material, which is rapidly changing, the aim is not to try and teach students in a prescriptive manner. Rather, the learning philosophy is that the student should be engaged through guided independent study and participation, and should challenge, through the medium of discussion, presentations and seminars, the issues that lie at the core of the discipline. This strategy places students at the heart of the process, and the formal contact hours per module reflect this approach, and support student-led activity with an emphasis on integration in project work.

Team work plays an important role in architectural production and this is reflected in academic programmes. Group work projects, which provide the opportunity to develop this, and other inter-personal skills, are incorporated within the learning strategy. Throughout the programme the approach will require a pro-active stance, with students taking responsibility for their own learning, within group activities.

The Department employs various learning technologies to support the teaching and learning strategies. The primary digital learning technology is the University’s VLE, which is used to support teaching and learning in all modules, and other aspects of the courses and Department as a whole. The Department has a customised VLE interface and implementation so that it can be effectively used for synoptically taught and assessed course elements. It is used as a repository for all module documentation, such as the module guide, briefs, hand-outs, support material, and links to web-resources. The VLE is also used for tutorial and workshop sign-up lists and discussion forums where appropriate. Course communication takes place through VLE announcements with automatic emailing, and students are encouraged and expected to regularly check both the VLE and their Kingston email.

Students are expected to use professional CAD and graphics software.

For group work students are encouraged to use social media and file sharing online technologies for collaborative working, which itself is a key part of the course.

For student presentations students are required to use data projection and presentation software such as PowerPoint and adobe reader.

Turnitin via the VLE is used for all essay/dissertation submissions.

The 3D workshop offers students an opportunity to work with computer controlled fabrication techniques.

**Lynda.com** – all courses based in the Kingston School of Art offer students free access to the online video tutorial platform Lynda.com. This provides a wide range of subjects to choose from, many with downloadable exercise files, including software tutorials covering photography, graphics, web design, audio and music, CAD and Microsoft Office software, as well as courses on Business and Management skills. Some of these are embedded in the curriculum and offer additional self-paced learning, others may be taken at will by students wishing to broaden their employability skills in other areas.

1. **Support for Students and their Learning**

Students are supported by:

* A Course Leader to help students understand the programme structure;
* Two studio tutors who lead the design studio programme;
* Module Leaders and tutors for each module;
* Personal Tutors to provide academic and personal support;
* A University Careers and Employability Service supported by a Faculty Employability Consultant;
* Technical support to advise students on IT and the use of software;
* Technical support to advise and assist student in the physical workshops;
* A designated Course Administrator;
* An induction week at the beginning of each new academic session;
* Staff Student Consultative Committee;
* VLE/Canvas – a customised interface that supports synoptic assessment and course and Department identity;
* Lynda.com – an online platform offering self-paced software tutorials
* A Study Skills Centre that provides academic skills support for UG and PG students;
* A Student Achievement Officer who provides pastoral support for UG and PG students;
* University Student support facilities that provide advice on issues such as finance, regulations, legal matters, accommodation, international student support etc.
* Disability and dyslexia student support;
* The Union of Kingston Students.

As the course is Postgraduate a customised approach to the Personal Tutor Scheme has been developed, and will be implemented as follows:

* The core of delivery is through the design studio, with students meeting with their Unit tutors weekly, the PTS will align to this and the studio Unit tutor will assume key academic aspects of the role of personal tutor, such as:
  + Providing advice about the integration of aspects of the course in relation to the design project;
  + Primary provider of academic references;
  + Initial pastoral support, referred to course leader and Student Achievement Officer.
* The course director has a clear sense of students and direction of the course and there will be a switch from academic support to pastoral support through consultation between studio tutors and the course leader. The course leader will assume the following PT responsibilities:
  + Further pastoral support in conjunction with Student Achievement Officer.
  + Academic advice in relation to strategies for dealing with students’ mitigating circumstances;
  + Back-up provider of academic references.

1. **Ensuring and Enhancing the Quality of the Course**

The University has several methods for evaluating and improving the quality and standards of its provision. These include:

* External Examiners
* Boards of Study with student representation
* Annual Monitoring and Enhancement
* Periodic review undertaken at the subject level
* Student evaluation including MEQs, Level Surveys and the NSS
* Moderation policies
* Feedback from employers
* RIBA validation visits
* RIBA annual returns
* ARB prescription

1. **Employability Statement**

As the MArch in Architecture is a professionally accredited, vocational course, the majority of graduates seek employment in architectural practice. Kingston graduates have a reputation for employability, as is indicated by the high rates of former students in professional employment. Graduates may also follow up their MArch with postgraduate study and/or research, and pursue careers in architectural journalism, academia etc.

The project based work undertaken in both years of the course integrates professional and technical issues along with design skills, preparing students for all of these aspects of architectural practice. The two capstone modules provide students with foundations for careers in Architectural practice and/or research.

The course’s graduates are able to engage creatively and usefully with the practice of architecture from the point they leave, in a manner relevant to them. Graduates go on to work for a wide range of practices both in the UK and abroad. These include some of the most celebrated practices in Europe.

1. **Approved Variants from the Postgraduate Regulations**

* No compensation is permitted, therefore the PAB may allow an additional reassessment opportunity of failed modules, as stipulated in the Postgraduate Regulations (AR3).
* Students must pass each element of assessment individually (i.e. there is no pass on aggregate allowed).

**MArch with Merit**

Where a student achieves a grade of 60% or above in both level 7 modules (AR7101 and AR7102) and passes each element of assessment of AR7102 with a grade of 60% or above, an MArch with Merit will be awarded.

**MArch with Distinction**

Where a student achieves a grade of 70% average across 150 credits of modules from the course to include the 90 credit AR7102 Thesis module and two other Level 6 or Level 7 30 credit modules AND achieves a grade of 70% in the “Research & Project” component of AR7102, an MArch with Distinction will be awarded.

1. **Other sources of information that you may wish to consult**

**Royal Institute of British Architects (RIBA):** <http://www.architecture.com/>

**Architects Registration Board (ARB):** <http://www.arb.org.uk/>

**Joint RIBA/ARB Criteria**, available on both RIBA and ARB websites: <https://www.architecture.com/knowledge-and-resources/resources-landing-page/validation-procedures-and-criteria>

<http://www.arb.org.uk/information-for-schools-of-architecture/arb-criteria/>

**Course Page:** http://www.kingston.ac.uk/postgraduate-course/architecture-march/

**Development of Programme Learning Outcomes in Modules**

This map identifies where the programme learning outcomes are summatively assessed across the modules for this programme. It provides an aid to academic staff in understanding how individual modules contribute to the programme aims, a means to help students monitor their own learning, personal and professional development as the programme progresses and a checklist for quality assurance purposes.

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | | | **Level 6** | | | **Level 7** | | |
|  | **Module Code** | | AR6101 | AR6102 | AR6103 | AR6104 | AR7101 | AR7102 |
| **Programme Learning Outcomes** | **Knowledge & Understanding** | A1 |  |  |  |  |  | S |
| A2 |  |  | S |  |  | S |
| A3 |  |  |  |  |  | S |
| A4 |  |  |  |  |  | S |
| A5 |  |  | S | S |  | S |
| A6 |  |  |  | S |  | S |
| A7 | S |  |  |  | S | S |
| A8 |  | S |  |  | S |  |
| **Intellectual Skills** | B1 | S |  |  |  | S | S |
| B2 |  | S |  |  |  | S |
| B3 |  | S |  |  |  | S |
| B4 |  | S |  |  |  | S |
| **Practical Skills** | C1 |  |  | S | S |  | S |
| C2 |  |  |  |  |  | S |
| C3 | S | S | S | S | S | S |
| C4 |  | S |  |  |  | S |

**Students will be provided with formative assessment opportunities throughout the course to practice and develop their proficiency in the range of assessment methods utilised.**

**COURSE DIAGRAM**

**YEAR 1 – Level 6**

**Teaching Block 1 Teaching Block 2**

AR6101 – Reading Architecture

30

AR6102 – Designing Architecture

30

AR6103 – Representing Architecture

30

AR6104 – Making Architecture

30

**YEAR 2 – Level 7**

**Teaching Block 1 Teaching Block 2**

AR7101 – Dissertation

30

AR7102 – Thesis

90

**Technical Annex**

|  |  |
| --- | --- |
| **Final Award(s):** | MArch in Architecture |
| **Intermediate Award(s):** | N/A |
| **Minimum period of registration:** | 2 years |
| **Maximum period of registration:** | 4 years |
| **FHEQ Level for the Final Award:** | Level 7 |
| **QAA Subject Benchmark:** | Architecture |
| **Modes of Delivery:** | Full-time |
| **Language of Delivery:** | English |
| **Faculty:** | Kingston School of Art |
| **School:** | Art and Architecture |
| **Department:** | Architecture & Landscape |
| **UCAS Code:** | N/A |
| **Course/Route Code:** | PFMAR1MAR01 |
|  |  |