THE LONDON SCHOOL OF ARCHITECTURE

University of the Built Environment
EST. 1919

MArch Architecture

Programme Specification 2027-2028

Version: 5.00

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Date: 23/09/2026

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Summary Programme Details

Final Award

Award: MArch
Title of (final) Programme: Architecture
Credit points: 240
Level of award: 7

Intermediate award(s)*

Intermediate award 1: Postgraduate Diploma Architecture**

Credit points: 120

Level of award: 7

*Intermediate awards will be granted to students that exit the programme part way through if they have achieved sufficient credits in line with the regulations

**Students must achieve 120 credits by successfully completing and passing the core modules in the First Year

Validation

Validating institution: University of the Built Environment
Date of last validation: September 2026
Date of next periodic review: September 2031
Date of commencement of first delivery: 2025

Professional accreditation / recognition

Accrediting/recognising body: **Architects Registration Board (ARB)**
Details of the accreditation/recognition: MArch accredited
Date of last programme accreditation/recognition: 2021
Date of next periodic review: 2026

Accrediting/recognising body: **Royal Institute of British Architects (RIBA)**
Details of the accreditation/recognition: MArch validated
Date of last programme accreditation/recognition: 2022
Date of next periodic review: 2027

QAA Guidance

UK Quality Code for Higher Education (opens new window)

QAA Credit Framework for England (opens a new window)

Quality Assurance Agency (QAA) Subject Benchmark Statement: Architecture April 2026 (opens new window)

OfS Standards

Office for Students (OfS) Sector Recognised Standards (opens a new window)

Programme Overview

Duration: 2 years
Mode: Full time face to face
Department/school: The London School of Architecture (LSA)
Primary Campus: 4 Beechwood Road, London, E8 3DY
Maximum period of registration: 3 years
UCAS Code/ HECoS Code: N/A / 100122 – Architecture
Programming Code: RMARDAS

Education model

Our integrated course has been formulated to empower our graduates with the spatial and strategic intelligence to thrive as design practitioners in the 21st century.

Key to the LSA model of education is interrelation of academia and practice to facilitate knowledge exchange. We embed our students within the workplace as an opportunity to research and evaluate ideas and decision-making that drive architectural practice.

In the First Year of the programme, students spend three days a week in a practice which has an active interest in research and self-reflection. The other two days a week are spent in the studio working on group and individual design proposals in response to a series of module briefs, and undertaking research into the greater context of the profession.

In the Second Year, students have access to the studio five days a week for undertaking research into history, theory, critical contexts, tectonics, and for developing their individual thesis design projects. The School uses the city as both its campus and its testing ground, siting our investigations and projects across different London boroughs, supported by a network of practitioners to support and develop their creative and critical interests.

Entry Requirements

Entrants to this programme are required to have attained the following:

- 2.2 Honours Degree in an architecture, built environment, or design based subject area. Built Environment based subject areas may include Surveying, Planning and Engineering. Design based subject areas may include courses such as Product Design, Graphic Design,

Interior Design.

- This might take the form of an exit award that evidence attainment of 360 credits on an ARB accredited Integrated Masters programme

Applicants are required to demonstrate talent as a designer as well as ability and motivation to complete the course successfully. The school is looking for its students to rise to the ambitious challenge set by the programme.

We may consider the context of applicants when assessing how well they meet the admissions requirements. This is to ensure that we are working hard to widen access to the architecture profession. Please refer to the University's Contextualised Admissions Policy (opens new window) for more information.

In order to be eligible to apply to register as an architect in the UK, you must have completed and passed ARB/RIBA Part 2 and 3 programmes, and have completed practical experience under the direct supervision of a professional working in the construction industry, in accordance with the ARB requirements. All information regarding full qualification as an architect must be checked on the ARB website, as the rules and regulations are subject to change beyond our control.

Please note: your experience in practice during the LSA MArch Architecture programme is undertaken as part of your educational course in the integrated practice placement for the modules Critical Practice: Placement and Critical Practice: Theory. https://arb.org.uk/student-information/practical-training-requirements/

Applicants are encouraged to have experience of professional practice before applying, and they should consider how this experience is communicated and reflected upon as part of the application process. All applicants will be required to submit and present a portfolio demonstrating their ambition for the subject area and for studying at postgraduate level. All applicants will be required to provide a detailed personal statement, and a reference or letter of support from an employer or mentor may be requested. An interview with a member of the programme team will also be required prior to acceptance onto the course.

Eligibility

Applicants need to be eligible to study in the UK for the full duration of the programme, and to be eligible to work in the UK for the duration of the work placement, subject to current UK legislation.

International students

The LSA does not currently admit EU and International students as it does not hold a Home Office Sponsor License for the Student Route (previously Tier 4).

There may be exceptional circumstances where EU and International applicants are already in possession of alternative visas, which do allow for study and work within the UK. It is the responsibility of the applicant to check eligibility with local UK immigration authorities prior to enrolment.

English language requirements

All University of the Built Environment programmes are taught and assessed in English. The applicant will therefore be required to demonstrate adequate proficiency in the language before being admitted to a course:

- GCSE Grade 4 (or c) or above in English Language or English Literature, or an equivalent qualification. For further information on equivalent qualifications please contact: admissions@ube.ac.uk
- Grade 6.0 or above, with at least 6.0 in the reading and writing modules, in the International English Language Testing System (IELTS) academic test administered by the British Council.
- 88 or above in the Internet option, 230 or above in the computer-based option or 570 or above in the paper-based option, of the Teaching of English as a Foreign Language (TOEFL) test.
- Grade 4 (or C) or above in English (Language or Literature) at A/S Level.
- HKDSE (Hong Kong Diploma of Secondary Education) Grade 3, or HKALE (Hong Kong Advanced Level Examination – Advanced Level & Advanced Supplementary Level) Grade E, or HKCEE (Hong Kong Certificate of Education Examination) Grade 3-5 or Grade A-D (Syllabus B only).

Applicants with a bachelor's degree that has been taught and examined in the English medium can be considered for entry in the absence of the qualifications detailed above.

Programme Progression

For details of progression arrangements, please view the Academic and Programme Regulations (opens new window).

Successful completion of the MArch will enable the student to apply for a Part 3 course.

PG Cert Architecture and Professional Practice (Part 3)

Students also have the option of registering for both MArch Architecture and the PG Cert Architecture and Professional Practice (Part 3) to study concurrently.

Those that commence solely on the MArch can then choose to commence Part 3 at a later point during their studies.

The programme is delivered over 12 – 36 month pathways with a completion schedule determined on prior experience and circumstance. Students will study two x 30 credit modules which will lead to a Postgraduate Certificate in Architecture and Professional Practice on completion.

Both modules will be assessed with an end point assessment consisting of a Professional Interview, being held to verify candidates have met all the ARB stipulated Practical Competencies. This is a Final Gateway to the Profession. The proposal also complies with the RIBA part 3 criteria and T&V4A, Attributes.

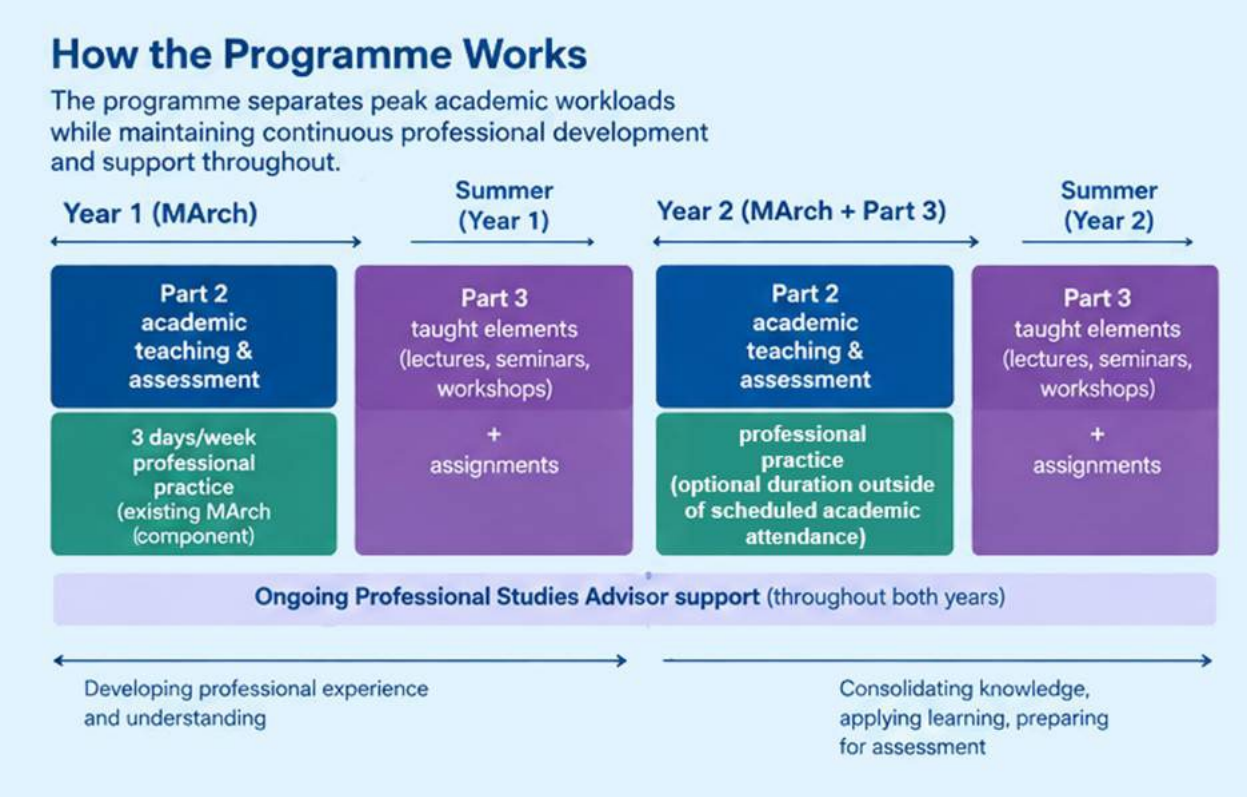
The modules may be distinct assessments but will provide the opportunity to engage with employer partners, in the form of current live projects set within practice, providing the candidates the opportunity to record practical experience and demonstration of competencies.

Enrolment on this programme is offered on the following pathways:

1. Academic (Part 2) and Professional Qualification (Part 3) Combined Pathway 24-36 months

Students applying for the Master of Architecture programme are also provided with the option of applying to complete the PG Cert Architecture and Professional Practice programme concurrently as a combined pathway. Applicants that are not deemed eligible for this pathway may still complete the Master of Architecture degree as an independent programme and re-apply for the PG Cert following successful completion of year 1 or upon final award of the Master of Architecture.

The combined pathway will be delivered via the following structure across each academic year:



2. Academic (Part 2) and Professional Qualification (Part 3) Independent Pathway12-24 months

Students can apply to study the PG Cert Architecture and Professional Practice programme as an independent, stand-alone pathway if they already hold an ARB accredited Academic Qualification (Part 2). This pathway will normally be undertaken over a 12 month period whilst also engaged within professional practice. Taught elements of programme modules will be accessible at various points throughout the year alongside the provision of a Professional Studies Advisor as a regular point of academic and professional support. The independent pathway will be delivered via the following structure:



For detailed information on the PG Cert Architecture and Professional Practice

programme as an independent, stand-alone pathway, please see the PG Cert Architecture and Professional Practice Programme Specification on our website (opens new window).

Award Regulations

For details of award arrangements, please view the Academic and Programme Regulations (opens new window).

Career Prospects

The LSA and the University of the Built Environment pride themselves on taking seriously your future employment potential. Your course is designed with the involvement of many architectural practices at a variety of levels, and we have professional recognition from the ARB and RIBA. We will prepare and support you in this by developing the attributes and skills that employers need and by training you to deal with complex questions.

The LSA aims to keep in touch with alumni following graduation to explore opportunities for students to engage with the school's programmes, support initiatives, and future student cohorts.

Graduates of a Master's level qualification will engage with the development of a range of key skills including: being able to use initiative and take responsibility, solve problems in creative and innovative ways, make decisions in challenging situations, continue to learn independently and to develop professionally, including the ability to pursue further research where appropriate, and communicate effectively, with colleagues and a wider audience, in a variety of media. These skills have been identified by the government as being critical in curtailing the continued shortage of higher-level skills within the wider UK economy and we believe that you will be best placed following graduation in developing your career aspirations.

Programme Aims

This programme educates future architects who will lead positive change in architecture and the built environment through design excellence, environmental responsibility, social engagement and professional innovation. Through the integration of practice, research and critical enquiry, students will develop the knowledge, skills and agency required to create equitable, resilient and flourishing places while contributing to the future evolution of architectural practice. The programme aims to:

- Develop critically reflective architects who are capable of synthesising design, research, technology and professional knowledge in the creation of innovative, responsible and imaginative architectural proposals.
- Equip students to address the environmental, social and economic challenges facing the built environment, with particular emphasis on climate resilience, ecological stewardship, resource responsibility and spatial justice.
- Cultivate architectural agency and leadership, enabling graduates to act as proactive contributors to the transformation of professional practice, communities and the wider built environment.
- Advance sophisticated design skills and design judgement through rigorous studio-based enquiry, experimentation and the integration of theory, technology and practice.
- Develop the capacity to work across disciplines, engaging effectively with clients, communities, policymakers, consultants and other built environment professionals in the delivery of complex projects.
- Promote evidence-based and research-informed design practice, enabling students to generate, evaluate and apply knowledge in response to contemporary architectural and urban challenges.
- Integrate academic learning with professional experience, fostering an understanding of the realities, opportunities and responsibilities of architectural practice through meaningful engagement with industry.
- Encourage ethical, inclusive and participatory approaches to design, recognising the diverse needs, values and aspirations of individuals, communities and society.

Programme Structure

As a creative as well as a social enterprise, the LSA is a community where all the students and faculty should know each other's name. The school is supported by a large professional network comprising respected practitioners, academics and built environment collaborators.

Work-based learning in the First Year will empower students as future practitioners. With an emphasis on collaborative working, students are supported to establish links between architecture and adjacent disciplines and industries, and to explore the spatial consequences of the rapid expansion of knowledge in other fields.

In the First Year students are engaged three days per week on projects within a practice placement; in the other two days per week students will be working on LSA academic projects.

In the Second Year, students can access the studio five days per week to pursue their individual self-directed design research. The LSA uses London as its campus, with each cohort focusing on a different London borough for their two years on the programme, enabling the opportunity to test design experiments against real constraints and user groups.

Pre-requisites

All modules on the programme must be completed and passed in the sequence outlined within the programme structure below except where progression has been approved by the Board of Examiners due to mitigating circumstances.

Delivery structure

Year 1

<table>
<tr><th>Term 1
(Sept to Dec)</th><th>Term 2
(Jan to Mar/Apr)</th><th>Term 3
(Mar/Apr to Jul)</th></tr>
<tr><td>Design Cities
(20 credits)</td><td>Design Think Tank
(20 credits)</td><td>Design Direction
(20 credits)</td></tr>
<tr><td colspan="3">Critical Practice Theory (Sep to Jun)
(20 credits)</td></tr>
<tr><td colspan="3">Critical Practice Placement (Sep to Jul)
(40 Credits)</td></tr>
</table>

Year 2

<table>
<tr><th>Term 1
(Sept to Dec)</th><th>Term 2
(Jan to Mar/Apr)</th><th>Term 3
(Mar/Apr to Jul)</th></tr>
<tr><td colspan="3">Design Thesis (Sep to Jun)
(60 credits)</td></tr>
<tr><td colspan="2">Design Research (Sep to Mar/Apr)
(30 credits)</td><td></td></tr>
<tr><td colspan="3">Design Tectonic (Sep to Jun)
(30 Credits)</td></tr>
</table>

Module List

Code	Module	Level	Credits	Core/ Elective
LSA7DEC	Design Cities	7	20	Core
LSA7CPP	Critical Practice: Placement	7	40	Core
LSA7CPT	Critical Practice: Theory	7	20	Core
LSA7DTT	Design Think Tank	7	20	Core
LSA7DED	Design Direction	7	20	Core
LSA7DER	Design Research	7	30	Core
LSA7DTH	Design Thesis	7	60	Core
LSA7DET	Design Tectonic	7	30	Core

Notes

Credits are part of the Credit Accumulation and Transfer System (CATS). Two UK credits are equivalent to one European Credit Transfer System (ECTS) credit.

Learning Outcomes

A - Contextual and Architectural Knowledge

Learning Outcomes	Relevant modules
A7.1 Appraise how diverse global, cultural, social, technological, economic factors and building technology influence aspects of architecture and urban design.	LSA7DEC LSA7CPP LSA7CPT LSA7DTT LSA7DED LSA7DER LSA7DTH
A7.2 Critique the role of architects in society, the design team and the construction industry.	LSA7CPP LSA7CPT LSA7DED LSA7DER LSA7DTH LSA7DET

A7.3 Evaluate the principles and relevance of social sustainability, social value and inclusive design.	LSA7DEC LSA7DTT LSA7DED LSA7DTH
A7.4 Evaluate the principles of climate change and biodiversity as relevant to design and construction.	LSA7DEC LSA7DTT LSA7DTH
A7.5 Evaluate the principles of building construction, services, structure, materials use, assembly and manufacture.	LSA7DEC LSA7DTT LSA7DTH
A7.6 Evaluate the principles of building physics and environmental design.	LSA7DEC LSA7DTT LSA7DTH
A7.7 Evaluate the principles required to ensure that buildings are safe to construct, inhabit, use and maintain, refurbish, re-use and deconstruct.	LSA7DEC LSA7DTT LSA7DTH

B – Design

Learning Outcomes	Relevant modules
B7.1 Create and present architectural design projects of diverse scale, complexity, and type in a variety of contexts, using a range of media, responding critically to a brief.	LSA7DED LSA7DTH
B7.2 Generate, appraise, refine and engage with building briefs of diverse scales and types, accounting for client, user, site, environmental and contextual requirements.	LSA7DED LSA7DER LSA7DTH
B7.3 Demonstrate a critical and creative approach to architectural design.	LSA7DTT LSA7DED LSA7DER LSA7DTH
B7.4 Synthesise designs that integrate the artistic, spatial, environmental, social and experiential aspects of a building with the technical requirements of its construction.	LSA7DTH LSA7DET
B7.5 Generate strategies for structure, construction technology, materials, services, ventilation, thermal environment and lighting and acoustics that are appropriate to a project's brief and context.	LSA7DTH LSA7DET

B7.6 Critically evaluate designs that consider the relationship between people and built environment, between buildings and their context, and the need to relate buildings and the spaces between them to human needs, inclusivity, user experience and scale.	LSA7DEC LSA7DED LSA7DTH
B7.7 Evaluate the consequences of design decision making on value to clients and communities over the life-cycle of built projects and the costs to the environment.	LSA7CPP LSA7DTH LSA7DER LSA7DET
B7.8 Generate design solutions that achieve or exceed relevant performance standards and requirements.	LSA7CPP LSA7DTH LSA7DET
B7.9 Appraise the implications and benefits of regenerative design solutions and ethical sourcing and supply chains throughout the life cycle of architectural projects that meet or go beyond minimum standards.	LSA7CPP LSA7DTH LSA7DET
B7.10 Appraise the implications and benefits of working with existing buildings including potential for re-use and retrofit, and the resulting environmental impact.	LSA7CPP LSA7DTH LSA7DET
B7.11 Synthesise and document designs that demonstrate appropriate consideration of fire safety, life safety and wellbeing and inclusivity of users, the public and building constructors.	LSA7CPP LSA7DTH LSA7DET
B7.12 Appraise how to use appropriate digital systems for creating, modelling, processing, presenting, and sharing design, building and project information.	LSA7CPP LSA7DTH LSA7DTT LSA7DED

C – Research and Evaluation

Learning Outcomes	Relevant modules
C7.1 Apply techniques of research, enquiry and experimentation to develop effective solutions to architectural problems and to broaden their knowledge base.	LSA7DEC LSA7DTT LSA7DED LSA7CPP LSA7DER LSA7DTH

C7.2 Appraise how to work with clients and other stakeholders to gain a mutual understanding of constraints and opportunities, identify immediate and long-term interests, set project agendas, define desirable and feasible project outcomes, and develop appropriate briefs for projects.	LSA7DTT LSA7DED LSA7DTH
C7.3 Critically evaluate a diverse range of architectural precedents in order to inform design thinking.	LSA7DEC LSA7DTT LSA7DTH LSA7DER LSA7DET
C7.4 Interpret how to locate, evaluate and apply relevant legislation, regulations, standards, codes of practice and policies related to the development of the built environment.	LSA7CPP LSA7CPT LSA7DTH LSA7DET
C7.5 Identify and evaluate evidence that may be incomplete or contradictory, critically evaluating the quality of knowledge sources, making judgements and drawing appropriate conclusions that can inform architectural practice.	LSA7DEC LSA7DTT LSA7CPP LSA7DTH LSA7DER
C7.6 Appraise how modelling and post occupancy evaluation inform design.	LSA7CPP

D - Management, Practice and Leadership

Learning Outcomes	Relevant modules
D7.1 Appraise how to make use of the principles of sustainable, responsible and ethical practice, and recognise how they relate to running an architect's practice.	LSA7CPP LSA7CPT
D7.2 Critique the financial and resource management aspects of running an architectural practice including the means of professional remuneration and fee setting.	LSA7CPP
D7.3 Critique the ethical and legal impact of practice structures, recruitment and employment terms and their impact on work/life balance, health and the wellbeing of colleagues.	LSA7CPP LSA7CPT
D7.4 Appraise how to manage and structure projects, administer construction contracts and resolve common construction-related challenges.	LSA7CPP LSA7DET

D7.5 Critique the management of the inter-relationships of individuals, organisations, statutory bodies, and professions involved in procuring and delivering architectural projects, recognising how these are defined through contractual and organisational structures.	LSA7DEC LSA7CPP LSA7CPT LSA7DET
D7.6 Appraise appropriate procurement routes and means of delivery, recognising their relative risks to contractual parties, their implications for sustainable design outcomes and how these influence the selection and management of construction contracts.	LSA7CPP LSA7DTH LSA7DET
D7.7 Apply the principles of risk management, liabilities, and insurance to architectural projects.	LSA7CPP LSA7CPT LSA7DET
D7.8 Apply the principles of cost management, control, and budgeting to architectural projects.	LSA7CPP LSA7DET
D7.9 Appraise how to plan, manage, monitor and communicate health and safety arrangements for construction projects as required by current legislation.	LSA7DEC LSA7CPP LSA7CPT LSA7DET
D7.10 Appraise how to resource, plan, implement and record project tasks to achieve stated goals, either individually or within a team.	LSA7CPP
D7.11 Develop tools and strategies to communicate effectively with both specialists and non-specialist audiences through a range of media.	LSA7DTT LSA7CPP LSA7DTH

E – Professionalism and Ethics

Learning Outcomes	Relevant modules
E7.1 Evaluate the significance of the Architects Code of Conduct, and the need for architects to act always in an ethical and professional manner.	LSA7CPP LSA7CPT LSA7DTH LSA7DET
E7.2 Propose a committed approach to equity, diversity and inclusion, including in their approach to designing environments and in their relationships with colleagues, employees, clients and communities.	LSA7DED LSA7CPP LSA7CPT LSA7DTH LSA7DET

E7.3 Critique how to work constructively with and within a broader team, exercising leadership, effective communication and personal responsibility.	LSA7DTT LSA7CPP
E7.4 Appraise how to uphold the architect's obligations to the health and safety of the public and building users and building constructors.	LSA7CPP LSA7CPT LSA7DTH LSA7DET
E7.5 Propose how to uphold the architect's obligation to the environment, society, and the wellbeing and quality of lives of current and future generations.	LSA7DEC LSA7CPP LSA7CPT LSA7DTH LSA7DET
E7.6 Appraise the responsibilities and duties of care that architects have towards their clients, users, the public and those with whom they work.	LSA7CPP LSA7CPT LSA7DTH LSA7DER LSA7DET
E7.7 Reflectively critique their work by identifying individual learning needs required for further development within the profession, ensuring they are up to date with current standards and best practice.	LSA7CPT LSA7DET
E7.8 Appraise, acknowledge and work within the limits of their competence, expertise, and experience.	LSA7CPP LSA7CPT LSA7DET

Module Summaries

LSA7DEC Design Cities

How was this built environment produced? How should it be produced?

This first-year module examines how the built environment, particularly in Greater London, is created and transformed. It introduces students to the various structures, systems, power dynamics, practices, and influences that shape cities. The module highlights the aesthetic, typological, and morphological outcomes of different development processes, linking political and economic factors to architectural and urban forms. It emphasises that architects are just one of many contributors to the built environment, bringing in practitioners and activists from other fields to provide broader context.

Students will use architectural skills like drawing and mapping to explore these concepts visually and tangibly. The module covers three general models of development:

- private (developer and private-sector-led),
- public (local authority and state-led), and
- other (alternative, radical, and activist).

Working in groups, students will study and test spatial strategies from these perspectives and create individual design proposals, fostering a comprehensive understanding of urban development.

This module assesses both individual work and group work.

LSA7CPP Critical Practice: Placement

This module is the work-based component of the two inter-related Critical Practice modules. While Critical Practice: Theory asks for students to articulate an ideal of how they would like to practise in the future, the Critical Practice: Placement module grounds their understanding of the opportunities and constraints of the profession through undertaking an examination of how they are currently practising. Using the student's workplace as the principal site of investigation, it studies the relationship between process and product, ideas and outcomes.

Each student will compile a Critical Practice reflection as the key deliverable of the module, which will demonstrate a comprehensive understanding of their practice experience, alongside a detailed analysis of one of the practice's projects. The developmental work is guided by tutors and supported by a weekly conversation with each students' Practice Mentor at their practice placement.

LSA7CPT Critical Practice: Theory

This module is the school-based component of the two inter-related Critical Practice modules. While the module Critical Practice: Placement examines how the student is currently practising, Critical Practice: Theory asks for students to articulate an ideal of how they would like to practise in future. It relates contemporary practice to theories and ideas from within architecture and beyond it, examining the role of the architect in larger contexts, from the construction industry and the creative economy through to humanity and the geosphere. Each student will produce a Critical Practice Manifesto which will articulate a personal of intent for their future practice.

LSA7DTT Design Think Tank

The LSA Design Think Tank (DTT) module generates creative design propositions informed by rigorous research aimed at addressing tangible built environment issues in London, in collaboration with practitioners.

Each year the LSA selects a shortlist of DTT topics to be studied from a long list of suggestions made by the LSA Practice Network. The study topics suggested are ones that require urgent consideration, innovative thinking and design proposals that will generate significant social and environmental progress and beneficial urban change.

Students elect to work on one of the shortlisted study topics in collaborative groups, led by senior staff from the practice that suggested the DTT study topic. LSA Faculty work with the DTT leaders to guide students through the research and design process. Each group prepares a comprehensive report setting out the research and design propositions for potential distribution to political leaders, administrators, business leaders and opinion formers in London and beyond, as relevant to the study.

LSA7DED Design Direction

Design Direction is the final module of First Year. Teaching and learning moves from group to individual project work. Building on the knowledge gained through the previous two modules, and from Critical Practice, students will undertake a series of design exercises aimed at focusing their own design position on a chosen topic, site and programme as well as positing a research and design methodology. The pragmatism and poetics of environmental, sustainable, political, social and atmospheric factors will be embraced.

From this, each student will develop an initial thesis agenda take to Second Year. The brief contains key provocations for their design thesis that can be tested in a complex architectural project. The module gives students the design tactics, tools and techniques to test design ideas with agility and rigour. The module equips students to control design techniques and methods over a range of typologies that are relevant to the thesis and are worked through at the full range of scales from 1:1 detail to the building to the urban block and wider metropolitan context.

LSA7DEH Design Research

Design Research fosters intellectual curiosity, methodological rigour and critical reflection, positioning research as an active and creative component of architectural design practice. The module provides a framework for advanced architectural enquiry and equips students with the knowledge and skills to undertake independent research in support of their design practice.

The module introduces a diverse range of research methodologies relevant to contemporary architecture. Through a critical engagement with these methodologies, students will develop an understanding of how different forms of knowledge are generated, analysed and applied within architectural practice and research.

The module culminates in an independent research project that employs a chosen methodology to investigate a specific architectural question, issue, or proposition. The outcomes of this research will generate new insights, evidence, and critical perspectives that support and underpin the development of the student's Design Thesis and Design Tectonic work, the development of which will be tested and communicated through the employment of a range of appropriate media.

LSA7DTH Design Thesis

Structured in three stages - **Proposition, Iteration and Synthesis** - the Design Thesis module provides the framework for an intense period of design experimentation. A design hypothesis integrating a methodological position (such as that established in the Critical Practice Manifesto) is to be tested and evidenced through an architectural proposition, developed through an iterative process of critical reflection and refinement of the design.

The development of the design brief will set the context (the 'who', 'what', 'why', 'where' and 'when') for an individual design thesis to be undertaken throughout Second Year that parallels real-world conditions and constraints. Students will develop the detail of all aspects of their brief, refining the project typology and programme in response to the character of the selected site, client and stakeholder groups, proposing a funding model, as well as positioning formal and spatial proposals within the social, political and environmental context they have described. The project typology/programme does not need to relate directly to the methodology or hypothesis being explored, but instead should serve as a vehicle to implement, test and communicate the impact of adopting such an approach.

Students will critically reflect on how the design intent develops their hypothesis through rigorous iterative examination and testing, evaluating the relationship between design intent and outcome, and using emerging discoveries to strengthen, adapt or redirect their proposals. This process supports informed decision-making across scales, from detail to building to public realm, to produce a resolved architectural thesis and design proposal that demonstrates a mature handling of spatial complexity, a high resolution of the design ambitions, clear articulation of a critical position, evidences appropriate ethical and professional judgement, and is communicated using sophisticated visual and verbal communication.

Design Tectonic and Design Research modules run concurrently to provide complementary methods, knowledge and critical perspectives that inform the development of the Design Thesis.

Students will produce a final portfolio, communicating the full complexity of the Design Thesis project. An edited presentation of this work is made for the Viva Voce, and then further distilled to be exhibited at the LSA Summer Show.

LSA7DET Design Tectonic

The Thesis Design Project is augmented and evolved through investigations into how the architectural scheme could be constructed.

Students will advance their level of design skill, awareness and ability to deploy appropriate sustainable, environmental, structural, and material strategies, as well as demonstrating an ethical and safe approach to their design decisions. A range of consultants and specialists on the project themes and aims advise on the design development. Running concurrently throughout the year alongside the design studio work, the module supports students to carry out advanced investigation, analysis, speculation and testing of appropriate strategies for the use of materials, structures and processes.

Learning, Teaching and Assessment

Learning and Teaching

A wide range of teaching and learning methods are used on the course. These broadly divide into Subject and Design Studies methods in so far as the two areas emphasise, but do not exclusively use, a particular range of techniques.

The learning of design employs a range of techniques that shift in emphasis according to the type of project and the different stages of its development. The frequency and timetabling of any of these types of teaching and learning methods will vary depending on the module. The following categories cover most of the teaching and learning techniques used:

- The production of project briefs
- Studio lectures and talks
- Site visits
- Group work
- Workshops
- Seminars or group tutorials to aid peer group learning
- Individual tutorials
- Student-centred/self-directed learning
- Round Table Reviews
- Portfolio Reviews

- Presentations

Subject modules use lectures, seminars or group workshops as the main learning source, supported by group or individual tutorials as appropriate. The modules examine a specific body of knowledge and ways of thinking about it, followed through by more discursive forms of learning including seminars and group workshops.

Most of the lectures make extensive use of visual material. The seminars are based on theoretical texts, written commentaries, design briefs or set topics, and encourage students to analyse, discuss issues and employ methodologies, to make design propositions. Research skills are built into the seminars and group workshops, covering academic research, writing and drawing/representation skills, and oral presentations.

Knowledge and understanding

The educational strategy of the course is rooted in three important principles: the commitment to a deep understanding of architecture; a high degree of personal motivation; and the experience of a shared culture of learning.

Understanding and motivation are vital to the production of the good quality design work demanded by the discipline. The shared culture of learning is important to our student body with its broad range of cultural viewpoints. The combined experience of the LSA and University of the Built Environment helps establish a shared context, which both locates and encourages the individual student.

Characteristic of design education is the process of learning based on activity and experience, particularly through project work. Knowledge and understanding are acquired in a multi-dimensional way with a high degree of personal involvement through an emphasis on independent learning and self-motivation, iterative design development, depth of knowledge, research and professional skills and the synthesis of complex issues.

The teaching, learning and assessment strategy for the programme is guided by the University-wide Learning, Teaching and Assessment Strategy (LTAS). The approach adopted is student-centred learning design, that supports the educational needs of our diverse student community. Learning has been designed with flexibility in mind to support students to adopt their own learning experience best suited to their needs.

Students are encouraged to research beyond the material provided and undertake self-directed learning throughout their programme. Module delivery follows a standard format, incorporating a range of subject appropriate resources suitable for the learner. This may include, but is not limited to, audio-visual presentations, interactive case studies and journals.

Self-directed learning and problem solving further enhances knowledge and understanding, focusing on students' own chosen research topic.

Assessment

The assessment strategy for the programme is guided by the University of the Built Environment-wide Learning, Teaching and Assessment Strategy (LTAS). The aim of University of the Built Environment's assessments is to allow students an opportunity to demonstrate what they have learned using a range of formats and which encourage critical self-reflection linked to personal development. To support this, assessments are clearly related to module learning outcomes and the activities within the module support students in achieving these.

University of the Built Environment's practice is to require assessments to be vocationally and professionally relevant. Assessments are built that have direct application to industry standards, and that enable students to learn through real world scenarios and working practice. All elements of assessments are discipline-specific for each programme as well as supporting the acquisition and promotion of transferable skills, including research skills development.

Formative assessment and feedback opportunities are provided throughout the programme in a variety of formats to motivate, guide and develop students through their learning. Students are required to complete various pieces of coursework in the modules which are assessed within set time frames. Detailed feedback explains what was done well and what could be improved for future assessments.

The course employs assessment tasks that guide students on progress and those contributing to decisions on progression from First Year to Second Year and to the graduating award. The timetable of assessments is published at the beginning of each academic year, allowing students to plan their time and set their priorities.

All assessment contributing to the graduating award is subject to moderation policies. Moderation at University of the Built Environment is designed to reflect the quality of the student submission and the benchmark standards for the various levels of postgraduate study. Moderation of marking accords with QAA recommended best practice to ensure that marking criteria is fairly, accurately and consistently applied during first marking.

A range of samples of assessments are made available to the external examiners, following University of the Built Environment procedures.

Study Support

Induction

An induction and orientation briefing will be provided following enrolment. This will include the Programme Lead and Module Leaders introducing the programme, and providing a confirmed timetable listing sessions and activities that will need to be attended as part of the course.

Access will be provided to the BE Ready online student orientation resources. Resources include how to navigate the VLE and University e-library and where to find study skills resources and how to access academic and pastoral support. Resources are also available to support students with referencing and how to develop good academic practice to avoid academic misconduct.

Student learning support

The LSA Student and Academic Support Coordinator (SASC), based at Beechwood Road, is the first point of contact for any queries related to studying with LSA. For more detailed information and support they can refer to University teams that specialise in supporting disability and wellbeing, academic support, finance and careers. Additional academic support is available for the Academic Support and Enhancement (ASET) team this includes:

- delivering support tutorials to students identified as academically at risk to develop the academic skills needed for success;
- developing 'self-serve' support resources to enable students to develop their academic skills;
- delivering teaching webinars and drop-in sessions on academic skills;
- working with the Education team and other support teams to identify ways in which student success can be further facilitated.

Additional support may be available to applicants in the target groups as described in the University's Access and Participation Plan.