



UNIVERSITY OF  
PORTSMOUTH

# COURSE SPECIFICATION

## *MA Architecture*

**Quality Assurance, Academic Standards and Partnerships  
Department of Student and Academic Administration**

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# COURSE SPECIFICATION

<b>Course Title</b>	<b>MA Architecture</b>
Final Award	<i>MA Architecture: Landscape and Urban Design</i> <i>MA Architecture: Building and Heritage Conservation</i> <i>MA Architecture: Spatial Design Practices</i>
Exit Awards	<i>PgCert, PgDip</i>
Course Code / UCAS code (if applicable)	<i>P3338FTC/PTC</i> <i>P3339FTC/PTC</i> <i>P3340FTC/PTC</i> <i>P3341FTC/PTC</i>
Mode of study	<i>Full time, Part time</i>
Mode of delivery	<i>Campus</i>
Normal length of course	<i>September intake - 1 year full time, 2 years part time</i> <i>January intake - 17 months full time</i>
Cohort(s) to which this course specification applies	<i>January 2023 intake and beyond</i>
Awarding Body	<i>University of Portsmouth</i>
Teaching Institution	<i>University of Portsmouth</i>
Faculty	<i>Creative and Cultural Industries</i>
School/Department/Subject Group	<i>Portsmouth School of Architecture</i>
School/Department/Subject Group webpage	<a href="#"><i>Portsmouth School of Architecture</i></a>
Course webpage including entry criteria	<a href="#"><i>MA Architecture</i></a>
Professional and/or Statutory Regulatory Body accreditations	<i>For the MA Architecture: Building &amp; Heritage Conservation pathway – IHBC.</i>
<a href="#"><u>Quality Assurance Agency Framework for Higher Education Qualifications (FHEQ) Level</u></a>	<i>Level 7</i>

This course specification provides a summary of the main features of the course, identifies the aims and learning outcomes of the course, the teaching, learning and assessment methods used by teaching staff, and the reference points used to inform the curriculum.

This information is therefore useful to potential students to help them choose the right course of study, to current students on the course and to staff teaching and administering the course.

Further detailed information on the individual modules within the course may be found in the relevant module descriptors and the Course Handbook provided to students on enrolment.

Please refer to the [Course and Module Catalogue](#) for further information on the course structure and modules.

## Educational aims of the course

The MA Architecture course is designed for graduate students and practitioners from different disciplines aspiring to further specialise in architecture, enhance their design and technical skills, or/and start their path to a PhD. Through a range of academic, theory and practice research, students can personalise their studies within a number of specialist pathways. The course aims to equip students with the creative, reflective, academic and professional skills required to pursue a career in the creative industries, focussing on either Landscape and Urban Design, Building and Heritage Conservation, Spatial Design Practices.

The course aims to:

- Foster an enquiring spirit, intellectual curiosity, and a diversity of creativity in students; these coupled with the development of their own learning skills will enable students to reflect on and affect the direction of their future creative lives and their own development needs.
- Provide self-determined study opportunities for students. These, whilst monitored and challenged by staff, aim to empower students with a confidence in their own theoretical position and creative abilities that will sustain them in their professional future.
- Both contribute to our position within the Faculty of Creative and Cultural Industries, by developing programmes that will offer other students in the Faculty a better understanding of the discipline and possibilities for exchanges of ideas; and benefit from our proximity to other disciplines related to the built environment by seeking collaboration with staff and students that will foster the development of skills and research in the work of our students.
- Equip graduates with transferable skills such as problem solving, decision making, communication, and teamwork, necessary for lifelong learning and flexibility in the context of changing labour markets.
- Situated ecologies, including the climate and flora and fauna, fostering a concern for the conservation of the Earth's resources through the development of appropriate design responses to climate change
- Responsibility of caring for co-existence: socially engaged practice, the commons, and well-being and safety of humans and non-humans and the planet
- Creative ethics: spatial design is always already politically engaged, and has a significant role to play in affording possibilities of equality, diversity, and inclusivity,
- The local: global, in our work with scale, proximity, intimacy, and connections, including amongst and between cultures, identities, and bodies.
- Provide, through postgraduate opportunities, studies of specialist areas of the curriculum that are of current interest to students, staff, and the profession; and which may lead to later opportunities in terms of research and higher degrees.
- Provide students with the skills and knowledge required to maximise career and postgraduate study opportunities.
- Provide an opportunity to engage in work-based learning through a coherent programme of study. Provide students the opportunity for live projects.
- Ensure that the programme complements and dovetails with our MArch Architecture programme, which is accreditation by ARB/RIBA.
- Ensure that the programme complements and dovetails with the MA Interior Architecture and Design programme.

## Course Learning Outcomes and Learning, Teaching and Assessment Strategies

The [Quality Assurance Agency for Higher Education \(QAA\)](#) sets out a national framework of qualification levels, and the associated standards of achievement are found in their [Framework for Higher Education Qualifications](#) document.

The Course Learning Outcomes for this course are outlined in the tables below.

### A. Knowledge and understanding of:

LO number	Learning outcome	Learning and Teaching methods	Assessment methods
A1	the critical contextual, social, political, economic, historical, conceptual and ethical dimensions in relations to the specialist pathway.	Studio based learning, group and individual tutorials	Formative: Studio review Summative: portfolio
A2	the needs and aspirations of users; the impact of buildings on the environment, and the precepts of sustainable design: the way in which buildings fit into their local situation.	Studio based learning, group and individual tutorials	Formative: Studio review Summative: portfolio
A3	the need to critically situate the work within a broader context; the need to appraise and prepare briefs of diverse scales and types; the contributions of co-professionals to the formulation of the brief, and the methods of investigation used in its preparation.	Studio based learning, group and individual tutorials	Formative: Studio review Summative: portfolio
A4	the professional, ethical, and legal responsibilities of a designer in respect of their duty of care; including wellbeing.	Lectures, seminars, tutorials, individual and group activities	Formative: studio review Summative: portfolio, reports

**B. Cognitive (Intellectual or Thinking) skills, able to:**

LO number	Learning outcome	Learning and Teaching methods	Assessment methods
B1	consider and evaluate information, critically draw conclusions that display methodological and theoretical rigour and formulate judgements, and articulate reasoned arguments through reflection review and evaluation.	Studio based learning, group and individual tutorials	Formative: Studio review Summative: portfolio
B2	Analyse problems, and use innovation, logical and lateral thinking in their solution. Be flexible and adaptable in the approach to and development of an issue, problem or opportunity.	Studio based learning, group and individual tutorials	Formative: Studio review Summative: portfolio
B3	engage in theoretical and practical debate at the forefront of the area of specialism	Lectures, seminars, tutorials, individual and group activities	Formative: studio review Summative: portfolio, reports
B4	plan, implement and report on a programme of original research	Lectures, seminars, tutorials, individual and group activities	Formative: studio review Summative: portfolio, reports

**C. Practical (Professional or Subject) skills, able to:**

LO number	Learning outcome	Learning and Teaching methods	Assessment methods
C1	use visual, verbal and written communication methods and appropriate media (including sketching, modelling, digital and electronic techniques) to (re)present the testing, analysis and critical appraisal of complex proposals and their resolution to a range of professional and lay audiences.	Studio based learning, group and individual tutorials	Formative: Studio review Summative: portfolio
C2	as part of critical practice: to locate and evaluate evidence from a wide range of primary and secondary sources and interpret it in relation to relevant issues and contexts; to evaluate a range of different methodologies and approaches within the subject and to produce well-structured and relevant arguments supported by visual, textual or other practice evidence as appropriate.	Studio based learning, group and individual tutorials	Formative: Studio review Summative: portfolio
C3	offer potential employers the type and quality of initial skills that might reasonably be expected of a graduate from this specialism undertaking practice experience.	Studio based learning, group and individual tutorials	Formative: Studio review Summative: portfolio

#### D. Transferrable (Graduate and Employability) skills, able to:

LO number	Learning outcome	Learning and Teaching methods	Assessment methods
D1	work autonomously in a self-directed manner, managing and appraising their own working practices thereby developing as a reflective practitioner and an independent learner.	independent self-directed learning, developed through studio-based learning and group work	Summative: essays, dossiers, portfolios, presentations
D2	demonstrate mature understanding of the relationship within a multidisciplinary context of this specialism to other specialist areas of expertise	independent self-directed learning, developed through studio-based learning and group work	Summative: essays, dossiers, portfolios, presentations
D3	work as part of a team.	Studio based learning, group and individual tutorials and formal review	Summative: essays, dossiers, portfolios, presentations

### Academic Regulations

The current University of Portsmouth [Academic Regulations](#) will apply to this course.

### Support for Student Learning

The University of Portsmouth provides a comprehensive range of support services for students throughout their course, details of which are available at the [MyPort](#) student portal.

In addition to these University support services, this course also provides access to:

CCI Creative Skills: One to one support sessions and group tutorials in creative software and skills relevant to CCI courses and future careers.

CCI Academic Skills: Access to resources to support learning strategies and techniques through one to one tutorials or group workshops.

CCI Student Support Advisor: Help to find appropriate academic, pastoral or practical support.

## Evaluation and Enhancement of Standards and Quality in Learning and Teaching

The University of Portsmouth undertakes comprehensive monitoring, review and evaluation of courses within clearly assigned staff responsibilities. Student feedback is a key feature in these evaluations, as represented in our [Policy for Listening to and Responding to the Student Voice](#) where you can also find further information.

### Reference Points

The course and outcomes have been developed taking account of:

*Insert additional reference points or delete as required*

- [University of Portsmouth Curriculum Framework Specification](#)
- [University of Portsmouth Strategy](#)
- [University of Portsmouth Code of Practice for Work-based and Placement Learning](#)
- [Quality Assurance Agency UK Quality Code for Higher Education](#)
- [Quality Assurance Agency Qualification Characteristic Statements](#)
- [Quality Assurance Agency Subject Benchmark Statement: \*\*Architecture, Landscape Architecture, Architecture, Art and Design and History of Art, Architecture and Design\*\*](#)
- [Quality Assurance Agency Framework for Higher Education Qualifications](#)
- Requirements of Professional and/or Statutory Regulatory Bodies: [Institute of Historic Building Conservation \(IHBC\)](#)
- Vocational and professional experience, scholarship and research expertise of the University of Portsmouth's academic members of staff
- National Occupational Standards

### Disclaimer

The University of Portsmouth has checked the information provided in this Course Specification and will endeavour to deliver this course in keeping with this Course Specification. However, changes to the course may sometimes be required arising from annual monitoring, student feedback, and the review and update of modules and courses.

Where this activity leads to significant changes to modules and courses there will be prior consultation with students and others, wherever possible, and the University of Portsmouth will take all reasonable steps to minimise disruption to students.

It is also possible that the University of Portsmouth may not be able to offer a module or course for reasons outside of its control, for example, due to the absence of a member of staff or low student registration numbers. Where this is the case, the University of Portsmouth will endeavour to inform applicants and students as soon as possible, and where appropriate, will facilitate the transfer of affected students to another suitable course.

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## Document details

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Author	<i>Belinda Mitchell Oren Leiberman Paula Craft-Pegg Tarek Teba</i>
Date of production and version number	<i>09/05/2022 v1.0</i>
Date of update and version number	
Minimum student registration numbers	<i>10</i>