Programme Specification
Postgraduate Programmes

Awarding Body/Institution	University of London
Teaching Institution	Goldsmiths, University of London
Name of Final Award and Programme Title	MA Research Architecture
Name of Interim Award(s)	Postgraduate Certificate in Research Architecture; Postgraduate Diploma in Research Architecture
Duration of Study/Period of Registration	1 year full-time or 2 years part-time
UCAS Code(s)	N/A
HECos Code(s)	(100583) Architectural Design
QAA Benchmark Group	N/A
FHEQ Level of Award	Level 7
Programme Accredited by	N/A
Date Programme Specification last updated/approved	November 2018
Primary Department/Institute	Visual Cultures

Departments which will also be involved in teaching part of the programme
Not Applicable

Programme overview

The MA programme is for suitably qualified graduates from a range of disciplines wishing to pursue practice-led work within the context of politically engaged thinking.

The MA programme has been developed to allow you to combine studio work with theoretical research. Lectures, seminars, and workshops will equip you with a grounding in critical spatial practices and related areas of inquiry.

The theoretical module provides a thorough coverage of the historical, philosophical and technological aspects of the intersection of space, power and conflict in light of changing geo-political conditions.

This programme is orientated towards graduates looking to undertake training in research architecture before proceeding onto doctoral studies, or who wish to pursue or enhance their career in the areas of architecture, design, law, journalism, filmmaking, art, and curating.

As with our MPhil/PhD track, our MA programme draws practitioners from a wide range of backgrounds, experiences, and disciplines. The MA also enables international exposure of student research through participation in exhibitions, symposia, and workshops.

A recent external examination report concluded: "This is an excellent course and possibly the most innovative one in the country".

Programme entry requirements

The standard requirement for admission is a good upper second BA (Hons) or equivalent degree in the History of Art, Architecture, Visual Cultures, Fine Art, Film, Cultural Studies, or a related humanities, arts, science or administrative subject (i.e. Geography, Urban Studies, Earth Science, Law, Anthropology, Philosophy, Literature etc.)

Students with degrees in Architecture or other aspects of building studies are welcome, but such a qualification is not required for admission to the programme. What we do require, however, is a marked and demonstrable interest in exploring the ways in which architectural imagination or intelligence might offer useful tools (conceptual and practical) for the analysis and solving of problems.

The necessary academic strength or evident intellectual curiosity in this area will allow those with less than the required grades in their degree results, or those with substantial work experience in a related field (in lieu of a degree qualification) to be considered for admission to the programme.

Applications are welcomed from EU students (full or part-time) and overseas students (full-time only).

Aims of the programme

The MA in Research Architecture is a practical and theoretical module, which is unique in combining urgent critical, theoretical, and historical concerns with the spatial articulation of contemporary political events. The overall aim of the programme is to open out the theorisation and practice of matters relating to architecture to a wider community of disciplines, and in the process to radically re-envisage what might constitute a spatial object or event. Within this general framework, a second studio module focusing on Forensic Architecture is now also available. This studio allows students to engage directly with the investigative work carried out by the Forensic Architecture research team. The module equips students with the intellectual and technical skills to undertake advanced architectural and media research within the context of urban conflict, human rights violations, and environmental violence.

The concept of architectural research, as it broadly exists, has hitherto been constituted by a process of relevant inquiry into the a) appropriate social, political and other ideological circumstances, b) material and technical terrains, and c) formal aesthetic questions which lead up to the production of a proposal for a completed building. However, in elaborating a principle of Research Architecture, this programme seeks to inquire into the contexts in which a desire for a built solution to an identified social and political circumstance manifests itself, and to do this from the point of view of a sustained practical critique of the prevailing responsibilities of architectural practice. These responsibilities may be seen as the provision of shelter and privacy, the enablement of types of civic and domestic association, renewed possibilities for expressive constructional integrity and the drafting of forms of broadly legible social symbolism. From this critical position, the programme inaugurates a different approach to architecture; offering a new nexus of responsibilities for discussion.

In light of this ambition, the programme aims to resource a set of conceptual and investigative paradigms as well as methodologies to support a practice in which a proposal for a building may represent an appropriately architectural response to such situations (one nevertheless informed by a critical attitude towards dominating architectural ideologies). Equally, however, and with the aim of both recognising and surpassing deconstructive developments in architectural practice since the 1970s, the programme seeks to radically re-evaluate the appropriateness of the building as an outcome of a process of architectural research. Therefore, a legitimate, and in some circumstances preferred, response to the research modes promoted here, may equally successfully take other forms - such as a piece of theoretical, historical or creative writing, a film, an exhibition (or other type of curated event), a broadcast, a website, a human rights report or other kind of publication or form of artistic enterprise; produced with a creatively investigative intention.

The elaboration of architectures through these means, and in the context of a broadening of those disciplines from which architectural practitioners may be drawn, and architecture countenanced, represents the innovative intellectual territory of the programme.

The programme anticipates and fosters the possibility of students, coming from a diverse array of disciplines and skill bases (e.g. architecture, anthropology, political science, philosophy, geography,

Goldsmiths
UNIVERSITY OF LONDON

urbanism, earth science, visual cultures, fine art, sonic arts, music, investigative journalism, human rights, law, conflict studies, etc.), working together in groups on selected research architecture projects. Practically, the programme will supply the opportunity in lectures, seminars, workshops, site visits and studio work, to integrate critical inquiries into the conditions of the practice of architecture (in an expanded sense of architectural intervention) with practical concerns relating to the conception, development, logistics and narrative of staging the findings of architectural research. Regarding this, the programme offers instruction, where appropriate, and to an appropriate level, in video, computer aided design, mapping, modelling, GIS, satellite imaging, photogrammetry, etc.

Critically, this is a challenging and intensive programme. Students will be introduced to an array of historical and theoretical formulations of the current practice of architecture in its social, aesthetic, philosophical and political contexts. Through contact with significant figures in the field, students will be further encouraged to develop f an appropriate creative-conceptual paradigm for the pursuit of their interests within the context of the field of Research Architecture. Questions around notions of the anthropocene, ecology, territory, migration, human rights, law, cultural geography, and renewed philosophical attention to notions of materialism, are all presented in terms of their relevance to Research Architecture, as are the equally pressing, yet more conventionally recognised themes around class, gender, sexuality, and colonialism and on one hand, and an inquiry into military, legal, administrative and other formulations of space and the realisation of its differing dimensions, on the other.

Relating to this development of an innovative field of inquiry, and in the more general context of the research ambitions of the Centre for Research Architecture, which hosts this degree, the programme also aims to develop a cohort of students both capable of and invested in furthering their research ambitions at doctoral, and higher levels.

What you will be expected to achieve

Students who exit the programme at the Postgraduate Certificate stage (90 CATS) will have completed the Special Subject (Conflict and Negotiations) and the Forensic Architecture or Research Architecture Studio modules.
They will demonstrate:

Knowledge and Understanding		Taught by the following modules
A1	An understanding of the meaning and contemporary significance of the term Research Architecture, its proposed methods and its critical context.	All modules
A2	A knowledge and critical appreciation of an array of apprehensions of canonical architectural practices and rhetorics which bear usefully on the ambitions of Research Architecture, as an emergent field and mode of architectural inquiry	All modules
A3	A knowledge of an array of critical, theoretical and journalistic texts, and practices, which supply new conceptual possibilities for architectural inquiry within the context of Research Architecture.	Conflicts and Negotiations, Forensic Architecture or Research Architecture Studio, Symposium
A4	An knowledge of the roles that film, broadcasting, curating, critical theory and other forms of cultural production may have in furthering the modes of inquiry, research findings and products pertinent to a renewed attention to the dynamics of architectural thought, and its contexts.	All modules
A5	A knowledge of new and specialised conceptions	

Goldsmiths
UNIVERSITY OF LONDON

	of spatial syntax and processes, and their appropriate vocabularies (spoken, written, visual and other), most pertinent to Research Architecture.	All modules
A6	A knowledge and appreciation of the reflexive status of the products and procedures of Research Architecture when described, exercised, located and produced within specific historical and material frameworks; with particular reference to the importance of attentions to subjectivity.	All modules
A7	An understanding of the interdisciplinary context and conditions of methodological innovation for the pursuit of Research Architecture.	All modules

Cognitive and Thinking Skills		**Taught by the following modules**
B1	The ability to participate fully in a diverse research community: meaning the ability to work constructively with students from different disciplines in the articulation of research issues for Research Architecture, and an ability to perceive and engage with the need for such collaborative conceptual and practical approaches to new problems announcing themselves for architectural practice.	All modules
B2	An appreciation of the critical and creative-cognitive abilities required to both identify and create new types of objects, which may be brought out at the intersection of architectural with other kinds of perception fostered by different disciplines.	All modules
B3	An ability to creatively develop the theoretical and other kinds of significance and implication of the fields of attention generated by the marshalling of such intersections.	All modules
B4	The research and conceptualisation skills necessary to enable the student to develop a set of coherent and pertinent research questions in the field, for pursuit at a higher level.	All modules
B5	A critical and reflexive understanding of your motivations for postgraduate research in this field and a developed notion of the kinds of research questions you may wish to explore at higher levels of research. The ability and confidence to formulate and exercise original, informed questions and positions concerning the study of architectural and other kinds of cultural forms and deposits, and their attendant or constitutive theoretical issues.	All modules
B6	An ability to develop original arguments in relation to the extant field of the study of Research Architecture and other spatial discourses.	All modules
B7	A habitual ability to work with complex and often ambiguous theoretical and cultural problematics, and the ability to value and exercise unpredictable	All modules

Goldsmiths
UNIVERSITY OF LONDON

	research situations and opportunities.	

Subject Specific Skills and Professional Behaviours and Attitudes		Taught by the following modules
C1	the ability to theorise different aspects of art and visual culture and set the latter within appropriate intellectual and theoretical contexts	All modules
C2	the ability to reflect upon contemporary art in a theoretically informed manner and to think critically about existing art discourse.	All modules
C3	the ability to understand the role of art, and visual culture more generally, as an important aspect of contemporary life and as the carrier of certain meanings and values	All modules

Transferable Skills		Taught by the following modules
D1	Good reading, learning and speculative/creative skills.	All modules
D2	An ability to work in a group and individually, according to your own initiatives	All modules
D3	An ability to express ideas in clear forms - whether in presentation, written, verbal or other ways	All modules
D4	Skills in the mobilisation of evidence and other kinds of materials in support of a creative and exploratory form of argument (visual, written, spoken and otherwise).	All modules
D5	Skills in acquiring a range of professional and intellectual contacts, and an acquaintance with professional and intellectual practices in architecture, curating, critical legal studies, criticism and art practice.	All modules
D6	A knowledge of a number of archives of different forms, and their organisational habits, coupled with the ability to constitute archives of one's own work and findings.	All modules
D7	Good skills in information retrieval and data management.	All modules
D8	Good skills in spatial and visual communication.	All modules

Students who exit the programme at Postgraduate Diploma stage (120 CATS) will have successfully completed the modules necessary for the completion of the Postgraduate Certificate and also been examined in the MARA Symposium. In addition to the above learning outcomes, they will demonstrate:

Knowledge and Understanding		Taught by the following modules
A1	A focused knowledge of a particular problematic within the field of research architecture, which they will have researched and presented in the MARA symposium.	Symposium

Cognitive and Thinking Skills		Taught by the following modules
B1	As Above	As Above

Goldsmiths
UNIVERSITY OF LONDON

Subject Specific Skills and Professional Behaviours and Attitudes		Taught by the following modules
C1	The ability to present and defend their research orally in the context of a symposium according to the conventions of the academic conference paper, supporting it with relevant visual, audio-visual and/or other documentation.	Symposium

Transferable Skills		Taught by the following modules
D1	Analyse theoretical argument and critically assess the value and significance of objects and practices in the context of the crits.	Symposium

The MA is awarded on the further successful completion of a dissertation comprising 1x 6,000 word individual essay and 1 x individual project (or combination thereof). In addition to the above learning outcomes, students who complete the MA will demonstrate:

Knowledge and Understanding		Taught by the following modules
A1	An in-depth knowledge of a particular problematic within the field of Research Architecture, drawing, as appropriate, upon a wide range of relevant discourses and practices.	Dissertation

Cognitive and Thinking Skills		Taught by the following modules
B1	As Above	As Above

Subject Specific Skills and Professional Behaviours and Attitudes		Taught by the following modules
C1	The ability to pursue a major research project culminating in an individual project and a 6,000 word essay.	Dissertation

Transferable Skills		Taught by the following modules
D1	work speculatively and in an exploratory manner	Dissertation
D2	design, develop and deliver a substantial individual research project	Dissertation

How you will learn

In its relationships with the Department of Visual Cultures, the Centre for Research Architecture uses a number of different teaching methods.

The lecture is used as a way of introducing key concepts, writers, theories, debates etc. to the cohort. A variety of styles are used from instructional lectures with student questions to more participatory formats that may combine shorter lecture periods and group led study and discussion.

The studio tutorial is a one to one session during which detailed and specific discussions of student's work may be linked to feedback on submitted work or ideas for forthcoming pieces.

The seminar structure facilitates a great deal of open and explorative discussion of materials presented on the programme. Frequently the subject matter of the seminar will be introduced by a student presentation. Group work and group discussion of different kinds are also regularly used in the seminar.

Goldsmiths
UNIVERSITY OF LONDON

The Convenor Group, as used by the Centre for Research Architecture, is an opportunity for students to engage in the productive mutual criticism of each other's work, collaboratively and individually.

The annual field trip / site visit is an important part of this MA programme. Study, during the first term leads up to a short visit during the winter break, to a site of special interest to Research Architecture. Ordinarily this will be abroad. Athens, The Hague, Berlin, and Istanbul are examples of such possible visit locations.

The Group project allows student to learn how to work collaboratively. It is an opportunity for peer-to-peer learning under the guidance of a tutor.

For students interested in the Forensic Architecture specialism, the Placement is designed to allow them to work closely with the Forensic Architecture team and its wide range of partner organisations to produce and visualise evidence on behalf of human rights groups, threatened communities, and international organisations.

There are several workshops on the programme (staged as part of the Forensic Architecture or Research Architecture Studio Module). These day long participatory events are led by invited guest speakers with a specific expertise in the field. This is an occasion for the development of speculative and responsive thought, and a time for the development of participations in the postgraduate research community of the Centre for Research Architecture, the Department of Visual Cultures, and elsewhere in the College, University and outside.

The discussions following the elements of the guest lectures/screenings Module (offered by the Department of Visual Cultures to the students of the Centre for Research Architecture) are also key moments for speculative and responsive thought, and a time for the development of participations in a postgraduate research community.

Office hours are times where it is possible either to schedule or to informally drop by on a tutor to discuss matters. These highly informal occasions are very useful for developing conversational relationships with tutors.

How you will be assessed

Within the context of the Visual Cultures Department, the Centre for Research Architecture has a range of assessment methods at its disposal.

ï   Exhibition / Public Platform (Forensic Architecture): This extended work is very demanding and it has a central position in the programme. This is the place where the detailed research questions developed during the programme are exercised. It is supported by a number of ancillary means, including the discussion on the Introduction to Research Architecture/Special Subject and Forensic Architecture or Research Architecture Studio and by tutorial. Its use in the Dissertation Project is as an investigative contextualisation of the kinds of findings articulated by the Project Book (see 3 below). Students choosing the Forensic Architecture specialism will produce a Public Platform that will articulate in a public forum the material produced in the frame of their individual research over the course of the year. This could take the form of an exhibition, a website, a publication, etc.

ï   Symposium: this is an important assessment tool which allows students to design the performative aspect of their delivery of their project..

ï   Written Dissertation: The dissertation/essay (6,000 words) is a commonly used form of assessment on the programme. It is a place where a variety of writing styles may be employed experimentally to find the most appropriate voice for a piece. Multimedia components of essays are

Goldsmiths
UNIVERSITY OF LONDON

accepted. For students choosing the Forensic Architecture specialism, it will engage with the format of the human rights report to present and critically analyse different forms of evidence documenting a specific situation of conflict and violence.

ï   Project Book (archive): The Project Book is an examination form used in the Research Architecture Studio and Dissertation Project. The submission is of a creatively reflexive piece of work, usually, but not necessarily collaboratively produced, which processes materials, readings and writings, images etc., and which may be presented in an artistic, curatorial, administrative, written, performed or broadcast form. In addition, the presentation will be accompanied by a supplementary account of the documentation and workings that led up to the submission in its final form, as well as a statement detailing the genesis, conceptualisation and realisation of the project work, attributing these to the various individual members of the group involved in this collaboration. The aim of the Research Architecture Studio and the Dissertation Project is to provide supported conditions for the necessary experimental thought required to produce properly innovative work at MA level. The submitted Project Book will explore, in an appropriately creative manner, the kinds of thematics, problems and materials discussed on and produced by the Modules. The suitability of the Project Book is seen in terms of the kinds of conversation about the kinds of materials present on the Modules, and a need to respond to the languages and mediums of spatial discourse in appropriate ways. The Project Book allows for the exercise of novel modes of address and conceptualisation in the approach to the hitherto unrecognised objects of interest which may he uncovered by the speculatively discursive elements of the Modules. As an examination form, the project allows for the ethical synthesis of investigative, creative and analytic modes of research. The work submitted in the Project Book will be assessed in terms of the formal success and applications of its synthetic processes in relation to the assessment criteria detailed below. Whilst formal aesthetic questions recognised by practitioners within the different media that may event in the Project Book may be addressed in its assessment, it will not be judged on these grounds unless it is explicitly invited. This allows for students to work unconstrained by the criteria of other established disciplines, unless that is a part of the stated intentions of the research. As with other work, project work, or in special circumstances the documentation of it (e.g.. performance pieces, or other time sensitive presentations) will be submitted in an appropriately archivable form, so as to be available for examination at later dates in the secondary and external assessment processes of the programme. The project may be submitted by a group or an individual. For group submissions, evidence is required of the contribution made by each, though each will receive the same mark for the Project Book overall.

ï   Live Project: The Live Project is an examination form used in the Forensic Architecture Studio. It is group project undertaken during the first five weeks of the Studio in collaboration with a human rights or investigative organization and in relation to a "real world" investigation. Students respond to the proposed brief and produce spatial and visual analysis.

ï   Placement Dossier: The Placement Dossier is an examination form used in the Forensic Architecture Studio. Students produce it following completion of their placement. It includes an annotated presentation of the material produced in the course of the placement as well as a short report (1500 words) that critically discusses the overall investigation in which the student participated.

ï   Human Rights Report: The Human Rights Report is an examination form used in the Forensic Architecture Studio. It is a critical investigation of the format of the human rights report as literary genre, a tool for political action and an aesthetic product. The overall aim is to compose a counter-genealogy of the human rights report that would be able to challenge its current standardized format and narrowly conceived scope. Each student will select one specific document that was produced with the aim of addressing a specific situation of violence and injustice from a counter-hegemonic perspective. This heterodox selection will include document from the longer history of human rights "proper" but also from the histories of anti-colonial, anti-capitalist and indigenous struggles. For this submission, students are asked to produce a short critical introduction (1500 words) as well as a series of annotated materials that through extended captions present and discuss their selected report.

Goldsmiths
UNIVERSITY OF LONDON

Each component piece of examined work is assessed by the following criteria:

1) the ability of students to establish a manageable research brief and to undertake appropriate and sufficient research; the ability to frame the subject of their enquiry inventively and contextually; the ability of students to identify new fields of enquiry and to draw upon appropriate sources and methodologies in doing so

2) conceptual and critical abilities; the ability to present a rigorous argument and demonstrate a clear grasp of ideas; the facility to work imaginatively with complex ideas; to identify pertinent issues with precision; ability to explore challenging ideas

3) creativity and facility with the form of presentation; ability of student to work critically and assuredly with written, oral, and other forms where appropriate; the presentation of legible and clear forms of critical enquiry

4) ambition and independence of the student's project; student's abilities in 'thinking outside the box'; ability to establish independence of student thought in relation to authoritative sources

Marking criteria

Mark	Descriptor	Specific Marking Criteria
80-100%	Distinction (Outstanding/Exceptional)	Represents the overall achievement of the detailed learning outcomes to an exceptional level. Potentially publishable work, showing extensive research, and originality and independence of thought within this complex and specialised area. Such work will be highly articulate and demonstrate an equally highly sophisticated critical apprehension of subject matter relating to the study of a new field of inquiry regarding spatial precepts, and the diversity of its attendant concepts and technical vocabularies. It will also show the deployment of creative-cognitive invention in the novel perception of the objects (and their contexts and implications) of such study. These may include novel and pertinent modes of address. Theoretical, archival and historiographical questions and issues regarding spatial cultural processes will all be broached adroitly, providing an appropriate and informing context in each instance. The work will make potentially original gestures towards the advancement and integration of these questions. The work will also demonstrate an acute and reflexive understanding of developments in the disciplines that have led up to this point in the study of architecture with regard to visual and spatial culture, and provide an assessment of the significance and nuances of this.
70-79%	Distinction	Represents the overall achievement of the detailed learning outcomes to an excellent level. Excellent work, taking in all aspects of the question under consideration and showing independence in approach and ideas. The work will show a high level of critical and analytical skill; possess a good grasp of the historiography of the emergence of the study of spatiality with reference to the terms of Research Architecture. The work will be well written and presented. It may show a recognition of

Goldsmiths
UNIVERSITY OF LONDON

		insufficiency in prevailing, or otherwise available critical formulations of matters relating to the objects of study. Awareness of shifts, conflicts and the development of concerns in the fields pertaining to the study of the relation of architecture to visual and spatial culture will be in evidence. Such work may not show marked originality in invention and conception of problematics.
60-69%	Merit	Represents the overall achievement of the detailed learning outcomes to a good level. Good work, showing wide knowledge of the available precepts of the study of spatial culture in the relevant period (as discussed on the Module and elsewhere), and an ability to use this in relevant analysis and argument. The work shows a grasp of the main issues and the historiography of the subject, though this may not be particularly well-formed. On the whole, the work shows good grammar, spelling and punctuation.
50-59%	Pass	Represents the overall achievement of the detailed learning outcomes to a threshold level. Satisfactory work, showing wide knowledge of the available objects of the study of architectural culture in the relevant period as discussed on the Module, but tends to produce narrative and does not show developed powers of analysis and argument. There is a limited grasp of the main issues as discussed on the Module, a lack of understanding of the historiography of the subject, and a failure to apprehend the degree of cognitive invention necessary to maintain a useful inquiry into the natures of the objects of interest for Research Architecture. Such work will signal a quite limited awareness of historiographical matters, research methodology, cultural processes and developments in the pertinent fields.
30-49%	Fail	Represents the overall achievement of the detailed learning outcomes to an insufficient level. Shows a limited knowledge of the objects of the study in the relevant period, (as discussed on the Module) and weakness in approach. The work fails to see more than one side of a question, and there are faults in style, grammar, spelling and punctuation. The work will appear unable to adequately articulate any points that it may intend to make. Any grasp or awareness of historiographical matters, research methodology, cultural processes and emergences and developments in the field will be weak.
10-29%	Bad fail	Represents the overall achievement of the detailed learning outcomes to a very insufficient level. Has inadequate knowledge to tackle the question; serious weaknesses in approach; tendency to jot down a few unanalysed facts and impressions. Very poor knowledge of the objects of study (even as discussed on the relevant module), and no apprehension of further critical arid theoretical issues.
1-9%	Very bad fail	Represents the overall achievement of the detailed learning outcomes to a completely insufficient level. Scribbled notes indicating little or no research,

		understanding of the question or attempt to consider theoretical issues.
0%	Non submission or plagiarised	Non submission or plagiarised submission.

How the programme is structured

The Programme is available in full-time mode (12 months) and part-time mode (24 months). All MA students take two taught modules (Special Subject, Forensic Architecture or Research Architecture Studio) and undertake an Oral Presentation and Dissertation Project as well as an unassessed compulsory Site Visit. In addition there is the unassessed Guest Lectures / Screenings programme (offered by the Department of Visual Cultures) which takes place on Thursday evenings and the termly workshops which focus on specific themes and problems in the field, and which occur in the context of the Forensic Architecture or Research Architecture Studio. Teaching in particular technical skills (photography, CAD, website design, Geographic Information Science, 3-D modelling, mapping, photogrammetry, etc) are made available at an appropriate level as part of the informal provision of the Forensic Architecture or Research Architecture Studio

In order to proceed to the Second Year, a part-time student must normally have successfully completed the Conflicts and Negotiations as Spatial Practices module. All part-time students are also strongly encouraged to audit the Forensic Architecture or Research Architecture Studio Module during their First Year.

Academic Year of Study 1

Module Title	Module Code	Credits	Level	Module Status	Term
Conflicts and Negotiations as Spatial Practices	VC71010C	45	7	Compulsory	1-2
EITHER: Research Architecture Studio		60	7	Optional	1-3
OR: Forensic Architecture Studio		60	7	Optional	1-3
MA Research Architecture Symposium		15	7	Compulsory	2
Dissertation Project	HT71117A	60	7	Compulsory	1-3

Academic support

Technical skills in CAD, drawing, website design, video, photography, Geographic Information Science, 3-D modelling, mapping, photogrammetry, etc are supplied as necessary to an appropriate level by members of staff in the Computing and the Design departments or in collaboration with Forensic Architecture. Strong connections with College-based agencies active in developing new investigative and documentary tools (such as Forensic Architecture, the Centre for Investigative Journalism, Airwars, etc.) allows students to learn about these tools and techniques on an *ad-hoc* basis. The dedicated postgraduate study centre at Hatcham House provides a range of support, not only materially but in terms of advice on study skills. The students also have access to Senate House library as well as the very extensive IT and archival facilities offered by the College's own library. The Visual Cultures Unit is strongly committed to the cultivation of a vital research community. Students are encouraged to participate actively in this, and it is facilitated through a number of avenues discussed (Guest Lecturer/Screening programme, for example) as well as a number of social events, trips and other less formal occasions.

Personal Tutors
Each student is allocated a Personal Tutor at the beginning of their studies, and this member of the

Goldsmiths
UNIVERSITY OF LONDON

teaching staff will remain as that student's Personal Tutor until the end of their studies. (Arrangements will be made for tutors taking periods of research leave). The Personal Tutor may be approached with any queries concerning matters of any pedagogical, but also any personal, financial or other nature. They are able to advise directly on pedagogical matters, and are able to direct students to appropriate services within the College for other questions.

Dyslexia Procedures
Students who think that they may be dyslexic but don't have a formal assessment should ordinarily arrange to see the department's Senior Tutor. The Tutor will acquaint themselves with the student's work and the background to the case, and then endeavour to secure appropriate access to support within the College. The student should contact their LEA to see whether they will pay for formal assessment and any additional equipment required to help learning, using the Disabled Student's Allowance. If, in the view of the tutor, there is an urgency about the assessment, application may be made to the College Hardship Loan in order to cover the costs.

In order for special arrangements (e.g. extra time in submission of assessed work) to be made in cases of dyslexia, an application has to be made to the University of London's Special Examination Committee, or to the College Board of Examiners via the Programmes Office. Applications need to be made at least six weeks before the start of the examination period.

English Language Centre (ELC)
The Centre for Research Architecture and the Department of Visual Cultures Department have very close working ties with the ELC. All students, though especially those for whom English is not their first language, are encouraged to attend the regular classes that are offered. Members of the ELC attend many of the lectures given in the Department and involve themselves not only in the simple textual side of language requirements such as grammar and usage, but also in the technical language and other specific content matters of the programme.

Links with employers, placement opportunities and career prospects

It is expected that most students will find employment in areas related to architecture, the arts and humanities (architectural practice and criticism, arts education at various levels, curating, arts administration, critical legal studies, writing etc.), as well as within non-governmental organisations, though it is hoped that a significant proportion will first seek to further their researches at doctoral level, either at the Centre for Research Architecture, or elsewhere. Even though the programme has no substantial base in professional studio practice, it is expected that the degree will benefit those with interests in architecture, and those with interests in politics, administration, journalism, broadcasting and publishing. During their studies, many students of other programmes offered by the Centre are encouraged to take up jobs, internships and volunteer positions at NGOs, legal offices, museums and other gallery and exhibition spaces internationally. The Centre already has a network of strong international connections with research institutions and museums. Similar connections with the Department of Visual Cultures have led to work for many in the UK, the USA, Australia and Europe.

The requirements of a Goldsmiths degree

Master's Degrees
All Master's degrees at Goldsmiths have a minimum value of 180 credits. Programmes are comprised of modules which have individual credit values. In order to be eligible for the award of a Master's degree students must have passed all modules on the programme.

Intermediate Exit Points
Some programmes incorporate intermediate exit points of Postgraduate Certificate and Postgraduate Diploma, which may be awarded on the successful completion of modules to the value of 60 credits or 120 credits respectively. Individual programmes may specify which, if any, combination of modules are

required in order to be eligible for the award of these qualifications. The awards are made without classification.

Final Classification
There are four possible categories of final classification for Master's degrees: Distinction, Merit, Pass and Fail.
For further information, please refer to the Regulations for Postgraduate Taught Students, which may be found here: http://www.gold.ac.uk/governance/studentregulations/

Programme-specific rules and facts

N/A

How teaching quality will be monitored

Goldsmiths employs a number of methods to ensure and enhance the quality of learning and teaching on its programmes.

Programmes and modules must be formally approved against national standards and are monitored throughout the year in departmental staff / student forums and through the completion of module evaluation questionnaires. Every programme also has at least one External Examiner who produces an annual report which comments on the standards of awards and student achievement.

This output is considered with other relevant data in the process of Annual Programme Review, to which all programmes are subject, and which aims to identify both good practice and issues which require resolution.

Every six years all programmes within a department are also subject to a broader periodic review. This aims to ensure that they remain current, that the procedures to maintain the standards of the awards are working effectively and the quality of the learning opportunities and information provided to students and applicants is appropriate.

Detailed information on all of these procedures are published on the webpages of the Quality Office (http://www.gold.ac.uk/quality/).

Goldsmiths
UNIVERSITY OF LONDON