UNIVERSITY OF EAST LONDON
COURSE SPECIFICATION

Course Aim and Title	MArch Architecture (ARB/RIBA Part2)
Intermediate Awards Available	N/A
Teaching Institution(s)	University of East London (on campus)
Alternative Teaching Institutions (for local arrangements see final section of this specification)	N/A
UEL Academic School	Architecture, Computing and Engineering
UCAS Code	N/A
Professional Body Accreditation	Architects Registration Board / Royal Institute of British Architects (ARB/RIBA Part2)
Relevant QAA Benchmark Statements	Architecture (2010)
Additional Versions of this Course	N/A
Date Specification Last Updated	June 2019

Course Aims and Learning Outcomes

Course Aims

The MArch Architecture (ARB/RIBA Part 2) course at UEL is a studio-based teaching course that carries ARB/RIBA Part 2. This qualification is the second of three parts that must be completed in order to register as an Architect in the UK. The course operates on a module system, whereby students are taught intensively in groups throughout the academic year. These groups inside every module each have an independent agenda that is designed to develop the creative work of the student to respond to the course. Supporting lectures, crits and workshops are provided by supporting tutors through technical, professional and cultural studies.

The course is renowned within the architectural profession for its innovative teaching methods and for the serious engagement with materials, site and context. Our team of internationally renowned practitioners feed their expertise into the teaching through lectures and debates, design reviews and studio teaching. This Course corresponds to the second stage of architectural education leading to a career as an architect. The Architecture MArch Architecture (ARB/RIBA Part 2) prepares each student to enter the profession through the development of his or her creative talent in relation to a comprehensive architectural knowledge base. The Course does not attempt to replicate office practice, but prepares a student by developing and broadening the skills necessary in making architecture.

The particular character of the school is recognisable in a 'hands-on' approach to architecture, working with the physical exploration of materials and the processes of site and context. As a counterpoint to this preoccupation with the concrete, the school also encourages students to explore more theoretical and virtual modes of architecture. The school prepares students to enter the architectural profession by enabling them to think like an architect. Thinking like an architect involves using creativity, conceptual and practical skills and judgment, to identify human needs and hopes, in order to express them in space and form.

The direction of the school is also influenced by its location in the regeneration area of the Thames Gateway and by the diverse cohort of students of different academic backgrounds from countries worldwide. The physical exploration of architecture through making and drawing provides a common ground for everyone.

Our course is designed in such way that it will be Leading you to the following Graduate Attributes:

1/ Ability to generate complex design proposals showing understanding of current architectural issues, originality in the application of subject knowledge and, where appropriate, to test the new hypotheses and speculations.
2/ Ability to evaluate and apply a comprehensive range of visual, oral and written media to test, analyse, critically appraise and explain design proposals.
3/ Ability to evaluate materials, processes and techniques that apply to complex architectural designs and building construction and to integrate these into practical design proposals.
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.
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.
6/ Problem solving skills, professional judgement, and ability to take the initiative and make appropriate decisions in complex and unpredictable circumstances.
7/ Ability to identify individual learning needs and understand the personal responibility required to prepare for qualification as an architect.

Learning Outcomes:

What you will learn:

Knowledge

LO1 generate and communicate a spatially complex and refined architectural proposal through critically-engaged, quantifiable architectural solutions as a result of iterative design processes.

LO2 explore and experiment with differentiated design processes in order to achieve an architectural solution, reflecting on knowledge of architectural, cultural, artistic, technological, constructional and social histories.

LO3 generate an architectural thesis based on the more speculative approach of the preliminary contextual design, informed by knowledge of architectural case studies, the fine arts and represent a final architectural proposal through an appropriate range of media, including digital and physical models, digital and physical drawings and photography. Employing both emerging technologies and traditional methods preferably in a combined and explorative manner.

LO4 Analyse and critique contextual knowledge at a variety of scales (local and global) through the production of potential master-planning and a final piece of architecture. This including urban design, structure, construction, environmental constraints and planning, economic and social landscapes and consider these with relevant policy, legislative, potential user and client requirements in relation to the individual agenda of each group inside our modules to develop and inform the design briefs.

LO5 Demonstrate adequate knowledge of architecture and urbanism, technologies and human sciences and their influence on architecture, with a particular investigative approach from the perspective of the chosen topic and an ability to apply them intellectually and spatially.

LO6 Demonstrate adequate knowledge of the legislative, policy and democratic context; how it shapes the processes of planning, urbanism, the design and performance of buildings and the engagement of local communities in these processes as a basis for a socially-engaged approach to architecture.

LO7 Demonstrate adequate knowledge of clients' and users' programmatic needs and broader aspirations, of social and economic impetus and constraints. This through precedent studies and knowledge of related disciplines, develop and inform socially-engaged architectural briefs.

LO8 Demonstrate adequate knowledge of regulations and design guidance applying to buildings in the UK and an understanding of specialist areas of knowledge required to design safe, accessible, comfortable and environmentally responsible buildings.

LO9 Demonstrate adequate knowledge, drawing on precedents, of internal environmental requirements and effects on the human senses to enable the resolution of spatial proposals, servicing strategies and material performances within a design proposal.

LO10 Demonstrate a clear understanding of how academic criticism is structured both graphically, verbally and in written form.

LO11 Demonstrate a clear understanding of the relationships between theory and practice.

Thinking skills

LO12 Demonstrate, through the development and communication of the architectural proposal a critical awareness of the impact of the architecture, the architect and users in the context they are operating on.

LO13 Plan, research and write clear and coherent texts in an appropriate academic or/and professional style, with supporting referencing and original content on a chosen topic.

LO14 Research, analyze and critically interpret a wide range of academic sources in order to support a theoretical argument relating to the study of architecture and related fields.

LO15 Achieve a high level of reflection on the interrelationship between theory, thinking, practice and culture.

Subject-based practical skills

LO16 Explore constructional, material, visual, environmental, sculptural and operational strategies, including established and emerging trends and drawing to develop a final architectural proposal represented in the design portfolio.

LO17 Demonstrate adequate knowledge and ability to research contextual environmental, structural, constructional and material constraints and opportunities and evaluate alternative strategies and techniques for

their resolution in an integrated architectural thesis project.

LO18 Explore, communicate and represent theoretical, conceptual and practical considerations in the design process using a variety of media and both artistic, technical and environmental methods as part of a design thesis.

LO29 Identify relevant and critical subjects of discussion and essay writing

LO20 Produce a considered and appropriately researched illustrated text, ensuring that the theoretical argument is critical and intellectually sustainable as well as eloquently articulated.

Skills for life and work (general skills)

LO21 Demonstrate through the development of the final architectural proposal professional judgment, individuality, problem solving skills, creative production, associative thinking, communication, representation, innovation, initiative, both intuitive and logically-informed decision-making and the ability to identify and strengthen areas of weakness in one's own knowledge and skills.

LO22 Demonstrate a self-directed approach to learning, whereby the testing and refinement of architectural proposals through technical and practical considerations can be achieved with minimal guidance.

LO24 Produce a considered, appropriate and well researched illustrated text, ensuring that the theoretical argument is critical and intellectually sustainable as well as enjoyable.

Learning and Teaching

The content of this course is delivered through seminars, crits, presentations, lectures and studio sessions. The course is also enriched by specialised workshops, site visits, field trips, evening lectures and crits with external guest designers and academics.

Architectural Design teaching:
Architectural Design teaching is based in the studios. Each student works within a chosen studio inside their respective module, led by a personal master tutor and supported by a second tutor, both of whom are appropriately qualified or/and experienced in the practice of Architecture.
Each of these has an agenda that establishes issues of interest and a design methodology for their exploration within the framework of the course, to deliver the Learning Outcomes mentioned here above.

Architectural Design and Technical Tutorials and juries:
Design work is developed in the studio environment, through seminars, group and individual tutorials, to continually appraise, evaluate and develop the work. All design work is reviewed at juries at regular, timetabled points in the calendar where students present their work to a panel of critics (both internal and externals). This occurs through either individually organised crits or common cross-crits. Both include the presence of invited external guests to whom the students present the work in a open studio environment. Students receive written or matrix feedback on their progress after each jury as formative assessment highlighting if the student is clear to continue on the same path or where adjustments, change or improvement needs to be made in order to reach a successful architectural outcome. Though no formal marks are awarded.

Portfolio Review:

Mid-way through the year, an individual portfolio review is held with the Architectural Design tutors and written feedback is provided on the progress towards the final. This through a comprehensive design portfolio.

Theory Lectures, Workshops and Seminars:
Knowledge, skills and understanding is gained in theory lectures, workshops and seminars, which contain discussions and case studies based on core theoretical and academic principles.

Theory Tutorials:
Support to identify research topics and structure academic work in 1 to 1 tutorials

Theory Presentations:
Students present their explorations and theoretical work to students and academic staff

Theory Learning:
 Will be supported through study guides, handouts and reading material.

Assessment

Architectural Design & Architectural Design research Mental Wealth:
Summative assessment takes place at the end of the year, via the comprehensive design portfolio and is intended to ensure that the student has developed the skills and abilities to progress to year 5 or finalize the course. The Learning Outcomes are identified both in the design process leading to the architectural project and the final project itself, all of which must be evidenced in the portfolio.

Theory & cultural Studies:
The student's Theory and Cultural Studies work is assessed by a panel of tutors. Coursework submission of 4000 – 5000 word academic writing essay from the taught Theory route.

Technical, Environmental & Professional Studies:
Technical, Environmental & Professional Studies are submitted as an integrated part of the Architectural Design portfolio. These are assessed individually by their manifestation in the integrated design portfolio. This assessment is based both through the students ability to explain one's work verbally and graphically at reviews and to an external examiner at level 7b.

MArch Architecture (ARB/RIBA Part2) Award Classification

(the same assessment bands are applicable to each Module)

70 – 100 %	Distinction
60 – 69 %	Merit
50 – 59 %	Pass
0 – 49 %	Fail

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Work or Study Placements

We encourage full time students to seek work experience during their academic course, this during their academic vacations. It is not uncommon that students work in practice one day a week, in order to further develop their skills in parallel to their studies as long as this does not impede their academic progress. An employment liaison officer helps with the administration of the potential year out and assists in helping students secure work. Personal Tutors help out students where possible in the production of work sample portfolio, cv, reference letters and personal statements as well as finding work. Please note this is a competitive process and working environment and a placement or work cannot be guaranteed.

Course Structure

The course is credit-rated to help you to understand the amount and level of study that is needed.

One credit is equal to 10 hours of directed study time (this includes everything you do e.g. lecture, seminar and private study).

The Course is made up of 8 modules that are each credit weighted.

The module structure of this course:

Level	Module Code (codes to be checked to see if available)	Module Title	Credit Weighting	Core/Option	Available by Distance Learning? Y/N
7a	AR7121	**Architectural Design Research & Mental Wealth 1**	30	Core	N
7a	AR7122	**Architectural Design 1**	30	Core	N
7a	AR7123	**Technical Environmental and Professional Studies 1**	30	Core	N
7a	AR7124	**Theory and Cultural Studies 1**	30	Core	N
7b	AR7221	**Architectural Design Research & Mental Wealth 2**	30	Core	N
7b	AR7222	**Architectural Design 2**	30	Core	N

7b	AR7223	**Technical Environmental and Professional Studies 2**	30	Core	N
7b	AR7224	**Theory and Cultural Studies 2**	30	Core	N

The overall credit-rating of this course is 240 credits. In order to obtain a Masters, you will need to obtain 240 credits at Level 7 (7a + 7b). All modules need to be passed at minimum 50%. In order to enter level 7b All modules from level 7a need to be passed with minimum 50%.

You can read the University Student Policies and Regulations on the UEL website.

Course Specific Regulations

Professional accreditation: Architects Registration Board / Royal Institute of British Architects

Typical Duration

The duration of this course is 2 academic calendar years, full-time and enrolment starts in September. This course is not offered on a part-time basis. Students have maximum 3 consecutive attempts to pass the module. If they do not manage to pass a specific module within those attempts, they are forced to stop their studies in this particular course. The time limit for completion of a course is 4 years after first enrolment on the course.

Further Information

More information about this course is available from:

• The UEL web site (www.uel.ac.uk)
• The course handbook
• Module study guides
• UEL Manual of General Regulations (available on the UEL website)
• UEL Quality Manual (available on the UEL website)
• School web pages

All UEL courses are subject to thorough course approval procedures before we allow them to commence. We also constantly monitor, review and enhance our courses by listening to student and employer views and the views of external examiners and advisors.

Additional costs:

The students will be expected to take part in one field trip abroad or in the UK. Students are expected to cover their own field trip expenses. We do make sure to reduce their overall cost to max 500£. Other costs include: the cost of printing, drawing and model making materials. Additionally, each student may be expected to pay a bench fee of £100 on top of the course fee, to cover other expenses of the School, associated with their course of study.

Alternative Locations of Delivery

N/A