THE ARTS UNIVERSITY COLLEGE AT BOURNEMOUTH

PROGRAMME SPECIFICATION

The Programme Specification provides a summary of the main features of the **MArch** course, and the learning outcomes that a 'typical' student might reasonably be expected to achieve and demonstrate if he/she passes the course.

Further detailed information on the learning outcomes, content and teaching and learning methods of each unit may be found later in this Course Handbook.

Key Course Information	

Final Award	Master of Architecture (MArch)
Course Title	Master of Architecture (MArch)
Teaching institution	The Arts University College at Bournemouth
Awarding Institution	The Arts University College at Bournemouth
Professional accreditation	RIBA / ARB Part 2 (*subject to validation/prescription*)
Level of final award (in FHEQ)	Level 7
Length of course and mode of study	2 year full-time
Language of study	English
Date of Validation	2010
Date of most recent review	N/A
Date programme specification written/revised	2010

Course Philosophy

The Arts University College at Bournemouth offers you an exciting and unique opportunity to study on a highly creative postgraduate architecture course. Although you are embarking on a professional Masters in Architecture which shares with other QAA Architecture Final Awards in the UK criteria set down by the Architects Registration Board (ARB) and the Royal Institute of British Architects (RIBA), here at AUCB you will be engaging with a very special context, and with a distinctive approach to architectural education.

Context

Located within a specialist art, design, media and performance institution, the course offers you the potential to study alongside other creative and cultural disciplines and to determine your individual emphasis of practice through interdisciplinary collaborations. There will be opportunities to work together in many different ways, whether in common units of study or special projects, through shared facilities (such as workshops), or on an informal, *ad hoc* basis with other students. Other disciplines at the Masters level currently include Fine Art, Contemporary Performance, Interactive Media, Photography, Graphic Design, Animation, Fashion (*subject to validation*), Illustration and Costume. Collaboration will introduce the techniques and ways of thinking of other specialisms, offering dialogue and exchange. Through sharing practice and theory with other specialisms you will increase your awareness and critical understanding of the specific features and characteristics at the core of architectural practice and thought.

The course is an important addition to our portfolio of MA-level courses, bringing with it potential access to professional title through statutory and professional prescription/validation. At the same time it is a key part of an evolving architecture and space 'program area' that includes BA (Hons) qualifications in Architecture (ARB/RIBA Part 1), Interior Architecture and Design, and Modelmaking. More specifically, the MArch shares aspects of the philosophy of the successful Part 1 course, particularly its insistence on the creative potential inherent in the relationship between making and thinking, and the importance of producing things like models and installations which actually inhabit

and make spaces. This educational community, which presently includes many practitioners on its staff, will foster course and discipline currency across a broad spectrum through innovative teaching and learning practices and knowledge of cutting edge technological developments.

Alongside the MArch, the faculty intends to develop a *MA Architecture: Spatial Practices*. This will seek neither RIBA validation nor ARB prescription; students may apply who do not have a previous degree in architecture, and indeed it is anticipated that students with interests in space from a variety of disciplines will seek entry onto the course. The MA Architecture will be closely aligned with the other masters degrees at AUCB, and will run over 12 months (full time, 24 months part time) and consist of 180 credits. At the same time, students will share some units with the MArch. Students who wish to transfer from the MArch to the MA will be considered on an individual basis, and will be accepted at the discretion of the MA admissions procedures. Students who wish to transfer from the MA to the MArch will also be considered on an individual basis, and will need to show that they have satisfied the appropriate entry requirements. In addition, if they wish to apply for APEL, they will need to have produced work that can be mapped explicitly to the professional criteria for relevant units.

Approach: Ways of making and thinking architecture

The approach to the discipline in this course understands architecture to be nothing less than *complex*. Architecture is enacted in multiple ways, asking its practitioners – be they professionals, students or tutors – to do many things: design, research, make, debate, innovate, construct, think, question, reiterate, ingest, perform, prepare, test, validate, appraise, negotiate, explain, experiment, produce. One way to negotiate the complexity of what the architect does is to think of these actions as forming part of what we might call a *meshwork*, which is knotted or tangled in places where designs, acts, ideas, constructions, tactics, strategies and spaces materialise. At the MArch level, you must be able to perform these actions critically and at a high level in order to construct complex 'knots' of buildings, spaces, and speculations. You must be able to engage with, analyse, deploy and evaluate, through these actions, complex social, cultural, material, and technological contexts, processes, and techniques, in order to produce design proposals and spatial transformation.

Architectural practice – and the study of it – understandably spends much of its time on what we might call the *projective*, i.e., *design proposals* of possibilities for some time in the future. It differs from many other creative disciplines in that the architect doesn't normally produce the 'end' product, e.g., the building, but rather scaled drawings and models (digital and analogue) of that which is *to-be-built*. The constructed space is then made through the coordination of many different participants in the building process. This course indeed focuses on these types of projects, for it is through such speculation that we can think differently about, and evolve and make better, the ways we inhabit space and live our lives. Through multifaceted *projective* projects, we further develop our knowledge and experience of how the architect 'practices the profession' as designer and coordinator.

However, this course also understands architecture to be fundamentally about the *transformation of space* in all its complexity, and that, like the student of fashion who makes the garment or the student of fine art who makes the painting, architecture students should also engage in *performative* practices which change space in the present. This course's distinctive focus on practices that transform space in 'real time and place', making explicit embodied and improvisational practices, broadens the architect's range of activities, and empowers you through your ability to actually make a difference. This *making a difference* as a student of architecture entangles you ethically and politically in the world, and this course focuses on choices and judgements that we as architects need to make with respect to other humans (as well as other creatures) and the Earth. Ideas and critical theories of architecture both inform, *and emerge from*, these forms of practices.

The course, then, is distinctive because it is an integral part of a community of practitioners in a specialist art, design, media and performance institution with possibilities to interact with other disciplines and their methods of production. And it is distinctive because it offers you the ability to engage with projects with not only speculative design proposals as products, but also with actual in-the-world spatial changes as outcomes.

This distinction between the two methodologies (*projective* and *performative*) should not be understood as one of either/or. Indeed, they overlap and often take on aspects of each other. It is the relationship between these two methodologies which this course asks you to develop as creative professionals; the course supports architectural projects that empower you to generate questions and develop individual positions through a dialogue between conjectural, speculative design, on the one hand, and the direct transformation of existing spaces on the other. In those units that are primarily

concerned with active space making (*performative methods*), you will be initiators and risk takers – entrepreneurs in the 'actual' production of space through constructed spatial events, working in 'real life' situations. In those units that are more concerned with a 'representation of some future condition' (*projective* methods), you are encouraged to situate your initiative and risk-taking in speculation upon, and 'validation' of, buildable architectural projects.

If the two methodologies (projective and performative) may be said to coexist in a complementary way in the sequence of units, continuity between them is established through the parallel iteration of two themes: the contextual 'other', and 'making a living'.

Going *elsewhere* in various ways (e.g., physically, culturally, virtually) intersects the methodologies, sharpening your understanding of your own identities as architects and opening up a myriad of possibilities to engage in examples of what you will be working with in professional practice: *other* peoples' desires, ways of thinking, inclinations, landscapes, cultures, identities, and predilections. This engagement with the 'other' is nothing less than a practice in ethics, which ultimately is the definition of a *sustainable* practice. This course focuses on these complex ecologies of others, (as well as those of our own cultural contexts), supporting your development as an architect who acknowledges the important, and powerful, role that constructed space has in the continuous making of the world.

Further, graduates need to make a living. You need to develop a critical understanding of how the business of architecture functions. You need to learn how to work both tactically and strategically with potentially short-lived economic or cultural conditions, evolving work practices appropriate to the specific task or project, while allowing for longer-term trends. The course will not *mimic* professional practice (though 'real client' projects can have tremendous learning value), but engender a *culture* of practice, insisting on responsible professional attitudes. Through both the unit that covers Management/Practice/Law as well as through more discursive design engagement, you will encounter and develop alternative models of practice.

This course aims to support and empower you through your constructions of material events and discourses, enabling you to produce architecture as both designed and made, to produce architecture which is attuned to both its political and ethical positions as well as to its enactment in built environments, to produce architecture which can react rapidly to places and times in need as well as engage in thoughtful, reflective speculation.

Course Aims and Professional formation

The course aims to:

A1   Enable the breadth and a depth of the ARB/RIBA/QAA Benchmark criteria to cohere in student work;

A2   Engage students through two different but complimentary methodologies in ethical spatial transformation, whilst maintaining a critical awareness of its possible political/social effects;

A3   Provide a stimulating forum for critical debate and inter-disciplinary approaches to architectural practice, encouraging research and the development of analytical, cognitive and conceptual skills;

A4   Support students in the instigation of new directions in their architectural work, encouraging speculation and risk-taking based on a deep understanding of architectural issues, technologies, histories and theories, in order that they might evaluate and extend their own practice;

A5   Enable students to develop professional maturity and judgment;

A6   Prepare students for employment as entry level professional architects, for other opportunities of employment in related domains, or for further study at post-graduate level.

The criteria which this course must meet in order to carry ARB prescription and RIBA validation are held jointly and were prepared in the context of the QAA Benchmark on Architecture of 2010. These criteria directly cite and are based on the required knowledge and skills set out in Article 46 of Directive 2005/36/EC of the European Parliament and of the Council on the mutual recognition of professional qualifications. These 'generic' 11 points are completely contained in the Learning

Outcomes of the course as set out below, which, in places, expand on them in order to more clearly express the Part 2 course here at the Arts University College at Bournemouth.

The full criteria with an 'explanatory text to accompany each of the 11 standards specified by the Directive and used in prescription and validation' is included as an appendix to this documentation, and is explicitly mapped to units within the course.

Course Outcomes

On the successful completion of the course, students will be able to:

LO1   Demonstrate their ability to transform space and to create complex design proposals that satisfy aesthetic and technical requirements, which evidence originality in the application of subject knowledge and, where appropriate, test new hypotheses and speculations.

LO2   Integrate an appropriate level of knowledge of the histories and theories of architecture and the related arts, technologies and human sciences in their design work.

LO3   Extrapolate knowledge of the fine arts, creative disciplines, and other creative practices to inform the quality of architectural design.

LO4   Demonstrate an appropriate level of knowledge of urban design, planning and the skills involved in the planning process, and use this knowledge to better evaluate complex contexts.

LO5   Use an understanding of the relationship between people and buildings, and between buildings and their environment, to relate buildings and the spaces between them to human physical, psychological, social, and cultural needs.

LO6   Demonstrate an understanding of the profession of architecture and the role of the architect in society, in particular in preparing briefs that take account a myriad of intertwined factors, be they physical, social, economic, political, or ethical.

LO7   Utilise an understanding of, and develop, the methods of investigation and preparation of the brief for an architectural project.

LO8   Evaluate materials, processes and techniques that apply to complex architectural designs and building construction, and to integrate these into practicable design proposals and to use them, when appropriate, in more 'immediate' real-time/space architectural interventions.

LO9   Evidence knowledge of physical problems and technologies and the function and ecologies of buildings and be able to work responsively with climatic conditions so as to provide spaces with internal conditions of comfort.

LO10   Utilise the necessary design skills to meet building users' desires and needs whilst working with parameters such as cost and building regulations.

LO11   Demonstrate an appropriate level of knowledge of the industries, organisations, regulations and procedures involved in both translating design concepts into buildings and integrating plans into overall planning as well as the more immediate transformation of spaces in public and private realms.

Graduate Profile

The Master of Architecture aims to make a unique contribution to architectural education by bringing creative thinking to its pedagogy and engaging actively with the possibilities offered by the institutional context of AUCB. Whilst you are preparing for professional practice, you will also develop your own identity as a designer through your individual working practice, critically reflecting on the role of the architect and qualities of an architectural proposition. The opportunity to experiment in your own discipline and work together with other creative subject areas will encourage graduates to engage in diverse modes of professional practice towards either further qualifications for architectural registration, or in associated creative practices. You will develop a critical position on how we shape our environment as a thoughtful, humane, challenging context for our changing lives. You will be

confident, competent, creative, and professionally orientated, willing to play an active and constructive role in shaping the future cultural and built environment.

Routes to Professional Qualification as an Architect

Entry on the UK Register of Architects and the right to use the protected title of 'architect' is based on a three-part examination administered by the Architects Registration Board (ARB). Satisfaction of the requirements of this process by UK- based candidates, however, is normally achieved by successful completion of academic qualifications carrying exemption from the exams. This is normally achieved by three years of full-time academic study leading to Part 1, followed by a year in practice. Part 2 requires a further two years of full-time study. This is then normally followed by a second year in practice, which may be undertaken concurrently with part-time study for Part 3. Completion of all elements of this process is prerequisite to entry on the register. This route is also adopted by the Royal Institute of British Architects (RIBA) as a condition of membership.

The criteria for courses offered in satisfaction of Parts 1 and 2, as academic qualifications are published in the QAA Benchmark Statement, Architecture 2010 (www.qaa.ac.uk) and are shared with the ARB and RIBA.

The Master of Architecture (MArch) qualification has been submitted to the Architects Registration Board (ARB) for purposes of prescription at Part 2. The MArch will also be applying for RIBA (Royal Institute of British Architects) Part 2 Candidate Course status, with a view to full Part 2 RIBA Validation after graduating the first candidates. These applications are determined by the respective procedures.

See *ARB: Information for new entrants to architecture courses* issued separately. This leaflet is available to download on the ARB website: http://www.arb.org.uk/qualifications/information_for_students/student_handbook/default.php

See RIBA for general enquires on study and membership: http://www.architecture.com/EducationAndCareers/BecomingAnArchitect/Becominganarchitect.aspx

Progression to employment

To be accepted onto the course you will have had a good foundation in architecture, exemplified in a qualification equivalent to the Part 1 BA (Hons) Architecture offered at AUCB. In addition, you will probably (if a UK student) have had a year in practice. The course will build upon the knowledge, skill base, and critical making and thinking developed in that experience, as well as develop an interdisciplinary practice model.

Architects have always needed to be creative within ever-changing cultural, political, and economic contexts, able to respond quickly to shifts in the market which might alter the uptake of their work. This course is *responsive to market trends and exploits opportunities for complementarity and inter-disciplinary working*, and will help prepare you for such shifts and for potential employment across an array of professional practice areas. With its focus on both the design of buildings and the actual transforming of space, you will develop a variety of transferable skills, putting you in good stead in the always-changing world in which we work. In addition to its emphasis on professional development, this course will also prepare you for further postgraduate study (MPhil/PhD) if that is a desired route.

The MArch has one foot in academia and one in the profession. The potential for knowledge transfer between the two is excellent, and the course enlists practitioners in teaching; there are many opportunities to exchange of perspectives on professional and academic practices.

Descriptor for higher education qualification at Level 7: Master's degrees

(Taken from *The framework for higher education qualifications in England, Wales and Northern Ireland, 2008)*

Master's degrees are awarded to students who have demonstrated:

• a systematic understanding of knowledge, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of their academic discipline, field of study or area of professional practice

- a comprehensive understanding of techniques applicable to their own research or advanced scholarship

- originality in the application of knowledge, together with a practical understanding of how established techniques of research and enquiry are used to create and interpret knowledge in the discipline

- conceptual understanding that enables the student:

- to evaluate critically current research and advanced scholarship in the discipline

- to evaluate methodologies and develop critiques of them and, where appropriate, to propose new hypotheses. Typically, holders of the qualification will be able to: deal with complex issues both systematically and creatively, make sound judgements in the absence of complete data, and communicate their conclusions clearly to specialist and non-specialist audiences

- demonstrate self-direction and originality in tackling and solving problems, and act autonomously in planning and implementing tasks at a professional or equivalent level

- continue to advance their knowledge and understanding, and to develop new skills to a high level. And holders will have:

- the qualities and transferable skills necessary for employment requiring: I the exercise of initiative and personal responsibility

- decision-making in complex and unpredictable situations

- the independent learning ability required for continuing professional development.

Reference Points

UK Quality Code for higher education, including:
- Subject Benchmark Statement: Architecture, 2010
- Framework for Higher Education Qualifications (FHEQ)
- QAA Code of Practice
AUCB Postgraduate Curriculum Framework
University College Learning and Teaching Strategy
ARB Criteria for Prescription
RIBA Criteria for Validation
Article 46, European Directive 2005/36/EC on the Mutual Recognition of Professional Qualifications

Learning, Teaching and Assessment

Learning and Teaching Strategies
Architecture can be categorised as mixtures of 'events' and 'discourses'. Architectural events are *things that happen*; they are the comings together of materials, technologies and humans: designs, buildings, presentations, drawings, performances, models, and constructions. These are performative in their ability to change, and therefore construct, spatial situations, be they of the city, a building, or the studio. They may be scripted or improvised, but always take a position through their enactment, implicitly (or explicitly) questioning accepted notions of what might be possible. Transversing, and transversed by, these events are architecture's discourses: its histories, interpretations, commentaries, theories, and disputations. If rigorously produced, these discourses are no less transformational in their effects than are events in their doing. And it must be said that events and discourses can assume the identity of the other: a well-crafted theory changes our experience, and therefore construction, of a space, and a constructed building detail can exemplify and represent a theoretical perspective.

The learning and teaching strategies of this course echo this differentiation and support the attainment of the requirements of the ARB/RIBA criteria, enabling you to produce designs and spatial transformations (events) and texts – verbal and written – (discourses) to a high, masters level standard.

Your exploration of architectural events and discourses underlies the student-centred approach to acquiring knowledge and skills throughout the two years of the MArch. The course is structured around 'units', which are written in such a way as to allow you to raise issues, explore, experiment, make judgements, discuss and present ideas about and through architecture.

This educational experience is grounded in a strong studio culture, supported by regular lectures, seminars, workshops and reviews. The studio generates an atmosphere in which exploration and risk taking is supported by an open and reflective practice. Your tutorials and reviews build constructively on the propositions you make in studio or the spatial events you produce in different locations. Ideas and skills are generously shared (not jealously guarded). Informality and adaptability are key to the studio functioning as a central place of activity on the course. This model of education echoes working methods in the professional practice of architecture and other creative industries.

The broad learning and teaching strategies for the course utilise methods that have been proven through praxis and which compare directly with approaches to study at Part 2 and M level across the sector. The use of lectures, seminars and tutorials are traditional methods of course delivery and established mechanisms for offering formative assessment in Higher Education. The use of peer learning and group work as an effective tool in teaching and learning has a broad basis in pedagogical research (see Boud, Cohen and Sampson 2001; O'Donnell and King 1999) [1]. Group critiques are opportunities for both lecturer driven and peer group assessment to take place. Study visits and specialist lectures from industry professionals are also established approaches to teaching and learning.

To support the more performative design projects, the course integrates some techniques of 'somatic' or 'experiential' learning, i.e., acquiring knowledge involving the senses and mind/body action and reaction, as well as of improvisation. Somatic knowledge does not simply mean knowledge of the body, but knowledge through the body. A somatic approach trains you to be responsive, open, and collaborative with both other humans but also with things and spaces. Focusing on this collaboration between our bodies and things (tools, streets, furniture, walls, stairs, cities, etc.) helps us think about, and produce, architecture more *ecologically*, i.e., with respect for the complex relationships through which places are made. Through improvisational techniques, you learn how to be aware of the effects of your actions and to create different spatial conditions 'on the fly'. Through such 'embodied' learning you will also discover that your own initiative and curiosity deepens and extends your learning experience.

A range of delivery methods will be used during the course, including:

Practical Workshops
Competence in using relevant workshop equipment and in working with a range of materials and techniques is developed through sessions of practical activity within the studio and/or workshop led by a tutor or technician tutor.

Studio Practice
This describes learning through practical work in support of a project or negotiated Learning Agreement, and the production of work in the studio environment, including related resources. Studio practice may be unsupervised independent study or timetabled with technician tutor support.

Critiques and Presentations
Critiques and presentations are held at various stages and at the conclusion of some projects. You are required to present work to a group, and explain your thinking together with reasons and factors that shaped it. You are encouraged to contribute actively in critiques through argument and debate.

Lectures
Lectures are used to introduce new concepts and ideas and to underpin student activity in both theoretical and practical subjects. The purpose of lectures is not only to provide the necessary information on which the course work is based, but also to provide a springboard for further individual enquiry.

Seminars
These complement lectures and are used as a student-centred means of drawing out themes and examples to illustrate issues raised within the course. They are also used to enhance transferable personal, interpersonal and presentation skills highlighted in the course.

Researching methods
This describes learning using the Library or other sources. It may require you to contact professionals and organisations external to the college. Research also includes studio-based investigations of methods and materials and structured explorations of visual forms.

[1] Boud, D, Cohen, R, Sampson, J (2001) Peer learning in higher education. Learning from and with each other. London: Routledge. O'Donnell, A. King, A. (1999) Cognitive perspectives on peer learning. London: Routledge.

Work Placement
The University College does not currently offer placements to students on the MArch, although the course may include a brief period of work experience as part of a project, where this is negotiated through the Learning Agreement. Your awareness of current practices and developments within the industry will be built up through, for example, working on case studies and live briefs, as well as (in some instances) entering competitions. Most Visiting Tutors and many staff members are practising professionals, and this is further supported through Guest Lectures from experienced academics or professionals within architecture. In addition, the area of Management, Practice and Law is taught and learned within a specific unit as well as being integrated in various design projects.

Independent Study
At the MA level, student-initiated study forms a substantial part of the course, but particularly in the final thesis project.

Educational Visits
Throughout the programme, visits may be organised to venues of educational and cultural interest, e.g. different cities, galleries, museums, studios and events; the student is also expected to initiate such visits for themselves and their peers.

Tutorials and Academic Support
Tutorials are carried out throughout the course, on either a one-to-one basis or, in the case of collaborative work, in small groups. They provide the opportunity for you to discuss in depth matters relating to your creative or theoretical work or the course in general. They also allow academic counselling to take place to guide you through your studies.

Blackboard – electronic folder
Students will be able to access 'blackboard' following enrolment onto the electronic folder at the University College. The contents of blackboard are managed by the course team.

Learning Agreements
Negotiated agreements between yourself and your Unit Tutor are an important strategy in supporting your continuing development as an autonomous learner. Learning Agreements enable you to identify your own learning needs, to focus on the issues that you wish to pursue in your research, to define the scope and nature of your study, to identify the access to resources that you need and to work towards achieving individual goals.

Assessments based on Learning Agreements are subject to moderation by the Course Team. The course moderation team would normally consist of the Course Leader, the Unit Tutor and two other tutors involved in delivery of that Level and may include the Chair of the Course Examination Board. A sample of the assessment is moderated with reference to the Learning Agreements and their stated Assessment Requirements.

Progress Files and Personal Development Planning (PDP)
Throughout your course you will be encouraged to build up a Progress File, the purpose of which is to provide a record of your personal learning and development. It will help you to achieve your full potential and become an effective, reflective learner, and to prepare for lifelong learning, employment or postgraduate study. The file will belong solely to you and is something you can take with you beyond the course.

All courses at AUCB have excellent relationships with industry. The BA (Hons) Architecture Part 1 course has already set up relations with both local/regional/international architecture firms as well as the Enterprise Pavilion, and these will be further developed in this course.

Research

The course recognises that research is understood in a broad sense. You will be engaged in research *into*, *for*, and *by/through* architecture.[2] You will research *into* architecture's theories, histories, and methodologies. You will also need to do research on various aspects of both design-related and

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[2] For an expansion on this differentiation, see Frayling, C. (1993) Research in Art and Design. *Royal College of Art Research Papers* 1, 1 (1993) 1-5.

discourse-related areas *for* your proposals and spatial transformations. And you will, particularly through those units with an emphasis on real-time, more immediate spatial transformation, be engaging in research *by/through* architecture.

The cross-overs with the other MA-level programs create the potential for innovation and the collaboration of ideas and research methodologies. The course is set within the context of the staff's individual and/or collaborative research, the resources provided by text + work, the design collection, the Research Forum events and other faculty and institute-wide research-related events.

Internationalism

The course aims to set up collaborations with other MArch courses that might share aspects of its philosophy and methodology, or be complementary in other ways, and of course would share the 11 Points as the professional criteria. Through these collaborations, you may be able to spend part of your course at another university. It is envisioned that a pool of approximately 4-5 institutions would become available for student exchange.

Such mobility is supported through a developing Erasmus program and established partners in the undergraduate course, and through its focus on engaging with the 'other' (people, places, cultures) the course curriculum builds an internationally orientated learning context and environment.

Course Structure

The two-year masters-level course unfolds in a rhythm and counterpoint of design and more discursive topic areas to best develop and demonstrate knowledge, understanding, abilities and skills to prepare you for your final complex and integrative thesis work and your work in the profession. Each design project focuses on the performative and projective methodologies in different ways and to varying degrees, underlining the principle that both ways of thinking/making are necessary and constructive in architectural practice. The design projects also show that neither methodology is mutually exclusive to the other, and that we are always shifting between the two.

Course Content

ARC701 Immediate Architectural Interventions is mostly worked through performative means, introducing students to methods of research *through* architectural spatial transformation, to somatic learning skills, and to improvisation techniques based on the body's interaction with its spatial and material context, and to issues of documentation of performative events.

ARC702 Urban Strategies follows and, whilst mostly projective in output, draws upon various thinkers who foreground the making of cities through embodied spatial practices. It also focuses on the entwined nature of analysis and design, looking at the notion that no representation is 'innocent'.

ARC705 Building Responses and Responsibilities explicitly brings the methodologies together, and the final outcome comprises a speculative and projective building proposal and documentation of performative work through which the proposal has been informed.

ARC706 Ecological Strategies similarly has elements of both methodologies. Students will consider ecologies as configurations of relations amongst people, materials, land, and climate. Students will experientially understand how technologies of passive and active environmental modification, and the climate, effect us in many ways, in response to which they will develop constructed spatial propositions.

ARC708 The final *Thesis project* evidences the students' appreciation of the complementarity of the methodologies, and their abilities to integrate them in an architectural proposition of some complexity.

Whilst you are working on design and making projects, your involvement with the more lecture/seminar-based units will provide continuous dialogue with and inform the methodologies.

Course Units

ARC701	Immediate Architectural Interventions	20 credits
ARC702	Urban Strategies	20 credits
ARC703	Historiographies	20 credits
ARC704	Research Methodologies	20 credits
ARC705	Building Responses and Responsibilities	40 credits
ARC706	Ecological Strategies	40 credits
ARC707	Management/Practice/Law	20 credits
ARC708	Thesis Project	60 credits

Course Diagram

M.Arch Year 1

0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31
Induction week	ARC701 Immediate Architectural Interventions (20 credits)						ARC702 Urban Strategies (20 credits)						Assessment			ARC705 Building Responses and Responsibilities (40 credits)												Assessment			HE Exam Boards
	ARC703 Historiographies (20 credits)															ARC704 Research Methodologies (20 credits)															

M.Arch Year 2

0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31
Induction week	ARC706 Building with Ecological Strategies (40 credits)												Assessment			ARC708 Thesis Project (60 credits)															HE Exam Boards
	ARC707 Management / Practice / Law (20 credits)																														

Resources

University College Resources:

Library

The course is supported by a Subject Librarian who liaises closely with the team to ensure that the Library resources are relevant and meet student and staff research needs. The Subject Librarian can offer advice on research skills, as well as individual support for students in the use of Library resources.

The Library holds an excellent range of specialist learning materials including journals, books, CDs, DVDs, newspapers. It has subscriptions to a wide range of specialist electronic resources focusing on art, design, media and performance, including 37,000 e-books and 3,000 e-journals.

Colour and black and white photocopying facilities are available as well as viewing rooms for watching DVDs, videos and off air recordings from television. Students have access to iMacs and PCs and the Library is wi-fi enabled. The open plan design and high quality resources make the Library a popular space for work and study. The Library scores consistently high in both the in-house and national student surveys which are carried out annually.

Information technology

The University College provides a comprehensive range of IT resources, utilising Apple Macintosh, Windows Personal Computers and specialist resources for its art, design, media and performance disciplines. The University College uses Industry standard software from Microsoft, Adobe, Macromedia, Apple, Quark and leading software suppliers, and is continually investing in its technology and resources.

IT resources are also available to you via the Library, plus through a number of bookable IT suites and dedicated base room provision. To enable access to learning resources, wireless internet access is also available.

The ITCS section (Information Technology and Communication Services) provides a helpdesk facility for IT enquiries and fault notification. The Helpdesk is open from 8.30am until 5pm from Monday to Friday Email: itcshelpdesk@aucb.ac.uk

Museum of Design in Plastic (MoDiP)

MoDiP is a registered museum of 20th and 21st century design and popular culture with a focus on plastics. Its collection is unique within the UK and has been developed to support teaching and learning at the Arts University College at Bournemouth.

There are many ways in which MoDiP can play a part in your studies:

- as a source of inspiration – large numbers of items may be viewed, handled and explored in depth, drawn, photographed and filmed
- as the focus of a brief for products and projects relating to course work
- as an exhibition venue – your work can be displayed in relation to the collections and exhibitions and events may be mounted in the museum space

The Museum is in a purpose built space within the Library, designed with wheelchair access in mind, and has the same opening hours as the rest of the University College for the viewing of exhibitions. Objects not on display can be borrowed and taken to the studio. To see what is available, go to the Plastics Network website (www.plasticsnetwork.org).

The Gallery

The gallery is a major resource for contemporary visual art at the Arts University College at Bournemouth and has received regional and national recognition. There are regular gallery events,

including collections on loan from galleries and museums, as well as individual exhibitions by some of today's leading artists, photographers, designers and critical writers.

It also functions as a learning resource and is integrated into the teaching, learning, and research practice undertaken at the University College.

text + work is the ethos which underpins the exhibition programme at the Arts University College at Bournemouth. The **text + work** concept promotes and provides a forum for challenging dialogue between innovative contemporary art, design, and media practice and its theoretical context.

There are **text + work** gallery events, critical texts, shared and networked exhibitions and a **text + work** website.

Student Support

Academic Guidance

Academic staff are responsible for providing you with feedback on your work and your general academic progress, and for providing academic support and guidance through the course. This is provided through "critiques" and written feedback, as well as guidance on practical work and informal discussion about your concerns. These sessions may be individual or, in the case of collaborative work, in small groups.

Academic tutorials are scheduled to allow you to discuss in depth matters relating to creative or theoretical work, or the course in general. You will be entitled to at least one formal recorded academic tutorial per term with a nominated member of the course team.

Support and advice is also provided on an informal basis throughout the course, through discussions between staff and students.

Career Education, Information and Guidance

You will be prepared for employment, and given the opportunity to learn about the various career options available to you, through a wide range of projects which may include live briefs or external competitions. Academic staff remain very familiar with the discipline, and will often still work in the field, and are also able to advise on specific opportunities.

The Careers Service within the University College offers impartial, confidential advice, support and guidance, to help you explore and develop your career ideas and manage your future career successfully. The Service offers individual career guidance interviews, as well as advice on job seeking strategies, CVs and interview skills, self-employment / freelancing, and further study opportunities.

The Senior Careers Adviser holds regular lunchtime lectures, which cover a range of popular careers topics, Career planning, Networking and self-marketing, and Teaching as a career. Full details and dates of forthcoming lectures are available on the Careers intranet pages and on the Student Services notice boards.

The Careers Service also offers specialist events, working in partnership with local employers, AUCB alumni, and external agencies to bring together a range of art, design, media and performance expertise.

Learning Support

Support for students with disabilities (including dyslexia)

The Arts University College at Bournemouth is firmly committed to a policy of equal opportunities for all students and positively welcomes applications from people with disabilities and/or additional needs. Throughout all aspects of University College life, we actively encourage and support the participation of students with disabilities. We aim to support disabled students by offering needs assessments and support plans which enable you to achieve your personal goals.

The Learning Support team provides academic support for students with specific learning difficulties including dyslexia. We ask all new Home students to complete a 'Quickscan' screening programme when they join the University College. This screening is designed to check your learning style (the way you learn best) and whether you might have signs of dyslexia. If appropriate, you will be referred to an educational psychologist for a full assessment.

Students with a specific learning difficulty such as dyslexia are able to access individual tutorials aimed at improving your independent study skills, and are supported in applying for the Disabled Students' Allowance, which can provide specialist equipment and, if appropriate, personal support. The Senior Disability Officer and Wellbeing Officer provide ongoing support and advice for students with all other types of disability, including mental health difficulties, physical disabilities, medical conditions and sensory impairments.

Support for students for whom English is a second language

If English is not your first language you will be invited to complete a brief written exercise during the initial weeks of your course, so that your current academic language skills can be assessed. Our English for Academic Purposes (EAP) tutor, who is part of the Learning Support team, will review the exercise and contact you if your work indicates that you would benefit from additional support. The EAP tutor will work with you to draw up an Individual Learning Plan, which will set out a structured approach to developing your independent academic and study skills. This may include helping you to develop strategies for interpreting assignment briefs, working on the structure of your written work, or developing your proof-reading skills, for example. The plan will be reviewed each term and will be shared with your course tutor so that they are aware of the work you are doing to improve your study skills. If necessary, the EAP tutor will refer you to a local language school so that you can improve your generic English language levels.

Pastoral support and guidance

Support and advice on non-academic matters is provided through trained and qualified professional staff within Student Services. We have a team of professionally qualified male and female counsellors, with appointments available during weekdays and evenings. Students accessing the service are offered various levels of support ranging from regular weekly sessions, occasional support or just a "one off" consultation. In most cases, you can expect to be seen for a session within two days of making initial contact with the service. If the situation is very urgent and you are very emotionally distressed, we also have a crisis support service and you will be seen by one of our counsellors almost immediately.

Pastoral support is also available from the AUCB Chaplaincy. The Chaplaincy at the Arts University College at Bournemouth is shared with Bournemouth University and is an inclusive Chaplaincy, which welcomes people of all faiths and none. The Quiet Room and the Islamic Prayer Room are in regular use by staff and students, and meetings with ministers of any faith can be arranged.

Advice and support with practical issues such as funding, accommodation or childcare is available from the Student Advice, Funds and Accommodation Office within Student Services.

Methods for Evaluating and Improving the Quality and Standards of Teaching and Learning

The course is subject to the University College's rigorous quality assurance procedures which involve subject specialist and internal peer review of the course at periodic intervals, normally of 5 years. This process ensures that the course engages with the national Subject Benchmarks and references the Framework for Higher Education Qualifications.

In addition all courses undertake an Annual Course Review which takes account of relevant information such as:

- External Examiners' Reports
- Key statistics including data on application, retention and achievement
- Results of the National Student Survey
- Results of the in-house Student Perception Survey
- Feedback from Student Representatives
- Feedback from relevant employer groups, including the course Industry Liaison Group

All courses develop an action plan arising out of this exercise which is monitored by the Course and Faculty Boards of Study.

Staff development priorities for the course team as a whole are identified through the Annual Course Review process, and for individuals through the Staff Performance Review process.

Indicators of Quality and Standards

The Arts University College at Bournemouth was granted taught degree awarding powers by the Privy Council in 2008 following an intensive period of scrutiny by experienced academics from across the higher education sector.

The University College was audited by the QAA in May 2011 and received a judgement of 'Confidence' in the management of the academic standards of its awards, and its management of the quality of learning opportunities. This is the best available outcome, and confirms that our quality assurance mechanisms are robust, meaning that we can have full confidence in the standard of course outcomes, and the quality of the educational experience we deliver.

Please note that this specification provides a concise summary of the main features of the course.

More detailed information is available in the following documents:
- Online course information
- Unit Handbooks
- HE Postgraduate Course Framework and Regulations – http://intranet.aucb.ac.uk/academicregulations
- AUCB Student Guide