



# LSA MArch Designing Architecture

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## Programme Specification 2025– 2026

Version: 2.00

Status: Final

Date: 03/09/2025

# Summary Programme Details

## Final Award

Award: MArch

Title of (final) Programme: Designing Architecture

Credit points: 240

Level of award: 7

## Intermediate award(s)\*

Intermediate award 1: Postgraduate Diploma Designing Architecture\*\*

Credit points: 120

Level of award: 7

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

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

## Validation

**Validating institution:** University of the Built Environment

**Date of last validation:** April 2025

**Date of next periodic review:** April 2030

**Date of commencement of first delivery:** 2025

## Professional accreditation / recognition

Accrediting/recognising body: **Architects Registration Board (ARB)**

Details of the accreditation/recognition: MArch accredited

Date of last programme accreditation/recognition: 2021

Date of next periodic review: 2026

Accrediting/recognising body: **Royal Institute of British Architects (RIBA)**

Details of the accreditation/recognition: MArch validated

Date of last programme accreditation/recognition: 2022

Date of next periodic review: 2027

## QAA Guidance

[UK Quality Code for Higher Education \(opens new window\)](#)

[QAA Credit Framework for England \(opens a new window\)](#)

[Quality Assurance Agency \(QAA\) Subject Benchmark Statement: Architecture February 2020 \(opens new window\)](#)

# Programme Overview

**Duration:** 2 years

**Mode:** Full time face to face

**Department/school:** The London School of Architecture (LSA)

**Primary Campus:** 4 Beechwood Road, London, E8 3DY

**Maximum period of registration:** 3 years

**UCAS Code/ HECoS Code:** N/A / 100122 – Architecture

**Programming Code:** RMARDAS

## Background

From October 2015, the LSA has offered a two-year programme for talented and ambitious students. Our integrated course has been formulated to empower our graduates with the spatial and strategic intelligence to thrive as design practitioners in the 21st century.

The three aims of the London School of Architecture are to:

- Make architectural education more affordable, and therefore more accessible
- Create a network for practitioners to develop their creative and critical interests
- Offer a platform within the industry to connect academia and practice

## Education model

Key to the LSA model of education is the importance of knowledge transfer alongside critical practice. As our aim is to reunite and perhaps redefine the relationship between academia and practice we are embedding our students within the workplace as an opportunity to research and evaluate ideas and decision-making that drive practice forward.

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

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In the Second Year, students have access to the studio five days a week developing their individual thesis projects. The School uses the city as both its campus and testing ground, siting our investigations and projects in a different London borough every year. The LSA is supported by over 200 practice partners and their associated networks.

### Entry Requirements

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

- **2.2 Honours degree in architecture and ARB/RIBA Part 1**

We may consider the context of applicants when assessing how well they meet the admissions requirements. This is to ensure that we are working hard to widen access to the architecture profession. Additional support may be available to applicants in our target groups as described in our Access and Participation Plan. An equivalent architectural degree to Part 1 may be acceptable, but applicants must be aware that they cannot progress to ARB/ RIBA Part 3 without having completed and passed Parts 1 and 2 in order to register as an architect in the UK, according to current UK government legislation.

In order to be eligible to apply to register as an architect in the UK, you must have completed and passed ARB/RIBA Parts 1 and 2 programmes and have 'recently completed a minimum of 24 months' practical experience under the direct supervision of a professional working in the construction industry. All information must be checked on the ARB website as the rules and regulations are subject to change.

Please note: your experience in practice during the LSA MArch in Designing Architecture (ARB/RIBA Part 2) programme is undertaken as part of your educational course in the integrated practice placement for the modules Critical Practice: Placement and Critical Practice: Theory. This placement cannot be counted towards your 24 months' professional practical experience. For further up-to-date information please visit the ARB website, which has full information at the following link [here](#) (opens new window). Applicants are required to demonstrate talent as a designer as well as ability and motivation to complete the course successfully. The school is looking for its students to rise to the ambitious challenge set by the programme.

Applicants will be expected to present a portfolio, demonstrating their ambition for the subject area and for studying at postgraduate level. Applicants need to be eligible to study in the UK for the full duration of the programme, and to be eligible to work in the UK for the duration of the work placement, subject to current UK legislation.

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

### **International students**

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

There may be exceptional circumstances where EU and International applicants are already in possession of alternative visas, which do allow for study and work within the UK. It is the responsibility of the applicant to check with local UK immigration authorities. All applicants will be required to provide a detailed personal statement and a reference or letter of support from an employer or mentor to support the application. An interview with a member of the programme team will also be required prior to acceptance onto the course.

### **English language requirements**

Students whose first language is not English must provide evidence of their English language skills demonstrated by:

- If applying to study a course at degree level or above, the applicant must have the equivalent of level B2 of the Common European Framework of References for English language
- The LSA reserves the right to make conditional offers on the basis of candidates gaining a further English language qualification if deemed necessary English language qualification requirements are subject to frequent change, in line with Home Office/UKVI regulations. Candidates are responsible for keeping up to date with such changes

To meet both the LSA and the Home Office/UKVI English language requirements, candidates must obtain one of the following language qualifications:

- IELTS (UKVI): A score of 6.0 overall is required, with at least 5.5 in each category. IELTS reports have a two-year validity period. Certificates must therefore have been obtained within two years of the candidate's visa application date.
- Trinity College SELT Test (ISE II (B2) or ISE III (C1)): A pass is required in each category at minimum. Trinity reports have a two-year validity period.
- Pearson PTE (Academic UKVI): A score with at least 51 in each category.

Applicants must enter the name and result of their test on their application and provide an original copy at registration. If an applicant doesn't have one of

these qualifications but is currently being taught in English, they may contact the Admissions Team for advice or email [admissions@the-lsa.org](mailto:admissions@the-lsa.org)

## **Recognition of prior learning (RPL) or recognition of prior experiential learning (RPEL) routes into the programme**

Recognition of prior learning (RPL) or recognition of prior experiential learning (RPEL) do not normally enable transfer of credit to the programme nor enable exemption from any component on the programme.

## **Programme Progression**

By the end of the First Year each student must have passed all the modules to be able to move into the Second Year. Failure in modules, particularly failure due to non-submission of coursework, is likely to have serious consequences for progression through your course.

In some cases, students who cannot progress will have the opportunity to repeat modules that they have failed but a full-time student who fails more than 60 credits in a year and who does not pass at reassessment will be required to undertake a review of their academic performance and may be counselled to leave the course. Any failure to progress is likely to delay your graduation and will lead to you incurring extra costs; for this reason, students who think they may be unable to attempt an assessment should seek advice from the Programme Lead (Part 2) as soon as possible.

Successful completion of the MArch will enable the student to apply for Part 3 or to apply for a PhD/MPhil, or to conduct further research.

## **Award Regulations**

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

## **Career Prospects**

The LSA and University of the Built Environment pride themselves on taking seriously your future employment potential. We will prepare and support you in this by developing the attributes and skills that employers need and by training your mind to deal with complex questions.

Your course is designed with the involvement of many architectural practices at a variety of levels and we have professional recognition from the Architects Registration Board (ARB) and the Royal Institute of British Architects (RIBA). The LSA will keep in touch with all alumni following graduation to ask them how they

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are progressing in their chosen careers and to explore opportunities for students to engage with us and future student cohorts.

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

# Programme Aims

Our vision is that people living in cities experience more fulfilled and more sustainable lives. LSA's aim is to educate future leaders to design innovations that contribute to this change in the following ways:

- **Network** – To bring together outstanding students, practices, professionals, educators and entrepreneurs to generate and champion essential new approaches to the design of the urban built environment
- **Innovation** – To generate incremental and disruptive innovations in the design of architecture and cities, and which critically equip our graduates for the creative and commercial practices of tomorrow
- **Talent** – To be the route of choice for gifted students to become future spatial leaders, recruiting talented candidates from across the whole of society by pro-actively addressing soft and hard barriers to the profession/industry
- **Impact** – To influence the future of architecture and the city – and particularly London – by producing provocative design/research for global dissemination and by being nimble agents of change within the capital itself.

The course seeks to develop in our graduates a conceptual understanding of the problems and opportunities in contemporary architecture, and the ability not only to critically evaluate but also to make new propositions. It has been designed to reflect the following values and attributes:

- **Propositional** – because it is too easy just to critique: what are you as an architect going to do about it?
- **Relevant** – because we'd rather ask the right and difficult questions, than come up with the answer to the wrong and easy ones

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- **Innovative** – because we have a curiosity and restlessness about how architectural culture and production can evolve
- **Metropolitan** – because we are immersed in the critical mass and mess of a complex and conflicted world city
- **Entrepreneurial** – because we constantly seek new ways of operating and are open to ideas from outside architecture
- **Proactive** – able to anticipate future obstacles and desires and develop effective spatial strategies in response to them
- **Resourceful** – exploiting the city as campus by forging connections, overcoming obstacles and creating opportunities
- **Intrepid** – being fearless, daring and bold in your actions as a designer, thinker and operator; being comfortable with ambiguity
- **Mature** – developing the awareness of your duties in the scholarly, professional, urban and global spheres of your work
- **Experimental** – having a genuine desire to take risks, to create work that is testing something, and not to be afraid of the results

## Programme Structure

As a creative as well as a social enterprise, the LSA is a community where all the students and faculty should know each other's name. While year groups will be approximately 70 students, the school is supported by a large professional network containing a respected network of practitioners, academics and collaborators.

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

The First Year is the Inter-Practice Year, where students are engaged three days per week on commissioned projects within a practice placement; in the other two days per week students will be working on LSA academic projects.

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

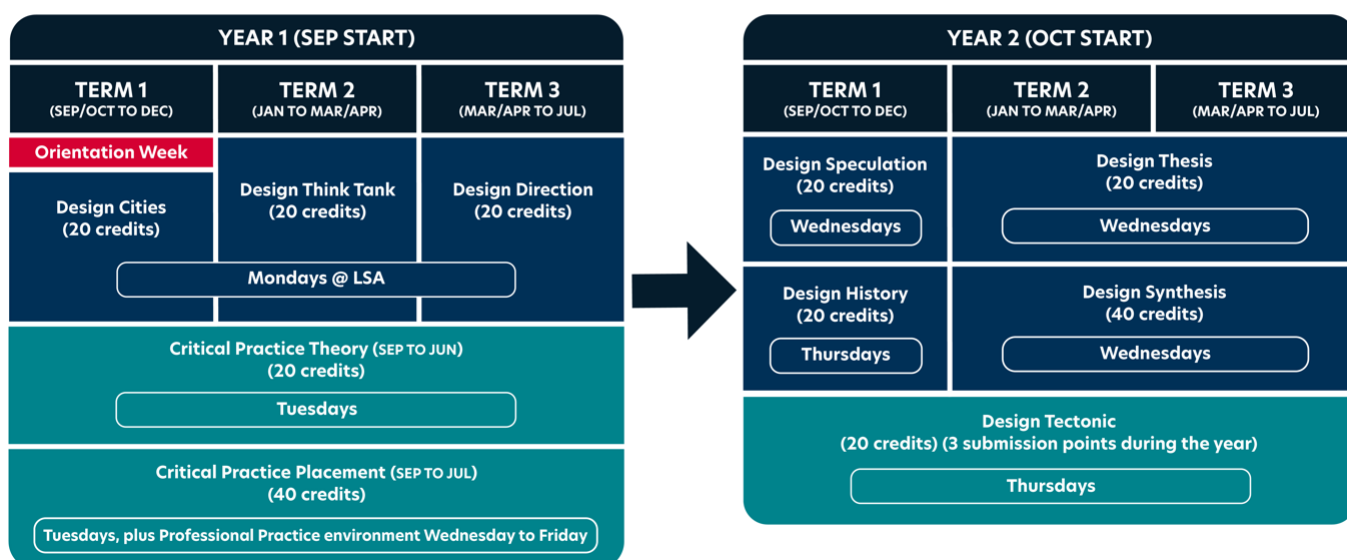


## Pre-requisites

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

## Delivery structure

### MArch in Designing Architecture



## Module List

Code	Module	Level	Credits	Core/ Elective
LSA7DEC	Design Cities	7	20	Core
LSA7CPP	Critical Practice: Placement	7	40	Core
LSA7CPT	Critical Practice: Theory	7	20	Core
LSA7DTP	Design Think Tank	7	20	Core
LSA7DED	Design Direction	7	20	Core
LSA7DES	Design Speculation	7	20	Core
LSA7DEH	Design History	7	20	Core
LSA7DTH	Design Thesis	7	20	Core
LSA7DSY	Design Synthesis	7	40	Core

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Code	Module	Level	Credits	Core/ Elective
LSA7DET	Design Tectonic	7	20	Core

### Notes

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

## Learning Outcomes

The learning outcomes are mapped to The Graduate Attributes (GA) and The General Criteria (GC) as defined by the [Prescription of Qualifications: ARB Criteria at Parts 1,2 and 3](#)

Having successfully completed the programme, the student will have met the following learning outcomes.

### A – Innovative and propositional architecture

Learning Outcomes	Relevant modules
A7.1 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)	LSA7DTP LSA7DES LSA7DSY LSA7DET
A7.2 Understanding of the methods of investigation and preparation of the brief for a design project (GC7)	LSA7DEC LSA7CPP LSA7CPT LSA7DTP LSA7DED LSA7DES LSA7DEH LSA7DTH LSA7DSY LSA7DET
A7.3 Ability to create architectural designs that satisfy both aesthetic and technical requirements (GC1)	LSA7CPP LSA7DTP LSA7DES LSA7DTH LSA7DSY LSA7DET

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Learning Outcomes	Relevant modules
A7.4 Knowledge of the fine arts and contemporary culture as an influence on the quality of architectural design (GC3)	LSA7CPT LSA7DTP LSA7DES LSA7DEH LSA7DSY
A7.5 Understanding of the structural design, constructional and engineering problems associated with building design (GC8)	LSA7CPP LSA7DES LSA7DEH LSA7DSY LSA7DET
A7.6 Adequate knowledge of physical problems and technologies and the function of buildings so as to provide them with internal conditions of comfort and protection against the climate (GC9)	LSA7CPP LSA7DED LSA7DES

## B – Proactive professionals of tomorrow

Learning Outcomes	Relevant modules
B7.1 Creative problem-solving skills, professional judgement, and ability to take the initiative and make appropriate decisions in complex and unpredictable circumstances (GA2.6)	LSA7DEC LSA7CPP LSA7CPT LSA7DTP LSA7DES LSA7DSY LSA7DET
B7.2 Ability to identify individual learning needs and understand the personal responsibility required to prepare for qualification as an architect (GA2.7)	LSA7CPP LSA7CPT LSA7DTP LSA7DSY LSA7DET
B7.3 Understanding of the profession of architecture and the role of the architect in society, in particular in preparing briefs that take account of social factors (GC6)	LSA7DEC LSA7CPP LSA7CPT LSA7DED LSA7DES LSA7DTH LSA7DET

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B7.4	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)	LSA7CPP LSA7CPT LSA7DTP LSA7DET
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### C – Relevant and intrepid design research

Learning Outcomes		Relevant modules
C7.1	Adequate knowledge of the histories and theories of architecture and the related arts, technologies and human sciences (GC2)	LSA7DEC LSA7CPT LSA7DTP LSA7DES LSA7DEH LSA7DTH LSA7DSY
C7.2	Comprehensive understanding of techniques available to their own design practice, including the 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)	LSA7DEC LSA7DTP LSA7DES LSA7DTH LSA7DSY LSA7DET
C7.3	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) C3.	LSA7CPT LSA7DEH LSA7DTH

## D – Agents of change

Learning Outcomes	Relevant modules
D7.1 Adequate knowledge of urban design, planning and the skills involved in the planning process (GC4)	LSA7DEC LSA7CPT LSA7DTP LSA7DED LSA7DTH
D7.2 Understanding of the relationship between people and buildings, and between buildings and their environment, and the need to relate buildings and the spaces between them to human needs and scale (GC5)	LSA7DEC LSA7CPP LSA7CPT LSA7DED LSA7DES LSA7DEH LSA7DTH LSA7DSY LSA7DET
D7.3 Adequate knowledge of the industries, organisations, regulations and procedures involved in translating design concepts into buildings and integrating plans into overall planning (GC11)	LSA7DEC LSA7CPP LSA7CPT LSA7DEH

## Module Summaries

### Core Modules

#### LSA7DEC Design Cities

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

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

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

- private (developer and private-sector-led),

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

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

This module assesses both individual work and group work.

### **LSA7CPP Critical Practice: Placement**

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

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

### **LSA7CPT Critical Practice: Theory**

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

### **LSA7DTP Design Think Tank**

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

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

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that will generate significant social and environmental progress and beneficial urban change.

Students elect to work on one of the shortlisted study topics in collaborative groups of between six and eight led by senior staff from the practice that suggested the DTT study topic. LSA Faculty work with the DTT leaders to guide students through the research and design process.

The DTT studies are published in summary in Citizen Magazine and each group prepares a comprehensive report setting out the research and design propositions for distribution to political leaders, administrators, business leaders and opinion formers in London and beyond.

### **LSA7DED Design Direction**

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

Each student will create an architectural brief to take to Second Year. The brief contains key provocations for their design thesis that can be tested in a complex architectural project. The module gives students the design tactics, tools and techniques to test design ideas with agility and rigour. The module equips students to control design techniques and methods over a range of typologies that are relevant to the thesis and are worked through at the full range of scales from 1:1 detail to 1: 500 + building / urban block.

### **LSA7DES Design Speculation**

Design Speculation is the first of three modules in Second Year. The module provides the framework for an intense period of design experimentation to deliver a first iteration of the Comprehensive Design Project in a form akin to a competition submission. Each student will bring a design brief with them as set out in Design Direction, the final module of First Year, as well as a critical position as established in their Critical Practice Manual and Manifesto.

The design brief will set the context (the 'who', 'what', 'why', 'where' and 'when') for an individual design thesis to be undertaken throughout Second Year. Design Tectonic and Design History are modules run concurrently and are in support of the design thesis work.

The tutor teams from each of these modules are engaged in the Design Speculation review process. Integration of the different modes and

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methodologies are aimed at supporting students to articulate a coherent design approach for the production of an architectural proposal.

A design hypothesis is evidenced and tested through an architectural proposition (a building), co-ordinated with iterative tectonic solutions and historical precedent. A critical reflection on the result of this module informs the direction of design and project development in the subsequent modules, Design Thesis and Design Synthesis.

### **LSA7DEH Design History**

The first term of the Second Year provides an intense period of design experimentation, developed through three concurrent modules: Design Speculation, Design Tectonic and the Design History. While Critical Practice: Placement examined the relationship between process and product in a contemporary practice environment, this module applies a similar critical lens to architectural history. Asking 'How have architects approached the task of design?' it considers the confluence of forces that have shaped form and the resulting design paradigms at different moments in time.

This module culminates with a personal study of a building or a series of buildings appropriate to the student's critical interests and that can offer either case studies or counterpoints for design questions and conditions. This study is intended to be in support of the design thesis work and students should reference observations made in Design History in their Design Speculation, Thesis and Synthesis work.

### **LSA7DTH Design Thesis**

Design Thesis is the second of three modules in Second Year. The module provides the framework for the next stage of development the Comprehensive Design Project. Following a critique of the final Design Speculation presentation, students will work throughout the module to develop the detail of all aspects of their brief including refining the project typology and programme – their scale and ambition – site selection, client and stakeholder groups, funding model, as well as positioning formal and spatial proposals within the social, political and environmental context they have described.

Students will critically reflect on how the design intent aligns with the realisations that emerge through rigorous iterative examination and testing of their design hypothesis and method. Questions such as what has worked, what has not? What can be rejected or reconsidered as unexpected design opportunities? What new information is required to meet the aims of the brief? And, how can the methodology be honed so that each student is operating as a rigorous and agile designer, making informed design decisions at a variety of scales from detail to building to public realm.



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Each student will produce a revised series of design documents: including general arrangement drawings and models of site and building proposal, scale plans/sections/elevations/axons and details, material/structural/environmental options, visualisations of modes of inhabitation and compile/edit supporting research and contextual materials to consolidate the thesis position.

### **LSA7DSY Design Synthesis**

Design Synthesis is the final module in Second Year and is the last stage of development of the Comprehensive Design Project. The module is aimed at producing a resolved architectural thesis and design proposal that demonstrates a mature handling of spatial complexity, high resolution of the design ambitions; clear articulation of a critical position; evidenced appropriate ethical and professional judgement; sophistication in visual and verbal communication. Impact of work undertaken in the Design Tectonic module should be evidenced in the development of the design, and Design History studies demonstrably presented and argued through the thesis.

Students will produce a final portfolio and verbal presentation aided by visual material drawn from the portfolio. They will be able to demonstrate a high level of rigour and precision of method that parallels real-world conditions and constraints. An edited presentation is made for the live Viva Voce and then further distilled to be exhibited at the LSA Summer Show.

### **LSA7DET Design Tectonic**

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

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

This module also draws on materials from each student's Design History work to deepen understanding of historical method and processes to inform new design solutions. There are opportunities built into the timetable for some linked teaching across modules at seminars and reviews.

# Learning, Teaching and Assessment

## Learning and Teaching

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

The design studies modules are taught through a wide variety of projects that together make up the design portfolio. The learning of design employs a range of techniques that shift in emphasis according to the type of project and the different stages of its development. The frequency and timetabling of any of these types of teaching and learning methods will vary depending on the module. The following categories cover most of the teaching and learning techniques used:

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

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

Most of the lectures make extensive use of visual material. The seminars are based on theoretical texts, written commentaries, design briefs or set topics and encourage students to analyse, discuss issues and methodologies and make design propositions. Research skills are built into the seminars and group

workshops including academic research, writing and drawing/representation skills and oral presentations.

## Knowledge and understanding

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

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

Characteristic of design education is the process of learning based on activity and experience, particularly through project work. Knowledge and understanding are acquired in a multi-dimensional way with a high degree of personal involvement. The popularity of design education is partly based on its teaching and learning techniques and many of them are common to both degree and diploma education.

The main differences between the levels may be found in the greater sophistication of diploma study, its emphasis on independent learning and self-motivation, iterative design development, depth of knowledge, research and professional skills and the synthesis of complex issues.

# Skills Mapping

## Skills categories

- Learning (L)
- Research (R)
- Employability (E)

## Skill descriptions

1. **Creativity & problem-solving skills** – analyse, evaluate and synthesise information, and present creative solutions

Categories: L, E

2. **Research & information literacy skills** – source, critically evaluate and attribute information with clarity and rigour

Categories: L, R, E

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3. **Communication skills** – express ideas clearly, as well as listen to, present, challenge and defend ideas effectively both orally and in writing to meet the expectations of a professional working environment

Categories: L, E

4. **Teamwork & interpersonal skills** – work well in groups, be adaptable, able to discuss and debate and respond to constructive feedback, show respect for diverse values and beliefs

Categories: L, E

5. **Entrepreneurial skills** – planning and organisation, recognition of strengths and weaknesses, track own personal development

Categories: L, E

6. **Teamwork & interpersonal skills** – open-mindedness, critical awareness, ability to question, reflect, propose

Categories: L, R, E

## Mapping of skills against modules in which they are delivered and assessed

The following skills are delivered by each of the modules. Skills are integrated into Learning Outcomes:

Module	Skill 1	Skill 2	Skill 3	Skill 4	Skill 5	Skill 6
Design Cities LSA7DEC		✓	✓	✓		✓
Critical Placement: Placement LSA7CPP		✓	✓	✓	✓	✓
Critical Placement: Theory LSA7CPT		✓	✓			✓
Design Think Tank LSA7DTP	✓	✓	✓	✓	✓	✓
Design Direction LSA7DED	✓	✓	✓	✓	✓	✓
Design Speculation LSA7DES	✓	✓	✓	✓	✓	✓
Design History LSA7DEH		✓	✓			✓
Design Tectonic LSA7DET	✓		✓	✓		✓
Design Thesis LSA7DTH	✓	✓	✓	✓	✓	✓
Design Synthesis LSA7DSY	✓	✓	✓	✓	✓	✓

## **Assessment**

The course employs assessment strategies particular and appropriate to the nature of the programme. Each session will identify assessment tasks that guide students on progress and those contributing to decisions on progression from First Year to Second Year and to the graduating award.

Usually module assessments take place on completion of the module. The timetable of assessments is published at the beginning of each academic year, allowing students to plan their time and set their priorities. Design modules and subject modules have different forms of assessment. Students will be notified by the Programme Lead (Part 2) if there are any subsequent changes made.

Design modules are assessed through the portfolio of design work. The portfolio is a graphically based academic document, which contains a variety of different types of work arranged in projects. The portfolio is organised by the student, to demonstrate their learning processes and their achievements. Submissions are made up of drawings, models, photographic work, reproductions, CAD work, video, written text, reports and other media or techniques as appropriate.

Subject modules and components of modules are assessed through a range of formats from manuals, reports and portfolios, in the first instance by the module tutors and moderated by the module leader and Programme Lead (Part 2). A range of samples of assessments are made available to the external examiners, following University of the Built Environment procedures.

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

## **Study Support**

### **Induction**

During your induction and orientation briefing, you should check that you have received the following:

- a programme timetable
- the location of your Student Hub
- the name of your Design Tutor(s)
- your LSA email

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- your log in

If you miss your induction you still need to obtain all of the above items, and it will be your responsibility to contact the Programme Lead (Part 2) in order to do so. It is imperative that you complete the enrolment process as this is what activates your status as a student.

During week 1, you will enrol with University of the Built Environment. Teaching also commences in Week 1 at the LSA, when you will attend an Orientation Event, during which the Programme Lead (Part 2) and Module Leaders will introduce the programme, and you will receive your confirmed timetable, which will list all the classes that you need to attend.

### **Student learning support**

The LSA Programme Lead (Part 2) is the go-to person for any query related to your studies or your time at the LSA.

The LSA Programme Lead (Part 2) is based at our offices on Beechwood Road. No matter what your query is, the LSA Programme Lead (Part 2) is the first place to start. If provided with sufficiently accurate information provided by you, they are able to refer you to support regarding personal problems, housing, health and finance and direct you to other support services offered by University of the Built Environment.

A range of learning development support is available to all students wishing to make the most of their time studying at the LSA and University of the Built Environment. This includes:

- Advice from the Programme Lead (Part 2) and Module Leaders.
- Online tools, resources and advice for developing design work, writing,
- Presentation, critical analysis and other academic and study skills.
- If you have specific learning needs, it is important that you communicate these to the Programme Lead (Part 2) at the start of the year so the LSA can provide appropriate levels of support throughout your studies with us. The LSA is a small and close community, and we pride ourselves on being able to collaborate and find shared solutions. Whether this is programme related, or you are experiencing personal challenges.
- Wellbeing support at University of the Built Environment and locally.

Access to the University of the Built Environment e-Library is on a 24/7 basis and the University has a full-time e-Librarian during normal UK working hours.