

**ACADEMIC SERVICES**

**PROGRAMME SPECIFICATION**

<b>Part 1: Basic Data</b>		
<b>Awarding Institution</b>	University of the West of England	
<b>Teaching Institution</b>	University of the West of England	
<b>Delivery Location</b>	Frenchay Campus, University of the West of England	
<b>Faculty responsible for programme</b>	Environment and Technology	
<b>Department responsible for programme</b>	Planning and Architecture	
<b>Modular Scheme Title</b>	FET Undergraduate Modular Scheme	
<b>Professional Statutory or Regulatory Body Links</b>	RIBA/ARB	
<b>Highest Award Title</b>	Master of Architecture	
<b>Default Award Title</b>		
<b>Interim Award Titles</b>		
<b>UWE Progression Route</b>		
<b>Mode(s) of Delivery</b>	FT/PT	
<b>Codes</b>	<b>UCAS:</b> K10B1	<b>JACS:</b>
	<b>ISIS2:</b> K10C12	<b>HESA:</b>
<b>Relevant QAA Subject Benchmark Statements</b>		
<b>CAP Approval Date</b>	21 <sup>st</sup> May 2012 (revised – CAP 30 May 2017)	
<b>Valid From</b>	September 2017	
<b>Valid until Date</b>		
<b>Version</b>	2	

**Part 2: Educational Aims of the Programme**

The Master of Architecture (MArch) is a two year undergraduate master's programme designed to meet the requirements for prescription by the Architects Registration Board (ARB) and validation by the Royal Institute of British Architects (RIBA) as a Part 2 qualification in architecture, an essential step towards becoming a Registered Architect in the UK. It offers holders of a prescribed/validated Part 1 qualification (usually a BA or BSc in architecture) the opportunity to develop their knowledge, understanding and skills to

## Part 2: Educational Aims of the Programme

master's level. The programme is open to graduates of UWE's undergraduate architecture programmes (BA(Hons) Architecture and Planning and BEng(Hons) Architecture and Environmental Engineering ), holders of Part 1 qualifications offered by other UK higher education institutions and equivalent qualifications from universities in other countries.

The programme aims to educate critically engaged architectural professionals with an ethically responsible attitude towards society, clients, users and the environment. The inter-professional ethos of the Department of Planning and Architecture and the particular academic character of UWE's undergraduate architectural degree courses set the context for the MArch programme. The three themes that underlie the first degrees: **people, context** and **sustainability** are continued in this design-led programme that draws on the department's research in architecture, urban design, contextual studies, health and sustainability. The programme fosters understanding of the wider professional, cultural and social setting within which the architect operates, the organisation of the construction industry and its inter-professional nature and the management of architectural practice.

The knowledge and skills developed in the programme are conceived in the context of the general criteria and graduate attributes contained in the RIBA/ARB criteria for validation/prescription that are derived from the requirements of article 46 of the EU Qualifications Directive and echoed in the QAA benchmark statement for architecture.

## Part 3: Learning Outcomes of the Programme

The award route provides opportunities for students to develop and demonstrate knowledge and understanding, qualities, skills and other attributes in the following areas:

Learning Outcomes	Teaching, Learning and Assessment Strategies
<b>A Knowledge and Understanding</b>	
<p>The ARB/RIBA criteria for prescription/validation of Part 2 qualifications are identical to those at part 1 and are based on the requirements of article 46 of the EU Qualifications Directive. The learning outcomes of Part 2 are distinguished from those of Part 1 by seven graduate attributes - they are set out below in bold type.</p> <ol style="list-style-type: none"> <li><b>ability to generate complex design proposals showing understanding of current architectural issues, originality in the application of subject knowledge and, where appropriate, to test new hypotheses and speculations;</b></li> <li><b>ability to evaluate and apply a comprehensive range of visual, oral</b></li> </ol>	<p>Teaching/learning methods and strategies:</p> <p>The central learning experience of the programme is the design studio which is built around a series of integrative design projects.</p> <p>Design projects are key vehicles for the deepening understanding of cultural, social and theoretical contexts of design..</p> <p>Technical and environmental knowledge is developed through design projects ensuring a clear understanding of the integrative nature of design.</p> <p>Design modules are supplemented by the taught modules, delivered through lectures, seminars and case studies, in professional practice,</p>

### Part 3: Learning Outcomes of the Programme

<p>and written media to test, analyse, critically appraise and explain design proposals;</p>	<p>design research, architectural representation and cultural studies</p>
<p>3. ability to evaluate materials, processes and techniques that apply to complex architectural designs and building construction, and to integrate these into practicable design proposals;</p>	<p>Assessment:</p> <p>Testing of acquired knowledge is through design project submissions, examinations, assessment of written and illustrated coursework, and verbal presentations of design work.</p>
<p>4. 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;</p>	
<p>5. understanding of the context of the architect and the construction industry, including the architect's role in the processes of procurement and building production, and under legislation;</p>	
<p>6. problem solving skills, professional judgment, and ability to take the initiative and make appropriate decisions in complex and unpredictable circumstances; and</p>	
<p>7. ability to identify individual learning needs and understand the personal responsibility required to prepare for qualification as an architect</p>	
<p>The ARB/RIBA graduate attributes are expanded and supplemented in detail in the programme learning outcomes set out below.</p>	
<p><b>A Knowledge and understanding of</b></p>	
<p>1 good and emerging practice in architectural design and architectural design in a specialised area of the student's choice within a range of options offered.</p>	
<p>2 the controlling influence of environmental, structural and technological considerations on building and the influence of building design and specification decisions on the environment.</p>	
<p>3 the relation of contextual studies, planning and urban design to architectural design.</p>	

**Part 3: Learning Outcomes of the Programme**

4 in the context of the UK, current legislative frameworks, methods of building procurement and building contracts, of the economics of building and the management of building projects and a professional office.

4 the role of the architect and other built environment professionals in society, and ethical issues as they relate to the architect's role in relation to clients, building users, the construction industry and the wider community, including the preparation of design briefs.

5 the relation of architectural production to architectural history and contemporary culture, including the range of theories and creative practices that inform architectural and urban design and influence its quality.

6 the relationship between people, building, the spaces between buildings and the environment.

**B Intellectual Skills**

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1 The ability to appraise the site and the context of a potential building.

2 The ability to conceive and develop in selective detail a design for a complex building or group of buildings and outline the structural, constructional and environmental control strategies.

3 The ability, in the context of critical debate, to appraise the design of an individual building or group of buildings in relation to the physical, intellectual and socio-economic context.

4 The ability to critically appraise complex architectural representation, built space, processes and techniques of design and architectural research and theory.

5 The ability to evaluate alternative design strategies

Teaching/learning methods and strategies:

The studio experience consists of a series of design projects addressing defined briefs that address a range of cultural, functional, aesthetic technical and environmental issues. Projects are designed to integrate technical and environmental knowledge.

The skill of critical analysis is at the core of modules covering cultural studies, architectural representation and design research. The subjects considered range from specific buildings and urban areas to design theories and philosophical perspectives.

Assessment:

Testing of these intellectual skills is through structured seminars, illustrated reports, extended essays, project presentations and design portfolio.

**C Subject, Professional and Practical Skills**

C Subject, Professional and Practical Skills

Teaching/learning methods and strategies:

### Part 3: Learning Outcomes of the Programme

<p>1 Ability to prepare a design brief in consultation with a client and real or potential users.</p> <p>2 Ability to produce coherent well-resolved architectural designs that meet needs of clients and users and demonstrate knowledge of construction technologies and the environmental and cultural context of architecture.</p> <p>3 Ability to produce building designs that are considered responses to the physical, economic, social, cultural and environmental context of the project.</p>	<p>Design briefing is considered in Professional Practice 1 module in focused workshops and interactive projects.</p> <p>Design project briefs include technical and environmental elements that require students to explain the physical, economic, social, cultural and environmental context of design proposals.</p> <p>Assessment:</p> <p>Briefing skills are tested through written submissions forming part of a professional practice module. The integration of technical and environmental knowledge is tested in design project work, including specific technical and explanatory submissions.</p>
<h4>D Transferable Skills and other attributes</h4>	
<p>D Transferable Skills and other attributes</p> <p>1 Ability to communicate to both technical and lay audiences the organisational, structural, construction and environmental control strategies and the experiential quality of a complex building or group of buildings through the use of a variety of media.</p> <p>2 Ability to work collaboratively with other students of architecture, architects, members of other professions and disciplines in a spirit of understanding and respect.</p>	<p>Teaching/learning methods and strategies:</p> <p>The development of communication skills is an important part of design studio learning. Students are required to make visual written and verbal presentations geared to the needs of a variety of audiences using a range of media which will include drawings, models, text, verbal presentations and may also include CAD images, video presentations, computer simulations and other presentational techniques.</p> <p>Team working skills are developed in the design studio especially in research and master-planning exercises and students will be given opportunities to engage with professionals in other disciplines in the role of consultants and advisors.</p> <p>Assessment:</p> <p>Testing of presentation and team working skills is an integral part of the design studio assessment.</p>

**Part 4: Programme Structure**

This structure diagram demonstrates the student journey from Entry through to Graduation for a **full time student**, including: level and credit requirements, interim award requirements, module diet, including compulsory and optional modules

<p><b>ENTRY</b></p> 	<p>Year 1</p>	<p>Compulsory Modules</p> <p>UBLMLB-60-3 Design Studio A</p> <p>UBLMJA-15-3 Advanced Cultural Studies: Narratives of Built Form</p> <p>UBLMLS-15-3 Professional Practice in Architecture 1</p> <p>UBLMKB-30-3 Architectural Representation and Modelling</p>	<p>Optional Modules</p>	<p><b>Target/highest Award:</b></p> <p>Integrated Masters</p> <p>480 credits Not less than 220 at Level 3</p>
	<p>Year 2</p>	<p>Compulsory Modules</p> <p>UBLM6X-60-M Design Studio B</p> <p>UBLMJR-15-M Advanced Cultural Studies: Narratives of Architectural Theory</p> <p>UBLMMB-15-M Professional Practice in Architecture 2</p> <p>UBLMKS-30-M Design Research</p>	<p>Optional Modules</p>	<p><b>Target/highest Award:</b></p> <p>Integrated Masters</p> <p>480 credits Not less than 220 at Level 3</p> <p>Not less than 120 at Level M</p>

**GRADUATION**

**PART TIME ROUTE WAY**

**ENTRY**



Year 1	<p>Compulsory Modules</p> <p>UBLMLB-60-3 Design Studio A</p> <p>UBLMJA-15-3 Advanced Cultural Studies: Narratives of Built Form</p>	Optional Modules	<p>Interim Awards</p> <p>Other requirements</p>
Year 2	<p>Compulsory Modules</p> <p>UBLM6X-60-M Design Studio B</p> <p>UBLMKS-30-M Design Research</p>	Optional Modules	<p>Interim Awards</p> <p>Other requirements</p>
Year 3	<p>Compulsory Modules</p> <p>UBLMLS-15-3 Professional Practice in Architecture 1</p> <p>UBLMKB-30-3 Architectural Representation and Modelling</p> <p>UBLMJR-15-M Advanced Cultural Studies: Narratives of Architectural Theory</p> <p>UBLMMB-15-M Professional Practice in Architecture 2</p>	Optional Modules	<p>Interim Awards</p> <p>Other requirements</p>

**GRADUATION**

## Part 5: Entry Requirements

The University's Standard Entry Requirements apply with the following additions:

Entry to the MArch award will be available to students who are:

1. Graduates of the BA (Hons) in Architecture and Planning awarded by the University of the West of England holding a 2:1 degree classification or above.
2. Graduates who hold a 2:1 degree classification or above of a Part I qualification prescribed by the Architects Registration Board or graduates of courses recognised for exemption from the RIBA Part I examination\*
- 3 graduates who hold a first degree in Architecture from an overseas institution if the candidate can demonstrate its equivalence in academic terms\*. Where the candidate's native language is a language other than English, the candidate should be able to demonstrate an appropriate competence in the use of English and produce evidence to support this claim
- 4 students who have successfully completed the ARB Part I examination
- 5 the holders of other appropriate academic or professional qualifications\*

All applicants will normally have completed at least six months of professional practice which is judged by the academic members of the programme team to be relevant to the programme prior to entry to the programme.

Candidates in all five categories listed above are required to make a formal application for entry to the programme. Applicants will be invited to attend an open day at which the programme aims, structure and teaching style will be explained. Applicants in all categories will normally be required to attend an interview and produce a portfolio of work for examination by the programme team. In some circumstances the applicant may be asked to carry out an additional assignment or written test to demonstrate competence in particular areas.

\* NB graduates of Part 1 courses NOT prescribed by the ARB will not be eligible for entry to the UK Register of Architects on completion of prescribed Part 2 and part 3 qualifications.

## Part 6: Assessment

A: Approved to University Regulations and Procedures

The MArch is assessed using the Integrated Masters Classification as follows:

An integrated Bachelors/Masters degree with merit shall be awarded when an overall average of at least 60% has been achieved across 210 credits at level 3. This average will be calculated based upon the marks for all of the level M modules and the marks for the best level 3 modules, which are required to make up the credit total.

An integrated Bachelors/Masters degree with distinction shall be awarded when an overall average of at least 70% has been achieved across 210 credits at level 3 or above. This average will be calculated based upon the marks for all of the level M modules and the marks for the best level three modules which are required to make up the credit total.

## Part 7: Student Learning

### Teaching, learning and assessment strategies to enable learning outcomes to be achieved and demonstrated

At UWE, Bristol there is a policy for a minimum average requirement of 12 hours/week contact time over the course of the full undergraduate programme. This contact time encompasses a range of face to face activities as described below. In addition a range of other learning activities will be embedded within the programme which, together with the contact time, will enable learning outcomes to be achieved and demonstrated.

On the Master of Architecture programme teaching is a mix of *scheduled and independent learning*. For the MArch:

**Scheduled learning** includes lectures, seminars, tutorials, project supervision, demonstration and workshops; field courses and other external visits; supervised time in studio/workshop. Scheduled sessions may vary slightly depending on the module choices made.

**Independent learning** includes hours engaged with essential reading, case study preparation, assignment preparation and completion etc. The specific module specification have a more detail information in relation to this matter.

### Description of Distinctive Features and Support

7.1 This programme has been designed to provide an opportunity for graduates of UWE's RIBA validated and ARB prescribed Part I courses to continue their architectural education at UWE within the inter-professional context which is a distinctive feature of the Faculty.

7.2 A significant number of graduates of other recognised Part I courses are recruited to the MArch programme. The fact that the programme is offered in a flexible manner (full time or part time) facilitates part-time learning and provides opportunities to change the pattern of attendance during the course, making it attractive to students with Part I qualifications from other institutions.

7.3 Opportunities for international recruitment

## **Part 7: Student Learning**

There are significant opportunities to recruit international students with first undergraduate architecture degrees from universities outside the UK. If those students do not hold recognised RIBA/ARB Part I qualifications at the time of application and yet are judged at interview or through their application to be sufficiently skilled to embark on the MArch, they would be able to complete the RIBA/ARB exemption of Part I external examination during the period of their studies at UWE. Entrants must be clearly advised that to join the UK register of architects it is essential to hold prescribed Part I, II and III qualifications. Students with suitable academic backgrounds from other EU member states who could attain registration (or its equivalent) in their own countries (through the mechanisms governed by in the EU Qualifications Directive) if they obtained a recognised qualification in the UK could also be attracted to the course.

### 7.4 Professional validation

This programme has been developed from the established Part II Bachelor of Architecture course. The Bachelor of Architecture was first validated by the University in 1995-6 following a process of development including input from the RIBA at both national and regional level. Subsequently the Architects Registration Board (ARB) was established with a statutory responsibility to maintain the Register of Architects and prescribe qualifications in architecture. The programme has been prescribed as a Part 2 qualification in architecture by ARB since 2004 and validated by RIBA since 2005.

## **Part 8: Reference Points and Benchmarks**

### 8.1 Professional Context

When the BArch programme was first validated by the University the RIBA was consulted at both national and regional level. The guidance issued by the RIBA on their own Final Examination in Architecture and proposals for its revision influenced the initial structure of the proposed BArch/MA awards. Discussions with the representatives of the local architectural profession held prior to the initial validation of the programme and the deliberations of the Architecture and Planning Advisory Panel set up to advise on the development of architectural education in the University helped shape the design of the programmes. Following the successful delivery of the BArch for several years the course has been refined and converted into the MArch in line with guidance on the form and content of architectural education published by the relevant professional bodies and other agencies.

### 8.2 The Requirements of Professional Bodies

The curriculum, learning methods, aims and learning outcomes respond to the guidelines and requirements of the EU: the Royal Institute of British Architects (RIBA) and the Architects Registration Board (ARB) .

EU Directive 2005/36/EC on the Recognition of Professional Qualifications: Article 46 Training of Architects

Procedures for Validation and Validation Criteria for UK and International Courses and Examinations in Architecture RIBA 2011

Prescription of Qualifications: ARB Criteria at Parts 1,2 and 3 ARB 2011

### 8.3 QAA publications subject benchmark statements:

## Part 8: Reference Points and Benchmarks

QAA Architecture benchmark statement QAA361 09/10  
QAA Masters Degree Characteristics benchmark statement QAA341 04/10  
SEEC HE level descriptors for level 3 and level M

These statements and descriptors were employed to support the development of the course from a Bachelor of Architecture to an undergraduate Master of Architecture, guiding the overall educational aims and specific learning outcomes of the programme. Changes were made particularly to the depth of knowledge, understanding and criticality required within the learning on the programme.

### 8.3 The research interests of the Faculty

The subject focus of the design studios, advanced cultural studies modules and design research modules is closely related to the established and emerging research interests of the faculty. These areas include architectural research, urban design, contextual studies, health and sustainability. In particular Architecture Studio B and Design Research modules are structured as frameworks to enable the intersection of current faculty research and teaching within projects with live research agendas that are offered as options to students. This develops the potential of architectural design within the studio environment that is essentially speculative, innovative and contributes to the wider academy of architecture.

This specification provides a concise summary of the main features of the programme and the 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 learning outcomes, content and teaching, learning and assessment methods of individual modules can be found in module specifications, available on the University's website.

**FOR OFFICE USE ONLY**

First CAP Approval Date	21st May 2012			
Revision CAP Approval Date <i>Update this row each time a change goes to CAP</i>		Version	1	
	30 May 2017		2	Link to <a href="#">RIA</a> (ID 4285)
Next Periodic Curriculum Review due date	May 2018			
Date of last Periodic Curriculum Review				