

COURSE SPECIFICATION

Basic Course Information		
1.	Awarding Institution:	Nottingham Trent University
2.	School/Campus:	School of Architecture, Design and the Built Environment / City Site
3.	Final Award, Course Title and Modes of Study:	Master of Architecture (MArch) in Architecture / Full time
4.	Normal Duration:	2 years
5.	UCAS Code:	K648

6. Overview and general educational aims of the course	
<p>The Master of Architecture (MArch) is a post first-degree course in Architecture designed to lead to exemption (subject to approvals) from the Royal Institute of British Architects (RIBA) Part 2 professional examination and Prescription of Qualifications set by the Architects' Registration Board (ARB).</p> <p>The course embraces the challenge of 21st Century architectural practice and focuses on <i>educating architects with a global outlook</i> through projects set in local, national, and international contexts.</p> <p>Through "vertical studios" in each year of study, steered by leading practitioners or academics typically from outside the university, we put current architectural thinking at the heart of your programme. We locate architectural design centrally as an academic discipline through rich cross-disciplinary <i>design research</i> and complex methodological application.</p> <p>The course recognises the essential <i>cross-cutting and cross-disciplinary nature of architecture</i>, bringing together diverse disciplines with <i>emphasis on collaborative and group work</i> as a means of developing design creativity within the realistic team work environment of real practice. It also <i>embraces the philosophy of 'modification', as well as new build</i>: in other words designing within existing contexts including the remodelling, refurbishment and conservation of existing buildings and places, alongside new interventions, as central to the education and training of today's architect.</p> <p>Understanding of the importance of the value of design, and its relation to costs and budgetary constraints will also be pursued as part of the course. All projects wherever appropriate will have regard to sustainable development in its environmental, socio-economic and cultural sense, rather than being studied and applied as discrete areas of teaching and learning. <i>Projects set in currently challenging locations</i> form an important aspect of the course in both the areas of design and professional practice. Additionally, you can choose between a number of optional modules that focus on various aspects of architecture, from technology to heritage and conservation. To emphasise the cross-disciplinary nature of architecture, these modules are delivered alongside other discipline areas related to architecture. Workshop facilities at the University support your exploration and testing of design ideas.</p> <p>The course gives you the opportunity to:</p> <ol style="list-style-type: none">1) engage with and achieve an appropriate level of ability and professional competence in integrated design, leading to the resolution of both simple and complex architectural design proposals, problems and issues;2) approach architectural challenges, through working individually and in groups, with independent and collaborative enquiry, original thinking, innovation and reflection, fostering intellectual growth;	

- 3) recognise and deal with sustainability as an essentially cross-disciplinary challenge, integral to design thinking and resolution and with global implications;
- 4) critically appraise and respond to issues/problems in architecture by applying knowledge, information and skills gained through the study and application of design, arts and humanities, social sciences and scientific research methodologies;
- 5) understand the role of available design methods and processes, devise new ones if appropriate, and arrive at considered design propositions;
- 6) recognise the pivotal role of effective and meaningful communication in design development and manifestation, developing appropriate skills to a high level – visual, graphic, verbal and written – to aid the design process and production;
- 7) understand the professional, socio-economic and ethical components of an architect’s key relationship with, and responsibilities to, clients as well as with other collaborators, professions, regulatory authorities, the property and construction industry and the general public.

Teaching is underpinned by the School’s significant national and international expertise in built environment allied disciplines (for example urban design, planning and construction) and research strengths, as well as through active links with noted practices and practitioners. Design expertise is further enriched by visiting Professors.

The School’s research standing in the areas of architectural and urban history and theory, innovative and sustainable technology and construction practice provide the ideal combination of advanced level humanities and technology based knowledge and approaches to architecture. Of particular note in this context are the research groups, *Creative and Virtual Technologies Research Lab*, *Centre for Architecture, Heritage, and Global Difference (AHGD- formally known as Architectural Design and Global Difference (ADGD))*, *Sustainable technologies (Physiomimetic)* and *Architectural Structures, Construction and Materials (ASCM)*.

7. Course outcomes

Course outcomes describe what you should know and be able to do by the end of your course if you take advantage of the opportunities for learning that we provide.

Knowledge and understanding

By the end of the course you should be able to:

- A1 identify, reflect, evaluate and apply through design resolution and research the diverse architectural, cultural and urban positions, theories and methodologies appropriate to architectural design and academic work in a globalising world;
- A2 identify, reflect, evaluate and apply through complex design resolution and research, approaches to spatial ordering and organisation in architecture and urban design in the context of how people and built environments interrelate;
- A3 identify, define, evaluate, assess and apply advanced knowledge of technological, constructional and infrastructural systems and their applications in the resolution of difficult and challenging architectural design problems;
- A4 demonstrate through design and narrative based mediums the holistic nature of environmental and sustainability-related issues in the planning, design, construction and use of buildings and spaces;
- A5 identify, reflect with insight apply through design resolution and research advanced knowledge of complex social, political, economic and professional issues that shape the context of architectural design practice and the construction industry and demonstrate knowledge of current policies in these fields;

- A6 identify, interpret and apply regulatory requirements and frameworks that control building construction, architectural professional practice and the property and construction industry;
- A7 design and apply principles and strategies of business and project management, including ethical, professional and statutory duties and responsibilities.
- A8 express and integrate in design, and through theory application within the design process, sophisticated articulation of the fine arts giving recognition to their relevance, influence and impact on architectural solutions.

All learning outcomes are mapped to QAA Benchmark Statement for Architecture <http://www.qaa.ac.uk/Publications/InformationAndGuidance/Documents/architecture2010.pdf> and ARB/RIBA Generic Criteria and Graduate Attributes.

Skills, qualities and attributes

By the end of the course you should be able to:

- B1 distinguish between and analyse the appropriateness of spatial, systemic, aesthetic and technical qualities of architectural and urban design from a social, cultural, environmental and economic point of view;
- B2 appraise, analyse, interpret and develop design brief or client requirements in the context of a site and the design approaches adopted;
- B3 recognise, define and appraise existing buildings, places and urban/rural areas and develop appropriate analytical methods to interpret complexity and challenges in terms of their physical, technical and socio-cultural contexts, opportunities and constraints;
- B4 develop strategies and methods of approaching, and developing and evolving architectural design, in relation to site and brief;
- B5 develop, test and evaluate complex architectural and urban design options;
- B6 relate facts, integrate theory and practice, and apply theory to known and design contexts in the areas of constructional, material and technological strategies, practice and innovation;
- B7 effectively articulate and communicate design propositions through different visual and written material and verbal discourse, consistent with appropriate levels of resolution;
- B8 contribute effectively to group and collaborative work in architectural design creativity and professional production and practice and develop strategies and qualities of peer group membership and leadership;
- B9 identify and apply principles and strategies of business and project management, including professional and statutory duties and responsibilities, relating to your own, as well as group work, within peer group and academic environments.

All learning outcomes are mapped to QAA Benchmark Statement for Architecture <http://www.qaa.ac.uk/Publications/InformationAndGuidance/Documents/architecture2010.pdf> and ARB/RIBA Generic Criteria and Graduate Attributes.

8. Teaching and Learning Methods

The MArch combines both directed and student-centred teaching and learning with an emphasis on the latter as you proceed through the course. In doing so, it provides the opportunity to pursue architectural design within the context of a balanced combination of primarily humanities and technology related modules. You are expected to take ownership of your own learning by proactively contributing to exploratory design, reflective project development and resolution and, associated decision-making processes.

The wide range of advanced-level research methods and thinking essential to the designer are embedded within several modules and underpinned through research-led and research-informed teaching. The course emphasises collaborative group/team work as an important method for learning and in the critique and review of your work. This is also reflective of architectural practice and the development industry generally.

The course is delivered principally through:

a) Project-based Learning

This includes group and individually orientated tutorials, seminars by staff and students, field trips and site visits along with regular critiques/reviews (or 'crits') replicating professional architectural practice. Group and individual tutorials are the principal means of delivery of project-based teaching and learning and lead to the enrichment of your learning experience. Tutorials focus on the discussion and critique of your work, the enhancement of production by identifying additional areas of exploration and development of a wide range of skills through examples provided by tutors. These also provide feedback opportunity through discussion with tutors and your peers to encourage peer group learning.

Through independent study you are expected to plan, implement, document, communicate and evaluate work by applying available knowledge and skills. Tutorials take place in the 'Design Studio' and 'Study Centre' environments, as well in the other informal social spaces across the city centre campus, which you share with other design and built environment disciplines, allowing opportunities for cross-fertilisation of ideas, sensitivities and problem solving.

Collaborative work in design projects is a strong feature of the course, supporting and enhancing the traditional individually based project work in architectural education. Techniques of effective group working based on continual reflection and self-critique will be encouraged. Appropriate appraisal (including, peer review feedback and tutor assessment of group achievement) and advisory mechanisms are in place to ensure the effective functioning of working groups.

b) Reviews

Reviews are an important aspect of design students' learning experience, providing formative feedback and direction on the development of your projects. This is typically achieved through exhibition of work and audio-visual and verbal presentations by you and your peers, followed by panel discussion involving in-house staff and/or invited external critics and/or student peer groups.

c) Workshop and Laboratory Based Learning

In addition to the design studio, there is a well-equipped model making workshop within the School, enabling you to produce large and small scale physical prototypes to test your design propositions. Rapid prototyping, laser cutting and other modelling methods will play a role in your learning experience. The studio and the workshop are further supported by information technology laboratories, for you to explore design through computer aided design (CAD) facilities and to coordinate their physical production within the workshop environment, much of which is digitally enabled.

d) Lectures and Seminars

Lectures and seminars build and enhance subject-based knowledge but also help launch projects and introduce key issues and perspectives within the context of projects, as well as engender discussions between staff and students and within student peer groups. These will be the principal vehicles for the delivery of the humanities, management and technology related modules. Both lectures and seminars are envisaged to use a mixed

mode of delivery, with conventional lectures and seminar paper delivery supported by audio-visual presentations and structured as well as open-ended discussions.

e) Site Visits and Field Trips

These modes of learning/ teaching are associated with both project and theoretical modules, bringing engagement with specific aspects of reality such as physical site conditions and context, specific urban, architectural or technical experience. These also provide opportunities for attending externally organised seminars/lectures as well as professional, trade, art and cultural events and exhibitions and events. You are encouraged to take part in at least one overseas trip or an appropriate alternative activity of matching learning outcomes and experiences during the duration of the course.

9. Assessment Methods

The course pursues a policy of rigorous, fair and varied assessment strategy, based on transparent, clearly specified criteria which are in line with the NTU Common Assessment Regulations.

The principal purpose of assessment is to monitor and measure your progress and achievement in learning and academic performance. The course therefore makes use of a variety of assessment practices across the modules to assess your attainments in the range of knowledge and skill based outcomes listed for the course as well as for individual modules. This is both during and at the end of the course, employing formative and summative assessment and feedback strategies as appropriate.

Assessment strategies and methods are designed to encourage independent, collaborative and active learning and to serve a number of formative purposes:

- a) inform you of your strengths and weaknesses in architectural and urban design, thus playing a formative role in facilitating your personal development as designers;
- b) provide you with the opportunity to review and consolidate aspects of your learning which involves the development of abilities of critical appraisal of design, academic material and current theories and the synthesis of complex ideas;
- c) increase motivation by encouraging you to demonstrate your knowledge, understanding and skills in architecture and cognate areas and to benefit from receiving positive and constructive feedback on your development;
- d) ensure that you with other students are working towards the course and module learning outcomes in a well-informed, supported, and appropriate manner.

The MArch and the RIBA/ARB Part 2 regulations require you to undertake and pass all modules outright, i.e. without compensation.

A range of assessment methods will be used in both the design and theory modules:

Design modules:

Assessment of design modules will be based on exhibition of design project work and/or portfolio submission of the same, supported by your verbal presentation to peers and tutors/staff, as and where required. Some design modules contain a collaborative component, which will be assessed on the basis of a group's performance and a single group mark will be awarded. In the individual component, however, you will receive an individual mark.

Theory modules:

Assessment of theory, technology and construction modules are undertaken based on your submission of required reports, case studies, essays and audio-visual and verbal seminar presentations, or as otherwise stipulated in module descriptors. Formal examinations or time constrained tests may also be adopted as part of an overall assessment strategy.

10. **Course structure and curriculum**

The course comprises a number of modules of specified credit values. Notionally, a 20 credit point module is equivalent to 200 hours of total student work time. Half of the total module credits (i.e. 120) are delivered at level 7, with the remaining delivered at level 6.

The MArch is of two-year full-time duration; each full-time year is equivalent to 1200 hours of student work time (120 credit points), making the course equivalent to 2400 hours of student work time (240 credit points). Although staff-student contact time is programmed within the term dates, student work time is not practically constrained within formal term dates.

Year 1

In addition to knowledge and skills prescribed by the RIBA/ARB for Part 2 qualification, you develop skills in research, analysis, self-appraisal, critical thinking and constructive feedback, and team work and by consolidating your knowledge and understanding of cultural, social and scientific theories and the appropriate employment of technology within the built environment.

The design projects are focused principally through two modules providing half the total credits offered in Year 1 (i.e., 60 out of 120 credit points): Vertical Studio I (20 credits / level 6) normally led by a practitioner/ academic, and an integrated design project, Intervening in the City (40 credits at level 6).

This core design activity is supported by modules addressing:

- a) Architectural Theory and Research Methods;
- b) Architectural Technology and Construction Methods; and
- c) Management, Practice and Law;

The Architectural Theory and Methods module incorporates research methods delivery through lectures and a range of student-centred learning, which prepare you for your dissertation in Year 2. In the Management, Practice and Law module you benefit from exposure to 'real world' practice issues and case studies related to current practice, legal framework and procurement processes within the profession.

Year 1 modules & indicative structure

Level 6 is undergraduate, level 7 is postgraduate.

Vertical Studio I introduces leading edge approaches and thinking in architectural design practice, and provides the opportunity to work with a reputed practitioner/ academic. The 'vertical' delivery is intended to help develop a cohesive and rich graduate student culture. The Architectural Theory and Research Methods module, introduces critical historical, cultural and socio-political themes of contemporary relevance.

Three other modules are delivered during your first year: Architectural Technology and Construction Methods module (20 credits); Management, Practice and Law (20 credits); and finally, the second design project, Intervening in the City (40 credits). This intensive and wide-ranging design project addresses urban themes, analysis and formulation of development strategies, urban design, scheme and detail design of buildings and detailed resolution.

Year 2 advances the knowledge and skills prescribed by the RIBA/ARB for Part 2 qualification and is designed to extend and deepen your understanding of complex

architectural and urban design problems. The design projects are focused through Vertical Studio II (20 credits / level 7) and the Design Thesis (60 credits / level 7), comprising a total of 80 credits in the final year. While the Vertical Studio II offers you the opportunity to address current professional architectural issues, the Dissertation (20 credits level 7) and Design Thesis encourages you to undertake self-directed research and to make original design-led theoretical or technological contributions to the discipline.

The Vertical Studio II enhances your understanding of advanced professional approaches to architectural and urban design. This module, facilitated by a visiting practitioner/academic, will begin as a vertical studio, with Year-1 students participating under your mentorship and management. Your presence, experience and guidance of the incoming first year students are key to the collaborative ethos of the module and course, and also encourages you to begin to develop design leadership skills and ability.

Running alongside the Vertical Studio II, the Dissertation/ Research Project provides the opportunity to undertake:

- an extended piece of research and written work in the areas of design, technology or historical/cultural issues, or
- an approved area cognate to architecture.

There will be an opportunity to undertake empirical research as part of this module.

The Design Thesis gives you the opportunity to explore through an integrated design, key themes, issues or problems central to architecture and design today. The thesis topic will be developed along with the studio tutors and within the module's main theme. It will also allow you to explore cross-cutting, cross-disciplinary themes and may utilise and build upon the experiences you will gain through the 'Options' module.

You are required to select one of several options modules. These provide the opportunity to extend, further or develop your knowledge in an allied area. This also provides an additional opportunity to inform your dissertation/research project proposal or to develop advanced skills necessary for these. The modules are delivered alongside courses within the School providing the additional advantage of exposure to cross-disciplinary thinking. The options vary according to the strength of the staff and the cover a range of areas from Heritage and Conservation to Technology Futures for Architecture.

Typical learning experience

Where possible year 1 lecture and seminar based modules are delivered over one or two days in the week and studio based modules (2 over the year) normally on another. This will allow you to undertake independent study through non-contact hours as well as in your own time over the remainder of the week.

A typical lecture/ seminar based module will be delivered within a 1 or 2 hour timetable slot, with additional hours/days allocated for student-led seminar presentations.

Year 2 studio projects will follow a pattern similar to Year 1, with a day typically devoted to staff-student contact. The Dissertation/ Research Project module contact hours/ days will be agreed between the student and supervisor/ tutor and arranged as appropriate.

MArch Modules and Indicative Structure (2015/16) new students

Module	Week	Term 1										Xmas	Term 2										Easter	Term 3									
		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
Year 1		40 credit points/400 hours of study											40 credit points/400 hours of study											40 credit points/400 hours of study									
Architectural Theory and Research Methods level 6		20 credit point module delivered over 2 terms.																															
Architectural Technology and Construction Methods level 6		20 credit point module delivered over 3 terms.																						20 credit points/400 hours of study									
Management, Practice and Law level 6		20 credit point module delivered over 2 terms.																															
Vertical Studio I level 6		20 credit point module delivered over 2 terms and 2. Field Trip																															
Intervening in the City level 6													40 credit point module introduced at the beginning of term 2. Delivered in terms 2, 3 and 3.																				
Year 2		40 credit points/400 hours of study											40 credit points/400 hours of study											40 credit points/400 hours of study									
Dissertation/ Research Project level 7		20 credit point module delivered over 2 terms.																															
Vertical Studio II level 7		20 credit point module delivered over 2 terms and 2. Field Trip																															
Options: Heritage and Conservation; Digital Design level 7		20 credit point module delivered over 2 terms 2 and 2.																															
Design Thesis level 7													60 credit point module introduced at the beginning of term 2. Delivered in term 2 and 3.																				

Vertical Studio I introduces leading edge approaches and thinking in architectural design practice, and provides the opportunity to work with a reputed practitioner/ academic. The 'vertical' delivery is intended to help develop a cohesive and rich graduate student culture. The Architectural Theory and Research Methods module, introduces critical historical, cultural and socio-political themes of contemporary relevance.

Three other modules are delivered during your first year: Architectural Technology and Construction Methods module (20 credits); Management, Practice and Law (20 credits); and finally, the second design project, Intervening in the City (40 credits) which . This intensive and wide-ranging design project addresses urban surveys, analysis and formulation of development strategies, urban design, scheme and detail design of buildings and detailed resolution.

While the dissertation/research project does not start until the second year, you begin thinking, scoping and exploring in the first year as shown in the diagram.

Year 2 modules

Year 2 advances the knowledge and skills prescribed by the RIBA/ARB for Part 2 qualification and is designed to extend and deepen your understanding of complex architectural and urban design problems. The design projects are focused through Vertical Studio II (20 credits / Level 3 (NQF 6)) and the Design Thesis (60 credits / Level M (NQF 7)), comprising a total of 80 credits in the final year. While the Vertical Studio II offers you the opportunity to address current professional architectural issues, the Dissertation (20 credits) and Design Thesis encourages you to undertake self-directed research and to make original design-led theoretical or technological contributions to the discipline.

The Vertical Studio II enhances your understanding of advanced professional approaches to architectural and urban design. This module, facilitated by a visiting practitioner/academic, will begin as a vertical studio, with Year-1 students participating under your mentorship and management. Your presence, experience and guidance of the incoming first year students are key to the collaborative ethos of the module and course, and also encourages you to begin to develop design leadership skills and ability.

Running alongside the Vertical Studio II, the Dissertation/ Research Project, supported by the research methods module in Year 1 and subsequent proposal development and topic-related research over the summer recess, provides the opportunity to undertake:

- an extended piece of research and written work in the areas of design, technology or historical/cultural issues, or
- an approved area cognate to architecture.

There will be an opportunity to undertake empirical research as part of this module.

The Design Thesis gives you the opportunity to explore through an integrated design, key themes, issues or problems central to architecture and design today. The thesis topic will be negotiated between staff and students, and will take into account specific strengths you have achieved during Year 1. It will also allow you to explore cross-cutting, cross-disciplinary themes and may utilise and build upon the experiences you will gain through the 'Options' module.

You are required to select one of three options modules. These provide the opportunity to extend, further or develop your knowledge in an allied area. This also provides an additional opportunity to inform your dissertation/research project proposal or to develop advanced skills necessary for these. The modules are delivered alongside courses within the School providing the additional advantage of exposure to cross-disciplinary thinking. They are:

Heritage and Conservation

Design, Value and Cost

Technology Futures for Architecture

Typical learning experience

Where possible year 1 lecture and seminar based modules are delivered over one or two days in the week and studio based modules (2 over the year) normally on another. This will allow you to undertake independent study through non-contact hours as well as in your own time over the remainder of the week.

A typical lecture/ seminar based module will be delivered within a 1 or 2 hour timetable slot, with additional hours/days allocated for student-led seminar presentations.

Year 2 studio projects will follow a pattern similar to Year 1, with a day typically devoted to staff-student contact. The Dissertation/ Research Project module contact hours/ days will be agreed between the student and supervisor/ tutor and arranged as appropriate.

11. Admission to the course

For current information regarding all entry requirements, please see the applying tab on the course web page.

12. Support for Learning

Our student-centred approach to teaching and learning is invaluable for your learning experience, personal development and your progression on the course. The use of available electronic resources, including the University's online workspace (NOW) further reinforces the student support facilities across the university.

Student support within the subject area is supplemented by effective academic and pastoral services, which are widely publicised and well used by students. The Careers Service and Student Support Services have also developed ways of providing subject-specific careers information and confidentiality in dealing with students concerns.

Students with special educational needs, or those who face particular challenges to their learning, will receive appropriate support at both the subject level and from the full range of support services provided by the Student Support Services alongside support from members of the course management team.

Students are made aware that they must consult the Module Leader in question as regards any particular learning and assessment need. Course Leaders are then subsequently responsible for taking decisions about these needs in conjunction with Student Support Services. Necessary agreed adjustments would then be coordinated by Course Leader and the Subject Administrator.

13. Graduate destinations / employability

The course has been designed to maximise the professional employability of its graduates. The majority of graduates are expected to seek employment in architectural practices in preparation for an eventual full RIBA/ARB professional qualification (Part 3).

A number of graduates may wish to seek to be employed in areas cognate to architecture, while some might choose to take up further studies or research in architecture or allied fields.

MArch graduates may further develop this degree into a specialised postgraduate qualification using an MA course available at NTU. Graduates interested in research may be accepted on to a Master of Philosophy (MPhil) course, which will prepare them for a doctoral degree but, also potential entry into university teaching and research careers.

14. Course standards and quality

Quality management of the course is in accordance with NTU regulations (University Academic Standards and Quality Handbook) and school practice.

The Architecture Course Committee which includes student representation, will meet normally at least three times each academic year to monitor and discuss quality and standards issues as well as any other matters of concern. In doing so, any issues concerning assessment, (marking and moderation), student progression, and student support will be raised to ensure appropriate levels of teaching and learning provision are provided on the courses.

As part of the requirements of the Architecture professional accreditation bodies RIBA and the ARB, the External Examiners must be active in profession and in teaching and research in the field of Architecture. At least two External Examiners are in appointment at any given time, one with professional and the other with research standing.

Quality enhancement

Quality assurance and quality enhancement in the School of Architecture, Design and the Built Environment are drawn together by the Standards and Quality Manager and Learning and Teaching Co-ordinator through the work of the SASQC, the Learning and Teaching Committee and various subgroups of these committees. Each year a quality enhancement and assurance action plan is developed which identifies a range of QA and QE priorities for the School. Courses are supported in acting on these priorities via a variety of staff development events run throughout the year. All teaching staff are required to participate in either a division or cross-school model of peer observation.

Architecture staff are actively engaged in staff development that encompasses research, consultancy, teaching and professional body engagement. Members of the subject team for the MArch course attend national and international conferences, remain involved in the active dissemination of research and pedagogic findings. Colleagues also undergo training that directly impacts on the quality of provision in Architecture. Academics in Architecture are also active participants in University led initiatives focusing on teaching and learning, diversity issues, widening participation, grant capture, and e-Learning initiatives.

15. **Assessment regulations**

This course is subject to the University's Common Assessment Regulations (located in its Quality Handbook). Any course specific assessment features are described below:

Whilst the course is a mix of level 6 and level 7 modules, the course will follow regulations drawn from all key matters of principle and policy that are embedded within the University Common Assessment Regulations (CAR) for post graduate courses. However a special set of bespoke regulations will guide decision making through the operation of the course.

The pass mark for all modules will be 50%. An important variation to the University CAR for this course is that compensation will not be permitted by the professional and statutory bodies. Students who do not achieve the 50% threshold for a pass will however, normally be given an opportunity to resubmit work for one further attempt to make good the deficit.

A Master of Architecture (MArch) in Architecture will be awarded to students achieving 240 credit points with a final aggregate of 50% or above. This reflects the greater weighting of level 7 modules in the second year and the quality of work towards the end of the course. Students achieving between 60% and 69% will receive an award with commendation and those with 70% and above an award with distinction.

Students who do not achieve the threshold level for a pass mark and fail to make good any deficit through a further attempt, but are eligible for compensation under the University's CAR will be eligible for the award of Master of Architecture (MArch) in Architectural Studies.

Students who successfully complete the first year but not the second, will be awarded a Professional Diploma in Architectural Studies.

Both Year 1 and 2 performances will be taken into account in arriving at a final degree classification. This will be made on the basis of a 40% first year, 60% final year weighting in recognition of the final year being more concerned with a higher order of integration and resolution as well as recognising the quality of output at completion of the course.

16. Additional Information

Collaborative partner(s):

Course referenced to national QAA Benchmark Statements: RIBA/ARB
Generic Criteria and Graduate Attributes and
QAA Benchmark Statement for Architecture

Course recognised by:

RIBA Part 2 : Full validation

ARB: Full prescription to March 2017

Date implemented: September 2015

Any additional information: RIBA interim visit June 2016