Faculty of Arts and Humanities
Taught Postgraduate Programmes

School of Art and Design
Programme Specification for

Master of Architecture MArch (K100)
(AHT045)

January 2016
Revised March 2019

Contents

Introduction

Introduction

The MArch complements the University's existing BSc (hons) in Architecture, which is prescribed and validated by the Architect's Registration Board (ARB) and the Royal Institute of British Architects (RIBA)and affords the successful graduate exemption from the RIBA's Part 1examination in the three part process towards the protected title of Architect. The MArch **has been designed to meet** the requirements of the ARB/RIBA, and is intended to afford successful students exemption from the RIBA's Part 2 examination in the process towards registration as an architect (following, and dependent upon, the course's successful application to ARB and to RIBA).

Architecture was introduced at Coventry University at the recommendation of local professionals to complement a well-established and well-respected suite of engineering, computing and built environment courses already running in the then Faculty of Engineering and Computing and specifically in the Department of the Built Environment. In September 2015 it movedto the Faculty of Arts and Humanities. In doing so Architecture has strengthened its links with a number of courses in FAH, notably Interior Design and Industrial Design with whom it has already begun to run joint projects. Through the move, Architecture has benefited from particular resources available within FAH, such as specialist computer and physical modelling facilities, and a shared ethos of design focused learning that is at the heart of the faculty. At the same time the University leadership has supported Architecture's desire to maintain its links with its original faculty and build upon the natural synergies found in many of the courses there. Thus, while finding a new home in the Faculty of Arts and Humanities, the MArch will draw upon teaching and research from both faculties.

Architecture at Coventry University is taught as a *liberal discipline* that is technically, professionally, socially, and environmentally sustainable, placing an emphasis on architecture as a *social practice* and a *technical process* which deliberately spans both science and the arts. We strive to provide an architectural education that is as complex as the field of architecture itself, but which nonetheless has clarity of intent and purpose and is stimulating and accessible. Our teaching reflects the nature of contemporary architecture as an international field of creative inquiry and the course incorporates exploration, collaboration and the critical analysis of a range of inputs from differing sources, to provide the knowledge, skills and confidence necessary for the role of the architect in a modern multidisciplinary building design process.

Part 1: Programme Specification for Master of Architecture

1 Available Award(s) and Modes of Study			
Title of Award	Mode of attendance*	UCAS Code	FHEQ Level*
MArch (240 credits)	24 mths FT		7
MArch (240 credits)	36 mths PT		7
MSc in Building Studies (180 credits)			7
PGDip in Building Studies (120 credits)			7
PGCert in Building Studies (60 credits)			7

2 Awarding Institution/Body	Coventry University.
3 Collaboration	n/a
4 Teaching Institution and Location of delivery	Coventry University
5 Internal Approval/Review Dates	Date of approval 03/2016 Date for next review: (Academic year 2022/2023)
6 Programme Accredited by	This course is designed to meet the prescription requirements of ARB, and the validation requirements of RIBA: Prescription **will be sought** from the ARB for part 2 level of the Architects Registration Board (ARB). Validation **will be sought** from RIBA part 2 level by Royal Institute of British Architects (RIBA).
7 Accreditation Date and Duration	TBC
8 QAA Subject Benchmark Statement(s) and/or other external factors	**QAA Subject Benchmark:** http://www.qaa.ac.uk/en/Publications/Documents/Subject-benchmark-statement-Architecture.pdf **Requirements of accrediting bodies: ARB/RIBA Criteria** http://www.arb.org.uk/qualifications/arb_criteria/ARB_Critera_01-11.pdf http://www.architecture.com/Files/RIBAProfessionalServices/Education/Validation/RIBAValidationCriteriafromSeptember2011Parts1,23.pdf
9 Date of Programme Specification	December 2015
10 Programme Manager/Course Tutor	Sebastian Hicks

11 Educational Aims of the Programme

The Architecture courses at Coventry University are designed to encourage our students to be both curious and critical of the factors that shape the built environment. The structure of our courses reflect a concern for human values and for finding appropriate roles for architecture in contemporary society.

The MArch at Coventry University is primarily vocational and aims to deepen and expand pre-existing understanding and capabilities of students who have an undergraduate degree in architecture and are preparing for a career in architecture.

The course's approach to internationalisation, collaborative working and individual creativity is relevant to the pluralistic nature of contemporary practice; and from the outset students discuss and consider their individual ideas in the context of their peer group and wider society. The subject categories in which architecture operates: Design (process), Technology (including structure, construction and environmental control), Cultural Context (historical and contemporary) and Communication (visual and verbal) and Professional Practice, develop an understanding of the relationship between global issues, local context and the tectonics of architecture, and equip students with the intellectual, creative, and practical skills to apply their learning in an appropriate manner which meets the needs and aspirations not only of related professions and the wider construction industry, but of society in general.

The course is designed in accordance with the QAA subject benchmark for Architecture and to meet the ARB/RIBA requirements for a Part 2 course. It is also designed in line with Coventry University's core values, and high level employability skills are systematically embedded and developed in the course.

The course is designed to develop students so that on graduation they will have:

1. the ability to take innovative and creative approaches to problem definition and solution.

2. the ability to generate complex design proposals showing understanding of current architectural issues, originality in the application of subject knowledge and, where appropriate, to test new hypotheses and speculations;

3. the ability to evaluate and apply a comprehensive range of visual, oral and written media to test, analyse, critically appraise and explain design proposals;

4. the ability to evaluate materials, processes and techniques that apply to complex architectural designs and building construction, and to integrate these into practicable design proposals;

5. 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;

6. 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 under legislation;

7. problem solving skills, professional judgment, and ability to take the initiative and make appropriate decisions in complex and unpredictable circumstances;

8. understanding and respect for the diverse and multicultural nature of the profession, of the workplace, and of society, and an ability to operate respectfully and appropriately in wide range of situations;

9. the ability to identify individual learning needs and understand the personal responsibility required to prepare for qualification as an architect.

12 Intended Learning Outcomes

The course has been designed to meet the joint ARB/RIBA General Criteria based on the DIRECTIVE 2005/36/EC of the European Union and Coventry University's Code of Practice for Academic and Professional Skills Development.

Section 20 maps the intended Programme Learning Outcomes, as described in the following sections, to the course's mandatory modules (as listed in section 13).

The division of the Programme Learning Outcomes (PLO) into categories of Knowledge and Understanding (KU), Cognitive Skills (CS), Practical Skills (PS) and Transferable Skills (TS) addresses the main characteristic of the learning outcomes; however in practice many learning outcomes address more than one or all categories.

See Appendix 1 for a table of the Programme Learning Outcomes

This programme satisfies the QAA Architecture benchmark statements

Section 21 maps the intended learning outcomes as described in the next section to the programmes mandatory and option modules (as listed in section 20)

Section 22 shows the capabilities that students will be taught, given the opportunity to practise, and will be assessed in.

The principal teaching, learning and assessment methods normally used on the programme to achieve these learning outcomes are identified in the next section.

12.1 Knowledge and Understanding

On successful completion of the course students should be able to demonstrate knowledge and understanding of:

KU1 the principles of constructional, structural and environmental systems & strategies, and the regulatory requirements in which an architectural project is designed and constructed KU2 significant themes and developments in the history and theory of architecture, engineering and the arts

KU3 the interrelationship between architecture and the fine arts

KU4 relevance and impact of wider policy, legislation & theory including, social & economic factors at diverse scales

KU5 of the nature of architecture as a profession with regard to the duties of architects to the client and to the wider society

KU6 the primary functions of shelter, including security and comfort, and the ability to apply appropriate technologies to sustainably support these in an architectural design

KU7 the cost control mechanisms which operate during the development of a project

KU8 architectural practice management and the influences on it of regulatory and legislative frameworks, industry trends and professional multi-disciplinary interrelationships

	Teaching and Learning	Assessment
KU1 the principles of constructional, structural and environmental systems & strategies, and the regulatory requirements in which an architectural project is designed and constructed	Lectures, Seminars, Studio Practice, Practical & Laboratory Workshops, Educational Visits	Coursework including studio based design project work
KU2 significant themes and developments in the history and theory of architecture, engineering and the arts	Lectures, Seminars, Studio Practice, Workshops, Educational Visits	Coursework
KU3 the interrelationship between architecture and the fine arts	Lectures, Seminars, Studio Practice, Workshops, Educational Visits	Coursework including studio based design project work

KU4 relevance and impact of wider policy, legislation & theory including, social & economic factors at diverse scales	Lectures, Seminars, Studio Practice, Workshops, Educational Visits	Coursework including studio based design project work
KU5 of the nature of architecture as a profession with regard to the duties of architects to the client and to the wider society	Lectures, Seminars, Studio Practice, Workshops, Educational Visits	Coursework including studio based design project work
KU6 the primary functions of shelter, including security and comfort, and the ability to apply appropriate technologies to sustainably support these in an architectural design	Studio Practice, Lectures, Seminars, Practical & Laboratory Workshops, Educational Visits	Coursework including studio based design project work
KU7 the cost control mechanisms which operate during the development of a project	Lectures, Seminars, Studio Practice, Workshops, Educational Visits	Coursework including studio based design project work
KU8 architectural practice management and the influences on it of regulatory and legislative frameworks, industry trends and professional multi-disciplinary interrelationships	Lectures, Seminars, Studio Practice, Workshops, Educational Visit	Coursework

12.2 Cognitive (thinking) Skills

On successful completion of the course students should be able to:

CS1 Develop a conceptual and critical approach to architectural design that understands and addresses the interrelationship of technical, aesthetic, contextual and environmental considerations and the needs of the user.

CS2 Demonstrate knowledge and understanding of the historical, theoretical and socio-cultural determinant of contemporary design including concepts of heritage and conservation

CS3 Demonstrate knowledge and understanding of the fine arts as an inspiration in architectural design as well as an integrated component

CS4 Demonstrate knowledge and understanding of the interrelationship between historic and contemporary architecture and urbanism

CS5. Understand and critically appraise the needs and aspirations of building users

CS6 Critically evaluate of the potential impact of architectural projects on existing and proposed communities in the widest possible sense

CS7 analytically research and critically review precedents as part of the design process

CS8. Apply a range of techniques and research methods to critically evaluate the alternative technologies appropriate to a specific architectural proposal.

CS9 Prepare designs that will meet building users' requirements and comply with UK legislation, appropriate performance standards and health and safety requirements

The principal teaching, learning and assessment methods normally used to enable outcomes to be achieved and demonstrated are identified below.

	Teaching and Learning	Assessment
CS1 Develop a conceptual and critical approach to architectural design that understands and addresses the interrelationship of technical, aesthetic, contextual and environmental considerations and the needs of the user.	Studio Practice	Studio based design project work

CS2 Demonstrate knowledge and understanding of the historical, theoretical and socio-cultural determinant of contemporary design including concepts of heritage and conservation	Lectures, Seminars, Studio Practice, Workshops, Educational Visits	Coursework including studio based design project work
CS3 Demonstrate knowledge and understanding of the fine arts as an inspiration in architectural design as well as an integrated component	Lectures, Seminars, Studio Practice, Workshops, Educational Visits	Coursework including studio based design project work
CS4 Demonstrate knowledge and understanding of the interrelationship between historic and contemporary architecture and urbanism	Lectures, Seminars, Studio Practice, Workshops, Educational Visits	Coursework including studio based design project work
CS5 Understand and critically appraise the needs and aspirations of building users	Lectures, Seminars, Studio Practice, Workshops, Educational Visits	Coursework including studio based design project work
CS6 Critically evaluate of the potential impact of architectural projects on existing and proposed communities in the widest possible sense	Lectures, Seminars, Studio Practice, Workshops, Educational Visits	Coursework including studio based design project work
CS7 analytically research and critically review precedents as part of the design process	Studio Practice, Lectures, Seminars, Workshops, Educational Visits	Coursework including studio based design project work
CS8 . Apply a range of techniques and research methods to critically evaluate the alternative technologies appropriate to a specific architectural proposal.	Studio Practice, Lectures, Seminars, Workshops, Educational Visits	Coursework including studio based design project work
CS9 Prepare designs that will meet building users' requirements and comply with UK legislation, appropriate performance standards and health and safety requirements	Lectures, Seminars, Studio Practice, Workshops, Educational Visits	Studio based design project work

12.3 Practical Skills

On successful completion of the course students should be able to:

PS1 Prepare and present creative and imaginative architectural design projects of diverse scale, complexity, and type, in a variety of contexts, using a range of media in response to a brief

PS2 Apply, develop and critically reflect on theoretical concepts in precedent studies and in their own design projects.

PS3 Apply, develop and critically reflect on the creative application of the fine arts in their own design projects
PS4 Critically evaluate and apply principles and theories of urban design and of the planning of successful communities to design projects at appropriate scales

PS5 Demonstrate an understanding of the interrelationship between buildings and the built environment, in terms of context, scale, human need, and the principles of sustainable design

PS6 . Critically understand the nature of architecture as a design discipline among others and its relationship with a constantly evolving construction industry

PS7 Appraise and develop briefs for buildings of diverse scales and types taking into consideration client and user requirements and the conditions imposed by site and context, and demonstrating the multi-disciplinary nature of building brief preparation

PS8. Integrate knowledge of structures and construction technologies and understand how this knowledge can be applied to strategic thinking about the construction process.

PS9 Apply a range of techniques and research methods to critically evaluate the properties of materials and the performance of construction components and systems and understand the environmental and social impacts of specification choices

PS10 Understand and critically appraise the financial constraints which affect the client's approach to building procurement and to evaluate alternative solutions within the architectural design process

The principal teaching, learning and assessment methods normally used to enable outcomes to be achieved and demonstrated are identified below.

	Teaching and Learning	Assessment
PS1 Prepare and present creative and imaginative architectural design projects of diverse scale, complexity, and type, in a variety of contexts, using a range of media in response to a brief	Studio Practice, Lectures, Seminars, Workshops, Educational Visits	Studio based design project work
PS2 Apply, develop and critically reflect on theoretical concepts in precedent studies and in their own design projects.	Studio Practice, Lectures, Seminars, Workshops, Educational Visits	Studio based design project work
PS3 Apply, develop and critically reflect on the creative application of the fine arts in their own design projects	Studio Practice, Lectures, Seminars, Workshops, Educational Visits	Studio based design project work

	Teaching and Learning	Assessment
PS4 Critically evaluate and apply principles and theories of urban design and of the planning of successful communities to design projects at appropriate scales	Studio Practice, Lectures, Seminars, Workshops, Educational Visits	Coursework including studio based design project work
PS5 Demonstrate an understanding of the interrelationship between buildings and the built environment, in terms of context, scale, human need, and the principles of sustainable design	Studio Practice, Lectures, Seminars, Workshops, Educational Visits	Coursework including studio based design project work
PS6 . Critically understand the nature of architecture as a design discipline among others and its relationship with a constantly evolving construction industry	Studio Practice, Lectures, Seminars, Workshops, Educational Visits	Coursework including studio based design project work
PS7 Appraise and develop briefs for buildings of diverse scales and types taking into consideration client and user requirements and the conditions imposed by site and context, and demonstrating the multi-disciplinary nature of building brief preparation	Studio Practice, Lectures, Seminars, Workshops, Educational Visits	Coursework including studio based design project work
PS8 Integrate knowledge of structures and construction technologies and understand how this knowledge can be applied to strategic thinking about the construction process.	Studio Practice, Lectures, Seminars, Workshops, Educational Visits	Coursework including studio based design project work
PS9 Apply a range of techniques and research methods to critically evaluate the properties of materials and the performance of construction components and systems and understand the environmental and social impacts of specification choices	Studio Practice, Lectures, Seminars, Workshops, Educational Visits	Coursework including studio based design project work
PS10 Understand and critically appraise the financial constraints which affect the client's approach to building procurement and to evaluate alternative solutions within the architectural design process	Studio Practice, Lectures, Seminars, Workshops, Educational Visits	Coursework including studio based design project work

Studio practice includes a wide range of learning activities, which incorporates the whole palette of architectural representation in form of graphic work and model making, verbal and written presentations. Assessment for coursework will be formative and summative in form of tutorials, interim and final crits, draft and final submissions.

12.4 Transferable Skills

On successful completion of the course a student should be able to:

TS1 Identify and manage individual learning needs for personal development and to achieve short and long term objectives commensurable with professional qualification

TS2 Work effectively in a team environment applying appropriate interpersonal and interdisciplinary skills

TS3 Effectively communicate complex and abstract ideas through a variety of media to a diverse audiences

TS4 Effectively apply a broad range of intellectual skills to research, investigation, analysis, and creative conceptualisation

TS5 Demonstrate professionalism through an awareness of the principles of business management, regulatory and economic frameworks and systems in relation to wider social and ethical concerns

Transferable/key skills are generally incorporated within modules and related to relevant assessments as appropriate. Self-directed learning forms an element of all modules and the necessity to work within tight deadlines is an essential requirement across the curriculum.

The ability to communicate verbally and in writing will be developed across the range of modules.

The wide range of assessment techniques will ensure that students are given every opportunity to demonstrate their skills in these areas.

	Teaching and Learning	Assessment
TS1 Identify and manage individual learning needs for personal development and to achieve short and long term objectives commensurable with professional qualification	Studio Practice, Lectures, Seminars, Workshops, Educational Visits	Coursework including studio based design project work
TS2 Work effectively in a team environment applying appropriate interpersonal and interdisciplinary skills	Studio Practice, Lectures, Seminars, Workshops, Educational Visits	Coursework including studio based design project work
TS3 Effectively communicate complex and abstract ideas through a variety of media to a diverse audiences	Studio Practice, Lectures, Seminars, Workshops, Educational Visits	Coursework including studio based design project work
TS4 Effectively apply a broad range of intellectual skills to research, investigation, analysis, and creative conceptualisation	Studio Practice, Lectures, Seminars, Workshops, Educational Visits	Coursework including studio based design project work
TS5 Demonstrate professionalism through an awareness of the principles of business management, regulatory and economic frameworks and systems in relation to wider social and ethical concerns	Studio Practice, Lectures, Seminars, Workshops, Educational Visits	Coursework including studio based design project work

13 Programme Structure and Requirements, Levels, Modules, Credits and Awards

Modules within the programme, their status (whether mandatory or options), the levels at which they are studied, their credit value and pre/co requisites are identified in section 20.

13.1

The MArch is designed as a Full Time Course of 240 credits over 2 years of study, or as a Part Time Course of 240 Credits over 3 years of study.

The course has been designed to meet the requirements of prescription and validation by the professional bodies (ARB/RIBA) and to meet the QAA guidelines for a Part 2 Architecture Course.

Design and activity based learning is at the centre of the course design. Students also have the opportunity to collaborate with Master's level students on other design and building related courses.

13.2

Module code	Module title	Condonable	Credit value	Pre-requisite
	Mandatory modules			
	Level 1 (Academic Year 1)			
7038AAD	Design, Process and Communication	N	30	-
7039AAD	Comprehensive Design	N	40	-
7040AAD	Construction Technology and Environmental Design	N	20	-
7041AAD	Cultural Context	N	20	-
7042AAD	Integrated Project	N	10	-
	Level 2 (Academic Year 2)			
7043AAD	Research for Design – Design Thesis Preparation	N	20	-
7044AAD	Design Thesis	N	60	7043AAD
7045AAD	Critical Investigations	N	30	7041AAD
7046AAD	Professional Practice and Management	N	10	

The table below is a typical delivery pattern for this course MArch – FT 24mths

Stage 1	September Start
Semester 1 Sept - Jan	7038AAD 30 credits
	7041AAD 20 credits
	7042AAD 10 credits
Semester 2 Jan - May	7039AAD 40 credits
	7040AAD 20 Credits

Stage 2	September Start
Semester 1 Sept - Jan	7043AAD 20 credits
	7045AAD 30 credits
	7046AAD 10 credits
Semester 2 Jan - May	7044AAD 60 credits

The table below is a typical delivery pattern for this course MArch – PT 36 mths

Stage 1	September Start
Semester 1	7038AAD 30 credits
Sept - Jan	7042AAD 10 credits
Semester 2	7039AAD 40 credits
Jan - May	7040AAD 20 credits

Stage 2	September Start
Semester 1	M104 AAD 20 credits
Sept - Jan	7045AAD 30 credits
Semester 2	M102AAD 30 credits
Jan - May	

Stage 3	September Start
Semester 1	7043AAD 20 credits
Sept - Jan	7046AAD 10 credits
Semester 2	7044AAD 60 credits
Jan - May	

Fall back awards:

MSc in Building Studies (Full and Part time) **180 credits.** Any student who fails the overall course but accumulates 180 credits, including the Design Thesis Module (7044AAD) will be entitled to the MSc in Building Studies. Any student in receipt of this award cannot upgrade to the MArch under any circumstances.

PG Dip in Building Studies (Full and Part time) **120 credits** from the above modules including at least 30 credits from 7038AAD, 7039AAD

 or 7044AAD

PG Cert in Building Studies (Full and Part time) **60 credits** from the above modules including at least 30 credits from 7038AAD, 7039AAD or 7044AAD

13.3 Conditions for the award of MArch

The award of the named MArch degree requires:

  (i)   a pass in all mandatory modules, and;

  (ii)   the minimum number of credits indicated in the Academic Regulations (below).

The classification for MArch will be calculated by counting 180 credits worth of modules as follows:

  a)   The Design Thesis Module (7044AAD) and Critical Investigations Module (7045AAD)

  b)   Any mandatory modules identified by the accrediting body. If the total mandatory module credit adds up to more than 180, then the highest marked mandatory modules will be included in the classification. Any difference shall be made up from credits from optional modules. Only whole module credits will be counted.

  c)   No APL is permitted for this award.

Conditions for the award of MSc in Building Studies, PGCert in Building Studies, and PGDip in Building Studies.

These fall-back awards are provided for students who do not pass sufficient mandatory modules to be awarded the named degrees referred to above. Any student in receipt of these awards cannot upgrade to the MArch under any circumstances. These awards are not accredited by any professional institutions.

14 Support for Students and their Learning

Induction

. The induction timetable includes a number of academic, administrative and social events that include a welcome and introduction to the university, the facilities and the faculty. As part of the induction process, all students are directed to an online student handbook and a course handbook which provides key information.

Buildings and Equipment

The faculty is mainly based within two buildings Graham Sutherland and Morris Foss, both of which are equipped with specialist equipment to support all students. This includes a number of specialist workshops including a range of laser cutter; 3D printers; Rapid prototype machines; Flatbed routers; CNC cutters; and laser cutters; access to specialist computer software and extensive computer suites; a reprographics studio for large scale printing; an Art Shop that caters for many student consumable needs.

Students on this course will have access to a dedicated Architecture Studio Space.

The University Intranet is used to support module delivery through a Virtual Learning Environment.

Student Support

Students will be allocated an Academic Personal Tutor who will provide on-going academic support throughout the year. Students are expected to attend regular meetings with their tutor within a timetabled group meeting. Support is also available via the Course Director, who is available to advise students on academic and pastoral issues. Times and locations where the Course Director is available to meet with students will be shown on course Moodle webs. Module Leaders and the associated module team are available to offer support at module level. Module leaders advertise their availability on module Moodle webs. Outside of office hours, students can also email any member of academic staff.

The Faculty Registry team support students through their studies, providing information and guidance on the rules and procedures that affect academic progress. Registry can help students deal with problems they may be having with academic life and help them to understand the University's academic processes and regulations. They have a detailed understanding of the curriculum structures and other specialist support that is available within the University.

The Faculty Registry has offices located close to the main Receptions in Graham Sutherland. Students can drop by the Registry support desk Monday – Friday from 1000 – 1600hrs or can contact Registry staff via email on FacultyRegistry.fah@coventry.ac.uk at any time and this will be passed to each student's dedicated course support team to respond to.

Students have access to a Maths Support Centre called SIGMA based in the Library. The Centre for Academic Writing (CAW) can also provide support on topics ranging from how to organise an academic argument to improving grammar and sentence structure. The university provides support for students' health and wellbeing which includes a Medical Centre, Spirituality and Faith Centre, Counselling and Mental Health Service, Sports and Recreational Centre and a Nursery.

The Student's Union also provide recreational facilities and support and advice for students. International Students may obtain further help from the student welfare team in the International Office.

The Faculty has a Creative Futures office with the remit to support undergraduate and graduate activity in finding employment, setting up business ventures and in assisting to secure placements for students as part of their course.

Students with Disabilities

1. Coventry University is committed to a policy of equality of opportunities and access, and recognises that disabled students have an equal right of participation in higher education. The University will make reasonable adjustments, where necessary and feasible, to facilitate this.
2. In this provision all disabled students, whatever their impairment, are included.
3. All disabled students should be able to participate fully as far as reasonably practical in the full range of academic, cultural and social activities available within the University

4. Disabled students should be encouraged to expect both equal treatment as individuals and that they and their work will be considered solely on merit
5. Students will be urged to disclose their disabilities on application and throughout their student life to facilitate appropriate support.

It is possible at a course level to negotiate the adjustment of some technical or learning facilities to enable students to participate effectively with their studies. Some aspects such as the operation of workshop equipment would need individual assessment but support would be available through negotiation in particular cases to allow students to complete projects.

15 Criteria for Admission

A good honours degree in Architecture with exemption from Part 1 of the RIBA Examinations (or its equivalent as formally recognised by the RIBA/ARB), and typically a 'year out' placement in practice with a completed PEDR logbook, or equivalent experience.Any students without Part 1 are required to arrange this for themselves.

International applicants must also hold a minimum of 6.5 score in the IELTS test for English language (minimum in all components). IELTS 6.0 may be considered with additional pre-sessional English Support.

Applicants must provide a convincing portfolio of relevant architectural design work. This must be presented at interview or submitted by post/online for international applicants.

16 Method for Evaluating and Enhancing the Quality and Standards of Teaching and Learning

The programme is managed by the School of Art and Design Board of Study of the Faculty of Arts and Humanities.

The Programme Assessment Board (PAB) for the Faculty of Arts and Humanities is responsible for considering the progress of all students and making awards in accordance with both the university and course-specific solutions.

The assurance of the quality of modules is the responsibility of the Boards of Study which contribute modules to the programme.

External Examiners report annually on the programme and their views are considered as part of the course quality enhancement and monitoring process (CQEM). Details of the CQEM process can be found on the Registry's web site.

Students are represented on the Student Forum, Board of Study and Faculty/School Board, all of which normally meet two or three times per year.

Student views are also sought through module and course evaluation questionnaires.

17 Regulation of Assessment

University policy requires the internal moderation of all assessments.

External Examiners are appointed for all named University awards. The role of the External Examiner at module level is to ensure that academic standards are in line with national norms for the subject. External Examiners undertake the moderation of examination papers and assessment tasks, and view representative samples of work for the modules for which they have responsibility. At programme level, External Examiners help to ensure fairness in the consideration of student progression and awards. They have the right to comment on all aspects of the assessment system and participate as full members of the assessment boards.

The Pass mark for all modules is 40%. This overall module mark may comprise more than one component (e.g. coursework and exam). The individual module descriptors give the precise pass criteria and the weighting of the component marks that contribute to the overall module mark.

Awards for Taught Master programmes may be made with Distinction or Merit (i.e. achievement of an average mark of at least 70% or 60% respectively).

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18 Indicators of Quality and Standards

The following are key indicators of quality and standards:
- The programme has been designed in accordance with the QAA benchmark statements for Architecture
- The Department has a strong portfolio of industry-related research
- The programme has been designed to meet the criteria for validation by the Royal Institute of British Architects (RIBA) and prescription by the Architects Registration Board (ARB) at Part 2 level, and of the European directive (EC2005/36). Validation by RIBA and Prescription by ARB will be sort.
- The Department has excellent links with local employers. An Architectural Advisory Board for the course, which includes members from local and national architectural practices, academics and practitioners in architecture and associated professions, drawn from within the university and externally, meets regularly and provides input to course management and development
- Within the School the record of students gaining employment in industry is excellent; the aim is to achieve a similar record for the architecture subject area.

The QAA's Higher Education Review undertaken in February 2015 confirmed that Coventry University meets the UK expectations regarding the:

- setting and maintenance of the academic standards of awards;
- quality of student learning opportunities;
- quality of the information about learning opportunities;
- enhancement of student learning opportunities.

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19 Additional Information

Key sources of information about the course and student support can be found in

- Student Handbook

- Course Handbook

- Module Guides

- Moodle Course and Module webs

- Module Information Directory https://webapp.coventry.ac.uk/MidWebNext/Main.aspx
- Coventry University Student Portal https://students.coventry.ac.uk/Pages/index.aspx

Study Support information is accessible from student services home page

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Please note: This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if s/he takes full advantage of the learning opportunities that are provided.

More detailed information on the learning outcomes, content, and teaching, learning and assessment methods of each module can be found in the Module Information Directory (MID), student module guide(s) and the course handbook.

The accuracy of the information contained in this document is reviewed by the University and may be verified by the Quality Assurance Agency for Higher Education.

20 Mandatory and Option Modules

Module code	Module title	Credit value	Pre/Co requisite	MArch
7038AAD	Design, Process and Communication	30	none	M
7039AAD	Comprehensive Design	40	none	M
7040AAD	Construction Technology and Environmental Design	20	none	M
7041AAD	Cultural Context	20	none	M
7042AAD	Integrated Project	10	none	M
7043AAD	Research for Design – Design Thesis Preparation	20	none	M
7044AAD	Design Thesis	60	7043AAD	M
7045AAD	Critical Investigations	30	7041AAD	M
7046AAD	Professional Practice and Management	10	none	M

Key
M = Mandatory (i.e. must be studied and passed for the named award)
O = Option

Fall back awards:

MSc in Building Studies (Full and Part time) a minimum of **180 credits** from the above modules including the Design Thesis Module (7044AAD)

PG Dip in Building Studies (Full and Part time) a minimum of **120 credits** from the above modules including at least 30 credits from 7038AAD, 7039 or 7044AAD

PG Cert in Building Studies (Full and Part time) a minimum of **60 credits** from the above modules including at least 30 credits from 7038AAD, 7039 or 7044 AAD

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Module Codes	Knowledge and Understanding								Cognitive (thinking) Skills									Practical Skills										Transferable Skills				
	KU1	KU2	KU3	KU4	KU5	KU6	KU7	KU8	CS1	CS2	CS3	CS4	CS5	CS6	CS7	CS8	CS9	PS1	PS2	PS3	PS4	PS5	PS6	PS7	PS8	PS9	PS10	TS1	TS2	TS3	TS4	TS5
7038AAD				x					x			x	x	x	x			x	x	x	x	x		x				x	x	x	x	
7039AAD	x			x	x				x	x			x	x	x	x	x	x	x	x		x		x	x			x		x	x	
7040AAD	x					x			x						x	x						x			x	x		x	x	x	x	
7041AAD		x	x							x	x	x																x		x	x	
7042AAD				x			x	x								x							x				x	x	x	x	x	x
7043AAD				x	x						x	x	x	x	x				x	x		x		x				x		x	x	
7044AAD	x			x	x	x	x		x	x			x	x		x	x	x	x	x	x	x		x	x	x	x	x		x	x	
7045AAD		x	x							x	x	x																x		x	x	
7046AAD				x	x			x															x					x	x	x	x	x

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