

TITLE OF SCHEME OF STUDY:	Master in Architecture
MODE OF STUDY:	Full-time
YEAR:	Two

STRUCTURE

ROUTE ONE:	
In the Autumn Term, Candidates shall be required to pursue: All modules in Group One and Group Two.	In the Winter Term, Candidates shall be required to pursue: All modules in Group One and Group Three.

MODULES

Module Code Number	Pre-requisite Module Code(s)	Pre-Assessment U: University C: College	Module Title	Term in which Module starts	Duration in Terms	Level of Module	Number of Credits
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GROUP ONE							
AR5001	AR4001-6	U	Design Thesis	A	3	M	80

GROUP TWO							
AR5002	AR4001-6	U	Dissertation	A	1	M	30

GROUP THREE							
AR5003		U	Practice, Management & Economics	W	1	M	10

SCHEDULE OF ASSESSMENT 2008/2009

MArch Year Two (Full Time)
MODULES

Module Title:	DESIGN THESIS	Autumn Winter & Spring Terms
Module Code:	AR5001	Level: M
No. of Credits:	80	Size of Module: double
Method of Assessment:	100% Project Work NO marking by numbers	

Module Title:	DISSERTATION	Autumn Term
Module Code:	AR5002	Level: M
No. of Credits:	30	Size of Module: single
Method of Assessment:	Dissertation University exam NO Marking by numbers	

Module Title:	PRACTICE, MANAGEMENT & ECONOMICS	Winter Term
Module Code:	AR5003	Level: M
No. of Credits:	10	Size of Module: Single
Method of Assessment:	50% by Class Tests 50% by oral examination at end of Spring Term Marking by numbers class test only	



MODULE DESCRIPTION

Module Code:	AR5001		
Module Title:	DESIGN THESIS		
School Responsible:	ARCHI		
Module Tutor:	Dr Adam Sharr		
Number of Credits:	80	Level:	M
Term:	Autumn, Winter & Spring	Number of Semesters:	3

Prerequisite Modules:	Code:	Title:
	AR4003	Research Methods
	AR4006	Design in Practice

Precursor Modules:	Code:	Title:
None		

Co-Requisite Modules:	Code:	Title:
	AR5003	Practice Management and Economics

Other Prerequisites:	None
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Schemes of Study For Which This Module Is <i>Compulsory</i> :			Schemes of Study For Which This Module Is <i>Optional</i> :		
Title of Scheme:	JACS Code:	Years:	Title of Scheme:	JACS Code:	Years:
MArch		2			
Module to be offered on a Free-Standing basis?			No		
Please identify any additional restrictions to Free-Standing status:					

AIMS OF THE MODULE:

(Aims define the broad purpose of the module)

To extend the students' knowledge and skills of architectural design through the conception, development, communication and presentation of a design for a complex building on a sensitive site

Further develop collaborative design skills needed in the design of complex buildings through consultation with range of specialists members of 'design team'

For students to develop the qualities and skills needed for employment at a full professional level requiring personal responsibility in making complex design decisions

LEARNING OUTCOMES OF THE MODULE

(Learning outcomes are statements of what a typical student is expected to know, understand and be able to do.)

On completion of the module a student should be able to:

Knowledge and Understanding

- Show an understanding of complex spatial, social, poetic and experiential architectural relationships in buildings and urban spaces
- Demonstrate in depth understanding of building structure, constructional methods and environmental design strategies and service systems
- Demonstrate an understanding of development economics and budgetary control and their relation to design decisions

Intellectual Skills

On completion of the module the student will demonstrate the following :-

- 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 the theories and practice of architectural design and construction
- a comprehensive understanding of techniques applicable to research in architecture and the architectural design of complex projects
- originality in the application of knowledge, together with a practical understanding of how established techniques of research and enquiry are used in the systematic and methodical act of evidence based design to create and interpret knowledge in the discipline;
- conceptual understanding that enables the student:
 - to evaluate and apply critically current research and advanced scholarship and practice in the discipline; and
 - to evaluate methodologies, praxes and develop critiques of them often through their own approach to design and, where appropriate, to propose new hypotheses.

Discipline Specific Skills

Upon completion of the module a typical student will produce and demonstrate coherent and well resolved architectural designs and an academic portfolio that integrate a knowledge of:

- The social, political, economic and professional context that guides building construction
- Briefs and how to critically appraise them to ensure that the design response is appropriate to site and context and for reasons such as sustainability and budget
- The regulatory requirements, including the needs of the disabled, health & safety legislation and building regulations and development control, that guide building construction
- An appropriate philosophical approach which reveals an understanding of theory in a cultural context
- Generate and systematically test, analyse and appraise design options, and draw conclusions which display methodological and theoretical rigour and to work as part of a team

- The principles and theories associated with visual, thermal and acoustic environments. As well as the climate design and the relationship between climate, built form, construction, life style, energy consumption and human well-being.

Understanding of building technologies, environmental design and construction methods in relation to:

- Human well-being
- The welfare of future generations
- The natural world
- The development of a sustainable environment
- The impact on design of legislation, codes of practice, health & safety both during the construction and occupation of a project

Devise structural and constructional strategies for a complex building or group of buildings, employing integrative knowledge of:

- Structural theories
- Construction techniques and processes
- The physical properties and characteristics of building materials and components and the environmental impact of specification choices
- The provision of building services
- The influences on the contemporary built environment of individual buildings, the design of cities, past and present societies and wider global issues
- The histories and theories of architecture and urban design, the history of ideas, and the related disciplines of art, cultural studies and landscape studies and its application in critical debate
- The inter-relationship between people, buildings and the environment and an understanding of the need to relate buildings and the spaces between them to human needs and scales
- Critically appraise and form considered judgements about the spatial, aesthetic, technical and social qualities of a design within the scope and scale of a wider environment. As well as to independently define, and critically appraise, their ideas in relation to a design and to the work of others.
- The contribution of other professionals in the design process showing an appropriate use of team working skills, recognising the importance of current methods in the construction industry.
- Use visual, verbal and written communication methods and appropriate media (including sketching, modelling, digital and electronic techniques) to represent the testing and analysis of complex design proposals and their resolution to a range of professionals and lay audiences.
- Cost control mechanisms and how they operate within the development of an architectural project.

Transferable Skills

- To identify and manage individual learning needs so as to prepare for and maintain professional standards commensurate with qualification.
 - Plan and manage their time and a variety of tasks in order to meet deadlines
 - Communicate clearly through report writing and briefing documents
 - Demonstrate independent learning ability
 - Work effectively as part of a group and in consultation with specialists
 - Clearly communicate intentions, processes and solutions through visual, oral and written presentation.

METHODS OF TEACHING AND LEARNING:

(Include here a short overview of the learning and teaching methods employed in the module, demonstrating how these are appropriate for the curriculum content, aims and outcomes)

This is a research- and practice-led module in which the graduate is asked to think as a reflective practitioner. Every candidate is expected to exercise initiative and personal responsibility and teaching is concentrated on supporting this aim.

Graduates will lead the choice, content and development of their own design thesis with guidance from staff. They will vote for, and be grouped into, thematic studios which offer a learning context for the development of individual theses within the parameters of shared interests.

Contact with staff is organized following a variety of formats, targeted as appropriate to the stage of thesis development:

- * Initial individual meetings, based around reflective questionnaires, to develop thesis choices
- * Group tutorials and crits as part of the 'Urban Design' exercise
- * Group seminars as part of the 'Design Primer' focusing on shared readings and interests
- * Regular weekly 40 minute one-to-one tutorials developing the thesis choice into a cohesive design proposition
- * Design crits – broadly on a three-weekly pattern – as an opportunity for clarification and development of the thesis, with feedback from staff and eminent visiting practitioners, and from graduate colleagues
- * Year meetings focusing on cohort-wide themes and directions. These include a diagnostic component, with feedback on the development of graduates' theses
- * Design symposia focusing on particular themes relevant to the stage of thesis development
- * Design consultancies with staff and visiting consultants on specific themes including economics, structures, environment and fire
- * Ad-hoc meetings with staff who are generally available to discuss student questions and concerns

Additional peer-review of thesis development is encouraged informally through studio-based working.

ASSESSMENT:

(Description of how the assessment (both formative and summative) will enable a student to demonstrate achievement of the learning outcomes.)

Verbal feedback at regular design crits

Written feedback after design crits

Progress reviews

Viva-voce examination with a panel of internal examiners

Viva-voce examination with a panel of external examiners

METHOD(S) OF SUMMATIVE ASSESSMENT:

Written Examination: Percentage Contribution to the Module Assessment: 0 %

Semester in which Written Examination is to be Scheduled:

Duration of Examination: hrs

In-course Assessment: Percentage Contribution to the Module Assessment: 100 %

May include:

Project Work: x

Dissertation:

Laboratory Work:

Field Work:

Class Test:

Coursework:
(*e.g. one or more essay*)

SYLLABUS CONTENT:

The year begins with an exercise in urban design and analysis, studying the relationship of the architectural project to the evolution of a city. There are three phases: group analysis of urban fabric; group preparation of a strategic plan; and individual design of a fragment of that masterplan.

A speculative 'Design Primer' takes place in the autumn semester as an in-depth study of a specialist theme related to the Final Design Project. It is intended to be a pilot study in the development of the thesis.

The final design project asks students to choose the location, building type and develop the programme for the project through negotiation with core members of staff. This is conducted through an elected thematic studio which is a formative influence in the development of the design projects. The focus of the Thesis will be more clearly defined and focused through the process that students engage in through the Design Primer. A clear procedure will be put in place to enable students match their design goals with appropriate projects for the final design thesis. The design thesis involves; the detail design of a building on a site which is significant in its context, history or topography; detail design studies of planning, structure, construction, building economics, environment and services in complex buildings; and design theory related to project work including case studies of buildings, the work of significant architects and the study of building types.

INDICATIVE READING LIST:

Reading lists specific to each thematic studio.
Directed reading related to the thesis topic led by thesis tutor

CATALOGUE ENTRY:

This module will enable the students to independently establish and develop architectural design ideas from the context, programme and precedent studies into a sophisticated architectural form, incorporating organizational clarity, spatial definition and technological mastery of systems

Assessment: project examination



MODULE DESCRIPTION

Module Code:	AR5002		
Module Title:	DISSERTATION		
School Responsible:	ARCHI		
Module Tutor:	Dr Adam Sharr		
Number of Credits:	30	Level:	M
Term:	Autumn	Number of Terms:	1

Prerequisite Modules:	Code:	Title:
None		

Precursor Modules:	Code:	Title:
None		

Co-Requisite Modules:	Code:	Title:
None		

Other Prerequisites:	None
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Schemes of Study For Which This Module Is <i>Compulsory</i> :			Schemes of Study For Which This Module Is <i>Optional</i> :		
Title of Scheme:	JACS Code:	Years:	Title of Scheme:	JACS Code:	Years:
MArch		2			
<p>Module to be offered on a Free-Standing basis? Yes</p> <p>Please identify any additional restrictions to Free-Standing status:</p>					

AIMS OF THE MODULE:

(Aims define the broad purpose of the module)

To enable students to gain experience in writing a substantial text on a selected aspect of architecture, and develop skills in research, reporting results, and framing related arguments.

LEARNING OUTCOMES OF THE MODULE

(Learning outcomes are statements of what a typical student is expected to know, understand and be able to do.)

On completion of the module a student should be able to:

For the student to acquire:

- the skills necessary to identify a problem for research, develop an appropriate methodology, gather data, appraise, analysis and interpret results of research investigation, and produce a dissertation based on those results
- a detailed knowledge of a selected aspect of architecture chosen from a range of options the ability to structure an argument through a written dissertation
- 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 the theories and practice of architectural design and construction
- a comprehensive understanding of techniques applicable to research in architecture and other cognate or related disciplines
- originality in the application of knowledge, together with a practical understanding of how established techniques of research and enquiry are used in the systematic and methodical act of research
- conceptual understanding that enables the student:
 - to evaluate and apply critically current research and advanced scholarship and practice in the discipline; and
 - to evaluate methodologies, praxes and develop critiques of them often through their own approach to research and, where appropriate, to propose new hypotheses.

Knowledge and Understanding:

Typically, graduates of the MArch will be able to:

- deal with complex issues both systematically and creatively, make sound judgments through evidence based research;
- demonstrate self-direction and originality in tackling and solving problems, and act autonomously in planning and implementing tasks at a professional or equivalent level;

Intellectual Skills:

- be able to take a diverse body of research material and draw from it a cogent and well-structured argument

Discipline Specific (including practical) Skills:

- gain a detailed acquaintance with a specific area of architecture-related knowledge

Transferable Skills:

the exercise of initiative and personal responsibility

- report writing
- framing and sustaining arguments
- exercising discrimination when faced with diverse material/data
- decision-making in complex and unpredictable situations; and the independent learning ability required for continuing professional development
- know and understand the conventions for structuring written reports, and for references and bibliographies

METHODS OF TEACHING AND LEARNING:

(Include here a short overview of the learning and teaching methods employed in the module, demonstrating how these are appropriate for the curriculum content, aims and outcomes)

Graduates are expected to develop their dissertation through self-led research. The emphasis is on individual initiative and responsibility, with opportunities for feedback and reflection from a supervisor who has expertise in the graduate's elected research field. That supervisor will help each graduate to contextualize their work within an appropriate framework in their chosen field. Research will build upon skills attained, and content absorbed, as part of the M.Arch 1 Research Methods Module.

Minimum staff contact will be:

2 lectures or seminars occupying 2 hours

4 tutorials occupying 2 hours (to be arranged by the student)

40 hours private study within the half days allocated to the subject

196 hours of other private study time to be selected by the student

The above times are nominal and are intended to serve as a general guide only. In addition it is the responsibility of each student to manage and allocate their time to best advantage

METHOD(S) OF SUMMATIVE ASSESSMENT:

Written Examination: Percentage Contribution to the Module Assessment: 0 %

Semester in which Written Examination is to be Scheduled :

Duration of Examination: hrs

In-course Assessment: Percentage Contribution to the Module Assessment: 100 %

May include:

Project Work:

Dissertation: x

Laboratory Work:

Field Work:

Class Test:

Coursework: *(e.g. one or more essay)*

SYLLABUS CONTENT:

Choice of content and method is student-led, with input from individual research supervisors. Library and/or field research will be conducted as appropriate to the chosen dissertation topic. Research will initially be open-ended, focusing down to a specific and manageable writing project with guidance from supervisors. Students are encouraged to seek connections between the content of their dissertation project and design thesis.

INDICATIVE READING LIST:

Hamilton, A. (1988). *Writing matters*. London, RIBA Publications.

Borden I. (2005). *The Dissertation: An Architecture Student's Handbook*. London, Architectural Press.

Other reading recommended by research supervisors and group leaders.

CATALOGUE ENTRY



MODULE DESCRIPTION

Module Code:	AR5003		
Module Title:	PRACTICE, MANAGEMENT AND ECONOMICS		
School Responsible:	ARCHI		
Module Tutor:	Sarah Lupton		
Number of Credits:	10	Level:	M
Term:	Winter	Number of Terms:	1

Prerequisite Modules:	Code:	Title:
none		

Precursor Modules:	Code:	Title:
none		

Co-Requisite Modules:	Code:	Title:
none		

Other Prerequisites:	none
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Schemes of Study For Which This Module Is <i>Compulsory</i> :			Schemes of Study For Which This Module Is <i>Optional</i> :		
Title of Scheme:	JACS Code:	Years:	Title of Scheme:	JACS Code:	Years:
M Arch		2			
Module to be offered on a Free-Standing basis?			No		
Please identify any additional restrictions to Free-Standing status:					

AIMS OF THE MODULE:

(Aims define the broad purpose of the module)

To develop a process centered view of the subject, expanding and developing the student's knowledge necessary to realise the projects they design.

LEARNING OUTCOMES OF THE MODULE

(Learning outcomes are statements of what a typical student is expected to know, understand and be able to do.)

On completion of the module a student should be able to:

Knowledge and Understanding:

show an understanding of the professional duties and liability of an architect, including knowledge of the relevant Codes and Standards published by the professional bodies

show knowledge of the more common standard forms of procurement and construction contract and their implications for time, cost, quality, and information flow

show an understanding of the principles of construction law and job management, including issues related to health and safety

show an understanding of leading specialised management roles in the procurement process, demonstrated by ability to describe their function and relationship to the work of architects

Intellectual Skills:

Discipline Specific (including practical) Skills:

critically analyse managerial and legal problems that commonly arise during the course of a building project, and demonstrate the use of critical judgment in proposing appropriate courses of action to resolve those problems

elicit and respond to expert economic advice during the development of a major building design, demonstrated by the evidence of such advice in the student's own design, and their ability to identify and discuss cognate issues

METHODS OF TEACHING AND LEARNING:

(Include here a short overview of the learning and teaching methods employed in the module, demonstrating how these are appropriate for the curriculum content, aims and outcomes)

lectures, seminars, consultancy sessions and course work

ASSESSMENT:

(Description of how the assessment (both formative and summative) will enable a student to

demonstrate achievement of the learning outcomes.)

METHOD(S) OF SUMMATIVE ASSESSMENT:

ORAL Examination: Percentage Contribution to the Module Assessment:	50	%
Semester in which ORAL Examination is to be Scheduled :		
Duration of Examination:	3	hrs
In-course Assessment: Percentage Contribution to the Module Assessment:	50	%
<i>May include:</i>		
Project Work:		
Dissertation:		
Laboratory Work:		
Field Work:		
Class Test:	x	
Coursework: (e.g. one or more essay)		

SYLLABUS CONTENT:

Professional liability
Procurement methods
Job management: time, cost and quality
Design management
Design economics and cost planning
Value management and risk management
Negotiation

INDICATIVE READING LIST:

Allison, K. (1997). *Getting there by Design: an Architects Guide to Design and Project Management*. London, Architectural Press

Cox, S and Clamp H. (1999) *Which Contract?* London, RIBA Publications

Gray, C. and Hughes, W. (2001) *Building design management*, Butterworth-Heinemann, Oxford

Lupton, S. (1999). *Guide to JCT98*. London, RIBA Publications

Lupton, S. (editor) (2000) *Architects Job Book*, London, RIBA Publications

CATALOGUE ENTRY: