



LEEDS
BECKETT
UNIVERSITY

Course Specification MA Architecture

Course Code: MARCP

2026/27

Award and Title: MA Architecture with Pathways (MARCP)

Applicant Facing Course Specification for 2026/27 Entrants

Confirmed at 11/2025

General Information

Award	MA Architecture Speculative Futures MA Architecture Future Cities
Contained awards	Postgraduate Diploma Architecture Speculative Futures Postgraduate Diploma Architecture Future Cities Postgraduate Certificate Architecture Speculative Future Postgraduate Certificate Architecture Future Cities
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: <ul style="list-style-type: none">• 12 months (full time, campus based)• 24 months (part time, campus based)
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/>

Minimum Entry Requirements for MA Architecture with Pathway for those whose first language is not English: an IELTS score of 6.5 overall, with no individual component below 6.0. Applicants who have previously completed a degree at a UK higher education institution are exempt from the English language requirement.

Professional Accreditation or Recognition Associated with the Course

Professional body

TBC

Accreditation/recognition summary

TBC

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

You will be informed of your Course Administrator during induction week. The email address for the admin team is:

ArchitectureAdmins@leedsbeckett.ac.uk

Course Overview

Aims

The aims of the programme are to:

1. Interdisciplinary and Integrated Learning

Foster a learning environment where students integrate insights from architecture, urban design, ecology, and emerging technologies, empowering them to engage with and solve complex global issues through interdisciplinary approaches.

2. Innovative and Advanced Architectural Knowledge

Equip students with advanced architectural knowledge and innovative methodologies, enabling them to explore speculative futures, environmentally responsive design, and urban development while addressing both contemporary and future challenges through forward-thinking, sustainable, and visionary architectural solutions.

3. Critical Thinking and Creative Design Inquiry

Encourage students to critically, analytically and creatively reflect on architectural and urban phenomena through investigating relevant theories, histories (of the past and the present), cultures and societies, to foster creative exploration and speculation about the future of architecture and urbanism.

4. Sustainability and Ecological Design

Develop students' expertise in sustainable architecture and ecological responsibility, enabling them to design resilient, environmentally conscious projects that address global environmental challenges.

5. Urban Futures and Resilient Planning

Prepare students to critically engage with urban design and planning challenges, particularly in the *Future Cities* pathway, by reimagining urban spaces that are inclusive, sustainable, and adaptable to future social, economic, and environmental demands.

6. Speculative Architectural Exploration and Visionary Design

Encourage speculative and visionary thinking, particularly within the *Speculative Futures* pathway, pushing students to challenge conventional architectural boundaries while responding to social, economic, political, cultural, environmental and emerging technological challenges through experimental design.

7. Research-Led and Practice-Driven Design

Cultivate robust research methodologies that underpin architectural and urban design practice, preparing students to develop innovative, evidence-based design solutions and lead research-driven projects across diverse scales and contexts.

8. Leadership and Ethical Responsibility

Equip students with leadership and professional practice skills, fostering ethical awareness and responsibility, enabling them to take on influential roles in architecture, urban design and planning, and sustainable design while considering the impact of their work on society and the environment.

Course learning outcomes for MA Architecture Speculative Futures

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

1	Demonstrate a critical understanding and systematic evaluation of interdisciplinary practices in architecture, urbanism, and built ecologies, integrating historical, theoretical, and methodological insights to inform speculative design projects that envision transformative futures.
2	Critically evaluate current research and employ advanced methodologies to interrogate complex architectural and urban problems, producing innovative design responses that explore future ecological, technological, and societal scenarios across different spatial scales.
3	Exhibit originality in applying advanced knowledge and innovative techniques to develop, interpret, and expand insights within the realms of architecture and spatial design, while addressing pressing sociopolitical, economic, and environmental challenges in urban and built environments.
4	Critically explore and propose speculative and experimental design solutions that challenge conventional boundaries and anticipate emerging societal and technological trends.
5	Exhibit advanced collaborative skills, working effectively in interdisciplinary teams to lead complex architectural and urban projects, while demonstrating a high level of professional competence in both academic and practical contexts.
6	Utilise advanced digital technologies and architectural tools to communicate complex design propositions, incorporating digitised modelling techniques to visualise and articulate future-focused and forward-thinking design interventions.
7	Demonstrate a critical awareness of ethical principles and the fundamental legal, professional and statutory responsibilities in architecture and spatial practices, ensuring that design solutions contribute effectively to the societal and environmental systems.

Course learning outcomes for MA Architecture Future Cities

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

1	Demonstrate a critical understanding and systematic evaluation of interdisciplinary practices in architecture, urbanism, and built ecologies, integrating historical, theoretical, and methodological insights to inform sustainable urban development and the future of cities.
2	Critically evaluate current research and employ advanced methodologies to interrogate complex urban problems, producing innovative urban design responses that explore future ecological, technological, and societal scenarios across different spatial scales.
3	Exhibit originality in applying advanced knowledge of urban systems and innovative techniques to develop, interpret, and expand insights within the realms of spatial planning and urban design, to design cities that respond to pressing sociopolitical, economic, and environmental shifts.
4	Develop and implement innovative urban design strategies, addressing issues of infrastructure, inclusivity, and sustainability to shape resilient future cities.
5	Exhibit advanced collaborative skills, working effectively in interdisciplinary teams to lead complex urban design projects, while demonstrating a high level of professional competence in both academic and practical contexts.
6	Utilise advanced digital technologies and urban design tools to communicate complex design propositions, incorporating digitised modelling techniques to visualise and articulate future-focused and forward-thinking design interventions.
7	Demonstrate a critical awareness of ethical principles and the fundamental legal, professional and statutory responsibilities in urban design and spatial planning practices, ensuring that design solutions contribute effectively to the societal and environmental systems.

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

Students in the programme, with pathways in Speculative Futures and Future Cities, will engage in a student-centred learning environment that emphasises independent exploration, critical inquiry, and interdisciplinary thinking. With a particular emphasis on studio culture and by integrating a diverse range of teaching and learning methods, the programme encompasses studio-based learning, lectures, seminars, workshops and tutorials designed to accommodate the specificity of each pathway. Studio tuition is a quintessential element of the course in which students develop their design responses to and creative solutions for studio briefs tailored to each pathway, engaging with both personalised one-to-one critiques and peer group discussions. This process aims to encourage interdisciplinary collaborations through peer learning, and critical feedback and feedforward. Seminars and peer group discussions are designed to provide space for collaborative problem-solving, where students undertake research inquiries and tackle design problematics specific to their pathway (Speculative Futures/ Future Cities). Regular and consistent reviews, where students represent work to their peers and tutors, help them develop fundamental skills in self-confidence, presentation, critical reflection, and communication. These review sessions are key to providing students with formative feedback in order to revise and refine their projects.

Through the application of a virtual learning environment (VLE) students will have access to teaching and learning materials including academic resources, module content, and other physical and digital support platforms. Course and module handbooks provide students with detailed information about the module briefs, learning outcomes, and assessment criteria. Students' engagement with self-regulated independent study is a significant element of the MA Architecture course. Students are expected to dedicate substantial time to research, investigation, design development, and interdisciplinary inquiry within their chosen pathway, while also engaging in collaborative projects that may involve multiple disciplines. This independent work enables students to develop their critical thinking, refine their design methodologies and pursue specialised interests in their chosen pathway.

Personalised and tailored academic support is provided throughout the course including guidance on professional skills development and research methodologies. The programme encourages an inclusive and adaptive learning environment, preparing students to become critical thinkers, innovative individuals, and ethically responsible professionals in the realms of architecture and urbanism.

Learning Activities

Lectures

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

Seminars

Seminars enhance students' skills in discussing texts, case studies, and theoretical concepts, helping them develop and refine arguments that support the progression of their dissertation.

Studio Tuition

The Design Thesis modules are structured to develop critical and creative responses to studio briefs, with tuition provided individually and in groups. Peer critiques and discussions encourage cross-learning and concentrate on a variety of topics related to architectural and urban design issues, as well as programme and design development processes.

Tutorials

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

Group Discussions and Workshops

These activities address specific design problems, technical challenges, or contextual design interventions. Students may work collaboratively to reach defined goals or test hypotheses, enabling them to apply theoretical knowledge in practical, real-world scenarios

Interim Reviews

Interim reviews are held at key stages within each design module. During these sessions, individual students present their works to peers and staff, providing a platform for constructive feedback. These reviews are essential for developing presentation skills, effective communication of design concepts, and receiving formative feedback.

Visiting Critics

Urban Designers, architects, professionals and experts from cognate disciplines contribute to the reviews and critique 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 undergraduate education and professional experience in architectural/ urban design practice, 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
Design Thesis 1	20	1
Digital Experiments and Representation	20	1
Context: Research Method	20	1
Design Thesis 2	40	2
Context: Dissertation	20	2
Design Thesis 3	60	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

The assessment methods are tailored to reflect the practical and theoretical aspects of the curriculum, supporting varied forms of expression and skill development within the modules. The modules are individually assessed and in keeping with the course emphasis on practical applications, all summative assessments are based on coursework. The assessment methods aim to test not only knowledge but also skills communication, critical thinking, research analysis, specification and design. Throughout the course, students encounter a variety of assessments designed to demonstrate their academic progress. Each form of assessment is structured to provide both summative and formative feedback, aligning with course learning objectives and supporting students' ongoing development.

Design Thesis 1, 2, and 3

In design studio modules, students receive formative feedback throughout the academic year in the form of one-to-one and group tutorials, and pin-up and portfolio reviews, when drawings and models are displayed and works presented orally. Internal and external reviewers are invited to discuss the work with the student cohort. Final assessments in design modules are portfolio-based and may include physical and digital outputs, models, and representations that are evaluated on their depth of conceptual thinking, design integration, and technical proficiency.

Context Research Methods and Context Dissertation

Assessment for the Context: Research Method module is structured to support a range of learning preferences and provide formative and summative feedback opportunities that aid progression to thesis-level writing in the next semester. The dissertation module includes two key assessments designed to

support student development. The first assessment is a 3,000-word formative draft, which provides students with constructive, detailed feedback on their work-in-progress. The formative written feedback aimed at supporting students in the formation and evolution of their research is combined by ongoing weekly seminar sessions in which students receive verbal feedback through discussion with their peers and tutors. The summative assessment includes a comprehensive 9,000-word dissertation, which is a reflection of students' thorough investigation and critical inquiry of topic of their choice.

Digital Experiments and Representation

This studio-based module, through conducting a series of workshops and tutorial sessions, aims to encourage students to develop skills by delving into creative digital methods and techniques, integrating emerging digital technologies into design practice. Formative feedback helps students to reflect on and develop their work-in-progress while summative assessment will provide students with comprehensive, constructive and evaluative feedback.

Feedback on Assessed Coursework

The studio-based learning environment embedded in the structure of the course allows for continuing formative feedback during individual and group tutorial sessions, crits, and interim reviews. Students are alerted to the importance of this at the start of the course and are encouraged to record the feedback as part of a reflective process. Written feedback is provided at pinup and portfolio reviews and following the draft submissions of the written assignments. Written summative feedback is provided at the end of all modules. In alignment with inclusive principles, assessments are designed to be non-discriminatory, with reasonable adjustments made to accommodate individual needs. Feedback is provided promptly within the timeframes published in each module handbook, enabling students to engage in reflective learning and continuous improvement.

Level 7

On this course students will be assessed predominantly by coursework for core modules. There are practice-based modules which will require the proposition, development, and implementation of a project output, accompanied by a project portfolio and project paper.

Workload

The number of hours of workload generally equates to 1,800 for Master's programmes, 1,200 for PG Diplomas and 600 for PG Certificates, corresponding to the national standard of 10 notional hours of learning for each UK HE credit point.

Overall Workload	Level 7
Teaching, learning and assessment	276 hours
Independent study	1524 hours