

# ***Diploma in Architecture***

2008-2009

**School of Architecture &  
Construction**

**Programme Document**

*Effective from September 2004*

*Update Sept 08*



the  
UNIVERSITY  
of  
GREENWICH

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## UNIVERSITY OF GREENWICH: PROGRAMME SPECIFICATION

|   |  |   |                                    |   |                              |  |
|---|--|---|------------------------------------|---|------------------------------|--|
| <b>Awarding Institution/Body</b><br><br>The University of Greenwich | <b>Teaching Institution:</b><br><br>The University of Greenwich<br>(Avery Hill Campus) | <b>Validated by:</b><br>The Architects Registration Board (ARB Part 2) and The Royal Institute of British Architects (RIBA Part 2)<br><br><b>Accredited by:</b><br>The Commonwealth Association of Architects (CAA) | <b>Final Award:</b><br><br>Diploma | <b>Programme Title/Department</b><br><br>Diploma In Architecture<br>Team: Architecture & Urban Design | <b>UCAS Code:</b><br><br>N/A | <b>QAA Benchmarking Groups:</b><br><br>Architecture, Architectural Technology and Landscape Architecture |
|---|--|---|------------------------------------|---|------------------------------|--|

### Educational Aims of the Programme

The aim of the Diploma Programme is to produce competent architects, able to discharge their professional responsibility to society and to create the built environment that responds to the contemporary issues which challenge the profession today.

|  |   |
|--|---|
| <b>The Programme provides opportunities for learners to achieve the following outcomes:</b>  | <b>The following teaching, learning and assessment methods are used to enable learners to achieve and demonstrate these outcomes:</b>   |
| <p><b>Knowledge and understanding for</b></p> <p><b><u>Communication, Cultural Context, Design, Management Practice &amp; Law, and Technology &amp; Environment</u></b></p> <p><b>Urban &amp; Lands Contx Studies</b></p> <ol style="list-style-type: none"> <li>1. Understand urban and rural areas in relation to historic approaches to urban design and landscape planning</li> <li>2. Understand the theoretical background to current urban design and landscape planning</li> <li>3. Be able to discuss the inter-relationship between planning and design.</li> </ol> <p><b>Influences, Theories, Techniques</b></p> <ol style="list-style-type: none"> <li>1. Acquire in-depth understanding of the histories and theories of architecture, the history of ideas, and the related disciplines of art and cultural studies and their application in critical debate.</li> <li>2. Independently define, and critically appraise, their ideas in relation to a design and to the work of others</li> <li>3. Initiate and carry out research, both as individuals and in groups, and analyse and evaluate research findings.</li> </ol> <p><b>Urban Development Project</b></p> <ol style="list-style-type: none"> <li>1. Be able to make a significant contribution to a major planning an design project</li> <li>2. Have a broad understanding of the way in which different interests must be integrated in order to formulate proposals</li> <li>3. Be able to present an imaginative proposal verbally, graphically and in writing</li> <li>4. Have an ability to survey and analyse a sub-region and formulate agendas for improvement</li> <li>5. Have an understanding of the relationship between urban morphology and behaviour.</li> </ol> <p><b>Urban Design Project</b></p> <ol style="list-style-type: none"> <li>1. The ability to develop detail design briefs related to development proposals for an urban area</li> <li>2. Experience of producing creative design proposals from those briefs</li> <li>3. The ability to relate social issues to design</li> <li>4. The ability to synthesise theory and design</li> <li>5. Experience, derived from group working, of debating issues and negotiating design outcomes as a model for professional life.</li> </ol> <p><b>Arch Prof. Studies</b></p> <ol style="list-style-type: none"> <li>1. An ability to identify and manage individual learning needs so as to prepare for and maintain professional standards commensurate with qualification</li> </ol> | <p><b>Teaching and learning</b></p> <p>The Programme is student centered, and encourages the individual to take their studies into areas of special interest and to develop professional expertise.</p> <p>The style balances the need to nurture individual creativity with a critical awareness of the context of environmental and social factors.</p> <p><b>Design Studio/Tutorials/Workshops</b></p> <p>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 within which design projects will be tutored. 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 Tutorials allow tuition with specialist tutors, and allows the opportunity for the students to work in groups to “bounce ideas” and develop the necessary skills and knowledge.</p> <p>The Design Tutorials give a unique opportunity for the students to display and discuss their work, whilst The 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.</p> <p><b>Lectures</b></p> <p>These are used to reinforce the theoretical base of the Programme.</p> |

2. Understanding of:

- The professional duties and responsibilities of architects, as defined and described in the Codes and Standards relating to their professional practice.
- The fundamental legal, professional and statutory requires as they are relevant to building design and practice, with particular reference to matters relating to health and safety and universal design for access.
- The inter-relationships of individuals and organisations involved in the procurement and delivery of architectural projects, and how these are defined and effected through a variety of contractual and organisational structure.
- The basic principles of business management and factors related to running a design practice and how architects organise, administer and manager an architectural project, recognising current and emerging trends in the construction industry such as partnering, integrated project process, value engineering and risk management

3. Knowledge of how cost control mechanism operate within the development of an architectural project

**Design & Detail**

1. Organise a brief and site analysis into a clear and marked proposal of built form
2. Evaluate alternative solutions to specific programme requirements through a critical analysis of their advantages and disadvantages
3. Apply suitable presentation techniques to communicate ideas clearly and effectively
4. Demonstrate an understanding of building technology and environmental principles relating to:
  - structural and technological precedent
  - natural and cultural sustainability
  - the impact of relevant design legislation

**Thesis Research**

1. The ability to correlate theoretical or analytical studies with design decisions
2. The ability to analyse and evaluate research finding
3. Experience of the standard of academic rigour required for academic research and higher levels of study
4. Demonstrate an ability to work independently within the tutorial framework.

**Thesis Design Synthesis**

1. Present a major complex design in a manner that demonstrates its development from conception to fruition
2. Re-assess design decisions in the light of further details work and research
3. Communicate analytical data, theoretical approach and phased design proposals and their justification to both the specialist and the general public

**Integrated Thesis Design Project**

1. Present a major complex design in a clear and graphically coherent and professional manner
2. Develop the design of a major building or group of buildings into a detailed and meaningful whole
3. Present a major complex design as a holistic process and demonstrate dexterity in its derivation from the practice of iteration.
4. Demonstrate an intellectual maturity and competence as an architect about to enter the profession
5. To demonstrate an ability to integrate knowledge of:
  - structural and constructional strategies
  - an ability to describe the environmental strategies within the project
  - an ability to criticise the appropriateness of their technical approaches

**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

**Thesis Research** is a piece of written work similar to a dissertation. It is taught through tutorials and is normally related to the work of the design ateliers.

**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 workshop.

**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.

Lecture based courses are assessed through written submission of coursework and seminar presentations.

Thesis Research is the equivalent of a written dissertation of approximately 8,000 words and is assessed and moderated by several readers.

Professional Studies is assessed through a series of assignments, reports and presentations.

### Subject Practical Skills

- 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  
*(QAA Benchmarks 3.1.2)*
- 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  
*(ARB Criteria,, May 2002)*
- 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  
*(QAA Benchmark 3.1.3)*
- 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  
*(QAA Benchmarks 3.1.1)*
- 15) Produce documentation and reports which are clear, analytical and logical covering a range of architectural issues of culture, theory and design  
*(ARB Criteria,, May 2002)*
- 16) An ability to respond to a broad constituency of interests and to the social and ethical concerns of the subject  
*(QAA Benchmark 3.1.5)*

### Transferable Skills

- 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

*(QAA Benchmark 3.2)*

### 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 Computer Aided Design Software and other Information Technology

### Entry Requirements

- i) Applicants will 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 as least nine months of appropriate professional experience.
- ii) Applicants may be required to attend interviews and to bring a portfolio from their first degree and from their professional experience.
- 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. They will also be expected to have a first degree giving exemption to ARB/RIBA Part 1. Exceptionally we may offer a place on the Diploma in Architecture to applicants who fulfill all other criteria but who do not yet have ARB/RIBA Part 1 exemption. In that case, the Diploma can only be awarded if the applicant successfully gains ARB/RIBA Part 1 exemption externally by applying to ARB or RIBA. This exemption must be gained before enrolling on Stage 2 of the Diploma programme.
- iv) Applicants whose mother tongue is not English will be required to gain TOEFL/IELTS English language tests at the standard stated by the University.
- v) Applicants claiming advanced standing, i.e. direct entry into the year 2 of the programme, must do so by applying for exemption prior to admission by filling in an APL (Accreditation of Prior Learning) form available at the School.

Programme: Diploma Architecture (RIBA Part 2)

Programme Leader: Ed Frith

Programme Banner Code: P01111

| Year 1  |   | Year 2   |   |  |
|---|---|--|---|--|
| Urban & Landscape<br>Contextual Studies<br>TOWN0045<br>Richard Hayward/Duncan Berntsen<br>(PT 1) 15 credits | Influences,<br>Theories, Techniques<br>ARCT1024<br>Teresa Stoppani<br>(PT 1) 20 credits | Thesis Research<br>ARCT0053<br>Teresa Stoppani<br>(PT3) 30 credits               |   |  |
| Urban Development<br>Project<br>TOWN0041<br>Edmund Frith<br>(PT2) 15 credits                                |   | KDP - Thesis<br>Design Synthesis<br>ARCT0052<br>Edmund Frith<br>(PT3) 30 credits |   |  |
| Urban Design<br>Project<br>TOWN1012<br>Edmund Frith<br>(PT1) 30 credits                                     |   | <b>KEY DESIGN PORTFOLIO</b>  |   |  |
| Architectural<br>Professional Studies<br>ARCT0033<br>Tony Cleford<br>(PT3) 15 credits                       |   |  | KDP - Integrated Thesis<br>Design<br>ARCT 1036  |  |
| Design and<br>Detail<br>ARCT0051<br>Ed Frith and Robert Prewett<br>(PT1) 30 credits                         |   |  | Ed Frith and Robert Prewett<br>(PT2) 60 credits |  |

PT= part time yr

Key: Name = Course Co-ordinator

## 1. INTRODUCTION AND RATIONALE

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. It is also accredited by the Commonwealth Association of Architects (CAA).

The advent of the European single market together with increased awareness of environmental and sustainability issues, public criticism and the professional challenge to regain the managerial and technical skills necessary to retake the leading role in architectural projects, has stimulated much debate within the profession about the future direction of architectural education. As a consequence, several documents have been written and published, from a variety of sources, making recommendations for the future, together with the criteria set out by the ARB for recognition of the title Architect. The most important of these reports are as follows:

- The European Union Directive on *Mutual Recognition of Diploma Certificates and other evidence of Formal Qualification in Architecture*, Article 3, June 1985 with subsequent reviews.
- New RIBA/ARB Validation Criteria effective from September 2003
- New RIBA Procedures for the *Validation of the Courses and Examinations in Architecture* effective from September 2003.
- The Egan Report, *Constructing the Team*, 1998
- *Towards an Urban Renaissance*, Urban Task Force, 1999
- *The Professionals Choice*, RIBA Building Futures, 2003

In March 1994 the Higher Education Council for England (HEFCE) conducted a Quality Assessment of the provision of Architecture in the School. The published Assessment Report was very positive and concluded that the quality of provision of Architecture at the University of Greenwich was EXCELLENT.

The ARB/RIBA Joint Visiting Panel last reviewed the programme in a visit to the school in June 2005 and gave unconditional approval to Part 2. (Part 1 and Part 3 had been given unconditional approval in June 2004).

Since this time new QAA benchmarks have been identified across subject areas by the Quality Assurance Agency for Higher Education. Both sets of criteria have been mapped into this programme review. Likewise new national criteria have been identified by the ARB for adoption in September 2003.

The educational strategy of the Programme is an inter-disciplinary one, where design features as the integrating discipline. Two thirds of the curriculum is therefore devoted to the study of architectural design.

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. Each tutorial group is run by a team of tutors who present a specific field of study or themes within which design projects will be tutored. At the start of each academic year, a process of selection of atelier choice by student is put in place. By these means the student also has the chance to increase the diversity of contact with and understanding of architecture and associated disciplines, both within the School and through it's numerous associations such as Landscape Architecture, Surveying, Property Development,

Land Economics and the Sciences. Programme staff and students are encouraged to seek opportunities for wider collaboration across the University and through links with other institutions.

The main thrust of the Programme syllabus is one of diversity and integration across various disciplines and emphases. Research as a main stay of advanced contemporary practice; studies in urban situations as the predominant territory for relevant investigations and design as both integrating and leadership discipline of the natural role of the architect in a leadership capacity.

In order to increase the students awareness of the issues that are relevant in society today it is recognised that specialisms will have to be introduced at particular points to augment the broad thrust. This is well delivered within the atelier system as diversity and specialism on demand.

## **2. AIMS OF THE PROGRAMME**

The aim of the Diploma Programme is to produce competent architects, able to discharge their professional responsibility to society and to create the built environment that responds to the contemporary issues which challenge the profession today.

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 at The University of Greenwich which 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.

## **3. LEARNING OUTCOMES**

On completion of the Programme the students will have satisfied the learning outcomes outlined within the enclosed programme specifications – see pages 11-31

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.

## **4. ACCESS/ENTRY REQUIREMENTS**

- i) Applicants will 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 as least nine months of appropriate professional experience.
- ii) Applicants may be required to attend interviews and to bring a portfolio from their first degree and from their professional experience.
- 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. They will also be expected to have a first degree giving exemption to ARB/RIBA Part 1. Exceptionally we may offer a place on the Diploma in Architecture to applicants who fulfill all other criteria but who do not yet have ARB/RIBA Part 1 exemption. In that case, the Diploma can only be awarded if the applicant successfully gains ARB/RIBA Part 1 exemption externally by applying to ARB or RIBA. This exemption must be gained before enrolling on Stage 2 of the Diploma programme.

iv) Applicants whose mother tongue is not English will be required to gain TOEFL/IELTS English language tests at the standard stated by the University.

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.

## **5. PROGRAMME STRUCTURE AND LEVELS**

Please refer to The Programme Specification and Programme Charts (Pages 2-4)

## **6. 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 specialized 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.

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.

## **7. ASSESSMENT REGULATIONS** *(updated March 08)*

7.1 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.

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

7.3 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
- Research
- Architectural Theory
- Professional Studies

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

7.4 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.

7.5 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)*

#### 7.6 Professional Exemption

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

#### 7.7 Credits required to complete the Award

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

#### 7.8 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.

#### 7.9 Compensation

There will be **no compensation** applied to courses in this programme.

#### 7.10 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 30 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.

#### 7.11 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, but the mark will automatically be capped at 40% by the University Database. 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 which have been repeated entirely in the next academic year will not be capped.

#### 7.12 Progression between Stages/Year

- Full time students will not be allowed to progress to Stage 2 (Year 2) if they have to repeat more than 30 credits of the Stage 1 (Year 1) whilst enrolled in Stage 2.

- Part time students will not 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 30 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 stage before being allowed to undertake design courses for the next stage.

## **8. PROGRAMME MANAGEMENT**

The Diploma in Architecture is managed by The Programme Leader who is responsible for the day-to-day management of the Programme.

### **8.1 School**

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

### **8.2 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.

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| Design & Detail (30 Credits)                      | ARCT 0051 | Ed Frith         | Page 22 |
| Influences, Theories & Techniques (20 Credits)    | ARCT1024  | Teresa Stoppani  | Page 14 |
| Integrated Thesis Design (60 Credits)             | ARCT1036  | Ed Frith         | Page 29 |
| Thesis Design Research (30 Credits)               | ARCT 0053 | Ed Frith         | Page 26 |
| Thesis Design Synthesis (30 Credits)              | ARCT 0052 | Ed Frith         | Page 27 |
| Urban Development Project (15 Credits)            | TOWN 0041 | Ed Frith         | Page 16 |
| Urban Design Project (30 Credits)                 | TOWN1012  | Ed Frith         | Page 18 |
| Urban & Landscape Contextual Studies (15 Credits) | TOWN 0045 | Berntsen/Hayward | Page 12 |

Please note that Integrated Thesis Design (ARCT 1023) and Thesis Design Synthesis (ARCT 0052) comprise the 'Key Design Portfolio' (KDP) for which you will be given a supplementary hand-out.

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## COURSE SPECIFICATION

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**Code:** TOWN0045                      **School:** Architecture & Construction  
**Course Title:** URBAN AND LANDSCAPE CONTEXTUAL STUDIES  
**Course Coordinator:** Richard Hayward/Duncan Bernsten  
**Level:** M                                      **Credit:** 15  
**Department:** Design                      **Pre-requisites**

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This course deals with the essential theoretical and historical background to urban design and landscape planning, as these subjects are understood by architects, landscape designers and town planners.

**Aims:** *(these should be long-term and strategic and identify the overall rationale/ purpose of the course)*

- 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 projects as precedents for current planning design projects.

**Learning Outcomes:** *(statements of what a learner can do, know and understand as a result of successfully completing the course)*

On completing the course, the student will:

- Understand urban and rural areas in relation to historic approaches to urban design and landscape planning, including social influences and historic synergies driving development
- Understand the theoretical background to current urban design and landscape planning.
- Be able to discuss the inter-relationship between planning and design.
- Understand the complexity or stakeholder interests acting upon urban planning and decision making.
- Understand the urban economic context and property industry context for urban planning decisions.

### **Content:**

#### Planning Studies

The types of plan which are prepared to guide the control and development of modern cities.

#### Urban Studies

Current theories of urban design.

#### Landscape Studies

Current theories of landscape planning.

#### Urban Design history

Analysis of different types of town plan current today, together with their historical origins, European, American and Asian approaches may also be covered.

#### Landscape design history

Contemporary approaches to the design of outdoor space.

#### Property and Economics

Current thinking on economics and the current mechanisms for property development in private and public property contexts.

**Learning and Teaching Activities:** *(these should reflect the learning outcomes and how they may be achieved)*

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

**Assessment Details:**

| Methods of Assessment | Grading Mode | Weighting % | Minimum Pass Mark | Words Length | Outline Details   |
|-----------------------|--------------|-------------|-------------------|--------------|---|
| Seminar Presentation  | Numeric      | 50%         | 40%               | 3,500        | The course will be assessed by written paper, peer assessed at a seminar presentation and moderated by staff. |
| Written Coursework    | Numeric      | 50%         |                   |              |   |

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

| ISBN Number   | Author       | Date  | Title  |
|---------------|--------------|-------|--|
| 0195019199    | Alexander, C | 1977  | <i>A Pattern Language</i>                                |
| 0-14-004236-9 | Bacon, E     | 1974  | <i>Design of Cities,</i>                                 |
| 0631232524    | Hall, P      | 1988  | <i>Cities of Tomorrow</i>                                |
| 0521367840    | Hillier, B   | 1984  | <i>Social Logic of Space</i>                             |
| 0375508732    | Jacobs, J    | 1972  | <i>The Death and Life of Great American Cities</i>       |
| 0262620014    | Lynch, K     | 1960  | <i>The Image of the City</i>                             |
| 0-262-13355-5 | Mitchell, W  | 1999  | <i>e-topia, "Urban Life, Jim--But Not As We Know It"</i> |
| 9780679735120 | Schama, S    | 1993  | <i>Landscape and Memory</i>                              |
| 0-393-30879-0 | Sennett, R   | 1992, | <i>The Fall of the Public Man,</i>                       |
| 0262691949    | Shepherd, P  | 1997  | <i>Cultivated Wilderness</i>                             |
| 0631136851    | Smith, N     | 1984  | <i>Uneven Development,</i>                               |
| 0 419 20410   | Turner, T    | 1996  | <i>City as Landscape,</i>                                |
| 568980442     | Willis,C,    | 1998  | <i>Form Follows Finance</i>                              |

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## COURSE SPECIFICATION

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**Code:** ARCT1024                      **School:** Architecture and Construction  
**Course Title:** Influences, Theories and Techniques in Architecture  
**Course Coordinator:** Teresa Stoppani  
**Level:** M                                      **Credit:** 20  
**Department:** Design                      **Pre-requisites**

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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.

The course operates as an umbrella programme for lecture series on different topics, and emphasises the relationship between theoretical investigations and studio-based design research.

To further open the debate on the issues explored by the course and by the design studios in the School, the course is linked to and complemented by the School's Open Lecture Series, a series of talks and events with invited speakers and critics.

### **Aims:**

The course provides an articulated offer of lecture series on different topical issues in the contemporary architectural debate.

The course promotes criticality and interdisciplinary studies, which are a beneficial support for the formation of the architect and the architectural researcher.

The course supports a deeper understanding of studio work through critical reflection in a wider field of reference, and provides students with the postgraduate-level understanding and skills which are necessary to develop a thesis project or dissertation.

### **Learning Outcomes:**

On completion of this course, students will have the ability to:

- acquire in-depth understanding of the histories and theories of architecture, the history of ideas, and the related disciplines of art and cultural studies and their application in critical debate
- independently define, and critically appraise, their ideas in relation to a design and to the work of others
- initiate and carry out research, both as individuals and in groups, and 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 architectural theory, architectural 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 aim of such 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.

## Learning and Teaching Activities:

Lectures, presentations, reading seminars, and group and individual tutorials

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.

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:

Assessment is by seminar presentations (25%) and written work (75%) in form of a 3,500-word essay.

| Methods of Assessment | Grading Mode | Weighting % | Minimum Pass Mark | Words Length | Outline Details |
|-----------------------|--------------|-------------|-------------------|--------------|-----------------|
| seminar presentations | 25%          |             | 40% overall       | --           |                 |
| written essay         | 75%          |             |                   | 3,500 words  |                 |

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

| ISBN Number | Author | Date | Title  | Publisher |
|-------------|--------|------|--|-----------|
|             |        |      | Journals and magazines as follows:<br>El Croquis<br>AA Files<br>Harvard Design Magazine<br>Assemblage<br>Japan Architect<br>Quadrens<br>A+U<br>L' Architecture Aujourd'hui<br>L' Arca<br>Domus<br>Blueprint<br>Icon<br>Architectural Design<br>Architectural Review<br>Architectural Record<br>Creative Review<br>Radical Philosophy<br>The Journal of Architecture<br>Arq |           |

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## COURSE SPECIFICATION

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|                            |                                  |                       |  |
|----------------------------|----------------------------------|-----------------------|--|
| <b>Code:</b>               | <b>TOWN0041</b>                  | <b>School:</b>        | <b>Architecture &amp; Construction</b> |
| <b>Course Title:</b>       | <b>URBAN DEVELOPMENT PROJECT</b> |                       |  |
| <b>Course Coordinator:</b> | <b>Ed Frith</b>                  |                       |  |
| <b>Level:</b>              | <b>M</b>                         | <b>Credit:</b>        | <b>15</b>                              |
| <b>Department:</b>         | <b>Design</b>                    | <b>Pre-requisites</b> |  |

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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 interdisciplinary 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:** *(these should be long-term and strategic and identify the overall rationale/ purpose of the course)*

- to give students experience of working on an important design and planning project of current significance to society;
- 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 behaviour.
- to develop an understanding of the role of varying stakeholder groups and their influence upon urban planning projects and procurement strategies.

**Learning Outcomes:** *(statements of what a learner can do, know and understand as a result of successfully completing the course)*

On completing the course, the student will:

- 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 an ability to survey and analyse a sub-region and / or community of interests and formulate agendas for improvement;

**Content:**

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:** *(these should reflect the learning outcomes and how they may be achieved)*

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           |
|--|--------------|-------------|-------------------|--------------|---------------------------|
| The course will be assessed through critiques of project work and portfolio examinations |              | 100%        |                   |              | Portfolio of project work |

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## COURSE SPECIFICATION

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|                            |                             |                        |  |
|----------------------------|-----------------------------|------------------------|--|
| <b>Code:</b>               | <b>TOWN1012</b>             | <b>School:</b>         | <b>Architecture &amp; Construction</b> |
| <b>Course Title:</b>       | <b>URBAN DESIGN PROJECT</b> |                        |  |
| <b>Course Coordinator:</b> | <b>Ed Frith</b>             |                        |  |
| <b>Level:</b>              | <b>M</b>                    | <b>Credit:</b>         | <b>30</b>                              |
| <b>Department:</b>         | <b>DESIGN</b>               | <b>Pre-requisites:</b> | <b>N/A</b>                             |

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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 with the brief, agenda and physical context.

### **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.

### **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.

### **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.

### **Learning and Teaching Activities: *(these should reflect the learning outcomes and how they may be achieved)***

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.

**Assessment Details:**

| Methods of Assessment                                    | Grading Mode | Weighting % | Minimum Pass Mark | Words Length | Outline Details          |
|--|--------------|-------------|-------------------|--------------|--------------------------|
| Assessment will be by Critique and Portfolio examination | %            | 100%        | 40%               | N/A          | Portfolio of Design work |

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

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

| ISBN Number | Author | Date | Title   | Publisher |
|-------------|--------|------|---|-----------|
|             |        |      | <p>Journals and magazines as follows:</p> <p>El Croquis</p> <p>AA Files</p> <p>Harvard Design Magazine</p> <p>Assemblage</p> <p>Japan Architect</p> <p>Quadrens</p> <p>A+U</p> <p>L' Architecture Aujourd'hui</p> <p>L' Arca</p> <p>Domus</p> <p>Blueprint</p> <p>Icon</p> <p>Architectural Design</p> <p>Architectural Review</p> <p>Architectural Record</p> <p>Creative Review</p> <p>Radical Philosophy</p> <p>The Journal of Architecture</p> <p>Arq</p> |           |

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## COURSE SPECIFICATION

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**Code:** ARCT0033                      **School:** Architecture & Construction  
**Course Title:** ARCHITECTURAL PROFESSIONAL STUDIES  
**Course Coordinator:** Tony Cleford  
**Level:** M                                      **Credit:** 15  
**Department:** Design                      **Pre-requisites**

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**Aims:** *(these should be long-term and strategic and identify the overall rationale/ purpose of the course)*

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:** *(statements of what a learner can do, know and understand as a result of successfully completing the course)*

At the end of the course,, students will have:-

An ability to identify and manage individual learning needs so as to prepare for and maintain professional standards commensurate with qualification

An understanding of:

- 1, 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
2. The inter-relationships of individuals and organisations involved in the procurement and delivery of architectural projects, and how these are defined and effected through a variety of contractual and organisational structure.
3. 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
4. The professional duties and responsibilities of architects, as defined and described in the Codes and Standards relating to their professional practice.
5. Knowledge of how cost control mechanisms operate in the development of an architectural project.

### **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:** *(these should reflect the learning outcomes and how they may be achieved)*

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%         | 40% overall       | N/A          | Formal Presentation and report,<br>Demonstrating analysis & appraisal<br>To be reviewed by staff and fellow students |
| Coursework            | Numeric      | 25%         |                   | 1,500        | Coursework based on Legal Studies  |

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

| ISBN Number | Author                 | Date         | Title  | Publishers          |
|-------------|------------------------|--------------|--|---------------------|
|             | Duffy, F               | 1998         | Architectural Knowledge  | Spon                |
| 0333134303  | Johnson, T             | 1972         | Professions and Power  | Macmillan           |
| 0893972967  | Knox, P. (Ed.)         | 1988         | The Design Professions and the Built Environment               | Nichols             |
|             | RIBA                   | 2002         | RIBA Architects Handbook of Practice (7 <sup>th</sup> Edition) | RIBA                |
|             | Various                | 2000 onwards | RIBA Small practice Series                                     | RIBA                |
| 0632049138  | Chappell D<br>Willis C |              | The Architects in Practice 8 <sup>th</sup> Edition             | Blackwell Science   |
| 0632042516  | Ferry &<br>Brandon     | 1999         | Cost Planning of Buildings                                     | Blackwell Science   |
| 0750643757  | Uff, J                 | 2002         | Construction Law 8 <sup>th</sup> Edition                       | Architectural Press |

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## COURSE SPECIFICATION

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|--|--|
| <b>Code:</b> ARCT0051                  | <b>School:</b> Architecture & Construction           |
| <b>Course Title:</b> DESIGN AND DETAIL | <b>Course Coordinator:</b> Ed Frith & Robert Prewett |
| <b>Level:</b> M                        | <b>Credit:</b> 30                                    |
| <b>Department:</b> DESIGN              | <b>Pre-requisites:</b> N/A                           |

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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:** *(these should be long-term and strategic and identify the overall rationale/ purpose of the course)*

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:** *(statements of what a learner can do, know and understand as a result of successfully completing the course)*

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:** *(these should reflect the learning outcomes and how they may be achieved)*

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 | %            | 50%         | 40%                     | N/A          | Portfolio of Design work |
| Technical Study Book<br>Both elements to be passed at 40% minimum  |              | 50%         | 40%<br>for each element | N/A          | Technical Study Book     |

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

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

| ISBN Number | Author | Date | Title  | Publisher |
|-------------|--------|------|--|-----------|
|             |        |      | Journals and magazines as follows:<br>El Ceoquis<br>AA Files<br>Harvard Design Magazine<br>Assemblage<br>Japan Architect<br>Quadrens<br>A+U<br>L' Architecture Aujourd'hui<br>L' Arca<br>Domus<br>Blueprint<br>Icon<br>Architectural Design<br>Architectural Review<br>Architectural Record<br>Creative Review<br>Radical Philosophy<br>The Journal of Architecture<br>Arq |           |

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## COURSE SPECIFICATION

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**Code:** ARCT0053

**Course Title:** THESIS RESEARCH

**Level:** M

**Department:** DESIGN

**School:** Architecture & Construction

**Course Coordinator:** Dr. Teresa Stoppani

**Credit:** 30

**Pre-requisites:**

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The Thesis Design Research course underpins the Studio work by exposing the student to the theoretical studies relevant to current schools of thought, and provides intellectual rigour and a historical perspective to the student's project.

The initial phase of the course emphasises the collection and re-elaboration of information, the definition of an area and a topic of research, and the structuring of a short text and a presentation. The course then develops the space to explore personal interests, investigate theoretical issues, develop criticality and produce a 'text project' in connection with the student's final 'design project'.

The course is run in close connection with the Diploma studio. The emphasis is on considering the whole year as geared towards the production of a comprehensive personal thesis (written and designed). The written work produced for the Thesis Research course, and the documentation of the design projects developed in the studio are collected and presented together in the student's portfolio, a summary of the final year's work.

### **Aims:**

- The course assists the students in the production of a fully developed individual research in written form, based on the ideas and topics explored in the design studio, and supported by illustration, photos, graphics, and references to the student's design projects.
- The student's Thesis Design Research will display a correct academic presentation of sources and references with integrated illustrations, and will display a critical attitude fully supported by research results.
- The course offers the students the opportunity to develop a theoretical study, and assists them in developing academic rigour in study and analysis.
- The course provides an overall framework to enable students to pursue a personal interest related to their Thesis, and assists students in relating research and critical thinking to their design work.
- The course focuses on the ability to correlate theoretical or analytical studies with design decisions and on the ability to analyse and evaluate research findings.
- The student will experience the standards of academic rigour required for academic research and higher levels of study and will demonstrate an ability to work independently within the tutorial framework.

### **Learning Outcomes:**

- 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 urban design, the history of ideas, and the related disciplines of art, cultural studies and landscape studies and its application in critical debate
- The understanding of the inter-relationship between people, buildings and the environment and an understanding of the need to relate buildings and the spaces between them to human needs and scale
- The ability to critically appraise and form considered judgements 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 a design and to the work of others.

### Indicative Content:

The course supports the students in the development of a deeper investigation and a substantial research on aspects or issues related to their design work.

Students produce a fully developed individual research in written form, based on the ideas and topics explored in the design studio.

It is important that students consider and develop their final year’s work as a comprehensive experience. Personal engagement in the research and a proactive attitude are essential.

### Learning and Teaching Activities:

The course is structured in individual tutorials and group seminars, and includes the participation of invited lecturers and guest critics.

### Assessment Details:

Assessment is by written dissertation, fully illustrated with photographic and drawn material, including a bibliography related to the text with references.

The intermediate submission of the *short essay* (3,000 words) weighs 30% of the overall Thesis Research mark; the final submission of the *essay* (7,000 words) weighs 70%.

The final submission is assessed under five headings,

1. **Content** (research and information)
2. **Structure** (application of critical method in organising the content according to a consistent plan, following a consistent train of thought and showing awareness of relevant critical issues)
3. **Speculative thought and conclusions** (use of information and structure to develop an argument, going beyond literal arguments and description to position the work in a wider structure of ideas)
4. **Editorial Presentation** (language, clarity, referencing)
5. **Graphic Presentation** (physical and visual).

| Methods of Assessment | Grading Mode | Weighting % | Minimum Pass Mark | Words Length | Outline Details |
|-----------------------|--------------|-------------|-------------------|--------------|-----------------|
| Short Essay           | %            | 30%         | 40%               | 3,000        |                 |
| Essay                 | %            | 70%         | overall           | 7,000        |                 |

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

Material relevant to the specific brief and topics of the to Studio/Atelier.  
And, for general reference:

| ISBN Number | Author                            | Date | Title   | Publisher                        |
|-------------|-----------------------------------|------|---|----------------------------------|
| 0750647698  | Iain Borden,<br>Katerina<br>Ruedi | 2000 | <i>The Dissertation – An Architectural<br/>Student’s Handbook</i>   | Architectural Press              |
| 0471976873  | Charles<br>Jencks, Karl<br>Kropf  | 1997 | <i>Theories and Manifestos of<br/>Contemporary Architecture</i>   | Academy Editions                 |
| 1854904078  | Ulrich<br>Conrads (ed.)           | 1976 | <i>Programs and Manifestos on 20th<br/>Century Architecture</i>   | The MIT Press                    |
| 0262581884  | K. Michael<br>(ed.)               | 1998 | <i>Architecture/Theory/Since 1968</i>   | The MIT Press                    |
| 1568981538  | K. Michael<br>(ed.)               | 1998 | <i>The Oppositions Reader</i>   | The MIT Press                    |
| 0415128269  | Neil Leach<br>(ed.)               | 1998 | <i>Rethinking Architecture</i>  | Routledge                        |
| 156898054X  | Kate Nesbitt<br>(ed.),            | 1995 | <i>Theorizing a New Agenda for<br/>Architecture: An Anthology of<br/>Architectural Theory for 1965-95</i> | Princeton<br>Architectural Press |



**Assessment Details:**

| Methods of Assessment                                    | Grading Mode | Weighting % | Minimum Pass Mark | Words Length | Outline Details |
|--|--------------|-------------|-------------------|--------------|-----------------|
| Assessment will be by Critique and Portfolio examination | %            | 100%        | 40%               | N/A          | Design Project  |

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## COURSE SPECIFICATION

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**Code:** ARCT1036 **School:** Architecture & Construction  
**Course Title:** INTEGRATED THESIS DESIGN  
**Course Coordinator:** Ed Frith  
**Level:** M **Credit:**60  
**Department:** DESIGN **Pre-requisites:**

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The Thesis Design is the culmination of the student's academic studies in Architecture. Students are required to demonstrate a competence in the integrated design of complex types of building(s) 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 chosen as per Design Studio direction and with the approval of the Atelier Tutor. The brief and site analysis and conceptual ideas have to be tested and examined in the context of sound strategy and detailed design development as a response to students own continuing thought process and informed criticism.

The course 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 to all issues raised.

**Aims:** *(these should be long-term and strategic and identify the overall rationale/ purpose of the course)*

- 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 designs 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:** *(statements of what a learner can do, know and understand as a result of successfully completing the course)*

At the end of Thesis Design 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.
- all 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.

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.

Detailed drawings 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 stakeholder situation.

**Indicative Content:**

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.

**Learning and Teaching Activities: *(these should reflect the learning outcomes and how they may be achieved)***

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:**

| Methods of Assessment  | Grading Mode | Weighting % | Minimum Pass Mark | Words Length | Outline Details  |
|--|--------------|-------------|-------------------|--------------|--|
| Assessment will be by Critique and Portfolio examination including | Numeric      | 75%         | 40% each          | N/A          | Philosophical & theoretical design approach<br>Brief and site analysis<br>Design Development and Design Resolution |
| Technical Study Book<br>Both elements to be passed at 40% minimum  |              | 25%         | 40% each          | N/A          | Demonstration of appropriate technology (Technical Study Book and integrated drawings)                             |

## Key Design Portfolio (KDP)

### KEY DESIGN PORTFOLIO (KDP)

The Key Design Portfolio is a new descriptor which comprises two established courses: Thesis Design Synthesis (ARCT 0052) [30 credits] and Integrated Thesis Design Project (ARCT 1023) [60 credits].

**KDP's** embrace those projects offered by each Atelier as part of their annual curriculum which enable students to *demonstrate* that they meet key elements of the RIBA/ARB Part Two Criteria, and in particular present :

- 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.

Atelier tutors will have agreed at least one project for each year of study that meets these requirements. You will be provided with a clear *learning contract and timetable* for this work, which will include a map showing how the RIBA/ARB Criteria are normally to be met, together with suggestions as to how you may best demonstrate how these are satisfied in your final presentation material and related portfolio work.

In tutorials and interim crits you will be encouraged to track your progress in terms of the criteria checklists and the coherent development of your design.

You need to be clearly aware that the culture of the School is such that you will be finally assessed by panels of staff far wider than those who teach your atelier. So do be careful that you record and can demonstrate at the end of the project the important considerations and decisions that have formed your design proposals.

### Requirements :

In order to satisfy the requirements of a successful KDP, you will need to provide the following evidence :

- 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;
- drawings that show the structural strategy and integrity of the building(s);
- drawings that show the environmental and acoustic strategy and integrity of the building;
- 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.

## Other Guidance Materials and Related Coursework :

During the course of the year, you will be given a variety of guidance and be expected to complete a variety of coursework that will support your development of the KDP. These include :

- **Diploma Integrated Technology element,**
- Integrated Technology Document (ITD)

The ITD 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 all main 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.

- **Atelier Guidance**

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.

## Assessment :

You will be assessed in terms of the clearly presented success of your proposals.

In summary you 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.

The assessment panel will include a range of both internal and external specialists and generalists. A member of the Diploma teaching team will be responsible on each crit panel for ensuring that you are properly marked against all the relevant criteria, and that any issues of borderline performance are fully discussed and resolved. Any matters not resolved by individual panels will be further considered by a cross-panel team.

This may all seem somewhat formidable, and indeed the maps of the ARB/RIBA criteria, which have to be very specific, look very complex. However, if you work with all your tutors, take advice and respond positively, you should be clear at all times how you are progressing.

It is, perhaps, most useful to bear in mind the relatively clear criteria contained within the ARB document (entitled 'Prescription of Qualifications' = ARB Criteria) for Part 2 with particular regard to design and Technology :

#### *"PART 2: DESIGN*

*At Part 2 students will produce and demonstrate coherent and well resolved architectural designs that integrate knowledge of:*

- *The social, political, economic and professional context that guides building construction*

*An understanding of:*

- *Briefs and how to critically appraise them to ensure that the design response is appropriate to site and context, and for reasons such as sustainability and budget*
- *The regulatory requirements, including the needs of the disabled, health and safety legislation and building regulations and development control, that guide building construction*
- *An appropriate philosophical approach which reveals an understanding of theory in a cultural context*

*And ability to:*

- *Generate and systematically test, analyse and appraise design options, and draw conclusions which display methodological and theoretical rigour*

*Work as part of a team.*

#### *PART 2: TECHNOLOGY & ENVIRONMENT*

*At Part 2 students will demonstrate, within coherent architectural designs and academic portfolio, the ability to integrate knowledge of:*

- *The principles and theories associated with visual, thermal and acoustic environments*
- *Climatic design and the relationship between climate, built form construction, life style, energy consumption and human well-being*

*Understanding of:*

- *Building technologies, environmental design and construction methods in relation to:*
  - *human well-being*
  - *the welfare of future generations*
  - *the natural world*
  - *the consideration of a sustainable environment*
- *The impact on design of legislation, codes of practices and health and safety both during the construction and occupation of a project*

*And ability to:*

- *Devise structural and constructional strategies for a complex building or group of buildings, employing integrative knowledge of:*
  - *structural theories*
  - *construction techniques and processes*
  - *the physical properties and characteristics of building materials and components and the environmental impact of specification choices*
  - *the provision of building services*

## *PART 2: CULTURAL CONTEXT*

*At Part 2 students will demonstrate within coherent architectural designs and academic portfolio 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 histories and theories of architecture and urban design, the history of ideas, and the related disciplines of art, cultural studies and landscape studies and its application in critical debate*
- *The inter-relationship between people, buildings and the environment and an understanding of the need to relate buildings and the spaces between them to human needs and scale*

*And ability to:*

- *Critically appraise and form considered judgements about the spatial, aesthetic, technical and social qualities of a design within the scope and scale of a wider environment*
- *Independently define, and critically appraise, their ideas in relation to a design and to the work of others*

## *PART 2: COMMUNICATION*

*At Part 2 students will demonstrate within coherent architectural designs and academic portfolio understanding of:*

- *The contribution of other professionals in the design process showing an appropriate use of team working skills, recognising the importance of current methods in the construction industry*

*And ability to:*

- *Use visual, verbal and written communication methods and appropriate media (including sketching, modelling, digital and electronic techniques) to represent the testing, analysis and critical appraisal of complex design proposals and their resolution to a range of professional and lay audiences*
- *Use architectural representations having critically appraised the most appropriate techniques available*
- *Produce documentation and reports which are clear, analytical and logical covering a range of architectural issues of culture, theory and design.*

**ASSESSMENT CRITERIA: KEY DESIGN PORTFOLIO**

| <b>Learning outcomes</b>   | <b>Demonstrated by</b>   | <b>PASS 40% minimum</b>   | <b>DISTINCTION 70 % +</b>   |
|--|--|---|---|
| <p>Present a complex design in a clear and graphically coherent professional manner including the following learning outcomes from Thesis Design Synthesis:</p> <ul style="list-style-type: none"> <li>• document the KDP in a manner that demonstrates its development and the process of iteration following critical reflection upon received feedback</li> <li>• communicate analytical data, theoretical approach and their justification to the specialist, an identified and researched range of stakeholders and the general public at large.</li> </ul> | <p>An ability to:</p> <ul style="list-style-type: none"> <li>• Use visual, verbal and written communication methods and appropriate media (including sketching, modelling, digital and electronic techniques) to represent the testing, analysis and critical appraisal of complex design proposals and their resolution to a range of professional and lay audiences</li> <li>• Use architectural representations having critically appraised the most appropriate techniques available</li> <li>• Produce documentation and reports which are clear, analytical and logical covering a range of architectural issues of culture, theory and design.</li> </ul> | <p>Clear and graphically coherent drawings presented in a professional manner</p> | <p>Imaginative and innovative presentations in which the project can be read clearly at many levels including detail levels</p> |

| <b>Learning outcomes</b>   | <b>Demonstrated by</b>  | <b>PASS 40% min</b>  | <b>DISTINCTION<br/>70% +</b>  |
|--|---|--|---|
| <p>Develop the design of a complex building or group of buildings into detailed, well resolved and coherent architectural design which integrates research, analysis and design development through the practice of iteration.</p> | <p>A portfolio of architectural designs which achieves an appropriate balance between background research and design development and design resolution.</p> <p>And which demonstrate coherent and well resolved architectural designs that integrate knowledge of:</p> <ul style="list-style-type: none"> <li>• The social, political, economic and professional context that guides building construction</li> </ul> <p>An understanding of:</p> <ul style="list-style-type: none"> <li>• Briefs and how to critically appraise them to ensure that the design response is appropriate to site and context, and for reasons such as sustainability and budget</li> </ul> <p>An ability to:</p> <ul style="list-style-type: none"> <li>• Generate and systematically test, analyse and appraise design options, and draw conclusions which display methodological and theoretical rigour</li> </ul> | <p>The work demonstrates evidence that design development has been informed by adequate research which has led to workable and resolved architectural designs which meet the brief(s) at a demonstrably competent level.</p> | <p>Innovative, creative and able to integrate in-depth and extensive research to inform sophisticated and coherent design development leading to highly resolved architectural designs which interpret the brief(s) in a highly inventive and critical way.</p> |

| Learning outcomes   | Demonstrated by   | PASS 40% min   | DISTINCTION 70% +  |
|---|---|--|--|
| <p>Demonstrate the intellectual maturity and competence as an architect about to enter the profession.</p> <p>Critically reflect upon and re-assess design decisions in the light of further detailed work, research and comments on the KDP.</p> | <p>An ability to work as part of a team.</p> <p>An ability to:</p> <ul style="list-style-type: none"> <li>• Critically appraise and form considered judgements about the spatial, aesthetic, technical and social qualities of a design within the scope and scale of a wider environment</li> <li>• Independently define, and critically appraise, their ideas in relation to a design and to the work of others.</li> </ul> <p>An understanding of:</p> <ul style="list-style-type: none"> <li>• The contribution of other professionals in the design process showing an appropriate use of team working skills, recognising the importance of current methods in the construction industry</li> </ul> <p>An understanding of:</p> <ul style="list-style-type: none"> <li>• The contribution of other professionals in the design process showing an appropriate use of team working skills, recognising the importance of current methods in the construction industry</li> </ul> | <p>Demonstrate evidence of mature project development through self explanatory drawings and reports and <i>in verbal presentations of their defense.</i></p> | <p>Demonstrate a high level of reflection and the employment of innovatory and compelling methods of communication to demonstrate the intellectual nature which drives and informs a project</p> |

| <b>Learning outcomes</b>   | <b>Demonstrated by</b>   | <b>PASS 40% min</b>   | <b>DISTINCTION<br/>70% +</b>   |
|--|--|---|--|
| <p>Demonstrate the 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 regard to issues of energy efficiency, best value and sustainability.</p> | <p>The ability to integrate knowledge of:</p> <ul style="list-style-type: none"> <li>• The principles and theories associated with visual, thermal and acoustic environments</li> <li>• Climatic design and the relationship between climate, built form construction, life style, energy consumption and human well-being</li> </ul> <p><b>An understanding of:</b></p> <ul style="list-style-type: none"> <li>• Building technologies, environmental design and construction methods in relation to: human well-being ; the welfare of future generations; the natural world ; the consideration of a sustainable environment</li> <li>• The impact on design of legislation, codes of practices and health and safety both during the construction and occupation of a project</li> </ul> <p><b>An ability to:</b>Devise structural and constructional strategies for a complex building or group of buildings, employing integrative knowledge of: structural theories; construction techniques and processes; the physical properties and characteristics of building materials and components and the environmental impact of specification choices; the provision of building services.</p> | <p>The work shows a generalised but adequate understanding of issues relating to energy efficiency, best value and sustainability that demonstrably informs design resolution</p> | <p>The work exhibits a sophisticated understanding of issues and highly resolved solutions relating to energy efficiency, best value and sustainability that clearly underpins design development and design resolution.</p> |

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