

SCHOOL OF ARCHITECTURE, DESIGN & CONSTRUCTION

MSc Architectural Studies

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 programme 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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1. INTRODUCTION

The Master of Science in Architectural Studies is a postgraduate programme designed for students of Architecture and related disciplines who wish to carry their academic and professional skills beyond the normal requirements of their professionally recognised qualification. The programme aims to raise academic and professional standards further, by developing the critical abilities of each student to the full, and by encouraging original thinking about specific architectural issues within a wider interdisciplinary context.

The programme addresses and redefines new trends and knowledge in the field of Architecture, and offers a comprehensive and interdisciplinary learning and research experience, providing a critical approach to architecture to students from different backgrounds. It places a particular emphasis on working within an interdisciplinary environment and in multi-disciplinary professional and research teams.

Students are encouraged to develop a personal focus within the programme, by exploring in depth an area of architecture through independent research, through discussions across various disciplines and through various uses of media.

Focused on architecture, the programme defines it and explores it in its wider sense and multiple aspects, drawing from a variety of disciplines that include cultural studies, the visual arts, social and urban studies, and of course architecture, its theories and histories, its discourses and techniques. Architecture is explored as a critical act of making, thinking, drawing, writing, inhabiting, and challenging space.

A Master award in Architectural Studies confers recognised esteem and demonstrates advanced skills to potential employers and clients. These skills will distinguish successful students to their ultimate benefit. Thus the programme will go beyond the threshold of professionally recognised qualification and provide clear evidence of a high standard of reflexive and critical professional proficiency. This is of increasing relevance in an extremely competitive career and complex profession. However, the programme is **not** validated by a professional body and does **not** provide exemption from the Royal Institute of British Architects (RIBA) Part 2 examination, or from the Architects' Registration Board (ARB) Part 2 prescriptions.

The Quality Assurance Agency recommendations regarding the characteristics distinguishing MA from MSc programmes are fairly open-ended and emphasise the variety of discipline-specific approaches to the precise definition of the Arts/Science components of Masters programmes. As a discipline, architecture straddles the line distinguishing art from science and possesses aspects that relate to both. Commonly, the MSc qualification is used in architecture in the context of architectural history and theory, and the MA qualification in the context of architectural design; however, since the 1960s architectural theory has increasingly been understood to destabilise the scientific status of history and the two terms are hence understood to imply one another. The examples of the oldest and best established MSc programmes in the UK confirm the crucial importance of theory within the field of architectural history.

Furthermore, the MSc Architectural Studies programme differs from the usual master's programme in architecture in two crucial ways, which dictated the choice of the MSc qualification. First, the programme itself is conceived as a combination of the design and history/theory aspects of architecture. While students choose for their main 60-credit course a specific path (architectural design portfolio or written dissertation in history/theory) they still complete two thirds of their programme (120 credits) jointly, through courses that have the historical and theoretical components of research as their main focus. The result of this is that even seemingly straightforward architectural design considerations become informed by the historical and theoretical ones (constituting the so-called 'theory-rich-design') and stressing, by implication, the scientific component of the programme as it is understood in the context of MSc programmes in architectural history and theory. Second, the way architectural design is approached in the programme implies a strong critical component, which is derived from the practice of critical theory. As a consequence, the theoretical aspect of design taught in the programme places design to a great degree in line with the social sciences. The level of criticality that is required of the students', and its grounding in the historical and theoretical paradigms taught commonly in MSc programmes in architecture locates thus this programme within the realm of the MSc rather than the MA.

Successful students will achieve enhanced status within the architectural profession, establishing the foundation for an academic career and/or advanced level practice. Publication of work and presentation at conferences and seminars are promoted and encouraged, as are further post-graduate studies at MPhil/PhD level.

The Masters of Science in Architectural Studies (MScAS) is focused on the production of theoretical, analytical, and critical studies and research in architecture, and concentrates in particular on the relationship between theory and practice in architecture. The ultimate aim is to enhance criticality in architecture and produce a theoretical research that questions architecture and its practices in an informed critical way.

A series of courses and electives provide the background knowledge and skills in architectural histories, theories, ideas and techniques, to enable students to produce independent scholarly work. The main piece of work produced by the students is the Architecture Master Thesis, which can be delivered either through design portfolio or written dissertation.

The MSc Architecture (now renamed MSc Architectural Studies) was approved in March 2006 to run from September 2006 at the University of Greenwich.

2. PROGRAMME SPECIFICATION

Awarding Institution/Body: University of Greenwich	Teaching Institution: University of Greenwich	Accredited by: Not validated by a Professional Body	Final Award: MSc Architectural Studies (180 Credits) P12139	Programme Title/Department MSc Architectural Studies (180 Credits) Architecture & Urban Design Department	UCAS Code: Not Applicable	QAA Benchmarking: Masters programmes 2010
Educational Aims of the Programme and potential Career Destinations for Graduates						
<p>Architecture and Theory</p> <p>The MSc in Architectural Studies 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 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 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>						
Summary of Student Skills Development within the Programme						
<p>The MSc Architectural Studies 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>						

The programme provides opportunities for learners to achieve the following outcomes:	The following teaching, learning and assessment methods are used to enable learners to achieve and demonstrate these outcomes
<p>A Knowledge and understanding of:</p> <ul style="list-style-type: none"> • the <u>histories and theories of architecture</u>, the history of ideas, and the related disciplines of art and cultural studies and their application in critical debate • the <u>experimental nature of architecture</u> as a discipline and its relationship with critical architectural theory • the current status of <u>architectural research</u>, and its implications in architectural practice and in critical architecture theory • 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 	<p>A Teaching and learning:</p> <ul style="list-style-type: none"> • Lectures, presentations • Reading seminars and group discussions run by course lecturers/tutors • Individual tutorials and corrections of scripts • Special workshops • Guest lecturers, theoreticians, technical consultants and other consultants are involved in the development of the student’s dissertation <p>A Assessment Methods: Assessment is achieved through coursework (seminar presentations and papers), and either 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 & theoretical approach, quality of research, quality and completeness of argument, quality of communication, clarity and quality of presentation).</p>
<p>B Intellectual skills:</p> <ul style="list-style-type: none"> • a deeper understanding of the complexity of the discipline of architecture, through <u>critical reflection</u> in a wider field of reference • the ability to relate specific architectural issues to current positions in critical architectural theory and related disciplines • an understanding of <u>cultural contexts</u> and architectural precedents and theories which relate to a specific area of research • 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 • the ability to <u>communicate</u> arguments and research and conclusions in writing to the academic and architectural world 	<p>B Teaching and learning:</p> <ul style="list-style-type: none"> • Lectures, presentations. • Reading seminars and group discussions run by course lecturers/tutors. • Individual tutorials and corrections of scripts. <p>B Assessment Methods: Assessment is achieved through coursework (seminar presentations and papers) and either 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 & theoretical approach, quality of research, quality and completeness of argument, quality of communication, clarity and quality of presentation).</p>
<p>C Subject Practical skills:</p> <ul style="list-style-type: none"> • the ability to articulate –through writing or other media- a <u>critical reconsideration</u> of architectural practices in a wider cultural and critical context • the ability to understand, describe, analyze, define the <u>cultural implications</u> of a practical or theoretical design programme 	<p>C Teaching and learning:</p> <ul style="list-style-type: none"> • lectures • reading and discussion groups • research seminars and writing workshops

<ul style="list-style-type: none"> • the ability to produce <u>thorough research</u> and to communicate it effectively, through a clear and ordered presentation • the skills required to <u>communicate ideas</u> to the academic world as well as to lay people • the ability to understand and articulate the interface and mutual implications of <u>advanced technologies and architectural theories</u> the ability to apply suitable <u>presentation techniques</u> to communicate ideas clearly and effectively 	<ul style="list-style-type: none"> • visits, • individual tutorials <p>C Assessment Methods: Assessment will be through coursework (seminar presentations and papers) and either 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 & theoretical approach, quality of research, quality and completeness of argument, quality of communication, clarity and quality of presentation).</p>
<p>D Transferable/ key skills:</p> <ul style="list-style-type: none"> • students are introduced to a range of <u>research methods</u> and are equipped with sufficient expertise to recognise the use, advantages and disadvantages of different research methodologies • 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) • students learn to adopt and use appropriate <u>research strategies</u> which will enable them to approach their future research projects 	<p>D Teaching and learning: Research methods are taught by a combination of formal lectures, reading and discussion seminars, workshops and specific research assignments.</p> <p>D Assessment Methods: Participation in the seminars (presentation of work); research essay.</p>
<p>Additional notes on the place of research in this programme:</p> <p>Research The MSc 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. MScAS 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 MScAS students group is intended here as a research group, contributing to the common research agenda with individual projects, theses, investigations.</p> <p>Research Skills <i>The CRITICAL RESEARCH METHODS course places Architecture in the wider context and support an open debate between different disciplines, in order to address the current debate regarding “What it means to be an architect”. The course is intended to allow individuals the freedom to use a range of research tools and apply them to their own particular fields.</i></p>	

Entry Requirements

Applicants will have already achieved a comprehensive academic education and/or professional experience.

Candidates will need to have either a Diploma in Architecture (RIBA Part 2 equivalent), or the equivalent to 5 years of full time studies in Architecture or cognate disciplines. In addition, a good portfolio of design work and/or a successful written dissertation, together with the ability to write a coherent argument in English, are required.

Applicants will be asked to submit: a portfolio of design work and/or successful written dissertation; other samples of essay writing; a personal statement of approximately 1,000 words to indicate why they have chosen this particular MSc Architectural Studies programme and what area of interest/investigation they intend to pursue at postgraduate level. International students will be asked to submit IELTS scores of 6.50 minimum or equivalent. In addition, applicants should feel comfortable about writing and reading in English for academic purposes.

Exceptionally, a good first Honours Degree in architecture or in a cognate subject may be considered with evidence of exceptional design portfolio or exceptional dissertation/written work.

A special progress route is designed for continuing students who have received a Diploma in Architecture from The University of Greenwich and who can be awarded 100 credits for courses previously taken and passed.

Award

Students who complete the specified 180 credits will be awarded a MSc Architectural Studies.

Students who have failed to complete the 180 credits required for the MSc and who have run out of time, but have successfully completed 120 credits, may be offered a Post Graduate Diploma in Architectural Studies by the Progression and Award Board. Students may also apply in writing to the Head of Department, to receive the Post Graduate Diploma in Architectural Studies, providing that the student:

- Has not run out of registration time
- Has obtained 120 credits of the Programme but does not wish to complete the MSc Architectural Studies

Students who have received the Post Graduate Diploma in Architectural Studies will not normally be allowed to continue and complete the MSc Architectural Studies in the future.

Permitted Length of Registration

The maximum period of registration for the MSc Architectural Studies shall normally be 3 years for a full time student and 6 years for Part Time students.

3. PROGRAMME STRUCTURE (New Structure 28.09.10) Masters of Science in Architectural Studies - FULL-TIME MODE

Academic Year 1 (September – June)		Academic Year 2 (August - September) *
Stage 1		Stage 2
Term 1	Term 2	
City and Landscape Studies Code: TOWN 1035 Credits: 20 Co-ord: T Stoppani <i>Replaces Design & Research Issues ARCT 1047</i>		
Critical Research Methods Code: DESI 1191 (New Course) Credits: 20 Co-ord: M Ingham <i>Replaces Critical Thinking BUIL 1052 and Research Methods RESE 1008</i>	Influences, Theories & Techniques in Architecture code: ARCT 1024 credits: 20 co-ord: T Stoppani time: January - April	
Reading Seminars code: ARCT 1029 credits: 20 co-ord: M Jobst time: September - January	Critical Representations code: ARCT 1046 credits: 20 co-ord: M Jobst time: June (September submission) (Starting in Year 1 and ending in Year 2) (Cross Sessional)	
Master Thesis code: ARCT1051 credits: 60 co-ord: M Jobst time: September of Year 1 – September of Year 2 (Cross Sessional)		
Elective course credits: 20 at level 7 Either in Term 1 or Term 2 of Year 1 Chosen from the Landscape Architecture or Property and Construction level 7 portfolios Note: Not all the of options below are available every year, please consult the programme leader History and Philosophy of Garden Design ENVT 1081 (20) Art and Context ENVT 1074 (20) Sustainable Place-making and Localism TOWN 1039 (10) Engaging Place in New Localism TOWN 1040 (10) Building Rehabilitation BUIL 1049 (20)		

Comparative Urban and Regional Studies TOWN 1014 (20) Development Economics and Planning BUIL 1054 (20) Housing Management and Design TOWN 1016 (20) Housing Policy TOWN 1017 (20) Managing within a Sustainable Environment BUIL 1059 (20) Sustainable Regeneration and Housing (TOWN 1030) (20)	
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* **Note:** The Student will need to re-enrol in August for Year 2. No fees should be charged provided they have paid all fees in Year 1.

Masters of Science in Architectural Studies - PART-TIME MODE

Academic Year 1 (September - June) Stage 1		Academic Year 2 (September - June) Stage 1		Academic Year 3 * (August - September) Stage 2
Term 1	Term 2	Term 1	Term 2	
Reading Seminars code: ARCT 1029 credits: 20 coord: M Jobst Time: September - December	Influences, Theories & Techniques in Architecture code: ARCT 1024 credits: 20 coord: T Stoppani time: January - April	City and Landscape Studies Code: TOWN 1035 Credits: 20 Co-ord: T Stoppani <i>Replaces Design & Research Issues ARCT 1047</i>	Critical Representations code: ARCT 1046 credits: 20 coord: M Jobst time: June (September submission) (Starting in Year 2 and ending in Year 3) (Cross sessional year 2 and 3)	
Critical Research Methods Code: DESI 1191 (New Course) Credits: 20 Co-ord: M Ingham <i>Replaces Critical Thinking BUIL 1052 and Research Methods RESE 1008 (10 credits each)</i>		Master Thesis code: ARCT1051 credits: 60 coord: M Jobst time: September of Year 2 – September of Year 3 (Cross Sessional year 2 and 3)		
Elective course 20 credits at level 7 Either in Term 1 or Term 2 of Year 1 Chosen from the Landscape Architecture or Property and Construction level 7 portfolios Note: Not all the of options below are available every year, please consult the programme leader History and Philosophy of Garden Design ENVT 1081 (20) Art and Context ENVT 1074 (20) Sustainable Place-making and Localism TOWN 1039 (10) Engaging Place in New Localism TOWN 1040 (10) Building Rehabilitation BUIL 1049 (20) Comparative Urban and Regional Studies TOWN 1014 (20) Development Economics and Planning BUIL 1054 (20) Housing Management and Design TOWN 1016 (20) Housing Policy TOWN 1017 (20) Managing within a Sustainable Environment BUIL 1059 (20) Sustainable Regeneration and Housing (TOWN 1030) (20)				

* **Note:** The Student will need to re-enrol in August at the end of Academic Year 1 for Year 2 and equally re-enrol in August at the end of Year 2 for Year 3. No fees should be charged provided they have paid all fees previously.

4. ENTRY REQUIREMENTS

Applicants will have already achieved a comprehensive academic education and/or professional experience.

Candidates will need to have either a Diploma in Architecture (RIBA Part 2 equivalent), or the equivalent of 5 years of full time studies in Architecture. In addition, a good portfolio of design work and dissertation/written 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 a sample of academic writing, and to send a personal statement of approximately 1,000 words to indicate why they have chosen this particular MSc Programme.

Students whose mother tongue is not English must demonstrate their ability to write and read in English for academic purposes. This is normally done by providing an IELTS scores of 6.50 minimum or equivalent in TOEFEL or Cambridge Certificate qualifications.

Exceptionally, a good first Honours Degree in architecture or in a cognate subject may be considered with evidence of exceptional design portfolio or exceptional dissertation/written work.

A special progress route is designed for continuing students who have received a Diploma in Architecture from The University of Greenwich, who can be awarded 100 credits for courses previously taken and passed (on condition).

4.1 APL/APEL (ACCREDITATION OF PRIOR LEARNING/PRIOR EXPERIENTIAL LEARNING)

Claims for APL are made through the production of evidence (e.g.: certificates, transcript of grades, qualifications) and in some cases, student will need to present the actual pieces of work (e.g.: dissertation or portfolio of work) to enable the School to assess the equivalence of the work produced.

Claims for APEL are made through the production of a portfolio of evidence based on experience (e.g.: work experience).

Portfolios will be assessed with the same rigour as any other academic assignment.

Applications are to be made using the School's proforma for APL/APEL. Claims should be submitted by week 5 of the semester/term when the course is timetabled.

5. PERMITTED LENGTH OF TIME TO COMPLETE THE PROGRAMME

The maximum period of registration for the Programme shall normally be 3 years for Full Time student, and 6 years for Part Time students.

The delivery of the Programme is teaching based. Students will be expected to attend regular Seminars, Workshops and Tutorials, which will be significantly interactive.

6. ASSESSMENT AND SPECIFIC PROGRAMME REGULATIONS

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

Fall back Award

Students who are unable to complete the 180 credits required for the MSc Programme and who have run out of time but who have successfully completed 120 credits may be offered a Post Graduate Diploma in Architectural Studies by the Progression and Award Board.

Students may also apply in writing to the Head of Department, to receive the Post Graduate Diploma in Architectural Studies, providing that the student:

- Has not run out of registration time
- Has obtained 120 credits of the Programme but does not wish to complete the Master programme.

Students who have received the Post Graduate Diploma in Architectural Studies will not normally be allowed to continue and complete the MScAS Programme in the future.

Please note: If the student has accepted the Post Graduate Diploma in Architectural Studies then there will be no refund of fees paid towards the MScAS Programme.

Schedule of Assessments

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

7. WHAT NEXT? CAREER/JOBS/FURTHER STUDIES

A Masters award in Architecture (MSc Architectural Studies) provides clear evidence of a high standard of reflexive professional proficiency and critical skills. This is of increasing relevance in an extremely complex and competitive profession, in both architectural practice and academic career.

Successful students will achieve enhanced status within the architectural profession, establishing the foundation for an academic career or for advanced level practice.

Publication of work and presentation at conferences and seminars are promoted and encouraged, as are further post-graduate studies at doctoral level (MPhil/PhD).

The MSc Architectural Studies is **not** accredited by a professional body, and as such it does **not** provide exemption from Part 2 of the Royal Institute of British Architects (RIBA) professional examination, or from Part 2 prescriptions from The Architects' Registration Board (ARB).

APPENDIX A

Course Specifications and Reading Lists

Course Code

City and Landscape studies	TOWN 1035
Critical Representations	ARCT 1046
Critical Research Methods	DESI 1191
Influences Theories and Techniques in Architecture	ARCT 1024
Reading Seminars	ARCT 1029
Master Thesis	ARCT1051

COURSE SPECIFICATION

Course Code: TOWN 1035	School: Architecture, Design & Construction
Course Title: City & Landscape Studies	Credit: 20
Level: 7	Course Coordinator: Teresa Stoppani
Department: Architecture & Urban Design	Pre-requisites: None

Aims:

The course aims to give an introduction to the multiplicity of factors that are involved in understanding the development of the urban and landscape context, both past and future. Areas covered include spatial and environmental aspects; social, political and cultural issues; studies of cities and territories through their narratives, representations, economies and implementation, innovation and change. Historical and contemporary examples will be shown.

Aims:

- To outline the historical and theoretical background to urban design and landscape planning.
- To make students familiar with particular approaches to urban and landscape analysis.
- To study significant theories and projects as precedents for current planning, urban and landscape projects.

Learning Outcomes:

On completion of the course the students are expected to be able to:

- Critically evaluate different approaches and current thinking in urban and landscape planning issues
- Demonstrate a systematic understanding and a critical awareness of specific issues related to current or past landscape and urban design and planning
- Understand the theoretical background of current urban and landscape design approaches and relate their findings to a broader theoretical context
- Understand the complexity of the political, social, economic and environmental context for urban planning decisions
- Discuss the inter-relationship between urbanism, urban design and landscape planning and present the results of their research in their written work and presentation.
- Demonstrate their ability to work as a team, and to make personal contributions to team research and presentation.

Indicative Content:

- Theories of urban design and the planning of communities.
- The influence of the design and development of cities, past and present, on the contemporary built environment.
- Current planning policy, including social, environmental, economic and landscape aspects, and the relevance of these to design development.
- Urban Design and Landscape Urbanism history

Learning and Teaching Activities:

The course will be taught by means of lectures. The subject is considered from an interdisciplinary point of view, with contributions by historians, theoreticians, planners, architects, landscape architects, economists, property professionals and advanced practitioners.

Assessment Details:

Methods of Assessment	LAST item of assessment that a student sits	Grading Mode	Weighting %	Minimum Pass Mark	Words Length	Outline Details
Discussion Log		Numeric	50%	50%	n/a	Seminar presentation
Essay Presentation	X	Numeric	50%	50%	3,000	Individually written essay

Is the student required to pass ALL elements of assessment in order to pass the course?	YES
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Indicative Texts:

ISBN	Author	Date	Title	Publisher
9781568981550	S. Allen	1990	Points + Lines. Diagrams and Projects for the City	Princeton Architectural Press
050027133X	E. Bacon	1975	Design of cities	Thames and Hudson
9781405189828	G. Bridge, S. Watson (eds)	2010	The Blackwell City Reader	John Wiley and Sons
9781878271082	B. Colomina	1996	Sexuality & space	Princeton Architectural Press
905662265X	X. De Geyter Architects	2002	After-Sprawl: research for the contemporary city	NAi Publishers,
978-0942299328	M. De Landa	1997	A Thousand Years of Nonlinear History	Zone Books
0195005554	S. Giedion	1948	Mechanization takes command: a contribution to	Oxford University

			anonymous history	Press
9780300058703	M. Girouard	1994	Life in the English country house: a social and architectural history	Yale University Press
9780231145183	E. Grosz	2008	Chaos, territory, art: Deleuze and the framing of the earth	Columbia University Press
9781885254009	R. Koolhaas	1994	Delirious New York. A retroactive manifesto for Manhattan	The Monacelli Press
9780415271738	R. T. LeGates, F. Stout (eds)	2003	The City Reader	Routledge
0 415 36653 4	C. Lindner (ed.)	2006	Urban Space and Cityscapes	Routledge
9780415302456	M. Miles, T. Hall, I. Borden (eds)	2004	City Cultures Reader	Routledge
0 262 13355 5	W. Mitchell		E-topia. Urban life but not as we know it	MIT Press
05823015480470219629	A. E. J. Morris	1994	History of urban form: before the industrial revolutions	Wiley
9781885232014	A. Pope	1996	Ladders	Rice University Press
9780262680431	A. Rossi	1984	The architecture of the city	MIT Press
37643560819783764356088	C. Rowe and F. Koetter	1997	Collage City	Birkhäuser
9780691070636	S. Sassen	2001	The global city: New York, London, Tokyo	Princeton University Press
9780521292153	R. Sennett	1977	The fall of public man	CUP Archive
9780713902174	R. Sennett	1971	The uses of disorder: personal identity and city life	Allen Lane
9780241142165	I. Sinclair	2009	Hackney, that rose-red empire: a confidential report	Hamish Hamilton
9780860919360	E. Soja	1990	Postmodern geographies: the reassertion of space in critical social theory	Verso
9780471289562	R. Trancik	1986	Finding lost space: theories of urban design	John Wiley & Sons
9780419204107	T. Turner	1996	City as landscape: a post-postmodern view of design and planning	Taylor & Francis
0262220202	R. Venturi, D. Scott Brown, S. Izenour	1977	Learning from Las Vegas	MIT Press

COURSE SPECIFICATION

Course Code: ARCT1046	School: Architecture, Design & Construction
Course Title: CRITICAL REPRESENTATIONS	Credit: 20
Level: 7	Course Coordinator: Dr Marko Jobst
Department: Architecture & Urban Design	Pre-requisites: None

Introduction

Effective communication is intrinsic to the research process and crucial when placing one's contribution to research within the context of architectural debates as well as the wider context of cultural, social, interdisciplinary discourses.

Critical reconsideration and (re)presentation of research outcomes is essential for participation in the exchanges and collaborations that enliven the research community across disciplines.

Effective presentation and representation are of particular relevance in architecture, a discipline that directly affects and is affected by spatial, visual and mediatic issues.

Aims

The course aims to:

- convey a sound understanding of the importance of synthesis and communication in research
- enhance the critical capacity and ability to evaluate research outcomes
- explore methods to effectively and critically communicate research results
- apply appropriate contemporary and innovative presentation and representation techniques to conceptually ambitious research tasks

Learning Outcomes

At the end of this course the students should be able to:

- critically reconsider research in the context of the current architectural debate
- Synthesise and effectively communicate research issues and outcomes
- evaluate alternative presentation and representation techniques
- apply suitable presentation techniques to communicate ideas clearly and effectively
- use architectural techniques of representation and modelling, new media, film, advanced graphics and writing for the presentation of research

Content

The course introduces students to techniques and strategies for the synthesis and critical presentation of research in architecture.

Learning and Teaching Activities

Teaching and learning will be by lectures, seminars, tutorials and visits. In addition, lectures by invited experts in the field may be offered.

Assessment

Methods of Assessment	Grading Mode	Weighting %	Minimum Pass Mark	Words Length	Details
Critical Representation Dossier	Numeric	100%	50%	N/A	A mixed media presentation including text, illustrations and other media

Key texts

ISBN Number	Author	Date	Title	Publisher
0470034815	Cook, P	2008	Drawing: The Motive Force of Architecture	John Wiley & Sons
0262550385	Evans, R	2000	The Projective Cast: Architecture and Its Three Geometrics	MIT Press
0470026715	Gardner, J McGrath, B	2007	Cinematics: Architectural Drawing Today	Wiley
0415775612	Treib, M	2008	Drawing/Thinking. Confronting an Electronic Age	Routledge

Further Reading

ISBN Number	Author	Date	Title	Publisher
9057010720	Allen, S Agrest, D	2000	Practice: Architecture, Technique and Representation	Routledge
0415431131	Frasconi, M Hale, J Starkey, B	2007	From Models to Drawings. Imagination and Representation in Architecture	Routledge
0442010966	Ingraham, Catherine	1998	Architecture and the Burdens of Linearity, New Haven and London	Yale University Press
978-1-902902-62-3	Kyes, Z Owens, M (eds)	2007	Forms of Inquiry. The Architecture of Critical Graphic Design	AA Publications
0415402026	Lally, S Young, J	2006	Softspace: From a Representation of Form to a Simulation of Space	Routledge
0262661136	Pérez-Gomez, A Pelletier, L	2000	Architectural Representation and the Perspective Hinge	MIT Press

0415416531 0415283574	Temple, Nicholas	2006	Disclosing Horizons: Architecture, Perspective and Redemptive Space	Routledge
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COURSE SPECIFICATION

Course Code: DESI 1191	School: Architecture, Design & Construction
Course Title: Critical Research Methods	Credit: 20
Level: 7	Course Coordinator: Mark Ingham
Department: Architecture & Urban Design	Pre-requisites: None

Aims:

This course examines the role that research plays in developing and contextualising advanced projects in creative design disciplines. The course focuses on the design and development of Active Research Methods as a means of envisaging and mapping out a systematic line of enquiry. Driven by an iterative process of analysis, reflection and evaluation of research findings, the Critical Research Methods course supports and progresses the development of an argument to its final conclusion giving rise to hypotheses, concepts or project ideas for further investigation. It is designed to introduce the student to complex ideas and analysis so they can make effective arguments and decisions. This will empower students to recognise their learning opportunities and make the most of them. The course will introduce the students to Critical Discourse Analysis and other interpretive methods of critiquing forms of cultural production. Reflective and critical thinking will focus on a set of skills and attitudes that will enable the student to apply rational criteria to the reasoning of thinkers in their field of inquiry.

Learning Outcomes:

- a) Demonstrate a critical understanding of significant texts and theoretical, contextual and ethical debates at the forefront of the design discipline you are studying, and evaluate their relevance for your own research method and critical thinking
- b) Have a critical understanding (through reflection, analysis and documentation) of the learning process involved in an extended study and practice-based project.
- c) Identify, design and present a research method and demonstrate its use in underpinning a digital design project.
- d) Deploy a critical understanding of established and emergent research methods and methodologies and be able to evaluate their effectiveness for his/her own research method.
- e) Think creatively: analyse research findings, develop conceptual models that lead to insights, formulate a coherent argument and draw conclusions that enable further enquiry.

Content: The course will have an iterative process and will begin with:

- 1) The students learning how to develop an innovative proposal for a research topic using a series of 'mapping' techniques appropriate to design research.
- 2) Finding out about how to review the sources of information that are appropriate to their chosen topic. Surveying the broader field of inquiry and starting to create a 'review of the literature'.
- 3) The Development of a research strategy using an Action Research Method as an overarching system of inquiry. This will then lead to the investigation of various qualitative and quantitative research methods and putting them into practice.
- 4) Looking at how to research and refine new ways of thinking about the original problem.

Learning and Teaching Activities:

The course will be taught in a series of lectures and seminars that will highlight established and current debates within the discipline studied. The students will identify a problem or question that needs to be answered – based on the critical thinking and research methods courses that engenders a deep understanding of the complexity of the subject under investigation. The students will carry out a systematic exploration to seek the answer to the problem or question, through the literature, experimentation, or other methods of collecting information. The course will introduce the students to: Interpreting, challenging and undertaking a level of re-thinking on the information discovered and to develop a constantly challenging position. They have to write research proposal at the beginning of this course that is a strategic project plan, which will help structure the research.

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 work. [Digital or otherwise]	✓	Numeric Summative	100%	50%	3000-5000	<p>A [Digital] portfolio of work that critical assesses the work carried out during the course.</p> <p>Learning Log [A Reflective Learning Journal in the form of a Log/Blog that records their thinking throughout the course.]</p> <p>Documentation of the presentation of their 'review of the literature'. (1000 words)</p> <p>Project proposal (1000 words) Including research for their dissertation)</p> <p>A critically reflective account of research methodologies relevant to the project (1000 words)</p>

Is the student required to pass ALL elements of assessment in order to pass the course?	N/A
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Indicative Texts:

ISBN Number	Author	Date	Title	Publisher
0415469023	McIntosh, P	2010	Action Research and Reflective Practice. See also: http://www.infed.org/research/b-actres.htm	Routledge
0679762906	Negroponte, N	2000	Being Digital See also: http://archives.obs-us.com/obs/english/books/nn/bdcont.htm	Vintage Books
0262633299	Mosco, V	2005	Digital Sublime: Myth, Power and Cyberspace See also: http://mitpress.mit.edu/catalog/item/default.asp?ttype=2&tid=10067	MIT Press
website	[Multi authored] http://www.intute.ac.uk/	2010	Research methods and experimental design. http://www.intute.ac.uk/cgi-bin/browse.pl?id=121087	intute
0262134721	Maeda, J	2006	The Laws of Simplicity (Simplicity: Design, Technology, Business, Life) See also: http://lawsofsimplicity.com/	MIT Press
PDF	Diniz, N	2003	An Approach on 3D Digital Design http://eprints.ucl.ac.uk/192/1/dissertation_nancy_diniz.pdf	Bartlett School of Graduate Studies
0262122634	<i>Laurel, B</i>	2010	Design Research: Methods and Perspectives	MIT Press
0415351111	<i>Chandler, D</i>	2002	Semiotics: the basics Also see: http://www.aber.ac.uk/media/Documents/S4B/semiotic.html	Routledge

0140296662	<i>de Bono, E</i>	2000	Six Thinking Hats Also see: http://www.debonofoundation.co.uk/sixthinkinghats.html	Penguin
1412960991	<i>Yin, R (ed)</i>	2008	Case Study Research: Design and Methods	Sage Publications
0563487011	<i>Buzan, T</i>	2003	The Mind Map Book: Radiant Thinking - Major Evolution in Human Thought	BBC Active
184787455 X	<i>Wodak, R</i>	2009	Methods for Critical Discourse Analysis	SAGE Publications Ltd
0754675688	<i>Bailey, C</i>	2010	Revisualizing Visual Culture (Digital Research in the Arts and Humanities)	Ashgate

COURSE SPECIFICATION

Course Code: ARCT1024	School: Architecture, Design & Construction
Course Title: INFLUENCES, THEORIES & TECHNIQUES IN ARCHITECTURE	Credit: 20
Level: 7	Course Coordinator: Dr Teresa Stoppani
Department: Architecture & Urban Design	Pre-requisites: None

Introduction

The course offers students a platform for theoretical and critical discourse in architecture, and opens up an interdisciplinary dialogue in the field of architecture, the arts, critical theory, and related disciplines.

Aims

- To provide an articulated lecture series on different topical issues in the contemporary architectural debate to raise awareness and understanding.
- To promote the criticality and the interdisciplinarity of studies that support the formation of the architect and the architectural researcher
- This course supports a deeper understanding of studio work through critical reflection in a wider field of reference, and provide students with the postgraduate-level understanding and skills which are necessary to develop a thesis project or dissertation

Learning Outcomes

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

- Have acquired an in-depth understanding of the histories and theories of architecture, the history of ideas, and the related disciplines of art and cultural studies, together with their application in critical debate
- Have the ability to independently define, and critically appraise, ideas in relation to a their own designs and to the work of others
- Have the ability to initiate and carry out research, both as an individual and as part of a group, and to be able to analyse and evaluate research findings

Content

The course explores a wide variety of topics and approaches in architecture, and offers a choice of thematic areas such as, for instance, architecture theory, architecture history, architecture and urbanism.

Each theme within the course focuses on a specific aspect of architecture's design and theory, and provides the context to explore in depth a specific monographic topic.

The purpose of this structure is to provide a platform for research, debate, discussion, and to open and activate an individual research process/project, which is to culminate in the student's thesis.

Main Learning and Teaching Activities

The main activities will be lectures, presentations, reading seminars, and group discussions. The lecture series are intended to present thorough and in-depth examinations of topical issues and debates which are relevant in the contemporary architectural discourse, and expose the students to the theoretical studies relevant to current schools of thought. Whenever appropriate visiting Lectures will be invited.

The reading seminars prepare the students for the skills and methods needed for the development of their dissertation and thesis research. This phase focuses on the ability to gather, evaluate and synthesise information and viewpoints and on the editing and presentation of a piece of written work.

Assessment Details:

Methods of Assessment	Grading Mode	Weight %	Min Pass Mark	Words Length	Outline Details
Seminar Presentation	Numeric	25%	50%	N/A	Individual Presentation
Essay	Numeric	75%	Overall	3,500	Written Essay

Key Texts

ISBN Number	Author	Date	Title	Publisher
0262082616	Hays, K M	2000	Architecture Theory since 1968	MIT Press
9780262513029	Hays, K M	2009	Architecture's Desire: Reading the Late Avant-Garde	MIT Press
9781405102605	Mallgrave, H F, Contandriopoulos, C (eds)	2008	Architectural Theory. Volume II: an anthology from 1871 - 2005	Blackwell
9780262720519	Vidler, Anthony	2008	Histories of the Immediate Present: Inventing Architectural Modernism	MIT Press

Further Reading

ISBN Number	Author	Date	Title	Publisher
0415160154 0415160162 (pbk)	Crang, Mike, and Thrift, Nigel (eds)	2000	Thinking Space	Routledge
0500342253	Davidson, Cynthia (ed)	2006	Tracing Eisenman. Peter Eisenman complete works	Thames & Hudson
0262571498	Grosz, Elizabeth	2001	Architecture from the Outside: Essays on Virtual and Real Space	MIT Press
0300071191	Ingraham, Catherine	1998	Architecture and the Burdens of Linearity	Yale University Press
1885254008	Koolhaas, Rem	1994	Delirious New York. A Retroactive Manifesto for Manhattan	Monacelli Press
0262611813	Kwinter, Sanford	2002	Architectures of Time:	MIT Press

			Toward a Theory of the Event in Modernist Culture	
8496540642	Kwinter, Sanford	2008	Far from Equilibrium: Essays on Technology and Design Culture	Actar
9781405102582 1405102586	Mallgrave, Harry Francis (ed)	2006	Architectural theory. An anthology from Vitruvius to 1870	Blackwell
1412903629	Massey, Doreen	2005	For Space	Sage Publications
1 56898 054 X	Nesbitt, Kate (ed)	1995	Theorizing a New Agenda for Architecture: An Anthology of Architectural Theory for 1965-1995	Princeton Architectural Press
0847815110 (hardback) 0847815226 (pbk)	Joan Ockman (ed)	1993	Architecture culture, 1943-1968: a documentary anthology	Rizzoli
1568984413	Schwarzer, Mitchell	2004	Zoomscape: Architecture in Motion and Media	New York: Princeton Architectural Press
0262700395	Tafuri, Manfredo	1987	The Sphere and the Labyrinth: Avant-Gardes and Architecture from Piranesi to the 1970s	MIT Press
0262720183	Vidler, Anthony	1992	The Architectural Uncanny: Essays in the Modern Unhomely	MIT Press
0262720418	Vidler, Anthony	2000	Warped Space	MIT Press

COURSE SPECIFICATION

Course Code: ARCT 1029	School: Architecture, Design & Construction
Course Title: READING SEMINARS	Credit: 20
Level: 7	Course Coordinator: Marko Jobst
Department: Architecture & Urban Design	Pre-requisites: None

Aims

The course offers a platform for discussions on architecture and related cultural issues. The course aims to:

- introduce students to current debates in architecture
- perform critical readings of architectural histories, theories and projects
- support students in producing a critical reflection on architecture in a wider field of reference
- offer theoretical and critical support to the Masters research
- support students in the definition of a research topic for their Masters research

Learning Outcomes

At the end of the course the student should be able to:

- appreciate the wider architectural context in relation to specific issues
- research and discuss different positions in the current architectural debate
- gather, critically reconsider and synthesise information and view points
- discuss ideas and present an edit written academic work

Content

The course focuses on the ability to gather, critically evaluate and synthesise information and viewpoints and on the editing and presentation of a piece of written work.

Textual and critical analysis of architectural theory and projects constitute the core of the seminars.

The specific topics addressed in the reading and discussion groups may vary each year.

Learning and Teaching Activities

Reading seminars and group discussions run by course lecturers/tutors.

Assessment Details

Methods of Assessment	Grading Mode	Weight %	Min Pass Mark	Words Length	Outline Details
Seminar Presentation	Numeric	50%	50% Overall	N/A	Seminar Presentation
Written Paper	Numeric	50%		3,000	Written paper based on seminar topics

Key Texts:

ISBN Number	Author	Date	Title	Publisher
1405189827 9781405189828	Bridge, G Watson, S (eds)	2010	The Blackwell City Reader - Edition2	John Wiley and Sons
0415128269	Leach, N (ed)	1998	Rethinking Architecture	Routledge
0415302455	Miles, M Hall, T Borden, I	2004	The City Cultures Reader	Routledge
0415271738 9780415271738	LeGates, R T Stout, F (eds)	2003	The City Reader [3rd edition]	Routledge

Further Reading

ISBN Number	Author	Date	Title	Publisher
9781904772743 1904772749	Anstey, T Grillner, K Hughes, R (eds)	2007	Architecture and authorship	Black Dog
0485006006	Beynon, J Dunkerley, D (eds)	2000	Globalization: the reader	Athlone Press
026253030 9	Conrads, U (ed)	1971	Programs and Manifestoes on 20th Century Architecture	MIT Press
0750606274	Le Corbusier	1989	Towards a new architecture	Butterworth Architecture
0262531127	Cuff, Dana	1991	Architecture. The Story of Practice	MIT Press
0415319307	Drainville, A C	2004	Contesting globalization: space and place in the world economy	Routledge
026205079X	Easterling, Keller	2005	Enduring Innocence: global architecture and its political masquerade	MIT Press
8495951223	Gansa, M; Guallart, V; Mueller, W; et al	2003	The Metapolis. Dictionary of Advanced Architecture. City, technology and society in the information age	Actar
9056622676 978-9056622671	Ibelings, H	1998	Supermodern. Architecture in the Age of Globalization	Nai Publishers
0-471-97687-3	Jencks, C & Kropf, K (eds)	1997	Theories and Manifestoes of Contemporary Architecture	Wiley- Academy
0415196205	King, A D	2004	Spaces of global cultures: architecture, urbanism, identity	Routledge

0262113031	Klingmann, A	2007	Brandscapes: architecture in the experience economy	MIT Press
885254-01-6	Koolhaas, R Mau, B	1995	S M L XL: Office for Metropolitan Architecture	010 Publishers
1885254016	Koolhaas, R et al.	2000	Mutations	Actar
052026046	Kostof, Spiro	2000	Architect: Chapters in the History of the Profession	University of California Press
9056623494	Patteuw, Veronique	2003	What is OMA: considering Rem Koolhaas and the Office for Metropolitan Architecture	NAi Publishers
9780415357869	Petrescu, Doina	2007	Altering practices: feminist politics and poetics of space	Routledge
0691095388	Sassen, Saskia	2006	Territory, authority, rights: from medieval to global assemblages	Princeton University Press
9780415957335 0415957338	Sassen, Saskia.	2007	Deciphering the global: its scales, spaces and subjects	Routledge
9783764378097 3764378093	Shamiyeh, Michael	2007	Organizing for change: integrating architectural thinking in other fields	Birkhauser

COURSE SPECIFICATION

Course Code: ARCT 1051	School: Architecture, Design & Construction
Course Title: MASTER THESIS	Credit: 60
Level: 7	Course Coordinator: Marko Jobst
Department: Architecture & Urban Design	Pre-requisites: None

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 organization 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:

1. enable students to achieve an understanding of an appropriate philosophical approach and theory relative to the current cultural debate in design;
2. promote wide reading of background material in the chosen area of investigation, and encourage students to develop the ability to produce a critical analysis;
3. provide students with the opportunity to carry out a critical enquiry on their chosen subject, and to develop arguments relating to it;
4. encourage design innovation and independent thinking, and critical reassessment of established positions;
5. 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-centred, 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	Kant's Theory of Taste: A Reading of the Critique of Aesthetic Judgment	Cambridge University Press
0262522799	Bolter J.D, Grusin R.	2000	Remediation: Understanding New Media	The MIT Press
0761959009	Cubitt, S.	1998	Digital Aesthetics	Sage Publications Ltd
0631163026	Eagleton, T.	1991	The Ideology of the Aesthetic	Wiley-Routledge Blackwell
0262581884	Hays, K. M. (ed.)	2000	Architecture/Theory/Since 1968	MIT Press
0415384826	Hight, C.	2007	Architectural Principles in the Age of Cybernetics	Routledge
0415074088	Lechte, J.	1994	Fifty Key Contemporary Thinkers: From Structuralism to Postmodernity	Routledge
0262621584	Lunenfeld, P.	2001	Snap to Grid: A User's Guide to Digital Arts, Media, and Cultures	The MIT Press
9780415252225	Mirzoeff, N. (ed.)	2002	The Visual Culture Reader	Routledge
156898054X	Nesbitt, K. (ed.)	1995	Theorizing a New Agenda for Architecture: An Anthology of Architectural Theory for 1965-1995	Princeton Architectural Press
0847815226	Ockman, J. (ed.)	1993	Architecture culture, 1943-1968: a documentary anthology	Rizzoli
0822332418	Rabinovitz, L.		Memory Bytes: History, Technology, and Digital Culture	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	Constructing a New Agenda: Architectural Theory 1993-2009	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 B

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.

APPENDIX C

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 for level 7 courses. However, you may still find some course specifications in some documents that still indicate that the pass mark is 40%. This is superseded by the above notice.

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

20th July 2011
Corine Delage
School Director of Learning & Quality
School of Architecture, Design & Construction
Email: c.c.f.delage@greenwich.ac.uk

UNIVERSITY OF GREENWICH
SCHOOL OF ARCHITECTURE, DESIGN & CONSTRUCTION

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

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

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

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

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