Template C4

Programme Specification

Title of Course: *MArch Architecture*

Date first produced	07/08/2023
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Version number	7
Faculty	Kingston School of Art
Cross-disciplinary	
School	School of Arts
Department	Department of Architecture and Landscape
Delivery Institution	Kingston University

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 learning outcomes and content of each modules can be found in the course VLE site and in individual Module Descriptors.

SECTION 1: GENERAL INFORMATION

Award(s) and Title(s):	MArch Architecture
Exit Award(s) and Title(s):	N/A
Course Code *For each pathway and mode of delivery*	PFMAR1MAR01
UCAS code *For each pathway*	

Awarding Institution:	Kingston University
Teaching Institution:	Kingston University
Location:	Department of Architecture & Landscape, School of Art & Architecture, Kingston School of Art, Knights Park
Language of Delivery:	English
Delivery mode:	Primarily campus based (up to 20% of scheduled L&T hours delivered online)
Learning mode(s):	Full-time
Minimum period of registration:	Full-time - 2
Maximum period of registration:	Full-time - 4
Entry requirements	Kingston University typically uses a range of entry requirements to assess an applicant's suitability for our courses. Most postgraduate taught course requirements are based on having been awarded a relevant undergraduate degree and are normally coupled with minimum grades expectation of 2:2, specific courses in certain areas may have a stricter grade requirement. We may also use interview, portfolio and performance pieces to assess a person's suitability for some courses. We recognise that every person's journey to a postgraduate taught education is different and unique and in some cases we may take into account work experience and other non-standard pathways onto University level study. Additionally, all non-UK applicants must meet our English language requirements.

	Please see our course pages on the Kingston University website for the most up to date entry requirements.
Regulated by	The University and its courses are regulated by the Office for Students.
Programme Accredited by:	Validated by the Royal Institute of British Architects (RIBA) as RIBA Part 2 Accredited by the Architect's Registration Board (ARB); as ARB Part 2
Approved Variants:	No compensation is permitted. At reassessment, marks will be capped at element level, not at module level. The MArch Architecture may be awarded with either Merit or Distinction. **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.
Is this Higher or Degree Apprenticeship course?	No

SECTION 2: THE COURSE

A. Aims of the Course

The Programme aims to:

- Further develop knowledge, skills and understanding of the subject of Architecture, from the perspective of a graduate student.
- Develop graduates as architectural designers and thinkers and move towards an ability to engage in architectural practice as independent and reflective practitioners.
- Produce graduates with a comprehensive knowledge of the areas of study required to enter and contribute to architectural practice and architectural discourse
- Enable graduates to develop critical understanding of architecture as a global, cultural, social and technical activity, with consideration for the ways in which it impacts upon human and physical environments.
- Advance graduates' ability to make coherent, responsible and appropriate architectural designs capable of making a positive contribution to the environment.

The overall objectives of the programme 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.

B. Programme Learning Outcomes

The programme learning outcomes are the high-level learning outcomes that will have been achieved by all students receiving this award. They have been aligned to the levels set out in 'Sector Recognised Standards in England' (OFS 2022).

Programme Learning Outcomes					
	Knowledge and Understanding On completion of the course students will be able to:		**Intellectual Skills** On completion of the course students will be able to		**Subject Practical Skills** On completion of the course students will be able to
A1	Recognise the significance of histories and theories of architecture and urban design, the related disciplines of art, cultural studies, landscape studies and planning and their application to critical debate in the making of architecture.	B1	Critically evaluate evidence, arguments, and assumptions, from primary and secondary sources, in order to make and present sound judgments within a structured discourse and produce clear, logically argued and original written work relating to architectural culture, theory and design.	C1	Select and apply established techniques of enquiry, analysis and interpretation to help them develop a stance towards the socio-cultural contexts of current issues affecting architectural practice.
A2	Identify and comprehend the fundamental legal, professional and statutory requirements for building design and practice, as well as the principles of practice management in the architecture profession.	B2	Interpret and appreciate the professional, social and ethical role and responsibilities of an architect in the processes of procurement and building production with integrity and accountability within global, national and professional legislations.	C2	Develop skills required to operate as a professional, including problem solving, professional judgement, critical self-reflection identifying individual learning needs to prepare for qualification as an architect.
A3	Demonstrate systematic understanding of advanced principles of structure, construction, materials and services into a design proposition which cater for occupants' comfort and safety	B3	Evaluate properties and performance of materials, structures, services and building construction processes to make informed decisions and strategies in complex architectural design proposals.	C3	Apply a comprehensive range of representation and communication methods and techniques to test, critique, develop and present comprehensive and complex design proposals

	as well as achieve climate change targets.				
A4	Appreciate the inter-relationship between people, buildings and the environment and the need to relate buildings and spaces between them to human needs and scale.	B4	Formulate and evaluate comprehensive design strategies at a variety of scales whilst addressing other design parameters and criteria to create a coherent and integrated design proposition responsive to the site and brief.	C4	Develop project briefs and and resolve complex design proposals which satisfy aesthetic, technical, ethical and contextual requirements by acquiring, analysing and synthesising a body of knowledge and testing new hypotheses and speculations.

C. Future Skills Graduate Attributes

In addition to the programme learning outcomes, the programme of study defined in this programme specification will engage students in developing their Future Skills Graduate Attributes:

1. Creative Problem Solving
2. Digital Competency
3. Enterprise
4. Questioning Mindset
5. Adaptability
6. Empathy
7. Collaboration
8. Resilience
9. Self-Awareness

D. Outline Programme Structure

The programme seeks to build from the situation of each student to a clear articulation of architecture as a common ground formed of diverse peoples, histories, and traditions. Year 1 draws on the student's own spatial and educational history, and the built environment more generally, along with skills in collaborative working, critical reflection and tectonic and representational experimentation, and builds to a culminating capstone project in Year 2 which affords the student the full breadth of their studies to be brought to bear on a particular design challenge. In both years, they engage with modules which are each considered as dealing with the key aspects of the discipline as follows:

1. READING. This involves exploring the histories and theories of architecture, in a search to develop the students' own ability to find meaning in these for their own work.
2. REPRESENTING: This involves the use of media in design to communicate to others and to advance the work via discovery and personal reflection.
3. MAKING. This involves the exploration of the limits and agency of materials, and the specific judgments involved in the use of materials and resources in making a building.
4. PROFESSIONAL PRACTICE. This involves exploring the matter of legal competence, and the ethical framework which governs the work of architects as professionals.

The above headings are seen as underlying pillars of the discipline. Studio projects are seen as a combination / application of all 4.

The programme is designed to produce graduates who are:

- Professional
- Proactive
- Globally Aware
- Thoughtful
- Resilient; and
- Creative

Our graduates will be ready to work in the various disciplines within the built environment. They will be knowledgeable and confident in applying their subject expertise at work. They will be culturally aware, and able to recognise their potential within a rapidly changing international context. Our graduates will be agile and will have the resilience to flourish by appreciating the importance of lifelong learning. Professional skills and personal development is at the heart of the curriculum structure, embedded across all modules at both years of the programme, with a particular focus in one module per year; AR7104 (15 cr), and AR7108 (15 cr).
This programme is offered as a full field in full-time mode and leads to the award of MArch Architecture. Entry is normally into the first year of the course. Transfer from a similar programme or direct entry is possible into the second year with passes in comparable MArch Year 1 modules or educational and professional experience – but is at the discretion of the course team, with reference to the Professional Body criteria. Intake is in September.
The programme is comprised of postgraduate Level 7 modules in both years, although it follows the academic year structure of an undergraduate course, with two semesters and 120 credits in each of the two years. Each year contains four modules weighted between 15 and 60 credits each. All modules are core and students must pass all four modules to progress to the second year of the course.

PROGRAMME DIAGRAM

YEAR 1 – Level 7

Teaching Block 1

AR7103 – Reading: Architecture Holds Knowledge 15

AR7104 – Professional Practice: Architecture is a Built Negotiation 15

AR7105 – Studio: Architecture Frames Life

60

Teaching Block 2

AR7106 – Making & Representing: Architecture Dreams of the Future

30

YEAR 2 – Level 7

Teaching Block 1	Teaching Block 2
AR7107 – Reading: Architecture can be Read	
30	
	AR7108 – Professional Practice: Architecture is a Profession 15
	AR7109 – Studio: Architecture Is
	60

AR7110 – Making: Architecture is the Art of the Possible	15

The award year of the Part 2 course is the culmination of five years of design-oriented architectural education. The thesis design project and the dissertation each constitute a major capstone project, reflected in the larger credit weightings for these modules. Smaller modules focussing on professional practice and technical and environmental integration relate directly to the thesis design project. The thesis design project forms a large 60 credit module that draws together the different aspects of the processes, procedures, and requirements in the production of architecture, and allows students to develop an 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.

Year 1 - Level 7 (all core)

Core modules	**Module code**	**Credit Value**	**Level**	**Teaching Block**
Reading: Architecture Holds Knowledge	AR7103	15	7	1 & 2
Professional Practice: Architecture is a Built Negotiation	AR7104	15	7	1 & 2
Studio: Architecture Frames Life	AR7105	60	7	1 & 2
Making & Representing: Architecture Dreams of the Future	AR7106	30	7	1 & 2

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

Year 2 – Level 7 (all core)

Core modules	**Module code**	**Credit Value**	**Level**	**Teaching Block**
Reading: Architecture can be Read	AR7107	30	7	1 & 2
Professional Practice: Architecture is a Profession	AR7108	15	7	1 & 2
Studio: Architecture Is	AR7109	60	7	1 & 2
Making: Architecture is the Art of the Possible	AR7110	15	7	1 & 2

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

Full details of each module will be provided in module descriptors and student module guides on Canvas.

MArch Architecture

Level 7							
MArch Architecture							
Core modules	**Module code**	**Credit Value**	**Level**	**Teaching Block**	**Pre-requisites**	**Full Time**	**Part Time**
Making & Representing: Architecture Dreams of the Future	AR7106	30	7	1 & 2 (year 1)		4	
Making: Architecture is the Art of the Possible	AR7110	15	7	1 & 2 (year 2)		4	
Professional Practice: Architecture is a Built Negotiation	AR7104	15	7	1 & 2 (year 1)		4	
Professional Practice: Architecture is a Profession	AR7108	15	7	1 & 2 (year 2)		4	
Reading: Architecture can be Read	AR7107	30	7	1 & 2 (year 2)		4	
Reading: Architecture Holds Knowledge	AR7103	15	7	1 & 2 (year 1)		4	
Studio: Architecture Frames Life	AR7105	60	7	1 & 2 (year 1)		4	
Studio: Architecture Is	AR7109	60	7	1 & 2 (year 2)		4	

Exit Awards at Level 7

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

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E. Teaching, Learning and Assessment

The programme has been designed to take account of the KU Inclusive Curriculum Framework principles. It aims to facilitate an accessible curriculum, where students are encouraged to become reflective and independent practitioners, able to critically appraise the profession of architecture and position themselves within a global and diverse environment.

Our teaching is underpinned and informed by critical reflection. The teaching and learning approaches on the programme are designed to engage students in developing their architectural subject specific knowledge and understanding. This is through formal and informal learning opportunities. Scheduled learning hours may include lectures, seminars, group work, workshops, as appropriate, and students continue their learning through guided independent study. Opportunities for developing peer learning, teamwork and collaboration and a broad range of transferable skills occur throughout the programme planned learning and teaching activities. This includes a combination of on campus and online lectures/tutorials and seminars (synchronous or asynchronous) and workshop events.

As a further development to the first degree programme 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.

The teaching and learning of design studio incorporates:

- analysis of the project brief and research into the background of a particular design problem, including user needs;
- site studies and analysis of context;
- exercises that promote creative thought and the manipulation of materials;
- teaching techniques of cultural representation and communication;
- group/collaborative studies including exemplars and precedents;
- lectures, seminars and workshops;
- developing students' ability to communicate orally and visually using a wide range of media including digital and analogue;
- project reviews or crits to promote the discursive nature of the design process;

- encouraging students' critical reflection on own design work in progress.

The continual and iterative nature of the design process requires a continual and integrated process of formative (advisory, not marked) assessment and feedback/feed forward using studio tutorials and reviews, with formal formative assessment taking place at the end of teaching block 1. The summative (marked) assessment for the design modules occurs at the end of the teaching block 2 through the submission of a portfolio of the year's design work. Written feedback is provided following reviews and portfolio 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.

Learning methods in all other modules (15 and 30 credit modules) incorporates:

- lecture presentation for knowledge dissemination. Lectures are supported by hand-outs, reading lists and the use of the Virtual Learning Environment (Canvas);
- tutorials conducted by tutors (one-to-one and small group);
- seminars conducted by tutors to consolidate and integrate set readings;
- student-led seminars to help students clarify and sharpen their thinking and introduce their ideas to critical discussion;
- architecture case studies;
- workshops to demonstrate the nature and application of strategies, structures and materials;
- site visits / field trips to consolidate by direct experience the historical and cultural context of architecture;
- promoting the ability of the student to analyse and make critical information drawn from supporting and contextual studies and to synthesize this into a design process;
- accessing online learning materials and submitting coursework digitally.

Coursework for the support/contextual component of each module is assessed on an assignment-by-assignment basis. Coursework may take the form of, but is not limited to:

- Essays
- Seminar presentations
- Dissertation
- Project-based assignments
- Case studies
- Drawn and modelled studies
- Material studies
- Practical assignments / industry-led
- Group work / Team-work projects*

*All Students will receive individual marks for groupwork/teamwork projects. Group 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 Canvas as the University's virtual learning environment (VLE) to support teaching and learning in all modules, alongside other aspects of the programmes and the Department as a whole. At a modular level it operates as a repository for all module documentation, such as the module guides, briefs, lecture handouts, support material, links to web-resources, and assignment submissions. Canvas is also used for tutorial and workshop sign-up lists and discussion forums where appropriate. All students in the Department have access to Department wide information such as key announcements, notifications of evening lectures and other key events.

Course communication takes place through Canvas announcements with automatic emailing, and students are encouraged and expected to regularly check both the Canvas and their Kingston University email. Further use of technology which is embedded within the programme includes:

- Students are taught and 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 programme.
- For student presentations students are required to use data projection and presentation software such as PowerPoint, Miro and Adobe reader.
- Turnitin via Canvas is used for all essay/dissertation submissions.
- The 3D workshop offers students an opportunity to work with both; traditional and computer-controlled fabrication techniques.
- LinkedIn Learning – an online platform offering self-paced software tutorials in a wide range of subjects.

F. Support for Students and their Learning

Students are supported through a range of services that provide academic and wider support. These include:

- A Module Leader for each module
- A Course Leader to help students understand the course structure
- Personal Tutors to provide academic and personal support
- Technical support to advise students on IT and the use of software
- Student Voice Committee – to ensure the views of students are heard
- Canvas – Kingston University's Virtual Learning Environment
- Student support facilities that can provide advice on issues such as finance, regulations, legal matters, accommodation, international student support
- Disabled student support
- The Kingston Students' Union
- Student Development and Graduate Success

G. Ensuring and Enhancing the Quality of the Course

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

- Continuous Monitoring of courses through the Kingston Course Enhancement Programme (KCEP)
- Student evaluation including Module Evaluation Questionnaires (MEQs), the National Student Survey (NSS)
- Internal and external moderation of graded assignments

H. External Reference Points

External reference points which have informed the design of the course. These could include:

- PSRB standards
- QAA Subject benchmarks
- Other subject or industry standards

I. Development of Course Learning Outcomes in Modules

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

Module Code		**Level 7**							
		AR7103	**AR7104**	**AR7108**	**AR7107**	**AR7105**	**AR7106**	**AR7109**	**AR7110**
Knowledge & Understanding	A1	S			S				
	A2		S	S		S		S	
	A3					S	S	S	S
	A4		S	S		S	S	S	S
Intellectual Skills	B1	S			S				
	B2		S	S		S		S	
	B3					S	S	S	S
	B4					S	S	S	S
Practical Skills	C1	S			S				
	C2		S	S		S		S	

	C3					S	S	S	S
	C4		S	S		S	S	S	S

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

Additional Information