

## COURSE SPECIFICATION

Course Aim and Title	MRes Architecture: Reading the Neoliberal City
Intermediate Awards Available	PGCert, PG Dip.
Teaching Institution(s)	UEL on campus
Alternative Teaching Institutions (for local arrangements see final section of this specification)	N/A
UEL Academic School	Architecture, Computing and Engineering
UCAS Code	N/A
Professional Body Accreditation	N/A
Relevant QAA Benchmark Statements	N/A
Additional Versions of this Course	N/A
Date Specification Last Updated	February 2017

### Course Aims and Learning Outcomes

This course is aimed at working professionals, but is equally a means for practitioners seeking new employment pathways or a route to PhD study. The compact attendance commitment and flexibility of tutorial engagement is specifically aimed at working professionals and as such fits within their practice, providing a blended learning part time module.

The course is designed to give the opportunity to enhance the students current thinking, writing and communication skills to a level suitable to commence doctoral study. The precision that this requires is an asset in the professional marketplace, and by focussing the themes of urban regeneration and the political mechanisms of the city, the course delivers invaluable insights into urban practice.

Through active participation in the course, students will:

- *Acquire critical insights and practical experiences of urban regeneration in its widest sense.*
- *Develop a rigorous personal research methodology*
- *Learn to express ideas critically, and to support/develop them through precise research.*
- *Communicate advanced and critical concepts to a wide, public audience.*

What you will learn:

#### **Knowledge**

- A comprehensive understanding of the political, economic, social and historic drivers behind the contemporary city
- An in-depth understanding of how to structure original, supported and critical writing
- Understanding the importance of contextualising urban regeneration strategies and their consequences within a wider European context

### **Thinking skills**

- Evaluate complex information in varied formats to structure a critical argument
- Apply appropriate research methods to conduct research in complex urban situations
- Critically evaluate current methods, tools and techniques employed in the research and writing on contemporary cities

### **Subject-Based Practical skills**

- Apply relevant theories to the development of original and critical understanding of urban situations
- Contextualise architectural and urban planning and policy through a demonstrable awareness of their effect and consequences
- Understand 'Place' as a complex physical manifestation of political, economic, social, environmental and architectural influences
- Deliver complex ideas persuasively and with authority

### **Skills for life and work (general skills)**

- Autonomously perform research on contemporary architectural and urban issues
- Write a literature review in a scholarly style appropriate to critical writing and dissertations at Masters level
- Plan and successfully deliver an original piece of critical writing that will be considered for publication
- Master a range of critical writing skills transferable to a variety of professional audiences
- Demonstrate the ability to work effectively autonomously or in a group based situation
- Manage learning, own development and time management

## **Learning and Teaching**

The learning environment consists of:

- a series of lectures and seminars on writing skills and research methodologies at M level
- a lecture course on contextualising critical thinking about the contemporary city within a policy framework
- tutorials and group seminars on theorising and investigating the modern city
- field trips focussing on regeneration/place based critique

- web based tutorial and group collaboration during study periods

Knowledge is developed through

- Guided reading
- Knowledge-based activities, in particular seminars and lectures
- Group discussion on seminar topics, with feedback
- Online discussions and activities

Thinking skills are developed through

- Reflective activities on written work
- Group feedback on written work in a seminar setting
- Online discussions and activities

Practical skills are developed through

- Written work with feedback
- Research skills-based activities with feedback

Skills for life and work (general skills) are developed through

- Planning activities with feedback
- Project work
- Written assignments

## Assessment

The focus on iterative learning through guided reading and group working in a seminar setting supports a wide variety of learner-types through an interactive process of skills acquisition and application, with the modules supporting and reinforcing the development of short investigative pieces of original research that builds the content of the final thesis.

Knowledge is assessed by

- Coursework
- Essays

Thinking skills are assessed by

- Coursework
- Essays

Practical skills are assessed by

- Class based written work
- Project work

Skills for life and work (general skills) are assessed by

- Class based written work
- Project work

Students with disabilities and/or particular learning needs should discuss assessments with the Course Leader to ensure they are able to fully engage with all assessment within the course.

## Work or Study Placements

N/A

## Course Structure

All courses are credit-rated to help you to understand the amount and level of study that is needed.

One credit is equal to 10 hours of directed study time (this includes everything you do e.g. lecture, seminar and private study).

Credits are assigned to one of 5 levels:

- 3: Equivalent in standard to GCE 'A' level and is intended to prepare students for year one of an undergraduate degree course.
- 4: Equivalent in standard to the first year of a full-time undergraduate degree course.
- 5: Equivalent in standard to the second year of a full-time undergraduate degree course.
- 6: Equivalent in standard to the third year of a full-time undergraduate degree course.
- 7: Equivalent in standard to a Masters degree.

Courses are made up of modules that are each credit weighted.

The module structure of this course:

<b>Level</b>	<b>Module Code</b>	<b>Module Title</b>	<b>Credit Weighting</b>	<b>Core/Option</b>	<b>Available by Distance Learning? Y/N</b>
7	AR7056	Professional Practice/Mental Wealth	30	Core	
7	AR7302	Critical Studies	30	Core	

7	AR7303	Reading the Neoliberal City	60	Core	
7	AR7304	Thesis	60	Core	

*Please note: Optional modules might not run every year, the course team will decide on an annual basis which options will be running, based on student demand and academic factors, in order to create the best learning experience.*

Additional detail about the course module structure:

Students must complete 180 credits in one year for a full time award. In part time mode students must complete 60 credits in year one, and the 120 credits in year two.

A core module for a course is a module which a student must have passed (i.e. been awarded credit) in order to achieve the relevant named award. An optional module for a course is a module selected from a range of modules available on the course.

All the modules on the MRes Architecture are core modules. They include a 10,000 word thesis module which is an essential requirement for a post graduate degree designed to offer a pathway to PhD study.

The overall credit-rating of this course is 180 credits. If for some reason you are unable to achieve this credit you may be entitled to an intermediate award, the level of the award will depend on the amount of credit you have accumulated. In order to gain a Postgraduate Certificate, you will need to obtain 60 credits at Level 7. In order to gain a Postgraduate Diploma, you will need to obtain 120 credits at Level 7. Please refer to the University Student Policies and Regulations on the UEL website.

## Course Specific Regulations

N/A

## Typical Duration

It is possible to move from full-time to part-time study and vice-versa to accommodate any external factors such as financial constraints or domestic commitments. Many of our students make use of this flexibility and this may impact on the overall duration of their study period.

PG

The duration of this course is one calendar year full-time if enrolment is in September, and two calendar years part-time.

The time limit for completion of a course is four years after first enrolment on the course.

## Further Information

More information about this course is available from:

- The UEL web site ([www.uel.ac.uk](http://www.uel.ac.uk))
- The course handbook
- Module study guides
- UEL Manual of General Regulations (available on the UEL website)
- UEL Quality Manual (available on the UEL website)
- School web pages

All UEL courses are subject to thorough course approval procedures before we allow them to commence. We also constantly monitor, review and enhance our courses by listening to student and employer views and the views of external examiners and advisors.

Additional costs:

These do not exceed £20 which covers two walking tours

## Alternative Locations of Delivery

N/A

This course does not have professional body accreditation although students are encouraged to make individual applications for accredited status.