LEEDS BECKETT UNIVERSITY

Course Specification

Master of Architecture Advanced

Course Code: ARCHM

2026/27

leedsbeckett.ac.uk

Award and Title: Master of Architecture Advanced (ARCHM)

Applicant Facing Course Specification for 2026/27 Entrants

Confirmed at 11/2025

General Information

Award	Master of Architecture Advanced (RIBA Part 2, ARB)
Contained awards	Postgraduate Diploma – 120 credits Postgraduate Certificate 60 credits
Awarding body	Leeds Beckett University
Level of qualification and credits	Level 7 of the Framework for Higher Education Qualifications, with 180 credit points at Level 7 of the Higher Education Credit Framework for England.
Course lengths and standard timescales	Start dates will be notified to students via their offer letter. The length and mode of delivery of the course is: • 12 months (full time, campus based, 3 semesters) • 24 months (part time, campus based, 12 semesters)
Part time study	PT delivery is usually at half the intensity of the FT equivalent course, although there may be flexibility to increase your pace of study to shorten the overall course duration. Some modules may be delivered in a different sequence from that defined within this information set but the modules offered within each level are consistent. Please note that a work placement option is not generally available to PT students.
Location(s) of delivery	The majority of teaching will be at City campus but on occasion may be at Headingley campus.
Entry requirements	Admissions criteria are confirmed in your offer letter. Details of how the University recognises prior learning and supports credit transfer are located here: https://www.leedsbeckett.ac.uk/student-information/course-information/recognition-of-prior-learning/ Admissions enquiries may be directed to: AdmissionsEnquiries@leedsbeckett.ac.uk.
Course fees	Course fees are confirmed in your offer letter. A breakdown of any additional costs is included on the online prospectus entry for this course. Fees enquiries may be directed to Fees@leedsbeckett.ac.uk.

Policies, Standards and Regulations

https://www.leedsbeckett.ac.uk/our-university/public-information/academic-regulations/

The Master of Architecture Advanced course does not follow standard regulations; this includes:

To satisfy the criteria of ARB ARB Competency Outcomes (Academic) for Prescription and RIBA for Validation, students must pass all modules and all module components, making a total of 180 credits at Level 7 for the award of Master of Architecture Advanced.

All modules are exempt from the regulatory framework of the university, and students must achieve a 50% pass mark in all components of all modules in accordance with PSRB requirements.

For students studying the Master of Architecture Advanced, the following classification formula will be used: the average of all 180 credits of Level 7 work at 100% weighting.

Please consult the academic regulations for further details.

Professional Accreditation or Recognition Associated with the Course

Professional body

Architects Registration Board (ARB)

Royal Institute of British Architects (RIBA)

Accreditation/recognition summary

Master of Architecture Advanced course is aligned with Level 7 of the Integrated Master of Architecture programme. The course is offered in one-year full-time and two-year part-time modes, as required for professional accreditation. The course offers study opportunities for students who have taken the RIBA Part 1 course with good results and have at least one year of professional experience. Admission tutors will carefully evaluate the portfolio against ARB/RIBA criteria before offering a place. Upon completing the Master of Architecture Advanced programme, students will have achieved ARB Prescription and RIBA Part 2 accreditation.

The qualification enables graduates to subsequently study for the PG Diploma in Architectural Professional Practice RIBA Part 3, on successful completion of which, graduates are eligible to register as an architect with ARB, allowing them to work as an architect in the UK. They can also elect to become a chartered member of the RIBA.

Timetable

Timetables for Semester 1 will be made available to students during induction week via:

i) The Student Portal (MyBeckett)
ii) The Leeds Beckett app

Any difficulties relating to timetabled sessions may be discussed with your Course Administrator.

Key Contacts

Your course director	Hyun Jun Park
Your course administrator	ArchitectureAdmins@leedsbeckett.ac.uk

Course Overview

Aims

The aims of the programme are to:

The principal aim of the programme is to offer a high quality, creative design education as a basis for qualification and practice as an architect whilst fulfilling requirements for the Architects Registration Board Prescription; Royal Institute of British Architects Validation and the QAA Architecture Subject Benchmark for the final award programmes.

The programme of studies seeks to develop and explore values, knowledge, skills and techniques appropriate to the development of creative, responsive professional architects.

Course learning outcomes

At the end of the course, students will be able to:

1	Graduates will demonstrate a strong understanding of architecture's broader context by critically evaluating design principles to create socially, ecologically, and environmentally sustainable solutions. Excel in place-making, considering the physical, cultural, and societal context at varying scales and complexity while upholding responsibilities to clients, users, society, and the environment.
2	Graduates will demonstrate how architectural theory and knowledge is advanced through conducting systematic research to critically analyse histories, context and narratives, plus cultural, environmental, and social values in architecture.
3	Graduates will demonstrate climate literacy by creating design proposals that incorporate an understanding of material choices and environmental building physics to meet global, national, and professional zero-carbon targets, minimising embodied carbon and reducing energy and water demands. Apply technical knowledge to resolve designs, considering the health and safety of users and construction workers.
4	Graduates will critically and effectively apply their knowledge to understand and advance architectural pedagogy, while identifying and addressing their own learning needs for continued professional development.
5	Graduates will demonstrate ambitious approaches to design challenges, showing originality and the use of hypotheses, supported by creativity and innovation.
6	Graduates will demonstrate a range of professional and communication skills, including advanced representational methods. They will act as reflective practitioners, able to listen to and communicate effectively with both specialists and non-specialists, considering multiple perspectives and understanding their aims and needs. Explore digital, physical and hybrid representation techniques to a high-level of resolution.
7	Graduates will be able to produce design proposals that comply with relevant statutory standards and demonstrate how their decisions impact society, the built and natural environment, and the wellbeing of current and future generations. Identify and assess suitable materials, technologies, systems, construction methods, prototyping, responsible specification, and ethical sourcing to minimise waste and pollution.

8	Graduates will be able to set, prioritise, and meet objectives and deadlines based on evidence-based feedback, showing initiative in complex and unpredictable professional environments, while practising within the limits of their competence and experience. They will collaborate effectively with others to develop a critical understanding of project contexts and stakeholder needs.
9	Graduates will engage in study informed by the forefront of academic endeavour and future-facing practice to develop key qualities for employment, including sound judgement, personal and collective responsibility, and authoritative knowledge of statutory frameworks such that projects are delivered with integrity and accountability with the ethical impacts of decision-making being considered at all stages.

Teaching and Learning Activities

All teaching and learning activities will be conducted in person at the City Campus of Leeds Beckett University. All design studio sessions will be specifically held in the Postgraduate Design Studio located within the Broadcasting Place Arts Building. Lectures will take place across various sites within the City Campus. It is important to note that all lectures, seminars, and tutorials will be delivered in real-time (live) and will not be recorded; therefore, students are strongly encouraged to engage in comprehensive note-taking. Relevant teaching materials, including lecture presentations, will be made accessible through the MyBeckett platform.

Summary

The Learning and Teaching Strategies are formulated to support, structure, and coherence to the programme in developing the requisite professional skills and competencies for ARB and RIBA prescriptions and to provide students with opportunities for personal and academic growth in a responsive learning environment. Teaching and learning methods adopted by the course reflect a student-centred 'applied learning' approach with the Design Studio as the main focus of the activity. Design Studio is both a collective and individual learning and teaching activity relating to the problem-based projects taking place in the studio environment. All lectures in Technology, Context and Theory, and Ethical and Professional Practice relate in whole or in part to the Architectural Design Projects and Design Thesis modules.

Projects set within Architectural Design Projects and Design Thesis modules formally link and integrate with the other specialist subject modules in the curriculum as pre-requisites or co-requisites, as appropriate for contributing to the development of an integrated 'holistic' design approach. Alternatively, a student's design approach may independently draw on and integrate knowledge, skills and understanding gained in one or more of the subject modules studied.

As summarised above, additional activities are outlined below:

Student-centred learning is central to all design programmes and embedded in all module where exploration, investigation or research is required.

Lectures: delivered by the module lecturers and visiting practitioners or academics aim to focus on topic that connect the student's thesis proposals with the conceptual framework and theme of the module.

Lectures' seminars: aim to train students in discussing texts/ case studies/ principles and articulate arguments. The lectures' seminar assignments are designed to assist students in selecting concepts and formulating their argumentation that supports their architecture project's position as they work towards

their submissions. In lecture seminars students work in groups and discussion within each group and between groups is facilitated by the module tutors. Lecture seminars assignments are not assessed but highly recommended.

Oral presentations: individual students present in a group setting their essay/thesis proposal. Given requirements on time and content are to be followed. The presentation is assessed on formative feedback by the tutor, and the feedback is given on the spot following each student's presentation.

Tutorials: In group settings, aim to provide formative feedback and assist students to draft their dissertation or progress their studio project themes.

Text submission: Students follow the given requirements for the text (Turnitin) submission, and summative feedback is given in due time by tutors.

Studio Tuition, Design Studio Modules: Design Studio aims to develop the student's critical response in relation to the design and contextual approach to the project brief. Tuition is undertaken on both an individual and group basis. Discussion between students is encouraged to enable cross-learning. An emphasis is placed on small group and individual tutorials, as appropriate, in order to support individual student development. Topics may relate to architectural design projects, project programmes, design criticism, etc. Seminars, group discussions or workshops take place to address specific design problems, technical issues or contextual design interventions. Students may work in groups to reach a specific goal or to test a hypothesis. Reviews occur at stages during and at the end of design modules. Individual students give a verbal presentation of their drawn or modelled solutions to peers and staff and receive verbal and written feedback. Reviews are seen as essential training in self-presentation, communication of design ideas and a source of formative feedback. The design work is presented and submitted in a portfolio at the end of the year.

Visiting Critics: Architects, professionals and experts from cognate disciplines contribute to the review and critique of project work.

Visits: Due to the nature of the discipline, visits are seen as an essential learning experience on the course and may be undertaken for a variety of reasons, including: site visits; case studies; overseas study visits; overseas exchanges; exhibitions, etc.

Student Contributions: It is recognised that students on the course bring strengths from their prior education and professional experience or in cognate areas. Students are encouraged to participate as peer reviewers at intermediate reviews and at student presentations.

Your modules

This information is correct for students progressing through the programme within standard timescales. Option modules listed are indicative of a typical year. There may be some variance in the availability of option modules. Students who are required to undertake repeat study may be taught alternate modules which meet the overall course learning outcomes. Details of module delivery will be provided in your timetable. All modules are delivered in person on-site.

Level 7
Compulsory modules

Module title	Credits	Semester/ teaching period
Context & Theory 4 + Thesis 3	40	1
Ethical & Professional Practice 2	20	1
Thesis 4 with Integrated Technology	60 (45+15)	2
Thesis 5 with Integrated Technology	60 (30+30)	3
Number of credits of compulsory modules	180	

Assessment and Scheduled Learning and Teaching Activities

The assessment balance and overall workload associated with this course are calculated from core modules undertaken by students on the course. They have been reviewed and confirmed as representative by the Course Director.

A standard module equates to 200 notional learning hours, which may be comprised of teaching, learning and assessment, any embedded placement activities and independent study. Modules may have more than one component of assessment.

Assessment

Level 7

On this course, students will be assessed by coursework of varying types, including; essay, extended essay, dissertation, report, portfolio, oral presentation/assessment, integrated technology report.

Workload

Overall Workload	Level 7
Teaching, learning and assessment	332 hours
Independent study	1468 hours