



# UNIVERSITY OF LINCOLN

## Programme Specification

Title:

### Master of Architecture

Final Award: **Master of Architecture (MArch)**

With Exit Awards at:

**Postgraduate Certificate (PG Cert)**

**Postgraduate Diploma (PG Dip)**

**Master of Architecture (MArch)**

To be delivered from:

<b>Level</b>	<b>Date</b>
Masters or Postgraduate Certificate (PG Cert)	2017-18
Masters or Postgraduate Diploma (PG Dip)	2017-18
Masters or Master of Architecture (MArch)	2017-18

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## **1. Introduction**

This document describes one of the University of Lincoln's programmes using the protocols required by the UK National Qualifications Framework as defined in the publication *QAA guidelines for preparing programme specifications*.

This programme operates under the policy and regulatory frameworks of the University of Lincoln.

## 2. Basic Programme Data

<b>Final Award:</b>	Master of Architecture (MArch)
<b>Programme Title:</b>	Master of Architecture
<b>Exit Awards and Titles</b>	Postgraduate Certificate (PG Cert) Postgraduate Diploma (PG Dip) Master of Architecture (MArch)
<b>Subject(s)</b>	Architecture
<b>Mode(s) of delivery</b>	Full Time Part Time
<b>Is there a Placement or Exchange?</b>	No
<b>UCAS code</b>	
<b>Awarding Body</b>	University of Lincoln
<b>Campus(es)</b>	Lincoln Campus
<b>School(s)</b>	School of Architecture & Design
<b>Programme Leader</b>	Doina Carter (docarter)
<b>Relevant Subject Benchmark Statements</b>	
<b>Professional, Statutory or Regulatory Body Accreditation</b>	Architects Registration Board (ARB), Royal Institute of British Architects (RIBA)
<b>Programme Start Date</b>	2017-18

## **3. Programme Description**

### **3.1 Overview**

The Masters of Architecture is awarded by the University of Lincoln and meets all the Criteria for Validation held in common by the Royal Institute of British Architects (RIBA) for validation and the Architects Registration Board (ARB) for prescription at Part 2, and all points of the European Union Directive (EC2005/36) and is accredited by the Commonwealth Association of Architects.

The programme is distinctive in that it emphasises skills in design/research through individual study and groupwork in seminars and studio activities and at the same time develops critical reflection on personal aims, achievements and design philosophy within a framework of structured theoretical debate and individual research.

### **3.2 Aims and Objectives**

The programme is seen as primarily vocational and concentrates on the education of aspiring practicing architects. The aims and objectives of the course can be summarised as:

Aims:

- (a) To consolidate the student's knowledge base in the subject of Architecture.
- (b) To further develop the students' capabilities in the design of the built environment.
- (c) To develop the student's critical faculties.
- (d) To prepare the student for the profession of Architecture.

Objectives:

- (a) To provide an education capable of being used for:
  - Subsequent education and/or professional qualification as an architect.
  - Subsequent education and/or professional qualification in subjects related to architecture.
  - Continuing study and research as the basis for an academic career
- (b) To develop skills in discussion and team working specific to the career as a practicing architect.
- (c) To develop critical awareness of personal aims and achievements

### **3.3 Variations to Standard Regulations and Guidance**

None

## 4. Programme Outcomes

Programme-level learning outcomes are identified below.

Refer to *Appendix I – Curriculum Map* for details of how outcomes are deployed across the programme.

### 4.1 Knowledge and Understanding

On successful completion of this programme a student will have knowledge and understanding of:

- 1 Identify and critically appraise a range of theories and methodologies in architectural design, and evaluate the relevance of particular theoretical approaches to their own practice.
- 2 Analyse and synthesise information and ideas in creating a response to complex design and research problems in architecture
- 3 Demonstrate knowledge of the social, political, economic and professional factors that guide design and construction practice
- 4 Demonstrate the regulatory requirements that control building construction, including accessibility, health and safety legislation, building regulations and development controls
- 5 Demonstrate understanding of the fundamental principles of and theories associated with environmental design issues such as the relationship between climate, built form, construction, life style, energy consumption and human well being
- 6 Demonstrate understanding of sustainable building technologies and construction methods
- 7 Demonstrate an awareness of the human scale in the design of buildings and the spaces between them

### 4.2 Subject Specific Intellectual Skills

On successful completion of this programme a student will be able to:

- 8 Critically appraise and form considered judgements about spatial, aesthetic, and technical qualities of a design
- 9 Generate, test and analyse design options, and draw conclusions that display methodological and theoretical rigour in respect of the social, cultural, political, economic and/or historical conditions influencing design and construction
- 10 Produce concise documentation that critically argues cultural, theoretical and technical design issues
- 11 Demonstrate an understanding of the influences on the contemporary built environment of individual buildings, the design of cities, past and present societies and wider global issues

### 4.3 Subject Specific Practical Skills

On successful completion of this programme a student will be able to:

- 12 Critically appraise a design brief to ensure its suitability for a specific site and context in terms of sustainability and economic suitability

- 13 Devise strategies to optimise the technical aspects of a design including structure, construction, materials, acoustics, lighting and both active and passive responses to environmental issues and conditions
- 14 Effectively use visual, verbal and written communication methods and other relevant techniques to clearly express design propositions, including spatial and technical solutions

#### **4.4 Transferable Skills and Attributes**

On successful completion of this programme a student will be able to:

- 15 Demonstrate an understanding of the principles of business and project management, including professional and statutory duties and legal responsibilities of an architect, as well as the interrelationship between individuals and organisations involved in architectural projects
- 16 Engage in critical discussion and appraisal of their own or others' work
- 17 Communicate abstract ideas coherently through a variety of media to diverse audiences within a variety of different forums and situations
- 18 Independently manage and complete a structured programme of work
- 19 Autonomously analyse and synthesise a range of resources in support of self-directed learning
- 20 Reflect upon and evaluate the relevance of theory to practice
- 21 Work within a peer group to offer direction to a particular programme of research or practice
- 22 Select and justify appropriate theories, methods and practical strategies directed towards the resolution of a specific problem
- 23 Demonstrate technical proficiency in the implementation and presentation of research or practical outcomes
- 24 Identify and manage individual learning needs for personal development to achieve short and long term objectives commensurable with qualification
- 25 Work as member of a team

For details of each module contributing to the programme, please consult the module specification document.

## **5. Learning, Teaching and Assessment Strategies**

### **5.1. Learning and Teaching Strategy**

The Masters of Architecture adopts a student-centred teaching and learning strategy and provides a balanced programme of study combining theory, technology and design project modules with opportunities for independent research. The School believes in providing as much choice as possible to accommodate each student's personal interests and needs. The programme team believes in offering as much choice as possible in order to support individual's particular interests. At Stage One, students are given the opportunity to develop their design and research skills, and are encouraged to identify their particular interests through exposure to a variety of design and research approaches in a studio context. At Stage Two, students are encouraged to develop their own programme of work within a structured studio framework. As far as possible students at both stages are encouraged to take responsibility for their own learning by being actively involved in decision-making about the course and the projects undertaken. They are encouraged to engage with practical and/or research problems that will further their personal career goals and begin the acquisition of knowledge and skills that will continue beyond the duration of the course.

Teaching methods:

A range of teaching methods is used in the programme:

Project based learning and the studio system:

An important aspect of the course is the correct routing of students within studio and the appropriate integration of any specialist investigation with design work. Studios are seen as flexible teaching and research groupings that offer a supportive environment for conducting seminars, tutorials and independent development of design and research projects. Each studio offers a particular emphasis in relation to their research interests. Students' performance during the first semester of stage 1 is closely monitored and reviewed to ensure the student is correctly placed for the remainder of his/her study. The programme of studio in each of the studios is designed to ensure that the work of all students meet all relevant ARB/RIBA criteria. Studio briefs are monitored by the programme leader for compliance with the individual modules' learning outcomes. Guidance, direction and advisory teaching on both individual and group project work is carried out within studio groupings by means of tutorials, critiques and reviews. The studio groupings may be year-based or originate from the specialist areas of study in the School. Tutorials vary depending on the studio, and may include interactive tutorials or more enquiring, discursive activities. All project-based direction falls into one of three categories: interventionist teaching, which is centred on the individual design project, conceptual teaching, centred on group discussion and debate, and advisory teaching, which involves directing students towards relevant information. The studios carry out research and give direction to student work within the group. All Masters of Architecture students are encouraged to take responsibility, along with the staff team, for developing the research programmes in the studio groupings.

Seminars: Seminars are generated by studio, theory or research project groups, and they enable discussion and development of all aspects of student work. They may be led by staff, students, or outside participants. Seminars could follow a conventional format using seminar papers, readings or audio-visual material to initiate discussion, or they could take a less structured and discursive approach. Seminars also can be occasions for debate between studios.

Group Work: The staff team believe that students need to develop a responsible approach to group work and opportunities exist to carry out joint research within the core modules and project work.



**Visits:** Educational visits are organised by the studios and may include project site visits, excursions to exhibitions, lectures, debates, cultural events, or meetings with professionals. At least one visit is organised each year within the school which is open to all courses and stages.

**Workshops and demonstrations:** There are extensive model-making workshops within the schools, offering the possibility of making both full-size and scale developmental and presentation models using both traditional workshop techniques as well as digital fabrication facilities. This is complemented by a wide range of computer programmes and access to video and photography facilities for exploring spatial qualities and advancing technical competence in students' representation of their work. A 'primer' or induction programme is compulsory for every student who intends to use the workshops.

**Exhibition and Risk Assessment** Students intending to put work on public display inside or outside the building must submit a drawing of the installation layout and a risk assessment form for approval by the responsible tutor. The layout drawing must show all 3-D, kinetic and graphic elements, including electrical fittings, cables and IT devices. The risk assessment must show that all potential hazards during manufacture, installation, exhibition, demounting and disposal have been taken into account and that risks to health and safety have been reduced to an acceptable level. Students and staff in any doubt about the risks associated with an activity should contact the University Health and Safety Advisor, Colin Staniforth: ext: 6947, email: [cstaniforth@lincoln.ac.uk](mailto:cstaniforth@lincoln.ac.uk)

**NO EXHIBITION WORK IS TO BE UNDERTAKEN WITHOUT WRITTEN APPROVAL.**

**Computer Facilities:** There are extensive workshop facilities within the School. As well as the main and model-making workshops, the School also provides laser cutting and digital fabrication facilities. In addition a well-equipped computer suite is available. The many computer programmes for exploring spatial qualities and the technical competence of the students' design complement the possibility of making both full-size and scaled models. A workshop introduction has to be taken by every student who intends to use the workshops.

**Lectures:** In some modules lectures are offered to provide a foundation for more specialised coverage of topics in studios and seminars. In addition, all students have access to a programme of lectures given by visiting speakers. A lecture course on advanced technology, sustainable cities and architectural theory with invited practitioners and academics underpins the design and research teaching. This series runs throughout the entire academic year and is compulsory for first year students and open to the whole programme. In addition, the architecture student cohort within the school is responsible, with staff guidance, for initiating, organising and delivering a visiting lecturer programme, which is open to the whole School.

**Library:** The University Library has available a growing number of CD ROM, tape/slide and video packages for use by both staff and students, which cover in considerable depth and detail all aspects of architecture and related disciplines. There is also a materials library situated alongside the RIBA East Midlands Regional office on the 2nd Floor of the architecture building.

**Independent Study Packages:** Lecture based modules provide notes and other relevant study material to aid part-time students to study at home.

## **5.2. Assessment Strategy**

The Masters of Architecture Programme is modular. The purpose of the assessment programme is to monitor and measure the student's performance during - and at the end of - the course. Formative assessment is continuous throughout the course and is based on defined interim submissions. Summative assessment takes place at the end of each module of study. All marking is performed in accordance with the relevant University assessment regulations, available on the University portal (Taught Postgraduate Awards - General Principles and Assessment Regulations 2011-12). If work is deemed to have failed, recommendations are made for retrieving the failure.

Students must submit all required assignments as outlined in the module descriptions. A range of assessment methods is used. Assessment of theory and technology modules is typically based upon written reports, case studies, proposals, verbal presentations and participation in seminar discussions. Project work is assessed by means of an exhibition of work and a verbal presentation to tutors and peers, or by the submission of a portfolio that is assessed by the module team.

The Research Project module is assessed by illustrated 8000-word dissertation that adheres to accepted academic conventions for structure, referencing, notes, annotation and presentation of text, tables and illustrations, and a substantial presentation of the research, including introduction, background, strategy/methodology, and conclusions to the project, using any combination of appropriate techniques, media and materials. The only module requiring an examination is the Professional Practice module. When a task is undertaken by a group of students, a system of students marking each others' contributions anonymously is in place so that the efforts, ideas and overall contribution of each student can be identified. This system is applied at formative assessment stage for monitoring for equality of contributions and the effectiveness of group performance, and at summative assessment stage to determine individual marks.

Assessment Map gives a top-level indication of the scheduling and distribution of assessment modes within the programme. Details of module assessment strategy are included with each module specification.

## 6. Programme Structure

The total number of credit points required for the achievement of Postgraduate Certificate (PG Cert) is 60.

The total number of credit points required for the achievement of Postgraduate Diploma (PG Dip) is 120.

The total number of credit points required for the achievement of Master of Architecture (MArch) is 240.

### Masters

<b>Title</b>	<b>Credit Rating</b>	<b>Core / Optional</b>
Introductory Design Project 2017-18	15	Core
Design Project A: Cities + 2017-18	45	Core
Design Project B: Building 2017-18	30	Core
Research: Methods and Project 2017-18	30	Core
Critical Theory 2017-18	15	Core
Comprehensive Design: Brief and Context 2017-18	15	Core
Comprehensive Design: Concept 2017-18	15	Core
Comprehensive Design: Project 2017-18	45	Core
Technical Appraisal 2017-18	15	Core
Professional Practice 2017-18	15	Core

## Appendix I - Curriculum Map

This table indicates which modules assume responsibility for delivering and ordering particular programme learning outcomes.

**Key:**  Delivered and Assessed     Delivered     Assessed

### Masters

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
Comprehensive Design: Brief and Context 2017-18	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Comprehensive Design: Concept 2017-18	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Comprehensive Design: Project 2017-18	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Critical Theory 2017-18	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Design Project A: Cities + 2017-18	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Design Project B: Building 2017-18	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Introductory Design Project 2017-18	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Professional Practice 2017-18	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Research: Methods and Project 2017-18	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Technical Appraisal 2017-18	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

	PO13	PO14	PO15	PO16	PO17	PO18	PO19	PO20	PO21	PO22	PO23	PO24
Comprehensive Design: Brief and Context 2017-18	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Comprehensive Design: Concept 2017-18	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Comprehensive Design: Project 2017-18	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Critical Theory 2017-18	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Design Project A: Cities + 2017-18	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Design Project B: Building 2017-18	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Introductory Design Project 2017-18	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Professional Practice 2017-18	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Research: Methods and Project 2017-18	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Technical Appraisal 2017-18

✓	✓	✓		✓	✓		✓	✓	
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PO25

Comprehensive Design: Brief and Context 2017-18

Comprehensive Design: Concept 2017-18

Comprehensive Design: Project 2017-18

Critical Theory 2017-18

Design Project A: Cities + 2017-18

Design Project B: Building 2017-18

Introductory Design Project 2017-18

Professional Practice 2017-18

Research: Methods and Project 2017-18

Technical Appraisal 2017-18

✓

✓

✓

## Appendix II - Assessment Map

This table indicates the spread of assessment activity across the programme. Percentages indicate assessment weighting.

### Masters

	01	02	03	04	05	06	07	08	09	10	11	12
Comprehensive Design: Brief and Context 2017-18												
Comprehensive Design: Concept 2017-18												
Comprehensive Design: Project 2017-18												
Critical Theory 2017-18												
Design Project A: Cities + 2017-18												
Design Project B: Building 2017-18												
Introductory Design Project 2017-18												
Professional Practice 2017-18												
Research: Methods and Project 2017-18												
Technical Appraisal 2017-18												

	13	14	15	16	17	18	19	20	21	22	23	24
Comprehensive Design: Brief and Context 2017-18		100										
Comprehensive Design: Concept 2017-18		100										
Comprehensive Design: Project 2017-18												
Critical Theory 2017-18		100										
Design Project A: Cities + 2017-18		100										
Design Project B: Building 2017-18												
Introductory Design Project 2017-18		100										
Professional Practice 2017-18												
Research: Methods and Project 2017-18												
Technical Appraisal 2017-18												

	25	26	27	28	29	30	31	32	33	34	35	36
Comprehensive Design: Brief and Context 2017-18												
Comprehensive Design: Concept 2017-18												
Comprehensive Design: Project 2017-18				100								
Critical Theory 2017-18												
Design Project A: Cities + 2017-18												
Design Project B: Building 2017-18				100								
Introductory Design Project 2017-18												
Professional Practice 2017-18				100								
Research: Methods and Project 2017-18				100								
Technical Appraisal 2017-18				100								

	37	38	39	40	41	42	43	44	45	46	47	48
Comprehensive Design: Brief and Context 2017-18												
Comprehensive Design: Concept 2017-18												
Comprehensive Design: Project 2017-18												
Critical Theory 2017-18												
Design Project A: Cities + 2017-18												
Design Project B: Building 2017-18												
Introductory Design Project 2017-18												
Professional Practice 2017-18												
Research: Methods and Project 2017-18												
Technical Appraisal 2017-18												

	49	50	51	52	EP 1 (Wk 16)	EP 2 (Wks 33, 34, 35)
Comprehensive Design: Brief and Context 2017-18						
Comprehensive Design: Concept 2017-18						

Comprehensive Design: Project 2017-18						
Critical Theory 2017-18						
Design Project A: Cities + 2017-18						
Design Project B: Building 2017-18						
Introductory Design Project 2017-18						
Professional Practice 2017-18						
Research: Methods and Project 2017-18						
Technical Appraisal 2017-18						



## Appendix III - Benchmark Analysis

This table maps programme learning outcomes to relevant QAA subject benchmark statements or PSRB guidelines.

### Knowledge and Understanding

	N/A
PO1	
PO2	
PO3	
PO4	
PO5	
PO6	
PO7	

### Subject Specific Intellectual Skills

	N/A
PO8	
PO9	
PO10	
PO11	

### Subject Specific Practical Skills

	N/A
PO12	
PO13	
PO14	

## Transferable Skills and Attributes

	N/A
PO15	
PO16	
PO17	
PO18	
PO19	
PO20	
PO21	
PO22	
PO23	
PO24	
PO25	

## **Appendix IV: Benchmark Benchmark Statement(s)**

***N/A - Benchmark Statements Not Applicable***