**Programme Specification**

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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 he/she passes the programme.More detailed information on the learning outcomes, content and teaching, learning and assessment methods of each module can be found here: <http://www.kent.ac.uk/humanities/studying/modules/index.html> The accuracy of the information contained in this specification is reviewed by the University and may be checked by the Quality Assurance Agency for Higher Education. |

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| **Master of Architecture (MArch with ARB/RIBA Part 2 exemption)** |

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| 1. **Awarding Institution/Body**
 | University of Kent |
| 1. **Teaching Institution**
 | University of Kent |
| 1. **School responsible for management of the programme**
 | Architecture |
| 1. **Teaching Site**
 | Canterbury |
| 1. **Mode of Delivery**
 | Full-time |
| 1. **Programme accredited by**
 | Prescribed by the Architects Registration Board (ARB) and validated by the Royal Institute of British Architects (RIBA) as giving exemption from Part 2 of their professional examinations. |
| 1. **Final Award**
 | Master of Architecture (MArch) with ARB/RIBA Pt. 2 Exemption.Fall-back awards Graduate Certificate in Architecture; Postgraduate Certificate in Architecture; Graduate Diploma in Architecture; Postgraduate Diploma in Architecture |
| 1. **Programme**
 | Master of Architecture (MArch) |
| 1. **UCAS Code (or other code)**
 | N/A  |
| 1. **Credits/ECTS Value**
 | 240 (120 ECTS) |
| 1. **Study Level**
 | Undergraduate (level 7) |
| 1. **Relevant QAA subject benchmarking group(s)**
 | Architecture |
| 1. **Date of production/revision**
 | March2015 |

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| 1. **Intended Start Date of Delivery of this Programme**
 | starting Autumn term 2014 |
| 15**. Educational Aims of the programme and outcomes are equivalent to the jointly held Graduate Attributes (GAs) of the ARB/RIBA at Part Two (GA2)**The programme aims to educate students to have the: |
| 1. 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 (GA2.1)
2. ability to evaluate and apply a comprehensive range of visual, oral and written media to test, analyse, critically appraise and explain design proposals (GA2.2)
3. ability to evaluate materials, processes and techniques that apply to complex architectural designs and building construction, and to integrate these into practicable design proposals (GA2.3)
4. 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 (GA2.4)
5. 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 (GA2.5)
6. problem solving skills, professional judgment, and ability to take the initiative and make appropriate decisions in complex and unpredictable circumstances (GA2.6)
7. ability to identify individual learning needs and understand the personal responsibility required to prepare for qualification as an architect (GA2.7)
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| 1. **Programme Outcomes**

The MArch (with ARB/RIBA Part 2 exemption) is the second part of the two-part five-year continuum of undergraduate education leading ultimately towards professional registration.The mode of formal professionally validated and prescribed architectural education in the UK usually takes the form of a five-year continuum of undergraduate education usually comprising a three-year full-time first-degree (with exemption form Part 1 of the professional examinations) followed by full-time two-year programme (with exemption from Part 2 of the professional examinations) as a continuation. At the University of Kent this is called the Master of Architecture (MArch), and contains modules at both M level (120 credits), and H level (120 credits). The two years of the MArch are referred to as Stages 4 and 5 and these follow on from stages 1, 2 and 3 in the BA (Hons) in Architecture. The overall tariff results in an ‘Extended’ Masters Degree, an undergraduate award at M-level in accordance with the University’s Credit Framework for Taught Programmes: [http://www.kent.ac.uk/teaching/qa/credit-framework/creditinfoannex4.html](http://www.kent.ac.uk/teaching/qa/credit-framework/creditinfoannex4.html%20) Well-qualified international students without Part 1 exemption will be considered for entry to the MArch. The programme provides opportunities for students to develop and demonstrate knowledge and understanding, qualities, skills and other attributes in the following areas. The programme outcomes (POs) include references to the subject benchmarking statement for Architecture, and comprise all of these, supplemented by University of Kent POs. Under section C: subject-specific skills, all the jointly-held General Criteria (GC) of the profession (ARB/RIBA/subject benchmark) have been included, retaining their ‘GC’ prefixed codes in order to ensure clarity at times of professional validation and prescription. In the other sections Kent POs include the jointly-held graduate attributes (GAs) and their relationship is there indicated in brackets (e.g.GA2.1). Student competences are evident in Programme and Module LOs, and fall into the following four kinds: abilities, skills, understanding, and knowledge.The separate MArch Module Mapping Diagram which can be read in association with this Programme Specification charts these competences (expressed in the UK national language of the jointly-held ARB and RIBA Criteria and Graduate Attributes and Subject Benchmark Statement) against specific modules and indicates which modules have particular LOs, and demonstrates that the POs are embedded in the totality of modules, with the seven GAs being met on successful completion of the MArch. For more information on the skills provided by individual modules and on the specific learning outcomes associated with the Certificate and Diploma awards, see the module mapping. |

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| **Knowledge and Understanding** | **Teaching/learning and assessment methods and strategies used to enable outcomes to be achieved and demonstrated** |
| **A. Knowledge and Understanding of:** |  |
| 1. A developed knowledge of iterative and evidence-based approaches to design. (A1)
 | **Teaching/learning**Through formal lecture, seminars, tutorials, practical exercises with demonstrations in technology and computer aided design. Recommended and required readings, study visits and critiques of work in progress. Self-Directed Learning throughindividual reading and research and peer group learning. Design (coursework) modules are taught through a Unit System of small vertical peer-groups comprising both Stage 4 and 5 students.**Assessment**Summative assessment occurs in the Summer Term at the conclusion of the academic year, by critique and/or portfolio presentation, written essay, dissertation, case study, written examination and oral presentation. Assessment takes a number of forms but is generally based around design projects and assessment criteria set out in the project brief for each assignment.  |
| **Skills and Other Attributes****B. Intellectual Skills:** |
| 1. Ability to evaluate and apply a comprehensive range of visual, oral and written media to test, analyse, critically appraise and explain design proposals. (GA2.2)
 | **Teaching/learning**Through formal lecture, seminars, tutorials, practical exercises with demonstrations in technology and computer aided design. Recommended and required readings, study visits and critiques of work in progress. Self-Directed Learning throughindividual reading and research and peer group learning. Design (coursework) modules are taught through a Unit System of small vertical peer-groups comprising both Stage 4 and 5 students.**Assessment**Summative assessment occurs in the Summer Term at the conclusion of the academic year, by critique and/or portfolio presentation, written essay, dissertation, case study, written examination and oral presentation. Assessment takes a number of forms but is generally based around design projects and assessment criteria set out in the project brief for each assignment. |
| 1. Ability to apply project related in-depth research and analysis to the ideas, development and quality of the design project.(B1)
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| 1. Demonstrate independent thought about the subject and ability to rationalise the principal directions taken.(B2)
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| 1. Demonstrate research skills and analytical skills in appraising technologies.(B3)
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| **C. Subject-specific Skills:** |
| GC1.1 The ability to prepare and present building design projects of diverse scale, complexity, and type in a variety of contexts, using a range of media, and in response to a brief. | **Teaching/learning**Through formal lecture, seminars, tutorials, practical exercises with demonstrations in technology and computer aided design. Recommended and required readings, study visits and critiques of work in progress. Self-Directed Learning throughindividual reading and research and peer group learning. Design (coursework) modules are taught through a Unit System of small vertical peer-groups comprising both Stage 4 and 5 students.**Assessment**Summative assessment occurs in the Summer Term at the conclusion of the academic year, by critique and/or portfolio presentation, written essay, dissertation, case study, written examination and oral presentation. Assessment takes a number of forms but is generally based around design projects and assessment criteria set out in the project brief for each assignment. |
| GC1.2 The ability to understand the constructional and structural systems, the environmental strategies and the regulatory requirements that apply to the design and construction of a comprehensive design project. |
| GC1.3 The ability to develop a conceptual and critical approach to architectural design that integrates and satisfies the aesthetic aspects of a building and the technical requirements of its construction and the needs of the user. |
| GC2.1 A knowledge of the cultural, social and intellectual histories, theories and technologies that influence the design of buildings. |
| GC2.2 A knowledge of the influence of history and theory on the spatial, social, and technological aspects of architecture. |
| GC2.3 A knowledge of the application of appropriate theoretical concepts to studio design projects, demonstrating a reflective and critical approach. |
| GC3.1 A knowledge of how the theories, practices and technologies of the arts influence architectural design. |
| GC3.2 A knowledge of the creative application of the fine arts and their relevance and impact on architecture. |
| GC3.3 A knowledge of the creative application of such work [the fine arts] to studio design projects, in terms of their conceptualisation and representation. |
| GC4.1 A knowledge of theories of urban design and the planning of communities. |
| GC4.2 A knowledge of the influence of the design and development of cities, past and present on the contemporary built environment. |
| GC4.3 A knowledge of current planning policy and development control legislation, including social, environmental and economic aspects, and the relevance of these to design development. |
| GC5.1 An understanding of the needs and aspirations of building users. |
| GC5.2 An understanding of the impact of buildings on the environment, and the precepts of sustainable design. |
| GC5.3 An understanding of the way in which buildings fit into their local context. |
| GC6.1 An understanding of the nature of professionalism and the duties and responsibilities of architects to clients, building users, constructors, co-professionals and the wider society. |
| GC6.2 An understanding of the role of the architect within the design team and construction industry, recognising the importance of current methods and trends in the construction of the built environment. |
| GC6.3 An understanding of the potential impact of building projects on existing and proposed communities. |
| GC7.1 An understanding of the need to critically review precedents relevant to the function, organisation and technological strategy of design proposals. |
| GC7.2 An understanding of the need to appraise and prepare building briefs of diverse scales and types, to define client and user requirements and their appropriateness to site and context. |
| GC7.3 An understanding of the contributions of architects and co-professionals to the formulation of the brief, and the methods of investigation used in its preparation. |
| GC8.1 An understanding of the investigation, critical appraisal and selection of alternative structural, constructional and material systems relevant to architectural design. |
| GC8.2 An understanding of strategies for building construction, and ability to integrate knowledge of structural principles and construction techniques. |
| GC8.3 An understanding of the physical properties and characteristics of building materials, components and systems, and the environmental impact of specification choices. |
| GC9.1 Knowledge of principles associated with designing optimum visual, thermal and acoustic environments. |
| GC9.2 Knowledge of systems for environmental comfort realised within relevant precepts of sustainable design. |
| GC9.3 Knowledge of strategies for building services, and ability to integrate these in a design project. |
| GC10.1 The skills to critically examine the financial factors implied in varying building types, constructional systems, and specification choices, and the impact of these on architectural design. |
| GC10.2 The skills to understand the cost control mechanisms which operate during the development of a project. |
| GC10.3 The skills to prepare designs that will meet building users' requirements and comply with UK legislation, appropriate performance standards and health and safety requirements. |
| GC11.1 Knowledge of the fundamental legal, professional and statutory responsibilities of the architect, and the organisations, regulations and procedures involved in the negotiation and approval of architectural designs, including land law, development control, building regulations and health and safety legislation. |
| GC11.2 Knowledge of the professional inter-relationships of individuals and organisations involved in procuring and delivering architectural projects, and how these are defined through contractual and organisational structures. |
| GC11.3 Knowledge of the basic management theories and business principles related to running both an architect's practice and architectural projects, recognising current and emerging trends in the construction industry. |
| GA2.1. 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. |
| GA2.3 Ability to evaluate materials, processes and techniques that apply to complex architectural designs and building construction, and to integrate these into practicable design proposals. |
| GA2.4 A 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. |
| GA2.5 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.  |
| GA2.7 Ability to identify individual learning needs and understand the personal responsibility required to prepare for qualification as an architect.  |
| 39.Ability to apply the principles of evidence based design to the evaluation of environmental design strategy.(C1) |
| 40.Understanding the challenges of integrating building fabric (materials), services and control regimes into a unified environmental design strategy.(C2) |
| 41.The necessary skills to prepare analytical and detailed technical drawings illustrating accurately the structural and environmental solutions adopted in the student’s own design project.(C3) |
| **D. Transferable skills** |
| 1. Problem solving skills, professional judgment, and ability to take the initiative and make appropriate decisions in complex and unpredictable circumstances. (GA2.6) | **Teaching/learning**Through formal lecture, seminars, tutorials, practical exercises with demonstrations in technology and computer aided design. Recommended and required readings, study visits and critiques of work in progress. Self-Directed Learning throughindividual reading and research and peer group learning. Design (coursework) modules are taught through a Unit System of small vertical peer-groups comprising both Stage 4 and 5 students.**Assessment**Summative assessment occurs in the Summer Term at the conclusion of the academic year, by critique and/or portfolio presentation, written essay, dissertation, case study, written examination and oral presentation. Assessment takes a number of forms but is generally based around design projects and assessment criteria set out in the project brief for each assignment. |
| 2. Ability to communicate effectively and well, using a range of communication skills. (D1) |
| 3. Ability to formulate a research proposal with its appropriate methodology. (D2) |
| 4. Ability to communicate and discuss cultural context topics effectively. (D3) |
| 5. An ability to synthesise information from a number of sources in order to gain a coherent understanding of theory and practice. (D4) |
| 6. An ability to argue rationally and to draw independent conclusions based on a rigorous, analytical and critical approach to data, demonstration and argument. (D5) |
| 7. An ability to evaluate research and a variety of types of information and evidence critically.(D6) |
| 8. Ability to produce reports which are clear, analytical and logical covering a range of technical issues and include appropriate illustrations.(D7) |
| 9. The ability to use visual, verbal and written communication methods and appropriate media to represent testing, analysis, and critical appraisal of complex proposals to professional and lay audiences. (D8) |
| 10. Ability to reflect on project progress and develop enhancement strategies. (D9) |
| For more information on which modules provide which skills, see the module mapping |

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| **Programme Structures and Requirements, Levels, Modules, Credits and Awards****Master of Architecture ( MArch with ARB/RIBA Part 2 exemption)** This is a two year full-time programme. Each year of the programme is arranged in 2 x 12-week terms and a final 6-week term making 30 weeks in total. The programme is divided into two Stages (Stage 4 and Stage 5) each corresponding to one year of study. Each Stage is divided into study blocks called modules. These modules have a credit value of 15 or 30 credits; a 30-credit module for example, represents 300 hours of teaching, learning (including private study) and assessment, whereas a 15 credit module is 150 hours. In the programme, 120 credits are at M level and 120 are at H level. In each Stage, all students must take modules amounting to 120 credits. All modules must be passed in Stage 4 to progress to Stage 5. There is no opportunity for the compensation or condonement of failure. Students will have the opportunity to resubmit assessments for any failed modules over the summer. At most, two such resubmission opportunities will be permitted per module. The programme as laid out in terms of available modules is subject to change. The marks achieved will be recorded and will carry such weighting towards classification as has been approved by the relevant Faculty Board. The level of the final award – Distinction, Merit, Pass - is determined by this aggregated mark. All Stage 4 and 5 modules must be passed for the final award of MArch.**Fallback Awards:****Graduate Certificate in Architecture** (without ARB/RIBA Part 2 exemption). Students who gain at least 60 credits in Stage 4 modules(at least 40 at H level) but do not pass the stage may be eligible for the fall back award of Graduate Certificate in Architecture (without ARB/RIBA Part 2 exemption). **Postgraduate Certificate in Architecture** (without ARB/RIBA Part 2 exemption). Students who gain at least 60 credits in Stage 4 modules(at least 40 at M level) but do not pass the stage may be eligible for the fall back award of Postgraduate Certificate in Architecture (without ARB/RIBA Part 2 exemption).**Graduate Diploma in Architecture** (without ARB/RIBA Part 2 exemption). Stage 5 students who gain at least 20 credits at H level in Stage 5 (80 credits at H level overall from Stage 4 & 5) but do not pass Stage 5 may be eligible for the fall back award of Graduate Diploma in Architecture (without ARB/RIBA Part 2 exemption).**Postgraduate Diploma in Architecture** (without ARB/RIBA Part 2 exemption). Stage 5 students who gain at least 30 credits at M level in Stage 5 (90 credits at M level overall from Stage 4 & 5) but do not pass Stage 5 may be eligible for the fall back award of Postgraduate Diploma in Architecture (without ARB/RIBA Part 2 exemption).[**http://www.kent.ac.uk/teaching/qa/credit-framework/creditinfoannex4.html**](http://www.kent.ac.uk/teaching/qa/credit-framework/creditinfoannex4.html)**Exemption from Professional Examinations:**Traditionally students entering the MArch with a first degree that gives exemption from ARB/RIBA Part 1 on completion graduate with the award of MArch (with ARB & RIBA Part 2 exemption). International Entrants without ARB/RIBA Part 1 exemption (or with RIBA but not ARB Part 1 exemption) will also qualify for the same award. MArch graduates without ARB Pt 1 or a qualification giving exemption, will need to obtain both a recognised ARB Part 1 & Part 3 before they can apply to the ARB to be registered in the UK as ‘Architect’. International applicants, or students already following the MArch, without ARB Part 1, or without first degrees giving exemption from ARB Part 1, may apply directly to the ARB to take ARB Part 1 as an external candidate. This would involve paying a fee to the ARB, submitting a portfolio, and attending an interview in London. Procedures are explained at the ARB Website but KSA does not arrange this, and cannot guarantee success, but will offer advice to students enrolled on the MArch in advance of their direct approach to ARB. Details of this will be advised nearer the time.**Study Abroad** - the curriculum allows for the opportunity for students to seek study abroad opportunities in either the spring term of Stage 4 or autumn term of Stage 5. Whether through the Erasmus system (spring term Stage 4) or alternatively with individual UoK Study Abroad partner institutes (spring term Stage 4, or autumn term Stage 5 - provided host-institute’s autumn term or semester concludes before the commencement of the following UoK spring term). During the placement students will be enrolled on the dedicated MArch ‘Term Abroad’ module. The Term Abroad contributes and is assessed in line with UoK Conventions for Classifications of Awards Guidance for Examiners: Classification of Awards. **For students taking a term aboard in Stage 4** the placement will be graded on a pass/fail basis and will therefore be zero-weighted with respect to classification. If a student is unsuccessful at the first attempt and no retrieval mechanism is available at the host institute for a second attempt in the same academic year, the student may be instructed to submit a portfolio of all the academic work undertaken abroad to be marked at Kent by Kent staff on a ‘Pass/Fail’ basis for consideration at the next KSA Examination Board. This is to ensure that students studying abroad have the same opportunities for retrieval and Stage progression as the rest of their academic cohort. Modules totalling at least 60 credits (30 ECTS) must be undertaken. **Students taking a term abroad in Stage 5** will be required to submit a portfolio of work undertaken during the placement to be marked by Kent staff on their return under the MArch ‘Term Abroad’ module specification. The mark achieved will be recorded and will carry such weighting towards classification as has been approved by the relevant Faculty Board. An architecture study abroad committee will make selections and recommendations for study abroad based on the merit of the applicant following submission of an application supported by a portfolio and transcripts. All students are required to submit a written report on their study abroad within one month of their return.**N.B. All students who study abroad will progress from Stage 4 to Stage 5 in the normal way, being considered by the Kent Exam Board in the Summer****Unit System** - at the beginning of each academic year student will ballot to join one of several ‘vertical’ Design Studio teaching groups (Units). These will be run by a Unit Leader and comprise approximately equal numbers for Stage 4 and 5 students in each Unit. The Units will deliver teaching in design and where appropriate extend this into other overlapping areas of culture and technology. Units will give students a degree of choice in, and influence over, the character of their education. Vertical peer-to-peer learning engenders a sense of competition in the pursuit of excellence, both between students and between staff. Units allow for a far more diverse engagement with the complex combination of design/culture/technology. All Design modules are at M level which ensures the same pass mark, Learning Outcomes, and Assessment Criteria against a design brief common to all students in that Unit, regardless of Stage. |
| **Master of Architecture (MArch with ARB/RIBA Part 2 exemption or MArch)** \*All modules are compulsory unless where indicated below. |
| **Code** | **Title** | **Level** | **Credits** | **Term(s)** |
| **Stage 4** |
| AR836 | Design 4a | M | 30 | Autumn |
| AR837 | Design 4b | M | 30 | Spring\* |
| AR546 | Technology 4 | H | 30 | Autumn |
| AR538 | Cultural Context | H | 15 | Spring\* |
| AR540 | Employability | H | 15 | Spring\* |
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| AR840 | MArch Study Abroad\* * Optional alternative module replaces ALL modules in the Spring Term of Stage 4. Participating students MUST take AR540 *Employability* as an additional module in Spring of Stage 5.
 | M | 60 | Spring |
|  | **Total Credits Required** |  | **120** | **In Stage 4** |
| **Stage 5** |
| AR838 | Design 5a | M | 30 | Autumn\*\* |
| AR839 | Design 5b | M | 30 | Spring |
|  | ‘Options’ modules (Students follow ONE of these in the Autumn\*\* |  |  | Autumn\*\* |
| AR602 | Dissertation  | H | 30 |
| AR601 | Artefact | H | 30 |
| AR600 | Pedagogy | H | 30 |
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| AR647 | Technology 5 | H | 30 | Spring |
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| AR840 | MArch Study Abroad\*\*- Optional alternative module replaces ALL modules in the Autumn Term of Stage 5. | M | 60 | Autumn |
|  | **Total Credits Required**  |  | **120** | **In Stage 5** |
| Exceptionally at the discretion of the Programme Director, modules may be followed in alternative sequence. |

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| 1. **Work-Based Learning**

Disability Statement: Where disabled students are due to undertake a work placement as part of this programme of study, a representative of the University will meet with the work placement provider in advance to ensure the provision of anticipatory and reasonable adjustments in line with legal requirements.  |
| Where relevant to the programme of study, provide details of any work-based learning element, inclusive of employer details, delivery, assessment and support for students. |
| None |

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| 1. **Support for Students and their Learning**
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| * School and University induction programme
* Programme/module handbooks
* Library services, see http://www.kent.ac.uk/library/
* Disability and Dyslexia Support Service (DDSS), see www.kent.ac.uk/ddss/
* Centre for English and World Languages, see http://www.kent.ac.uk/cewl/index.html
* Student Learning Advisory Service, see http://www.kent.ac.uk/uelt/about/slas.html
* PASS system, see http://www.kent.ac.uk/teaching/documents/quality-assurance/codes/taught/pdf/AnnexG.pdf
* Academic Advisor system
* Kent Union, see www.kentunion.co.uk/
* Careers and Employability Services, see www.kent.ac.uk/ces/
* Counselling Service www.kent.ac.uk/counselling/
* Information Services (computing and library services), see www.kent.ac.uk/is/
* Undergraduate student representation at School, Faculty and Institutional levels
* International Office, see www.kent.ac.uk/international/
* Medical Centre, see www.kent.ac.uk/counselling/menu/Medical-Centre.html
* Student: staff ratio of approximately 15:1
* Fully equipped design studios and computing suite
* Students will be given individual module ‘briefs’, explaining fully what is required for assessment etc.
* The Senior Tutor is responsible for overseeing student progress and will identify and contact students who are experiencing difficulties, offering them appropriate support or referring them to other agencies within the University. Student may also elect to see the Senior Tutor for advice and support.
* A subject concessions committee meets to consider cases from students who have been unable to submit work due to illness or other unforeseen circumstances.
* Staff-Student Liaison Committee

**Support during Erasmus and Study Abroad**The school Director of Internationalisation will advise students on study abroad opportunities and module choices whilst studying abroad and will maintain e-mail contact with students; it is essential that students continue to access their Kent-email-account which will be the main way of communicating and supporting them while abroad. Briefing (and debriefing) meetings are organised both at School level, and centrally by the University. **Erasmus:** For Students in Europe: The European Office at the University of Kent will keep in contact with students ensuring their well-being. The Erasmus Network, through which our partnerships are being supported, guarantees academic and pastoral support and guidance while abroad. **Study Abroad**: For Students in North America and Asia: The International Office at the University of Kent will keep in contact with students ensuring their wellbeing. They have close contacts with host institutions and will advise on all aspects of living and studying in North America or Asia. The external application process may include the ability to evidence financial security and immigration status. Whilst the university will assist accepted students it remains the responsibility of the individual student to ensure all relevant visas are acquired in good time and at their expense. |

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| **Entry Profile**The minimum age to study a degree programme at the university is normally at least 17 years old by 20 September in the year the course begins. There is no upper age limit. |
| 20.1 **Entry Route**For further information, please refer to the University prospectus. |
| Entry Route: For further information, please refer to the University prospectus, Kent School of Architecture leaflets, and website <http://www.kent.ac.uk/architecture/>A good degree in Architecture (preferably 2.i or above) from a UK School of Architecture, with ARB/RIBA Pt. I exemption (or Pt. I already obtained directly from ARB/RIBA), and ideally a minimum of 6 months (minimum of three months in any one office) post Pt. I practical experience in architectural practice. Exceptionally, well-qualified international students will be considered for entry without Part 1 exemption..**Advanced Entry procedures**Applicants are usually considered for entry to the full two years duration of study. In exceptional circumstances they may be considered for advanced entry. In this case, they are considered under APE/CL (Accreditation of Prior Experiential/Certificated Learning). Applicants will be directed to the Faculty website, where the academic criteria for Stage 4 will be located. Applicants will be invited for interview if the School is considering offering a place. At the interview, any ‘grey areas’ can be discussed, and additional information brought to bear on the application. Applicants will be assessed as to whether they have met the academic criteria for Stage 4 of the programme, thus enabling entry into Stage 5.The University procedures for APE/CL are always adhered to and are clear and robust, particularly in relation to the mapping of learning outcomes. As part of this process, the School is required to complete a ‘Decision Form’. A key part of this document is section 4, which requires a mapping of how learning outcomes from an external award (i.e. Stage 4 elsewhere) map onto the learning outcomes of the Kent award for which APE/CL is sought in order to confirm equivalence. Additionally, candidates for direct entry are interviewed in order to verify the mapping of their portfolios against the KSA Stage 4 (first year MArch) outcomes. The decision is also referred to an External Examiner. Once completed, the decision form is sent to the Admissions Department. Only those with the status ‘approved’ would be admitted to the University. Once the School has decided to offer an applicant a place, an External Examiner is consulted. Once approval from the External Examiner has been obtained, all cases for advanced entry are submitted to the University central APE/CL Board for its approval. It is the responsibility of the School Admissions Officer to oversee all cases of advanced entry, to all stages of its undergraduate degree programmes. |
| 20.2 **What does this programme have to offer?** |
| * An excellent grounding in architectural design studies
* The opportunity to take further steps towards a rewarding career as a professional architect within a friendly and highly motivated School.
* The development of a broad range of skills that are highly sought after by employers and which open up a wide range of careers to graduates, within the architecture as well as other professional fields.
* A creative studio culture
* Engagement with the region
* Links with local employers and professional practitioners
* Strong European and North American links
* A wide variety of visiting lecturers
* Fieldwork
* International study visits and field trips
* Public exhibitions of student work
* A diverse offer of Design Units and ballot system to express a choice preference.
* Study abroad opportunities.
* Options for module sequence to suit study abroad or Design Unit choice.
* Voluntary Tutorial Assistant initiative where MArch students can assist in the teaching of design and communications to Stage 1 Architecture students.
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| 20.3 **Personal Profile** |
| * An interest in the design of the places we live and work in
* A desire to become a professional architect and help shape the spaces and places we inhabit
* A willingness to engage in informed debate about the future and direction of architecture and a sustainable environment.
* A willingness to acquire technical and IT skills.
* A commitment to develop the skills required to analyse design briefs and generate exciting solutions.
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| 1. **Methods for Evaluating and Enhancing the Quality and Standards of Teaching and Learning**
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| **21.1 Mechanisms for review and evaluation of teaching, learning, assessment, the curriculum and outcome standards** |
| * Student evaluations are carried out periodically to gauge student’s satisfaction with the modules of study and the learning environment
* Annual reports are produced for the programme which identify strengths and areas for improvement see http://www.kent.ac.uk/teaching/qa/codes/taught/annexe.html
* External examiners' reports monitor the quality and standards set by the profession and the government see http://www.kent.ac.uk/teaching/qa/codes/taught/annexk.html
* Periodic programme review takes place annually to make minor changes and every 4 years to consider any major changes in direction see http://www.kent.ac.uk/teaching/qa/codes/taught/annexf.html
* Annual staff appraisal provides the means for staff to identify their own developmental needs and ensures that students receive the best possible teaching
* Peer observation amongst staff mirrors that of the student critique where students learn from each other and gives staff the opportunity to improve their teaching methods and skills
* Quality Assurance Framework, <http://www.kent.ac.uk/teaching/qa/codes/index.html>
* QAA Institutional Review, see <http://www.qaa.ac.uk/InstitutionReports/types-of-review/IRENI/Pages/default.aspx>
* External accreditation by the Architects Registration Board (prescription) and the Royal Institute of British Architects (validation) ensures the qualification you gain is compatible with the needs of the profession and society
 |
| **21.2 Committees with responsibility for monitoring and evaluating quality and standards** |
| * Staff/Student Liaison Committee meetings are held regularly to help solve any day to day issues and identify more long term matters that should be considered at formal committee meetings
* School Learning and Teaching Committee
* Faculty Learning and Teaching Committee
* Faculty Board
* The University Learning and Teaching Board
* The Board of Examiners (including External Examiners)
 |
| 21.3 **Mechanisms for gaining student feedback on the quality of teaching and their learning experience** |
| * Student evaluations are conducted annually to gauge their satisfaction with the programme
* Staff/Student consultative committee
* Student representation on other committees
* Programme monitoring takes place annually to enhance and develop provision.
* Approximately every six years the programme is subject to review.
* The Quality Assurance Agency also conducts institutional audits of the University’s quality and enhancement standards.
* Annual National Student Survey.
* University complaints procedures.
 |
| 21.4 **Staff Development priorities include:** |
| * PGCHE requirements
* ILT membership
* Annual appraisals
* Institutional Level Staff Development Programme
* Academic Practice Provision (PGCHE, ATAP and other development opportunities)
* Professional body membership and requirements
* Programme team meetings
* Research seminars
* Conferences
* Study leave
* Research seminars run by CASE and CREAte
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| 1. **Indicators of Quality and Standards**
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| * Results of periodic programme review *(last PPR 2011)*
* QAA Higher Education Review 2015
* Annual External Examiner reports
* Annual programme and module monitoring reports
* The programme is prescribed by the ARB and is validated by the RIBA
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| 22.1The following reference points were used in creating these specifications: |
| * QAA UK Quality Code for Higher Education
* QAA Subject Benchmark Statement Architecture
* ARB and RIBA jointly-held Graduate Criteria and Attributes for architectural education
* EU Directive: 11 points of architectural education
* School and Faculty plan
* University Plan/Learning and Teaching Strategy
* Staff research activities
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