

CREATIVE  
ARTS  
BUSINESS  
TECHNOLOGY

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Course Information

# Architecture MArch (RIBA/ARB Part 2)

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# MA Architecture (RIBA/ ARB Part 2) (MArch)

The Master of Architecture ARB/RIBA Part 2 (MArch) is the second part of the professional qualification which enables you to become a registered architect. The course enables you to consolidate your architectural experiences, whilst simultaneously questioning your preconceptions of the discipline. The MArch carries full and unconditional prescription from the Architects Registration Board (ARB) as satisfying the Part 2 criteria and is also unconditionally validated by the Royal Institute of British Architects (RIBA). We received three commendations from the 2014 RIBA Visiting Board, which noted that the course

“...has a unique investigative research aspect that encourages graduates’ curiosity. Graduates develop an activist approach to architecture”.

 **Awarded by**  
UCA


 **Taught by**  
UCA

 **Location**  
Canterbury

 **Language**  
English

 **Duration**  
**INCLUDING AS APPLICABLE:**  
Full time – over 2 years

 **Recognition/Accreditation**  
Royal Institute of British Architects (RIBA) and Architect’s Registration Board (ARB)

 **Regulation**  
The University for the Creative Arts and its courses are regulated by the Office for Students.

This course has been designed in line with national standards and reference points, including the subject benchmark statement for Architecture, RIBA/ARB Part 2 qualification and Master’s Degree Characteristics Statement

For further information about how the course is quality assured see UCA’s Quality Assurance Handbook

# Highlights

Our course is uniquely conceived as a forum for architectural investigation and innovation. Design research is at the heart of what we do. In order to engender the necessary rigorous, effective, self-critical approach, the development of effective heuristics as elements of your broader methodological frameworks are an essential element of the course. As an architect, you will be confronted with a wide range of problems across diverse disciplines, requiring clear analysis and decision making. These core skills are developed, supported and emphasised throughout the course. The MArch offers an environment geared to the development of approaches and techniques, equipping you with transferrable skills and apposite contemporary architectural knowledge. Over the course of two years, you will develop individual research agendas that inform and activate personal practical projects, within the broad research frameworks of the course and that of your tutor group. Knowledge is built through one to one tutorials, lectures, seminars and applied project exercises; using dialogue and activism to frame understanding of cultural contexts and theoretical positions. Architectural and systemic issues of fabrication, meaning, representation, electronic media, interaction, cognition, emergent technologies and their capacities to inform modes of spatial production provide contemporary theoretical themes and frameworks within the course. You are encouraged to interrogate and extend your knowledge of spatial theory through highly experimental projects. By the end of the course, you will be equipped to adopt critical positions within the profession and wider society, initiate and deliver projects grounded and delivered in design-based research and continue a process of learning through experimentation and enquiry.

## Our Commitment

University for the Creative Arts (UCA) is committed to sustainable development and reducing the environmental impact of activities through our teaching, research and day to day operations. Our courses align to Education for Sustainable Development as defined by UNESCO (2019): 'Education for Sustainable Development empowers learners to take informed decisions and responsible actions for environmental integrity, economic viability and a just society, for present and future generations, while respecting cultural diversity. It is about lifelong learning, and is an integral part of quality education. ESD is holistic and transformational education which addresses learning content and outcomes, pedagogy and the learning environment. It achieves its purpose by transforming society.' Equality, diversity and inclusion are fundamental to our commitment to the extraordinary creativity of our staff and students. In the UK the standards we are required to adhere to are embodied in the 2010 Equality Act. Equally importantly is how these standards are evidenced through the values and behaviours of the University and the individuals of which it is comprised. As well as compliance with these standards we should in my opinion all be exemplars and role models. In terms of everyday actions, this means we should treat others with respect and dignity, and value their contributions because of, and not despite, our differences. The Vice-Chancellor is personally committed to diversity and in this regard the University has the highest expectations of every employee and student alike.

## Student Support

We aim to ensure, where possible, personal tutors remain with a student throughout their degree studies to discuss all matters relating to student well-being and academic support. Personal tutors and the Careers & Employability Team will also support students in discussions around their potential or preferred career direction.

Students are further supported by:

- Unit leader for each unit
- School support staff
- Personal academic tutors
- Careers and Employability Services
- Technical support with IT and software
- My UCA - a versatile online learning environment
- Induction and ongoing re-induction sessions
- Student Staff Course Boards
- Library and Learning Resources
- Gateway Services including support for finance, regulations, disability, well-being, accommodation, and international students
- UCA Students' Union

International students receive additional support from our International Office and specialist administrative staff not only when they first arrive but also throughout their programme of study.

We understand the architect as someone whose cross-disciplinary role enables them to draw on the production of knowledge within various related disciplines and develop, through contemporary digital and analogue design processes and techniques, effective strategies and models for sustainable development within the context of the production of buildings, the spaces between them and the contexts in which they occur. In pursuit of these aims, the course actively seeks out partner organisations and venues for work to reach out to sector decision-makers and to the general public. We have recently worked with Arts organisations in Dover (DAD) and London (Riverside Trust), European Capitals of Culture in Cyprus and Malta and held successful public exhibitions in Dover, the Folkestone Triennial, London and Valletta. Course outputs are routinely published, through exhibitions, books, seminars and papers and through our successful Future Practice programme you will bring your academic production to a public forum, preparing you for professional life and developing entrepreneurial skills.

The course is located in the established and respected Canterbury School of Architecture and shares studio facilities and staffing with the wider UCA PG programmes. Doing so creates significant formal and informal opportunities for intellectual exchange between the disciplines of art, architecture and design. The course utilises the range of craft and digital workshops and laboratories available at UCA Canterbury to facilitate material production at each stage of project development. We have a lively student community: our open lecture series, 'Multistory' runs weekly events at the Canterbury School of Architecture with speakers from the worlds of architecture, design and the arts. Although the majority of entrants will have a good first degree in architecture, with exemption from Part 1 of the ARB/RIBA professional exam, the course welcomes applications from students from cognate courses who wish to extend their knowledge of and practice in architecture. Regular guidance and critical feedback from a wide range of subject experts and leading professional practitioners facilitates this to the highest level. Access to research active staff facilitates opportunities for MA-PhD progression with former students having successfully embarked on such a path. The course culminates in the well-respected Canterbury Graduation Show. As such it provides, prepares and requires students to address the challenge of independently realising and comprehensively articulating installations for a high profile and public arts event.

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## Who teaches this course?

All permanent members of the academic team hold a postgraduate qualification in a related discipline, as well as a teaching qualification or fellowship of the Higher Education Academy. Some members are fully qualified ARB Registered Architects; others have completed PhDs and are active within the research community. Our school team also includes two Professional Studies Advisors, a recognised role in UK Architectural education which allows for support and advice in your progress in the profession both during your studies and after you have left the school.

Working alongside the permanent staff are a team of Associate Lecturers, who you will encounter on a regular basis delivering design studio tutorials, workshops, and live projects. Our Associate Lecturer colleagues are active design practitioners and fully qualified architects and bring with them a wealth of knowledge, experience, and industry connections.

You will also be supported in your learning by an extensive technical team with vast technical and practical knowledge to share with you.

# What will learning look like?

All courses at the University are founded on the principle that the most effective educational experience combines structured teaching and your own independent study. Your course is designed to give you maximum responsibility for the management of your own learning. The skills and abilities that will support you after graduation extend beyond your subject knowledge.

This will require a high degree of commitment and personal organisation from you. It is important that you attend all taught sessions, making arrangements to cover material from any session which you are unable to attend (e.g. through illness).

## **Learning, Teaching and Assessment on this course**

Research is integral to all project work and is seen as vital in the development of cultural awareness and innovation in creative practice.

Architectural study involves the sustained, incremental acquisition of essential practical skills and the ability to research, develop concepts, design and manipulate materials. Students are encouraged to pursue a diverse range of approaches to creative project work that is consistent with the development of their individual practice. The development of constructive review and self-reflection are implicit in the course delivery and these skills are incrementally developed in group tutorials, critiques and student presentations, peer and formative assessment.

Included amongst learning and teaching methods are engagement in practical workshops; group tutorials, research seminars, interim reviews, one to one tutorials; group research reviews; student seminar presentations, studio based Design Research seminars and group critiques. Subject and studio based theory seminars exist within design units, becoming increasingly challenging in stage 2 to emphasise the links between theory and practice

A wide range of academic and technical staff contribute to teaching and learning; professional practitioners assist the permanent academic staff in the delivery of the course and play a key role supporting the delivery of the curriculum, informing aspects of contemporary practice. There is an incremental development of the students awareness of the contexts within which the professional practitioner operates and the potential audiences for their work.

Formative assessment constitutes a regular method to provide students with feedback and constructive criticism about their work and is developmental in its aim.

Formal and informal review points exist within projects and this process of evaluation and assessment provides important opportunities for learning.

Continuous assessment is made throughout the year on the completion of each unit. Students are given an advisory percentage mark with a range of feedback types, principally verbal and written. End of unit assessment has a dual role providing students with a summative grade for their work and constructive feedback whilst also enabling the course to record the level of achievement of the student for the unit.

During each unit, staff will explain to you what work you are expected to cover in self-managed study time. It is essential that you organise your time so that you can carry out the required amount of independent study. If you feel you need further information or help with managing your studies, please alert your tutor who will be able to help.

# By the end of the course you will be able to:

Upon successful completion of the course students are able to:

## Knowledge

- **LO1** Demonstrate an adequate knowledge of the history and theories of architecture and the related arts, technologies and human sciences
- **LO2** Demonstrate a knowledge of the fine arts as an influence on the quality of architectural design
- **LO3** Demonstrate an adequate knowledge of urban design, planning and the skills involved in the planning process
- **LO4** Demonstrate an adequate knowledge of physical problems and technologies and of the function of buildings so as to provide them with internal conditions of comfort and protection against the climate
- **LO5** Demonstrate an adequate knowledge of the industries, organisations, regulations and procedures involved in translating design concepts into buildings and integrating plans into overall planning
- **LO6** Demonstrate an ability to rigorously generate and appraise complex and creative design options using a systematic understanding and integration of subject knowledge, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of the academic discipline of architecture and its professional practice
- **LO7** Demonstrate an adequate knowledge of physical problems and technologies and of the function of buildings so as to provide them with internal conditions of comfort and protection against the climate



## Knowledge

- **LO8** Demonstrate conceptual understanding that enables the student to evaluate critically current research and practice in the discipline
- **LO9** Demonstrate an understanding of the relationship between people and buildings, and between buildings and their environment, and of the need to relate buildings and the spaces between them to human needs and scale
- **LO10** Demonstrate an understanding of the profession of architecture and the role of the architect in society, in particular in preparing briefs that take account of social factors
- **LO11** Demonstrate an understanding of the methods of investigation and preparation of the brief for a design project
- **LO12** Demonstrate an understanding of the structural design, constructional and engineering problems associated with building design

## Application

- **LO13** Demonstrate an ability to create architectural designs that satisfy both aesthetic and technical requirements
- **LO14** Demonstrate the necessary design skills to meet building users' requirements within the constraints imposed by cost factors and building regulations
- **LO14** Demonstrate an ability to rigorously generate and appraise complex and creative design options using a systematic understanding and integration of subject knowledge, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of the academic discipline of architecture and its professional practice
- **LO15** Demonstrate originality in the application and integration of subject knowledge, together with a practical understanding of how established techniques of research and enquiry are used to create and interpret knowledge in the discipline and formulate design proposals
- **LO16** Draw independent conclusions based on a rigorous, analytical and critical approach to data, testing and demonstration
- **LO17** Develop problem solving skills and the ability to communicate the solutions in visual, written and spoken form
- **LO18** Develop the ability to present rational arguments, which are consistent visually and verbally.

## Our approach to employability is to:

The Master of Architecture is the second step on the path to becoming a fully qualified and registered Architect in the United Kingdom. As this is a protected title, the stages of education (ARB/RIBA Parts 1, 2 and 3) are subject to prescription and review by both the ARB and the RIBA (with regards content delivered and standards of work achieved). Students graduating from the course receive ARB/RIBA Part 2 accreditation, a requirement for employment in industry (particularly, but not exclusively in Architecture practices) as an 'Architectural Assistant'.

As part of the course's ARB/RIBA Validation, 20% of the assessed work must address professional skills. In the Master of Architecture, these skills are found in a wide range of units but have particular emphasis in the Future Practice unit at Level 7. Here and elsewhere in the course of the degree, the students are able to access advice from the School's two Professional Studies Advisors (PSAs), two experienced practicing Architects who outline core knowledge and employment facing competencies. These two individuals are also responsible for the monitoring of the Professional Education and Development Records (PEDR) of graduates of the school. Record of 24 months of professional experience in a PEDR logbook is a mandatory element in the education of an Architect, and the school's PSAs provide a long-term mentoring and support service for our graduates (into industry for years post graduation) via this mechanism.

Within the degree itself, students are provided with numerous opportunities to learn core employment facing skills, from industry standard software, to teaching of construction regulations, climate adaptation and low carbon building knowledge, to the practicalities of running a business. In addition, a large amount of the school's learning is delivered via a highly committed and longstanding team of Associate Lecturers, who beyond the school are successful and high-profile Architects and Design Practitioners in their own right. Engagement with these individuals on a regular weekly basis provides all our students with a direct link to the live issues and knowledge of industry and practice. Working relationships established in these moments also provide many of our graduates with a nascent industry network as they depart the school.

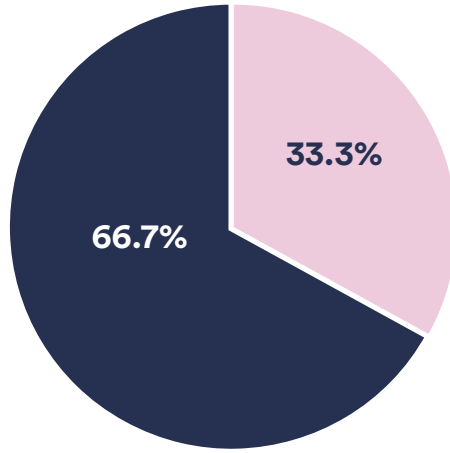
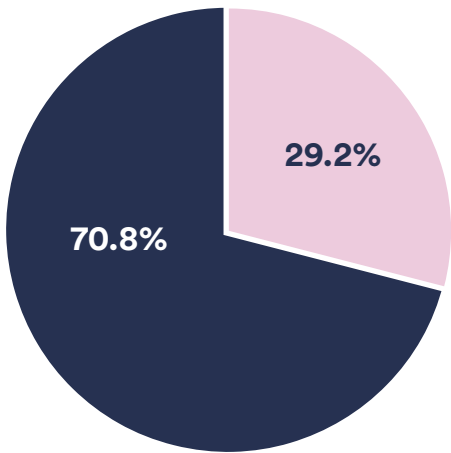
Beyond the above, the Future Practice unit at Level 7 provides students with the opportunity to review their potential career paths and consider alternative routes to success beyond that which they may be envisaging as a default. As part of such work, students are also encouraged to consider systemic barriers and disadvantages that they and others may face in industry, and to consider themselves empowered to act to dismantle such constraints during the course of their career.

		<b>LEVEL 4 (Stage 1)</b> (exclusive of the compulsory non-taught study week and holidays which vary from year to year)																													
YEAR 1	ENROLMENT AND INDUCTION WEEK	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
		<b>CARC7107 Design Research 01</b> [30 credits] [15 weeks]															<b>CARC7108 Design Research 02</b> [30 credits] [15 weeks]														
		<b>CARC6103 Dissertation (Option 1)</b> [30 credits] [15 weeks]															<b>CARC6102 Design Technology</b> [30 credits] [15 weeks]														

		<b>LEVEL 4 (Stage 1)</b> (exclusive of the compulsory non-taught study week and holidays which vary from year to year)																													
YEAR 2	ENROLMENT AND INDUCTION WEEK	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
		<b>CARC7109 Thesis 01</b> [30 credits] [15 weeks]															<b>CARC7110 Thesis 02</b> [30 credits] [15 weeks]														
		<b>CARC7111 Realisation</b> [30 credits] [30 weeks]																													
<b>CARC7103 Future Practice</b> [30 credits] [30 weeks]																															

Overall methods of assessment	Written exams	Practical exams	Coursework
Level 7	0%	0%	100%

## Study hours



Structured
  Independent
  Placement or Live Professional Activity

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## Additional Course Costs

In addition to the essential equipment listed below, there will also be an ongoing need to purchase paper, model making materials and some construction materials as well as to print drawings and photographs for the various set studio projects. You will find that many materials and printing facilities are available to you on campus at highly competitive prices and that the local art supply shops offer student discounts. However, even with this in mind, it is wise to budget approximately £500 for costs in these areas over the course in the coming year.

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## Equipment/materials recommended

A laptop (Mac or PC) is recommended. We recommend that you use at least one hard drive or online cloud system to back up your work.

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## Visits

During each year we will normally run an optional study trip of circa four days length.

You will find that some of the urban spaces, buildings and exhibitions that we see on this relate both to your design projects and essays and we hope that you will find the trip inspirational. We provide further details of the itinerary, the costs and the ways in which the trip is to be arranged later in the first term.

In previous years, trips have been to Rome, Vienna, Berlin and Paris, Cyprus, and beyond.

During each year you will likely also have the opportunity to go on field trips inside the UK. You are likely to be expected to pay the cost of travel associated with these field trips, such as travelling to London for an exhibition for example.

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This course has been designed in line with national standards and reference points, including the [Higher Education Credit Framework for England](#) and the [Master's Degree Characteristics Statement](#)

For further information about how the course is quality assured see [UCA's Quality Assurance Handbook](#)

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