

SCHOOL OF ARCHITECTURE, DESIGN & CONSTRUCTION

**Postgraduate Diploma in Architectural
Practice**

STUDENT HANDBOOK

2011-2012



**UNIVERSITY
of
GREENWICH**

PREFACE

Welcome to the School of Architecture, Design & Construction.

This *Programme Handbook* contains important information relating to your specific Programme of Studies. It is complemented by the *General Information Student Handbook* (blue cover) , which gives essential information useful to all students in the School on accessing online information, assessment, pastoral care and assistance, University regulations, etc...

Please make sure you get both handbooks.

With our best wishes for a successful programme of studies.

Disclaimer:

The University of Greenwich reserves the right to discontinue any class or programme, to alter any programme or to amend any other information without notice.

It is the intention of the School of Architecture, Design & Construction to keep under review the content, teaching methods and assessment of the programmes and in consequence there may be changes which have overtaken the production of this Handbook, or which may occur during the year. Changes will be advised by the Programme Leaders.

You are reminded that all work produced during your programme of study may be retained by the School for reference, exhibition or quality assurance purposes.

CONTENTS	Page
1. PROGRAMME DETAILS	3
2. PROFESSIONAL ACCREDITATION	3
3. PROGRAMME STRUCTURE	6
4. PERMITTED LENGTH OF TIME TO COMPLETE PROGRAMME	7
5. ENTRY REQUIREMENTS	7
6. PROGRAMME SPECIFICATIONS	9
7. WHAT NEXT? CAREER / JOBS / FURTHER STUDIES	14
Appendix A Course Specifications	15
The Architect & Society	17
Architectural Management 1	19
Architectural Management 2	21
Legal Framework	23
Case Study	25
The Viva	27
Appendix B Reading List	29
Appendix C New ARB / RIBA Part 3 Criteria	34
Appendix D Change of pass mark to 50%	37
Appendix E Description of Academic Levels	41

1. PROGRAMME DETAILS

Name:	Postgraduate Diploma In Architectural Practice (with ARB / RIBA Part 3 recognition)
Mode of study:	Part time (evening) only
Banner Code:	P11224
Programme Leader:	Tony Cleford
Programme Team:	Tony Cleford (all courses)
	G Ivan Clarke (Legal Framework & Processes only)

2. PROFESSIONAL ACCREDITATION

The programme carries professional accreditation from the Architects Registration Board (ARB) and the Royal Institute of British Architects (RIBA) and the award it provides is recognised as an ARB and RIBA Part 3 qualification. Therein lies its value to students, as a gateway to the profession, rather than the academic award itself. The achievement of this award (on top of the earlier ARB Part 1 and 2 qualifications) allows successful candidates to legally register as architects in the UK.

Both ARB and RIBA share the academic criteria which form the basis of the programme's curriculum. Forthcoming changes in those criteria have resulted in most of the proposed revisions to the programme.

3. PROGRAMME STRUCTURE

PDAP is divided into three phases, which are all at the same academic stage. Each phase contains two courses:

- Phase A: The Architect and Society and Architectural Management 1, both 15 credits.
- Phase B: Architectural Management 2 and Legal Framework & Processes, both 15 credits.
- Phase C: The Case Study and Viva, both 30 credit courses.

As outlined under Progression, students may join the Programme at the start of Phase A or B, taking other Phases in the following terms. The Programme can thus be studied in the sequences ABC or BAC, always ending with the Case Study and Janus Paper submission and the autumn or spring Viva.

The timing of the programme is also an important aspect of its structure. PDAP is largely taught as weekly evening seminars (with occasional full-day workshops - for example about construction contracts.) This is a conscious decision, intended to maintain a strong link between what is taught in the evening in the university and what is practised at work or on site the next day. And that loop continues with the way that daily professional practice feeds into the evening teaching through the seminars and practice presentations. The result is a feedback loop from practice to academe and back to practice that is both short and frequently reinforced.

The ability to take planned breaks between phases (described in more detail under Permitted Length of Time to Complete the Programme) is also an important aspect of the programme's structure.

Programme: Postgraduate Diploma in Architectural Practice (PDAP) (RIBA Pt 3) P11224

Programme Leader: Tony Cleford

Department: Design

Head of Department: H. Gilby

AUTUMN START

Phase A - Term 1		Phase B - Term 2	
The Architect	Architectural	Architectural	LEGAL FRAMEWORK
& Society	Management	Management	LEGAL FRAMEWORK
	1	2	
ARCT1031	ARCT1032	ARCT1033	LAW 1176
15 Credits	15 Credits	15 Credits	15 Credits
Phase C – Term 3			
Drafting Janus paper			
Drafting Case Study			

Autumn Viva

Phase C	
VIVA	Case Study
ARCT1035	ARCT1034
30 Credits	30 Credits

SPRING START

Spring Viva

Phase B - Term 2		Phase A -Term 1		Phase C	
Architectural	LEGAL FRAMEWORK	Architect	Architectural		Case
Management	LEGAL FRAMEWORK	& Society	Management	VIVA	Study
2	LAW 1176		1		
15 Credits	15 Credits	15 Credits	15 Credits	30 Credits	30 Credits
<p>Phase C - Term 3</p> <p>Drafting Janus paper</p> <p>Drafting Case Study</p>					

4. PERMITTED LENGTH OF TIME TO COMPLETE THE PROGRAMME

Title	Mode	Normal Maximum Period of Duration (years) (i)
Post Graduate Certificate in Architectural Practice	FT PT	6

- (i) Provided there is no substantial change to the programme during that period.
- **Candidate may break their studies between Phases by arrangement with the Programme Leader. Unless candidates update their knowledge with satisfactory refresher work, the total length of all such breaks shall not exceed four years. Students who break their studies must ensure they comply with the University's procedures for Interrupting Study and complete the appropriate form, with signatures from both the Office of Student Affairs and the Programme Leader.**
- Legacy Students: We anticipate that difficulties imposed by legacy students (i.e. those who took phase A and B of the pre 2011 PDAP) will be minimal. (Unlike the transition from PCPAS to PDAP, there is no change in length of the programme or the number or academic weighting of courses.) Legacy students' Phase C submissions will be aimed at, and examined according to, the new ARB criteria.

The shortest length of time required to complete the programme is approximately 14 months. Students would complete phases A and B in the autumn and spring terms and prepare their case study over the summer, making their phase C submission one year after their programme started. Once that submission had been marked in house and by external examiners they would sit their viva approximately 2 months later, giving that 14 month total. But such speed is unusual because a major part of the Phase C submission is a Case Study about a project the student is deeply involved with. The traditional view of such a project is that it should cover all the stages in the architect's Plan of Work, so that the student can demonstrate competence across a broad range of work and architectural services. Even though we take a more broadly based view about what constitutes a suitable case study project, it is most unusual for students to be able to cram a wide range of experience into such a short time, even with the smallest projects.

Because projects are often large and take years to complete, PDAP has always had the facility (with programme leader's agreement) for students to take breaks between phases to suit their circumstances. Such breaks can be triggered by projects being put on hold or a change in working practice for example.

ARB regulations also require that, by the time students complete the Programme by sitting Phase C Viva, they also need to have a minimum of 24 months of professional experience in practice. This experience must be recorded by an approved method - usually the RIBA's Professional Experience & Development Record.

Most students follow the traditional pattern of taking a 'year out' in practice between their Part 1 and Part 2 studies. There is always considerable personal and professional development in this time. While this year contributes towards the 24 months experience requirement, at least 12 months of that experience must also be post Part 2. For those students who want to qualify as quickly as possible, PDAP's duration allows this 12 months of experience to be obtained while studying on the programme.

It also must be emphasised that such breaks are usually also be supportive of learning. Students can take time to reflect on, assimilate and synthesise their learning in earlier phases. They have time not just to assimilate what they have learned earlier, but to apply it in the real world and see the results that stem from it. Students find this immensely rewarding.

5. ENTRY REQUIREMENTS

Given that it represents the legal gateway to the architectural profession, access to PDAP is determined by the requirements of the professional bodies involved.

While ARB parts 1 & 2 and RIBA parts 1 & 2 are usually thought of as being synonymous, RIBA has continued to provide part 1 and 2 recognition to architecture programmes around the world. Whatever their standards and qualities, these are not accepted by ARB as equivalent to their part 1 & 2 qualifications precisely because they are delivered outside the UK and are hence outside ARB's spheres of interest and control. Consequently, all prospective PDAP students will need to have ARB Part 1 and 2 qualifications, normally obtained by satisfactorily completion of ARB and RIBA recognised programmes (such as the BA (Honours) and Postgraduate Diploma programmes at Greenwich.)

In exceptional cases (typically Greenwich final year part time diploma students who already have substantial current experience) students with Part 1 who can reasonably expect to receive part 2 imminently, may enrol on the course subject to the Programme Leader's approval. However, such students will not be allowed to proceed to the final stage of PDAP (Phase C) until they have ARB/RIBA Part 2 because they could not be granted the award.

5.1 ASSESSMENT AND SPECIFIC PROGRAMME REGULATIONS

ASSESSMENT

- The general principles for assessment of the Postgraduate Diploma in Professional Architectural Practice are as set out in the University's Academic Regulations and in the School's Assessment Policy, but more specifically, the following will apply:-
- Professional Exemption: This Diploma will carry exemption from both RIBA and ARB part 3.
- Classifications and Progression: The award of the diploma will be Pass, Pass with Commendation or Pass with Distinction. For Distinction the Progression and Awards Board's guideline will be an achievement averaging at least 70% across the Programme as a whole. The Board can, with guidance from external examiners, award candidates a Commendation in their Case Study or Viva. As a guideline, a commendation will require the achievement of 70% in either course.
- In Phases A and B courses the overall grade of course work must be a pass (50%). In Phase C each component piece of work must pass.
- Compensation of grades below the pass mark will not be permitted.
- An Assessment Panel will be held at the end of each academic year. All grades are provisional until ratified by the external examiners.
- External Examiners (also referred to as Professional Examiners by RIBA): As gatekeepers to the profession, the external examiners assess the candidate's fitness to practice. As they are also involved in the academic assessment of candidates, the programme – and the Viva and Janus paper in particular - makes special demands on our externals. The importance of this role is recognised by the University and the professional bodies involved. (RIBA, for example, has created a register of such examiners and provides training for them.) We only employ examiners who already have professional experience and experience of Part 3 studies or examining. As replacements are proposed, their professional and academic experience will be vetted and the RIBA register will be consulted.
- Schedule of Assessments - A Postgraduate Diploma in Architectural Practice yearly timetable of assessments, tutorials, crits etc. will be published on the Digital Studio website at: <http://digitalstudio.gre.ac.uk/>

PROGRESSION

- Students may enrol in the autumn or spring terms, reflecting the Vivas which are also held in the spring and autumn terms. (Note however that Spring 2011 admissions have been cancelled to allow the taught courses in the programme to change to meet the new ARB Criteria.)
- Students progress through the phases in the sequence ABC or BAC, in line with the diagrams elsewhere in this document. Note however that Phase C work (including the Viva) cannot be examined until all earlier items have received a provisional pass mark. Thus the next available Viva appointment determines the earliest possible completion date for the programme.
- Prior Experience: Subject to ARB/RIBA regulations, substantial prior performance in employment by an experienced and mature candidate may - subject to programme leader and RIBA approval - exempt them from some of the requirements for logged professional experience. Note however that, with the exception of legacy students (see below), in no case will exemption be given for any PDAP course work.

6. UNIVERSITY OF GREENWICH: PROGRAMME SPECIFICATION

(see <http://www.qaa.ac.uk/academicinfrastructure/programSpec/progspec0600.pdf> for further guidance)

Date Specification Completed: November 2010

1. Awarding Institution/ Body: The University of Greenwich	2. Teaching Institution: The University of Greenwich (Avery Hill Campus)	3. Accredited by: ARB (Architects Registration Board) & RIBA (Royal Institute of British Architects for Part 3 exemption)	4. Final Award: Postgraduate Diploma (120 credits)	5. Programme Title/Department Postgraduate Diploma In Architectural Practice(with ARB / RIBA Part 3 recognition) Architecture & Urban Design Department	6. UCAS Code: N/A	7. Quality Assurance Agency (QAA) Benchmarking Group(s): The Benchmarks are the ARB criteria
--	--	---	--	--	---------------------------------	--

8a. Educational Aims of the Programme and Potential Career Destinations for Graduates:

To candidates who have already achieved RIBA and ARB recognition at Parts 1 and 2, this postgraduate programme gives successful students the final Part 3 qualification required to allow registration as a UK architect. The aims of the programme go beyond the obvious initial goal of producing competent newly qualified architects. The programme addresses and defines new trends and knowledge in the field of architectural practice, with the aim of creating self-reflective professionals who have the knowledge, drive and determination to succeed in the world of contemporary architecture. Our aim is that these professionals should practice skilfully, discharging their professional responsibilities and creating a built environment that responds to the needs of a changing society and in so doing contribute to the revitalising of the architectural profession.

8b: Summary of Student Skills Development within the Programme:

PDAP offers a varied skill set to enhance career prospects in architectural practice. Graduates are equipped to function in a variety of professional roles and employment contexts, and will acquire skills to critically evaluate their own practice. We encourage our candidates in understanding how their own practice works, professionally, commercially, financially and legally. We also want them to have an understanding of other possible models of professional practice. Consequently each student will learn from - and pass knowledge and experience to - the cohort, so they can deal with complex professional issues in systematic and creative ways and continue to independently develop their knowledge and understanding of issues relevant to architectural practice.

9. The programme provides opportunities for students to achieve the following outcomes [these will be related to the benchmarking statements for the subject provided by the Quality Assurance Agency (QAA). They are explained and described at: <http://www.qaa.ac.uk/academicinfrastructure/benchmark/default.asp>]:

10. The following teaching, learning and assessment methods are used to enable students to achieve and demonstrate these outcomes:

A Knowledge and understanding of:

- the practice of architecture, the history of the profession, and its links with related fields such as construction and the law
- the current state of the architectural profession, and its implications for architectural practice
- themes in contemporary procurement that are relevant to architectural practice at the beginning of the twenty-first century
- the background to the rise of professions and professionalism
- the role and responsibilities of the professional
- the nature of professional and regulatory bodies

A Teaching and learning:

- Lectures, presentations
- Seminars and group discussions run by course lecturers/tutors
- Presentations by individual students
- Special workshops (e.g. on building contracts)
- Guest lecturers, specialists and other consultants are involved

A Assessment Methods:

Assessment is achieved through a student's academic portfolio consisting of

- In phases A & B: written papers
- In phase C:
 - a critical review of their professional development
 - a graphical analysis of their experience
 - a professional CV
 - a detailed and self-reflective record of at least 24 months professional experience, including input from the student's employer
 - a major document in Phase C (the case study)
 - a Viva examination

B Intellectual skills:

- a deeper understanding of the complexity of the discipline of architecture, through critical reflection in a wider field of reference
- the ability to relate specific architectural issues to current positions in critical architectural theory and related disciplines
- an understanding of cultural contexts and architectural precedents and theories which relate to a specific area of research
- the ability to initiate and carry out research on a chosen subject in depth, to gather, analyse, and critically evaluate research findings and to develop arguments and formulate conclusions relating to it in pursuit of a precise aim
- the ability to communicate arguments and research and conclusions in writing to the academic and architectural world

B Teaching and learning:

- Lectures, presentations
- Seminars and group discussions run by course lecturers/tutors
- Presentations by individual students
- Special workshops (e.g. on building contracts)
- Guest lecturers, specialists and other consultants are involved

B Assessment Methods:

Assessment is achieved through a student's academic portfolio consisting of

- In phases A & B: written papers
- In phase C:
 - a critical review of their professional development
 - a graphical analysis of their experience
 - a professional CV
 - a detailed and self-reflective record of at least 24 months professional experience, including input from the student's employer
 - a major document in Phase C (the case study)
 - a Viva examination

C Subject Practical skills:

- the ability to articulate –through writing or other media- a critical reconsideration of architectural practices in a wider cultural and critical context
- the ability to understand, describe, analyze, define the cultural implications of a practical or theoretical design programme
- the ability to produce thorough research and to communicate it effectively, through a clear and ordered presentation
- the skills required to communicate ideas to the academic world as well as to lay people
- the ability to understand and articulate the interface and mutual implications of advanced technologies and architectural theories the ability to apply suitable presentation techniques to communicate ideas clearly and effectively

C Teaching and learning:

- Lectures, presentations
- Seminars and group discussions run by course lecturers/tutors
- Presentations by individual students
- Special workshops (e.g. on building contracts)
- Guest lecturers, specialists and other consultants are involved

C Assessment Methods:

Assessment is achieved through a student's academic portfolio consisting of

- In phases A & B: written papers
- In phase C:
 - a critical review of their professional development
 - a graphical analysis of their experience
 - a professional CV
 - a detailed and self-reflective record of at least 24 months professional experience, including input from the student's employer
 - a major document in Phase C (the case study)
 - a Viva examination

D Transferable/ key skills:

- students are introduced to a range of styles of architectural practices and are equipped with sufficient expertise to recognise the use, advantages and disadvantages of different approaches
- students are equipped to make well-founded professional judgements
- students learn to develop a suitable methodology, programme and perspectives to produce a post-graduate level, subject-specific, critical case study
- students learn to clearly present detailed professional, technical, legal and commercial arguments
- students learn to adopt and use appropriate management strategies which will enable them to approach different projects in future

D Teaching and learning:

- Lectures, presentations
- Seminars and group discussions run by course lecturers/tutors
- Presentations by individual students
- Special workshops (e.g. on building contracts)
- Guest lecturers, specialists and other consultants are involved

D Assessment Methods:

Assessment is achieved through a student's academic portfolio consisting of

- In phases A & B: written papers
- In phase C:
 - a critical review of their professional development
 - a graphical analysis of their experience
 - a professional CV
 - a detailed and self-reflective record of at least 24 months professional experience, including input from the student's employer
 - a major document (the case study)
 - a Viva examination

7. WHAT NEXT? CAREERS/ JOBS/ FURTHER STUDIES

Unlike most academic programmes, PDAP's Part 3 qualification does not normally lead to the student's launch into a new occupation: by the time they complete PDAP students are already deeply immersed in their chosen career. Nor does PDAP often propel students to further study, given its value as a professional rather than an academic qualification, but with PDAP's Diploma they keep a long standing promise they made to themselves and finally conclude the architectural education and training they started almost a decade earlier.

However PDAP does have a two notable effect on students' further development.

More than most part 3 programmes, PDAP demands that students reflect on their development so far and compare their professional environment to the others represented within their cohort. It comes at a time in students careers when they can start to see the implications for them of different styles of practice. So not surprisingly, many students see the conclusion of PDAP as a wake-up call, an opportunity to recast their game plan and re-orientate their career paths - perhaps to laying plans to start their own practice down the line, to specialise in some specific area of practice - such as historic buildings - or to relocate to another area or even another country.

The other aspect of completion of PDAP is that many students have entered into it as part of their employing practices' succession plans: they are frequently associates (sometimes already partners or directors) in practices and they understand that to take the next step up the ladder of professional practice and take more responsibility in - and perhaps take over control of - their firms they must have more knowledge and understanding as well as full professional qualifications.

APPENDIX A

COURSE SPECIFICATIONS

These courses reflect the new ARB criteria for Part 3 (included later in these Appendices) Although PDAP's approach remains holistic, trying to explain how this action or position affect what happens in another part or aspect of a project, we have tried to simplify the mapping of the criteria against specific courses, so that the first five courses now provide broad umbrella coverage of the five headings of the new criteria. Inevitably, when we get to the level of planning particular teaching sessions sometimes subject matter will apparently occur out of place. This will usually reflect the criteria meeting the logistics of guest lecturer visits. So, for instance, ARB sees 'invoicing, payment of fees and financial management' as being as aspect of PC2 Clients, Users & Delivery of Services while regarding 'resource management and job costing' as part of PC4 Practice & Management - yet we would teach them together, seeing them as inextricably linked.

Below is a broad description of the courses, followed by their detailed specifications.

THE ARCHITECT & SOCIETY

This course has always looked at concepts of professionalism and continues to do so, covering the themes of the PC1 Professionalism criteria. It extends from the traditional views of professionalism and the aspects of the society that produced them to the pressures (professional, commercial, governmental for example) on that model today. It looks at personal qualities embodied in professionalism - such as integrity or competence - and their repercussions for practices and their clients.

ARCHITECTURAL MANAGEMENT 1

This course is refocused on the practice issues coming from the interaction with clients - from structuring an appointment and the obligations to clients - to the responsibilities architects have to users and others. As such, it covers the key CUDOS themes of PC2 Clients Users & Delivery of Services.

LEGAL FRAMEWORK (Title changed from Construction Management to more accurately reflect content.)

Architects operate within many different legislative frameworks, whether is be as employers in their own right or through their own professional activities. This course builds from first principles of the English system of common law to more specific legislation dealing with issues such as the consideration of Health & Safety during design and construction processes or special legislation dealing with Historic Buildings.

ARCHITECTURAL MANAGEMENT 2

Architectural Management 2 sets the context for the architectural profession in the construction industry, then it looks at the business aspects of operating an architectural practice. It examines the legal vehicles architects use for practice - such as sole practitioner, partnership, limited company; how those vehicles can be set up to work financially, commercially; or how the architect's services are to be marketed to the desired audience. As such it addresses the scope of the PC4 Practice And Management criteria.

THE CASE STUDY

The case study is key to any Part 3 programme. Typically it's where a student demonstrates proficiency in practice, ideally in a responsible position over the inception and delivery of a project so they can demonstrate competence across each stage in the architect's plan of work.

This course recognises that although the nature of the practice appointment, the project or the procurement process that delivers it may make such aims merely aspirational for many students, all can use the case study to address topics such as contract documentation, working with others, professional roles and procurement - some of the key themes is PC5 Building Procurement. This course focuses on the case study as a vehicle to demonstrate knowledge, understanding, competence and - we hope - professional judgement. Students are encouraged to both comment on specific issues raised during the case study project and to also identify other, possibly larger, themes - e.g. ongoing failures of communication within a practice - that have major repercussions on the success of more than one project and ultimately of the practice as a whole.

THE VIVA

This consists of two elements, the viva voce examination itself and the Janus paper. Both are marked by the external examiners alone. Intentionally, this course does not specifically address a limited subset of the Part 3 criteria. Instead it is seen as a chance for the student to demonstrate a broad range of professional knowledge, understanding and - most critically of all - judgement; to work out solutions to problems or scenarios from first principles and then explain and defend their views to experienced professionals. The intention is that in the viva the student demonstrates that experience derived from the programme and the student's broader professional life has been synthesised and put into personal and professional contexts. In this way students can demonstrate that they are well-rounded, self-reflective professionals.

Course Specification THE ARCHITECT & SOCIETY	
Code: ARCT1031	School: Architecture, Design & Construction
Title: THE ARCHITECT & SOCIETY	Course Co-ordinator: TONY CLELFORD
Level: 7	Credits: 15
Department: Architecture & Urban Design	Prerequisites: Professional experience in the design or construction industries

AIMS:

- To critically examine the context and changing nature of professionalism in contemporary architectural practice.
- To identify the complex issues arising from architectural practice's shifting position in the construction industry and society in general.
- To have a critical awareness of the issues relating to the practice of architecture

LEARNING OUTCOMES:

At the end of the course, the successful student:-

- will be able to demonstrate overall competence
- will be able to demonstrate the ability to behave with integrity, in the ethical and professional manner appropriate to the role of architect.
- will have the skills necessary to undertake effective communication and presentation, organisation, self-management and autonomous working.
- will have a clear understanding of the architect's obligation to society and the profession
- will have an awareness of the limits of their competence and professional experience to ensure they are unlikely to bring the profession into disrepute.

CONTENT:

- Professionalism
- The Internal Professional Environment
- The External Professional Environment

LEARNING AND TEACHING ACTIVITIES:

- Individual and group presentations to staff and peers on professional issues
- Reflecting on and questioning professional practice of others

- Project assignments researching issues of contemporary practice
- Seminars and sessions by guest lecturers

ASSESSMENT DETAILS:

Methods of Assessment	Grading Mode	Weighting %	Minimum Pass Mark	Words Length	Outline Details
Coursework	Numeric	20%	50%	N/A	Participation in group discussion
Coursework	Numeric	80%	50%	2500 words +/-10%	Individual Work

Students are required to pass ALL elements in order to pass the course
--

Indicative texts: See appendix B

Course Specification ARCHITECTURAL MANAGEMENT 1	
Code: ARCT1032	School: Architecture, Design & Construction
Title: ARCHITECTURAL MANAGEMENT 1 Course Co-ordinator: TONY CLELFORD	
Level: 7	Credits: 15
Department: Architecture & Urban Design	Prerequisites: Professional experience in the design or construction industries

AIMS

- To provide students with a conceptual and systematic understanding of:
- The statutory and financial frameworks for architectural practice.
- The managerial and resource implications for architectural work and the delivery of construction projects.

LEARNING OUTCOMES

At the end of the course, the successful student:-

- will be able to demonstrate understanding of the range of services offered by architects and delivering those services in a manner prioritising the interests of the client and other stake-holders.
- will have the skills necessary to provide a competent service, both singly and as part of a team, including understanding of client needs, appropriate communication, programming, co-ordination and competent delivery.
- will have knowledge of the briefing process, forms and terms of appointment, the means of professional remuneration, relevant legislation, and the execution of appropriate programmed and co-ordinated project tasks.

CONTENT:

- Professionalism
- The Internal Professional Environment
- The External Professional Environment

LEARNING AND TEACHING ACTIVITIES:

- Individual and group presentations to staff and peers on professional issues
- Reflecting on and questioning professional practice of others
- Project assignments researching issues of contemporary practice
- Seminars and sessions by guest lecturers

ASSESSMENT DETAILS:

Methods of Assessment	Grading Mode	Weighting %	Minimum Pass Mark	Words Length	Outline Details
Coursework	Numeric	20%	50%	N/A	Participation in group discussion
Coursework	Numeric	80%	50%	2500 words +/-10%	Individual Work

Students are required to pass ALL elements in order to pass the course

Indicative texts: See appendix B

Course Specification ARCHITECTURAL MANAGEMENT 2	
Code: ARCT1033	School: Architecture, Design & Construction
Title: ARCHITECTURAL MANAGEMENT 2 Course Co-ordinator: TONY CLELFORD	
Level: 7	Credits: 15
Department: Architecture & Urban Design	Prerequisites: Professional experience in the design or construction industries

AIMS

This course enables students to deal with the business framework for practice as well as the complex issues that arise in the management of the construction stages of projects,

LEARNING CONTENTS

At the end of the course, the successful student:-

- will be able to demonstrate understanding of the business priorities, required management processes and risks of running an architectural practice,
- will be able to demonstrate understanding of the relationship between the practice of architecture and the UK construction industry.
- will have the skills necessary to engage in business administration and ability to resource, plan, implement and record project tasks to achieve stated goals, either individually or within a team.
- will be able to support this with knowledge of the nature of legal business entities, office systems, administration procedures and the relevant legislation.

CONTENT

- Legal vehicles for architectural practice
- Practice management and managing the information flow in the office and in projects
- Quality control systems in the office and on site
- Pre-contract planning
- Planning and procurement

LEARNING & TEACHING ACTIVITIES

- Lectures, seminars, workshops, presentations
- Individual and group presentations to staff and peers on professional issues.
- Reviewing then reflecting on and questioning professional practice – of self and others.

- Project assignments researching issues of contemporary practice.
- Seminars and sessions with guest lecturers.
- Independent exploration and implementation of ideas between sessions for subsequent review.

ASSESSMENT DETAILS:

Methods of Assessment	Grading Mode	Weighting %	Minimum Pass Mark	Words Length	Outline Details
Coursework	Numeric	20%	50%	N/A	Participation in group discussion
Coursework	Numeric	80%	50%	2500 words +/-10%	Individual Work

Students are required to pass ALL elements in order to pass the course

Indicative texts: See appendix B

Course Specification LEGAL FRAMEWORK & PROCESS (was Construction Management)	
Code: LAW 1176	School: Architecture, Design & Construction
Title: LEGAL FRAMEWORK	Course Co-ordinator: TONY CLELFORD
Level: 7	Credits: 15
Department: Architecture & Urban Design	Prerequisites: Professional experience in the design or construction industries

AIMS

As the course title implies, this course lays the foundation for an examination of the legal framework for much of architectural practice. It places common law principles, through relevant case law to health and safety, in the context of the developing project. It expands the student's systematic understanding and abilities to deal with complex issues in progressing these stages of the project after the brief has been agreed and while the design is developed.

LEARNING CONTENTS

At the end of the course, the successful student:-

- will be able to demonstrate understanding of the legal context within which an architect must operate, and the processes undertaken to ensure compliance with legal requirements or standards.
- will have the skills necessary to positively interact with statutory and private bodies or individuals, and competently deliver projects within diverse legislative frameworks.
- will be able to support this with knowledge of the relevant law, legislation, guidance and controls relevant to architectural design and construction.

CONTENT

- The framework of UK common law
- Health & Safety legislation and it's implications for design and on site
- The UK framework for Planning and Building Control legislation

LEARNING & TEACHING ACTIVITIES

- Law lectures
- Project assignments researching issues of contemporary practice.
- Seminars and sessions with guest lecturers.
- Independent exploration and implementation of ideas between sessions for subsequent review.

ASSESSMENT DETAILS:

Methods of Assessment	Grading Mode	Weighting %	Minimum Pass Mark	Words Length	Outline Details
Coursework	Numeric	20%	50%	N/A	Participation in group discussion
Coursework	Numeric	80%	50%	2500	Individual Work

Students are required to pass ALL elements in order to pass the course

Indicative texts: See appendix B

Course Specification: CASE STUDY	
Code: ARCT1034	School: Architecture, Design & Construction
Title: CASE STUDY	Course Co-ordinator: TONY CLELFORD
Level: 7	Credits: 30
Department: Architecture & Urban Design	Prerequisites: Provisional pass in all Phase A and Phase B courses

AIMS

The aim of this course is to allow the student to demonstrate their own competence to practice by showcasing and reflecting upon their personal performance in a real project in the context of architectural practice. The student is encouraged to apply both detailed consideration and strategic overview to the project and the involvement of themselves and other stake-holders.

LEARNING CONTENTS

At the end of the course, the successful student:-

- will be able to demonstrate understanding of contemporary architectural practice. UK construction and contract law, construction procurement processes and the roles of built environment professionals.
- will have the skills necessary to plan project-related tasks, co-ordinate and engage in design team interaction, execute effective contract communication and resolve construction-related challenges and disputes.
- will be able to support this by an understanding of contractual relationships, the obligations upon an architect acting as contract administrator, job-related administrative systems and the management of projects in the context of the candidate's professional experience.

CONTENT

In this course students demonstrate that they can deal with complex issues professionally, systematically and creatively. They do this by demonstrating the competent application of their professional judgement and skills in a practice context. Not only will they show autonomous problem solving skills in complex and unpredictable situations, they will also show an awareness of current limits in their own knowledge and experience. They will also demonstrate they have the ability to clearly communicate their conclusions and to reflect on - and learn from – their professional experience to enhance their future personal development.

LEARNING & TEACHING ACTIVITIES

- Architectural practice, including design and management
- Analysis of professional performance in a live architectural project

- Case study presentation and tutorial sessions
- Post viva feedback sessions from the previous cohort reviewing case study questions

ASSESSMENT DETAILS

Methods of Assessment	Grading Mode	Weighting %	Minimum Pass Mark	Words Length	Outline Details
Project	Numeric	100%	50%	7000 words +/- 10%	Case study based on professional experience

Indicative texts: See appendix B

Course Specification: THE VIVA	
Code: ARCT1035	School: Architecture, Design & Construction
Title: THE VIVA	Course Co-ordinator: TONY CLELFORD
Level: 7	Credits: 30
Department: Architecture & Urban Design	Prerequisites: Provisional pass in all Phase A and Phase B courses:

AIMS

In this course, the culmination of the programme, the student reflects on their experience so far and uses their Janus paper to review their professional development. Then the Viva (or Professional Interview) reviews the candidate's professional knowledge, expertise and judgement through probing by experienced professionals. Students will need to demonstrate a comprehensive understanding of the techniques, principles and skills - human and professional - that help make a professional framework that they can apply to real projects. Throughout the course, students will show they can reflect on – and learn from - their experience. They will demonstrate self-direction in planning for their future and review their skills, identifying which are transferable to their proposed career paths and which need further development for their future professional practice.

LEARNING CONTENTS

At the end of the course, the successful student will be able to demonstrate:-

- An understanding of the principles underlying the law relevant to architectural practice and building procurement as well as an ability to act in accordance with the requirements of professional conduct and the concept of 'professionalism'.
- An ability to communicate effectively with each part of the client body and construction team.
- An ability to assess the architectural services and resources required to deliver a project effectively and an understanding of project planning, documentation and execution.
- An understanding of the point of views of different stake-holders in a project and an ability to put those view points into a professional context
- An appreciation of their own needs for CPD related to their practice and career plans.

CONTENT

- The viva is the culmination of the course, where the candidate demonstrates to examining professionals that they have fully benefited and learned from their prior professional experience.
- In the Janus paper ('Looking back, Looking ahead') candidates review their experience and reflect on what – and how - they've learned from it. They consider their needs for future development and their career plans, emphasising that part 3 is not a conclusion, or even another rung on a ladder, but a potential turning point in their careers.

LEARNING & TEACHING ACTIVITIES

- Preparatory session for the professional interview
- Interview techniques workshop
- Student-lead round-robin preparation group
- Post viva feedback sessions from the previous cohort
- The Janus paper including Personal Development Plan proposals, submitted before the viva
- Submission of a detailed CV, Fenwick diagram, Employer's letter of recommendation and record of professional experience

ASSESSMENT DETAILS:

Methods of Assessment	Grading Mode	Weighting %	Minimum Pass Mark	Words Length	Outline Details
Viva	Numeric	67%	50%	N/A	Professional Interview
Coursework	Numeric	33%	50%	2500 words +/- 10%	Janus Paper

A student is required to pass ALL elements in order to pass the course

Indicative texts: See appendix B

APPENDIX B

READING LISTS

As mentioned elsewhere, given the way in which some part 3 criteria overlap and interact, PDAP adopts a holistic approach. Consequently, rather than attach a reading list to each course the following list is made available. In seminars, reference is made to specific relevant texts - and the list is also updated in the light of student comments and recommendations.

Architect's Legal Handbook (8th edition)
Speaight and Stone (eds)
Butterworth Architectural Press 2004

Architect's Job Book (8th Edition)
3DReid
RIBA Publications 2008

Architect's Handbook of Practice Management (7th Edition)
Sarah Lupton
RIBA Publications 2002

The RIBA Code of Professional Conduct and Standard of Professional Performance

The ARB Code of Professional Conduct and Practice

The Architect in Practice (9th Edition)
Willis & Chappell
Blackwell Science

The Honeywood File
Cresswell
Gazelle Book Services 2000

Architect's Guide to Running a Job (6th Edition)
Ronald Green
Architectural Press 2001

Architectural Management in Practice
S. Emmitt
Longman 2000

RIBA Publications Small Practice Series

- Guide to Keeping Out of Trouble
- Guide to Marketing on a Shoe String
- Guide to Painless Financial Management and Job Costing
- Guide to Sound Practice
- Guide to Successful Client Relationships
- Guide to Working with Consultants

Construction Companion to Briefing
David Hyams
RIBA Publications 2001

Managing the Brief for Better Design
Blyth & Worthington
Spon 2000

Construction Companion: Terms of Engagement and Fees
Richard Byrom,
RIBA Publications 2001

Building in Value: Pre-Design Issues
Best, de Valence
Arnold 1999

Ferry and Brandon's Cost Planning of Buildings
Richard Kirkham
Blackwell Publishing 2007

Specifying Buildings—A Design Management Perspective
Emmit and Yeomans
Architectural Press 2001

Pre-Contract Practice and Contract Administration
The Aqua Group
Mark Hackett, Ian Robinson, John Quier
WileyBlackwell, 2002

Tenders & Contracts for Building (3rd Edition)
The Aqua Group
WileyBlackwell 1999

Which Contract? (4th Edition)
Lupton, Cox and Clamp
RIBA Publishing 2007

Understanding JCT Standard Building Contracts (8th Edition)
Chappell
Spon 2007

Extensions of Time (Construction Companion)
Gillian Birkby and Paul Brough
RIBA Publications 2002

The Essentials of Project Management
Lock
Gower 2007

Project Management (9th Edition)
Dennis Lock
Gower 2007

Project Management: Planning and Control Techniques (5th Edition)
Burke
Burke Publishing 2006

Guide to SBC 05
Sarah Lupton
RIBA Publishing 2006

JCT 2005 Suite
RIBA Publications

Standard Building Contract Guide SBC/G
(Part of JCT 2005 Building Contract Suite)
Sweet & Maxwell 2005

Intermediate Building Contract Guide IC/G
(Part of JCT 2005 Building Contract Suite)
Sweet & Maxwell 2005

Minor Works Building Contract MW
Revision 1
(Part of JCT 2005 Building Contract Suite)
Sweet & Maxwell 2007

JCT 05 Framework Agreement Guide
FA/G 07
Sweet & Maxwell 2007

Standard Agreement for the Appointment of an Architect (S-Con-07-A)
RIBA Publishing 2007

RIBA Standard Agreement for the appointment of a Architect
RIBA Concise Agreement for the appointment of an Architect
RIBA Domestic Project Agreement for the appointment of an Architect
September 2007

Construction Law (9th Edition)
John Uff
Sweet & Maxwell 2005

Health and Safety Law for the Construction Industry
Dr. Simon Joyston-Bechal, Helena Grice
Thomas Telford Ltd 2004

Introduction to Health and Safety in Construction: The Handbook for Construction Professionals and Students on NEBOSH and Other Construction Courses
Phil Hughes, Ed Ferrett.
Butterworth-Heinemann Ltd 2008

A Client's Guide to Health and Safety for a Construction Project under the Construction (Design and Management) Regulations 2007
RIBA Publishing, December 2007

A Practical Approach to Planning Law (10th Edition)
Victor Moore
OUP 2008

Building Regulations Explained and Illustrated
Billington, Bright & Waters
Blackwell Science 2007

The Party Wall Act Explained
A commentary on the Party Wall etc Act 1996
The Pyramus & Thisbe Club 2008

Case in Point: Party Walls
Sarah Hannaford, Jessica Stephens
RICS Books 2004

Anstey's Rights of Light and how to Deal with Them
Lance Harris
RICS Books 2006

A Legal Guide to the Professional Liability of Architects (3rd Edition)
Professor Anthony Lavers & Professor David Chappell
RIBA Publishing 2000

Choosing the Right NEC Contract
T.W. Weddell
Thomas Telford August 2006

Introduction to Health & Safety in Construction
Phil Hughes, Ed Ferrett
Butterworth-Heinemann. November 2006

Construction Contracts. Questions and Answers
David Chappell
Taylor & Francis. August 2006

Building Defects. (Case in Point)
Adam Constable, Calum Lamont
RICS Books. July 2006

Guide to SBC05
Sarah Lupton
RIBA Publishing. July 2006

The JCT Intermediate Building Contracts
David Chappell
Blackwell Publishing. June 2006

Practical Neighbour Law Handbook
Alistair Redter
RICS. June 2006

The Architect's Guide to Running a Practice
David Littlefield
Architectural Press. Oct 2004

Keating on Construction Contracts
Vivian Ramsey, Stephen Furst
Sweet & Maxwell Ltd

Listed Buildings, Conservation Areas & Monuments
Charles Mynors
Sweet & Maxwell. April 2006

Good Practice Guide: Negotiating the Planning Maze
Phillip Moren, John Collins
RIBA Publishing. Jan 2006

Causation & Delay in Construction Disputes
Nicholas Carnell, 2nd edition
Blackwell Publishing. May 2005

Employment, Partnership & Discrimination Law for Professional Partnerships
James Davies, Clive Greenwood, Fergus Payne, Partners
Lewis Silkin Solicitors
Legalease Pub. Jan 2005

APPENDIX C

THE NEW PART 3 CRITERIA

Note: As this document is being prepared, the criteria are due for formal adoption, having already been through several exhaustive rounds of consultation through RIBA and ARB. As of October 2010 the programme leader was personally advised that there would be no further changes and that only the introduction and preamble to the criteria was still to be agreed. Nonetheless they are still, officially, a draft.

PC1 Professionalism

A successful candidate will demonstrate overall competence and the ability to behave with integrity, in the ethical and professional manner appropriate to the role of architect. The candidate will have the skills necessary to undertake effective communication and presentation, organisation, self-management and autonomous working. The candidate will have a clear understanding of the architect's obligation to society and the profession, and a sufficient awareness of the limits of their competence and professional experience to ensure they are unlikely to bring the profession into disrepute.

Demonstration of an understanding of the following will contribute to this criterion being met:

professional ethics;

the architect's obligation to society and the protection of the environment;

professional regulation, conduct and discipline;

institutional membership, benefits, obligations and codes of conduct;

attributes of integrity, impartiality, reliability and courtesy;

time management, recording, planning and review;

effective communication, presentation, confirmation and recording;

flexibility, adaptability and the principles of negotiation;

autonomous working and taking responsibility within a practice context;

continuing professional development.

PC2 Clients, users and delivery of services

A successful candidate will be able to demonstrate understanding of the range of services offered by architects and delivering those services in a manner prioritising the interests of the client and other stake-holders. The candidate will have the skills necessary to provide a competent service, both singly and as part of a team, including understanding of client needs, appropriate communication, programming, co-ordination and competent delivery. This will be supported by knowledge of the briefing process, forms and terms of appointment, the means of professional remuneration, relevant legislation, and the execution of appropriate programmed and co-ordinated project tasks.

Demonstration of an understanding of the following will contribute to this criterion being met:

types of clients, their priorities and the management of the relationship;

briefing, organising and the programming of services appropriate to appointment;
architects' contracts, terms of engagement, scope of services and relevant legislation;
obligations to stake-holders, warranties and third party rights;
communication, progress reporting and the provision of appropriate and timely advice;
budget and financial awareness and cost monitoring or control;
responsibility for co-ordination and integration of design team input;
invoicing, payment of fees and financial management;
intellectual property rights and copyright law;
duty of care, professional liability, negligence and professional indemnity including insurance.

PC3 Legal framework and processes

A successful candidate will be able to demonstrate understanding of the legal context within which an architect must operate, and the processes undertaken to ensure compliance with legal requirements or standards. The candidate will have the skills necessary to positively interact with statutory and private bodies or individuals, and competently deliver projects within diverse legislative frameworks. This will be supported by knowledge of the relevant law, legislation, guidance and controls relevant to architectural design and construction.

Demonstration of an understanding of the following will contribute to this criterion being met:

the relevant UK legal systems, civil liabilities and the laws of contract and tort (delict in Scotland);
planning and Conservation Acts, guidance and processes;
building regulations, approved documents and standards, guidance and processes;
land law, property law and rights of other proprietors;
terms within construction contracts implied by statute;
health and safety legislation and regulations;
statutory undertakers and authorities, their requirements and processes;
environmental and sustainability legislation;
historic buildings legislation;
accessibility and inclusion legislation.

PC4 Practice and management

A successful candidate will be able to demonstrate understanding of the business priorities, required management processes and risks of running an architectural practice, and the relationship between the practice of architecture and the UK construction industry. The candidate will have the skills necessary to engage in business administration and ability to resource, plan, implement and record project tasks to achieve stated goals, either individually or within a team. This will be supported by knowledge of

the nature of legal business entities, office systems, administration procedures and the relevant legislation.

Demonstration of an understanding of the following will contribute to this criterion being met:

the roles of architectural practice in the construction industry;

external factors affecting construction and practice at national and international levels;

practice structures, legal status and business styles;

personnel management and employment-related legislation;

practice finance, business planning, funding and taxation;

marketing, fee calculation, bidding and negotiation;

resource management and job costing;

administration, quality management, QA systems, recording and review;

staff development, motivation, supervision and planning;

team working and leadership.

PC5 Building procurement

A successful candidate will be able to demonstrate understanding of UK construction and contract law, construction procurement processes and the roles of built environment professionals. The candidate will have the skills necessary to plan project-related tasks, co-ordinate and engage in design team interaction, execute effective contract communication and resolve construction-related challenges and disputes. This will be supported by an understanding of contractual relationships, the obligations upon an architect acting as contract administrator, job-related administrative systems and the management of projects in the context of the candidate's professional experience.

Demonstration of an understanding of the following will contribute to this criterion being met:

procurement methods, including for public and larger projects and relevant legislation;

the effect of different procurement processes on programme, cost, risk and quality;

collaboration in construction and provisions for team working;

tendering methods, codes, procedures and project planning;

forms of contract and sub-contract, design responsibility and third party rights;

application and use of contract documentation;

roles of design/construction team members and their interaction;

duties and powers of a lead consultant and contract administrator;

site processes, quality monitoring, progress recording, payment and completion;

claims, litigation and alternative dispute resolution methods.

APPENDIX D

CHANGE OF PASSMARK TO 50%

UNIVERSITY of GREENWICH

SCHOOL of ARCHITECTURE & CONSTRUCTION

Important notification to students and staff on the change of pass mark for courses at level 7 (Master level) for the year 2010-11 and any subsequent academic years.

The Academic Council of the University of Greenwich has agreed that the pass mark for courses at level 7 (Master level) will be raised from 40% to 50% starting in the academic year 2010-11.

All students should be reassured that there has been no change in standards, merely a change in marking conventions.

This is what it would mean for students and staff involved in level 7 courses that are part of a programme at, or hosted by the School of Architecture & Construction:

New Students:

- The pass mark will be 50% for all courses at level 7 (Master level) for all new students embarking on any courses at level 7 (Master level) as part of their studies. This is most likely to apply to students on Master programmes, but also to students on the Diploma in Architecture, the Diploma in Landscape Architecture and any other programme where there are courses at level 7 (Master level).

Continuing Students:

- Referred assessments: The pass mark will be 40% for referred/deferred assessments or examinations that will be considered by the re-sit Progression & Award Boards (PAB) in September 2010. Referred marks will be capped at 40% as per the University Academic Regulations for Taught Awards applicable in 2009-10. **This clause no longer applies to the 2011-12 session. Referred marks for level 7 courses started in 2010-11 will be capped at 50% for the overall course mark.**
- Courses started in 2008-09 or in 2009-10: For some programmes, students have embarked on a course in 2008-09 or in 2009-10 (e.g. the Personal Learning Portfolio in distance learning programmes) that will be finally assessed in 2011-12. In these cases, the pass mark will be 40%. There are very few courses to which this rule applies.
- Repeating a course in its entirety: The pass mark will be 50% for any courses at level 7 (master level) that students have to repeat in their entirety in the academic year 2010-11 and in any subsequent academic years.
- Repeating Failed Assessment only (code FA) for an element of a course but not repeating the course in its entirety: As the assessment will be the same as the assessment set for students taking the assessment for the first time in 2011-12, the

pass mark will be 50% for the assessment (including examination) and the Progression & Award Board (PAB) will decide whether the whole course is passed, bearing in mind any specific course or programme regulations (for instance, in some programmes, specific elements, or a combination of elements of a course have to be passed).

- Embarking on a course for the first time: The pass mark will be 50% for continuing students who are embarking on a course at level 7 (master level) in the academic year 2010-11 and any subsequent academic years for the first time.

For all students:

- Compensatable marks: In cases where the pass mark is 50%, the compensatable range becomes 40-49%, but only if compensation is allowed by the programme regulations.
- Level 6 courses: The pass mark will be 40% for courses at level 6 (previously known as level 3) that are part of the approved structure of a Master programme or of a post graduate programme.

Glossary:

Course: courses are the basic components of your programme of study. The credit rating for each course varies, i.e. some courses are worth 15 credits, others 20 or 30 or 45 credits etc. We are gradually updating our course specifications to reflect the rise in pass mark for level 7 courses. However, you may still find some course specifications in some documents that still indicate that the pass mark is 40%. This is superseded by the above notice.

Programme: the collection of courses leading to an award or awards. This is called a programme of study, i.e. a BA (Hons), an MSc, an HND, a Diploma, etc.

20th July 2011

Corine Delage

School Director of Learning & Quality

School of Architecture, Design & Construction

Email: c.c.f.delage@greenwich.ac.uk

UNIVERSITY OF GREENWICH
SCHOOL OF ARCHITECTURE & CONSTRUCTION

**GUIDELINES TO MARKING AND CLASSIFICATION CONVENTIONS FOR
COURSES AT ACADEMIC LEVEL 7 (MASTER LEVEL)**

	%	Generic Assessment Criteria *	
		%	
Distinction	70 – 100	86 – 100	The work examined is exemplary and provides clear evidence of a complete grasp of the knowledge, understanding and skills appropriate to the Level of the qualification. There is also ample excellent evidence showing that all the learning outcomes and responsibilities appropriate to that Level are fully satisfied.
		76 – 85	The work examined is outstanding and demonstrates comprehensive knowledge, understanding and skills appropriate to the Level of the qualification. There is also excellent evidence showing that all the learning outcomes and responsibilities appropriate to that Level are fully satisfied.
		70 – 75	The work examined is excellent and is evidence of comprehensive knowledge, understanding and skills appropriate to the Level of the qualification. There is also excellent evidence showing that all the learning outcomes and responsibilities appropriate to that Level are satisfied.
Merit	60 – 69	65 – 69	The work examined is very good and is evidence of the knowledge, understanding and skills appropriate to the Level of the qualification. There is also very good evidence showing that all the learning outcomes and responsibilities appropriate to the Level are satisfied.
		60 – 64	The work examined is good and is evidence of the knowledge, understanding and skills appropriate to the Level of the qualification. There is also good evidence showing that all the learning outcomes and responsibilities appropriate to that Level are satisfied.
Pass	50 – 59	55 – 59	The work examined is sound and there is evidence of the knowledge, understanding and skills appropriate to the Level of the qualification. There is also sound evidence showing that all the learning outcomes and responsibilities appropriate to that Level are satisfied.
		50 -54	The work examined is sound and acceptable but provides limited evidence of the knowledge, understanding and skills appropriate to the Level of the qualification. There is also sound but barely limited evidence showing that all the learning outcomes and responsibilities to that Level are satisfied.
Fail or Compensatable (If allowed by Programme)	40 – 49	45 – 49	The work examined narrowly fails to provide sufficient evidence of the knowledge, understanding and skills appropriate to the Level of the qualification. There is acceptable but restricted evidence showing that the majority of the learning outcomes and responsibilities appropriate to

regulations)			that Level are satisfied.
		40 – 44	The work examined provides insufficient evidence of the knowledge, understanding and skills appropriate to the Level of the qualification. There is acceptable but significantly restricted evidence showing that some of the learning outcomes and responsibilities appropriate to that Level are satisfied.
Fail	30 -39	35 – 39	The work examined is unacceptable and provides insufficient evidence of the knowledge, understanding and skills appropriate to the Level of the qualification. There is acceptable but significantly restricted evidence showing that only few of the learning outcomes and responsibilities appropriate to that Level are satisfied.
		30 – 34	The work examined is unacceptable and provides restricted evidence of the knowledge, understanding and skills appropriate to the Level of the qualification. The evidence provided shows that very few of the learning outcomes and responsibilities appropriate to that Level are satisfied.

	0 -29	20 – 29	The work examined is unacceptable and provides little evidence of the knowledge, understanding and skills appropriate to the Level of the qualification. The evidence shows that very little of the learning outcomes and responsibilities appropriate to that Level are satisfied.
		10 – 19	The work examined is unacceptable and provides negligible evidence of the knowledge, understanding and skills appropriate to the Level of the qualification. The evidence fails to show that any of the learning outcomes and responsibilities appropriate to that Level are satisfied.
		0 – 9	The work examined is unacceptable and provides no evidence of the knowledge, understanding and skills appropriate to the Level of the qualification. The evidence fails to show that any of the learning outcomes and responsibilities appropriate to that Level are satisfied.

* These assessment criteria are generic and apply to courses at level 7 across the School of Architecture & Construction. Each department supplements these with its own subject-specific criteria in line with the appropriate subject benchmarks and other requirements relevant to the discipline, NOT ONLY for the conferment of degrees BUT ALSO the marking of individual assessment tasks.

APPENDIX E

DESCRIPTION OF ACADEMIC LEVELS

As you progress through your programme the courses become more complex, more demanding, i.e., they move up a level.

The level of a course indicates its seniority within the Programme Curriculum.

The Framework is divided into a series of sequential levels which relate to the standards of work and not necessarily to the year in which the course is taken during a programme of studies; At each level awards are available in line with the Framework for Higher Education Qualifications (FHEQ).

An appropriate level shall be assigned to a course according to the following definitions:

Level 0 Access to Higher Education.

Level 4 (previously called level 1) Provides basic knowledge, skills and competence.

Level 5 (previously called level 2) Builds on Level 4 and involves an extension and reinforcement of theoretical and/or practical aspects of knowledge.

Level 6 (previously called level 3) Reflects the synthesis of basic knowledge, skills and competence and equips students with tools of analysis and evaluation. Contributes to the Individual's distinctive professional development, where appropriate.

Level 7 (previously called level M or Master level) Provides opportunity to demonstrate:

(i) the ability to reflect on the significance and inter-relationships of

knowledge acquired from a variety of sources

(ii) the ability on the basis of such reflection to formulate original

ideas and innovative proposals

(iii) the ability to carry out the activities in (i) and (ii) with a fair degree

of autonomy.

Level 4 courses are taught early in the undergraduate degree programmes. Level 5 in the middle, Level 6 at the final part of the undergraduate degree programmes.

If you go on to study for either a graduate Diploma, or the post graduate Certificate or a Masters, then most of the courses are taught at a graduate/post-graduate level, at Level 7.

Note: as the level nomenclature has recently been changed at the University, you may still find course specifications with the old nomenclature (e.g. level 1, 2, 3 or M). We are gradually updating all our documentation.