

**SCHOOL OF ARCHITECTURE, DESIGN & CONSTRUCTION**

**MA in Advanced Architectural Design**

**STUDENT HANDBOOK**

**2011-2012**



**UNIVERSITY  
of  
GREENWICH**

## PREFACE

Welcome to the School of Architecture, Design & Construction.

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

Please make sure you get both handbooks.

With our best wishes for a successful programme of studies.

***Disclaimer:***

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

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

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

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## Overview

The new MA in Advanced Architectural Design (Diploma Top Up) programme will consist of the Master Thesis course, shared by the MSc in Architectural Studies. It is expected that students will choose to do their master thesis either by design (taught within the context of the design units of the Diploma in Architecture) or by written thesis, supervised by the appropriate school staff.

This MA in Advanced Architectural Design is a top up to the Diploma in Architecture (ARB/RIBA Part 2). The Diploma is the second part of the Architect's training, it is accredited by the Royal Institute of British Architects and the Architects Registration Board. The standard architect's training is, a three year degree (Part1), a year in practice, a two year diploma (Part 2), then another year in practice before the final examination (Part3) is undertaken. The Diploma in Architecture contains the main architectural design including a thesis design and has 240 credits at Masters level. It is a diploma rather than a Masters as the profession has an agreement with the government that fees are at present provided for five years at undergraduate level. The top up Masters gives the opportunity for the diploma students to achieve a Masters following the award of their diploma. With the increasingly difficult job market many students are looking for an additional qualification, and it will be of interest to employers if they are able to show that they can take their design to an advanced level in particular area as reflected in staff and Atelier/Unit research with interests such as sustainability, urban design, representation, digital and philosophical approaches. The MA AAD leads to enhanced architectural career prospects, and potential for developing their research further into a PhD programme.

The MA Advanced Architectural Design (Top Up) consists of a 60 credit Master Thesis (ARCT 1051) to be delivered from September to September (Part Time mode only). The Architectural Master Thesis can be either a written dissertation or a portfolio of design research accompanied by a critical essay. The MA (Top Up) creates the opportunity to produce some of the most architectural advanced design projects and design research in the school, and will build on the schools RIBA and professionally recognized prize winning design work.

The Master in Advanced Architecture Design is a postgraduate programme designed for students of Architecture who have undertaken the Diploma in Architecture, who wish to carry their academic and professional skills beyond the normal requirements of their professionally recognized qualification. The programmes aim to raise academic and professional standards further by developing the work done particularly in their thesis design project. Students are encouraged to develop a personal focus within the programmes, by exploring in depth an area of architectural design or theory through independent research, through discussions across various disciplines and through various uses of media. Focused on architecture, the programmes define it and explore it in its wider sense and multiple aspects, drawing from a variety of disciplines that include technology, cultural studies, the visual arts, social and urban studies, and of course architecture, its theories and histories, its discourses and techniques. A Master award in Advanced Architectural Design goes beyond the threshold of professionally recognised qualification and provide clear evidence of a high standard of reflexive professional proficiency. This is of increasing relevance in an extremely competitive career and complex profession. Successful students will achieve enhanced status within the architectural profession, establishing the foundation for advanced level practice and/or an academic career. Publication of work and presentation at conferences and seminars are promoted and encouraged, as are further post-graduate studies at PhD level.

## **Research & Ateliers**

MA AAD students are invited to undertake a personal research programme that develops within the general framework of topics and areas of investigation proposed by the programme academic staff, the design based MAs would be undertaken in conjunction with Atelier see below. The Ateliers have different conceptual approaches and research areas ranging from interests, for example in bio-sustainable, cyberspace, rapid prototype modeling, landscape place making or narrative structures, these were some of the themes in 2010-11. The themes, interests, sites and building programmes, vary from atelier to atelier and from year to year. Examples of previous years ateliers can be found on the digital studio: <http://blogs.gre.ac.uk/architecture/diploma/>.

## **Entry Criteria and Admissions Processes**

### Internal Candidates

Candidates would normally be expected to have undertaken the Diploma in Architecture as they will need to have 120 credits at level 7 from a Diploma in Architecture or equivalent. In addition, a good portfolio of design work together with the ability to write a coherent argument in English, are required. Applicants will normally be asked to submit a portfolio of design work and to send a personal statement of approximately 1,000 words to indicate why they wish to enroll on the MA and the background to their work and the proposal for their study/research reviewing their previous work and considering the research methods for their Masters. Please note that this MA is only offered as a part-time mode so is not available to overseas students who require an educational visa these students should consider the MSc in Architecture Studies which can be done with a design emphasis.

### External Candidates

Applicants will have already achieved a comprehensive academic education with undergraduate or postgraduate and/or professional experience. Candidates will need to have 120 credits at level 7 from a Diploma in Architecture or equivalent. In addition, a good portfolio of design work together with the ability to write a coherent argument in English are required. Applicants will normally be asked to submit a portfolio of design work and to send a personal statement of approximately 1,000 words to indicate why they wish to enroll on the MA and the background to their work and the proposal for their study/research reviewing their previous work and considering the research methods they would be applying for their Masters. Please note that this MA is only offered as a part-time mode so is not available to overseas students who require an educational visa these students should consider the MSc in Architecture Studies which can be done with a design emphasis.

## **Assessment & Progression Regulations**

The programme will be assessed in accordance with the University's Academic Regulations for Taught Awards.

### Schedule of Assessments

An MA in Advanced Architectural Design yearly timetable of assessments, tutorials, crits etc. will be published on the Digital Studio website at: <http://digitalstudio.gre.ac.uk/>

**Permitted Length of Registration**

The maximum period of registration shall normally be 24 months.

**Employment /Further Career**

The successful completion of the Masters award in Advanced Architectural Design students will give students enhanced status within the architectural profession, establishing the foundation for advanced level practice and/or an academic career. Publication of work and presentation at conferences and seminars are promoted and encouraged, as are further post-graduate studies at doctoral level (PhD).

## PROGRAMME SPECIFICATION

<b>Awarding Institution/Body:</b> University of Greenwich	<b>Teaching Institution:</b> University of Greenwich	<b>Accredited by:</b> Not validated by a Professional Body	<b>Final Award:</b> MA Advanced Architectural Design Top Up (60 Credits) P12580 PART TIME MODE ONLY	<b>Programme Title/Department:</b> MA Advanced Architectural Design Top Up (60 Credits) Dept of Architecture & Urban Design	<b>UCAS Code:</b> Not Applicable	<b>QAA Benchmarking:</b>
<b>Educational Aims of the Programme and potential Career Destinations for Graduates</b>						
<p>The MA in Advanced Architectural Design is a postgraduate programme designed for students of architecture and related disciplines who wish to further develop their academic and professional skills beyond the requirements of their professional qualification. The programme aims to address and redefine new trends and knowledge in the field of Architecture, through research and study strongly based on theoretical components. It encourages original thinking about specific architectural issues within a wider interdisciplinary context, and aims to develop the knowledge and critical abilities of each student to the full. The programme is particularly focused on the experimental nature of architecture and on the critical architectural theory associated with it. This focus is articulated throughout the programme with a series of interlinked courses, which allow each student to develop a personal research within the programme – through different processes of thinking and different forms of expression. The ultimate aim is to support a critical study of architecture in its cultural context, and produce a theoretically informed and considered research project that culminates in the student’s Architecture Master Thesis, delivered either through a design portfolio or through a written dissertation. The programme offers students a general research framework and provides a platform for debate and discussion to inform the student’s individual research. The students are equipped to pursue advanced careers in architectural practice, where they will be able to contribute critical insights; in the architectural academia, where they will be equipped to contribute both to the design and the theory strands of architectural teaching; and are also fully equipped to further their education through an MPhil/PhD programme.</p>						
<b>Summary of Student Skills Development within the Programme</b>						
<p>The MA in Advanced Architectural Design programme offers a varied set of skills, which are equally conducive to enhancing career prospects in architectural practice and in the academia. The graduates are equipped to function in a variety of contexts, and will have acquired skills ranging from the ability to conduct research and critically evaluate its results, to a series of specific techniques regarding the development of theoretical aspects of architecture, to a mastery of accompanying architectural representations. By being asked to develop their own research interests (within the given parameters and with the help of taught courses), the students develop originality in the application of the knowledge they have acquired. They can deal with complex issues in systematic and creative ways and are able to continue to independently develop their knowledge and understanding of the issues relevant to architecture, to its practice and its theories.</p>						
<b>The programme provides opportunities for learners to achieve the following outcomes:</b>				<b>The following teaching, learning and assessment methods are used to enable learners to achieve and demonstrate these outcomes:</b>		
<p>A Knowledge and understanding of:</p> <ul style="list-style-type: none"> <li>• A particular aspect or aspects of <u>advanced architectural design</u> and the <u>experimental</u></li> </ul>				<p>A Teaching and learning:</p> <ul style="list-style-type: none"> <li>• Individual tutorials, lectures, presentations with in the Atelier or design group</li> </ul>		

<p><u>nature of architecture</u> as a discipline and its relationship with critical architectural theory</p> <ul style="list-style-type: none"> <li>the current status of <u>architectural research</u>, and its implications in architectural practice and in critical architecture theory</li> <li>themes in contemporary thought and research in <u>critical architecture theory</u> that are relevant to architectural practice at the beginning of the twenty-first century</li> </ul>	<ul style="list-style-type: none"> <li>Reading seminars and group discussions run by programme lecturers/tutors</li> </ul> <p><b>A Assessment Methods:</b> Assessment is achieved through a design portfolio (assessed for consistency of design approach, criticality and originality of design proposals and quality of representation) or a written dissertation (assessed for its philosophical &amp; theoretical approach, quality of research, quality and completeness of argument, quality of communication, clarity and quality of presentation).</p>
<p><b>B Intellectual skills:</b></p> <ul style="list-style-type: none"> <li>a deeper understanding of the complexity of the discipline of architecture, through <u>critical reflection</u> in a wider field of reference</li> <li>the ability to relate specific architectural issues to current positions in critical architectural theory, technology and related disciplines</li> <li>the ability to initiate and carry out <u>research</u> on a chosen subject in depth, to gather, analyse, and critically evaluate research findings and to develop arguments and formulate conclusions relating to it in pursuit of a precise aim</li> <li>the ability to <u>communicate</u> arguments and research and conclusions in an advanced architectural design to the academic and architectural world</li> </ul>	<p><b>B Teaching and learning:</b></p> <ul style="list-style-type: none"> <li>Individual tutorials, lectures, presentations.</li> <li>Reading seminars and group discussions run by course lecturers/tutors.</li> </ul> <p><b>B Assessment Methods:</b> Assessment is achieved through a design portfolio (assessed for consistency of design approach, criticality and originality of design proposals and quality of representation) or a written dissertation (assessed for its philosophical &amp; theoretical approach, quality of research, quality and completeness of argument, quality of communication, clarity and quality of presentation).</p>
<p><b>C Subject Practical skills:</b></p> <ul style="list-style-type: none"> <li>the ability to understand and articulate the interface and mutual implications of <u>advanced architectural design technologies and theories</u> the ability to apply suitable <u>presentation techniques</u> to communicate ideas clearly and effectively in relationship to their particular area of study</li> <li>the ability to produce <u>thorough research</u> and to communicate it effectively, through a clear and ordered presentation</li> <li>the skills required to <u>communicate ideas</u> to the academic world as well as to lay people</li> </ul>	<p><b>B Teaching and learning:</b></p> <ul style="list-style-type: none"> <li>Individual tutorials, lectures, presentations.</li> <li>Reading seminars and group discussions run by course lecturers/tutors.</li> </ul> <p><b>B Assessment Methods:</b> Assessment is achieved through a design portfolio (assessed for consistency of design approach, criticality and originality of design proposals and quality of representation) or a written dissertation (assessed for its philosophical &amp; theoretical approach, quality of research, quality and completeness of argument, quality of communication, clarity and quality of presentation).</p>
<p><b>D Transferable/ key skills:</b></p> <ul style="list-style-type: none"> <li>students learn to develop a <u>research proposal</u>, suitable methodology and programme to produce a post-graduate level, subject-specific, critical essay or critical piece of design research (Architecture Master Thesis)</li> <li>students learn to adopt and use appropriate <u>research strategies</u> which will enable them to approach their future research projects</li> <li></li> </ul>	<p><b>D Teaching and learning:</b> Research methods are taught by a combination of formal lectures, reading and discussion seminars, workshops and specific research assignments.</p> <p><b>D Assessment Methods:</b> Participation in the seminars (presentation of work); research essay.</p>

**Additional notes on the place of research and the ateliers in this programme:****Research & Ateliers**

The MA in Advanced Architectural Studies programme places a strong emphasis on the role of research and criticality within post-graduate architectural studies. The intellectual direction of the programme is focused on the experimental nature of architecture and on the critical architectural theory associated with it. In this context, the interface and mutual implications of architecture practices and critical theories becomes essential. MA AAD students are invited to undertake a personal research programme that develops within the general framework of topics and areas of investigation proposed by the programme academic staff, the design based MAs would be undertaken in conjunction with Atelier see below. The Ateliers have different conceptual approaches and research areas ranging from interests, for example in bio-sustainable, cyberspace, rapid prototype modeling, landscape place making or narrative structures, these were some of the themes in 2010-11. The themes, interests, sites and building programmes, vary from atelier to atelier and from year to year. Examples of previous years ateliers can be found on the digital studio: <http://blogs.gre.ac.uk/architecture/diploma/>.

**Entry Requirements:****Internal Candidates**

Candidates would normally be expected to have undertaken the Diploma in Architecture as they will need to have 120 credits at level 7 from a Diploma in Architecture or equivalent. In addition, a good portfolio of design work together with the ability to write a coherent argument in English, are required. Applicants will normally be asked to submit a portfolio of design work and to send a personal statement of approximately 1,000 words to indicate why they wish to enroll on the MA and the background to their work and the proposal for their study/research reviewing their previous work and considering the research methods for their Masters. Please note that this MA is only offered as a part-time mode so is not available to overseas students who require an educational visa these students should consider the MSc in Architecture Studies which can be done with a design emphasis.

**External Candidates**

Applicants will have already achieved a comprehensive academic education with undergraduate or postgraduate and/or professional experience. Candidates will need to have 120 credits at level 7 from a Diploma in Architecture or equivalent. In addition, a good portfolio of design work together with the ability to write a coherent argument in English are required. Applicants will normally be asked to submit a portfolio of design work and to send a personal statement of approximately 1,000 words to indicate why they wish to enroll on the MA and the background to their work and the proposal for their study/research reviewing their previous work and considering the research methods they would be applying for their Masters. Please note that this MA is only offered as a part-time mode so is not available to overseas students who require an educational visa these students should consider the MSc in Architecture Studies which can be done with a design emphasis. International students will be asked to submit IELTS scores of 6.50 minimum or TOEFEL scores minimum 6.00 points. In addition, applicants should feel comfortable about writing and reading in English for academic purposes..

**Award**

Students who completes the specified 60 credits and has 120 credits from the diploma in Architecture Programme.

**Permitted Length of Registration-** This top Up programme comprises of the 60 credits Master Thesis course. The normal length is 12 months PART TIME mode from September to September.

The maximum period of registration shall normally be 24 months.

## MA Top Up Programme Diagram and Diploma Programme Diagram

Note: the MA Advanced Architectural Design (Top Up) is PART TIME mode only over 12 calendar months (Sept to Sept).

### PO1111 - Postgraduate Diploma ARB/RIBA Part2 with optional MA Top Up (2011-)

full-time



part-time



Legend - 1 theory study

PO1111 - 1 theory study

## **COURSE SPECIFICATION**

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**Code: New Code ARCT 1051**

**School:** Architecture, Design & Construction

**Course Title: MASTER THESIS**

**Course Coordinator:**

Dr Marko Jobst

**Level:** 7

**Credit:** 60

**Department:** Architecture & Urban Design

**Pre-requisites:** None

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### **Introduction**

The course develops a critical understanding of contemporary design and the relevant cultural debates. The student's Thesis addresses contemporary critical positions and theoretical issues in design.

The Thesis is developed individually, with the support of introductory workshops, discussion seminars and one-to-one tutorials.

The Thesis is the main piece of work produced in the programme, and it represents the pinnacle of the student's individual achievement. It is a sophisticated way for students to demonstrate their abilities and the levels of comprehension and understanding that they have achieved. The preparation of a Thesis enables students to use a range of skills that have been developed throughout the programme, the initiative and organisation required for thorough investigation and research on a chosen topic, the ability to synthesize and integrate complex information, and the independent work necessary to produce a substantial, well organized and critical piece of work.

### **Aims**

The course aims to:

- enable students to achieve an understanding of an appropriate philosophical approach and theory relative to the current cultural debate in design;
- promote wide reading of background material in the chosen area of investigation, and encourage students to develop the ability to produce a critical analysis;
- provide students with the opportunity to carry out a critical enquiry on their chosen subject, and to develop arguments relating to it;
- encourage design innovation and independent thinking, and critical reassessment of established positions;
- encourage students to be responsive to change in order to develop their professionalism.

### **Learning Outcomes**

By the end of the course the student will be expected to have the ability to:

- investigate relevant cultural contexts, design precedents and theories;
- research a subject in depth and critically evaluate and assimilate published work, design precedents, research and background material appropriate for the chosen area of study;
- acquire specialist knowledge of the chosen subject;
- develop and sustain arguments and formulate conclusions – written or designed - soundly based on research;
- demonstrate independent and original thinking in response to their Thesis topic;
- communicate arguments, research and conclusions to the academic world and the world of practice – in writing of through other media – in a clear, rigorous and scholarly manner, and apply the clarity of thought and critical analysis required and presentation of material and conclusions to other areas of knowledge and to other issues.

### **Content**

The Thesis is a piece of work that addresses contemporary critical positions and disciplinary innovation in design. Students, working individually, will research their subject, formulate their aims and resulting arguments, and communicate their findings through seminars and in their final Thesis (written dissertation or design research). The Thesis will demonstrate ability in structuring and organising speculative thought, drawing conclusions and producing a critical position, formalised in a written text or a design proposal.

### Learning and Teaching Activities

The Thesis is student-centered, and the student's work is supported by introductory workshops, research seminars, and tutorials. A team of tutors will advise on the development and selection of issues and areas of study, and advise on the choice of a supervisor. The supervisor will support the student in the preparation of the Thesis, although other subject specialists may also assist informally. Exchanges with other schools within and outside the University are encouraged, as are publication of work and presentation at conferences and seminars. Students may consider the Thesis as a step toward further post-graduate studies at MPhil/PhD level.

### Assessment

The Master Thesis co-ordinator is the overall co-ordinator of the selection of research topics and agendas. Both Thesis Proposal and final Thesis are assessed by the student's supervisor, or, where applicable, by a panel of critics.

Methods of Assessment	Grading Mode	Weighting %	Last item of assessment	Min Pass Mark	Words Length	Outline Details
Thesis Proposal	Numeric	30%		50% Overall	NA See details	Thesis proposal (defining research content and structure)
Thesis	Numeric	70%	X		NA See details	Thesis – by either Design Research (portfolio of design accompanied by design research text of min 3000 words) or Dissertation (15,000 word text)

### Indicative Reading

ISBN Number	Author	Date	Title	Publisher
0521795346	Allison, H.E.	2001	<i>Kant's Theory of Taste: A Reading of the Critique of Aesthetic Judgment</i>	Cambridge University Press
0262522799	Bolter J.D, Grusin R.	2000	<i>Remediation: Understanding New Media</i>	The MIT Press
0761959009	Cubitt, S.	1998	<i>Digital Aesthetics</i>	Sage Publications Ltd
0631163026	Eagleton, T.	1991	<i>The Ideology of the Aesthetic</i>	Wiley-Routledge Blackwell
0262581884	Hays, K. M. (ed.)	2000	<i>Architecture/Theory/Since 1968</i>	MIT Press
0415384826	Hight, C.	2007	Architectural Principles in the Age	Routledge

			of Cybernetics	
0415074088	Lechte, J.	1994	Fifty Key Contemporary Thinkers: From Structuralism to Postmodernity	Routledge
0262621584	Lunenfeld, P.	2001	<i>Snap to Grid: A User's Guide to Digital Arts, Media, and Cultures</i>	The MIT Press
9780415252225	Mirzoeff, N. (ed.)	2002	The Visual Culture Reader	Routledge
156898054X	Nesbitt, K. (ed.)	1995	<i>Theorizing a New Agenda for Architecture: An Anthology of Architectural Theory for 1965-1995</i>	Princeton Architectural Press
0847815226	Ockman, J. (ed.)	1993	<i>Architecture culture, 1943-1968: a documentary anthology</i>	Rizzoli
0822332418	Rabinovitz, L.		<i>Memory Bytes: History, Technology, and Digital Culture</i>	Duke University Press
1845112229	Rendell, J.	2006	Art and Architecture: A Place Between	I B Tauris & Co
1600212328	Sala, N.	2006	Chaos and Complexity in the Arts and Architecture	Nova Science Publishers
9781568988597	Sykes, A.K. (ed.)	2010	<i>Constructing a New Agenda: Architectural Theory 1993-2009</i>	Princeton Architectural Press
0826486320	Winters, E.	2007	Aesthetics and Architecture	Continuum

***N.B.: Specific bibliographies will be suggested dependent on the students' individual research topic.***

## APPENDIX A

### Description of academic levels

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

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

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

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

Level 0 Access to Higher Education.

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

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

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

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

- (i) the ability to reflect on the significance and inter-relationships of knowledge acquired from a variety of sources
- (ii) the ability on the basis of such reflection to formulate original ideas and innovative proposals
- (iii) the ability to carry out the activities in (i) and (ii) with a fair degree of autonomy.

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

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

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

### Change of Pass mark to 50%

#### UNIVERSITY of GREENWICH SCHOOL of ARCHITECTURE, DESIGN & CONSTRUCTION

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

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

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

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

#### **New Students:**

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

#### **Continuing Students:**

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

programme regulations (for instance, in some programmes, specific elements , or a combination of elements of a course have to be passed).

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

### **For all students:**

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

### **Glossary:**

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

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

20<sup>th</sup> July 2011  
Corine Delage  
School Director of Learning & Quality  
School of Architecture, Design & Construction  
Email: [c.c.f.delage@greenwich.ac.uk](mailto:c.c.f.delage@greenwich.ac.uk)

**UNIVERSITY OF GREENWICH**  
**SCHOOL OF ARCHITECTURE, DESIGN & CONSTRUCTION**

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

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

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

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