

## Part one: Programme Specification

### Course record information

Name and level of final awards:	MA Architecture MA Architecture (Cultural Identity and Globalisation) MA Architecture (Digital Media) MA Architecture (History and Theory) The Masters degrees named above are Bologna FQ-EHEA second cycle degree or diploma compatible.
Name and level of intermediate awards:	Postgraduate Diploma in Architectural Studies Postgraduate Certificate in Architectural Studies
Awarding body/institution:	University of Westminster
Status of awarding body/institution:	Recognised Body
Location of delivery:	Marylebone Road
Language of delivery and assessment:	English
Course/programme leader:	Richard Difford / Samir Pandya / Davide Deriu
Course URL:	<a href="http://www.westminster.ac.uk/courses/subjects/architecture-and-interiors/postgraduate-courses/full-time/p09fpadm-ma-architecture">http://www.westminster.ac.uk/courses/subjects/architecture-and-interiors/postgraduate-courses/full-time/p09fpadm-ma-architecture</a>
Mode and length of study:	1 year full time or 2 years part time
University of Westminster course code:	ARCPARC
JACS code:	
UKPASS code:	
QAA subject benchmarking group:	N/A
Professional body accreditation:	N/A
Date of course validation/review:	2014
Date of programme specification:	2014/15

## Admissions requirements

Generally, a good undergraduate degree (i.e. First, Upper-Second, or Lower-Second Class Honours) in Architecture. Applicants with qualifications in subject areas cognate to the course will be considered on merit. In certain cases, and subject to evidence of equivalent prior study, or, acceptance of Credit Transfer, entry may be permitted into the course at an assessment point other than the first. If your background is in another field you may be considered providing you are able to demonstrate practical experience or knowledge of Architecture or design at the appropriate level.

Applicants are required to provide evidence of prior study, experience and interests in the form of a portfolio of work, which is verified to the Admissions Office by the Course Leader or Course Admissions Tutor

plus

A personal statement, which clearly articulates why the student wants to study on the course.

Students whose secondary education has been in a language other than English will require either:

IELTS 6.5 or above; Cambridge Proficiency at level B and TOEFL – paper 600; computer based 250 and on line 92 overall with a min of 20 in the writing element.

**NB - No other language equivalence test or pre-sessional English certificate will be accepted.**

## Aims of the course

The MA Architecture programme is part of a suite of Masters offered by the Department of Architecture aimed at graduates looking to further their education and enhance their employability by acquiring new knowledge and skills. Focused on architectural research, the MA Architecture also offers a firm grounding for those seeking to pursue further research and/or an academic career.

The MA Architecture provides a course that is wide-ranging and flexible, facilitating alternative modes of study and a range of options, including both written and design-based theses. The programme also allows for specialism through its three pathways: Architecture (Cultural Identity and Globalisation); Architecture (Digital Media) and Architecture (History and Theory). Or alternatively, students can also create their own individual pathway, under the title MA Architecture, by selecting and combining relevant modules that meet their individual requirements.

The primary aims of the MA Architecture programme are:

- To stimulate graduates in architecture and cognate design fields to develop their artistic, aesthetic and intellectual vision through use of a wide range of media and in order to create design-oriented proposals with a high level of spatial, material and formal resolution;
- To stimulate graduates in architecture and cognate design fields to analyse trends in architecture, design theory and practice on the basis of their research and critical

judgement, and to use these insights to produce high quality written work in a scholarly manner;

- To enable students to determine appropriate methodologies for research in architecture and design, and to use these techniques to formulate intellectual and creative work which investigates specific aspects or issues within the subject;
- To encourage students to develop systematic and critical ways of understanding that can expand and enhance the level of discourse about architecture and design.

Additionally, the MA Architecture (Cultural Identity and Globalisation) aims to:

- support the comprehension and critical analysis of concepts of cultural identity and globalisation in relation to architecture and urbanism in a systematic, coherent and intellectual manner;
- foster a systematic and critical understanding of ways in which processes and concepts of cultural identity and globalisation can be utilised for architectural design;
- provide the methodological understanding and skills required to identify, access, engage, and interpret sites with complex cultural contexts, processes, and communities;
- encourage synthesise of knowledge gained through creative proposals with a high level of spatial, material, and formal resolution.

Additionally, the MA Architecture (Digital Media) aims to:

- encourage originality in design through the application and integration of digital media technologies both as part of the design process and as integrated into the architectural fabric.
- foster a systematic understanding and critical awareness of the spatial, material, social and cultural implications of digital media in architecture.
- provide practical skills in the use of digital design and presentation techniques.
- encourage the development of intellectual, organisational and creative abilities with respect to independent research and the innovative use of new technologies.

Additionally, the MA Architecture (History and Theory) aims to:

- foster an advanced knowledge of current debates in architecture as well as an ability to situate them within a wider social and cultural context;
- encourage the development of critical and creative research approaches to architecture informed by contemporary theories;
- provide a series of conceptual tools for investigating and interpreting architecture through design, written, and visual media;
- stimulate an understanding of architectural and urban history with a particular focus on London's buildings, cultural heritage, and representations.

## **Employment and further study opportunities**

Today's organisations need graduates with both good degrees and skills relevant to the workplace, ie employability skills. The University of Westminster is committed to developing employable graduates by ensuring that:

- Career development skills are embedded in all courses

- Opportunities for part-time work, placements and work-related learning activities are widely available to students
- Staff continue to widen and strengthen the University's links with employers in all sectors, involving them in curriculum design and encouraging their participation in other aspects of the University's career education and guidance provision
- Staff are provided with up-to-date data on labour market trends and employers' requirements which will inform the service delivered to students.

The course is intended to further the education of design graduates who will find employment in architectural practice, or related disciplines. The specialist options offered within the MA Architecture course are intended to provide students with further employability skills related to architectural theory and creative design practice. Examples include the visual arts, urban design, journalism, exhibition design/curatorship, historical conservation, web/media, graphics, and the film industry; as well as multidisciplinary and traditional architectural design practices.

The MA Architecture may also form a platform for continuing study with a career in academia or research. The Department of Architecture offers suitable applicants the opportunity to study for an MPhil/PhD degree, both through the traditional written research mode, and also through a PhD by Design route.

## **Learning outcomes**

Learning outcomes are statements on what successful students have achieved as the result of learning. These threshold statements of achievement are linked to the knowledge, understanding and skills that a student will have gained on successfully completing a course. For all the learning outcomes for each module on the MA Architecture course and associated pathways refer to the module descriptors included in the Course Handbook.

## **Knowledge and understanding**

Upon successful completion of this course, students will have acquired the requisite knowledge and understanding to demonstrate:

- the ability to utilise a wide range of media to develop their aesthetic and intellectual vision within the field of creative practice, intellectual, critical and creative abilities and capacity for independent study;
- the ability to conduct advanced self-directed research through appropriate methods of examination, analysis and presentation;
- the ability to investigate selected design issues through the formulation, analysis and application of relevant advanced research;
- a thorough theoretical understanding of the key concepts underpinning the course, and their relevance to architectural culture and design;
- the ability to apply a broad range of relevant sources to support a critical and reasoned position.

Additionally, the students of the MA Architecture (Cultural Identity and Globalisation) will be able to:

- critically appraise key concepts relating issues of cultural identity and globalisation to architectural design and representational practices.
- situate architectural designs within wider cultural, political and economic contexts.
- evaluate alternative investigative and design methodologies in order to appraise 'best-fit' approaches to examining and responding to complex cultural contexts.

Additionally, the students of the MA Architecture (Digital Media) will be able to:

- critically appraise and interpret new media technologies in relation to existing representational practices and conventions.
- assess the social and cultural impact of specific digital media technologies with respect to the built environment and their historical and cultural context.
- evaluate and select appropriate digital media techniques, concepts and theories for the explorations of architectural themes and ideas.
- make original and creative use of digital media applications in the context of formal/spatial design.

Additionally, the students of the MA Architecture (History and Theory) will be able to:

- demonstrate critical understanding of the contemporary theoretical context in which architects and cognate designers operate.
- discern key issues in architectural discourse and practice, and comprehend their social and cultural implications.
- apply a reflective approach to architectural research by means of advanced design-based explorations and/or critical-interpretive modes of investigation.
- conduct architectural research supported by theoretical and historical sources, and critically assess the information about a given subject of interest.

## **Specific skills**

Upon successful completion of this course, students will have developed appropriate subject- specific skills that will allow them to demonstrate:

- an ability to engage in a high level of self-motivated independent study and research;
- an ability to synthesise coherently the knowledge and understanding gained in the course in a written thesis and/or if a design component is included as part of the thesis, an ability to produce design projects of considerable conceptual, spatial, material, formal and technological resolution;
- an ability to apply information research skills in a wide range of contexts;
- an awareness of how the knowledge and skills gained in the course has resulted in the ability to develop a sustained programme of architectural investigation and resolution driven by the individual student's interests/background in a complex, sophisticated and critical manner.

Additionally, the students of the MA Architecture (Cultural Identity and Globalisation) will be able to:

- conduct self-directed ethnographic research within built environment contexts and interpret findings to inform architectural design concepts;
- formulate original and creative methodologies and concepts to inform designs which reflect and/or critique complex cultural contexts.

Additionally, the students of the MA Architecture (Digital Media) will be able to:

- Conduct and document self-directed learning and research with respect to new media technologies and their application.
- Successfully apply digital media tools and techniques to generate architectural design.
- Integrate key interactive and computer controlled technologies into architectural design and fabrication.
- Coherently communicate complex theoretical/design propositions and conclusions in both verbal and written form.

Additionally, the students of the MA Architecture (History and Theory) will be able to:

- Conduct independent research into architecture with a critical awareness of its historical and cultural contexts.
- Apply a range theoretical and practical tools to the analysis, investigation, and interpretation of architectural issues.
- Deploy critical thinking skills in the practice of architectural design.
- Formulate critical ideas and coherently convey them in appropriate verbal, written, and visual forms.

## **Key transferable skills**

Each module defines the respective transferable skills that the student will encounter:

### Group working

The student will be capable of working effectively with a group as leader or member. Also must demonstrate the ability to clarify the task and make appropriate use of the capacities of group members. Is able to negotiate and handle conflict with confidence.

### Learning resources

The ability to effectively utilise the full range of learning resources.

### Self-evaluation

The student must, clearly display the ability to reflect and evaluate their own work at every stage of the module.

### Information management

The student must be capable of identifying through careful research relevant source material or references, and competently manage the use of this information with the minimum of guidance.

### Autonomy

The student must be capable of independent thought and self critical analysis and where appropriate be able through participation in tutorials or seminars to share their learning in aiding others.

### Communication

The student must be able to engage confidently in academic and professional communication with others, reporting on action clearly, autonomously and competently.

### Problem-solving

Throughout the student should demonstrate the capability of independent learning commensurate with continuing professional study.

## **Learning, teaching and assessment methods**

### **Learning**

Student study is based on a combination of seminar-based and studio-based activities that are aimed at ensuring a diverse and interactive learning environment.

The seminar is the main setting where students engage with key theoretical and methodological issues. This system fosters the development of personal transferable skills through discussion, presentation, and group work. By operating in conjunction with lectures and tutorials, the seminar system encourages students to undertake independent learning tasks, both in relation to specific modules and in preparation for the Major Thesis Project.

For design work, the studio system facilitates student-centred learning, transferring an increasing degree of autonomy to the student throughout the course. It encourages diversity in academic debate providing a platform for the exchange of views and additionally provides opportunity for external, vocational criticism from practising professionals and academic staff.

The student's individual thesis projects are undertaken in the context of the thematically led research groups or 'labs' associated with each of the pathways. Each group is supervised by a member of the core teaching staff, supported as necessary by other full-time, or part-time, staff. Development of project-based learning facilitates interpersonal student learning and group exchange of information. The studio system also promotes variety in project work. Students are encouraged to set their own agendas within the specific pedagogical parameters set out by the project staff. Learning is 'goal-centred' and related to individual student programmes. Project work will reflect contemporary issues or, where appropriate, draw upon historical, social or cultural aspects in architecture and spatial design.

### **Teaching**

Teaching practices are wide ranging but the student will be exposed to the following pedagogical methods:

- Task-based Project Workshops: project working provides both a focus and a structure against which the pedagogical demands of the course can be articulated.
- Individual and Group Tutorials: where the students and tutor will discuss the detailed progress of a particular project, its problems and possibilities.
- Lectures: supporting lectures in specialist topics delivered by invited visiting speakers.
- Seminars: conducted in small groups to disseminate material from lectures and student material.

- **Jury Criticism:** is group based and requires students to present in public (to course staff, peers and invited critics) their project work to date; such continuous assessment of the project base is by jury criticism only, affording students an opportunity to advocate their ideas directly to the assessment panel.
- **Student-Centred Learning:** The need to develop students' skills in path finding and decision-making has resulted in the introduction of Student-Centred Learning. It is regarded as a vital extension of formalised teaching and learning methods. Students will be guided by the subject tutors in their development of learning methods other than the structured methods described above. Improved time management techniques and the detailed appreciation of the use of sources of information towards a clearly determined objective are seen as important outcomes resulting from student centred learning.
- **Self-Directed Private Study:** Students are expected to underpin their learning by private study. To assist students the University provides a variety of support including libraries, workshops and computing facilities (see the appropriate sections in the Course Handbook).

## **Assessment**

The specific assessment requirements are described within the module descriptors and the criteria for assessment are related to the overall expected standard of achievement.

The nature of the creative and intellectual areas of expertise with which the course is concerned demands a variety of assessment types. The use of a range of assessment types also enables students to express their competence in a variety of settings, suited to different individual working styles. The relative weightings for each vary from module to module depending upon the underlying strategy and learning outcome of the module.

Learning and Communication skills are vital within architecture and design therefore assessment formats and presentation sessions are designed to add value to the learning experience in terms of the development of effective visual, verbal and written communication techniques.

All assessment of modules on the course will be continuous.

N.B. At both interim reviews and final assessments departmental staff external to the course will be present whenever possible. Part-time and visiting tutors together with other departmental tutors will supplement the course team as appropriate for tutorial instruction, criticism and assessment.

## **Course structures**

This section shows the core and option modules available as part of the course and their credit value. Full-time postgraduate students study 180 UK credits in one year. Part-time students will normally complete 180 UK credits in two years.

Please note: Not all pathways and option modules will necessarily be offered in any one year. The options available may also be limited by the compatibility of individual timetables. Each student's choice of modules must be agreed in consultation with the course leader.



## MA Architecture

In addition to the 60 credit thesis project, students take two 20 credit core modules and choose one 40 credit plus two 20 credit option modules.

Module code	Module title	Status	UK credit	ECTS
<u>Full time mode:</u>				
<i>Semester 1</i>				
AACI705	Research and Positioning	Core	20	10
ARCH700	Thesis Development	Core	20	10
AACI704	Theories of Identity	Option	40	20
AADM700	Programming and Computational Design	Option		
AARC706	Critical Issues in Architecture	Option		
<i>Semester 2 and 3</i>				
ARCH701	Major Thesis Project	Core	60	30
AACI707	Ethnographic Ways of Knowing	Option	20	10
AARC709	Picturing London	Option		
4ACI7A3	Site and Motion	Option		
AACI706	City Cultures	Option	20	10
4ACI7A4	Applied Animation	Option		
4ACI7A1	Introduction to Design Computing	Option		
		<b>Total:</b>	<b>180 UK credits</b>	

<u>Part time mode:</u>				
<i>Year 1 Semester 1</i>				
AACI704	Theories of Identity	Option	40	20
AADM700	Programming and Computational Design	Option		
AARC706	Critical Issues in Architecture	Option		
<i>Year 1 Semester 2</i>				
AACI707	Ethnographic Ways of Knowing	Option	20	10
AARC709	Picturing London	Option		
4ACI7A3	Site and Motion	Option		
AACI706	City Cultures	Option	20	10
4ACI7A4	Applied Animation	Option		
4ACI7A1	Introduction to Design Computing	Option		
<i>Year 2 Semester 1</i>				
AACI705	Research and Positioning	Core	20	10
ARCH700	Thesis Development	Core	20	10
<i>Year 2 Semester 2</i>				
ARCH701	Major Thesis Project	Core	60	30
		<b>Total:</b>	<b>180 UK credits</b>	

## MA Architecture (Cultural Identity and Globalisation)

In addition to the 60 credit thesis project, students take two 20 credit core modules, one 40 credit and one 20 credit pathway module, plus one 20 credit option module

Module code	Module title	Status	UK credit	ECTS
<u>Full time mode:</u>				
<i>Semester 1</i>				
AACI705	Research and Positioning	Core	20	10
ARCH700	Thesis Development	Core	20	10
AACI704	Theories of Identity	Pathway	40	20
<i>Semester 2 and 3</i>				
ARCH701	Major Thesis Project	Core	60	30
AACI707	Ethnographic Ways of Knowing	Pathway	20	10
AARC709	Picturing London	Option	20	10
4ACI7A3	Site and Motion	Option		
AACI706	City Cultures	Option		
4ACI7A4	Applied Animation	Option		
4ACI7A1	Introduction to Design Computing	Option		
<b>Total:</b>			<b>180 UK credits</b>	

<u>Part time mode:</u>				
<i>Year 1 Semester 1</i>				
AACI704	Theories of Identity	Pathway	40	20
<i>Year 1 Semester 2</i>				
AACI707	Ethnographic Ways of Knowing	Pathway	20	10
AARC709	Picturing London	Option	20	10
4ACI7A3	Site and Motion	Option		
AACI706	City Cultures	Option		
4ACI7A4	Applied Animation	Option		
4ACI7A1	Introduction to Design Computing	Option		
<i>Year 2 Semester 1</i>				
AACI705	Research and Positioning	Core	20	10
ARCH700	Thesis Development	Core	20	10
<i>Year 2 Semester 2</i>				
ARCH701	Major Thesis Project	Core	60	30
<b>Total:</b>			<b>180 UK credits</b>	

## MA Architecture (Digital Media)

In addition to the 60 credit thesis project, students take two 20 credit core modules, one 40 credit and one 20 credit pathway module, plus one 20 credit option module

Module code	Module title	Status	UK credit	ECTS
<u>Full time mode:</u>				
<i>Semester 1</i>				
AACI705	Research and Positioning	Core	20	10
ARCH700	Thesis Development	Core	20	10
AADM700	Programming and Computational Design	Pathway	40	20
<i>Semester 2 and 3</i>				
ARCH701	Major Thesis Project	Core	60	30
4ACI7A3	Site and Motion	Pathway	20	10
AACI707	Ethnographic Ways of Knowing	Option	20	10
AARC709	Picturing London	Option		
AACI706	City Cultures	Option		
4ACI7A4	Applied Animation	Option		
4ACI7A1	Introduction to Design Computing	Option		
<b>Total:</b>			<b>180 UK credits</b>	

<u>Part time mode:</u>				
<i>Year 1 Semester 1</i>				
AADM700	Programming and Computational Design	Pathway	40	20
<i>Year 1 Semester 2</i>				
4ACI7A3	Site and Motion	Pathway	20	10
AACI707	Ethnographic Ways of Knowing	Option	20	10
AARC709	Picturing London	Option		
AACI706	City Cultures	Option		
4ACI7A4	Applied Animation	Option		
4ACI7A1	Introduction to Design Computing	Option		
<i>Year 2 Semester 1</i>				
AACI705	Research and Positioning	Core	20	10
ARCH700	Thesis Development	Core	20	10
<i>Year 2 Semester 2</i>				
ARCH701	Major Thesis Project	Core	60	30
<b>Total:</b>			<b>180 UK credits</b>	

## MA Architecture (History and Theory)

In addition to the 60 credit thesis project, students take two 20 credit core modules, one 40 credit and one 20 credit pathway module, plus one 20 credit option module

Module code	Module title	Status	UK credit	ECTS
<u>Full time mode:</u>				
<i>Semester 1</i>				
AACI705	Research and Positioning	Core	20	10
ARCH700	Thesis Development	Core	20	10
AARC706	Critical Issues in Architecture	Pathway	40	20
<i>Semester 2 and 3</i>				
ARCH701	Major Thesis Project	Core	60	30
AARC709	Picturing London	Pathway	20	10
AACI707	Ethnographic Ways of Knowing	Option	20	10
4ACI7A3	Site and Motion	Option		
AACI706	City Cultures	Option		
4ACI7A4	Applied Animation	Option		
4ACI7A1	Introduction to Design Computing	Option		
<b>Total:</b>			<b>180 UK credits</b>	

<u>Part time mode:</u>				
<i>Year 1 Semester 1</i>				
AARC706	Critical Issues in Architecture	Pathway	40	20
<i>Year 1 Semester 2</i>				
AARC709	Picturing London	Pathway	20	10
AACI707	Ethnographic Ways of Knowing	Option	20	10
4ACI7A3	Site and Motion	Option		
AACI706	City Cultures	Option		
4ACI7A4	Applied Animation	Option		
4ACI7A1	Introduction to Design Computing	Option		
<i>Year 2 Semester 1</i>				
AACI705	Research and Positioning	Core	20	10
ARCH700	Thesis Development	Core	20	10
<i>Year 2 Semester 2</i>				
ARCH701	Major Thesis Project	Core	60	30
<b>Total:</b>			<b>180 UK credits</b>	

## Academic regulations

The MA Architecture and associated pathways and intermediate awards operate in accordance with the University's Academic Regulations and the *Framework for Higher Education Qualifications in England, Wales and Northern Ireland* published by the Quality Assurance Agency for Higher Education (QAA) in 2008.

All students should make sure that they access a copy of the current edition of the general University handbook called Essential Westminster, which is available at [westminster.ac.uk/essential-westminster](http://westminster.ac.uk/essential-westminster). The following regulations should be read in conjunction with the *Modular Framework for Postgraduate Courses* and relevant sections of the current *Handbook of Academic Regulations*, which is available at [westminster.ac.uk/academic-regulations](http://westminster.ac.uk/academic-regulations).

## Award

To qualify for the award of **MA Architecture / MA Architecture (Cultural Identity and Globalisation) / MA Architecture (Digital Media) / MA Architecture (History and Theory)**, a student must:

- obtain a minimum of 180 credits at Level 7;
- attempt modules worth no more than 240 credits (see section 18.29 and 18.37);  
Note: A first attempt of any module will count as an attempt, and a re-attempt of any module that a student has failed will count as a further, separate attempt. Re-assessment following referral at the first sit will not count as a further separate attempt.
- satisfied the requirements contained within any course specific regulations for the relevant Course Scheme.

The University may award a Masters Degree with Merit to a student whose marks average at least 60% across modules at Level 7 or a distinction to a student whose marks average at least 70% across the modules at Level 7.

The intermediate awards of Postgraduate Certificate or Postgraduate Diploma in Architectural Studies is available for students who are unable to complete the course. To qualify for the Postgraduate Certificate in Architectural Studies a student must pass 60 credits from the MA Architecture or associated pathways. To qualify for the Postgraduate Diploma in Architectural Studies a student must pass 120 credits from the MA Architecture or associated pathways. There are no pathway specific intermediate awards.

## Support for students

Upon arrival, an induction programme will introduce students to the staff responsible for the course, the campus on which they will be studying, the Library and IT facilities and to the Faculty Registry. Students will be provided with the Course Handbook, which provides detailed information about the course. Students are allocated a personal tutor who can provide advice and guidance on academic matters.

Learning support includes four libraries, each holding a collection of resources related to the subjects taught at their Faculty. Students can search the entire library collection online through the Library Search service to find and reserve printed books, and access electronic resources (databases, e-journals, e-books).

Students can choose to study in the libraries, which have areas for silent and group study, desktop computers, laptops for loan, photocopying and printing services. They can also choose from several computer rooms at each campus where desktop computers are available with the general and specialist software that supports the courses taught at their

Faculty. Students can also securely connect their own laptops and mobile devices to the University wireless network.

The University uses a Virtual Learning Environment called Blackboard where students access their course materials, and can communicate and collaborate with staff and other students.

Student Affairs provide advice and guidance on accommodation, financial and legal matters, personal counselling, health and disability issues, careers and the chaplaincy providing multi-faith guidance. The Student Affairs Hub is located at 101 New Cavendish Street, Cavendish House (1st Floor), with an additional office located at the Harrow Campus.

<http://www.westminster.ac.uk/study/new-students/when-you-arrive>

The University of Westminster Students' Union also provides a range of facilities to support all students during their time at the University. <http://www.uwsu.com/>

## **Reference points for the course**

### **Internally**

Westminster University's Framework for Postgraduate Courses; Assessment Regulations; and the Essential Information: Postgraduate Student Guide, Course Frameworks, Regulations and Policies.

### **Externally**

The framework for higher education qualifications in England, Wales and Northern Ireland (The Quality Assurance Agency for Higher Education, August 2008).

## **Quality management and enhancement**

### **Course management**

The management structure supporting the course is as follows:

Coordinator of Postgraduate Studies, Richard Difford, is responsible for the overall co-ordination of postgraduate masters courses in the Department of Architecture

Course pathway leaders, Samir Pandya (Cultural Identity and Globalisation), Richard Difford (Digital Media) and Davide Deriu (History and Theory) are responsible for the day-to-day running and overall management of the course. They are also responsible for the development of the curriculum and its delivery.

Katharine Heron, Head of Department, holds overall responsibility for the course, and for the other courses run by the Department of Architecture within the Faculty of Architecture and the Built Environment;

Professor David Dernie, Dean of Faculty, holds overall responsibility for all courses run by the Faculty of Architecture and the Built Environment.

### **Course approval, monitoring and review**

The course was initially approved by a University Validation Panel in 2010. The panel included internal peers from the University and external subject specialists from academia

and industry to ensure the comparability of the course to those offered in other universities and the relevance to employers. Periodic course review helps to ensure that the curriculum is up-to-date and that the skills gained on the course continue to be relevant to employers.

The course is monitored each year by the Faculty to ensure it is running effectively and that issues which might affect the student experience have been appropriately addressed. Staff will consider evidence about the course, including the outcomes from each Course Committee, evidence of student progression and achievement and the reports from external examiners, to evaluate the effectiveness of the course. The Annual Monitoring Sub-Committee considers the Faculty action plans resulting from this process and the outcomes are reported to the Academic Council, which has overall responsibility for the maintenance of quality and standards in the University.

### **Student involvement in Quality Assurance and Enhancement**

Student feedback is important to the University and student views are taken seriously. Student feedback is gathered in a variety of ways. The most formal mechanism for feedback on the course is the Course Committee. Student representatives will be elected to sit on the Committee to represent the views of their peer group in various discussions. The University and the Students' Union work together to provide a full induction to the role of the Course Committee.

All students are invited to complete a Module Feedback Questionnaire before the end of each module. The feedback from this will inform the module leader on the effectiveness of the module and highlight areas that could be enhanced. The University also has an annual Student Experience Survey which elicits feedback from students about their course and University experience.

Students meet with review panels when the periodic review of the course is conducted to provide oral feedback on their experience on the course. Student feedback from course committees is part of the Faculty's quality assurance evidence base.

### **For more information about this course:**

Contact the Course Leader: Richard Difford; [difforr@westminster.ac.uk](mailto:difforr@westminster.ac.uk) or visit the University of Westminster website at <http://www.westminster.ac.uk>.

**Please note:** This programme specification provides a concise summary of the main features of the course and the learning outcomes that a student might reasonably be expected to achieve and demonstrate if s/he takes full advantage of the learning opportunities that are provided. This specification should be read in conjunction with the Course Handbook provided to students and Module Handbooks, which provide more detailed information on the specific learning outcomes, content, teaching, learning and assessment methods for each module.

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