SECTION 1: KEY PROGRAMME DETAILS

This section provides students with key details about their programme.

PROGRAMME INFORMATION	
Final Award Title	Master of Architecture (MArch)
Default Award Title (Exit Award)	- - -
Interim Award Titles (Exit Awards)	- - -
Awarding Institution	UWE Bristol
Teaching Institutions	- - -
Partner Institutions	- - -
Delivery Locations	Frenchay Campus, UWE Bristol (Candidates on the apprenticeship route for this award will also be in employment as part of the delivery of the Architect Apprenticeship)
Study Abroad / Exchange / Credit Recognition	- - -
Faculty Responsible For Programme	Faculty of Environment & Technology
Department Responsible For Programme	Department of Architecture & The Built Environment
Professional Statutory or Regulatory Body (PSRB) Links	Prescription by the Architects' Registration Board Accreditation by the Royal Institute of British Architects
Apprenticeship	This award is one of the knowledge qualifications contributing to the Architect's Apprenticeship
Mode of Delivery	FT (Full Time attendance) PT (Part Time attendance) PT (Part Time attendance as part of an Architect Apprenticeship)
Entry Requirements	The University's Standard Entry Requirements apply.
For Implementation From	September 2019
Programme Codes	ISIS: K10C12 UCAS: K10B1 JACS/HECOS: 100122 SLC: (tbc)

PART B: FOR STUDENT AND ACADEMIC SERVICES COMPLETION ONLY	
First UVP Approval Date	**28 May 2019**
Date of Last Revalidation (through Programme Enhancement Review)	
Next Programme Enhancement Review Date	**2024-2025**

SECTION 2: PROGRAMME OVERVIEW, AIMS and LEARNING OUTCOMES

This section provides students with an overview of the programme, its aims and its learning outcomes. It sets out what prospective and registered students can expect to know, understand and be able to do on successful completion of the programme.

Please write this section in the first person, addressing your prospective students.

PART A: PROGRAMME OVERVIEW, AIMS and LEARNING OUTCOMES

1. (Programme) Overview (c. 400 words)

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 offer holders of a prescribed/validated Part 1 qualification (usually a BA Hons or BSc Hons in architecture) the opportunity to develop their knowledge, understanding and skills to Master's level. The programme is open to graduates of UWE Bristol's undergraduate architecture programmes, holders of ARB/RIBA Part 1 qualifications offered by other UK higher education institutions and equivalent qualifications in architectural design 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-disciplinary ethos of the Department of Architecture & The Built Environment and the particular academic character of UWE's programmes in architecture sets the context of the MArch. The undergraduate themes of placemaking, environmental performance, human experience of space and crafted technology are continued in this design-led programme that draws on the Department's research in architecture, urban design, healthy architecture, live project agency, and design research. The programme fosters understanding of wider professional, cultural and social settings within which the architect operates as well as the professional 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.

The MArch programme at UWE has specialisms in Live Projects and Design Research, both of which require the student to develop a process of critical reflective practice. As a post-graduate professional degree in architecture, the MArch has a strong disciplinary focus and it is transformative in developing students towards qualification as a professional architect. Design studio, as a site for the creative analysis, experimentation and response to complex open-ended spatial use and meaning, is central to the MArch programme.

2. Educational Aims (c. 4-6 aims)

PART A: PROGRAMME OVERVIEW, AIMS and LEARNING OUTCOMES

- To provide a coherent programme of advanced postgraduate study in architectural design and associated teaching of theory, design methodologies and technology that is informed by research (including that carried out by academic staff at UWE);
- to educate critically engaged architectural professionals with an ethically responsible attitude towards society, clients, users and the environment;
- to integrate different modes of access and delivery (including full-time, part-time and apprenticeship) providing students with flexible routeways through professional training that encourages collaboration amongst the programme cohort;
- to encourage students to develop the capacity for advanced thought and action that is independent, critical, reflective and applicable in a range of international contexts;
- to achieve the knowledge and skills needed 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.

3. Programme Learning Outcomes (c. 6-8 outcomes)

Programme (Learning) Outcomes (POs)

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 set out below.

No.	PO Text
PO1	Ability to generate complex design proposals showing understanding of current architectural issues, originality in the current application of subject knowledge and, where appropriate, to test new hypotheses and speculations;
PO2	Ability to evaluate and apply a comprehensive range of visual, oral and written media to test, analyse, critically appraise and explain design proposals;
PO3	Ability to evaluate materials, processes and techniques that apply to complex architectural designs and building construction, and to integrate these into practicable designs;
PO4	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;
PO5	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;
PO6	Problem solving skills, professional judgement, and ability to take the initiative and make appropriate decisions in complex and unpredictable circumstances; and
PO7	Ability to identify individual learning needs and understand the personal responsibility required to prepare for qualification as an architect.

The ARB/RIBA graduate attributes are expanded and supplemented in detail in the programme learning outcomes set out below.

PART A: PROGRAMME OVERVIEW, AIMS and LEARNING OUTCOMES

A : Knowledge and Understanding of

1) good and emerging practice in architectural design in a specialised area of the student's choice within a range of options offered;

2) the controlling influence of environmental, structural and technological considerations on building and the influence of building design and specification decisions on the environment;

3) the relation of contextual studies, planning and urban design to architectural design;

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 professionals;

5) 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;

6) 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;

7) the relationship between people, building, the spaces between buildings and the environment.

Teaching & Learning Methods and Strategies – The central learning experience of the programme is the design studio, which is built around a series of integrative design projects. Design projects are key vehicles for the deepening understanding of cultural, social and theoretical contexts of design. Technical and environmental knowledge is developed through design projects ensuring a clear understanding of the integrative nature of design. Design modules are supplemented by the taught modules, delivered through lectures, seminars and case studies in professional practice, design research, architectural representation and cultural studies.

Assessment – Testing of acquired knowledge is through design project submissions, examinations by exhibition, assessments of written and illustrated coursework and verbal presentations of design work.

B : Intellectual Skills

1) The ability to appraise 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 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

PART A: PROGRAMME OVERVIEW, AIMS and LEARNING OUTCOMES

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

C : Subject, Professional and Practical Skills

1) Ability to prepare a design brief in consultation with a client and real or potential users.
2) Ability to produce coherent well-resolved architectural designs that meet needs or clients and users and demonstrate knowledge of construction technologies and the environmental and cultural context of architecture.
3) Ability to produce building designs that are considered responses to the physical, economic, social, cultural and environmental context of the project.

Teaching & Learning Methods and Strategies – Design briefing and the relationship between client and use are considered in the Live Project Studio and Design in Practice modules in focussed workshops and live project work. Design project briefs include technical and environmental elements that require students to explain the physical, economic, social, cultural and environmental context of design proposals.

Assessment – Briefing skills are tested through written submissions forming part of the Live Project Studio and Design in Practice modules. The integration of technical and environmental knowledge if tested in design project work, including specific technical and explanatory submissions.

D Transferable Skills and Other Attributes

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.
2) Ability to work collaboratively with other students of architecture, architects, members of other professions and disciplines in a spirit of understanding and respect.

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 presentation and team working skills is an integral part of the design studio assessment.

4. Programme (Learning) Outcomes (POs) Mapping

Programme Outcomes:	UBLMXA-30-3	UBLMWR-30-3 (Optional)	UBLMYA-30-3 (Optional)	UBLMJA-15-3	UBLMKB-30-3	UBLM6X-60-M	UBLMJR-15-M	UBLMKS-30-M	UBLMMB-15-M	UBLMQ4-15-M
PO1: *Ability to generate complex design proposals showing understanding of current architectural issues, originality in the current application of subject knowledge and, where appropriate, to test new hypotheses and speculations;*	X				X	X		X		
PO2: *Ability to evaluate and apply a comprehensive range of visual, oral and written media to test, analyse, critically appraise and explain design proposals;*	X	X	X		X	X		X		X
PO3: *Ability to evaluate materials, processes and techniques that apply to complex architectural designs and building construction, and to integrate these into practicable designs;*	X	X	X			X				X
PO4: *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;*				X	X		X	X		
PO5: *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;*		X	X						X	X
PO6: *Problem solving skills, professional judgement, and ability to take the initiative and make appropriate decisions in complex and unpredictable circumstances;*		X	X						X	
PO7: *Ability to identify individual learning needs and understand the personal responsibility required to prepare for qualification as an architect.*		X	X		X				X	

PART B: PROGRAMME STRUCTURE

1. Structure (Full-time)

This structure diagram demonstrates the student journey from entry through to Graduation for a typical **full time student** including:
- level and credit requirements
- interim award titles
- compulsory and optional modules

Year: 1

Interim award: None

Compulsory modules

Module Code	Module Title	Level	Credit
UBLMXA-30-3	Design Studio A	3	30
UBLMJA-15-3	Advanced Cultural Studies: Narratives of Built Form	3	15
UBLMKB-30-3	Architectural Representation and Modelling	3	30
UBLMQ4-15-M	Low/Zero Impact Buildings	M	15

Optional modules
(students may take one of the two modules identified below)

Module Code	Module title	Level	Credit
UBLMWR-30-3	Live Project Studio	3	30
UBLMYA-30-3	Design in Practice	3	30

Year: 2

Interim award: None

Compulsory modules

Module Code	Module Title	Level	Credit
UBLM6X-60-M	Design Studio B	M	60
UBLMJR-15-M	Advanced Cutural Studies: Narratives of Architectural Theory	M	15
UBLMKS-30-M	Design Research	M	30
UBLMMB-15-M	Professional Practice in Architecture 2	M	15

Optional modules
None

---

2. Structure (part-time)

This structure diagram demonstrates the student journey from entry through to Graduation for a typical **part-time student** including:
- level and credit requirements
- interim award titles
- compulsory and optional modules

Year: 1

Interim award: None

Compulsory modules

Module Code	Module Title	Level	Credit
UBLMXA-30-3	Design Studio A	3	30
UBLMJA-15-3	Advanced Cultural Studies: Narratives of Built Form	3	15
UBLMKB-30-3	Architectural Representation and Modelling	3	30

Optional modules
None

Year: 2

Interim award: None

Compulsory modules

Module Code	Module Title	Level	Credit
UBLM6X-60-M	Design Studio B	M	60
UBLMKS-30-M	Design Research	M	30

Optional modules
None

Year: 3

Interim award: None

Compulsory modules

Module Code	Module Title	Level	Credit
Sep 2019 & Sep 2020			
UBLMJR-15-M	Advanced Cultural Studies: Narratives of Architectural Theory	M	15
UBLMKB-30-3	Architectural Representation and modelling	M	30
UBLMLS-15-3	Professional Practice in Architecture 1	3	15
UBLMMB-15-M	Professional Practice in Architecture 2	M	15
From Sep 2021			
UBLMJR-15-M	Advanced Cutural Studies: Narratives of Architectural Theory	M	15
UBLMYA-30-3	Design in Practice	3	30
UBLMXR-15-M	Architectural Profession & Project Procedures	M	15
UBLMW5-15-M	Procurement & Contract Management	M	15

Optional modules
None

3. Structure (apprenticeship)

This structure diagram demonstrates the student journey from entry through to Graduation for a typical **apprentice** completing the **MArch (ARB/RIBA Part 2) award integrated into the Architecture Apprenticeship** including:

- level and credit requirements
- interim award titles
- compulsory and optional modules

Year: 1

Interim award: None

Compulsory modules

Module Code	Module Title	Level	Credit
UBLMXA-30-3	Design Studio A	3	30
UBLMJA-15-3	Advanced Cultural Studies: Narratives of Built Form	3	15
UBLMKB-30-3	Architectural Representation and Modelling	3	30

Optional modules
None

Year: 2

Interim award: None

Compulsory modules

Module Code	Module Title	Level	Credit
UBLM6X-60-M	Design Studio B	M	60
UBLMKS-30-M	Design Research	M	30

Optional modules
None

Year: 3

Interim award: None

Compulsory modules

Module Code	Module Title	Level	Credit
From Sep 2021			
UBLMJR-15-M	Advanced Cultural Studies: Narratives of Architectural Theory	M	15
UBLMYA-30-3	Design in Practice	3	30
UBLMXR-15-M	Architectural Profession & Project Procedures	M	15
UBLMW5-15-M	Procurement & Contract Management	M	15

Optional modules

None

PART C: HIGHER EDUCATION ACHIEVEMENT RECORD (HEAR) SYNOPSIS

This MArch programme is designed to meet the requirements for prescription by the Architects' Registration Board and validation by the Royal Institute of British Architects as a Part 2 qualification in architecture. Graduates are skilled problem-solvers that can analyse social, philosophical and urban conditions, responding to these contexts with propositions that integrate spatial design, building technology, the needs of clients and users, and environmental sustainability into sophisticated architectural proposals. Students from this programme have specialist understanding of design research methodologies and practise and they understand and can reflect upon the professional processes and ethical responsibilities of the professional architect.

PART D: EXTERNAL REFERENCE POINTS AND BENCHMARKS

The Master of Architecture [MArch] is 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. 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. The ARB/RIBA criteria for prescription/validation of Part 2 qualifications are identical to those at RIBA/ARB 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 and these have been identified as the core Learning Outcomes of the MArch programme.

PART E: REGULATIONS

A: Approved to University Regulations and Procedures

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.

Mapping of Knowledge, Skills and Behaviours from MArch to the [Architect (Degree) Apprenticeship Standard](#)

Knowledge	UBLMXA-30-3 Design Studio A	UBLMKB-30-3 Arc Rep & Mod	UBLMJA-15-3 Narr of BF	UBLM6X-60-M Des Stud B	UBLMKS-30-M Des Research	UBLMYA-30-3 Des in practice	Con&Law new	UBLMXR-15-3 Prac & Proc	UBLMJR-15-3 Theor of Arch	UBLMYR-30-M EPA Ex. In
1 Design A range of advanced processes and techniques (e.g. digital fabrication) to generate, review and speculate on design proposals with multiple constraints, showing evidence of original thinking	X	X		X	X					X
2 History and Theory History of architecture and its impact on architectural practice	X	X	X	X					X	X
2 History and Theory The cultural, social and intellectual histories, theories and technologies that influence the design of buildings			X						X	X
3 Fine Arts How the theories, practices and technologies of the arts influence architectural design and their creative application in design projects		X							X	X
4 Urban Design and Planning Urban design and town planning strategies and regulations			X			X		X		X
4 Urban Design and Planning Process of obtaining planning permission (e.g. drawings, reports, application)						X		X		X
5 People and Environment The in-depth relationships between users and buildings, between buildings and their environment, and the need to relate buildings and the spaces between them to diverse user needs and scale	X			X						X

	1	2	3	4	5	6	7	8	9
6 Role of An Architect The range of services offered by Architects						X		X	X
6 Role of An Architect The potential impact of building projects on existing and proposed communities and the related planning legislation						X			X
6 Role of An Architect The context of the Architect and the construction industry, including the Architect's role in the processes of procurement and building production						X	X		X
6 Role of An Architect The role of the Architect within the design team and construction industry						X		X	X
7 Brief Analysis The client and design team briefing process, forms and terms of appointment						X	X		X
7 Brief Analysis Methods of investigation and preparation of briefs for the design projects (e.g. review of relevant precedent)	X			X		X			X
8 Structure, Construction and Engineering Structural, constructional and engineering considerations within building design, such as physical properties and characteristics of building materials, components and systems	X			X		X			X
9 Technologies Principles, systems and strategies for environmental comfort and building services including sustainability principles	X			X		X			X
9 Technologies Alternative construction materials, processes and techniques that apply to design and construction, including the impact of materials on the environment	X			X		X			X
9 Technologies The role of Building Information Modelling (BIM), computational design and other relevant technologies used in the design process		X							X

10 Finance and Regulations Process of controlling building cost	X			X		X				X
10 Finance and Regulations Approved Documents for building regulations	X			X		X		X		X
11 Industry Context and Project Delivery Industries, organisations, regulations and procedures involved in translating design concepts into buildings and integrating plans into overall planning						X	X	X		X
12 Professionalism The nature of professionalism and the responsibilities of Architects to clients, building users, constructors, professionals and the wider society						X		X		X
13 Clients, Users and Delivery of Services The obligations of Architects to clients, stakeholders, warranties and third-parties						X	X	X		X
13 Clients, Users and Delivery of Services Client needs, appropriate communication methods, programming, coordination and competent delivery	X			X		X				X
14 Legal Framework and Processes The statutory legal context within which an Architect must operate and what is required to ensure compliance with legal requirements or standards							X	X		X
15 Practice and Management Business priorities, required management processes and risks of running an architecture practice						X		X		X
16 Building Procurement UK construction and contract law, and construction procurement processes						X	X			X
16 Building Procurement The relationship between Architects and other built environment professionals						X		X		X
16 Building Procurement Contractual relationships and the obligations of an Architect acting as a contract administrator							X			X

Skills											
1 Design Generate architectural design proposals	X	X		X	X	X					X
1 Design Evaluate and apply a comprehensive range of visual, oral and written media to test, analyse, critique and explain design proposals	X	X		X	X	X					X
1 Design Produce drawings and 3D models using relevant software including Computer-Aided Design (CAD)	X			X		X					X
2 History and Theory Apply understanding of current architectural debate to produce innovative solutions	X			X							X
2 History and Theory Produce clear, logically argued and original written work relating to architectural culture, theory and design			X							X	X
3 Fine Arts Apply fine art theories in a creative way that acknowledges their conceptualisation and representation	X	X		X							X
4 Urban Design and Planning Comply with relevant town planning policy throughout design and construction phases to obtain planning permission (e.g. submitting planning application						X	X				X
5 People and Environment Identify end user needs, local and the social context in which the project is developed						X					X
5 People and Environment Lead design development in respect of environmental context and sustainability						X					X
6 Role of Architect Lead projects or parts of projects, taking into consideration business priorities and practice management											X

6 Role of Architect Deliver services in a responsible manner, prioritising the interests of the client and other stakeholders						X				X
6 Role of Architect Problem-solve and use professional judgment to take initiative and make appropriate decisions in situations with multiple constraints						X				X
7 Brief Analysis Critically review precedents relevant to the function, organisation and technological strategy of a design proposals	X		X							X
7 Brief Analysis Prepare and develop a project brief (e.g. by referring to RIBA Plan of Work)			X							X
8 Structure, Construction and Engineering Integrate knowledge of structural principles and construction techniques with building design	X		X			X				X
9 Technologies Evaluate materials, processes and techniques that apply to architectural designs with multiple constraints and building construction, and how to integrate these into practicable design proposals	X		X			X				X
9 Technologies Apply various technological methods to building design to provide conditions of comfort and protection against the environment	X		X			X				X
10 Finance and Regulations Meet client's brief within the constraints of the imposed budget limitations and building regulations						X				X
11 Industry Context and Project Delivery Interact with statutory authorities (e.g. planning or building control), private bodies (e.g. developers) or individuals to competently deliver projects in a wide variety of sectors and within diverse legislative frameworks						X	X	X		X
12 Professionalism Act professionally when working independently and as part of a team, including communicating clearly with all stakeholders						X				X
13 Clients, Users and Delivery of Services Offer impartial advice on construction related issues, relevant legislation and risks						X				X

13 Clients, Users and Delivery of Services Identify and describe client and end user requirements, priorities and objectives						X				X
14 Legal Framework and Processes Work with an understanding of the relevant statutory and legal requirements during project development so that the risk of harm to those who build, use and maintain buildings is reduced	X			X		X				X
15 Practice and Management Engage in business development and administration including contributing to business strategy development, evaluating resources, planning, implementing and recording projects tasks						X	X			X
15 Practice and Management Supervise the work of junior staff including Architectural Assistants										X
16 Building Procurement Coordinate and engage in design team interaction						X				X
16 Building Procurement Resolve construction related challenges and disputes, where appropriate						X				X
16 Building Procurement Undertake construction inspection responsibilities, including completing site visits and commenting on contractors and sub-contractors work in relation to architectural drawings										X

Behaviours										
1 Code of Conduct Comply with the relevant professional codes of conduct (e.g. ARB and RIBA)						X		X		X
2 Integrity Be honest and act with integrity, ethics and in a professional manner						X		X		X
3 Competence Work singly, as part of a team or lead teams to provide a competent service						X				X
4 Independence Be organised and practice self-management when working independently	X	X	X	X	X	X	X	X	X	X
5 Obligation Be conscious of the Architect's obligation to their client, society and the profession						X		X		X
6 Reputation Be aware of individual level of competency and professional experience to ensure they are unlikely to bring profession into disrepute						X	X	X		X
7 CPD Commit to identifying their own individual development needs and the obligation for Continued Professional Development (CPD)										X