

# PROGRAMME SPECIFICATION

MASTER OF ARCHITECTURE

This Programme Specification is designed for prospective students, current students, graduates, academic staff and potential employers. It provides a summary of the main features of the programme and the intended learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided.

Whilst every endeavour has been made to provide the course described in the Programme Specification, the University reserves the right to make such changes as may be appropriate for reasons of operational efficiency or due to circumstances beyond its control. Any changes are made in accordance with the University's academic standards and quality procedures.

This document is available in alternative formats on request.

## ARTS UNIVERSITY BOURNEMOUTH

### PROGRAMME SPECIFICATION

The Programme Specification provides a summary of the main features of the **Master of Architecture** 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 within this Handbook and the online Unit Information, which is available on your course blog.

<b><u>Key Course Information</u></b>	
Final Award	Master of Architecture
Course Title	Master of Architecture
Award Title	Master of Architecture Part 2 RIBA/ARB
Teaching institution	Arts University Bournemouth
Awarding Institution	Arts University Bournemouth
Offered in the Faculty of:	Art, Design and Architecture
<i>Contact details:</i> Telephone number Email	01202 363354 <a href="mailto:foada@aub.ac.uk">foada@aub.ac.uk</a>
Professional accreditation	ARB Part 2 Prescription RIBA candidate status
Level of final award (in FHEQ)	Level 7
Subject benchmark statement	Architecture
Length of course and mode of study	2 years full-time
Language of study	English
External examiner for course	Carolyn Butterworth Sheffield University  Piers Taylor Architect  <i>Please note that it is not appropriate for students to contact external examiners directly</i>
Date of Validation	2011
Date of most recent review	April 2016
Date programme specification written/revised	April 2016

## Course Introduction and description

AUB Architecture takes its approach from the context of the studio-based arts university where all courses share an interest in making. Each discipline has a distinct maker-culture, sharing values and qualities, both in education and in practice. Our educational strategy at AUB integrates the knowledge and skills of practices and critical theories. At AUB we are dedicated to turning your creativity into an enterprising and exciting career enabling you to enter employment, aware of the ecological challenges and prepared for critical and innovative engagement with the profession.

Four key issues frame the philosophy of our curriculum:

1. Making Architecture;
2. Studio Culture;
3. Collaborations Academic & Professional;
4. Personal, Professional and Ecological Development.

The AUB Masters in Architecture (RIBA/ARB Part2) is the second part of the three part qualification in becoming an architect. Its philosophy has many connections, and develops on from the four key issues identified in the BA Hons Architecture (RIBA/ARB Part1) at AUB. The M.Arch is a two year, full-time, design-based course with a collaborative, making and ecological approach. The **ecological**, seen as a context from body to landscape, is applied and tested through the design projects. The course is mapped through Learning Outcomes to the Graduates Attributes and Criteria jointly agreed and held by the RIBA/ARB and QAA.

The course aspires to innovation, collaboration and a connected learning experience through **studio practice** both professional and exploratory, aiming to enable the student to enter architectural practice prepared for a critical and innovative engagement. New, ecological and innovative approaches to this project, through practice, performance drawing and modelling are supported and encouraged. The approach culminates through research, theory and professional practice in the final year Thesis Design project, which is student led and agreed through the practice, theoretical and technical requirements of the course and profession.

### **1. Making Architecture**

Architecture at AUB takes its approach from the context of the shared studio-base arts university where all courses are **making**. At AUB there is a belief in the primacy of making as a form of creative practice that engages you in shaping the world we live in. The BA (Hons) and MArch Architecture courses apply this philosophy throughout their taught units by emphasising the role of drawings, models and texts in the making of architecture: the things we make - to think about the things we make. At AUB critical thinking forms a vital part of the making process and follows from a familiarity with the material, spatial and social nature of architectural ideas. Architecture as a discipline is an investigation of how we think about inhabitation, individually and collectively, through the spatial relationships we materially construct and inhabit. Making architecture means crafting thoughtful and tangible propositions that mediate between the individual, the world, and those we live with. As a student you will be asked to develop projects with strong narratives commenting on current social, cultural and environmental issues. In each unit you are encouraged to give architectural expression to your own personal views and visions, whilst aiming to

produce tangible propositions, mindful of how they might be realised. The scale of these propositions can vary from the local to the global, the micro to the macro. Indeed architecture is informed by influences across all possible scales and in response your propositions can vary from urban design proposals to modification of our studio environment. These can also vary in temporal impact from temporary interventions to long-term changes. Our propositions respond to the established or innovative expressive and practical potential of the materials and methods of construction. Researching and critically understanding building as making is fundamental to our practice.

## 2. Studio Culture

The **Studio** is both professional and exploratory: This educational experience is grounded in a strong studio culture of **making and thinking**, supported by regular lectures by practitioners, seminars and reviews. Projects encourage the creative balancing of rigour and risk, pushing boundaries, informed by technical and contextual knowledge. Integrating theory with practice is both a vehicle for educational exploration and a model for professional practice after graduation. The units allow you to raise issues, explore, experiment, make judgements, discuss and present ideas about architecture as an expressive act through making tangible propositions, mindful of how they might be realised. There is an integrated approach to units where history and theory and professional studies is **integrated** into the **units**. This research-by-making encourages risk-taking, innovation and entrepreneurship. The studio generates an atmosphere in which open, critical and reflective practice supports exploration and risk taking. There is an encouragement of the individual's own interests and aspirations, alongside your peers. Students are encouraged to pursue their own concerns in response to the course challenges. The course sees this being harnessed towards the final thesis design. AUB has a particular concern for a **studio-based** and student-centred learning environment. The studio generates an atmosphere of creative exploration and critical debate where we test, discuss and present ideas through the making of tangible propositions, mindful of how they might be realised. AUB offers shared facilities such as the **workshop, fab-labs**, the print room and the **Drawing Studio**, opened in 2016.

## 3. Collaborations: Academic & Professional

At AUB the **collaborative** works both across the distinctive arts context and the wider world; various collaborations stimulate the student's particular architectural direction. Each discipline at AUB has a distinct maker-culture, but shares certain values and qualities: professional, social and ethical. Our values aspire to an innovative, collaborative and connected learning experience. The Masters in Architecture and the BA (Hons) Architecture (which has a similar philosophy and approach to the Masters) develop their strategy and curriculum from the distinctive context of AUB where many resources are shared and where 'collaborative' describes the very condition of studying on our campus. 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**, both formally and informally. That could be with Textiles, Graphic Design, Fashion, Photography, Animation, Film, Fine Art, Dance or Acting.

AUB supports strong links with professional practice and industry. Architecture is a creative **practice** of the built environment and **construction industry**. The course has strong links with local and national architectural practices and RIBA Dorset. This provides opportunities to meet and visit local practices and potential employers, through mentorship and the employers' forum, increasing your knowledge of current issues in architectural practice regionally and nationally, giving you valuable insight into the requirements and context of practice. The course also has European and international links. Regular contact and visitors from practice and construction and the ARB and RIBA keep students informed of trends and changes in the world of practice. The collaborative skills are transferable into either architecture or another creative industry. All these share a similar context of collaboration and an understanding of making practices. Regular guests include many from the construction industry. The local stone, brick and timber industries all contribute to the course. You may also collaborate with external clients and manufacturers in live projects and **international collaborations** such as the Venice Biennale (with the MArch Venice Biennale British Council Fellowships).

#### 4. Personal, Professional and Ecological Development

Your own interests and aspirations are encouraged. The course will support your **personal development** towards a creative contribution to architecture and the wider world after graduation. The **Professional Development Portfolio (PDP)** documents all your engagement with course enrichment activities (such as cross-course collaborations and exhibition visits) and any other related activities you initiate. The final Thesis Design year in MArch gives you the opportunity to develop your own research design project that integrates making and collaboration through an **ecological narrative**. The abilities you acquire through your enriched study of architecture give you a broad range of transferable skills, so you may progress in architecture or another creative industry. All these share a similar context of collaboration and an understanding of making practices. The ecological narrative, as revealed by Deleuze's 'Three Ecologies' covers the individual, the mental ecology, the social and the environmental, that of the relationship to other species; this expands the thinking and approach of the MArch to the **wider landscape**. The relationships between the body and the architecture changes, sometimes it is temporary such as an intervention, sometimes it is permanent such as a monument. The architecture shifts between the social, political body and the cultural landscape. There is a researching, studying and questioning of the wider world and the local with an understanding of how these relate to **global issues of concern**. AUB is located on the south coast of Britain, in the dispersed urban conurbation of Poole Bay, Bournemouth and Christchurch, surrounded by sensitive natural environments (land and sea). Global climate changes and population growth have an increasing impact our location. As an individual student you are studying and practising architecture in this location and you will have to respond to these challenges and the possible roles you will play in our 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. Students seeking to complete practical training experience should acquaint themselves with the current rules operated by the ARB and seek additional advice from the course Professional Studies Advisor.

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](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>

The outcomes of the units and course directly relate to the graduate attributes (GA) and general criteria (GC) that are held jointly by ARB, RIBA and QAA and were prepared in the context of the QAA Benchmark on Architecture of 2010. ([www.qaa.ac.uk](http://www.qaa.ac.uk)). This course must meet these attributes and criteria in order to carry ARB Part 2 prescription and RIBA Part 2 validation. The 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. A mapping document (see appendix) shows how the graduate attributes and criteria are mapped on to the Learning Outcomes of the units.

### **Course Aims**

The course aims to:

- A1 Meet the ARB/RIBA/QAA Benchmark graduate attributes and criteria;
- A2 Engage through the body, architectural and corporeal, in ethical and ecological spatial transformation, encouraging speculation and risk-taking, whilst maintaining a critical awareness of its possible political/social/economic 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 you in the instigation of new directions in your architectural work, based on a deep understanding of architectural issues, technologies, histories and theories, in order that you might evaluate and extend your own practice;
- A5 Develop modes and levels of representation; digital, analogue and other that enable you to communicate to professional and non-professional audiences;

- A6 Prepare you for employment with professional maturity and judgment as entry level professional architects, for other opportunities of employment in related domains, or for further study at PhD or other post-graduate level.

### Course Outcomes

On completion of the course you will have demonstrated:

1. **Ability to generate complex design proposals** showing understanding of current architectural issues, originality in the application of subject knowledge and, where appropriate, ability to test new hypotheses and speculations (GA2.1);
2. **Ability to evaluate and apply** a comprehensive **range** of visual, oral and written **media** to test, analyse, critically appraise and explain design proposals (GA2.2);
3. **Ability to evaluate materials, processes and techniques including construction, structures and environmental control** that apply to complex architectural designs and building construction, and to integrate these into practicable design proposals (GA2.3);
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** (GA2.4);
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 relevant legislation (GA2.5);
6. **Ability** to take the initiative and make appropriate decisions in complex and **unpredictable circumstances** using problem solving skills and professional judgement (GA2.6);
7. **Ability** to identify **individual learning needs** and understand the personal responsibility required to prepare for qualification as an architect (GA2.7).

### Reference Points

UK Quality Code for higher education, including:

- Subject Benchmark Statement: Architecture, 2010
- Framework for Higher Education Qualifications (FHEQ)

AUB Regulatory Framework and Postgraduate Assessment Regulations

AUB Creative Learning Plan

AUB Strategic Plan

AUB Employability Framework

ARB Criteria for Prescription

RIBA Criteria for Validation

Article 46, European Directive 2005/36/EC on the Mutual Recognition of Professional Qualifications



## **Learning and Teaching Strategies**

A wide 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.

### ***Research***

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

### ***Work Experience***

The University 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 and research forms a substantial part of the course, and 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, in group and on one-to-one basis as required. Tutorials are usually carried out in parallel with collective studio working which can have a great educational benefits to those who work and use the studio creatively. The tutorials, provide the opportunity for you to discuss matters relating to your creative or theoretical work or the course in general.

### ***MyAUB***

Following enrolment, students will be able to access 'MyAUB', the electronic folder of the University. The course-related contents of MyAUB 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.

You are asked to provide a synopsis of your proposed study including an explanation of how your idea for the proposal originated. Each Learning Agreement must be based upon the stated Aims and Learning Outcomes of that unit and you are asked to state how you intend to achieve the Learning Outcomes. You have the opportunity to negotiate your own Assessment Requirements so that the form of your work or presentation accords with your personal needs. You must establish with the Unit Tutor the percentage weighting for each of your Assessment Requirements and state those in your Learning Agreement. An action plan including any self-imposed or external deadlines will help you to manage you own progress and to receive tutor support when most appropriate.

Following preliminary negotiations for a draft agreement, your Learning Agreement for the unit is signed by you and your tutor. You may ask for a re-negotiation of an agreement but the extent of such re-negotiation is sanctioned by your Unit Tutor.

It is important that outcomes are realistic and attainable in each agreement and that there is a parity of requirements for assessment for all students in the unit. The role of the Unit Tutor is therefore central in taking responsibility for all Learning Agreements in the unit and monitoring their implementation. The Unit Tutor signs all negotiated agreements in the unit that he/she is responsible for and reports to the Course Leader. The Unit Tutor manages tutorial support within the unit and monitors guidance in relation to progress towards the agreed outcomes.

## ***Personal Development Planning & Continuing Professional Development (PDP/CPD)***

Throughout your course you will be encouraged to develop your own personal development planning, this is a record of your personal learning and development it links with the LA's and the critical appraisal at the end of units but also about the special discoveries you make along the way, It will help you to achieve your full potential and become an effective, reflective learner, and to prepare for lifelong learning, employment or further study, linking with your practice work it could also be considered to be CPD or Continuing Professional Development.

## ***Research***

The course recognises that research is understood in a broad sense. 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 discourse-related areas for your proposals and spatial transformations. 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: the architecture open lectures; text + work with the gallery; the design collection such as the plastics museum, and institute-wide research-related events.

## **Teaching and Learning of Contextual Knowledge**

A distinguishing quality of the course is that all teaching and learning is integrated and assessed alongside studio practice. These are mapped to five of the six Graduate Attributes. Contextual learning constitutes GA2.4 (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). We stress the importance of exploring and understanding architecture through the notion of contextual knowledge, which refers to how architecture is situated within a larger field of interconnected disciplines and domains of knowledge, including the social, the technological and the cultural. Through the study of contexts and their histories, you will develop ways to address and critically discuss the various issues that affect and inform architectural practice and its theories. You will improve your academic writing skills, attend lectures and seminars (many of which take place in the studio) and engage in practical workshops (such as collaging, bookbinding). The architecture course at AUB thus promotes and encourages both concept and research driven approaches to architectural design that link history, theory and design. In the majority of units this learning outcome is assessed through the provision of written and illustrated analysis of history and theory appropriate to the studio project. All bibliographical citations and in-text referencing is done by the AUB/Harvard method.

## **Assessment**

Each unit is assessed separately, and the assessment forms part of the unit. Assessment both provides a measure of your achievement, and also gives you regular feedback on how your learning is developing.

For every unit of your course, we will inform you of what you are expected to learn; what you have to submit; how your work will be assessed; and the deadline for presenting your work for assessment. This is made available through Unit Information, which is on your course blog.

You will receive a final mark for each unit in the form of a percentage, which will be recorded on your formal record of achievement (transcript). Each component of assessment is graded using a notched marking scale, whereby only certain marks are used within each grade. The only marks available within any ten-point band are \*2, \*5 and \*8 (eg 62, 65, 68). These marks correspond to a low, mid, and high level of achievement within each grade band.

All learning outcomes must be passed to successfully complete the unit.

### **Distinction**

A Master's Degree with Distinction may be awarded. Only units at Level 7 contribute towards the determination of a Distinction.

For further information on assessment and awards, and the criteria for the award of Distinction please visit: <https://viewpoint.aub.ac.uk>

### **Course Structure**

The two-year masters-level course builds through a series of design based projects with integrated theoretical and professional elements. In the first year there is an underlining of the principle of making and collaboration as a necessary and constructive part of architectural practice. In the second year one main design project, the thesis runs through the year from briefing, programme and budget analysis to the theoretical, detail and reflective thoughts on a major complex project.

For the award of Master of Architecture (MArch), you must have achieved 240 credits, of which a minimum of 180 credits must be at Level 7; and any specific requirements of the course as outlined in the individual units.

### **Course Content**

**ARC761 Body: Architectural Interventions** is the first unit of the MArch, the key course concepts of collaboration and making are put in to practice with a real performance-based project that questions and engages with social, political, creative and professional issues, What does it mean to be an architect?

**ARC762 Landscape: Making in Context** examines the larger scale; urban, rural and coastal areas, their peoples, buildings and their potential. A theory and history paper and design proposal are developed.

**ARC763 Research: Experimental Fabrications**, A fragmentary building proposal, is anticipated through speculative models, theory and history paper and a documented performance-based presentation. This unit prepares the ground for your Thesis Design Project.

**ARC764 Design Thesis 1: Ecological & Professional Strategies:** In a real and professional way, you will consider your thesis proposal and its ecological context: people, materials, land, and climate. The practice set up, project programme and legal relationships will be investigated. Your proposal will understand how

technologies of passive and active environmental modification, and the climate, affect us.

**ARC765 Design Thesis 2: Design Detail & Reflection:** The detail, both design and legislative will be embedded in your final design project. Final thesis portfolio will be produced and your practice future considered. You will reflect on the creative path you have been on with this project and the programme as a whole.

### **Course Units**

<b>Unit Code</b>	<b>Unit Title</b>	<b>Credit Weighting</b>
ARC761	Body	40 credits
ARC762	Landscape	40 credits
ARC763	Research	40 credits
ARC764	Design Thesis 1	60 credits
ARC765	Design Thesis 2	60 credits

## Course Diagram

This diagram shows the proposed start/end dates for each unit and shows teaching weeks only; holiday periods are not included. Further information on the structure of each unit will be included in the online Unit Information which is available on your course blog.

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	
	Autumn Term												Spring Term												Summer Term						
Induction week	<b>ARC761 Body Architectural Interventions (weeks 1-10)</b> (40 credits)									Asses sment	<b>ARC762 Landscape Making in Context (weeks 11-20)</b> (40 credits)									Asses sment	<b>ARC763 Research Experimental Fabrications (weeks 21-30)</b> (40 credits)							Asses sment			

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	
	Autumn Term												Spring Term												Summer Term						
Induction week	<b>ARC764 Design Thesis 1 Ecological and Professional Strategies (weeks 1-15)</b> (60 credits)												Asses sment	<b>ARC765 Design Thesis 2 Design Detail and Reflection (weeks 16-30)</b> (60 credits)												Asses sment					