

MA Research Architecture Programme Specification

Awarding Institution: University of London (Interim Exit Awards made by Goldsmiths' College)

Teaching Institution: Goldsmiths, University of London

Final Award: MA Research Architecture

Programme Name: MA Research Architecture

Total credit value for programme: 180

Name of Interim Exit Award(s):

Postgraduate Certificate in Research Architecture

Postgraduate Diploma in Research Architecture

Duration of Programme: 12 months full-time or 24 months part-time

UCAS Code(s): Not applicable

HECoS Code(s): (100583) Architectural Design

QAA Benchmark Group:

FHEQ Level of Award: 7

Programme accredited by: Not applicable

Date Programme Specification last updated/approved: November 2023

Home Department: Visual Cultures / Centre for Research Architecture

Department(s) which will also be involved in teaching part of the programme: NA

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 around specific spaces, sites, and environments.

The MA programme has been developed to allow students to combine studio work with critical reflection and theoretical insights. Lectures, seminars, and technical workshops will equip students 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, human rights, law, geography, journalism, activism, 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 Architecture, Visual Cultures, Art, Media, Cultural Studies, or a related humanities, arts, science or administrative subject (i.e. Geography, Urban Studies, Journalism, Earth Science, Law, Anthropology, Philosophy, Literature etc.)

Students with degrees in Architecture or other aspects of urban 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 such as the NGO sector (in lieu of a degree qualification) to be considered for admission to the programme.

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

Aims of the programme

The MA in Research Architecture is comprised of practical and theoretical modules, and is unique in exploring urgent contemporary events through a spatial lens.

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 situated event. Within this general framework, two studio streams; one in Research Architecture and the other in Forensic Architecture enable students to focus on specific methodological approaches, with the former aligned with more exploratory creative practices and the latter oriented towards the investigative methods developed by the human rights

agency Forensic Architecture (based in the Centre for Research Architecture at Goldsmiths). Overall this practice-led studio environment 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 i) appropriate social, political and other ideological circumstances, ii) material and technical terrains, and iii) 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 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 fundamentally 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 film, an exhibition (or other type of curated event), a broadcast, podcast, website or open source platform, a report, publication or other 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, urbanism, earth science, visual cultures, fine art, sound studies, investigative journalism, human rights, law, conflict studies, etc.), working together in groups on selected research architecture projects.

Practically, the programme will supply this opportunity through studio work and site visits in conjunction with theoretical seminars and technical workshops that develop capacities for critical inquiry and work towards producing a range of outputs. In order to achieve these outputs the programme offers instruction, where appropriate, and to an appropriate level, in the use of open source tools & techniques, remote sensing and geolocation, animation and video editing, mapping, 3D Modelling, photogrammetry, and computer aided design. Research into contested sites and spatial conditions is thus driven by practical concerns relating to the conception, development, and translation of the students' findings into legible public formats and whenever possible to identifying opportunities for activating research beyond the classroom.

Critically, this is a challenging and intensive programme. Students will be introduced to an array of critical and theoretical formulations that aim to situate 'space' within changing social, aesthetic, philosophical and political contexts. Through contact with significant practitioners and thinkers, students will be further encouraged to develop an appropriate creative-conceptual paradigm for the pursuit of their interests within the context of the field of Research Architecture; one that the Centre has developed and which has shaped contemporary architectural pedagogy more broadly. Questions around territory, migration flows, refugee camps, detention centres, human rights campaigns, community struggles, extractivist infrastructure, ecological damage, environmental justice, colonial legacies etc. are all presented in terms of their relevance to Research Architecture. As are equally pressing, yet more conventionally recognised themes around race, class, and gender, alongside inquiries into military, legal, administrative and other formulations of space.

As an innovative field of interdisciplinary inquiry, the programme also aims to develop a cohort of students both capable of and invested in furthering their research ambitions at doctoral levels.

What you will be expected to achieve

Students who exit the programme at the Postgraduate Certificate stage (60 CATS) will have successfully completed Critical Conditions (45 CATS,) and **Live Project (15 CATS)**. Students who exit the programme at the Postgraduate Diploma stage (120 CATS) will have successfully completed the following modules: **Research Studio (45 CATS), Critical Conditions (45 CATS,), Live Project (15 CATS), and Symposium (15 CATS)**. Students who complete the Postgraduate Degree programme (180 CATS) will have successfully completed the following modules: **Research Studio (45 CATS), Live Project (15 CATS), Critical Conditions (45 CATS,), Symposium (15 CATS), and Dissertation (60 CATS)**.

For the Postgraduate Certificate (60 CATS) to be awarded, the following Learning Outcomes must be achieved:

Knowledge and understanding

Code	Learning outcome	Taught by the following module(s)
A1	An understanding of the meaning and contemporary significance of the term Research Architecture, its proposed methods and its critical context.	<ul style="list-style-type: none"> Critical Conditions
A2	A knowledge of an array of practical projects and spatial practices, which supply new possibilities for architectural inquiry within the context of Research Architecture.	<ul style="list-style-type: none"> Critical Conditions
A3	A knowledge of the roles that media and other forms of cultural production may have in furthering the modes of inquiry, research	<ul style="list-style-type: none"> Critical Conditions

	findings and products pertinent to a renewed attention to the dynamics of architectural thought, and its contexts.	
A4	A knowledge and appreciation of varying narrative strategies and modes of presentation that inform Research Architecture as also a public and communicative practice.	<ul style="list-style-type: none"> • Critical Conditions
A5	An understanding of the interdisciplinary context and conditions of methodological innovation for the pursuit of Research Architecture.	<ul style="list-style-type: none"> • Critical Conditions

Cognitive and thinking skills

Code	Learning outcome	Taught by the following module(s)
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 projects.	<ul style="list-style-type: none"> • Critical Conditions
B2	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.	<ul style="list-style-type: none"> • Critical Conditions
B3	An ability to develop original arguments in relation to the extant field of the study of Research Architecture and other spatial discourses.	<ul style="list-style-type: none"> • Critical Conditions

Subject specific skills and professional behaviours and attitudes

Code	Learning outcome	Taught by the following module(s)
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C1	The ability to reflect upon contemporary forms of aesthetics in a manner that enables critical engagement with the operative modes of representation within architecture, design, media, art, activism, advocacy discourses.	<ul style="list-style-type: none"> • Critical Conditions • Symposium
C2	The ability to understand the role of architecture as a projective practice that functions as an important aspect of contemporary life and carrier of certain meanings and values.	<ul style="list-style-type: none"> • Critical Conditions

Transferable skills

Code	Learning outcome	Taught by the following module(s)
D1	Good writing skills.	<ul style="list-style-type: none"> • Critical Conditions • Symposium
D2	An ability to work in a group and individually, according to your own initiatives.	<ul style="list-style-type: none"> • Critical Conditions
D3	Skills in the mobilisation of evidence and other kinds of materials in support of a creative and exploratory form of argument (written, spoken, and in presentation).	<ul style="list-style-type: none"> • Critical Conditions • Symposium
D4	Skills in establishing research workflows coupled with knowledge of where to locate materials and information	<ul style="list-style-type: none"> • Critical Conditions
D5	Skills in information retrieval and working with data management systems including basic familiarity with GDPR requirements.	<ul style="list-style-type: none"> • Critical Conditions

For the Postgraduate Diploma (120 CATS) to be awarded, the following Learning Outcomes must be achieved:

Knowledge and understanding

Code	Learning outcome	Taught by the following module(s)
A1	An understanding of the meaning and contemporary significance of the term Research Architecture, its proposed methods and its critical context.	All modules comprised of: <ul style="list-style-type: none"> • Research Studio • Critical Conditions • Symposium • Live Project
A2	A knowledge and critical appreciation of an array of spatial theories, which bear usefully on the ambitions of Research Architecture, as an emergent field and mode of architectural inquiry.	<ul style="list-style-type: none"> • Research Studio • Critical Conditions • Symposium • Live Project
A3	A knowledge of the roles that media 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.	<ul style="list-style-type: none"> • Critical Conditions • Symposium
A5	Insight into new and specialised conceptions of spatial syntax and processes, and their appropriate vocabularies (technical, audio-visual, discursive and other), most pertinent to Research Architecture.	<ul style="list-style-type: none"> • Research Studio • Critical Conditions • Live Project

Cognitive and thinking skills

Code	Learning outcome	Taught by the following module(s)
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 projects, and an ability to perceive and engage with the need for such peer-to-peer learning in order to respond to situations that announce themselves as spatial problems or express spatial dynamics.	<ul style="list-style-type: none"> • Research Studio • Critical Conditions • Symposium • Live Project
B2	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.	<ul style="list-style-type: none"> • Critical Conditions • Symposium
B3	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.	<ul style="list-style-type: none"> • Research Studio • Critical Conditions • Symposium • Live Project

Subject specific skills and professional behaviours and attitudes

Code	Learning outcome	Taught by the following module(s)
C1	The ability to reflect upon contemporary forms of aesthetics in a theoretically informed manner that enables critical engagement with the operative modes of representation and data visualisation within architecture, design, media, art, activism, advocacy discourses.	<ul style="list-style-type: none"> • Research Studio • Critical Conditions • Symposium • Live Project
C2	The ability to understand the role of architecture as a projective practice with ethical responsibilities more generally; one that functions as an important aspect of	<ul style="list-style-type: none"> • Research Studio • Critical Conditions • Symposium • Live Project

	contemporary life and carrier of certain meanings and values.	
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Transferable skills

Code	Learning outcome	Taught by the following module(s)
D1	Good reading, learning and speculative/creative skills.	<ul style="list-style-type: none"> • Research Studio • Critical Conditions • Symposium • Live Project
D2	An ability to work in a group and individually, according to your own initiatives.	<ul style="list-style-type: none"> • Research Studio • Critical Conditions • Live Project
D3	An ability to express ideas in clear verbal and written forms.	<ul style="list-style-type: none"> • Research Studio • Critical Conditions • Symposium • Live Project
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).	<ul style="list-style-type: none"> • Research Studio • Critical Conditions • Live Project
D5	Skills in developing a research network; acquiring a range of professional and intellectual contacts; acquainting oneself with professional and intellectual practices in architecture, design, media, journalism, curating, criticism, and contemporary art.	<ul style="list-style-type: none"> • Research Studio • Critical Conditions • Live Project
D6	Skills in establishing research workflows coupled with knowledge of where to locate materials and information (archives, databases, libraries etc.) and assess their	<ul style="list-style-type: none"> • Research Studio • Critical Conditions

	specific relevance, including the development of skills to enable one to constitute their own research archive in the absence of official repositories.	<ul style="list-style-type: none"> • Live Project
D7	Skills in information retrieval (navigating archives, submitting an FOI request, using open source investigate tools, conducting interviews) and working with data management systems including basic familiarity with GDPR requirements.	<ul style="list-style-type: none"> • Research Studio • Critical Conditions • Live Project
D8	Non-verbal communication skills such as data-visualisation and graphic design.	<ul style="list-style-type: none"> • Research Studio • Live Project

For the Postgraduate Degree (180 CATS) to be awarded, the following Learning Outcomes must be achieved:

Knowledge and understanding

Code	Learning outcome	Taught by the following module(s)
A1	An understanding of the meaning and contemporary significance of the term Research Architecture, its proposed methods and its critical context.	<p>All modules comprised of:</p> <ul style="list-style-type: none"> • Research Studio • Critical Conditions I & II • Dissertation • Live Project
A2	A knowledge of an array of practical projects and spatial practices, which supply new possibilities for architectural inquiry within the context of Research Architecture.	<ul style="list-style-type: none"> • Research Studio • Critical Conditions I & II • Dissertation • Live Project
A3	A knowledge and critical appreciation of an array of spatial theories, which bear usefully on the ambitions of Research Architecture, as	<ul style="list-style-type: none"> • Research Studio • Critical Conditions I & II • Dissertation • Live Project

Code	Learning outcome	Taught by the following module(s)
	an emergent field and mode of architectural inquiry.	
A4	A knowledge of the roles that media 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.	<ul style="list-style-type: none"> • Research Studio • Critical Conditions I & II • Dissertation • Live Project
A5	Insight into new and specialised conceptions of spatial syntax and processes, and their appropriate vocabularies (technical, audio-visual, discursive and other), most pertinent to Research Architecture.	<ul style="list-style-type: none"> • Research Studio • Critical Conditions I & II • Dissertation • Live Project
A6	A knowledge and appreciation of varying narrative strategies and modes of presentation that inform Research Architecture as also a public and communicative practice.	<ul style="list-style-type: none"> • Research Studio • Symposium • Live Project
A7	An understanding of the interdisciplinary context and conditions of methodological innovation for the pursuit of Research Architecture.	<ul style="list-style-type: none"> • Research Studio • Critical Conditions I & II • Symposium • Dissertation • Live Project

Cognitive and thinking skills

Code	Learning outcome	Taught by the following module(s)
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 projects, and an ability to perceive and engage with the need for such peer-to-peer learning in order to respond to situations that announce themselves as spatial problems or express spatial dynamics.	<ul style="list-style-type: none"> • Research Studio • Critical Conditions I & II • Symposium • Dissertation • Live Project
B2	An appreciation of the critical and creative-cognitive abilities required to both identify and design new types of objects and spatial representations, which may be brought out at the intersection of architectural insights in dialogue with other kinds of perception fostered by different disciplines.	<ul style="list-style-type: none"> • Research Studio • Critical Conditions I & II • Symposium • Dissertation • Live Project
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.	<ul style="list-style-type: none"> • Critical Conditions I & II • Symposium • Dissertation
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.	<ul style="list-style-type: none"> • Research Studio • Critical Conditions I & II • Symposium • Dissertation
B5	A critical and reflexive understanding of the motivations for postgraduate research in this field and a developed notion of the kinds of research questions one 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 their attendant or constitutive theoretical issues.	<ul style="list-style-type: none"> • Research Studio • Critical Conditions I & II • Symposium • Dissertation • Live Project

Code	Learning outcome	Taught by the following module(s)
B6	An ability to develop original arguments in relation to the extant field of the study of Research Architecture and other spatial discourses.	<ul style="list-style-type: none"> • Research Studio • Critical Conditions I & II • Symposium • Dissertation • Live Project
B7	A habitual ability to work with complex and often ambiguous theoretical and cultural problematics, and the ability to value and exercise unpredictable research situations and opportunities.	<ul style="list-style-type: none"> • Research Studio • Critical Conditions I & II • Symposium • Dissertation • Live Project

Subject specific skills and professional behaviours and attitudes

Code	Learning outcome	Taught by the following module(s)
C1	The ability to theorise different aspects of architectural/spatial practices and set their debates within appropriate intellectual, historical, and critical contexts.	<ul style="list-style-type: none"> • Research Studio • Critical Conditions I & II • Symposium • Dissertation • Live Project
C2	The ability to reflect upon contemporary forms of aesthetics in a theoretically informed manner that enables critical engagement with the operative modes of representation and data visualisation within architecture, design, media, art, activism, advocacy discourses.	<ul style="list-style-type: none"> • Research Studio • Critical Conditions I & II • Symposium • Dissertation • Live Project •
C3	The ability to understand the role of architecture as a projective practice with ethical responsibilities more generally; one that functions as an important aspect of contemporary life and carrier of certain meanings and values.	<ul style="list-style-type: none"> • Research Studio • Critical Conditions I & II • Symposium • Dissertation • Live Project

Transferable skills

Code	Learning outcome	Taught by the following module(s)
D1	Good reading, learning and speculative/creative skills.	<ul style="list-style-type: none"> • Research Studio • Critical Conditions I & II • Symposium • Dissertation • Live Project
D2	An ability to work in a group and individually, according to your own initiatives.	<ul style="list-style-type: none"> • Research Studio • Critical Conditions I & II • Dissertation • Live Project
D3	An ability to express ideas in clear verbal and written forms.	<ul style="list-style-type: none"> • Research Studio • Critical Conditions I & II • Symposium • Dissertation • Live Project
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).	<ul style="list-style-type: none"> • Research Studio • Critical Conditions I & II • Dissertation • Live Project
D5	Skills in developing a research network; acquiring a range of professional and intellectual contacts; acquainting oneself with professional and intellectual practices in architecture, design, media, journalism, curating, criticism, and contemporary art.	<ul style="list-style-type: none"> • Research Studio • Critical Conditions I & II • Dissertation • Live Project
D6	Skills in establishing research workflows coupled with knowledge of where to locate materials and information (archives, databases, libraries etc.) and assess their specific relevance, including the development of skills to enable one to constitute their own research archive in the absence of official repositories.	<ul style="list-style-type: none"> • Research Studio • Critical Conditions I & II • Dissertation • Live Project

Code	Learning outcome	Taught by the following module(s)
D7	Skills in information retrieval (navigating archives, submitting an FOI request, using open source investigate tools, conducting interviews) and working with data management systems including basic familiarity with GDPR requirements.	<ul style="list-style-type: none"> • Research Studio • Critical Conditions I & I • Dissertation • Live Project
D8	Non-verbal communication skills such as data-visualisation and graphic design.	<ul style="list-style-type: none"> • Research Studio

How you will learn

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.

The peer-to-peer form, 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 Live Project allows student to learn how to work collaboratively. It is an opportunity for peer-to-peer learning under the guidance of a guest (usually from an NGO or legal organisation).

For students interested in the Forensic Architecture stream, 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.

Bi-weekly workshops are offered on the programme for any student wishing to enhance their technical skills. These day long participatory events are led by invited guest practitioners with a specific expertise in the field.

Discussions following guest lectures or screenings offer key moments for speculative and responsive thought, and a time for the development of participation in a postgraduate research community in the Centre for Research Architecture and elsewhere in the University more broadly.

Office hours and tutorials 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

The Centre for Research Architecture has a range of assessment methods at its disposal.

The aim of the **Research Studio** is to provide supported conditions for the necessary experimental thought required to produce properly innovative work at MA level. The submitted Research Archive and/or Investigative Report will explore, in an appropriately visual manner, the kinds of thematics, problems and materials discussed on and produced in the studio. As an examination form, they allow for the ethical synthesis of investigative, creative and analytic modes of research.

Live Project: This an examination form developed during the first five weeks of the Research Studio in collaboration with the external NGO sector and offers real-time and real-world exposure to conducting group-based research into a human rights violation or environmental infraction. Its outputs typically result in the production of an interactive web-based platform or printed report that is disseminated to stakeholders.

Research Archive: This an examination form used in the Research Architecture stream. The submission is of a creatively reflexive piece of work 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 work submitted in the Research Archive will be assessed in terms of the formal success and applications of its synthetic processes in relation to the assessment criteria detailed below. As with other studio 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.

Investigative Report: This an examination form used in the Forensic Architecture stream. It engages 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. The format is open and could include annotated maps, timelines, videos, models, etc. These must be accompanied by a narration (text, voice over, etc.) that details the steps undertaken and unpacks the methodologies and findings of the investigation. Multimedia components of essays are also accepted.

Placement: This a non-assessed examination form in which students, who are keen to obtain real-world experience within the NGO sector, produce a dossier following completion of their voluntary placements. It includes an annotated presentation of the material produced as well as a short report (1500 words) that critically discusses the overall investigation in which the student participated.

Public Forum: This public manifestation of studio work plays a central role in the programme. It is the place where the detailed research questions developed during the studio programme are exercised in both exhibition form and in discursive modes. It is supported by a number of ancillary means, including the learning taking place within the Critical Conditions module. Its use in the studio project is as an investigative contextualisation of the kinds of findings articulated by the Research Archive and/or Investigative Report over the course of the year.

Critical Conditions: This seminar engages with contemporary social and political theory as a way to analyse contested sites and conditions of injustice. It seeks to demonstrate how economic, political and social conflict plays out within real or imagined spaces, sites and cases, and sometimes through the representation, organisation, transformation, erasure or subversion of these architectures. In this facilitation-led module, space, case, site, are not understood as the backdrop of conflict, or its consequence, but as the medium and language within which social and political-economic conflicts and negotiations can be conducted. This practice-inflected module takes the form of seminars, lectures, student-led presentations, in class casework, and where possible, guest lectures, organised around a weekly thematic and culminating in an extended 5,000-word essay.

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

Dissertation: The written dissertation (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.

Each component piece of examined work is assessed by the following criteria (post-graduate)

- 1) ability to establish a manageable research brief and to undertake appropriate and sufficient research;
- 2) ability to frame the subject of their enquiry inventively and contextually;
- 3) capacity to identify new fields of enquiry and to draw upon appropriate sources and methodologies in doing so.
- 4) conceptual and critical ability to present a rigorous argument and demonstrate a clear grasp of ideas;
- 5) facility to work imaginatively with complex ideas;
- 6) ability to identify pertinent issues with precision;
- 7) ability to explore challenging ideas;
- 8) facility and creativity with the form of presentation;
- 9) 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
- 10) ability to establish independence of student thought in relation to authoritative sources

Marking criteria

Mark	Descriptor	Specific Marking Criteria
80-100%	Distinction (Outstanding/ Exceptional)	<p>Overall candidates will have demonstrated that they have achieved the specific learning outcomes of the course to an exceptional level. The work is of outstanding merit throughout.</p> <p>Research shows outstanding evidence of sustained academic enquiry drawing on a comprehensive range of sources all of which are critically evaluated; issues are readily identified and contextualised using appropriate theoretical frameworks, reviewed critically with insight, independence and originality of thought.</p> <p>Practice demonstrates outstanding research and there is abundant evidence of contextualisation and critical analysis; excellent technical competence utilising processes and materials with confidence and expertise; appropriate visual and aesthetic codes explored thoroughly and employed incisively; work displays outstanding material/technical coherence appropriate to the idea/theme.</p> <p>Text based arguments and the presentation of evidence will demonstrate highly sophisticated reasoning and be exceptionally clear, well focused and cogent, considered to be of publishable quality.</p>
70-79%	Distinction	<p>Overall, the work shows evidence of rigorous analytical research in its conceptualisation of the project; an excellent level of response to the set tasks; the conceptual coherency of the work/project is strong, and ideas are researched and deployed within a clearly defined contextual framework.</p> <p>Research shows ample evidence of sustained academic enquiry; the work draws on a wide range of sources all of which are critically evaluated; issues are readily identified and contextualised using appropriate theoretical frameworks.</p> <p>Practice has been researched thoroughly and a process of contextualisation and critical analysis is much in evidence; abundant evidence of high technical competence utilising appropriate processes and materials with confidence; appropriate visual and aesthetic codes well explored and employed incisively; work displays excellent material/technical coherence appropriate to the idea/theme.</p>

		Text-based work is extremely well structured, and ideas are articulated and synthesised clearly through a cogent argument. Correct scholarly procedures employed throughout with care and accuracy.
60-69%	Merit	<p>Overall evidence of good analytical research in the conceptualisation of the project; a very good level of response to the set tasks; the conceptual coherency of the work is good, and ideas are researched and deployed within a defined contextual framework.</p> <p>Research shows evidence of sustained academic enquiry; the work draws on a wide range of sources most of which are critically evaluated and synthesised within a clear argument/structure; most issues are identified and contextualised using appropriate theoretical frameworks.</p> <p>Practice is coherent and displays material and technical cohesion appropriate to the idea; good technical competence utilising a range of processes and materials with confidence; the brief has been well researched with clear evidence of contextualisation and critical analysis; appropriate visual and aesthetic codes have been successfully explored and employed.</p> <p>Text-based work is well organised, with sound underlying structure and ideas are articulated clearly. Correct scholarly procedures employed throughout with accuracy.</p>
50-59%	Pass	<p>Overall, mainly adequate level of response to the set task; the conceptual coherency of the work/project is largely adequate, and ideas are researched and deployed with an inconsistent recognition of the need for a contextual framework.</p> <p>Research shows some evidence of the identification of relevant issues; limited range of sources; evidence of some analytical and contextual skills but inconsistently employed.</p> <p>Practice utilises a limited range of processes and materials in a technically adequate manner; appropriate visual and aesthetic codes have been explored and employed inconsistently. The brief has been researched but limited evidence of a process of contextualisation and critical analysis.</p> <p>Text-based work is structured around an argument although the focus is not always clear; largely correct scholarly procedures employed.</p>

30-49%	Fail	<p>Overall inadequate level of response to the set task; the realisation of the concept does not utilise a sufficient range of processes and materials; level of response is not always appropriate or consistent.</p> <p>Research shows little evidence of the identification of relevant issues; limited and inadequate range of sources; little evidence of analytical and contextual skills, inconsistently employed.</p> <p>Practice. The visual/conceptual coherency of the work/project is inadequate, and ideas are not fully researched or deployed sufficiently; contextual frameworks not well established; appropriate visual and aesthetic codes have not been explored.</p> <p>Text-based work is lacking structure and/or a sound argument; the focus is not clear; incorrect scholarly procedures, inaccurate references.</p>
10-29%	Bad fail	<p>Overall, the work may not be without merit but not Masters standard. The concept is realised inappropriately or underdeveloped.</p> <p>Research: Range of sources is very limited; little interpretation or analysis; lacking breadth or awareness of contextual framework.</p> <p>Practice. Materials and processes do not demonstrate a level of expertise commensurate with that necessary for the coherent articulation of the visual idea/ concept. The work may have merits but is not at Masters level. Variable presentation/display with errors and inconsistencies. Little evidence of technical competence.</p> <p>Text-based: Weak organisational structure lacking in discussion and commentary; unfocused or lacking coherent argument; incorrect scholarly procedures employed.</p>
1-9%	Very bad fail	The submission does not attempt to address the specified learning outcomes.
0%	Non submission or plagiarised	Failure to submit or a plagiarised assessment.

How the programme is structured

The Research Architecture MA programme is available in full-time mode (12 months) and part-time mode (24 months). All MA students take four compulsory assessed modules: Research Studio (60 CAT), Critical Conditions (45 CAT), Symposium (15 CAT), and Dissertation (60 CAT). Research Studio and Critical Conditions are taught modules, whereas the Symposium is a 20-minute oral presentation, and the Dissertation is a 6,000-word written submission. In addition, students have the option of participating in an unassessed placement with the Architecture agency. Classes are supplemented by guest lectures and fieldtrips to local archives, exhibitions, and museums. Teaching technical skills (video, animation, sound, Geographic Information Science, 3-D modelling, mapping, photogrammetry, technical drawing, basic coding) are made available at an appropriate level as part of an extensive series of workshops that run over the course of each year. Attendance in these workshops is not mandatory and competencies with these digital tools is not assessed.

In addition, students should attend the non-assessed Visual Cultures Public Programme that takes place on Thursday evenings, and may attend other occasional, optional workshops offered by the School or College, which focus on specific themes and problems in the broad field of visual cultures and spatial politics and beyond.

In order to proceed to the Second Year, a part-time student must normally have successfully completed the Critical Conditions module. Part-time students are only permitted to audit the Research Studio module during their First Year upon permission and if space is available.

Students should be aware that each 15, 45, and 60 CAT module requires 15, 450, and 600 nominal learning hours respectively – a mixture of formal learning and teaching events such as lectures, seminars, and tutorials, as well as a significant amount of independent study in terms of weekly studio work, reading, and presentation preparation, as well as research and writing towards formative and summative assessment.

Full-time mode

Academic year of study 1

Module Name	Module Code	Credits	Level	Module Type	Term
Research Studio	VC71134A	45	7	Compulsory	1,2,3
Live Project	TBC	15	7	Compulsory	1
Critical Conditions	VC71135A	45	7	Compulsory	1,2
Symposium	VC71101C	15	7	Compulsory	3
Dissertation	VC71117A	60	7	Compulsory	3

Part-time mode

Academic year of study 1

Module Name	Module Code	Credits	Level	Module Type	Term
Critical Conditions	VC71135A	45	7	Compulsory	1,2
Live Project	TBC	15	7	Compulsory	

Academic year of study 2

Module Name	Module Code	Credits	Level	Module Type	Term
Research Studio	VC71134A	45	7	Compulsory	1,2,3
Symposium	VC71101C	15	7	Compulsory	3
Dissertation	VC71117A	60	7	Compulsory	3

Academic support

Support for learning and wellbeing is provided in a number of ways by departments and College support services who work collaboratively to ensure students get the right help to reach their best potential both academically and personally.

All students are allocated a Personal Tutor (one in each department for joint programmes) who has overall responsibility for their individual progress and welfare. Personal Tutors meet with their student at least three a year either face-to-face, as part of a group and/or electronically. The first meeting normally takes place within the first few weeks of the autumn term. Personal Tutors are also available to students throughout the year of study. These meetings aim to discuss progress on modules, discussion of the academic discipline and reports from previous years if available (for continuing students). This provides an opportunity for progress, attendance and assessment marks to be reviewed and an informed discussion to take place about how to strengthen individual learning and success.

All students are also allocated a Senior Tutor to enable them to speak to an experienced academic member of staff about any issues which are negatively impacting their academic study, and which are beyond the normal scope of issues handled by Programme Convenors and Personal Tutors.

Students are provided with information about learning resources, the [Library](#) and information available on [Learn.gold \(VLE\)](#) so that they have access to department/programme handbooks, programme information and support related information and guidance.

Taught sessions and lectures provide overviews of themes, which students are encouraged to complement with intensive reading for presentation and discussion with peers at seminars. Assessments build on lectures and seminars, so students are expected to attend all taught sessions to build knowledge and their own understanding of their chosen discipline.

All assessed work is accompanied by some form of feedback to ensure that students' work is on the right track. It may come in a variety of forms ranging from written comments on a marked essay to oral and written feedback on developing projects and practice as they attend workshops.

Students may be referred to specialist student services by department staff or they may access support services independently. Information about support services is provided on the [Goldsmiths website](#) and for new students through new starter information and induction/Welcome Week. Any support recommendations that are made are agreed with the student and communicated to the department so that adjustments to learning and teaching are able to be implemented at a department level and students can be reassured that arrangements are in place. Opportunities are provided for students to review their support arrangements should their circumstances change. The [Disability](#) and [Wellbeing](#) Services maintain caseloads of students and provide on-going support.

The [Careers Service](#) provides central support for skills enhancement, running [The Gold Award](#) scheme and other co-curricular activities that are accredited via the Higher Education Achievement Report ([HEAR](#)).

The [Centre for Academic Language and Literacies](#) works with academic departments offering bespoke academic literacy sessions. It also provides a programme of academic skills workshops and one-to-one provision for students throughout the year.

Placement opportunities

Each academic year the Centre for Research Architecture offers MA students the possibility of pursuing an individual placement with the Forensic Architecture agency and its wide range of partners. Through their placement students gain hands-on experience producing and visualising evidence on behalf of human rights groups, threatened communities, and international organisations.

Employability and potential career opportunities

The MA Research Architecture equips students with an expansive interdisciplinary set of skills from technical know-how to problem-solving and public communication. Its practice-based pedagogy also provides hands-on experience in the form of fieldwork and case work alongside the delivery of key workshops to support such practices. Together these skills and experiences combine to enable MAs to secure relevant employment upon graduation. It also lays the scholarly foundation for those wishing to pursue a PhD in areas of architecture, conflict studies, geography, media, law, environmental humanities etc. Graduates from the MA typically work in the NGO and non-profit sector. For example, recent graduates have found employment as case workers with Amnesty International and Médecins Sans Frontières (MSF), as geo-location specialists with Air Wars a civilian casualty monitoring agency, as policy analysts with Focus On Labour Exploitation (FLEX), and as strategic designers with the Good Ancestor Movement, a consultancy for equitable wealth distribution. Increasingly many are also finding jobs with major news organisations, such as The Guardian, New York Times, and Washington Post, all of which have hired our recent graduates in order to focus on new forms of digital storytelling including data visualisation and open-source investigation. Graduates with a more arts-focus follow career pathways as architects, filmmakers, curators, and designers. Within this area of production our graduates have too been very successful from winning the Turner Prize to being awarded the Golden Lion for curating the best national pavilion at the Venice Biennale for Architecture.

Because the MA in Research Architecture is globally recognised for its distinctive and ground-breaking pedagogy, we can, in short, connect our graduates with an international network that fully understands the value that each will bring to their organisation.

Programme-specific requirements

All taught postgraduate degrees have a minimum total value of 180 credits and involve one calendar year of full-time study. Some programmes may extend over more than one calendar year and, when this is the case, they have a higher total credit value. Programmes are composed of individual modules, each of which has its own credit value.

Part-time degree students in Research Architecture take a module to the value of 45 credits in Year One and 135 credits in Year Two. If a programme has a part-time pathway, the structure will be set out in the section “How the programme is structured” above. Normally, all modules are at level 7 of the Framework for Higher Education Qualifications.

More detailed information about the structure and requirements of a Goldsmiths degree is provided in the Goldsmiths Qualifications and Credit Framework.

Modules

All modules are compulsory and must be taken as part of the certificate, diploma or degree in Research Architecture.

Progression

Some programmes may require students to pass specific modules prior to completion of the dissertation/major project (or equivalent). Additionally, where a programme of study extends beyond one calendar year, students may be required to pass specific modules in their first year of study before progressing to the second year. Where this is the case, these requirements will be set out in this Programme Specification.

Tuition fee costs

Information on tuition fee costs is available at: <https://www.gold.ac.uk/students/fee-support/>

Specific programme costs

Not applicable.