

LEEDS BECKETT UNIVERSITY

Course Specification

MSc Architectural Technology and Design
2018-19 (MSATD)

www.leedsbeckett.ac.uk



Record of Enhancement

No.	Detail of modification (Provide a brief description of the modification and where the Course Specification has been updated)	Date Effective (Indicate the academic year of entry and course level(s) to which the modification will apply)
1	Change of assessment weighting in Sustainable Construction module	From September 2017 onwards

School of Built Environment & Engineering

Award and programme title: MSc Architectural Technology and Design

Level of qualification: Level 7

Interim awards available:

Award	Title	Level
PGDIP	Architectural Technology & Design	7
PGCERT	Architectural Technology & Design	7

Length and status of programme and mode of study

Programme	Length (years) Status (FT/PT/SW)	Mode (campus-based / DL or other)
MSc Architectural Technology and Design	2 Years PT	Distance Delivery

Course Specification

Overview and Aims

The MSc Architectural Technology & Design is aimed at both the newly graduated and people who are already employed in the construction industry. Students might be Architectural Technology graduates who wish to further their studies on the subject at postgraduate level or graduates from other disciplines who wish to switch career path, thanks to their interest and aptitude in the subject. Students might be people who are moving into an Architectural Technology role from a related area; for example an Architect or Technician, whose role now embraces wider aspects of Architectural Technology. Students might be established Architectural Technologists or Technicians, who for personal or professional development wish to acquire a formal academic qualification. The course is delivered via web based distance learning. This offers opportunities to people who otherwise would not be able to undertake formal face to face education for reasons of employment, or personal circumstances. For example, students may be required to work elsewhere for periods. They can continue their studies anywhere in the world.

The course has been designed in accordance with the University's Postgraduate Course Development Principles (November 2012)

http://leedsbeckett.ac.uk/staff/files/Postgraduate_course_development_principles.pdf

Course Learning Outcomes

1	To develop problem solving skills, sound judgement and comprehensive understanding and initiative, together with a flexible approach and some originality in dealing with complex issues in architectural technology and design.
2	To identify appropriate methodologies to deal with complex issues, in terms of architectural technology and design, and critically evaluate them from a variety of perspectives.
3	To understand the nature of professionalism and evaluate critically the nature of ethical behaviour in a diverse range of situations.
4	To research and undertake in-depth evaluative studies in the architectural technology and design domain.
5	To synthesise current theoretical and technical knowledge in architectural technology and design practice so as to be able to operate as an Architectural Technologist.
6	To prepare graduates for life-long learning and career progression and to apply and process the knowledge, skills and behaviours needed to meet the academic requirements to become a Chartered member of CIAT

Course Structure

Level 7
<p><i>This section should include descriptive text relating to level 7 expectations.</i></p> <p>Expectations at this level for the MSc Architectural Technology & Design are that the modules will equip students with a thorough working knowledge of Architectural Technology and how it works within a practitioner setting. Successful students will show originality in the application of knowledge and how the boundaries of knowledge are advanced through research. They are able to deal with complex issues both systematically and creatively and they show originality in tackling and solving problems. Furthermore, students will be equipped with the skills required to fully engage in research, critical analysis and interpretation, and the application of this research into a professional setting. Graduates are likely to be characterised in particular by their ability to complete a research-based design project, which encompasses all stages of the design process with particular emphasis on detailed design, production information and specification.</p> <p>http://www.qaa.ac.uk/en/Publications/Documents/Masters-Degree-Characteristics-15.pdf)</p>

Semester 1 – Year 1	Core Y/N	Semester 2 – year 1	Core Y/N
Sustainable Construction	Y	Construction Law Principles	Y
Research Methods	Y	Design & Specification	Y
Semester 1 – Year 2		Semester 2 – year 2	
Defects and repairs	Y	Sustainable Refurbishment	Y
Inclusive Master Planning	Y		
Major Project			Y

Learning and Teaching

Details relating to contact hours and other key information sets (KIS) are available on the course page of our Online Prospectus on our website.

Learning and Teaching Approaches

This course is delivered via web-based content using a range of teaching and learning methodologies for distance learning. The University's Virtual Learning Environment (VLE) is provided by Blackboard 9 and is used as the means of communicating with students for the delivery of online learning. The educational style is "Content with Support" and there are two main methodologies, flipped content and wrapped content. Alternative methodologies of problem-based learning and work-based learning are not currently proposed. Students are directed to online learning resources, including recorded lectures and activities for formative assessment, textbooks and journals (increasingly many recommended texts are provided in digital online format) and external websites. Modules based on flipped content will involve guiding the student through content and supporting learning activities and feedback mechanisms. Modules based on wrapped content will be student-led with a study guide directing students to content similar to that provided in flipped content modules (as described above) but with more reliance placed on Open Educational Resources (OER). The tutor provides directed study guides "wrapped around" these learning resources. Students are supplied with links and references to this external material and are expected to follow up these links on their own; much as students in a traditional University course are supplied with reading lists and are expected to undertake reading on their own. At times, students may be expected to source their own material, particularly where students are expected to identify relevant law and practice in their own country.

Arrangements for course delivery will also include synchronous and asynchronous online tutorials but there are no provisions for face to face support of delivery, other than informal. For example, a locally based student might want to visit the university and speak to a member of the course team. This would not be denied although it is recognised that this amenity will not be available for students overseas and so delivery arrangements will ensure that no student is disadvantaged.

Students are expected to be able to undertake a significant level of independent and self-directed study, for example, being able to source additional material from the Web. This expectation of self-directed study also accords with the latest theories on Distance Learning and the Pedagogy, Andragogy, Heutagogy (PAH) Continuum being promoted, inter

alia, by: Southern Cross University Australia, ([Kenyon & Hase 2011](#)), UK Open University ([Canning 2010](#)), and the University of Maryland University College ([Blaschke 2012](#)). This reference to researching their own sources also applies to students utilising their own experience, primarily from the work-place, though non-work place experience may be relevant.

Please refer to the Learning & Teaching Strategy 2011-2015 document http://www.leedsbeckett.ac.uk/staff/files/Learning_and_Teaching_Strategy.pdf

Learning and Teaching Activities

- web based material
- project work
- directed reading
- case studies
- problem solving exercises; reflective learning techniques
- computer-assisted learning

Graduate Attributes (UG only)

N/A

Use of the Virtual Learning Environment

Extensive use is made of the Virtual Learning Environment (VLE), E-Portfolio and both synchronous and asynchronous conferencing tools. Other tools, including Turnitin, are used as appropriate for assessment of online submissions, grading and feedback of written assignments and plagiarism detection.

The VLE is the primary tool for delivering the study material with extensive links to other reference sites, such as Government Bodies, Trade Associations, Professional Bodies, Company websites, other Universities. Online tutorials including focus groups are delivered using *Web Adobe Connect* and students are encouraged to form study groups with their cohort. The VLE is also the primary tool for submitting assessments.

The VLE also provides either internal or external links to self-assessment activities, mainly quizzes, to enable students to check their own progress. There may be other forms of self-assessment facilitated via the VLE, for example, students may be asked to compile a list of QS Activities, and then compare their list to a list on a web-site.

The VLE also provides a link to other tools; the e-portfolio, and collaborative wikis; Discussion boards may be provided to assist with group activities.

Further development in web-based E Learning practice will be developed and utilised, as appropriate.

Use of Blended-Learning

N/A

Student Support Network

If you have a question or a problem relating to your course, your Course Administrator is there to help you. Course Administrators work closely with academic staff and can make referrals to teaching staff or to specialist professional services as appropriate. They can give you a confirmation of attendance letter, and a transcript. You may also like to contact your Course Rep or the Students' Union Advice team for additional support with course-related questions.

If you have any questions about life at our University in general, call into or contact the Student Hub on either campus to speak to our Student Experience Team. This team, consisting of recent graduates and permanent staff, are available to support you throughout your time here. They will make sure you have access to and are aware of the support, specialist services, and opportunities our University provides. There is a Student Hub on the ground floor of the Rose Bowl at City Campus and one in Campus Central at Headingley. You can also find the team in the Gateway in the Leslie Silver Building at City Campus. The telephone number is 0113 812 3000, and the e-mail address is StudentHub@leedsbeckett.ac.uk.

Within MyBeckett you will see two tabs (Support and Opportunities) where you can find online information and resources for yourselves. The **Support** tab gives you access to details of services available to give you academic and personal support. These include Library Services, the Students' Union, Money advice, Disability advice and support, Wellbeing, International Student Services and Accommodation. There is also an A-Z of Support Services, and access to online appointments/registration.

The **Opportunities** tab is the place to explore the options you have for jobs, work placements, volunteering, and a wide range of other opportunities. For example, you can find out here how to get help with your CV, prepare for an interview, get a part-time job or voluntary role, take part in an international project, or join societies closer to home.

Assessment Strategy

A range of assessment methods will be used. These include: examinations, online presentations, reflective practice assignments, reports, design projects and other coursework. Students are supported during the preparation of the assessments and have access to module tutors and personal tutors with architectural technology and design knowledge. The module learning material is also set up and delivered to support the assessment process for the student, many lectures and tutorials are recorded so that the student can access these to support their research for both their assessed and non-assessed work.

Feedback on Assessed Coursework

Online feedback on formative assessments can be provided immediately, as the student will have immediate access to the tutor's comments on their submitted work. For the design based work students can arrange one to one meetings and receive direct feedback to allow them to apply this to their work and make improvements before they are due to hand in. Feedback on summative assessments will be provided by the module tutor. Feedback may include annotated scripts, model answers, and audio feedback.

Module Assessment Methods

Module Titles	Core (Y)	Coursework assignment	Examination	Design Project	Access Audit	Presentation Bid	Case Study	Report
Sustainable Construction Level 7	Y	25/75						
Construction Law Level 7	Y	40	60					
Research Methods Level 7	Y	50/50						
Defects and repairs Level 7	Y	100						
Design and Specification Level 7	Y			60				40
Inclusive Master Planning Level 7	Y				40	60		
Major Design Project Level 7	Y	30		70				
Sustainable Refurbishment Level 7	Y			70			30	

Employability and Professional Context

This professional Masters course is aimed at graduates wanting to pursue a career in the construction sector and to enable graduates to qualify for entry into the architectural technologist profession. It can offer an opportunity for those seeking to start a career in architectural technology from a non-cognate base. Employers welcome graduates who can provide added value in the form of a non-vocational first degree to go with the vocational Masters qualification (<http://www.qaa.ac.uk/en/Publications/Documents/Masters-Degree-Characteristics-15.pdf>).

Successful students will have the qualities needed for employment in circumstances requiring sound judgement, personal responsibility and initiative in complex and unpredictable professional environments.

(<http://www.qaa.ac.uk/en/Publications/Documents/qualifications-frameworks.pdf>).

The course development team ensures that learners are equipped with the knowledge, skills and attributes those employers in the sector value. Curriculum content is reviewed and updated following feedback from students and their employers as well as the annual industry liaison meeting held to discuss both curriculum and industry practices with local architectural technologists. Tutors take advantage of opportunities to undertake industry-shadowing activity. Where possible students are encouraged to join their local networking groups and CPD events organised by the local branches of CIAT.

The course programme and structure has been designed to meet the requirements of The Chartered Institute of Architectural Technologists (CIAT) and development and delivery of modules is informed by reference to the CIAT accreditation guidelines. CIAT aims to ensure that those applying for membership are competent to practice and to meet the high standards of professionalism.

Module development and delivery is also informed by engagement with excellent pedagogy in employability and skills development, as evidenced in publications from the Higher Education Academy and the National HE STEM Programme (<https://www.heacademy.ac.uk/flexible-pedagogies-employer-engagement-and-work-based-learning>, and <http://www.birmingham.ac.uk/Documents/college-eps/college/stem/additional/LessonsandAchievementsJayDownloadable.pdf>).

Work-Related Activities

N/A

Placement or Work-Related Activity Level:

N/A

Placement or Work-Related Activity Length in Weeks:

N/A

Type of Placement or Work-Related Activity:

N/A

Reference Points used in course design and delivery

All our courses leading to Leeds Beckett University awards have been designed and approved in accordance with UK and European quality standards. Our courses utilise the Frameworks for Higher Education Qualifications (FHEQ) and relevant subject benchmarks (where these are available) and professional, statutory and regulatory body requirements (for professionally accredited courses).

We review our courses annually and periodically, responding to student feedback and a range of information to enhance our courses. Our University is also subject to external review by the Quality Assurance Agency. Our latest report can be found on the QAA website at <http://www.qaa.ac.uk/reviews-and-reports>

We appoint External Examiners to verify that our University sets and maintains standards for awards which adhere to relevant national subject benchmark statements and the FHEQ (UK), ensure standards and student achievements are comparable with other Higher Education Institutions in the UK, with which they are familiar, and ensure that assessments measure achievement of course and module learning outcomes and reach the required standard. External Examiners may also provide feedback on areas of good practice or potential enhancement.