SCHOOL OF ARCHITECTURE & CONSTRUCTION

BA (Hons) Architecture

STUDENT HANDBOOK

2009-2010

the
UNIVERSITY
of
GREENWICH

PREFACE

Welcome to the School of Architecture & 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 & 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

1. PROGRAMME DETAILS

Award	Title	Approved Mode of Study	Programme Banner Code	UCAS code (if applicable)
BA(Hons)	**Architecture**	**Full Time and Part Time**	**P01101**	**K100**

2. PROFESSIONAL ACCREDITATION

The BA (Hons) Architecture programme is validated by the Royal Institute of British Architects (RIBA) and the Architects Registration Board (ARB) and leads to exemption from the RIBA Part 1 examination. So as a student enrolled in the BA (Hons) Architecture you are currently studying for RIBA Part 1. Further information on RIBA and ARB can be found on their websites

www.architecture.com
www.arb.org.uk

Students studying for RIBA Parts 1 and 2 are advised to apply to RIBA for RIBA Student Membership. You get the chance to use their brilliant library free of charge, plus other benefits like great free exhibitions and lectures.

You can see how the programme meets the ARB critera in section 6 of this handbook, where the ARB criteria have been mapped against the learning outcomes of each course.

3. PROGRAMME TEAM

Programme Leader:	Reenie Elliott (e-mail: ek15@gre.ac.uk)
Team Leader:	Howard Gilby (e-mail: gh01@gre.ac.uk)
First Year Coordinator:	Adriana Cobo (e-mail: ca63@gre.ac.uk)
Second Year Coordinator:	François Girardin (e-mail: gf06@gre.ac.uk)
Third Year Coordinator:	Reenie Elliott (e-mail: ek15@gre.ac.uk)
Personal Tutors:	See Section 9.0

Other members of the programme team are all the design tutors and lecturers teaching on the various courses which are approved for the programme.

The name of each course co-ordinator is written next to each course on the programme structure chart in Section 4.

Some courses are shared with students who are registered on different programmes.

4. PROGRAMME STRUCTURE 2009-2010

Programme: BA(Hons) Architecture
Programme Leader : Reenie Elliott
Programme Banner Code: P01101

Stage I Full time		Stage II Full time		Stage III Full time	
Term One	**Term Two/Three**	**Term One**	**Term Two/Three**	**Term One**	**Term Two/Three**
Architectural Design 1 **Investigation + Proposition** ARCT1038 Adriana Cobo (PT2) 30 credits		**Architectural Design 2** **Exploration + Proposition** ARCT1039 Francois Girardin (PT3) 30 credits		**Architectural Design 3** **Exploration + Proposition** ARCT1041 Reenie Elliott (PT4) 30 credits	
Design & Communication 1 ARCT1016 Gillian Daniell (PT1) 15 credits	**Design & Communication 2** ARCT1003 Gillian Daniell (PT1) 15 credits	**Architectural Design 2** **Tectonics + Realisation** ARCT1040 Francois Girardin (PT3) 30 credits		**Architectural Design 3** **Resolution** ARCT1042 Reenie Elliott (PT4) 30 credits	
Sustainable Environments ARCT1049 Nick Pillans (PT1) 15 credits	**Sustainable Construction in Arch.** BUIL1130 Nick Pillans (PT1) 15 credits	**Green Engineering** ENVT1004 Nick Pillans (PT2) 15 credits	**Future Cities Future Practices** TOWN1025 Howard Gilby (PT2) 15 credits	**Integrated Design Technology** BUIL1074 Rahesh Ram (PT4) 30 credits	
Cultural Contexts of Architecture ARCT1050 Alan Powers (PT1) 15 credits	**History of Architecture and Landscape** HART1004 Alan Powers (PT1) 15 credits	**Theory of Site and City** TOWN1002 Alan Powers (PT2) 15 credits	**Contemporary Theories of Architecture** ARCT1008 Marko Jobst (PT2) 15 credits	**Architectural Dissertation** ARCT 1014 Corine Delage (PT3) 30 credits	

Part time yr 1+2=stage 1
Part time yr 3=stage 2
Part time yr 4=stage 3

chart updated
07/2009

Key: Name = Course Co-ordinator
(PT-) = Part time and year

5. PERMITTED LENGTH OF REGISTRATION

Title	Mode	Normal Duration (Years)	Normal Maximum Period of Duration (years) (i)
BA(Hons) Architecture	**FT**	**3**	**5**
BA(Hons) Architecture	**PT**	**4**	**7**

(i) Provided there is no substantial change to the programme during that period.

6. PROGRAMME SPECIFICATION - BA HONOURS ARCHITECTURE

Date Specification Completed: July 2006

1. Awarding Institution/ Body: University of Greenwich **Date of Review:** July 2006	**2. Teaching Institution:** University of Greenwich	**3. Accredited by:** Royal Institute of British Architects (RIBA) and Architects Registration Board (ARB) PART1	**4. Final Award:** Bachelor of Arts, Honours Degree (BA Hons)	**5. Programme Title/Department** Honours Degree BA (Hons) Architecture School of Architecture and Construction Team: Architecture & Urban Design	**6. UCAS Code:** K100	**7. QAA Benchmarking Gp(s):** Architecture, Architectural Technology and Landscape Architecture

8. Educational Aims of the Programme:

The aims of the programme are to:

1. Provide a broad and inspiring architectural education to a diverse group of students, within the structure of an RIBA accredited course at part 1 level.

2. Develop skills and knowledge of architectural design, practice and technology; while stimulating critical analysis and speculative exploration of a range of methodologies and critical positions, through the atelier system.

3. Provide a forum for research, debate, and critical thinking in the study of historical, contemporary and sustainable architectures and their cultural and physical contexts.

4. Develop communication skills through drawn, visual, verbal and written representations of architectural propositions and their cultural, professional, and technical implications

5. Prepare students for progression into year out practice in the architectural profession leading to advanced level study in part 2 (diploma) in Architecture.

9. The programme provides opportunities for learners to achieve the following outcomes:

The following assessment criteria have been compiled by the RIBA and the ARB as a common set of documents, outlining the requirements of an RIBA course validated at part 1 (April 2002).

A Knowledge and understanding of:

1. Design:
Students will demonstrate coherent architectural designs which integrate a knowledge of:

- the ways that analysis, research, context, budget, preparation and development of a brief inform a design proposal
- the regulatory frameworks, and health and safety considerations that guide design and building construction
- architectural histories and theories, of physical, artistic and cultural contexts and their use in informing the design process

2. Technology and Environment
See part C below

3. Cultural Context
See part B below

4. Communication
See part C below

5. Management Practice and Law
Students will demonstrate within an academic portfolio an awareness of:

- the principles of business management and how a small business operates
- a knowledge of how buildings are designed and built in the context of architectural and professional practice and the framework of the construction industry within which it operates
- and an ability to manage and appraise their own working practices, whether working independently or collaboratively

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

A Teaching and learning:
While we guarantee delivery of these ARB / RIBA common outcomes, we also provide opportunities for students to build on the requirements in certain specialist areas which are strong in the school.

- Our first year students share some courses with 3D Digital Design and Visual Studies, encouraging collaborative practice between artists, architects and landscape architects through a range of site specific and representational projects and actions.
- Preliminary courses in cultural context, sustainable construction and green engineering are shared with other programmes, thereby expanding considerations of history and theory of architecture into construction, technology and landscape and vice versa
- The design atelier system (where students choose their atelier from a range of design approaches), develops the strengths of the unit system, while encouraging greater communication across ateliers through 5 cross atelier crits per year. This allows for greater debate and critical / cultural understanding of a diverse range of design and cultural context methodologies and positions.
- Diversity in course provision is encouraged by the RIBA / ARB to emphasise research, develop specialisms and promote advanced degrees. However, where options are presented to students, as in the case of the atelier system and the dissertation course, we ensure that all ateliers and dissertation options meet the full requirements of the criteria for validation.

A Assessment Methods:

Formative and summative portfolio submissions and other coursework submissions which include written, visual and verbal presentations (crits); individual and group work, seminars, essays, class tests, animations, workshop participation, dissertation. There are optional courses which involve submission of short animations and full scale constructions, as well as a choice of specialist subjects of engagement at the advanced stage of the dissertation. Studio participation is assessed at stage one level in accordance with the guidelines for continuous assessment.

B Intellectual skills:

While these assessment criteria have been distributed into the categories of A Knowledge and Understanding, B Intellectual skills, and C subject practical skills as required by this format, the criteria are in fact delivered across all of these skills boundaries in practice on our BA Architecture programme.

1. Design
See part A above

2. Technology and Environment
See part C below

3. Cultural Context
Students will demonstrate within coherent architectural designs and academic portfolio awareness of
- the influences on the contemporary built environment of individual buildings, the design of cities, past and present societies and wider global issues
- knowledge of the histories and theories of architecture and urban design, the history of ideas, and the related disciplines of art, cultural studies and landscape studies
- and ability to form considered judgements about the spatial, aesthetic, technical and social qualities of a design within the scope and scale of a wider environment
- reflect upon, and relate their ideas to, a design and the work of others

4. Communication
See part C below

5. Management Practice and Law
See part A above

B Teaching and learning

Project based work forms the core form of teaching and learning on the programme. Students develop these skills in the design groups and ateliers through a combination of self directed study and structured coursework; design atelier presentations, individual and group tutorials, workshops, interim and cross atelier crits, field courses, portfolio preparation and exhibition construction / preparation.

There are a series of associated courses in integrated technology, cultural context and professional practice which offer a range of teaching and learning situations from lectures, case studies, group projects, site visits, class tests and coursework submissions in a variety of written and visual media.

There is an emphasis on interdisciplinary collaboration in the design of the programme. Some courses such as green engineering and cultural context are shared with landscape architecture and building construction; while Design and Communication 1 and 2 are shared with 3D Digital Design and Visual Arts students. Design work in the atelier is interrogated through integrated technology (Design Tectonics and Realisation) and Integrated Design Technology.

B Assessment Methods:

Formative and summative portfolio submissions and other coursework submissions which include written, visual and verbal presentations (crits); individual and group work, seminars, essays, class tests, animations, workshop participation, dissertation. There are optional courses which involve submission of short animations and full scale constructions as well as a choice of specialist subjects of engagement at the advanced stage of the dissertation. Studio participation is assessed at stage one level in accordance with the guidelines for continuous assessment.

C Subject Practical skills:

While these assessment criteria have been distributed into the categories of A Knowledge and Understanding, B Intellectual skills, and C subject practical skills as required by this format, the criteria are in fact delivered across all of these skills boundaries in practice on our BA Architecture programme.

1. Design
See part A above

2. Technology and Environment
Students will demonstrate, within coherent architectural designs and academic portfolio, the ability to integrate knowledge of:
- the principles of building technologies, environmental design and construction methods in relation to human well being, the welfare of future generations, the natural world, consideration of a sustainable environment, use of materials, process of assembly and structural principles.
- the impact on design of legislation, codes of practice and health and safety both during the construction and occupation of a project.

3. Cultural Context
See part B above

4. Communication
Students will demonstrate, within coherent architectural designs and academic portfolio, an ability to
- use visual, verbal and written communication methods and appropriate media (including sketching, modeling, digital and electronic techniques) to clearly and effectively convey and critically appraise design ideas and proposals.
- use the conventions of architectural representation from two and three dimensional graphics to computer generated and physical models.
- listen and critically respond to the views of others.

5. Management Practice and Law
See part A above

C Teaching and learning

Project based work forms the core form of teaching and learning on the programme. Students develop these skills in the design groups and ateliers through a combination of self directed study and structured coursework; design atelier presentations, individual and group tutorials, workshops, interim and cross atelier crits, field courses, portfolio preparation and exhibition construction / preparation.

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C Assessment Methods:

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D Transferable/ key skills:

1. Reflective Practice Skills

1. Critical reflection, intuitive and logical speculation
2. Self directed research, analysis and synthesis
3. Self evaluation, organizational and management skills
4. Identifying, planning and evaluating individual and collective goals and responsibilities

2. Teamwork and Professional skills

5. Group / team working, initiative, negotiation
6. Professional behaviour, interaction and competence
7. Integration / synthesis, interdisciplinary working
8. Consideration of ethical, social, political and personal responsibilities

3. Communication Skills

9. Communication – verbal
10. Communication – visual
11. Communication – written
12. CAD / IT skills for critical research, collection and sourcing of information as well as for design exploration, proposition, resolution and detailing.

4 Numeracy Skills

13. Dimensioning, anthropometrics, ergonomics, and modular design systems
14. Scale and representation of scale using digital and manual processes
15. Site, building and field surveying, accuracy, precision, measurement, recording and analysis of data, mapping
16. Understanding the preparation, processing, interpretation and presentation of data, using qualitative and quantitative techniques, while appreciating the nature of risk
17. Solving numerical problems using computer and non- computer based techniques.
18. A broad understanding of the uses of statistics and the implications of probability

The following reference points were used in the design of this programme:

1. The RIBA and ARB common validation criteria for part 1 Architecture courses (see section A above and preambles) April 2002

2. The QAA's subject benchmark for Architecture, Architectural Technology and Landscape Architecture

3. The current university's Academic Regulations for Taught Awards.

4. The university's Quality Assurance Handbook, latest version

D Teaching and learning

Project based work forms the core form of teaching and learning on the programme. Students develop these skills in the design groups and ateliers through a combination of self directed study and structured coursework; design atelier presentations, individual and group tutorials, workshops, interim and cross atelier crits, field courses, portfolio preparation and exhibition construction / preparation.

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D Assessment Methods:

Formative and summative portfolio submissions and other coursework submissions which include written, visual and verbal presentations (crits); individual and group work, seminars, essays, class tests, animations, workshop participation, dissertation. There are optional courses which involve submission of short animations and full scale constructions as well as a choice of specialist subjects of engagement at the advanced stage of the dissertation. Studio participation is assessed at stage one level in accordance with the guidelines for continuous assessment.

This programme specification provides a summary of the main features of the programme, and the minimum assessment criteria. There are additional course specific learning outcomes, learning and teaching strategies, and assessment criteria which have been constructively aligned to deliver the learning outcomes. These can be found within the individual course specifications in the programme document.

There are also general organizational arrangements, principles and procedures to be found in the student handbook for the programme.

The accuracy of this information is reviewed regularly by the university and is also checked by the Quality Assurance Agency for Higher Education.

11 Programme Structure, Levels, Modules and Credits

The programme is offered in three years full time and four years part time study modes.

Part time students take 90 credits per year and full time students take 120 credits per year. There are 4 horizontal subject streams with the following emphases: Design Exploration and Proposition, Design Tectonics and Resolution, Cultural Context and Technology / Sustainability

Courses in stage 1 tend to be 15 credit courses to reflect the focused nature of teaching and learning at that level, where coursework tends to be more prescribed, while developing practices in self directed research and design, self motivation and clarification of intent.

As students progress through stages 2 and 3, courses tend to become larger 30 credit courses to reflect the integrated relationship between the teaching of design, technology and practice; and the more reflective coursework in design, technology and cultural context undertaken at these levels. These 30 credit courses tend to run over both semesters.
Courses which run over both semesters, and are indicated thus *

12 Awards, Credits and Progression of Learning Outcomes (shown in Field 9)

Honours degree classifications relate to the QAA subject benchmark standards as follows:

Excellent Standard: First Class Honours

Typical Standard: Upper and Lower Second Class Honours

Threshold Standard: Third Class Honours

3	**TERM 1 COURSES** ***All courses are 15 or 30 credit courses and are compulsory. There are no optional courses.*** Architectural Design 3: Exploration and Proposition (30 credits) * Architectural Design 3: Resolution (30 credits) * Architecture Dissertation (30 credits)* Integrated Design Technology (30 credits) *	**TERM 2 COURSES** ***All courses are 15 or 30 credit courses and are compulsory.*** There are no optional courses. Architectural Design 3: Exploration and Proposition (30 credits) * Architectural Design 3: Resolution (30 credits) * Architecture Dissertation (30 credits)* Integrated Design Technology (30 credits) *	**HONS** BA Honours = 360 credits Further progression to the year out in practice followed by the 2 year professional part 2 RIBA validated Diploma in Architecture. Compensation is not possible at this level in recognition of ARB / RIBA criteria.

2	**TERM 1 COURSES** ***All courses are 15 or 30 credit courses and are compulsory. There are no optional courses.*** Architectural Design 2: Exploration and Proposition* (30 credits) Architectural Design 2: Tectonics and Realisation* (30 credits) Theory of Site and City (15 credits) Green Engineering (15 credits)	**TERM 2 COURSES** ***All courses are 15 or 30 credit courses and are compulsory.*** There are no optional courses. Architectural Design 2: Exploration and Proposition* (30 credits) Architectural Design 2: Tectonics and Realisation* (30 credits) Contemporary Theories of Architecture (15 credits) Future Cities, Future Practices (15 credits)	**Dip. HE Pass / Proceed = 240 credits** Students satisfactorily completing level 2 of the programme, but unable to proceed to level 3, will be entitled to the award of the Diploma of Higher Education in Architecture. Compensation is not possible at this level in recognition of ARB / RIBA criteria.
1	**TERM 1 COURSES** All courses are 15 or 30 credit courses and are compulsory. There are no optional courses. Architectural Design 1: Investigation and Proposition (30 credits) * Design and Communication 1 (15 credits) Cultural Context in Architecture (15 credits) Sustainable Environments (15 credits)	**TERM 2 COURSES** All courses are 15 or 30 credit courses and are compulsory. There are no optional courses. Architectural Design 1: Investigation and Proposition (30 credits) * Design and Communication 2 (15 credits) History of Architecture and Landscape (15 credits) Sustainable Construction in Architecture (15 credits)	Cert. HE Pass / Proceed = 120 credits Students satisfactorily completing level 1 of the programme, but unable to proceed to level 2, will be entitled to the award of the Certificate of Higher Education in Architecture. Compensation may be granted for level one courses (as long as the marks are between 30% and 39%); with the exception of 'Architectural Design 1: Investigation and Proposition', 'Design and Communication 1 and 2'

ARB Criteria - Part 1 Valid from September 2003	BA(Hons) Architecture - Courses																
	Level One							Level Two						Level Three			
	Design1: Investig + propostion	Des.& Comm.1	Des.& Comm.2	Cultural Context in Architecture	History Architecture & Landscape	Sustainable Environments	Sustainable Construction in Architecture	Design 2: explorat + proposition	Design 2: tectonic + realisation	Theory of site and city	Contemp. Theories of Arch	Green Eng.	Future cities, future practices	Design 3: Exploration + Prop	Design 3: Resolution	Dissertation	Integrated Design Technology
Design																	
Students will demonstrate coherent architectural designs that integrate a knowledge of:																	
- the ways that analysis, research, context, budget, preparation and development of a brief inform a design proposal.	√					√	√	√	√			√	√	√	√		
- the regulatory frameworks, and health & safety considerations that guide design and building construction	√					√	√		√			√	√	√	√		√
- Architectural histories and theories, of physical, artistic and cultural contexts, and their use in informing the design process	√	√	√	√	√			√	√	√	√		√	√	√	√	
An ability to:																	
- Work as part of a team					√	√	√				√	√	√				

	BA(Hons) Architecture - Courses																
	Level One							Level Two						Level Three			
ARB Criteria - Part 1 Valid from September 2003	Design1: Investig + proposition	Des.& Comm.1	Des.& Comm.2	Cultural Context in Architecture	History Architecture & Landscape	Sustainable Environments	Sustainable Construction in Architecture	Design 2: explorat + proposition	Design 2: tectonic + realisation	Theory of site and city	Contemp. Theories of Arch	Green Eng.	Future cities, future practices	Design 3: Exploration + Prop	Design 3: Resolution	Dissertation	Integrated Design Technology
Technology and Environment																	
Students will demonstrate, within coherent architectural design and academic portfolio, the ability to integrate knowledge of:																	
- The principles of building technologies, environmental design and construction methods, in relation to:																	
- human well-being	√					√	√	√	√			√	√		√		√
- the welfare of future generations	√					√	√	√	√			√	√		√		√
- the natural world	√					√	√	√	√			√	√		√		√
- consideration of a sustainable envi.	√					√	√	√	√			√	√		√		√
- use of materials	√					√	√		√			√	√		√		√
- process of assembly	√					√	√		√				√		√		√
- structural principles	√					√	√		√						√		√
- The impact on design of legislation, codes of practice and health & safety both during the construction and occupation of a project	√					√	√		√			√			√		√

ARB Criteria - Part 1 Valid from September 2003	BA(Hons) Architecture - Courses																
	Level One							Level Two						Level Three			
	Design1: Investig + proposition	Des.& Comm.1	Des.& Comm.2	Cultural Context in Architecture	History Architecture & Landscape	Sustainable Construction Environments	Sustainable Construction in Architecture	Design 2: explorat + proposition	Design 2: tectonic + realisation	Theory of site and city	Contemp. Theories of Arch	Green Eng.	Future cities, future practices	Design 3: Exploration + Prop	Design 3: Resolution	Dissertation	Integrated Design Technology
Cultural Context																	
Students will demonstrate within coherent architectural design and academic portfolio awareness of:																	
- The influences on the contemporary built environment of individual buildings, the design of cities, past and present societies and wider global issues.	√	√		√	√	√	√	√	√	√	√	√	√	√	√	√	
Knowledge of:																	
- the histories and theories of architecture and urban design, the history of ideas, and the related disciplines of art, cultural studies and landscape studies	√	√	√	√	√			√	√	√	√		√	√	√	√	
And ability to:																	
- Form considered judgements about the spatial, aesthetic, technical and social qualities of a design within the scope and scale of a wider environment	√			√	√			√	√		√		√	√	√	√	√
- Reflect upon, and relate their ideas to, a design and to the work of others	√	√	√	√		√	√	√	√		√	√	√	√	√	√	

ARB Criteria - Part 1 Valid from September 2003	BA(Hons) Architecture - Courses																
	Level One							Level Two						Level Three			
	Design1: Investig + proposition	Des.& Comm.1	Des.& Comm.2	Cultural Context in Architecture	History Architecture & Landscape	Sustainable Environments	Sustainable Construction in Architecture	Design 2: explorat + proposition	Design 2: tectonic + realisation	Theory of site and city	Contemp. Theories of Arch	Green Eng.	Future cities, future practices	Design 3: Exploration + Prop	Design 3: Resolution	Dissertation	Integrated Design Technology
Communication																	
Students will demonstrate within coherent architectural design and academic portfolio awareness of:																	
- Use visual, verbal and written communication methods and appropriate media (including sketching, modelling, digital and electronic techniques) to clearly and effectly convey and critically appraise design ideas and proposals.	√	√	√		√			√	√	√	√		√	√	√	√	√
- Use the conventions or architectural representations from two-dimensional and three-dimensional graphics to computer generated and physical models	√	√	√					√	√				√	√	√		√
- Listen, and critically respond to, the views of others	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√

ARB Criteria - Part 1 Valid from September 2003	BA(Hons) Architecture - Courses																
	Level One							Level Two						Level Three			
	Design1: Investig + proposition	Des.& Comm.1	Des.& Comm.2	Cultural Context in Architecture	History Architecture & Landscape	Sustainable Environments	Sustainable Construction in Architecture	Design 2: explorat + proposition	Design 2: tectonic + realisation	Theory of site and city	Contemp. Theories of Arch	Green Eng.	Future cities, future practices	Design 3: Exploration + Prop	Design 3: Resolution	Dissertation	Integrated Design Technology
Management Practice and Law																	
Students will demonstrate within an academic portfolio an awareness of:																	
- the principles of business management and how a small business operates													√				
A Knowledge of:																	
How buildings are designed and built in the context of architectural and professional practice and the framework of the construction industry within which it operates.	√			√		√	√		√		√	√	√		√		
And Ability to:																	
- Manage and appraise their own working practices, whether working independently or collaboratively.	√	√		√		√	√	√	√		√		√	√	√	√	√

Criteria addressed √

Where one can see that the criteria is addressed √

Final assessment of criteria √

7.0 ASSESSMENT

7.1 Assessment Schedule

Programmes are made up of courses. The specification for each course can be viewed via Banner Web or via the university portal. Each course specification has a section on assessment. Please read this carefully. This will enable you to understand how each course is assessed, how many pieces of coursework you will submit or if there are any examinations for the course. It is also important to read books on the reading list for each course – these are listed (by course) on the library system only.

A detailed schedule of assessment with hand-in dates for coursework, dates for presentation, dates for submission of portfolios, dates for 'crits' as appropriate, should be given by the course co-ordinator at the start of each course.

7.2 General Assessment Regulations

Unless otherwise stated below, your programme will be assessed in accordance with the University's **Academic Regulations** (Academic Regulations for Taught Awards; Academic Regulations for Research Awards) which are available on the website of The Office of Student Affairs/Information and Publication.

7.2.1 Award and Classification for Honours

The Progression and Award Board has delegated authority from Academic Council for the conferment of awards. Before recommending a classification the Progression and Award Board needs to confirm that a student has met the requirements of the final stage.

The class of degree awarded will be based on consideration by the Progression and Award Board of the following models:

(a) **Aggregation and Weighting (Overall Grade Point Average)**

The award of the class of Honours will be on calculated on the grades obtained in stages 2 and 3 of a programme in the ratio of 25:75. Aggregation of grades to obtain the class of Honours will be based on averaging **the full spread of** grades in Stage 2 to obtain 25% of the final grade and averaging **the full spread of** grades in Stage 3 to obtain 75% of the final grade. *The following norms are accepted:*

70% or more = First Class Honours
60-69% = Upper Second Class Honours
50-59% = Lower Second Class Honours
40-49% = Third Class Honours

OR

(b) ***Profiling:*** *where a majority of the overall grades for each individual course have been attained in a higher classification band, this class of degree will be awarded. The criteria for this are that at least 150/240 credits must have been achieved in the higher classification band*

AND

the Overall Grade Point Average must be not less than one classification band below the eventual degree awarded

e.g. A First Class degree can be awarded to a student who obtains 70% or more for individual courses totaling 150 out of 240 credits AND whose Overall Grade Point Average does not fall below 60%.

OR

(c) ***Stage 3 Grade Point Average****: the Honours classification will be awarded on the Stage 3 Grade Point Average alone*

The discretion of the Progression and Award Board may be applied in the consideration of candidates at the borderline between classifications.

7.2.2 Compensation, progression, reassessment

Check the University Academic Regulations for further details on compensation, progression, reassessment, etc.

However, it is worth noting that under the regulations, students will not normally be permitted an opportunity to re-sit failed courses if they have not engaged in the summative assessment tasks on those courses. This means that if you fail to attend an examination or if you fail to submit an assessment element or fail to make a serious attempt at doing the work, you will not be allowed to retrieve the work at the summer re-sit (or equivalent for special programmes).

An exception to this is where students have been granted extenuation. In such cases, absence or poor performance in assessment will result in a decision of deferral.

7.3 Specific Regulations for the BA (Hons)Architecture programme

These rules have been set up in order to comply with Professional Body (ARB/RIBA) requirements.

Compensation may be granted (as per the University's regulations) for level 1 courses only, EXCEPT for level 1 design courses (currently ARCT1038, ARCT1016 and ARCT1003.

Compensation may not be granted for level 2 or level 3 courses.

Note: in the case of part time year 2 students, who do a mixture of level 1 and level 2 courses, compensation will not be allowed for level 2 courses or for level 1 design courses.

8. WHAT NEXT? /CAREER/JOBS/FURTHER STUDIES

Full time students of BA(Hons) Architecture, (RIBA Part 1), usually take a 'year out' in practice before continuing with a two years postgraduate study (leading to a Masters or Diploma in Architecture – RIBA Part 2).

A second class degree level or above is usually required for entry to the University of Greenwich Diploma in Architecture.

A further one year in practice is required before the final professional qualification can be taken (RIBA Part 3).

Part-time students are usually in employment in the architectural profession during their studies and if they have the relevant experience they can continue their studies without a 'year out'. They are required to apply again to join the Diploma in Architecture. Part time students are therefore strongly advised to be in employment in the architectural profession at least by the start of the 3rd year part time course.

The BA (Hons) Architecture degree is a good degree for employment in many areas, including the construction industries and the growing area of the cultural and creative industries.

8.1 YEAR OUT AND PRACTICAL EXPERIENCE = ADVICE FROM TONY CLELFORD; PROFESSIONAL STUDIES ADVISER AT THE UNIVERSITY OF GREENWICH BA (Hons) ARCHITECTURE.

In order to qualify as an architect you must have at least 2 years of professional practice in a relevant architectural office. Normally, the first year of professional practice is taken between the BA and the Diploma. If you are a first year student, you may think that this is a long way away. Nevertheless it is good to prepare for it and to have this in mind. For example, you will be careful to keep your academic work as you may want to use it for your final 'job hunting portfolio'.

If you're in the final year of the BA then you're probably thinking about what to do next. You might have several different aims: to travel, earn money, work in an architect's office and/or build something. If you want, you can do these AND develop your architectural career.

The bottom line is that how you spend the next year can make a difference to how quickly you qualify as an architect - and will probably make you a better part 2 applicant/student and a better architect as well.

To qualify as an architect you need at least two years experience in architectural practice. One of those years must be post-Diploma, but if you wish a year of it can be done after your BA or RIBA Part 1.

If you want any of the coming year's experience to count then it must satisfy certain basic conditions and you will have to record it in an approved way.

To give more details:

a) The basic conditions

Most students spend their year out working in UK architectural practices but there are other possibilities. Some time could be spent working on a building site, working for another sort of construction professional etc. Working in the UK for a UK-registered architect is the norm - for anything else check the RIBA and ARB web sites.

The conditions governing what's acceptable are outlined by RIBA and ARB. You have to satisfy both bodies. The main one is geographical: it must be inside the EU, but there are others. These are professional body requirements, not university requirements. You must check you meet them.

b) Recording the experience in the approved way.

This used to be done by the RIBA's old student logbook. If for any reason you're already using the logbook carry on, otherwise use the RIBA's Professional Experience Development Record (also known as the PEDR or PEDRo.)

- If the experience isn't recorded using the PEDRo it won't count.
- If the experience isn't recorded quickly enough using the PEDRo it won't count.

PEDR experience has to be signed off by three people (count 'em, that's three!) Yourself, a UK-registered architect (your Office Mentor, usually your boss) and your school's PSA (Professional Studies Advisor.)

The PEDR is still in its' teething stages and all Schools are working hard to meet the demands it makes. Here are guidelines for sending us sheets to sign:

- Keep a copy of everything you send
- Include a SSAE (stamped, self-addressed envelope) for the returned documents
- Use a reliable return address that will find you in future months.
- Allow as much time as possible for other people's signatures - your mentor and us. Even in the most urgent cases, this cannot be turned around by the University of Greenwich in less than one month.

If you want to do something outside this

You may want to do something outside the RIBA/ARB regulations. (For example, in recent years we had a student working for MORPHOSIS in Los Angeles. Others were trying to get work with HERZOG DE MEURON in Switzerland and with FRANK GEHRY in the US. Another traveled around the world and stopped off with a firm of architects in AUSTRALIA en route.) This is all great architectural experience but unfortunately it falls outside the RIBA/ARB guidelines - because it's outside the EU.

You need to make a judgment call: if the experience is going to be that good then ignore ARB & RIBA for the moment. Most people take at least three years in practice before they take their RIBA Part 3 so it probably won't be a hardship to do an extra year that does comply after your Diploma/RIBA Part 2.

Even if your year out doesn't meet ARB/RIBA guidelines make sure you still keep a record of the experience: photos. drawings, diary. You may still want to fill in PEDR-style works (it's a good way of focusing on what you learned) but you won't need to send them to us for signature.

Choice of year out office

There are three main factors involved in choosing a job:

a) The range of **EXPERIENCE** on offer
b) The **MONEY** you'll get paid
c) The **FAME FACTOR** you'd get from working for an architectural superstar.

A. EXPERIENCE

A wide range of experience is most important in my book. You'll want to try/see different things, building types, procurement methods etc. You may even want to work in different offices. 12 months spent tied to a CAD screen may be your idea of hell. At the interview, find out what's on offer and make it clear you want a range of experience. Consider the quality of the design projects carried out by the practice, the working process of the practice, and how you fit in.

B. MONEY

There are two extremes: earning a fortune doing work that bores you (madness) or working for a Superstar for nothing (even greater madness.) One student a few years ago started his year out job in July. When he asked about a pay rise he was told he'd get one when everyone else did - in June! So he went 11 months without a rise. When payment is discussed at the interview, argue for pay review(s) after 3 and/or 6 months. That way you should get paid more as you prove your usefulness. Up to date advice on pay for graduates is available from Archaos (see overleaf). Ask how many hours you'll be expected to work, and if overtime is paid (at interview).

C. FAME

If you want the Fame Factor from rubbing against an architectural superstar go for it. But beware: working for a superstar on a multi-million scheme means you may well spend the entire year on (say) a curtain walling cladding package or you may never work on a building that is on site. Y0ou may get satisfaction from working on very high quality design projects, for working with excellent clients and consultants on larger budgets and exciting briefs. Perhaps the longer hours will be very tiring if you have family commitments.

Scoring 3/3 factors in the same job would be great but it's rare. My advice is:

- Go for experience first.
- Don't accept any job that doesn't offer you 2 out of 3.

Big office / small office: Big project / small project

A critical issue is how you'll fit into the practice. A big practice may be used to year out students and be employing several others at the same time as you. But often Big Office = Big Projects = big team + long time scale. You, on the other hand, may want to get as much different experience as possible in a short time, so you may find that an office specializing in smaller projects is more suitable for you.

Helpful web sites

It's important to remember that, on your year out, you're now outside the university system. You need to sort out matters for yourself with an employer. Make sure you go through RIBA's advice to students and employers.

Check out the education sections of the web sites of:

- **RIBA** (confusingly named architecture.com)
- **ARCHAOS** (the national organisation of architecture students)
- **ARB** (Architects Registration Board)

All have something to say about furthering your career in architecture.

YOUR PROFESSIONAL STUDIES ADVISOR

Your PSA (Professional Studies Advisor) is: -

Tony Clelford,

School of Architecture & Construction,

University of Greenwich,

Mansion Site, Avery Hill Campus,

Bexley Road, London SE9 2PQ

When you want to start sending out PEDR sheets for signature e-mail him at: a.j.clelford@gre.ac.uk

8.2 SPECIAL ADVICE FOR PART TIME STUDENTS

Like our full time programmes, our part time programmes in Architecture are of course fully validated by both the Architects' Registration Board (ARB) and the Royal Institute of British Architects (RIBA), leading towards your registration as an architect in the UK.

However, if there is the slightest chance that you may also wish to register as an architect in another EU country as well as the UK then you¹ll need to be aware of the EU¹s Qualifications Directive as it applies to architectural study and the length of time taken to qualify in other EU countries.

Detailed guidance on this should be obtained from the Qualifications Department at ARB (www.arb.org.uk) but, to minimise its possible impact, we recommend that part time BA Architecture students record their professional experience in architectural practice – usually using the RIBA's Professional Experience & Development Record (PEDR) - from the start of their studies. The School already has a separate special PEDR short course to accommodate this: details can be obtained from Jenny Lynch in the School Office.

9.0 PERSONAL TUTORS

All students in the School have access to a Personal Tutor. The system we operate links Personal Tutors to your academic environment. This means that Personal Tutors will usually be a member of staff from the discipline area of your programme and also be involved in teaching groups of students at your level. However, because of the particular staffing structure in the School we make adjustment to the system as indicated in the table overleaf. Please see more details on the School's Personal Tutors System on the School website under Student Resources. It's also in the School Student Handbook – General Information (blue cover).

BA Architecture	Group A	Adriana Cobo	ca63
	Group B	Adriana Cobo	ca63
	Group C	Rob Rosling	rr25
	Group D	Rob Rosling	rr25
	Group E	Geoff Ward	wg20
	Group F	Geoff Ward	wg20
	Atelier 1	Cordula Weisser	cc52
	Atelier 2	Jonathan Tuckey	tj59
	Atelier 3	Reenie Elliott	ek15
	Atelier 4	François Girardin	gf06
	Atelier 5	Mark Titman	tm14
	Atelier 6	Cordula Weisser	cc52
	Atelier 7	Mark Titman	tm14
	Atelier 8	Mark Titman	tm14
	Atelier 9	Jonathan Tuckey	tj59
	Atelier 10	Nick Pillans	pg03
	1PT	Gillian Danniell	dg02

10.0 COURSE SPECIFICATIONS AND READING LISTS

Course specifications/definitions:
For each course, we specify the number of credits, the aims of the course, its academic level, its learning outcomes, its indicative content and how it will be assessed (for instance: how many pieces of coursework, portfolio or exams). It is important that you become familiar with the definition for each course on your programme (see course definitions in this handbook). There is also a reading list for each course (see below).

Each course specification (or definition) may also be viewed on the University Banner Web via the university portal. You will need your user ID and PIN number. These will have been given to you at registration. To view the course specification for any approved course in the University: go through the student portal, click on "My Learning"; look at the Student Record (Banner) window; go to Authorised Course List via Course Information then search for the required Course Code for the current academic session, then click on the Course Code.

Reading lists:
You should access your tutor's reading list, or the reading list relating to a particular course, via the university portal; then click on 'Search the library catalogue'; then click on 'View items on your reading list'. You may also be given additional reading lists with your course hand-outs. You should read, at the very least, a few chapters of one of the books on your reading list for each course. For design courses, you should carefully study the architectural drawings and compare them with photographs and text descriptions of the project shown in the drawings. For technology courses, it's important to study the detail drawings and annotations as well as reading the text.

BA (Hons) Architecture: list of courses (alphabetical order by course title):

Architectural Design 1	ARCT 1038
Architectural Design 2 (Exploration & Proposition)	ARCT 1039
Architectural Design 2 (Tectonics & Realisation)	ARCT 1040
Architectural Design 3 (Exploration & Proposition)	ARCT 1041
Architectural Design 3 (Resolution)	ARCT 1042
Architectural Dissertation	ARCT 1014
Contemporary Theories of Architecture	ARCT 1008
Cultural Contexts of Architecture	ARCT 1050
Design & Communication 1	ARCT 1016
Design & Communication 2	ARCT 1003
Future Cities, Future Practice	TOWN 1025
Green Engineering	ENVT 1004
History of Architecture and Landscape	HART 1004
Integrated Design Technology	BUIL 1074
Sustainable Environments	ARCT 1049
Sustainable Construction in Architecture	BUIL 1130
Theory of Site & City	TOWN 1002

COURSE SPECIFICATION

Code: ARCT 1038
Course Title: Architectural Design 1: Investigation and Proposition
Level: 1
Department: Design

School: Architecture and Construction
Course Coordinator: Adriana Cobo

Credit: 30
Pre-requisites: None

Date: Updated September 07 (assessment)

Aims:

To undertake a series of investigations of physical and cultural context, programme, scale and material which will lead to observations, speculations, design strategies and propositions. These investigations and propositions will be presented in the form of a design portfolio.

To raise the student's awareness of architecture and it's context, and to encourage a spirit of inquiry and enthusiasm for the possibilities of architectural design.

To introduce architectural design as a creative synthesis of conceptual and analytical considerations.

To give students the confidence to experiment with architectural ideas, and the critical and presentational skills needed to explore, develop and communicate architectural design effectively.

There will be an emphasis on developing 2D and 3D drawing skills, modelmaking, manual and digital representation techniques in the context of architectural design.

Learning Outcomes:

Upon completion of the course, the student will have an ability to visually communicate their understanding of:

Site:
- Site survey and interpretation and be able to read, record and respond creatively to places
- The relationships between a building and its context.

Materiality:
- The physical and conceptual aspects of materials, structure, construction and detail design
- Technical considerations in architectural design including lighting, heating and issues of sustainability
- Ergonomics as it relates to architectural design.

Design and process:

- Architecture as a creative and artistic endeavour
- Architectural design, including scale, organisation, circulation and enclosure
- The process of design, including brief, programme, concept, and design development
- Social and cultural aspects of architecture
- The skills necessary to enable the effective exploration, presentation and communication of architectural ideas.

The student will be required to demonstrate their understanding of these in their design projects.

Students will demonstrate the use of visual communication methods and appropriate media; including drawing, sketching, physical modeling
and digital techniques; to clearly and effectively convey and critically appraise design ideas and proposals.

Content:

Students will undertake a series of small design projects through which creative expression and architectural ideas are explored and developed. In the second term, they will be asked to design a small building, to encourage the investigation of slightly more complex architectural and cultural considerations.
There will be an emphasis on learning about design and testing architectural proposals through the process of drawing and making. Students will be encouraged to develop their skills in communicating their architectural ideas through drawings, models, mappings, material constructions, photographic and digital media, and to find their own 'voice' for this in conjunction with the course in Design and Communication.

Learning and Teaching Activities:

Studio tutorials, seminars, workshops and site visits, with regular crits.

Assessment Details:

Methods of Assessment	Weighting %	Minimum Pass Mark	Outline Details
Portfolio of design project	100%	Minimum pass mark on aggregate of both marks = 40%	Portfolio examination (twice a year) CONCEPT- creativity, interest and clarity of ideas DEVELOPMENT - process from initial ideas to architectural resolution. Rigour, exploration, creativity, engagement RESOLUTION - Evidence of understanding and expression of project aims, clarity of communication

*We expect students to attend all timetabled sessions; including group projects, seminars, tutorials, crits, field trips, etc. We reserve the right not to mark project work, which is normally developed over a period of time through attendance at tutorials, studio sessions, workshops, visits, field studies, or seminars if the students' attendance and engagement with the process is judged to be inadequate. We will not mark a studio project which suddenly appears without having been developed and discussed within the tutorial or regular studio sessions.

Indicative Texts:

ISBN Number	Author	Date	Title	Publisher
0262680025	Rasmussen, S	1973	Experiencing Architecture	MIT Press
0262193418	Shepeard, P	1994	What is Architecture	MIT Press
0471286168	Ching, F	1996	Architecture, Form, Space, Order	Wiley and Sons
1856693821	Weston, R	2004	Plan, Section, Elevation- Key Buildings of the Twentieth Century	Lawrence King
0716760088	Eames, Morrison	1994	Powers of Ten	Scientific American
0750606274	Le Corbusier	1970	Towards a New Architecture	Architectural Press
0500341818	Richardson P	2001	XS: Big Ideas Small Buildings	Thames & Hudson
0750608994	Tutt and Adler	1999	New Metric Handbook	Architectural Press
0632037768	Niefert, E	2002	Architects Data	Blackwell
090652525x	Porter, T	1983	Manual of Graphic Techniques	Astragal
0471287539	Ching, F	1996	Architectural Graphics	Wiley and Sons
0750647701	Doidge,C	2000	The Crit	Architectural Press
0714833568	Curtis, W	1987	Modern Architecture since 1900	Phaidon
1856692957	Weston, R	2003	Materials, Form & Architecture	Lawrence King
3211834915	Watts, A	2004	Modern Construction Handbook	Springer Wein
3764372716	Schittich, C	2005	Building Simply	Birkhauser
978-1856695664	Silver, Pete and McLean, Will	2008	Introduction to Architectural Technology	Laurence King, London
			Periodicals: A+U, Detail, Domus, etc.	
			Web: Arplus.com, Ajplus.com Greatbuildings.com etc.	

COURSE SPECIFICATION

Code: ARCT 1039
Course Title: Architectural Design 2: Exploration and Proposition
Level: 2
Team: Architecture and Urban Design.

School: Architecture and Construction

Course Coordinator: Francois Girardin
Credit: 30 Credits
Pre-requisites: Level 1
Co-requisites: Architectural Design 2: Tectonics and Realisation

Date created: July 2006
Updated June 09

Aims:

This course teaches the core activities of architectural design. It allows you to learn methodologies and test design processes. You will observe and analyse architectural situations and their cultural and physical contexts, making drawings (and using other media) to define your observations. You will investigate physical sites through drawings and models. The observational drawings and the site investigations will inform your strategy for your design proposals. You will explore programme, action and function. You will make design propositions which pursue your investigations further, allowing you to test your strategies.
There is an emphasis on research, analysis, exploration and hypothesis through project work in architectural design. Representation of your intentions is an essential aspect of the course.

Learning Outcomes:

You will compile a portfolio; suitable for display in an end of year exhibition; in which you:

- Define your individual brief through drawn representations of observed processes, physical and cultural conditions, showing how they relate to the atelier brief. (e)

- Assess and prioritise architectural concerns and derive consequent architectural strategies, represented visually. (e)

- Explore the specific context of the site and it's relationship with the design proposal through various media. (e)

- Design architectural spaces while negotiating issues of scale, composition, structure and programme of occupation. (p)

- Communicate design processes through an appropriate use of sketches, drawing, collage, modelling, photographic, video or digital techniques. (p)

- Demonstrate an awareness of the way analysis, research, context, budget, technical, environmental, material, structural and constructional strategies inform a design proposition. (p)

(e) = learning outcomes to be assessed as ‘exploration’
(p) = learning outcomes to be assessed as ‘proposition’

Content:

Working in a design atelier along with third year students, you will carry out design projects which allow you to explore the stated atelier agenda. Each design atelier defines it’s own programme and specific focus. Although each atelier offers a different set of projects, these projects have common goals. You will be given more detailed information in your atelier summary and project briefs.

You will explore means of representing your observations, explorations and proposals. You will make a coherent set of drawings of your architectural explorations at a range of scales including 1:5, 1:20, 1:50, 1:100, 1:200, 1:500 and 1:1250. Your explorations and propositions will be drawn in plan, section, elevation, in model and in three dimensions, at various scales. You will elucidate your strategy, programme, context, and position through these representations.

Learning and Teaching Activities:

A studio based series of individual and group tutorials, site investigations, pin ups, interim reviews, crits, and an end of year exhibition. These will be supported by structured 'self study' project work outside of the scheduled atelier sessions. There may also be on-site projects, group seminars, workshops, lectures in representation, group or individual construction project work and an optional field trip.

Your portfolio will be provisionally assessed through interim reviews and final crits, against the learning outcomes for the course. You are encouraged to attend crits in other ateliers as well as your own, to learn about diverse approaches to architectural design and participate in formative assessments of other student's work. You are required to attend a series of cross atelier crits for years 2 and 3. There will also be a portfolio review half way through the year. At the end of the year, you will work with your peers to present an exhibition of your atelier's work, using a variety of media. There is a formal portfolio examination at the end of the course.

The main criteria for assessment will be based on the stated learning outcomes for this course, in summary focussing on your ability to:

- assemble a portfolio of conjectural drawings, site investigations, and material explorations, as well as speculative design propositions.

- make strategic architectural propositions and represent them, usually through models and drawings. Where models, videos, collages, full scale constructions, booklets, cad renderings or animations are to be assessed, these must be documented in the portfolio.

Assessment Details:

Methods of Assessment	Please identify the LAST item of assessment that a student sits with a tick	Grading Mode	Weighting %	Minimum Pass Mark	Word Length	Outline Details
Portfolio examination of exploration + proposition	tick	%	100%	40%	n/a	attendance at all studio sessions, portfolio reviews, + presentation crits mandatory*

*We expect students to attend all timetabled sessions; including group projects, seminars, tutorials, crits, field trips, etc. We reserve the right not to mark project work, which is normally developed over a period of time through attendance at tutorials, studio sessions, workshops, visits, field studies, or seminars if the students' attendance and engagement with the process is judged to be inadequate. We will not mark a studio project which suddenly appears without having been developed and discussed within the tutorial or regular studio sessions.

Indicative Texts:

ISBN Number	Author	Date	Title	Publisher
	ed. Libero Andreotti and Xavier Costa	1996	'Situationistas, situationists: Arte, Politica, Urbanismo	MACBA, Museo d'Arte Contemporani, Barcelona
	Edgar Tufte	1990s	‘Visual Explanations’	
	Charles and Ray Eames	1960s	'Powers of Ten'	Pamphlet Architecture series no. 12 Princeton Architectural Press
	ed Robert McCarter	1988	'Building Machines'	Birkhauser
	Manuel Gausa	1998	'New Alternative Housing: New Systems'	ACTAR
	Corner and McLean	1996	'Taking Measures across the American Landscape'	Yale University Press, New Haven, US
	Diller and Scofidio	1990	'Flesh'	USA
	Steven Holl	1991	'Edge of a City'	Pamphlet Architecture series no. 13 Princeton Architectural Press

COURSE SPECIFICATION

Code: ARCT 1040
Course Title: Architectural Design 2: Tectonics and Realisation
Level: 2
Department: Architecture + Constr.

School: Architecture and Construction

Course Coordinator: Francois Girardin
Credit: 30 Credits
Pre-requisites: Level 1
Co-requisites: Architectural Design 2: Exploration + Proposition

Date created: July 2006 (revised June 09)

Aims:

This course teaches the core activities of architectural design. It allows you to develop methodologies and pursue design processes you have been exploring in 'Architectural Design 2: Exploration and Proposition'. Building on physical, cultural, social and programmatic explorations, you will design coherent architectural proposals. These will be represented through generic and detailed drawings, models, and digital representations. You will make decisions about programme, action and function and elaborate on how these are accommodated in your design proposals. The course will develop your skills in the integration of structural, material, environmental and experiential considerations of a design brief.

There is an emphasis on design resolution, spatial organisation, technical development and programmatic synthesis through project work in architectural design. Your proposals should build on the ambitions you have set out in your initial explorations. Tectonic exploration of the physical, environmental, contextual, and programmatic qualities of your proposal is an essential aspect of the course.

Learning Outcomes:

You will compile a portfolio; suitable for display in an end of year exhibition; in which you:

- Design architectural spaces while negotiating issues of scale, context, composition, structure and programme of occupation. (r)

- Communicate design processes and strategies using the conventions of architectural representation including sketches, drawing, collage, physical modelling, photographic and digital techniques. (r)

- Make coherent architectural proposals, which implement a degree of professional skill and judgement and communicate your strategies verbally and visually. (r)

- Design appropriate technological proposals through detailed resolution of your project and it's landscape, social and environmental conditions. (t)

- Draw (and in some cases make) design details which embody a broad conception of the project as well as satisfying programmatic demands. (t)

- Demonstrate an awareness of the way, budget, technical, environmental, material, structural and constructional strategies inform a design proposition. (t)

(r) = learning outcome to be assessed as realisation
(t) = learning outcome to be assessed as tectonics

Content:

Working in a design atelier along with third year students, you will carry out design projects which allow you to explore the stated atelier agenda. Each design atelier defines it's own programme and specific focus. Although each atelier offers a different set of projects, these projects have common goals. More detailed information can be found in atelier summaries and project briefs.

You will explore means of representing your technical investigations and design proposals. You will make a coherent set of drawings of your architectural proposals at a range of scales including 1:5, 1:20, 1:50, 1:100, 1:200, 1:500 and 1:1250. Your proposals will be drawn in plan, section, elevation, in model and in three dimensions, at various scales.

You will consider the principles of building technologies, environmental design and construction methods in relation to structural principles, process of assembly, use of materials, environment. You will integrate the technical intentions with the broader design intentions of your proposals.

Learning and Teaching Activities:

A studio based series of individual and group tutorials, site investigations, pin ups, interim reviews, crits, and an end of year exhibition. These will be supported by structured 'self study' project work outside of the scheduled atelier sessions. There may also be on-site projects, group seminars, workshops, lectures in representation, group or individual construction project work and an optional field trip.

Your portfolio will be provisionally assessed through interim reviews and final crits, against the learning outcomes for the course. You are encouraged to attend crits in other ateliers as well as your own, to learn about diverse approaches to architectural design and participate in formative assessments of other student's work. You are required to attend a series of cross atelier crits for years 2 and 3. There will also be a portfolio review half way through the year. At the end of the year, you will work with your peers to present an

exhibition of your atelier's work, using a variety of media. There is a formal portfolio examination at the end of the course.

The main criteria for assessment will be based on the stated learning outcomes for this course. We will also assess your ability to:

- assemble a portfolio of design proposal drawings, representations of projects in context, and material physical constructions, as well as speculative technical and environmental propositions with a coherent and consistent narrative.

- make refined architectural proposals and represent them, usually through models and drawings. Where models, videos, collages, full scale constructions, booklets, cad renderings or animations are to be assessed, these must be documented in the portfolio.

Assessment Details:

Methods of Assessment	Please identify the LAST item of assessment that a student sits with a tick	Grading Mode	Weighting %	Minimum Pass Mark	Word Length	Outline Details
Portfolio examination of: Realisation + Tectonics	Tick	%	100%	40%	n/a	attendance at all studio sessions, presentation crits and folio reviews is mandatory.*

*We expect students to attend all timetabled sessions; including group projects, seminars, tutorials, crits, field trips, etc. We reserve the right not to mark project work, which is normally developed over a period of time through attendance at tutorials, studio sessions, workshops, visits, field studies, or seminars if the students' attendance and engagement with the process is judged to be inadequate. We will not mark a studio project which suddenly appears without having been developed and discussed within the tutorial or regular studio sessions.

Indicative Texts:

ISBN Number	Author	Date	Title	Publisher
	varies	varies	El Croquis, Quaderns, A+T, 2G, GA, Detail, AD, AA Files, Scroop architectural periodicals	varies
	Wes Jones	1998	'Instrumental Form: Words, Buildings and Machines'	Princeton Architectural Press
	W. Boesiger	1966	'Le Corbusier: Oeuvre Complete'	Verlag fuer Architektur (Artemis), Zurich
	Rem Koolhaas	1995	'SMLXL '	Monacelli Press, New York
	Miralles Pinos	1990s	'The architecture of Enric Miralles and Carmen Pinos'	Site / Lamen Books, Spain
	ed Peter Cook	2000	The Bartlett Book of Ideas	Bartlett Books of Architecture, London
	MVRDV	1996	FARMAX	010 Publishers, Holland

COURSE SPECIFICATION

Code: ARCT 1041 **School:** Architecture and Construction
Course Title: Architectural Design 3: Exploration and Proposition
Level: 3 **Course Coordinator:** Reenie Elliott
Department: Architecture and Urban Design **Credit:** 30 Credits
Pre-requisites: Level 2
Co- requisites: Architectural Design .3: Resolution
New Course Spec created: July 2006

Aims:

This course establishes a process of research, briefing, design development, and design proposition, which lead to the design of a comprehensive design project in the associated course Architectural Design 3: Resolution. The design project(s) will explore issues of social, cultural and physical context, programme, and environment at a range of scales. Your project(s) will demonstrate advanced skills in design research and proposition, while persuing in depth consideration of contemporary cultural condiitions, historical context, and environmental / technical design strategies.

Your assignments will vary from one atelier to the next, but in general you may be asked to:

- carry out research on and investigations into a broad range of contemporary issues at a range of scales, designed to inform your architectural proposals.

- design an object in context to speculate on architectures at the scale of the individual

- design an architectural space, an intermediate scale of investigation exploring the relationship between a group of occupants

- make architectural analyses and propositions on the scale of the larger community or society, possibly the urban or landscape scale

This design course forms a substantial part of your third year portfolio in the BA Architecture programme, and it gives you the opportunity to deploy the understanding, analytical skill, critical ability and knowledge you have developed throughout the course to make ambitious architecturals proposal(s) appropriate to level 3.

Learning Outcomes:

You will compile a portfolio; suitable for display in an end of year exhibition; in which you:

- Investigate and analyse the specific context of the site and construct speculative design propositions represented through various media (e)

- Develop and refine your individual brief through drawn representations of observed processes, physical, historical and cultural conditions, showing how they relate to the atelier brief and the specific site context. (e)

- Establish and prioritise architectural concerns; derive consequent architectural strategies and communicate design processes using conventions of architectural representation including two and three dimensional drawing, sketches, collage, modelling, photographic, video or digital techniques (p)

- Make coherent architectural proposals, which implement a degree of professional skill and judgement and communicate your strategies verbally and visually. These should embody a broad conception of the project as well as satisfying programmatic demands. (p)

(e) = learning outcomes to be assessed in the exploration component
(p) = learning outcomes to be assessed in the proposition component

Content:

Working in a design atelier along with second year students, you will develop a self directed program of appropriate research, leading to design projects which allow you to explore the stated atelier agenda. Each design atelier defines it's own programme and specific focus. Although each atelier offers a different set of projects, these projects have common goals. You will be given more detailed information in your atelier summary and project briefs.

You will explore means of representing your observations, explorations and proposals. You will make a coherent set of drawings of your architectural explorations at a range of scales to include 1:100, 1:200, 1:500 and 1:1250. You may also be asked to develop analytical and propositional drawings at the scale of 1:1, 1:5, 1:20 and 1:50. Your explorations and propositions will be drawn in plan, section, elevation, in model and in three dimensions, at various scales. You will elucidate your strategy, programme, context, and position through these representations.

Learning and Teaching Activities:

A studio based series of individual and group tutorials, site investigations, pin ups, interim reviews, crits, and an end of year exhibition. These will be supported by structured 'self study' project work outside of the scheduled atelier sessions. There may also be on-site projects, group seminars, workshops, lectures in representation, group or individual construction project work and an optional field trip.

Your portfolio will be provisionally assessed through interim reviews and final crits, against the learning outcomes for the course. You are encouraged to attend crits in other ateliers as well as your own, to learn about diverse approaches to architectural design and participate in formative assessments of other student's work. You are required to attend a series of cross atelier crits for years 2 and 3. There will also be a portfolio review half way through the year. At the end of the year, you will work with your peers to present an

exhibition of your atelier's work, using a variety of media. There is a formal portfolio examination at the end of the course.

The main criteria for assessment will be based on the stated learning outcomes for this course. We will also assess your ability to:

- assemble a portfolio of conjectural drawings, site investigations, material explorations, speculative design propositions, design proposal drawings, and representations of projects in context **with a coherent and consistent narrative**.

- make strategic architectural propositions leading to more refined architectural proposals and represent them, usually through models and drawings. Where models, videos, collages, full scale constructions, booklets, cad renderings or animations are to be assessed, these must be documented in the portfolio.

Assessment Details:

Methods of Assessment	Please identify the LAST item of assessment that a student sits with a tick	Grading Mode	Weighting %	Minimum Pass Mark	Word Length	Outline Details
Critique			0			attendance at all
Portfolio Review			0			studio sessions + presentation crits
Portfolio examination: exploration	✓	%	50%	40%	n/a	is mandatory.*
Portfolio examination: proposition	✓ Both portfolio components submitted at same time		50%	40% Minimum pass mark on aggregate of both components = 40%		

Minimum pass mark on aggregate = 40%

*We expect students to attend all timetabled sessions; including group projects, seminars, tutorials, crits, field trips, etc. We reserve the right not to mark project work, which is normally developed over a period of time through attendance at tutorials, studio sessions, workshops, visits, field studies, or seminars if the students' attendance and engagement with the process is judged to be inadequate. We will not mark a studio project which suddenly appears without having been developed and discussed within the tutorial or regular studio sessions.

Indicative Texts:

ISBN Number	Author	Date	Title	Publisher
	Terence Riley	1995	'Light Construction'	The Museum of Modern Art, New York
	Neil Denari	1996/7	'Interrupted Projections'	Gallery MA / Toto, Japan
	ed. Kyong Park and Stan Allen	1995/6	'Sites and Stations - Provisional Utopias'	Lusitania Press
	Jonathan Hill	2000	'Occupying Architecture' and 'The illegal Architect'	Routledge
	C.J.Lim	2001/2	'Sins', 'Water', 'Garden' , 'Air' and 'Devices'	Wiley - Academy
	Pamela M. Lee	1999	'Object to be Destroyed - the work of Gordon Matta-Clark '	MIT Press
	Kevin Rhowbotham	1995	'Form to Programme'	Black Dog Publishing
	Marc Vellay, Bernard Bauchet and Yukio Futagawa	1988	'Maison de Verre - Pierre Chareau'	Global Architecture, A.D.A. Tokyo
	Robert Smithson edited by Jack Flam	1996	'Robert Smithson: The collected writings'	University of California Press
	Akira Suzuki	1999	'Do Android Crows Fly over the Skies of an Electronic Tokyo? - The City Landscapes of Japan'	AA Publications, London

COURSE SPECIFICATION

Code: ARCT 1042 **School:** Architecture and Construction
Course Title: Architectural Design 3: Resolution **Course Coordinator:** Reenie Elliott
Level: 3 **Credit:** 30 Credits
Department: Architecture and Urban Design **Pre-requisites:** Level 2
Co- requisites: Architectural Design 3: Exploration and Proposition
New Course Spec created: July 2006

Aims:

This course builds on the process of research, briefing, design development, and design proposition established in Architectural Design 3: Exploration and Proposition; to culminate in the design of a comprehensive design project. The main design project will be developed to a degree of professional skill and detail while exploring issues of social, cultural and physical context, programme, technology and environment. Your projects will demonstrate a more advanced technical resolution appropriate to level 3, while integrating detailed consideration of contemporary cultural condiitions, historical context, spatial, technical and environmental strategies.

Your assignments will vary from one atelier to the next, but in general you may be asked to:

- design an object in context to speculate on architectures at the scale of the individual

- design an architectural space, an intermediate scale of investigation exploring the relationship between a group of individuals

- make an architectural proposal on the scale of the larger community or society, possibly the urban or landscape scale

- carry out investigations of a broad range of contemporary issues designed to inform the architectural proposals.

This is the final design course in the BA Architecture programme, and it gives students the opportunity to deploy the understanding, analytical skill, critical ability and knowledge they have developed throughout the course to make ambitious architectural proposal(s) to a level of detailed resolution.

The course is designed to form the platform for work carried out in the course 'Integrated Design Technology', and vice versa.

Learning Outcomes:

You will compile a portfolio; suitable for display in an end of year exhibition; in which you:

- Investigate and analyse the specific context of the site and construct speculative design propositions represented through various media

- Develop and refine your individual brief through drawn representations of observed processes, physical, historical and cultural conditions, showing how they relate to the atelier brief.

- Establish and prioritise architectural concerns; derive consequent architectural strategies and communicate design processes using conventions of architectural representation including two and three dimensional drawing, sketches, collage, modelling, photographic, video or digital techniques

- Make coherent architectural proposals, which implement a degree of professional skill and judgement and communicate your strategies verbally and visually. These should embody a broad conception of the project as well as satisfying programmatic demands.

- Design architectural spaces and detailed elements of construction while negotiating issues of scale, composition, structure, programme of occupation, and technical resolution of your design intentions.

- Demonstrate an awareness of the way analysis, research, context, budget, technical, environmental, material, structural and constructional strategies inform a design proposal .

Content:

Working in a design atelier along with second year students, you will develop a self directed program of design proccesses, leading to design projects which allow you to consolidate your explorations of the stated atelier agenda. Each design atelier defines it's own programme and specific focus. Although each atelier offers a different set of projects, these projects have common goals. You will be given more detailed information in your atelier summary and project briefs.

You will explore means of representing your design explorations, processes and proposals. You will make a coherent set of drawings of your architectural proposals at a range of scales including 1:1, 1:5, 1:20, 1:50, 1:100, 1:200, 1:500 and 1:1250. Your detailed design proposals will be drawn in plan, section, elevation, in three dimensions, and in model form at various scales. You will elucidate your strategy, programme, context, and position through these representations, as well as making physical site specific proposals.

Learning and Teaching Activities:

A studio based series of individual and group tutorials, site investigations, pin ups, interim reviews, crits, and an end of year exhibition. These will be supported by structured 'self study' project work outside of the scheduled atelier sessions. There may also be on-site projects, group seminars, workshops, lectures in representation, group or individual construction project work and an optional field trip.

Your portfolio will be provisionally assessed through interim reviews and final crits, against the learning outcomes for the course. You are encouraged to attend crits in other

ateliers as well as your own, to learn about diverse approaches to architectural design and participate in formative assessments of other student's work. You are required to attend a series of cross atelier crits for years 2 and 3. There will also be a portfolio review half way through the year. At the end of the year, you will work with your peers to present an exhibition of your atelier's work, using a variety of media. There is a formal portfolio examination at the end of the course.

The main criteria for assessment will be based on the stated learning outcomes for this course. We will also assess your ability to:

- assemble a portfolio of conjectural drawings, site investigations, material explorations, speculative design propositions, design proposal drawings, representations of projects in context, physical constructions, as well as speculative technical and environmental propositions with a coherent and consistent narrative.

- make strategic architectural propostions leading to more refined architectural proposals and represent them, usually through models and drawings. Where models, videos, collages, full scale constructions, booklets, cad renderings or animations are to be assessed, these must be documented in the portfolio.

Assessment Details:

Methods of Assessment	Please identify the LAST item of assessment that a student sits with a tick	Grading Mode	Weighting %	Minimum Pass Mark	Word Length	Outline Details
Critique Portfolio Review Portfolio examination	✓	%	100%	40%	n/a	attendance at all studio sessions + presentation crits is mandatory.*

*We expect students to attend all timetabled sessions; including group projects, seminars, tutorials, crits, field trips, etc. We reserve the right not to mark project work, which is normally developed over a period of time through attendance at tutorials, studio sessions, workshops, visits, field studies, or seminars if the students' attendance and engagement with the process is judged to be inadequate. We will not mark a studio project which suddenly appears without having been developed and discussed within the tutorial or regular studio sessions.

COURSE SPECIFICATION

Code: ARCT 1014
School: Architecture & Construction
Course Title: Architecture Dissertation
Credit: 30
Course Coordinator: Corine Delage
Pre-requisites:
Level: 3
Department: Architecture and Urban Design

Date created: July 2006

Aims:
Current architectural practice requires engagement and understanding of a variety of levels of theoretical, historical, contextual, technological, cultural and social aspects of design. In order to demonstrate this understanding with some depth, the role of the dissertation is strongly coupled with a changing focus as defined by each dissertation tutorial group. The dissertation should enable students to recognize the elusiveness and meaning of written texts relative to the fixity of forms. The preparation of a dissertation enables students to use a range of skills that have been developed throughout the programme: for example, the skills of enterprise and initiative required for thorough investigation and research into a chosen topic; the motivation and time management skills necessary to produce a substantive and organized piece of written work; the ability to synthesise and integrate complex information.

Learning Outcomes:

On completing the course, the students will be able to:

- Within the focus of their dissertation topic: demonstrate as appropriate, an awareness of the influences on the contemporary
  built environment of individual buildings, the design of cities, past and present societies and wider global issues;
- Within the focus of their dissertation topic: demonstrate as appropriate, knowledge of the histories and theories of architecture
  and urban design, the history of ideas, and the related disciplines of art, cultural studies and landscape;
- Within the focus of their dissertation topic: demonstrate as appropriate, an ability to form considered judgments about the spatial,
  aesthetic, technical and social qualities of a design within the scope and scale of a wider environment;
- Demonstrate systematic information gathering and carry out research, using mainly secondary sources;
- Deploy with rigour, established techniques of critical analysis within the general subject of architecture and structure ideas to
  discuss a coherent argument;
- Present a final illustrated essay using appropriate IT software and display a correct academic presentation of sources and references.

Content:

Each dissertation tutor will offer a 'specialist' (yet broad) theme and reading list for their tutorial group through lectures, discussions and workshops. For this reason, the themes may vary from year to year. Each student will select a dissertation topic/topics based on and developed through the theme of their tutorial group. This course acknowledges a diversity of architectural positions and interests and attempts to engage students by presenting their work at discussion workshops and at tutorials. In these discussions they are offered to discuss, present and review a selection of questions and reading topics within the broad focus of the tutorial group.

The dissertation should help students form a comprehensive and coherent analysis of design ideas, influences and programmatic considerations demonstrating the origins of a particular design strategy/project. This strategy could be analysed from a variety of viewpoints: architectural positions, formal influences, programmatic and users considerations, influential projects or individuals architects, in a 5000 to 7000 word, richly illustrated essay.

Learning and Teaching Activities:

Students will be part of a tutorial group led by a dissertation tutor. The chosen theme(s) for the tutorial group will be explored through a series of lectures/workshops. Individual dissertation topics will be developed through workshop presentations and through tutorials. Early on, students will be required to present a dissertation outline which must be submitted and approved at the required time in order to be allowed to submit the final dissertation. This is to engage students early in their choice of topics. The final submission will be timetabled early after the Christmas break in order to allow students to concentrate thereafter on their final design project.

Assessment Details:

Methods of Assessment	Please identify the LAST item of assessment	Grading Mode	Weighting %	Minimum Pass Mark	Word Length	Outline Details
Outline					2000	*Formative Assessment*: The outline must be submitted by the deadline in order to be able to submit the final project. This may be part of a presentation to the tutorial group.
Written Project	✓	%	100%	40%	5000-7000	Final dissertation

Indicative Texts:

Students will be issued with a detailed dissertation brief including directive on dissertation and essay writing and advice on how to avoid plagiarism. They are expected to develop their own appropriate reading list in consultation with their dissertation tutor.

ISBN Number	Author	Date	Title	Publisher
0-500-34172-9	Forty, Adrian	2000	Words and Buildings: A Vocabulary of Modern Architecture	Thames and Hudson
0-7506-4769-8	Borden, Ian & Ruedi, Katerina	First pub. in 2000	The Dissertation – An Architectural Student's Handbook	Oxford: The Architectural Press
0-19-860505-6	Mounsey, Chris	First pub in 2002	Essays and Dissertations: get top marks for your student essays.	Oxford University Press
0-471-33365-4	Groat, Linda. & Wang, David.	2002	Architectural Research Methods	Wiley
Web sites	RIBA Library web catalogue		http://www.greatbuildings.com http://www.architecture.com	

COURSE SPECIFICATION

Course Code: ARCT1008 **School: Architecture and Construction**
Course Title: Contemporary Theories of Architecture
Course Co-ordinator: **Marko Jobst**
Level: 2 **Credit: 15** **Team: Architecture & Urban Design**
July 2007
Updated June 09

Introduction and Rationale:

Since the 1960s, theory has played an increasingly important role in architectural thought and practice. Awareness of diverse thinkers and methods, from inside and outside architecture, is now considered a necessary part of an architect's training as a stimulus to creativity and a means of being able to articulate a position and to enter into critical judgment about the work of an architect.
The course continues the chronological survey begun in Year 1, and also acts as preparation for dissertation in Year 3 by introducing a focus on texts and ideas as much as the evidence of actual buildings.

Aims:

The course aims to make students familiar with a range of positions, through the medium of academic texts and related projects and confident in using this knowledge.

Learning Outcomes:

A group work based on texts representing an approach to architectural thinking. A short summary of a text, and an individual essay based on the text in relation to those studied by other members of the group and others presented in the course. The essay and the group work should be able to demonstrate that the students have achieved:

- General awareness of a particular architectural theory.
- Familiarity, recognition and classification of a range of theoretical issues and approaches in architecture and its wider field.
- Demonstration of some originality of thought, structuring relevant ideas into coherent argument presented in essays, in accordance with relevant academic standards.
- Ability to discuss and critically appraise theoretical aspects of design
- Ability to write a fully referenced written essay;
- Development of skills in team work and organizing discussions and presentations.

Indicative Content:

The course presents through lectures and discussion a range of theories concerned with the meaning of architecture in society. They are contemporary insofar as they are ideas that they have been considered important in recent years, and are broadly concerned with the desire to give architecture a more secure grounding in modern thought, challenging a purely technical or instrumental view of its purpose and seeking to reveal the deeper potential of design and making when they are applied.

Main Learning and Teaching Activities:

The subject will be taught through lectures and discussion seminars/ workshops where the students will be guided through influential contemporary texts.

Assessment Details:
2000 word essay analyzing selected theoretical texts -

Essay subjects, proposed by students, are required to reflect the content of the course. They should be word processed and illustrated as appropriate, with references given in the correct form.

Full time students are required to attend at least three of the Open Lectures scheduled on the evening during the course of the year. Carbon copies of lecture notes will be collected as proof of attendance at each lecture. A list of these lectures is attached to this document.

Part time students are encouraged to attend the same lectures, but if they cannot, they are required to attend three equivalent lectures or events (such as exhibitions) during the same period, and present copies of notes etc. as evidence of attendance. A list of possible alternatives is available It is advisable to check the suitability of any other proposed substitutes.

Failure to fulfill this requirement will result in 10% of final mark being deducted.

Methods of Assessment	Last asst item	Grading Mode	Weighting %	Minimum Pass Mark	Words Length	Outline Details
Essay Coursework	✓	%	n/a	40%	*2000 words*	An individual written essay fully referenced and illustrated where appropriate.

Keytexts:

ISBN Number	Author	Date	Title	Publisher
I-56898-053-I	Nesbitt, Kate	1996	Theorizing a new agenda for architecture : an anthology of architectural theory	Princeton Architectural Press
0-262-08261-6	Hays, K., Michael	1998	Architecture/Theory/since 1968	The MIT Press
0-500-34172-9	Forty, Adrian	2000	Words and Buildings	Thames & Hudson
10 0-470-01469-5	Jencks, Charles and Kropf, Karl	2006	Theories and Manifestoes of Contemporary Architecture	Wiley-Academy

COURSE SPECIFICATION

Code: ARCT 1050 **School:** Architecture and Construction
Course Title: Cultural Contexts of Architecture **Course Coordinator:** Alan Powers
Level: 1 **Credit:** 15
Department: Architecture and Urban Design **Pre-requisites:** none

Date updated: 26.06.09

Aims:

To examine the cultural context of the built environment and the relationships between design and society

(i) To introduce methods for evaluating designs of various kinds.
(ii) To understand sustainability and its implications

Learning Outcomes:

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

(a) Demonstrate an ability to interpret and evaluate the historical and contemporary built environment and the theories supporting it, in terms of human well-being, the welfare of future generations, the natural world, the consideration of a sustainable environment, and the process of assembly; to understand the influences on the contemporary built environment of individual buildings, and the design of cities, forming considered judgements about the spatial, aesthetic, technical and social qualities of a design within the scope and scale of a wider environment.
(b) Process information and extend individual learning, using verbal and written communication methods and appropriate media.
(c) Work in a group to undertake research and present findings, listening and critically responding to the views of others, while managing and appraising their own working practices.

Content:

The course will provide a background for current issues concerning quality in the built environment, with reference to cities and sustainability in history and today.

Learning and Teaching Activities:

Lectures introduce a range of topics, forming the basis for the second part of the assessment and contributing to the knowledge needed for the Group Project
A field study exercise in groups offers a choice of topics related to particular places, on which the first assessment is base.

Groups are assisted by tutors on site during the field study and in tutorial sessions before and after it.

Summaries of lectures and reading texts will be posted on the website. Reading list will vary from one year to the next.

Assessment Details:

Methods of Assessment	Please identify the LAST item of assessment that a student sits with a tick	Grading Mode	Weighting %	Minimum Pass Mark	Word Length	Outline Details
1. Group study	✓	%	100%	40%	2,000	Group Presentation and Book

Indicative Texts: ***(list information in the table)***

ISBN Number	Author	Date	Title	Publisher
0-978-1-901970-87-6	Bruges, James	2007	The Big Earth Book	Alastair Sawday
0-300-02142-9	Bloomer and Moore	1977	Memory and Architecture	Yale
0-9550938-0-7	Emerson and Jackson	2005	How to be Rich	The Ruskin Foundation
0-87-7407-305-2	Gehl and Gemzoe	2004	Public Spaces Public Life, Copenhagen	Danish Architectural Press
0-679-74195-X	Jacobs, Jane	1961	The Death and Life of Great American Cities	Vintage
1-56522-391-3	Louv, Richard	2005	Last Child in the Woods: saving our children from Nature-Deficit Disorder	Algonquin Books

COURSE SPECIFICATION

Code: ARCT 1016 **School**: Architecture & Construction
Course Title: Design & Communication 1 **Credit:** 15
Course Coordinator: Gillian Daniell **Pre-requisites:** None
Level: 1
Department: Communication Media for Design

Updated: July 2006

Aims:

All designers, including Architects, Landscape Architects, Graphic Designers and 3D Digital Designers require visual literacy and drawing skills in order to acquire a basic understanding of contemporary art and design. The quality of the students design work will be enhanced through the introduction of the practice and influence of Fine Art.

To introduce the student to:

- A challenging approach to perception, observation, research and recording.
- The quality of materials.
- Colour theory
- Verbal, written and visual communication: How the written and spoken word supports visual communication and vice versa.
- Techniques of representation.
- To introduce a student to contemporary art and design practice.
- The basic familiarity with the appropriate visual software introduced in the computer workshop.

Learning Outcomes:

Students will be able to:

- Communicate ideas through representational skills in 2D and 3D.
- To understand and try to make a personal interpretation of the environment.
- Learn a process of unravelling the dissemination of ideas into a visual language.

- Acquire a skill in computer based literacy and understand how to splice their ideas together through computer generated imagery.

- Methodology of using a sketch book.

- Gain confidence in their drawing abilities.

- Gain cognisance in contemporary art practice.

- To use computer graphics as an expressive medium in the principal areas of colour, texture, form and **in conjunction** with the more established traditional media.

- To understand the qualities of materials and colour using mixed media in 2D and 3D.

- To understand the nature of abstraction.

Content:

Visual Studies studio workshops:

- Experimentation and investigation with multi-media techniques of visual representation and expression.

- Life drawing.

- Observational drawing including perspective drawing.

- Colour theory.

- How to take photographs and darkroom procedure.

- Visits to art galleries and keeping a sketch/note book.

- Project based computer workshops.

Learning and Teaching Activities:

- Workshops

- Life Drawing Classes

- Gallery Visits

- Lectures

Assessment Details:

Methods of Assessment	Please identify the LAST item of assessment that a student sits with a tick	Grading Mode	Weighting %	Minimum Pass Mark	Word Length	Outline Details
Portfolio examination	✓	%	100%	40%	N/A	Portfolio for workshop projects incl. project based computer work. Sketch books. Life Drawings. Exhibition notebks.

*We expect students to attend all timetabled sessions; including group projects, seminars, tutorials, crits, field trips, etc. We reserve the right not to mark project work, which is normally developed over a period of time through attendance at tutorials, studio sessions, workshops, visits, field studies, or seminars if the students' attendance and engagement with the process is judged to be inadequate. We will not mark a studio project which suddenly appears without having been developed and discussed within the tutorial or regular studio sessions.

Indicative Texts:

ISBN Number	Author	Date	Title	Publisher
0500275823	Robert Hughes	Updated '91	The Shock of the New	T & H
0412-38390X	Faber Birren		Itten. The Elements of Color	Chapman & Hall
050023672	Nicolas De Oliviera, Nicola Oxley & Michael Petry with text by M.Archer	1994	Installation Art	T & H
0714824216	Norbert Lynton	2nd Edition '89	The Story of Modern Art	Phaidon
1568982496	Kimberly Elam	2001	Geometry of Design	Princeton Architectural Press
0321321847	Adobe	2006	Adobe Photoshop CS2m (Classroom in a Book)	Adobe/Peachpit
	Web Sites:		www.newexhibitions.com. www.tate.org.uk	

COURSE SPECIFICATION

Code: ARCT1003 **School**: Architecture & Construction
Course Title: Design & Communication 2: Form Space Light Scale Time
Course Coordinator: Gillian Daniell
Level: 1 **Credit:** 15
Department: Communication Media for Design **Pre-requisites:** None

Updated: July 2006

Aims:

- All designers including architects and landscape architects need to acquire a firm understanding of the concepts of FORM, SPACE, LIGHT, SCALE AND TIME. They need to have the courage to experiment and gain confidence in developing their ideas.

- They need to be able to recognise and record such phenomena of form space, light and scale in the environment and understand how they may be changed. They need to be further introduced to the practice and influences of contemporary Fine Art in order to make these changes become manifest.

- To understand the concepts of objectivity and subjectivity.

- To understand how and why environments and spaces can be changed through intervention. It may be physical intervention, sound or through a specific methodology of recording and documenting a space.

To introduce the students to:

- The understanding of the implications of intervention in the environment through space, form, light, sound, scale and use of appropriate materials for media.

- To develop a three dimensional cognition of both the real world and the virtual world through the practice of both and to develop and test 3 dimensional proposals and ideas using digital tools as well as physically making maquettes and drawing.

Learning Outcomes:

Students will be able to:

- Observe, contextualize, record and then reflect.

- Identify the genius loci and understand the visual and aesthetic qualities of the environments.

- Understand the visual, textural, inherent strengths and aesthetic qualities of materials.

- Understand three dimensional concepts within the context of computer modelling.

- Use the appropriate visual software introduced in computer workshop.

- Make strategic choices in the creative process.

- Use sketch books constructively.

- Communicate proposals to a group through 2D, 3D, aural and verbal representation skills.

- Learn to develop a critical and reflective approach to contemporary art practice.

Content:

- Site analysis and the identification of the genius loci through observational drawing, recording, experimentation of mixed media and photographic study, leading to a construction of piece of work which can either be 3 dimensional, 2 dimensional or time based i.e. film or animation
- Making a series of pieces of work based on the interpretation of an abstract notion or notions, using appropriate materials, use of sketch books, collating visual information, drawing out ideas, mixed media presentation skills addressed, and attempting to integrate the concepts and issues with usage of the software learnt in computer graphics.

- Investigate how and why contemporary practitioners have tackled the same issues.
- A site specific project.
- Self initiated research.

Learning and Teaching Activities:

- Site visits
- Workshops
- Lectures
- Life drawing classes
- Gallery visits

Assessment Details:

Methods of Assessment	Please identify the LAST item of assessment that a student sits with a tick	Grading Mode	Weighting %	Minimum Pass Mark	Word Length	Outline Details
Portfolio examination	✓	%	100%	40%	N/A	Portfolio of workshop projects incl. project based computer work. Sketch books. Life Drawings. Exhibition notebks.

*We expect students to attend all timetabled sessions; including group projects, seminars, tutorials, crits, field trips, etc. We reserve the right not to mark project work, which is normally developed over a period of time through attendance at tutorials, studio sessions, workshops, visits, field studies, or seminars if the students' attendance and engagement with the process is judged to be inadequate. We will not mark a studio project which suddenly appears without having been developed and discussed within the tutorial or regular studio sessions.

Indicative Texts:

ISBN No	Author	Date	Title	Publisher
050023672	Nicolas De Oliviera, Nicola Oxley & Michael Petry with text by M.Archer	1994	Installation Art	T & H
0826477054 0826477062	Gillie Delenze	2005	Cinema 1 Continuum 2005 *Cinema 2 Continuum 2005*	
0285636839	Daniel L. Schactor	New York 2001	The Seven Sign of Memory: How the Mind Forgets and Remembers	Houghton Miffin Co.
041530704x	Ron Hedges	London/New York 1997	Photography a Critical Introduction	D. Price and Wells

ISBN No	Author	Date	Title	Publisher
0500202699	Guy Julier	1993	20th Century Design	T & H
0906969956	Paul Zelanski & Mary Pat Fisher	1993	Colour	The Herbert Press
0006861350	Roland Bartnes	1997	Image, Music and Text	Fontana Press
050023780	Michael Rush	November 2003	Video Art	
0810943573	Neil Feineman, Steve Reiss	October 2000	Thirty Frames Per Second: The Visionary Art of the Music Video	
0814325882	Michael T. Martin	January 1996	Cinemas of the Black Diaspora: Diversity, Dependence and Compositionality (Contemporary Film and Television)	
0944110657	Stefano Basilico, Lawrence Lessig, Rob Yeo	April 2005	Cut: Film as Found Object in Contemporary Video	
0833030760	Kevin McCarthy, Elizabeth Ondaatje	January 2002	From Celluloid to Cyberspace: The Media Arts and the Changing Arts World.	
0500284512	Nicholas De Oliveira, Michael Petry, Nicola Oxley	2003	Installation Art in the New Millennium	T&H
379132456x	Jean-Claude Lemagny		Aget. The Pioneer	Prestel
1850435464	Catherine Elwes	February 2005	Video Art: From The Margins To The Mainstream.	
	Hans Dieter Schall	1994	Landscape as Inspiration	Ernest & Sohn
	Web Site		newexhibitions.com tate.org.uk	

*We expect students to attend all timetabled sessions; including group projects, seminars, tutorials, crits, field trips, etc. We reserve the right not to mark project work, which is normally developed over a period of time through attendance at tutorials, studio sessions, workshops, visits, field studies, or seminars if the students' attendance and engagement with the process is judged to be inadequate. We will not mark a studio project which suddenly appears without having been developed and discussed within the tutorial or regular studio sessions.

COURSE SPECIFICATION

Code: TOWN 1025
Course Title: Future Cities Future Practice
Level: 2
Department: Architecture and Urban Design

School: Architecture and Construction
Course Coordinator: Howard Gilby
Credit: 15 Credits
Pre-requisites: Level 1
Co-requisites: Green Engineering

Date created: July 2006

Aims:

"Sustainable development involves nothing less than building a new civilization, one that makes a partial break with the habits that characterise the way we are now" John Reader

Our lifestyles and habits are unsustainable.
The aim of the course is to challenge our existing practices, demonstrating the ways in which they are unsustainable, and, using the vehicle of a new city, design a new infrastructure, with new rules, new legislation, an eco economy and a consequent new sustainable way of life.

Learning Outcomes:

- Students will demonstrate an ability to work as part of a team.
- Students will demonstrate within their future city design, the ability to integrate knowledge of:

  The principles of building technologies, environmental design and construction methods, in relation to human well-being, the welfare of future generations, the natural world, the consideration of a sustainable environment, the use of materials, the process of assembly, and the impact on design of legislation, codes of practice and health and safety both during the construction and occupation of a project.

- Management Practice and Law:

  Students will demonstrate within their promotional brochure and dvd, an awareness of:
  - the principles of business management and how a small business operates within the confines of a global market and a desired eco economy.

  A knowledge of :
  - How buildings are designed and built in the context of architectural and professional practice and the framework of the construction industry within which it operates.

  And an ability to:
  -Manage and appraise theirown working practices, whether working independently or collaboratively.

Content:

Students will investigate and criticise past visions of the future, current economic and business practices and design their own vision of a new sustainable city.
Students will explore current economic and political practices questioning their appropriateness in relation to an eco economy and sustainable development.
Students will compile a brochure and a film of their new sustainable city, promoting the new lifestyle and the rules, legislation and economic conditions which are proposed to ensure an eco economy and a sustainable future.

Working in a group, students will develop a project for the design of a new city and speculate as to the viability of the design in relation to issues of sustainability. Students will then develop the design carefully establishing the necessary rules and legislation necessary to ensure the cities sustainable future. The Students vision of this new city will be illustrated in a promotional brochure and dvd (8 minutes maximum).

Learning and Teaching Activities:

The course is organised as a series of lectures and films followed by a series of weekly group seminars. Students will need to be organised and meet regularly.
At the final presentation event, students will assess each others work which will contribute to the grades awarded by a panel of judges.
The promotional brochure will be submitted at the presentation event.

Methods of Assessment	Please identify the LAST item of assessment that a student sits with a tick	Grading Mode	Weighting %	Minimum Pass Mark	Word Length	Outline Details
Group Submission A dvd promotional film for the city **Group Submission** A promotional brochure of city rules and legislation	✓	%	**50%** **50%**	**40%** **40%** students must pass each component with a min. mark of 40%	na na	attendance at all lectures and seminars and at the presentation event is mandatory.

Indicative Texts:

1 **Cities** John Reader isbn 0-434-00962-8

2 **The green imperative** Victor Papanek isbn 0-500-27846-6
3 **Self sufficiency** John Seymor isbn 0-7513-6442-8
4 **The seduction of place** Joseph Rykwert isbn 0-19-280554-1
5 **Creating sustainable cities** Herbert Giradet isbn 1-870098-77-3
6 **Genius Loci** Christian Norberg-Schulz isbn 85670-700-7
7 **The birth of modern city planning** Camillo Sitte isbn 0-8478-0556-5
8 **Houses Palaces Cities** Leon Krier isbn 0-85670-844-5
9 **Event Cities** Bernard Tschumi isbn 0-262-70052-2
10 **Cities for a small Planet** Richard Rogers isbn 0-571-17993-2
11 **Cities for a small Country** Richard Rogers isbn 0-571-20652-2
12 **Design of Cities** Ed Bacon isbn 0-500-27133x
13 **The Earth from the air 366 days** Yann Arthus-Bertrand isbn 0-500-54278-3
14 **Sustainable Ecosystems** Guy Battle + Chris McCarthy isbn 0-471-50007-0

COURSE SPECIFICATION

Code: ENVT 1004
School: Architecture and Construction
Course Title: Green Engineering
Course Coordinator: Nick Pillans
Level: 2
Credit: 15
Team: Architecture and Urban Design
Pre-requisites:

Introduction and Rationale:

Designing buildings, cities and landscapes involves understanding a complex blend of technical, social and cultural intentions. In order to work as architects, landscape architects, landscape managers or garden designers within this construct students require an understanding of the need for a holistic approach to the design of buildings, cities and landscapes. Appreciation of the principles and theories of sustainability forms a basis for green or sustainable design. Students need to be aware of their role as designers and how the application of these principles effects their designs, and how their designs affect the environment.

Aims:

- to develop a sound understanding of sustainable principles and their influence on the role of designers;
- to evaluate the social, environmental and economic implications of design;
- to introduce students to current theories, technologies and practice;
- to formulate design strategies based on sustainability principles.

Learning Outcomes:

Students will be able:

- to evaluate benefits and disbenefits for a range of architectural, landscape and environmental design conditions;
- to understand the relationship between the human settlement and natural ecosystems;
- to understand the application of sustainable principles to the design of spaces, buildings, landscapes and cities.
- Engage in an activity requiring manipulation of numbers.
- Engage in an activity where issues of energy management and energy

conservation are central to the problem.

Indicative Content:

- introduction to sustainability and green design principles and theories;
- introduction to sustainable life, cities, buildings, landscapes and the planet;
- the application and evaluation of green design principles including the use of materials and techniques, location and conservation;
- introduction to BREEAM assessment methods, to Local Agenda 21 and EU environmental directives.

Main Learning and Teaching Activities:

Lectures on theories and principles of green engineering, green building, green design and sustainability.

Studio based workshops on case studies and worked assignments

Assessment Details:

Methods of Assessment	Please identify the LAST item of assessment that a student sits with a tick	Grading Mode	Weighting %	Minimum Pass Mark	Word Length	Outline Details
Workshop Projects	✓		100%	40%	N/A	Three worked assignment case studies for different conditions and locations

Indicative Texts:

ISBN Number	Author	Date	Title	Publisher
0750633948	Bjorn Berge, Filip Henley (Translator)	1999	Ecology of Building Materials	Architectural Press
0-300043430	Bramwell, A.	1989	Ecology in the 20th Century.	Yale
1871045177	Johnston J., Newton.J.,	1992	Building Green.	Packard
0070383162	Leitmann.J.,	1999	Sustaining Cities: Environmental Planning and Management in Urban Design	McGraw-Hill
0419232508	Makhzoumi,J. Pungetti,G.	1998	Ecological Landscape Design and Planning	E & FN Spon
1853830666	Pearce & Barbier.	1989	Blueprint for a Green Economy	Earthscan
0863189601	Porritt. J,	1989	Save the Earth	DORL
0-902620789	Rudofsky.B.		Architecture without architects.	
185383601X	Satterthwaite. D., Ed.	1999	The Earthscan Reader in Sustainable Cities.	Earthscan
3895089257	Schmitz-Gunther.T	1999	Living Space: the Oko-test Ecological Handbook	Konemann UK
0070614997	Stitt. E.	1999	Ecological Design Handbook : Sustainable Strategies for Architecture, Landscape Architecture, Interior Design, and Planning	McGraw-Hill
b-6810636	Tansley, A.G	1968	Britains Green Mantle	
0419253807	Tom Woolley (Editor), Sam Kimmins (Editor).	1999	Green Building Handbook Vol 2: A Guide to Building Products and Their Impact on the Environment	E & FN Spon

	Shiers. D.,		Understanding Green Buildings.	CPD Study Pack . College of Estate Management
0571179932	Rogers. R.	1997	Cities for the small planet.	Faber & Faber

COURSE SPECIFICATION

Code: HART 1004 **School:** Architecture and Construction
Course Title: History of Architecture and Landscape
Course Coordinator: Alan Powers
Level: 1 **Credit:** 15 credits
Department: Architecture and Urban Design **Pre-requisites:** None

Date updated: July 2006
Updated August 09.

Aims:

The course presents architecture and landscape in terms of a range of techniques for organising and ordering space. Some of these are very ancient, and found in all parts of the world; others are relatively new. They offer a way of looking at any kind of building or designed landscape and seeing a pattern in it. The course gives you the interpretive tools to see these patterns.

Learning Outcomes:

You will demonstrate:

1.a broad understanding of developments in the history and theory of architecture and landscape; and the related disciplines of art and cultural studies; before the modern movement.

2. an ability to interpret generic design techniques and strategies, as manifested in buildings and designed landscapes through history.

3. an ability to relate design to its cultural context and belief systems.

4. an ability to use visual, verbal and written communication methods to clearly and effectively convey and critically appraise design approaches.

5. an ability to form considered judgments about the spatial, aesthetic, technical and social qualities of a design within the scope and scale of its cultural context and environment.

Content:

The lecture series analyses a series of ordering principles in architecture and landscape design, from the origin of landscape design in China and Japan, to their further development in the Islamic world and Europe.

Learning and Teaching Activities:

The normal delivery method is by means of lectures. Opportunity will be given for students to make drawings and sketches, and participate in group activity. Visits to sites and exhibitions may be organised where appropriate.

You will be assessed in individual in-class assessments in the form of written and graphic tests based on lecture material studied.

Assessment Details:

Methods of Assessment	Please identify the LAST item of assessment that a student sits with a tick	Grading Mode	Weighting %	Minimum Pass Mark	Word Length	Outline Details
Portfolio of coursework			100%	40%	1500 equivalent	A record of lectures and visits and a written submission based on these.

Note: We expect students to attend at all timetabled sessions; including group projects, lectures, seminars, tutorials, field trips, etc. We reserve the right not to mark project work, which is normally developed over a period of time through attendance at lectures, tutorials, workshops, visits, field studies, or seminars if the students' attendance and engagement with the process is judged to be inadequate. We will not mark coursework which suddenly appears without having been developed and discussed within the regular teaching sessions.

COURSE SPECIFICATION

Code: BUIL 1074 **School:** Architecture and Construction
Course Title: Integrated Design Technology **Course Coordinator:** Rahesh Ramachandran
Level: 3 **Credit:** 30 credits
Department: Architecture and Urban Design **Pre-requisites:** Level 2

Date Created: July 2006 – updated Sept 07

Aims:

It is necessary for students of architecture to understand their future role within the context of a construction industry, and their individual place within a design team. Students therefore need to develop an understanding and sensitivity towards the appropriate use of materials and construction techniques in a given cultural, social, and historic context.

- To develop technical knowledge and skill beyond functional aspects of building, by integrating technology and sustainability aspects in the design work and by establishing material properties and detailing as a primary tool through which conceptual factors are transferred into built form.

Learning Outcomes:

Upon successful completion of the course, the student will be able to:

- make informed choices of material and construction methods within a given climactic, geological, sociological and cultural context.
- describe and evaluate technical and material boundary conditions and factors influencing design
- use material properties and detailing as design tool, starting during conceptual stages and working in parallel with brief and scheme development.
- understanding the position of the architect within a design and construction team, and ultimately the position of design within the construction industry context
- display and convey, through detailed drawings and models, technical knowledge and environmental attitudes in keeping with an overall design concept and theoretical position

Content:

In acknowledgement of the learning outcomes, the course endeavours to aid students in expressing their technical expertise and material approaches through their design projects, whilst respecting the diversity of architectural positions present within the design ateliers. The design work will be focused on specialist issues at various times throughout the year, aided by specialist consultants.

Learning and Teaching Activities:

Design ateliers will undertake to have joint sessions with the technology co-ordinator and specialist consultants, throughout the year, in order to ensure a continuous dialogue and progressive sharpening of the atelier's technology and sustainability position, in the form of design audits during which students projects are evaluated for specialist criteria, such as site conditions, environmental issues, structures, appropriateness of material choices, et al.

Assessment Details:

Methods of Assessment	Please identify the LAST item of assessment that a student sits with a tick	Grading Mode	Weighting %	Minimum Pass Mark	Word Length	Outline Details
Interim assessment of focused technology submissions		%	30	40	n/a	Assessed by technology team
Final technology report as part of final design portfolio submission	✓		70	40 Minimum pass mark on aggregate for both components = 40%		Assessed jointly by atelier tutors and technology co-ordinator

Indicative Texts:

ISBN Number	Author	Date	Title	Publisher
3764371897	Andrea Deplazes	2005	Constructing Architecture : Materials, Processes, Structures	Birkhaeuser
	Els Zijlistra, Piet Vollaard	2004	Skins for Buildings	BIS Publishing
	Michael Wiggington + Jude Harris	2002	Intelligent Skins	Architectural Press
	Christian Shittich	2001	In Detail: Building Skins	
	Heino Engel	1998	Structure Systems	
	Chris Lefteri		Materials for Inspirational Design	
			Detail Magazine	

COURSE SPECIFICATION

Course Code: ARCT 1049 **School:** Architecture and Construction
Course Title: Sustainable Environments **Course Coordinator: TBC**
Level: 1 **Credit:** 15
Team: Architecture and Urban Design **Pre-requisites:** None

Aims

The course aims to provide an an introduction to architectural technology with a focus on climate and shelter, human comfort at macro and micro scales in a variety of climatic and environmental conditions.
Architecture students must know how materials are used to design sustainable structures. This requires a knowledge of materials science, construction principles and techniques and sustainability.

a) develop an understanding of the impact of construction on the earth's resources;
b) develop an understanding of the principles of construction technology;
c) introduce the importance of understanding the use and misuse of resources in the built environment;
d) develop an understanding of the physical constraints on the built environment now and in the future;
e) develop an appreciation of how buildings are used;
f) develop research and presentation skills.

Learning Outcomes:

At the end of the course, the student will:

a) have an understanding of the principles of design and construction of structures in a variety of climatic and environmental conditions.
b) understand the need for and develop the ability to make a rational choice of materials and techniques;
c) be able to communicate effectively their understanding of the philosophy and principles of sustainable building construction;
d) be able to engage in an activity where issues of protection and care of the natural and built environment are central to the problem.

Content:

The course examines the importance of locality – infrastructure, planning, transport, energy cost, etc, in respect of structures and sustainable building. Locality leads on to the identification and selection of sites, with the specific preparation requirements of any given site. Each site will have its own requirements which will be a function of its physical and environmental conditions, the type of structure, methods and materials and final use.

The internal/external environment interface has an important role to play in making a structure wind and weatherproof and providing the necessary longevity, whilst at the same time satisfying aesthetic demands. Whilst tradition materials and methods of construction of this interface continue to be popular amongst developers and clients, there is an increasing use of modern materials and techniques that are more sustainable.

The internal environment of a structure must also satisfy the demands of the occupier. There are basic internal needs and requirements for most structures including services, the internal physical environment and health and safety. There is increasing use of sophisticated control systems for the internal environment intended to make to its control more efficient and provide better conditions for occupants.

The effective use of resources is becoming increasingly important and the use of sustainable building materials and techniques has been mentioned previously. The effective use of resources will include other issues such as land and water use, transport, etc.
Sustainable building construction must be seen in local and global context, taking into account the local, national and international political framework.
What a structure is and why one is needed for any given purpose are important design considerations. Design, materials and methods of construction will help to determine a structures success or failure. Novel building techniques taking into account sustainability issues are being increasingly developed to satisfy current needs without prejudicing future generations.

Specifically the following will be covered:-

Human Comfort; Thermal comfort, Solar Geometry
Building performance; Climatic Envelope: thermal mass, thermal insulation.
Air movement: Natural Ventilation, Passive control
Windows and glass
Weathering: Masonary, Cladding Systems, Membranes, Bonded Surfaces
Sound and Light: Properties of sound, Acoustic Control
Building services: Heating, Mechanical Ventilation, Air conditioning: principles and systems.

Sustainability issues
Design issues; housing design; estate design; aspect and orientation
Site conditions; investigation; soil classification
Setting out of buildings/structures
Substructure and foundations for low rise buildings
Structural form; superstructure; ground and upper floor construction; roof structure
Introduction to structural analysis
Enclosure; external envelope; analysis of the function of raincoats, over coats, cavity walls, pitched and flat roof coverings
Introduction to materials; examination of properties of materials.

Learning and Teaching Activities:

Lectures, tutorials, workshops and student-centred learning.

Assessment Details:

Methods of Assessment	Please identify the LAST item of assessment that a student sits with a tick	Grading Mode	Weighting %	Minimum Pass Mark	Words Length	Outline Details
Group Project	✓		100%	40%	Research notes and diagrams	Group presentation and book

Indicative Texts:

ISBN Number	Author	Date	Title	Publisher
0-7506-3684-X	Brett, P.	1997	Illustrated Dictionary of Building	Butterworth - Heinemann
0-14-013628-2	Gordon, J.E	1991	Structures, or why things don't fall down	Penguin
0-14-013597-9	Gordon, J.E	1991	New Science of Strong Materials	Penguin
0-87663-165-0	Meadows et al.	1972	The Limits to Growth.	Universe Books, New York
0-7167-0938-4	Scientific American	1971	Energy and Power.	Freeman & Co
0-7167-0945-7	Scientific American	1970	The Biosphere	Freeman & Co
0-582-40447-9	Foster, J.	2000	Mitchell's Structure and Fabric Part 1 (6th edition)	Pearson Education
0-582-40520-3	Foster, J.S. & Harrington, R.	2000	Mitchell's Structure and Fabric Part 2 (6th edition)	Pearson Education
0-86095-813-2	Szokolay S.V.	1980	Environmental Science Handbook.	Construction Press
0582212596	Dean, Yvonne	1996	Materials Technology 5th Ed.	Longman
978-0-7148-4146-5	Bill Addis	2007	Building:3000 years of Design Engineering and Construction.	Phaidon
978-1-85669-566-4	Pete Silver/ Will McLean	2008	Introduction to Architectural Technology	Laurence King

Other Information Sources

New Scientist (weekly)
Building Research Establishment (http://www.bre.co.uk)
Royal Institute of British Architecture (http://www.architecture.com)
Department of Transport, Local Government and the Regions (www.dtlr.gov.uk)

COURSE SPECIFICATION

Code: BUIL 1130 **School: Architecture and Construction**
Course Title: Sustainable Construction in Architecture
Course Coordinator: Nick Pillans
Level: 1 **Credit:** 15
Department: Architecture & Urban Design
Pre-requisites: Sustainable Construction 1 (BUIL1040)

Aims:
Architecture students must know how materials are used to design sustainable structures. This requires a knowledge of materials science, construction principles and techniques and sustainability.

The course aims to:

a) develop an understanding of the impact of construction on the earth's resources;
b) develop an understanding of the principles of construction technology;
c) introduce the importance of understanding the use and misuse of resources in the built environment;
d) develop an understanding of the physical constraints on the built environment now and in the future;
e) develop an appreciation of how buildings are used;
f) develop research and presentation skills.

Learning Outcomes:

At the end of the course, the student will:

a) have an understanding of the principles of design and construction of structures;
b) understand the need for and develop the ability to make a rational choice of materials and techniques in architecture;
c) be able to communicate effectively their understanding of the philosophy and principles of sustainable building construction;
d) be able to engage in an activity where issues of protection and care of the natural and built environment are central to the problem.

Content:

The internal/external environment interface has an important role to play in making a structure wind and weatherproof and providing the necessary longevity, whilst at the same time satisfying aesthetic demands. Whilst tradition materials and methods of construction of this interface continue to be popular amongst developers and clients, there is an increasing use of modern materials and techniques that are more sustainable.

The internal environment of a structure must also satisfy the demands of the occupier. There are basic internal needs and requirements for most structures including services, the internal physical environment and health and safety. There is increasing use of sophisticated control systems for the internal environment intended to make to its control more efficient and provide better conditions for occupants.

The effective use of resources is becoming increasingly important and the use of sustainable building materials and techniques has been mentioned previously. The effective use of resources will include other issues such as land and water use, transport, food resources etc.
Sustainable building construction must be seen in local and global context, taking into account the local, national and international political framework.

Learning and Teaching Activities:
Lectures, tutorials, workshops and student-centred learning.

Assessment Details:

Methods of Assessment	Please identify the LAST item of assessment that a student sits with a tick	Grading Mode	Weighting %	Minimum Pass Mark	Word Length	Outline Details
Group projects		Objective testing of structures	50%	40%		Construction and objective testing of a model bridge or similar construction
Individual project	√	Time constrained exercise	50%	40%		Time-constrained completion of a previously-seen brief. Hand-drawn and hand-written Pass 40% required for this component

Indicative Texts:

ISBN Number	Author	Date	Title	Publisher
0-7506-3684-X	Brett, P.	1997	Illustrated Dictionary of Building	Butterworth - Heinemann
0-14-013628-2	Gordon, J.E	1991	Structures, or why things don't fall down	Penguin
0-14-013597-9	Gordon, J.E	1991	New Science of Strong Materials	Penguin
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0-7167-0938-4	Scientific American	1971	Energy and Power.	Freeman & Co
0-7167-0945-7	Scientific American	1970	The Biosphere	Freeman & Co
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0-86095-813-2	Szokolay S.V.	1980	Environmental Science Handbook.	Construction Press
0582212596	Dean, Yvonne	1996	Materials Technology 5th Ed.	Longman

COURSE SPECIFICATION

Code: TOWN 1002
School: Architecture and Construction
Course Title: Theory of Site and City
Course Coordinator: Alan Powers
Level: 2
Credit: 15 credits
Department: Architecture and Urban Design
Pre-requisites: Level 1

Date updated: July 2006
Update: August 2009

Aims:

The course will allow you to explore attitudes to modernism in Architecture and to develop an understanding of historical, social and critical themes in architecture, urbanism and landscape, with reference to the period 1848 onwards.

You will also cultivate skills in analytical and critical thinking and develop your skills in critical writing and presentation.

Learning Outcomes:

You will demonstrate:

1. A familiarity with a range of texts, designers, design movements and their meaning; and an understanding of their social, cultural and historical contexts.

2. Experience in identifying and evaluating critical positions, and forming considered judgements about movements in architecture and the spatial, aesthetic, technical and social qualities of individual buildings, cities and landscapes.

3. An ability to use visual, verbal and written communication methods and appropriate media to clearly and effectively convey and critically appraise architecture, urbanism and landscape movements.

Content:

You will explore the influences of individual buildings, landscapes and urban contexts on architecture and social development. There is an emphasis on the impact of industrialisation and development upon construction, design, and urbanism; and the social and artistic responses to these factors.

Learning and Teaching Activities:

The normal delivery method is by means of lectures. Discussion and presentation of shared topic work will prepare students for their essay writing.

Assessment Details:

Methods of Assessment	Please identify the LAST item of assessment that a student sits with a tick	Grading Mode	Weighting %	Minimum Pass Mark	Word Length	Outline Details
A portfolio of courseworks comprising of one individual submission and one group work			100%	40%	Total of 2000 words equivalent	A portfolio of coursework comprising of one individual submission and one group work as specified in the course hand-out at the start of term.

Note: We expect students to attend all timetabled sessions; including group projects, lectures, seminars, tutorials, field trips, etc. We reserve the right not to mark project work, which is normally developed over a period of time through attendance at lectures, tutorials, workshops, visits, field studies, or seminars if the students' attendance and engagement with the process is judged to be inadequate. We will not mark coursework which suddenly appears without having been developed and discussed within the regular teaching sessions.

Indicative Texts:

ISBN Number	Author	Date	Title	Publisher
	Colquhoun, Alan	2002	Modern Architecture	O.U.P.
	Curtis, William	1982	Modern architecture since 1900	Phaidon
	Frampton, Kenneth	1992	Modern Architecture	Thames and Hudson
	Conrads, U (ed)	1971	Programmes and Manifestos	MIT

	Bergdoll, B	2000	European Architecture 1750-1890	O.U.P.

The School of Architecture & Construction
University of Greenwich
Avery Hill Campus
Mansion Site
Bexley Road
Eltham, London SE9 2PQ