

**M Arch:
ARCHITECTURE**

MArch: Architecture

Awarding Body	University of the Arts London
College	Central Saint Martins
School	S School
Programme	CSM Spatial Practices (L033)
Course AOS Code	CSMMRARCX01
FHEQ Level	Level 7 Masters
Course Credits	240
Mode	Extended Full Time
Method	Face to Face
Duration of Course	2 years
Teaching Weeks	80 weeks
Valid From	2025/26
Collaboration	N/A
UAL Subject Classification	Architecture and Spatial and Interior Design
PSRB	Royal Institute of British Architects, Architects Registration Board
Work placement offered	Yes
Course Entry Requirements	<p>The standard entry requirements for this course are as follows:</p> <ul style="list-style-type: none"> • An upper second class honours degree from an Architects Registration Board (ARB) prescribed course in architecture • Or an equivalent EU / international qualification

	<ul style="list-style-type: none"> • Or a professional qualification recognised as equivalent to an honours degree <p>And normally at least one year of relevant internship or, professional experience.</p> <p>AP(E)L - Accreditation of Prior (Experiential) Learning</p> <p>Exceptionally, applicants who do not meet these course entry requirements may still be considered. The course team will consider each application that demonstrates additional strengths and alternative evidence. This might, for example, be demonstrated by:</p> <ul style="list-style-type: none"> • Related academic or work experience • The quality of the personal statement • A strong academic or other professional reference <p>Or a combination of these factors.</p> <p>Each application will be considered on its own merit, but we cannot guarantee an offer in each case.</p> <p>English language requirements</p> <p>IELTS score of 6.5 or above, with at least 5.5 in reading, writing, listening and speaking (please check our main English language requirements webpage).</p>
Selection Criteria	<p>This course believes that the people who design the built environment should be as diverse a group as those who use it. As such, we welcome submissions from applicants from diverse backgrounds.</p> <p>We select applicants according to potential and current ability in the following areas:</p> <ul style="list-style-type: none"> • Demonstrable interest, commitment and motivation in exploring personal (research) agendas/interests. • Ability to creatively respond to a design problem. which addresses the dual crises of climate change and biodiversity loss and their associated dimensions. • Knowledge of the Architectural profession's ethical obligation to society, technology and the environment. • Showing that your personal and professional

	<p>aspirations are compatible with the aims and objectives of the course.</p> <ul style="list-style-type: none"> • Ability to effectively communicate your design ideas, processes and proposals via a range of media, including CAD, model making and presentation skills.
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Awards and Percentage of Scheduled Learning

Year 1

Awards	Credits
Postgraduate Certificate (Exit Only)	60

Year 2

Awards	Credits
Postgraduate Diploma (Exit Only)	120
Master of Architecture	240

Scheduled Learning Split by Level

Level 7	30%
Total Scheduled Learning Split	30%

Course Aims and Outcomes

The Aims and Outcomes of this Course are as follows:

Aim/Outcome	Description
Aim	Enable students to undertake a professional course which satisfies the requirements of ARB/RIBA part 2, preparing for a career as an architect and/or spatial practitioner in a manner that challenges and extends the prescribed roles of contemporary architectural practice, drawing from the rich art and design school setting.
Aim	Enable students to become independent and critical practitioners who can apply high-level architectural thinking, design skills and ethics of care to effectively address the key challenges posed by the climate crisis and biodiversity loss and its related dimensions of social and climate justice.
Aim	Enable students to develop creative, critical and reflective abilities to develop new models of inclusive, collaborative and experimental architectural practice, which address the needs of multiple stakeholders (human and non-human).
Outcome	Cross disciplinary research methods: Develop creative research methods informed by a range of arts and design disciplines which emphasise collaboration and public engagement with a diverse range of audiences, constituencies and stakeholders (human and non-human).
Outcome	Develop critical practice: Engage in the advancement of knowledge through research and critique, and present this work through clear, reasoned and well-structured arguments based on architectural history, theory and the broader social and political contexts of the arts, design and society.
Outcome	Develop ethical and collaborative practices: Develop ethical awareness, reflection and action through individual, collaborative and public activities that nurture students to creatively interpret their personal and collective ethical responsibilities and aspirations, and articulate strategies to navigate unpredictable environments.
Outcome	Innovative representation and communication skills: Critically examine and experiment with different forms of visual, oral and written media to enable effective and experimental methods of research and analysis, and to communicate your projects to specialist and non-specialist audiences.
Outcome	Extend boundaries of knowledge: Develop an understanding of how the boundaries of knowledge are advanced through research and knowledge exchange, by synthesising social, ethical and

	environmental concerns into innovative spatial design propositions.
Outcome	Develop multi scalar designs: Develop innovative design proposals at urban, architectural, and detail scales, which engage with the social, economic and physical infrastructures of built environments, addressing the needs of communities, individuals and nature in the contemporary city.
Outcome	Support planetary health: Develop architectural projects and practices which are in the service of planetary health by engaging with techniques including regenerative design principles and low embodied carbon building technologies.
Outcome	Develop construction skills: Understand and evaluate material, constructional, environmental and structural processes and techniques and integrate them into sustainable and regenerative design proposals.
Outcome	Expanding disciplinary roles: Develop innovative design proposals and working practices which are at the forefront of the academic and professional disciplines and expand the role of the architect working at the intersection of social and ecological justice, recognising new and emerging approaches to architectural practice.
Outcome	Develop Industry networks: Build industry partnerships through placements and knowledge-exchange projects to build professional networks supporting individual pathways into practice.

	Distinctive Features
1	Centred in social purpose: The course engages with architecture as a social purpose in service of planetary health and social justice. Addressing the climate crises holistically by exploring the entanglement between its multiple dimensions (decolonisation, anti-racism, environmental justice, and care).
2	Dialogic and collaborative: Teaching pedagogies favour collaboration, dialog and care to build safe and nurturing learning environments, which allow personal, lived experiences to become reference points for architectural enquiries.
3	Collaborative and globally networked: Collaboration and multi-disciplinary team-working are at the heart of the learning and teaching experience. An industry placement within an architectural/design practice will allow you to extend your industry networks and will give important insights into contemporary forms of spatial practice, working in the field of climate, social justice and civic architecture.
4	Self-directed and Professionally Accredited: A final, self-directed, Major Project will enable you to become a self-sufficient and critical practitioner. The course emphasises the development of self-awareness and supports you to position your professional identity beyond disciplinary boundaries while providing ARB & RIBA part 2 accreditation.

Course Detail

The accelerating impact of climate change and biodiversity loss dramatically question the established roles of the architect and architecture's relationship with the economic, political and social systems within which it operates. These systems are often built upon continuous growth, demanding extractive and resource-depleting practices which enshrine social and environmental injustices further into the built environment. While the course provides you with the professional pathway toward registration as an architect, it also questions that professional role: how can we move from a position of complicity to one that actively helps to regenerate the environment?

Care and ethical awareness is a central concern of this course; it shapes the way we work and learn, emphasising positive social relations of support and collaboration. Care informs the way we articulate our roles as emerging spatial practitioners through empathy, allyship and dialogue. Care underpins the way in which we intervene in the world, using regenerative design methods to actively restore and renew the places and systems we impact upon.

MArch: Architecture breaks open dominant teaching practices in architectural education by creating dialogue between students and practitioner-educators. Our pedagogies centre on your lived experiences. The development of your subjectivity is foregrounded, which creates a more inclusive and safer space where issues such as race, gender, equity and intersectionality are discussed and can become central to design projects.

Through collaboration with local users and contexts, we aim to empower stakeholders (human and non-human) to become active agents in development. We collaborate with other disciplines in the College and external partners. The art school setting provides a rich and multi-disciplinary learning environment from supporting you to critically respond to these challenges through research, knowledge exchange and design interventions.

Course Units

The increasing complexity of socio-economic, cultural and environmental issues requires architects to develop a broad skill set. This may be described as context-led – seeking solutions which address local issues arising from global agendas. Architects must move beyond traditional disciplinary boundaries to find innovative and sustainable design solutions. There is a growing need for contemporary design which focuses not only on "hard" infrastructure but also "soft". That is, not only buildings, transport and engineering but also systems of social networks, organisation and human/non-human interaction.

MArch: Architecture consists of six units, three of which are core design units as well as a dedicated construction unit and an elective unit which will allow you to sample the art and design school setting. These are combined with an industry-embedded placement giving you valuable industry experience. You will also be supported to plan, develop and complete a self-led major project, which will explore strong social, political and environmental engagement with the world. This may be facilitated through external partnerships and multidisciplinary collaboration.

Unit 1: Situated Modes of Engagement

This unit will encourage you to experiment with multidisciplinary research and design approaches. You will develop situated research methodologies to expand and challenge the conventional role of the architect. The unit enables you to articulate your individual methods of working while situating your emerging practice in the extended field of Spatial Practices, focusing on the entanglement between decolonisation, anti-racism, climate/environmental justice and care. You will test and refine these approaches through critically-engaged design propositions.

Unit 2: The Collaborative Unit

This unit is sandwiched or nested within Unit 1, and addresses the theme of collaboration through co-operation with other postgraduate courses within the University. By working co-operatively with fellow students from parallel and contrasting courses, you will experience at first hand the value of cross-disciplinary thinking and problem-solving that is so central to the course.

Unit 3: Regenerative Construction

This unit, you will explore technical aspects of making and construction in close detail, understand regenerative design principles and construction methods to achieve zero carbon standards. This unit embeds climate literacy and climate innovation within your learning journey. You will engage with the conditions and constraints of structural, constructional and material systems through a constructional prototyping project. Unit 3 will involve research and testing,

collaborative teamwork and constructional implementation as well as life safety.

Unit 4: Professional Spatial Practice (Industry Placement)

In this unit, you will define your own direction for your major project. The unit is centred around an industry placement giving you the opportunity to step out of the college context and extend your community of practice to external stakeholders. With your advisor, you will work with a selected organisation that will provide you with insights into contemporary forms of spatial practice. You will assess the nature of their practice and understand ethical implications of fieldwork and within contemporary architectural practice. The contextual study component of the unit will help you establish research agenda and brief for your own self-directed major design project.

Unit 5: Design for Planetary Care

This unit asks you to develop a self-led major project which concludes with a design proposition centred around ideas of planetary care. Building on previous units, it asks students to synthesise the contextual studies thesis, the industry placement experience into a clear brief and proposition. Unit 5's technology component will build on the work in Unit 3 and will centre climate innovation within the major project via dedicated material and technology focused workshops. The contextual studies strand concludes with a declaration of intent via a public, student-led event, allowing students to contextualise their work within a larger discourse.

Unit 6: Situated Architectural Practice

Unit 6 is a culmination to the major project and of the course. It sees the refinement and dissemination of the design project and its key innovations to a large audience at the Showcase. The unit will conclude with a speculation on future career ambitions and pathways by asking students to propose new forms of architectural practice in relation to their design propositions and outlining pathways into practice rooted in the extensive professional and peer networks created across the two years of the course. Barriers to implementation of the work will be addressed in the professional practice component addressing planning, building control, health and life safety, cost, contract and construction documentation. Unit 6 prepares students to enter professional live beyond Central Saint Martins.

The working week

Central Saint Martins and the Spatial Practices programme offer a vibrant learning and working environment. The teaching and learning methods on MArch are designed to make best use of the context of the art school setting. You will move fluently between one-to-one tutorials, to group work in smaller learning groups or with the entire year cohort. We regularly hold peer reviews, work on site with local stakeholders or work hands-on, making use of the many workshop at Central Saint

Martins. A culture of curiosity and experimentation informs the way learning takes place throughout the week. You should expect to spend 30 hours per week on your learning.

Important note concerning academic progression through your course:

If you are required to retake a unit you will need to cease further study on the course until you have passed the unit concerned. Once you have successfully passed this unit, you will be able to proceed onto the next unit. Retaking a unit might require you to take time out of study, which could affect other things such as student loans or the visa status for international students.

CSM Academic Support is delivered by a team of academics and practitioners working alongside your course to help you progress and achieve your maximum potential as a student. Academic Support can help you to develop your skills in different areas, including critical thinking, research and writing, time management, presentations and working independently and collaboratively. These may be offered as part of your timetabled classes or as bookable tutorials and workshops.

Mode of study

The course is offered in extended full-time mode which runs for 80 weeks over two academic years. You will be expected to commit 30 hours per week to study, which includes teaching time and independent study.

The course has been designed in this way to enable you to pursue studies, while also undertaking part-time employment, internships or care responsibilities.

Credit and award requirements

The course is credit-rated at 240 credits. On successfully completing the course, you will gain a Master of Architecture (MArch degree).

Under the Framework for Higher Education Qualifications, an MARCH is Level 7. All units must be passed in order to achieve the MARCH but the classification of the award is derived from the marks for the fourth, fifth and sixth units.

If you are unable to continue on the course, a Postgraduate Certificate (PG Cert) will normally be offered following the successful completion of 60 credits, or a Postgraduate Diploma (PG Dip) following the successful completion of 120 credits.

Professional Statutory and Regulatory Bodies

M-Arch Architecture is professionally validated by the RIBA. Successful completion of the course provides RIBA Part 2 qualification, the first of three stages of RIBA professional registration.

Learning and Teaching Methods

The learning and teaching methods devised for this unit include:

- Unit and project briefings
- Set and self-initiated project briefs
- Inductions, lectures and seminars
- Collaborative workshops and interdisciplinary study teams
- Peer learning
- Self and peer assessment
- Guest speakers
- Group discussions, reviews and critiques
- Working with clients on live projects
- Mentoring
- Independent study
- Student-led public events and public dissemination of work
- Learning through organising, curating and public speaking

Assessment Methods

The following assessment methods are employed to support the integrated achievement of the course outcomes:

- Portfolio
- Essay writing
- Report writing
- Project brief
- Prototypes
- Technical and constructional diary
- Reflective learning journals
- Professional practice diary
- Major project

Formative assessment takes place during the unit. It may take the form of a group review, peer feedback, formative presentation or submission.

Summative assessment takes place at the end of the unit. All units are assessed holistically.

Reference Points

The following reference points were used in designing the course:

- FHEQ Level Descriptors (Level 7)
- SU cost of study report
- Architecture Subject Benchmark
- RIBA Procedures for Validation (2011, 2021)
- ARB Validation Criteria
- External industry advice and guidance
- UAL Framework for Embedding the Principles for Climate, Racial and Social Justice

Course Diagram

MArch: Architecture – PLEASE NOTE DUE TO VACATION DATES, SPECIFIC DELIVERY WEEKS MAY CHANGE.

S=summative assessment

LEVEL 7 - Year 1																																									
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40		
Unit 1: Situated Modes of Engagement (40 credits)												S	Unit 2: The Collaborative Unit (20 credits)								S	Unit 3: Regenerative Construction (20 credits)						S	Unit 4: Professional Spatial Practice (Industry Placement) (40 credits)												S
LEVEL 7 - Year 2																																									
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40		
Unit 5: Design for Planetary Care (60 credits)																			S	Unit 6: Situated Architectural Practice (60 credits)																				S	

The University will use all reasonable endeavours to provide the Course and the services described in this Output. There may be occasions whereby the University needs to add, remove or alter content in relation to your Course as may be appropriate for example the latest requirements of a commissioning or accrediting body, or in response to student feedback, or to comply with applicable law or due to circumstances beyond its control. The University aim to inform you of any changes as soon as is reasonably practicable