SCHOOL OF ARCHITECTURE, DESIGN & CONSTRUCTION

Diploma in Architecture

STUDENT HANDBOOK

2011-2012

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.

CONTENTS:

	DIPLOMA IN ARCHITECTURE - P01111	
1.	**Programme Introduction & Professional Accreditation**	**3**
2.	**Entry Requirements**	**4**
3.	**Teaching & Learning Strategies**	**5**
4.	**Assessment Regulations**	**5**
5.	**Permitted Length of Time to Complete the Programme**	**7**
6.	**Programme Management**	**7**
7.	**Programme Specification**	**8**
8.	**Programme Structure**	**13**
	APPENDIX A – Course Specifications	**14**
	APPENDIX B - RIBA/ARB Part 2 Criteria	**41**
	APPENDIX C - Matrix mapping Criteria and Programme Courses	**45**
	APPENDIX D – Change of Pass mark to 50%	**47**

1. PROGRAMME INTRODUCTION & PROFESSIONAL ACCREDITATION

The Diploma in Architecture is a graduate entry Programme. It constitutes the developed professional aspect of architectural study and its overriding aim is to prepare students for the practice of Architecture. The award of the University of Greenwich Diploma leads to exemption from Part 2 of The Royal Institute of British Architects (RIBA) examination in Architecture and The Architects Registration Board (ARB) Part II exemption likewise. The diploma is also accredited by the Commonwealth Association of Architects (CAA). New RIBA/ARB Validation Criteria effective from September 2010 these were developed to respond to the EU Directive on professional equivalence and QAA benchmark and descriptors. The General Criteria and the specific requirements for Part 2 are listed below, and are mapped to the reviewed programme.

The educational strategy of the programme has the quality of design at the centre. Two thirds of the curriculum is therefore focused to the study of architectural design, studio based, with outcomes in the design portfolio. Much of this is collaborative and inter-disciplinary, integrating the leadership discipline the natural role of the architect where design features as the integrating discipline. The Programme provides a broad learning experience through core courses and a diverse atelier system. Each year, the programme team offers a choice of tutorial groups called ateliers. A team of architects and designers run the atelier, or tutorial groups, they present a specific field of study around which the design projects will be tutored. Programme staff and students are encouraged to seek opportunities for wider collaboration across the University and through links with other institutions, locally and globally where ecological and sustainable are key. At the start of each academic year, a process of selection of atelier choice by student is put in place and the student is allocated with the choice reviewed by an academic panel.

The main thrust of the Programme syllabus is one of diversity and integration across various disciplines and themes. Research is a main stay of advanced contemporary practice and academia. In order to increase the student's awareness of the issues that are relevant in society today it is recognised that specialism's will have to be introduced at particular points to augment the broad thrust. The student is encouraged to pursue the depth as well as breadth of their work and the MA Top-up allows these studies to be developed further beyond the professional diploma leading to further practice and academic research and creative employment opportunities as the atelier system encourages diversity and specialism.

The aim of the programme is to prepare the architect of the future for the challenges that will be arising for the architect, through their careers, which could be the following fifty years. The aim of the Diploma Programme is to produce competent architects, able to discharge their professional responsibility to society and to create designs that respond to the contemporary issues which challenge wider society and the profession today and over the next decades.

With guidance from Atelier Tutors, students focus upon a broad range of issues, driven either by the ateliers specialist subject areas or advanced professional practice in the field, though generally bound by an interest for urban issues. This critical diversity is a valued attribute of the programme and it serves well to support young professionals in an increasingly diverse workplace.

Experience gained of successful collaboration with good professional offices is included where possible to enable students to become more familiar with the skills required to practice as an architect and the level of competence expected of them in the field.

On completion of the Programme the students will have satisfied the learning outcomes outlined within the enclosed programme specifications. In addition to the learning outcomes as outlined in the programme specification, the specialist fields of study and advanced professional practice of

the ateliers will give specific focuses related to their field of study. It is a deliberate policy of the Programme to allow these areas to evolve and develop alongside practice rather than be prescriptive.

Further Information on the Atelier System

The design courses are taught through the Atelier or Unit system (this design teaching approach dates back about fifty years and is undertaken particularly by the schools of Architecture in London as it allows for a vibrant and diverse approach to design with different design approaches being advocated by the Ateliers' practice based and/or academic teachers. The word Atelier is based on the French word for workshop or studio, a place to make and design. One of the strengths of the Greenwich Ateliers is the diversity of design approaches and associated debate it encourages. In 2010-11 academic year there were six Ateliers, this number can vary from year to year. Students have the chance to vote for their preferred Atelier. At the beginning of the academic year, after the university, school and programme introductions have taken place, the Atelier tutors present their approach for the year, and the students make a voting preference from 1 to 6. The Ateliers mix student from different years and modes (part-time, full time)

The Ateliers may have very different conceptual approaches 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/. To achieve the learning objectives and fulfillment of the RIBA/ARB criteria all ateliers have to check with the programme team their own teaching programmes against the course outlines and the criteria. Parity of marking across the different Ateliers is particularly important and is achieved through cross atelier crits, during the year and by the whole programme team assessing the work through presentations and portfolio reviews.

2. ACCESS/ENTRY REQUIREMENTS

i) Applicants will be expected to hold a good honours degree in Architecture or equivalent, and exemption from RIBA/ARB Part 1 together with a relevant portfolio of work and normally at least nine months of appropriate professional experience more work experience in a variety of locations (international and UK based) and with a variety of projects is seen as advantageous, as is a continuation of academic pursuits of reading and drawing during the practice period.

ii) Applicants may be required to attend interviews and to bring a portfolio from their first degree and from their professional experience. Applications should be made by March with final interviews in June and final places offered by the end of June for the start in September.

iii) Applicants from overseas who may not be able to attend an interview will be required to send a portfolio demonstrating design excellence and the ability to write critically in English.

iv) Applicants whose mother tongue is not English will be required to gain IELTS English language tests at 6.5 or equivalent. The University has decided that from September 2010, all new post graduate students will be required to take a diagnostic test in English for Academic purposes. Students who do not pass the test will be required to attend compulsory English classes.

v) Applicants claiming advanced standing, i.e. direct entry into the year 2 of the programme, must do so by claiming APL/APEL (see 7.8) prior to admission.

3. TEACHING & LEARNING STRATEGIES

Building upon the undergraduate Programme, the educational policy of the Postgraduate Diploma is to provide routes to qualification which reflect the abilities of the students and the direction of their interests, while also introducing studies of the more important fields in which the professional expertise is likely to be needed in the future.

A variety of teaching methods are used to attain the objectives of the Programme. These are described in the programme specifications. The aim of the teaching is to increase the students range, acquiring depth in more specialised areas of knowledge, while also allowing the advance of their ability to design imaginatively with proper regard to the factors comprising contemporary professional competence. They are required to work on material relevant to their future professional needs and to consult with specialists in architecture and the allied professions.

Part-time structure
Students who attend on the part-time mode should be aware that they will be expected to study on average between 20 and 27 hours per week over 33 weeks (which would include academic holidays) per year including time at University. The part-time programme is one of the most successful in the country in that it aims for the students to attend on one intensive day and main thesis design project is structured over the second and third year.

4. ASSESSMENT REGULATIONS

4.1 The general principles for assessment of the Diploma in Architecture shall be as laid down in the University of Greenwich Academic Regulations: Graduate and Postgraduate Taught Awards.

4.2 The award of the Diploma in Architecture will be Pass or Pass with Distinction or Pass with Merit.

4.3 The Progression & Award Board shall be empowered, with guidance from the External Examiners to award a Commendation in a specific subject area such as:

Technology
Urban Design
Architectural Design
Thesis Design
Research
Architectural Theory
Professional Studies

(Subject areas for commendation may be varied from time to time by the Programme team to reflect curriculum development)

4.4 For Commendation the Board may be guided by the achievement of at least 70% in all the assessment related to the subject area concerned. The award of a Commendation will be acknowledged by a separate letter from the School but will not be part of the final University of Greenwich Certificate.

4.5 The conferment of a postgraduate award with Distinction is permitted where students obtain an average of 70% across the programme as a whole. Candidates who do not

achieve 70% may also be considered for Distinction should exceptional performance in specific courses and improvement throughout the award be evidenced.

The conferment of a postgraduate award with Merit is permitted where students obtain an average of 60% across the programme as a whole (update March 08)

4.6 Professional Exemption

The award of a Diploma carries with it the attainment of the Part 2 ARB and RIBA Examination in Architecture, and The Commonwealth Association of Architects (CAA).

4.7 Credits required to complete the Award

The student must successfully complete or be credited with at least 240 credit points at Level 7.

4.8 Assessment of Prior Learning (APL) or of Prior Experiential Learning (APEL)

Students may apply for APL/APEL to be granted exemption from certain courses. Such claims should be made at the **time of applying for admission**, prior to immediately after registration or within the first few weeks of the beginning of the academic year.

The procedure for APL/APEL exemption shall be as follows:

a) students will file in an APL/APEL claim form
b) provide transcript of grades and other evidences, i.e. letter from employer, as appropriate
c) provide a portfolio of work to support the claim
d) produce 200-400 words of reflective writing to support their APL/APEL claim.

This procedure shall also apply to students transferring from another architecture school (UK or overseas) and claiming advance standing.

4.9 Compensation

There will be no compensation applied to courses in this programme. This is in order to ensure that all students meet the ARB/RIBA criteria for validation.

4.10 Re-Assessment

In giving its permission, the Progression and Award Board shall specify which elements of assessment must be retaken and when the assessment should take place. There will be no limit to the amount of credits a student can be re-assessed for. This will be a matter of discretion for the PAB. For instance in cases of design courses carrying more than 20 credits, it may be possible for a student to be referred in the course, provided that in the judgment of the PAB, the student is able to complete the course in time for the submission of referred work according to the University timetable.

4.11 Marks after re-assessment

When a student has been referred (with reassessment submission allowed before the next academic year in the summer) in an element of assessment, the assessors should always mark and give feedback as normal, and the mark will be capped at 50%. As usual students who have been deferred due to Extenuating Circumstances will be awarded their full mark and will not be capped. The mark for courses that have been repeated entirely in the next academic year will not be capped.

4.12 Progression between Years

- Full time students will not normally be allowed to progress to Year 2 if they have to repeat more than 20 credits of the Year 1 whilst enrolled in Year 2.

- Part time students will not normally be allowed to progress to Year 2 if they have to repeat more than 20 credits of the Year 1 whilst enrolled in Year 2, and more than 20 credits of the Year 2 whilst enrolled in Year 3.

Students will not normally be allowed to trail design courses into the next academic year. They must pass all design courses required from one year before being allowed to undertake design courses for the next year.

4.13 Schedule of Assessments

A Diploma in Architecture yearly timetable of assessments, tutorials, crits etc. will be published on the Digital Studio website at: http://digitalstudio.gre.ac.uk/

5. PERMITTED LENGTH OF TIME TO COMPLETE THE PROGRAMME

Title	Mode	Normal Duration (Years)	Normal Maximum Period of Duration (years) (i)
Diploma in Architecture	**FT**	**2**	**5**
Diploma in Architecture	**PT**	**3**	**7**

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

6. PROGRAMME MANAGEMENT

The Diploma in Architecture is managed by the Programme Leader who is responsible for the day-to-day management of the Programme. The programme committee of staff and students meets three times a year to discuss issues arising from the teaching of the programme. At the end of each course, monitoring takes place and is reviewed by the programme leader, these are incorporated into the AMR with action taking place as necessary.

6.1 School

The Programme is within the Department of Architecture and Urban Design of the School of Architecture, Design & Construction.

6.2 Quality Assurance

The Programme Committee considers its Annual Monitoring Report (AMR) for discussion before onward transmission to The School Learning and Quality Committee

The Programme will be subject to University procedures as set out in the University's Quality Assurance Handbooks.

7.UNIVERSITY OF GREENWICH: PROGRAMME SPECIFICATION

1. Awarding Institution/Body The University of Greenwich **Date of Review:** Nov 2010	**2. Teaching Institution:** The University of Greenwich (Avery Hill Campus)	**3. Accredited by:** Royal Institute of British Architects (RIBA) and Architects Registration Board (ARB) – PART2	**4. Final Award:** Diploma	**5. Programme Title/Department** Diploma in Architecture School of Architecture and Construction Dept: Architecture & Urban Design	**6. UCAS Code:** N/A	**7. QAA Benchmarking Gp(s):** Architecture, 2010

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

1. Develop high quality reflective architectural designers, through both academic and practical challenges, providing an architectural education at a postgraduate/masters level achieving RIBA/ARB Part 2 with the production of a major thesis design/portfolio.
2. Aspire from the work in their diploma to enter the MA in Advanced Architectural Design Top Up to the diploma, and possibly on to a PhD in design.
3. Develop skills and knowledge of architectural and urban design, practice and technology in order to practice as and an architect, and to discharge their professional responsibility to all.
4. Stimulate critical analysis and speculative exploration of a range of theories and methodologies, through the atelier system and theory courses.
5. Prepare students for progression and a continuation of their development in architectural practice, which leads to the final professional qualification in RIBA/ARB Part 3 in Architecture the PG Diploma in Architectural Practice.

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

The Diploma in Architecture programme offers a varied set of skills from the academic to the practical, which are equally conducive to enhancing career prospects in architectural practice and in the academic world. The graduates are equipped to develop an architectural design independently and clearly. They 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 and technical 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 the practice and theories of architecture.

9. The programme provides opportunities for students to achieve the following outcomes [these will be related to the benchmarking statements for the subject provided by the Quality Assurance Agency (QAA). They are explained and described at: http://www.qaa.ac.uk/academicinfrastructure/benchmark/default.asp]:	**10. The following teaching, learning and assessment methods are used to enable students to achieve and demonstrate these outcomes:**

A. Knowledge and Understanding of: The histories and theories of architecture and the related arts, technologies and human sciences. The fine arts as an influence on the quality of architectural design. Urban design, planning and the skills involved in the planning process. The relationship between people and buildings, and between buildings and their environment, and the need to relate buildings and the spaces between them to human needs and scale. The profession of architecture and the role of the architect in society, in particular in preparing briefs that take account of social factors. The methods of investigation and preparation of the brief for a design project The structural design, constructional and engineering problems associated with building design. The physical problems and technologies and the function of buildings so as to provide them with internal conditions of comfort and protection against the climate. The industries, organisations, regulations and procedures involved in translating design concepts into buildings and integrating plans into overall planning. The context of the architect and the construction industry, including the architect's role in the processes of procurement and building production, and under legislation;	**A. Teaching and learning:** • Lectures, presentations • Design and reading seminars and group discussions run by ateliers/units and course lecturers/tutors • Individual tutorials over portfolios, drawings and models, and corrections of scripts • Special workshops • Guest lecturers, theoreticians, technical consultants and other consultants. **A. Assessment Methods:** Assessment is achieved through coursework (seminar presentations and papers), a design portfolio (assessed for design approach, technical research knowledge and application, criticality and originality of design proposals and quality of representation) and a written dissertation.
B. Intellectual skills Problem solving skills, professional judgement, and ability to take the initiative and make appropriate decisions in complex and unpredictable circumstances Critical understanding of how knowledge is advanced through research to produce clear, logically argued and original written work relating to architectural culture, theory and design;	**B. Teaching and learning:** • Lectures, presentations • Design and reading seminars and group discussions run by ateliers/units and course lecturers/tutors • Individual tutorials over portfolios, drawings and models, and corrections of scripts • Special workshops • Guest lecturers, theoreticians, technical consultants and other consultants. **B. Assessment Methods:** Assessment is achieved through coursework (seminar presentations and papers), a design portfolio (assessed for design approach, technical research knowledge and application, criticality and originality of design proposals and quality of representation) and a written dissertation.

C. Subject Practical skills

Ability to generate complex design proposals showing understanding of current architectural issues, originality in the application of subject knowledge and, where appropriate, to test new hypotheses and speculations;

Ability to evaluate materials, processes and techniques that apply to complex architectural designs and building construction, and to integrate these into practicable design proposals;

Ability to create architectural designs that satisfy both aesthetic and technical requirements.

The necessary design skills to meet building users' requirements within the constraints imposed by cost factors and building regulations.

1) An ability to conceptualize, investigate and develop the design of 3d objects and spaces
2) An ability to create architectural designs that integrate social, aesthetic and technical requirements of urban planning
3) An ability to research, formulate and respond to programmes or briefs that are appropriate to specific contexts and circumstances
4) An ability to work collaboratively within an interdisciplinary environment
5) Critically appraise and form considered judgment about the spatial, aesthetic, technical and social qualities of a design within the scope and scale of a wider environment.
6) An ability to reflect upon and relate their ideas to a design and to the work of others
7) An ability to form considered judgments about the spatial, aesthetic technical and social qualities of design within the scope and scale of a wider environment
8) Independently define, and critically appraise, their ideas in relation to a design and to the work of others
9) An ability to produce designs that demonstrate the integrative relationship of structure, building materials and construction elements
10) An ability to produce designs that demonstrate an understanding of the integrative relationship between climate, service systems and energy supply
11) An ability to exercise informed and reflective judgment in the development of sustainable design
12) Use visual, verbal and written communication methods and appropriate media to represent the testing, analysis and critical appraisal of complex design proposals and their resolution to a range of professional and lay audiences.
13) Use architectural representations having critically appraised the most appropriate techniques available
14) An ability to work in an interdisciplinary environment and collaborate with others
15) Produce documentation and reports which are clear, analytical and logical covering a range of architectural issues of culture, theory and design
16) An ability to respond to a broad constituency of interests and to the social and ethical concerns of the subject

C. Teaching and Learning

Design Studio/Tutorials/Workshops These form the backbone of the Programme, and are organised around ateliers. Each year, the programme team offers a choice of tutorials groups (called ateliers). Each tutorial group is run by a team of tutors who present a specific field of study or themes. At the start of each academic year, a process of selection of atelier choice by student is put in place. Contact teaching is intensive in the early months but as the Programme progresses the students are encouraged to work on their own. The Design Tutorials give a unique opportunity for the students to display and discuss their work, whilst Thesis Design Project represents the entire learning process. It draws together all of the skills and knowledge required by Architectural study and it is characterised by a continual dialogue both with tutors and other students which encourages the skill of self reflection, a key component in the profession. **Visits/Field Course;** These are arranged within the ateliers and are used to improve the students understanding of specific social and physical environments and their impact on the design of buildings **Digital Studio;** students are expected to use appropriate softwares in the design process. They have access to a well equipped digital studio with both Mac and PCs. **Physical Models;** the use of model making is encouraged as part of the design process and students have access to a well equipped model and photography workshop.

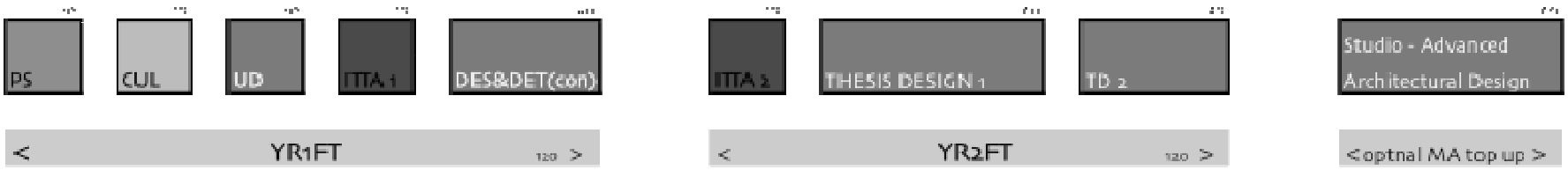
C. Assessment Methods

The assessment of design is entirely based on the portfolio of project work. Throughout the Programme, the students are assessed through Project Reviews (known as Crits) and presentations (made to Tutors and fellow students). For atelier/studio based courses, final assessment is based upon the final public review event and portfolio examination where the portfolios are moderated across ateliers.

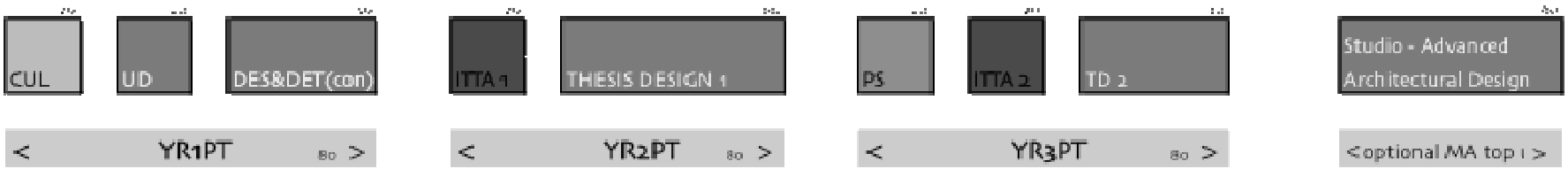
D. Transferable/ key skills: Ability to identify individual learning needs and understand the personal responsibility required to prepare for qualification as an architect. Ability to evaluate and apply a comprehensive range of visual, oral and written media to test, analyse, critically appraise and explain design proposals: 1) The ability to communicate effectively using visual, graphic, written, electronic and verbal means 2) The ability to work autonomously in a self directed manner 3) The ability to work in teams 4) The ability to manage time and work to deadlines 5) The ability to analyse problems, and use innovation, logical and lateral thinking in their solution 6) The ability to be flexible and adaptable in the approach to and development of an issue, problem or opportunity	**D. Teaching and Learning** • Students are encouraged to participate in group work and presentation • Short design projects and workshops • Specialist atelier tutorials • Visits to construction sites • Visits to historical and contemporary sites • Environmental investigations into proposed sites • Model making workshops • Tutorials and projects using Information Technology

P01111 – Postgraduate Diploma ARB/RIBA Part2 with optional MA Top Up (2011-)

full-time



part-time



8. PROGRAMME STRUCTURE

Session 2011/12

Programme: Diploma Architecture (RIBA Part 2)

Programme Leader: Ed Frith
Programme Banner Code: P01111 – Full Time Mode over 2 years.
Note: PT mode is over 3 years. Courses taken in each PT year are in bracket for each course.

<table>
<tr><th colspan="2">Year 1</th><th>Year 2</th></tr>
<tr><td>City
and Landscape Studies
TOWN 1035

Teresa Stoppani
(PT 1) 20 credits</td><td>ITTA1
ARCT 1024

Teresa Stoppani
(PT 2) 20 credits</td><td rowspan="4">ITTA2/Dissertation
ARCT 1055
Teresa Stoppani
(PT3) 20 credits

Thesis Design 1
Site, Briefing and Technology
ARCT 1036

Ed Frith and Tech tutor
(PT2) 60 credits</td></tr>
<tr><td colspan="2">Architectural Professional Studies
ARCT 1053
Tony Clelford
(PT3) 20 credits</td></tr>
<tr><td colspan="2">Urban Design Project
TOWN 1036
Edmund Frith
(PT1) 20 credits</td></tr>
<tr><td colspan="2">Design and Detail
ARCT 1054

Ed Frith and Tech Tutor
(PT1) 40 credits</td></tr>
<tr><td colspan="2"></td><td>Thesis Design 2
Synthesis - Critical Reflection
ARCT 1056

Ed Frith
(PT3) 40 credits</td></tr>
</table>

APPENDIX A

Course Specifications and Reading Lists

TITLE	CODE	COURSE COORDINATOR
Architectural Professional Studies (20 credits)	**ARCT 1053**	**Tony Clelford**
City & Landscape Studies (20 credits)	**TOWN 1035**	**Teresa Stoppani**
Design & Detail (40 credits)	**ARCT 1054**	**Ed Frith**
Influences, Theories & Techniques 1 (20 credits)	**ARCT 1024**	**Teresa Stoppani**
ITTA 2 /Dissertation (20 credits) new title	**ARCT 1055**	**Teresa Stoppani**
Thesis Design 1: Site, Briefing and Technology (60 credits) new title	**ARCT 1036**	**Ed Frith**
Thesis Design 2: Synthesis - Critical Reflection (40 credits) new title	**ARCT 1056**	**Ed Frith**
Urban Design Project (20 credits)	**TOWN 1036**	**Ed Frith**

COURSE SPECIFICATION

Code: TOWN 1035 **School:** Architecture, Design & Construction
Course Title: CITY AND LANDSCAPE STUDIES
Course Coordinator: Dr Teresa Stoppani
Level: 7 **Credit:** 20
Department: Architecture & Urban Design **Pre-requisites:** None
Updated October 2010

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

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 anonymous history	Oxford University 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
0582301548	A. E. J. Morris	1994	History of urban form: before	Wiley

0470219629			the industrial revolutions	
9781885232014	A. Pope	1996	Ladders	Rice University Press
9780262680431	A. Rossi	1984	The architecture of the city	MIT Press
3764356081 9783764356088	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

Code: ARCT 1024 **School:** Architecture, Design & Construction
Course Title: INFLUENCES, THEORIES & TECHNIQUES IN ARCHITECTURE
Course Coordinator: Dr Teresa Stoppani
Level: 7 **Credit:** 20
Department: Architecture & Urban Design **Pre-requisites:** None
Updated October 2010

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% Overall	N/A	Individual Presentation
Essay	Numeric	75%		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: Toward a Theory of the Event in Modernist Culture	MIT Press
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)	Ockman, Joan (ed)	1993	Architecture culture, 1943-1968: a documentary anthology	Rizzoli
1568984413	Schwarzer, Mitchell	2004	Zoomscape: Architecture in Motion and Media	Princeton Architectural Press
9780415561853	Stoppani, Teresa	2010	Paradigm Islands: Manhattan and Venice. Discourses on Architecture and the City	Routledge
0262700395	Tafuri, Manfredo	1987	The Sphere and the Labyrinth: Avant-Gardes and Architecture from	MIT Press

			Piranesi to the 1970s	
0262720418	Vidler, Anthony	2000	Warped Space	MIT Press

COURSE SPECIFICATION

Course Code: TOWN 1036	**School: Architecture, Design & Construction**
Course Title: URBAN DESIGN PROJECT	**Credit: 20**
Level: 7	**Course Coordinator: Ed Frith**
Department: Architecture & Urban Design	**Pre-requisites: None**

Updated Oct 2010

This course explores the design opportunities and problems of private and public space. It investigates the relationship between public, private and communal space and the influences of density, orientation and form. It deals with the design of public space, relating built form and urban morphology and its architectural expression to urban society. This is done through a studio project in an atelier which give the opportunity of a wide perspective on the brief, agenda and physical context.

This course gives the student experience of analysing an area of land (a 'Territory') where a synthesis must be achieved between a range of different planning, design and environmental objectives. The site will include an urban area where change is desirable. It must be the site of organised field-course work. Students will normally work in atelier or inter-disciplinary groups. With the tutor's agreement, students may choose to structure their work around one or more aspects of design and/or planning (eg functions, aesthetics, morphology, economics, transportation, sustainability, social objectives etc) or study a broad range of topics in an integrated way.

Aims:

- To develop an understanding of the criteria and priorities for designing on specific urban sites.
- To give students experience of the detailed planning and urban situations, together with the buildings and external urban space to frame them.
- To give students the opportunity of liaising with other designers on adjacent sites and thus an understanding of the need for an agreed working framework.
- To develop skills in collecting and analysing data relating to urban areas.
- To develop critical brief formulation skills.
- To develop creative inter-disciplinary synergies for urban design implementation.
- To develop an understanding of the entrepreneurial requirements of urban procurement in the developed world.
- to gain a deeper experience of the role of design and planning professionals on sub-regional projects;
- to develop skills in working in groups;
- to give students experience of survey and analysis techniques and of developing broad agendas for improvement;
- to develop an understanding of the relationships between urban morphology and social behavior;
- to develop an understanding of the role of varying stakeholder groups and their influence upon urban planning projects and procurement strategies.

Learning Outcomes:

On completion of this course, the student should have:

- The ability to develop detail design briefs related to development proposals for an urban area.
- Experience of producing creative design proposals from those briefs.
- The ability to relate social and urban economic issues to design.
- The ability to synthesise theory and design.
- Experience, derived from group working, of debating issues and negotiating design outcomes as a model for professional life.

- Have an understanding of the relationship between urban morphology and behavior.
- Be able to make a significant contribution to a major development and design project.
- Have a broad understanding of the way in which different interests must be strategically integrated into a brief order to formulate proposals.
- Be able to present an imaginative proposal and / or critique verbally, graphically and in writing.
- Have ability to survey and analyse a sub-region and / or community of interests and formulate agendas for improvement.

Indicative Content:

The project will generally be a development in or of an urban area. Proposals will be assessed with regard to their ability to support successful contemporary urban life and citizenship within an environmentally, socially and economically responsible urban fabric.

Working individually or in groups, students will identify projects and proceed to the formulation of design and/or planning proposals for a defined territory. Depending on their programme, students will be able to focus on particular aspects of the environment. There will be opportunities for joint work between the professions so that students can become closely involved with other environmental disciplines.

Learning and Teaching Activities:

Teaching and learning will be by project work undertaken in the studio, with discussion groups, visits, workshops, seminars and individual tutorials. Students may work individually or in groups depending on the nature of the projects.

The course will be taught within the atelier studio context or in seminars, workshops, design studio, tutorials, critique of project work and field courses (some of which may be mandatory).

Assessment Details:

Methods of Assessment	Grading Mode	Weighting %	Minimum Pass Mark	Words Length	Outline Details
Assessment will be by Critique and Portfolio examination	%	100%	50%	N/A	Portfolio of design work

Indicative Texts:

Material relevant to the specific brief in relation to Studio/Atelier strategy.

ISBN Number	Author	Date	Title	Publisher
	ed. Libero Andreotti and Xavier Costa	1996	Situationistas, situationists: Arte, Politica, Urbanismo	MACBA, Museo d'Arte Contemporani, Barcelona
0961392126 0961392118	Edward Tufte	1997 1990	Visual Explanations Envisioning Information	Graphics Press LLC, Connecticut USA

0716714094	Charles and Ray Eames	1984	Powers of Ten	Scientific America
0910413401	ed Robert McCarter	1988	Building Machines	Pamphlet Architecture series no. 12 Princeton Architectural Press
376435870X	Manuel Gausa	1998	New Alternative Housing: New Systems	Birkhauser ACTAR
0300086962	Corner and McLean	2000	Taking Measures across the American Landscape	Yale University Press, New Haven, USA
1878271377	Diller and Scofidio	1990	Flesh	Princeton Architectural Press, USA
1878271563	Steven Holl	1996	Edge of a City	Pamphlet Architecture series no. 13 Princeton Architectural Press
8488386508		2008	El Croquis: Steven Holl 2004-08	El Croquis
1568987102	Lewis Tsurummaki Lewis	2007	Opportunistic Architecture	Princeton Architectural Press
978-8492796595	Kottas Dimitris	2010	Contemporary Digital Architecture Design and techniques	Links International

Please note that ateliers have their own additional reading list; see:
www.blogs.gre.ac.uk/architecture/degree

COURSE SPECIFICATION

Course Code: ARCT 1053	**School: Architecture, Design & Construction**
Course Title: ARCHITECTURAL PROFESSIONAL STUDIES	**Credit: 20**
Level: 7	**Course Coordinator: Tony Clelford**
Department: Architecture & Urban Design	**Pre-requisites: None**

Updated Oct 2010

Aims:

Professional Studies in the Diploma programme builds on the foundation laid down in the undergraduate programme and the experience already gained by most students in architectural practice, either through a 'year out' , practice combined with part-time study or other employment in the design and construction industries.

The course gives an increased understanding of architectural management, building economics and law as applied to architectural design and practice.

Learning Outcomes:

At the end of the course students will have:

- Ability to identify and manage individual learning needs so as to prepare for and maintain professional standards commensurate with qualification.
- Understanding of the basic principles of business management and factors related to running a design practice and how architects organise, administer and manage an architectural project, recognising current and emerging trends in the construction industry such as partnering, integrated project process, value engineering and risk management.
- Understanding of the inter-relationships of individuals and organisations involved in the procurement and delivery of architectural projects, and how these are defined and affected through a variety of contractual and organisational structure.
- Understanding of the fundamental legal, professional and statutory requirements as they are relevant to building design and practice, with particular reference to matters relating to health and safety and universal design for access.
- Understanding of the professional duties and responsibilities of architects, as defined and described in the Codes and Standards relating to their professional practice.
- Knowledge of how cost control mechanisms operate in the development of an architectural project.

Indicative Content:

Architectural Management:

The concepts of professionalism and responsibility to the client; setting up in practice; office and staff organisation; health & safety, avoiding and managing risk.
Criteria: An understanding of the subject and its' relevance to the architect's design and management responsibilities.

Building Economics:

Cost planning: Design factors affecting cost
Criteria: An understanding of the subject and its' relevance to design

Legal Studies:

Planning legislation; property law; adjoining owners and boundaries; planning applications, consents, refusals, appeals and enforcement; conservation areas, listed buildings.
Criteria: An understanding of the subject and an architect's legal responsibilities

Learning and Teaching Activities:

Taught in an intensive week long Block Course of lectures and workshops, group work, role-play and a series of exercises.

Assessment Details:

Methods of Assessment	Grading Mode	Weighting %	Minimum Pass Mark	Words Length	Outline Details
Presentation	Numeric	75%	50% overall	N/A	Formal Presentation and report, Demonstrating analysis & appraisal To be reviewed by staff and fellow students
Coursework	Numeric	25%		1500	Coursework based on Legal Studies

Indicative Texts:

ISBN Number	Author	Date	Title	Publishers
0419210008	Duffy, F & Hutton, L	1998	Architectural Knowledge	Taylor & Francis
0618001913	Kidder, T	2000	House	Houghton Mifflin
0471985155	Knox, P & Ozolins, P	2000	The Design Professionals and the Built Environment: An Introduction	Wiley
1859463509	Stanford & Ostimel	2010	RIBA Architects Handbook of Practice Management (8th Edition)	RIBA
	Various	2000 onwards	RIBA Small practice Series	RIBA
1405198524	Chappell & Willis	2010	The Architects in Practice (10th Edition)	Wiley-Blackwell
1405130709	Kirkham , R	2007	Ferry & Brandon's Cost Planning of Buildings (8th Edition)	Wiley-Blackwell
1847037674	Uff,J	2009	Construction Law (10th Edition)	Sweet & Maxwell

COURSE SPECIFICATION

Course Code: ARCT 1054	**School: Architecture, Design & Construction**
Course Title: DESIGN AND DETAIL	**Credit: 40**
Level: 7	**Course Coordinator: Ed Frith and Technology Tutor**
Department: Architecture & Urban Design	**Pre-requisites: None**

Updated Oct 2010

This course is intended to introduce students to the experience of working on design projects where students develop briefs relative to real or imaginary clients, responding to their needs and making design proposals. Students then demonstrate their ability to satisfy the technical requirements of the building envelope and its maintenance while meeting the aesthetic and functional requirements. Where possible this detail design could be carried out in collaboration with professional offices.

Aims:

- To provide a sound basis for the evaluation of the student's ability to respond to the specific requirements of a real or imaginary client's design programme.
- To provide an appreciation of presentation skills required to communicate ideas to lay people.
- To relate building technology to architectural expression.
- To further develop a sound professional approach as a part of technical study requirements.

Learning Outcomes:

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

- Organise a brief and site analysis into a clear and ordered proposal of built form.
- Evaluate alternative solutions to specific programme requirements through a critical analysis of their advantages and disadvantages.
- Apply suitable presentation techniques to communicate ideas clearly and effectively.
- Demonstrate an understanding of building technology and environmental principles relating to:

- structural and technological precedent;
- natural economic and cultural sustainability;
- the impact of relevant design legislation.

Indicative Content:

The project will generally be a building for the real or imaginary user and proposals will be assessed in a way to match the real or imaginary client's requirements and resources. A complete set of drawings will be produced, suitable for exhibition to the lay public. Detail drawings will also be produced to show how the proposals would be achieved, at coordinated scales adequate to assess a clear demonstration of building technology and environmental principles.

Where appropriate the course expands the notion of architectural technology to include the application of the latest material technologies for the production / realisation of architectural projects.

Learning and Teaching Activities:

Teaching and learning will be by project work undertaken in the studio or where appropriate in professional office, with discussion groups, visits, seminars and individual tutorials. In addition, lectures, seminars and tutorials will be offered for technical study from the technical co-ordinator, professional studies co-ordinator, studio staff and invited experts in the field. Students will work individually

Assessment Details:

Methods of Assessment	Grading Mode	Weighting %	Minimum Pass Mark	Words Length	Outline Details
Assessment will be by Critique and Portfolio examination including Technical Study Book Both elements to be passed at 50% minimum	%	50% 50%	50% 50% for each element	N/A N/A	Portfolio of Design work Technical Study Book

Indicative Texts:

Material relevant to the specific brief in relation to Studio/Atelier strategy and technical study requirements.

Indicative Texts:

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

	Heino Engel	1998	Structure Systems	
	Chris Lefteri		Materials for Inspirational Design	
	Kennedy and Violich		Material Misuse	
	Christian Sauer	2010	Made of.. New Materials Source Book for Architects and designers	Gestalten
	Victoria Balland Bell, Patrick Rand	2006	Materials for Architects and Designers	Laurence King
3764375701	Hegger Volker Auch-Schwelk , Fuchs , & Rosenkranz	2006	Construction Materials Manual (Construction Manuals) [Hardcover]	Birkhauser
9780415588454	Davis Langdon	2010	Spon's Architects' and Builders' Price Book	Routledge
9781856176279	Anthony Speaight	2010	Architects Legal Handbook: 9th edition	Elsevier
1859462529	Bob Dalziel, Nigel Ostime	2008	Architect's Job Book [Paperback]	Riba Publishing
3764367245 3764382902 3764370254	various Authors	2006	Edition Detail: Concrete, Glass Timber Steel,Roof	Birkhauser

Websites:
Design and Access Statement
http://www.cabe.org.uk/files/design-and-access-statements.pdf

Building Regulation Approved Document
http://www.planningportal.gov.uk/england/professionals/buildingregs/technicalguidance/bcapproveddocumentslist/

Health and Safety
http://www.cdm-regulations-uk.co.uk/

COURSE SPECIFICATION

Course Code: ARCT 1055	**School: Architecture, Design & Construction**
Course Title: INFLUENCES, THEORIES AND TECHNIQUES 2 (ITTA 2) - Dissertation	
Credit: 20	
Level: 7	**Course Coordinator: Teresa Stoppani**
Department: Architecture & Urban Design	**Pre-requisites: None**

The course exposes students to theoretical studies relevant to current schools of thought in architecture. It provides intellectual and critical rigor, and offers a historical perspective and cultural context to architectural design and practice.
The course supports students in the development of a deeper investigation and a substantial research on aspects or issues in architecture.

Aims:

- The course offers the students the opportunity to develop a theoretical study, and assists them in developing academic rigor in research and analysis.

- The course provides an overall framework to enable students to pursue a personal research interest, and assists students in relating research and critical thinking to architectural design and practice.

- The course assists the students in the production of an individually written dissertation, supported by illustrations, photos, graphics, and research bibliography.

- The dissertation will display a correct academic presentation of sources and references, and –crucially- will display a critical attitude fully supported by research results.

- Students experience the standards of academic rigor required for academic research and higher levels of study, and are required to demonstrate an ability to work independently within the tutorial framework.

Learning Outcomes:

On completion of this course, students will acquire:

- The understanding of the influences on the contemporary built environment of individual buildings, the design of cities, past and present societies and wider global issues.

- The understanding of the histories and theories of architecture and urbanism, the history of ideas, the related disciplines of art and cultural studies, and their application in critical debate;

- The understanding of the inter-relationship between people, buildings and the environment.

- The ability to critically appraise and form considered judgments about the spatial, aesthetic, technical and social qualities of a design within the scope and scale of a wider environment.

- The ability to independently define and critically appraise their ideas in relation to design and to the work of others.

Indicative Content:

The course supports the students in the development of an individual research presented in written form. It is important that students work critically and independently in this course, considering their final year's work as a comprehensive experience. Personal engagement in the research and a proactive attitude are essential.
Students may relate their ITTA2 Dissertation to their design work or to their ITTA1 Essay.

Learning and Teaching Activities:

The course is taught through workshops, group seminars and individual tutorials, and may include the participation of guest lecturers.
The first part of the course focuses on the definition of methods and topics of research, on the collection and re-elaboration of information, and on the structuring of the Dissertation Outline. The course then develops the space to explore personal interests, investigate theoretical issues, develop criticality and produce a 'text project' (Dissertation).

Assessment Details:

Assessment is by written dissertation, illustrated, annotated, and accompanied by bibliography.

Methods of Assessment	Grading Mode	Weighting %	Minimum Pass Mark	Words Length	Outline Details
Outline	%	20%	50% overall	1000	The outline defines the topic, references, title, contents and structure of the dissertation.
Essay	%	80%		5000	Illustrated and referenced text, accompanied by research bibliography and, if relevant, by appendices.

Indicative Texts:

Specific reading lists will be suggested, relative to the student's dissertation research topic.

ISBN Number	**Author**	**Date**	**Title**	**Publisher**
0750647698	I. Borden, K. Ruedi	2000	The Dissertation. An Architectural Student's Handbook	Architectural Press
9780415346542	W. Braham, J. Hale, S. Sadar (eds)	2007	Rethinking Technology: A Reader in Architectural Theory	Routledge
0471976873	U. Conrads (ed.)	1976	Programs and Manifestoes on 20th Century Architecture	MIT Press
9780471976875	C. Jencks, K. Kropf	1997	Theories and Manifestos of Contemporary Architecture	Wiley Academy

9780262581882	K. M. Hays (ed.)	1998	Architecture Theory Since 1968	MIT Press
9781568981536	K. M. Hays (ed.)	1998	The Oppositions Reader	MIT Press.
9780415128261	N. Leach (ed.)	1998	Rethinking Architecture	Routledge
9781405102582	Harry Francis Mallgrave (ed.)	2006	Architectural Theory: An Anthology from Vitruvius to 1870	Blackwell
9781405102605	H.F. Mallgrave and C. Contandriopoulos (eds)	2008	Architectural Theory: An Anthology from 1871 to 2005	Blackwell
9781568980546	Kate Nesbitt (ed.)	1995	Theorizing a New Agenda for Architecture: An Anthology of Architectural Theory for 1965-95,	Princeton Architectural Press
9780847815227	Joan Ockman (ed.)	1993	Architecture Culture 1943-1968. A Documentary Anthology	Rizzoli
9780415415385	Jane Rendell et al. (eds),	2007	Critical Architecture	Routledge
9780807615799	A. Krista Sykes, (ed.)	2007	Architecture Reader: Essential Writings from Vitruvius to the Present	George Braziller
9781568988597	A. Krista Sykes, (ed.)	2010	Constructing a New Agenda: Architectural Theory 1993-2009	Princeton Architectural

COURSE SPECIFICATION

Course Code: ARCT 1036	**School: Architecture, Design & Construction**
Course Title: THESIS DESIGN 1, Site, Briefing & Technology	**Credit: 60**
Level: 7	**Course Coordinator: Ed Frith**
Department: Architecture & Urban Design	**Pre-requisites: None**

The Thesis Design requires the student to demonstrate a mature understanding of the architect's responsibility for all aspects of design and will be expected to subject their design aspirations to a thorough and rational examination, and to evaluate the technical implications of each aspect of the design. Appropriate and self-directed responses and technological solutions must be demonstrated. Students are required to demonstrate a competence in the integrated design of complex types of design and urban environments, which show their ability to solve a wide range of problems presented by these projects while producing architecturally elegant solutions. The brief and site will be agreed as per the design studio theme and with the approval of the Atelier/Unit Tutor. The brief and site analysis and conceptual ideas have to be tested and examined in the context of the strategy and detailed design development as a response to students own continuing thought process and informed criticism. Detailed drawings and models will be produced to show how the proposals can be achieved, at coordinated and large enough scales adequate to assess a clear demonstration and full integration of building technology, environmental principles, techniques and solutions as an appropriately designed spatial outcome for the researched site and user conditions.

Aims:

- To enable students to achieve an understanding of an appropriate philosophical approach and theory relative to current cultural context.
- To enable students to demonstrate their expertise in the analysis and understanding of a site and its surroundings.
- To guide students to integrate their skills and architectural knowledge into properly constructed architectural design that satisfies both aesthetic and technical requirements of a major architectural project.
- To encourage students to be responsive to change in order to develop their architectural professionalism.
- To design for a quality of building or series of buildings which is responsive to climatic conditions and other environmental influences and its social economic and cultural context.
- To encourage innovation and independent architectural thinking.
- To establish within the student a fully mature approach to the totality of architectural design.
- To develop the techniques necessary for the effective communication of their intentions and the justification for them.

Learning Outcomes:

The student should be able to:

- Present a complex design in a clear and graphically coherent and professional manner.
- Develop the design of a major building, group of buildings into a detailed, well resolved and coherent architectural design.
- Present a major complex design as a holistic process which integrates research analysis and design development through practice of iteration.
- Demonstrate an intellectual maturity and competence as an architect about to enter the profession.
- To demonstrate an ability to integrate all the technologies required.
- To achieve well-structured and constructed buildings that provide an appropriate well-tempered environment for human use, with due regards to issues of energy efficiency, best value and sustainability.

Indicative Content:

Technology Document

The Technology Document is developed across the whole year and handed in separately in Week 6 of Term 3. However, at all your crits, you should have your developmental work – and as the year progresses, your draft report to hand to help explain the development of your design proposals. Technology specialists will attend crits, and you must be prepared to explain your design in terms of technological and environmental considerations. The brief for the Diploma Technology element provides a timetable for all lectures, workshops, site visits, tutorials (and submission dates) specifically intended to assist with the development of your technological understanding in relation to design.

- Models and drawings and/or visualisations that convey the spatial and material three-dimensional qualities of your building(s) in context, including eye-level views; this must be supported by evidence of developmental and research work;
- Models and drawings that show the structural strategy and integrity of the building(s);
- Models and drawings that show the environmental and acoustic strategy and integrity of the building;
- Models and drawings which demonstrate the construction of the building and the performance of elements such as walls and floors in terms of the modification they make with regard to, for example, weather protection, heat, light and sound transmission as well as materiality, texture, colour, and detailed quality.

For applied architectural technologies the projects will generally be an application and development of the design strategy developed in the design project, which has a technological component. Where appropriate the course expands the notion of architectural technology to include the application of the latest material technologies for the production/realisation of architectural components and projects.

Atelier Guidance & Portfolio

Other key guidance and materials will be provided over the development of your projects by Atelier tutors.

These are likely to include:

- briefing information and guidance on how to develop a brief;
- guidance and information on approaches to design investigation and development;
- guidance and information on the connection between histories and theories and cultural issues in relation to proposals for intervention within their immediate and wider context;
- guidance on the relationship between the spatial and material resolution of architectural design and ways of considering and testing appropriateness in terms of social, economic and aesthetic contexts.

Learning and Teaching Activities:

The teaching and learning will be through project work undertaken in the studio, discussion groups, individual tutorials and formal critiques with visitors from architecture and allied professions and possibly lay public and clients. Lecturers, theoreticians, cultural theorists, environmental scientists, civil engineers, service engineers and other consultants will all be involved in the development of the student's proposals.

Assessment Details:

Students will be assessed in terms of the clearly presented success of your proposals. They will need to demonstrate a good balance between background research and design development and design resolution, from strategy to detail, and which integrates all the technologies required to achieve well structured and constructed buildings that provide an appropriate well-tempered environment for human use, with due regard to issues of energy efficiency, best value and sustainability. Students will need to demonstrate an: ability to generate design proposals using understanding of a body of knowledge, at the current boundaries of professional practice and the academic discipline of architecture; ability to evaluate evidence, arguments and assumptions in order to make and present sound judgments within a structured discourse relating to architectural culture, theory and design; and ability to apply a range of communication methods and media to present design proposals clearly and effectively; understanding of the alternative materials, processes and techniques that apply to architectural design and building construction.

Methods of Assessment	Grading Mode	Weighting %	Minimum Pass Mark	Words Length	Outline Details
Assessment will be by Critique and Portfolio examination including Technical Study Book Both elements to be passed at 50% minimum	Numeric	50% 50%	50% each 50% each	N/A N/A	Philosophical & theoretical design approach Brief and site analysis Design Development and Design Resolution Demonstration of appropriate technology (Technical Study Book and integrated drawings)

Indicative Texts:

ISBN Number	Author	Date	Title	Publisher
3764371897	Andrea Deplazes	2005	Constructing Architecture : Materials, Processes, Structures	Birkhaeuser
	Els Zijlistra, Piet Vollaard	2004	Skins for Buildings	BIS Publishing
	Michael Wiggington + Jude Harris	2002	Intelligent Skins	Architectural Press

	Christian Shittich	2001	In Detail: Building Skins	
	Heino Engel	1998	Structure Systems	
	Chris Lefteri		Materials for Inspirational Design	
	Kennedy and Violich		Material Misuse	
	Christian Sauer	2010	Made of.. New Materials Source Book for Architects and designers	Gestalten
	Victoria Balland Bell, Patrick Rand	2006	Materials for Architects and Designers	Laurence King
3764375701	Hegger Volker Auch-Schwelk , Fuchs , & Rosenkranz	2006	Construction Materials Manual (Construction Manuals) [Hardcover]	Birkhauser
9780415588454	Davis Langdon	2010	Spon's Architects' and Builders' Price Book	Routledge
9781856176279	Anthony Speaight	2010	Architects Legal Handbook: 9th edition	Elsevier
1859462529	Bob Dalziel, Nigel Ostime	2008	Architect's Job Book [Paperback]	Riba Publishing
3764367245 3764382902 3764370254	various Authors	2006	Edition Detail: Concrete, Glass Timber Steel,Roof	Birkhauser

Websites:

Design and Access Statement
http://www.cabe.org.uk/files/design-and-access-statements.pdf

Building Regulation Approved Document
http://www.planningportal.gov.uk/england/professionals/buildingregs/technicalguidance/bcapproveddocumentslist/

Health and Safety
http://www.cdm-regulations-uk.co.uk/

COURSE SPECIFICATION

Course Code: ARCT 1056	**School: Architecture, Design & Construction**
Course Title: THESIS DESIGN 2 - SYNTHESIS - Critical Reflection	**Credit: 40**
Level: 7	**Course Coordinator: Ed Frith**
Department: Architecture & Urban Design	**Pre-requisites: None**

The Thesis Design project is characterised by an in-depth investigation that spans across a range of issues and scales, from the development of a theoretical design position through to a specific context, place and proposition.

From such investigations, designs ranging from strategies and landscapes to buildings, spaces and objects are undertaken through an iterative process.

Generally, though not exclusively urban, specific and fine tuning of content is configured within individual ateliers. Proposals are then developed to detail in selected areas or among selected issues, supported by a technical study, as appropriate. A complete set of drawings will be produced, suitable for exhibition to the lay public, an identified range of stakeholders and specialists.

The Synthesis course requires a reflective process to develop across construction, culture, environment and theory and the students project. Future architects are expected to synthesize complex designs in a clear logical and professional way and to demonstrate that they have learned from earlier decisions and that their design proposals are informed by the holistic approach required of a Thesis Design

This will require further research to be demonstrated in a focused way and show an application to the students project. A knowledge of the context of the architect and the construction industry, and the professional qualities needed for decision making in complex and unpredictable circumstances is required. With the importance of the representation and communication in this process, the student must be able to present his/her proposals in various forms to the school body and the to the general public

Aims:

- To give students an opportunity of synthesizing design decisions within their proposals.
- To select and demonstrate research techniques to apply through the synthesis.
- To produce a professional synthesis of the main thesis design.
- To present the totality of the work underpinned by a clear argument in a convincing way.
- To demonstrate the impact and appropriateness of a final building proposal.
- Reflect on the project with an understanding of its context in the students educational and professional development.

Learning Outcomes:

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

- Document the Thesis Design in a manner that demonstrates its development from conception to fruition and the process of iteration following critical reflection upon received feedback.
- Critically reflect upon and re-assess design decisions in the light of further detailed work, research and comment on the Thesis Design.
- Communicate analytical data, theoretical approach and phased design proposals and their justification to the specialist, an identified and researched range of stakeholders and the general public at large.
- Research methods will be selected, evaluated and applied to the project and should provide the necessary critical tools to develop the synthesis and support the development of the project

Indicative Content:

Students will develop their Thesis Design project and built form proposals in the light of their research course work and will present their proposals in the appropriate form, ie report and/or public exhibition material and document the process and research they have undertaken.

Learning and Teaching Activities:

Teaching and learning will be by project work undertaken in the studio with discussion groups, visits, seminars and individual tutorials. Students will work individually and in groups.

Assessment Details:

Methods of Assessment	Grading Mode	Weighting %	Minimum Pass Mark	Words Length	Outline Details
Assessment will be by Critique and Portfolio examination	Numeric	100%	50%	N/A	Design Project

Indicative Texts:

ISBN Number	Author	Date	Title	Publisher
	Terence Riley	1995	Light Construction	The Museum of Modern Art, New York
	Neil Denari	1996/7	Interrupted Projections	Gallery MA / Toto, Japan
	ed. Kyong Park and Stan Allen	1995/6	Sites and Stations - Provisional Utopias	Lusitania Press
	Jonathan Hill	2000	Occupying Architecture' and 'The illegal Architect	Routledge
	C.J.Lim	2001/2	Sins', 'Water', 'Garden' , 'Air' and 'Devices	Wiley - Academy
	Pamela M. Lee	1999	Object to be Destroyed - the work of Gordon Matta-Clark	MIT Press
	Kevin Rhowbotham	1995	Form to Programme	Black Dog Publishing
	Marc Vellay, Bernard Bauchet and Yukio Futagawa	1988	Maison de Verre - Pierre Chareau	Global Architecture, A.D.A. Tokyo

	Robert Smithson edited by Jack Flam	1996	Robert Smithson: The collected writings	University of California Press
	Jonathan Hale	2006	Rethinking Architecture	Routledge
	Neil Spiller	2007	Visionary Architecture	Thames & Hudson
	Akira Suzuki	1999	Do Android Crows Fly over the Skies of an Electronic Tokyo? The city landscapes of Japan	AA Publications, London

Please note that ateliers have their own additional reading list; see:
www.blogs.gre.ac.uk/architecture/degree

Appendix B

The General Criteria at ARB/RIBA Part 2:

GC1 Ability to create architectural designs that satisfy both aesthetic and technical requirements.

The graduate will have the ability to:

.1 prepare and present building design projects of diverse scale, complexity, and type in a variety of contexts, using a range of media, and in response to a brief;

.2 understand the constructional and structural systems, the environmental strategies and the regulatory requirements that apply to the design and construction of a comprehensive design project;

.3 develop a conceptual and critical approach to architectural design that integrates and satisfies the aesthetic aspects of a building and the technical requirements of its construction and the needs of the user.

GC2 Adequate knowledge of the histories and theories of architecture and the related arts, technologies and human sciences.

The graduate will have knowledge of:

.1 the cultural, social and intellectual histories, theories and technologies that influence the design of buildings;

.2 the influence of history and theory on the spatial, social, and technological aspects of architecture;

.3 the application of appropriate theoretical concepts to studio design projects, demonstrating a reflective and critical approach.

GC3 Knowledge of the fine arts as an influence on the quality of architectural design.

The graduate will have knowledge of:

.1 how the theories, practices and technologies of the arts influence architectural design;

.2 the creative application of the fine arts and their relevance and impact on architecture;

.3 the creative application of such work to studio design projects, in terms of their conceptualisation and representation.

GC4 Adequate knowledge of urban design, planning and the skills involved in the planning process.

The graduate will have knowledge of:

.1 theories of urban design and the planning of communities;

.2 the influence of the design and development of cities, past and present on the contemporary built environment;

.3 current planning policy and development control legislation, including social, environmental and economic aspects, and the relevance of these to design development.

GC5 Understanding of the relationship between people and buildings, and between buildings and their environment, and the need to relate buildings and the spaces between them to human needs and scale.

The graduate will have an understanding of:

.1 the needs and aspirations of building users;

.2 the impact of buildings on the environment, and the precepts of sustainable design;

.3 the way in which buildings fit into their local context.

GC6 Understanding of the profession of architecture and the role of the architect in society, in particular in preparing briefs that take account of social factors.

The graduate will have an understanding of:

.1 the nature of professionalism and the duties and responsibilities of architects to clients, building users, constructors, co-professionals and the wider society;

.2 the role of the architect within the design team and construction industry, recognising the importance of current methods and trends in the construction of the built environment;

.3 the potential impact of building projects on existing and proposed communities.

GC7 Understanding of the methods of investigation and preparation of the brief for a design project

The graduate will have an understanding of:

.1 the need to critically review precedents relevant to the function, organisation and technological strategy of design proposals;

.2 the need to appraise and prepare building briefs of diverse scales and types, to define client and user requirements and their appropriateness to site and context;

.3 the contributions of architects and co-professionals to the formulation of the brief, and the methods of investigation used in its preparation.

GC8 Understanding of the structural design, constructional and engineering problems associated with building design.

The graduate will have an understanding of:

.1 the investigation, critical appraisal and selection of alternative structural, constructional and material systems relevant to architectural design;

.2 strategies for building construction, and ability to integrate knowledge of structural principles and construction techniques;

.3 the physical properties and characteristics of building materials, components and systems, and the environmental impact of specification choices.

GC9 Adequate knowledge of physical problems and technologies and the function of buildings so as to provide them with internal conditions of comfort and protection against the climate.

The graduate will have knowledge of:

.1 principles associated with designing optimum visual, thermal and acoustic environments;

.2 systems for environmental comfort realised within relevant precepts of sustainable design;

.3 strategies for building services, and ability to integrate these in a design project.

GC10 The necessary design skills to meet building users' requirements within the constraints imposed by cost factors and building regulations.

The graduate will have the skills to

.1 critically examine the financial factors implied in varying building types, constructional systems, and specification choices, and the impact of these on architectural design;

.2 understand the cost control mechanisms which operate during the development of a project;

.3 prepare designs that will meet building users' requirements and comply with UK legislation, appropriate performance standards and health and safety requirements.

GC11 Adequate knowledge of the industries, organisations, regulations and procedures

involved in translating design concepts into buildings and integrating plans into overall planning.

The graduate will have knowledge of:

.1 the fundamental legal, professional and statutory responsibilities of the architect, and the organisations, regulations and procedures involved in the negotiation and approval of architectural designs, including land law, development control, building regulations and health and safety legislation;

.2 the professional inter-relationships of individuals and organisations involved in procuring and delivering architectural projects, and how these are defined through contractual and organisational structures;

.3 the basic management theories and business principles related to running both an architects' practice and architectural projects, recognising current and emerging trends in the construction industry.

The Graduate Attributes for part 2

GA2 With regard to meeting the eleven General Criteria at parts 1 and 2 above, the part 2 will be awarded to students who have:

.1 ability to generate complex design proposals showing understanding of current architectural issues, originality in the application of subject knowledge and, where appropriate, to test new hypotheses and speculations;

.2 ability to evaluate and apply a comprehensive range of visual, oral and written media to test, analyse, critically appraise and explain design proposals;

.3 ability to evaluate materials, processes and techniques that apply to complex architectural designs and building construction, and to integrate these into practicable design proposals;

.4 critical understanding of how knowledge is advanced through research to produce clear, logically argued and original written work relating to architectural culture, theory and design;

.5 understanding of the context of the architect and the construction industry, including the architect's role in the processes of procurement and building production, and under legislation;

.6 problem solving skills, professional judgement, and ability to take the initiative and make appropriate decisions in complex and unpredictable circumstances; and

.7 ability to identify individual learning needs and understand the personal responsibility required to prepare for qualification as an architect.

Appendix C

Matrix Mapping Criteria & Programme Courses

Note: ULC should be CLS (City & Landscape Stuides)

FT	1	1	1	1	1	2	2	2
PT	1	2	3	1	1	3	2	3
Course	City Landscape Studies	ITTA	Prof. Studies	Urban Design	Design Detail	Diss/ITTA2	Thesis Design 1- Breif/Tech	Thesis Design 2 - Synthesis
GC1 Design								
1.1				X			X	X
1.2					X		X	X
1.3				X			X	X
GC2 Hist/theory								
2.1	X	X				X		X
2.2	X	X				X		X
2.3	X	X		X	X	X		X
GC3 Fine Arts								
3.1	X	X				X		X
3.2	X	X				X		X
3.3	X	X		X	X	X		X
GC4 Urban Design								
4.1	X			X				
4.2	X			X				
4.3	X			X				
GC5 Bldgs/envir/local								
5.1			X	X		X		X
5.2					X		X	
5.3	X			X		X	X	
GC6 Prof in Society								
6.1			X					X
6.2			X		X		X	
6.3	X			X				X
GC7 Review Brief								
7.1				X		X		
7.2				X			X	X
7.3	X			X	X	X		
GC8 Construct.								
8.1					X		X	X
8.2					X		X	X
8.3					X		X	X
GC9 Environmental								
9.1					X		X	X
9.2					X		X	X
9.3					X		X	X
GC10 Costs/Building Regs								
10.1			X		X		X	X
10.2			X		X		X	X

10.3			**X**		**X**		**X**	**X**
GC11 Prof Prac								
11.1			**X**					
11.2			**X**					
11.3			**X**					
FT	1	1	1	1	1	2	2	2
PT	1	2	3	1	1	3	2	3
Course	City Landscape Studies	ITTA	Prof. Studies	Urban Design	Design Detail	Diss/ITTA2	Thesis Design 1 - Breif/Tech	Thesis Design 2 - Synthesis
FT	1	1	1	1	1	2	2	2
PT	1	2	3	1	1	3	2	3
Graduate Attributes								
1				**X**	**X**		**X**	**X**
2	**X**	**X**	**X**	**X**		**X**	**X**	**X**
3					**X**		**X**	**X**
4	**X**	**X**				**X**		
5			**X**		**X**		**X**	**X**
6	**X**	**X**	**X**	**X**	**X**	**X**	**X**	**X**
7		**X**	**X**					**X**

APPENDIX D

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.

20th July 2011

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

UNIVERSITY OF GREENWICH
SCHOOL OF ARCHITECTURE & CONSTRUCTION

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

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