# Programme Specification

### Postgraduate

Applicable to postgraduate programmes

Please click [here](#) for guidance on completing this specification template.

## Part A: Programme Summary Information

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<thead>
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<tbody>
<tr>
<td><strong>1. Title of programme:</strong></td>
<td>Digital Integrated Design</td>
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<tr>
<td><strong>2. Programme Code:</strong></td>
<td>MSC/DID</td>
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<td><strong>3. Entry Award(s):</strong></td>
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<td>MA</td>
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<table>
<thead>
<tr>
<th>Credit:</th>
<th>Level:</th>
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<tbody>
<tr>
<td>180</td>
<td>Level 7</td>
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</table>

Exit awards will automatically bear the name of the entry award. If an exit award is to be unnamed (i.e. it will show only the qualification achieved) or if it is to have a different name from the entry qualification you must indicate this below:

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<tr>
<td><strong>4. Exit Awards:</strong></td>
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<td>PGDip</td>
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<td>☐</td>
<td>PGCert</td>
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<td></td>
<td>☐</td>
<td>CPS</td>
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<table>
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<td>120</td>
<td>Level 7</td>
</tr>
<tr>
<td>60</td>
<td>Level 7</td>
</tr>
</tbody>
</table>

5. **Date of first intake:** | September 2015 |

6. **Frequency of intake:** | Annually in September |
7. **Duration and mode of study:**

   Full time, 12 months

8. **Applicable framework:**

   University Framework for Full-time and Part-time Postgraduate Programmes

   **Framework exemption required:**
   - ☐ No (please go to section 9)
   - ☐ Yes (please provide a brief summary below)

   **Date exemption approved by AQSC:**

9. **Applicable Ordinance:**

   Ordinance 52(A) General Ordinance for Modular Master’s Degrees, Postgraduate Diplomas and Postgraduate Certificates

   **New/revised Ordinance required:**
   - ☐ No (please go to section 10)
   - ☐ Yes (please provide a brief summary below)

   **Date new/revised Ordinance approved by Council:**

10. **Faculty:**

    Faculty of Humanities and Social Sciences

11. **Level 2 School/Institute:**

    School of the Arts

12. **Level 1 unit:**

    School of Architecture

13. **Campus:**

    Liverpool

14. **Other contributors from UoL:**

    Architecture

15. **Teaching other than at UoL:**

    n/a

16. **Director of Studies:**

    Dr. Tuba Kocaturk

17. **Board of Studies:**

    Arts Academic Quality and Standards Sub-Committee

18. **Board of Examiners:**

    Board of Examiners for School of Architecture

19. **External Examiner(s):**

    **Name:** Prof. Benachir Medjdoub
    **Institution:** Nottingham Trent University, School of Architecture Design and Built Environment
    **Position:** Professor

20. **Professional, Statutory**

    n/a
21: QAA Subject benchmark Statements(s): n/a

22. Other reference points: n/a

23. Fees: Standard fees

24. Additional costs to the student: n/a

25: AQSC approval: 12th December 2014

Part B: Programme Aims & Objectives

26. Aims of the Programme

To provide students with knowledge and skills in the use, appraisal and critical evaluation of digital technologies in Architecture and Urban design.

<table>
<thead>
<tr>
<th>No.</th>
<th>Aim:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Student based: The aim of the programme is to provide a vehicle by which students can develop a critical understanding and creative skills in the field of Digital and Integrated Design in Architecture or pursue a particular research interest.</td>
</tr>
<tr>
<td>2</td>
<td>Department based: To provide a seed-bed for ideas that can be developed as PhDs or exploited in research programmes within the School of Architecture.</td>
</tr>
<tr>
<td>3</td>
<td>Employer based: To meet the requirements of potential employers in both the public and the private sector of architectural and other related industries.</td>
</tr>
<tr>
<td>4</td>
<td>Society based: To positively engage the students in current themes of sustainability in the widest sense.</td>
</tr>
</tbody>
</table>

27. Learning Outcomes

<table>
<thead>
<tr>
<th>No.</th>
<th>Subject-based learning outcomes:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The students should be able to demonstrate a thorough understanding of the techniques and methods available for research appropriate to M level</td>
</tr>
<tr>
<td>2</td>
<td>The students will be able to recognise and critically appraise digital techniques, methods and theories in architectural, urban and product design contexts, appropriate to M level.</td>
</tr>
<tr>
<td>3</td>
<td>The students will be able to demonstrate an ability to critically document, analyse and present information on the creative, operational and collaborative use of digital tools in the wider sector of the built environment.</td>
</tr>
<tr>
<td>4</td>
<td>Students will be able to apply digital technologies to generate, represent, and communicate innovative design solutions; and effectively analyse and synthesise complex design information and explore alternatives</td>
</tr>
</tbody>
</table>

27a. Mapping of subject-based learning outcomes:

<table>
<thead>
<tr>
<th>Learning outcome</th>
<th>Module(s) in which this will be delivered</th>
<th>Mode of assessing achievement of learning</th>
<th>PSRB/Subject benchmark statement (if applicable)</th>
</tr>
</thead>
<tbody>
<tr>
<td>No.</td>
<td>Skills and attributes:</td>
<td>Module(s) in which this will be delivered and assessed</td>
<td>Learning skills, research skills, employability skills</td>
</tr>
<tr>
<td>-----</td>
<td>-----------------------</td>
<td>-------------------------------------------------------</td>
<td>------------------------------------------------------</td>
</tr>
<tr>
<td>1</td>
<td>Research Skills</td>
<td>ARCH705: Critiques and Communications; ARCH707: Research Methodology; ARCH701: Digital Design Studio</td>
<td>ARCH705: Critiques and Communications: Skills in researching and documenting. ARCH707: Research Methodology: Research skills are core to this module. Basic and advanced research skills relevant to both design projects and written submissions.</td>
</tr>
<tr>
<td>2</td>
<td>Analytical Skills</td>
<td>ARCH700: Digital Design Theory &amp; Methods; ARCH703: Integrated Design Methods</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Written and graphical communication skills</td>
<td>ARCH705: Critiques and Communications; ARCH707: Research Methodology</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Oral communication skills</td>
<td>ARCH700: Digital Design Theory &amp; Methods</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Design skills</td>
<td>ARCH703: Integrated Design Methods</td>
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<tr>
<td>6</td>
<td>Group work</td>
<td>ARCH701: Digital Design Studio</td>
<td></td>
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<tr>
<td>Module</td>
<td>Criteria</td>
<td>Submission</td>
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<tr>
<td><strong>ARCH 700:</strong> Digital Design</td>
<td>Theory and Methods: the use of research skills to analyse and report on the application of taught theory within a range of given projects.</td>
<td>Written (essay) submission and presentation</td>
<td></td>
</tr>
<tr>
<td><strong>ARCH 701:</strong> Digital Design</td>
<td>Theory and Methods: Written (essay) submission and presentation</td>
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<tr>
<td><strong>ARCH 702:</strong> Advanced Design</td>
<td>Research Studio: the skills in critical analysis and reflection on own design work and of others.</td>
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<tr>
<td><strong>ARCH 703:</strong> Integrated Design</td>
<td>Methods and Practices: the skills to research and report on a given topic individually and/or in groups.</td>
<td>Written (essay) submission</td>
<td></td>
</tr>
<tr>
<td><strong>ARCH 704:</strong> Critiques and</td>
<td>Communications in Architecture and Visual Arts: Skills to be analytical and critical of both the sources and content of research material.</td>
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<tr>
<td><strong>ARCH 705:</strong> Critiques and</td>
<td>Communications in Architecture and Visual Art: verbal and graphic presentations at seminars, mini conference style presentations, and research poster</td>
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<tr>
<td><strong>ARCH 706:</strong> Research</td>
<td>Methodology: Analytical skills relevant to both design projects and written submissions.</td>
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<tr>
<td><strong>ARCH 707:</strong> Research</td>
<td>Methodology: Written submissions and / or research poster(s)</td>
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<tr>
<td><strong>ARCH 708:</strong> Digital Design</td>
<td>Theory and Methods: skills relating to the ability to formulate, and analyse complex problems and report on the application of theory within a range of given projects.</td>
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<tr>
<td><strong>ARCH 709:</strong> Digital Design</td>
<td>Theory and Methods: Written (essay) submission and presentation</td>
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<tr>
<td><strong>ARCH 710:</strong> Digital Design</td>
<td>Theory and Methods: Written (essay) submission and presentation</td>
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<tr>
<td><strong>ARCH 711:</strong> Digital Design</td>
<td>Theory and Methods: Written (essay) submission and presentation</td>
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<tr>
<td>Research by Design</td>
<td>ARCH701: Digital Design Studio: skills to visualize, articulate, and solve complex problems and concepts through design.</td>
<td>Design Project and Report submission and presentation.</td>
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<tr>
<td>ARCH702: Advanced Design-Research Studio: the skills relating to the formulation, critical analysis, decision making, reflection and critical evaluation own own design work and of others.</td>
<td>ARCH702: Advanced Design-Research Studio: Design-research project and report submission and presentation.</td>
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<tr>
<td>ARCH703: Integrated Design Methods and Practices: skills relating to the ability to collect, compare, analyse and evaluate complex problems; designing and testing solutions to problems.</td>
<td>ARCH703: Integrated Design Methods and Practices: Written (essay) submission (THESIS MODULES) ARCH721/722/723: written dissertation, research by design or design thesis</td>
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</table>

| Written and graphical communication skills | All modules | All modules have significant written and graphical communication element | All modules have written and graphical communication assessment element though verbal and graphic presentations, essays, design reports, conference style presentations, or research poster. |

| Oral communication | All modules | All modules have significant verbal communication/presentation element | Verbal communication is only assessed through submissions which include verbal and conference style. |
### Design Skills

<table>
<thead>
<tr>
<th>Subject</th>
<th>Description</th>
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<tbody>
<tr>
<td>ARCH702: Advanced Design-Research Studio</td>
<td>Design-research project and report submission and presentation. (THESIS MODULES) ARCH722/723: research by design or design thesis</td>
</tr>
<tr>
<td>ARCH722: Research by Design</td>
<td>ARCH701: Digital Design Studio: skills and creative practical experience in computational design.</td>
</tr>
<tr>
<td>ARCH723: Design</td>
<td>ARCH702: Advanced Design-Research Studio: skills related to a research-driven collaborative design.</td>
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<td></td>
<td>(THESIS MODULES) ARCH722/723: skills to research, develop, analyse and evaluate design solutions.</td>
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</table>

### Group Work

<table>
<thead>
<tr>
<th>Subject</th>
<th>Description</th>
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### Career opportunities:

Employment with architectural practices, developers, government organisations, academic and/or research positions.

### Part C: Entrance Requirements

**30. Academic Requirements:**

Minimum 2.1 in Architecture or other approved design based degree; an equivalent grade in these or a cognate discipline.

**31. Work experience:**

n/a

**32. Other requirements:**

n/a
33. **Programme Structure:**

The diagram below shows the structure for the course. The course shares modules with the two other Architecture degrees; MA Architecture and the MSc Sustainable and Environmental Design. There is a Mandatory module in each semester which is shared across all three degrees (ARCH705, ARCH707, and Thesis modules - ARCH721, ARCH722, ARCH723).

Semester 1 has one 15 credit mandatory, and two required modules of 15 and 30 credits.

Semester 2 has one 15 credit mandatory module, one 30 credit required module. Students can choose one 15 credit optional module.

Semester 3 is the mandatory 60 credit thesis module.

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<tr>
<th>Semester 1</th>
<th>15</th>
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<tr>
<td>ARCH705</td>
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<tr>
<td>Critiques and Comm.</td>
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<td>ARCH700</td>
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<td>Digital Design</td>
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<td>ARCH701</td>
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<td>Digital Design</td>
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<th>Semester 2</th>
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<td>ARCH707</td>
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<td>Advanced Design</td>
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<tr>
<td>ARCH703</td>
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<td>Integrated Design</td>
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<td>ARCH708</td>
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<td>Project Risk</td>
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<td>ARCH718</td>
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<td>Sustainable Env.</td>
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<td>ARCH719</td>
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<tr>
<td>ARCH720</td>
<td>15</td>
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<td>Low and Zero Energy</td>
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<th>Semester 3</th>
<th>60</th>
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<td>ARCH71</td>
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<td>ARCH73</td>
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<tr>
<td>Thesis : Design</td>
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34. **Industrial placement/work placement/year abroad:**

- n/a

35. **Liaison between the Level 2 Schools/Institutes involved:**

- n/a
36. **Learning, Teaching and Assessment Strategies:**

The Learning, Teaching and Assessment strategies are closely based on the existing PGT courses in Liverpool. The teaching and assessment methods will be mainly digital with extensive use of VITAL at all stages of the course. The strategy is to allow students to develop their individual diverse skills gained during their first degrees whilst still retaining a common course direction. Students are encouraged to develop their Thesis topic during semesters 1 and 2 and the modules ARCH705: ‘Critiques and Communications and ARCH707: ‘Research Methodology’ provide the forum and opportunity for this.

As for the pedagogical approach; the first semester focuses on the development of the “individual” skills and learning, whereas the second semester focuses more on the “collaborative” aspects of learning, designing and researching. The course also aims to integrate both formal and informal learning/teaching strategies.

As befits the digital content of the course, all work is developed and submitted digitally through VITAL, or through other electronic media (e.g. online webpages, CD/DVDs) and a range of assessment methods are utilised to ensure that the programme learning outcomes are achieved.

36a. **Learning, Teaching and Assessment methods:**

Throughout the programme, learning is delivered in a variety of formats (see also above):

- Lectures, small-group seminars, workshops, studio tutorials, guided independent study, group work, reflective and experiential are the main learning and teaching methods utilised on this programme.

  The primary purpose of lectures is to provide students with a broad introduction to key areas and debates on a given topic pitched at the appropriate level of study. The lectures aim to facilitate students’ reading and highlight issues to be explored during independent study time (see the QAA’s Quality Code on contact hours) in preparation for seminars, studio and assessment. Lecture summaries, seminar tasks/discussion topics together with indicative appropriate readings are detailed on VITAL.

  Small group seminars provide opportunities to explore particular issues relating to a particular problem, topic or debate of topical relevance in greater detail in a way that supplements and builds upon the lectures and seminars. Seminars also allow for greater levels of student participation and such participation will be actively encouraged throughout the programme. Students are expected to share responsibility for facilitating seminars whilst the seminar leader will provide overall guidance and, where appropriate, direction for the purposes of progressing the discussion and debate.

  Workshops provide guidance to the students to gain and/or further develop skills (e.g. research, software) in a practical context through small exercises which will be linked to their final assignment. Studio tutorials allow the individual students’ design progression and development to be discussed not just with the tutor but with his/her peers.

  Guided independent study: Typically, following each tutorial or lecture students should read appropriate literature (professional journals, books, chapters and academic journal articles) in preparation for tutorials and seminars and as a means of developing knowledge of the subject matter in an incremental week-by-week fashion. Guided independent study is the primary learning method used in thesis modules (ARCH721/722/723): Thesis and in this setting takes the form of supervision with a designated tutor. Some dissertations can be supervised in small groups where a common theme, method or approach is agreed. Group work is a feature of the second semester studio teaching (in ARCH702) where group work takes place both with and outside of formal
37. **Assessment information for students:**

**Code of Practice on Assessment**

The University has a Code of Practice on Assessment which brings together the main institutional policies and rules on assessment. The Code is an authoritative statement of the philosophy and principles underlying all assessment activities and of the University's expectations in relation to how academic subjects design, implement and review assessment strategies for all taught programmes of study.

The Code of Practice includes a number of Appendices which provide more detail on the regulations and rules that govern assessment activity; these include:

- The University marks scale, marking descriptors and qualification descriptors;
- The framework for modular, postgraduate programmes;
- Information about students' progress, including guidance for students;
- The procedure for assessment appeals;
- Regulations for the conduct of exams;
- The University's policy on making adjustments to exam arrangements for disabled students.
- The code of practice relating to external examining (see also below)
- The Academic Integrity Policy, which covers matters such as plagiarism and collusion and includes guidance for students;
- The policy relating to mitigating circumstances which explains what you should do if you have mitigating circumstances that have affected assessment; and
- The policy on providing students with feedback on assessment.

Please click [here](#) to access the Code of Practice on Assessment and its appendices; this link will also give you access to assessment information that is specific to your cohort:

A summary of key assessment information is also available in the 'Your University’ handbook.

**Marking criteria:**
The pass mark for each module is 50%

**Compensation and re-sits**

**Compensation**

Where the average of the total marks in all modules is 50% or above, a mark in the range 40 – 49% shall be deemed compensatable in ‘taught’ modules totalling up to 20 credits; compensation cannot apply to any ‘independent research’ modules. Compensation shall not be applied where more than 20 credits are failed.

**Re-sits**

Students who fail taught modules may re-sit those modules on one further occasion only. Re-sits should normally take place within the registration period. A failed dissertation or assessed work from an independent research module may also be resubmitted on one further occasion only. For full-time and part-time students the dissertation must be resubmitted within the one year of the original date of first submission.

Marks achieved in re-sit examinations will be recorded as the actual mark achieved but shall be flagged in the transcript to indicate that they were achieved at a second attempt.
Full details of the rules relating to the re-sitting of examinations can be found in the “PGT Your University”.

**Marking Descriptors**

**Assessment Criteria for WRITTEN SUBMISSIONS**

<table>
<thead>
<tr>
<th>CRITERION</th>
<th>BEST POSSIBLE</th>
<th>VERY GOOD</th>
<th>GOOD</th>
<th>FAIR</th>
<th>PASS</th>
<th>FAIL</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Clarity of aims and objectives</strong></td>
<td>Has defined aims and objectives clearly and with originality and addressed them comprehensively</td>
<td>Has defined aims and objectives clearly and addressed them thoroughly</td>
<td>Has defined aims and objectives clearly and addressed them adequately</td>
<td>Has defined aims and objectives and partially addressed them</td>
<td>Has provided only generalised aims and objectives and partially addressed them</td>
<td>Has not defined, and/or has not addressed, aim and objectives</td>
</tr>
<tr>
<td><strong>Literature review</strong></td>
<td>Has clearly located the research within existing state of knowledge, based on a comprehensive review of relevant literature and material</td>
<td>Has located the research within existing state of knowledge, based on a comprehensive review of relevant literature and material</td>
<td>Has partially located the research within existing state of knowledge, based on an adequate review of relevant literature and material</td>
<td>Has partially located the research within existing state of knowledge, based on an inadequate review of relevant literature and material</td>
<td>Has provided only minimum connection with existing state of knowledge, based on a poor review of relevant literature and material</td>
<td>Has not located the research within existing state of knowledge and/or has provided very poor review of relevant literature and material</td>
</tr>
<tr>
<td><strong>Conceptual clarity and grasp/use of relevant issues and debates</strong></td>
<td>Extremely high level of conceptual clarity and excellent grasp/use of relevant issues and debates</td>
<td>Very high level of conceptual clarity and very good grasp/use of relevant issues and debates</td>
<td>High level of conceptual clarity and good grasp/use of relevant issues and debates</td>
<td>Fair high level of conceptual clarity and good grasp/use of relevant issues and debates</td>
<td>Adequate level of conceptual clarity and grasp/use of relevant issues and debates</td>
<td>Lacking conceptual clarity and/or very weak in grasp/use of relevant issues and debates</td>
</tr>
<tr>
<td><strong>Reflexivity and critical insight</strong></td>
<td>Very high degree of reflexivity and critical insight</td>
<td>High degree of reflexivity and critical insight</td>
<td>Fair degree of reflexivity and critical insight</td>
<td>Some reflexivity and critical insight</td>
<td>Very little reflexivity and critical insight</td>
<td>Lacks reflexivity and critical insight</td>
</tr>
<tr>
<td><strong>Structure, communication and referencing</strong></td>
<td>Extremely well structured and written, free from spelling, grammatical and stylistic errors. Referencing (text and images) and bibliographic consistent and accurate</td>
<td>Very well structured and written, free from spelling, grammatical and stylistic errors. Referencing (text and images) and bibliographic consistent and accurate</td>
<td>Well structured and written, but a few spelling, grammatical and stylistic errors. Referencing (text and images) and bibliographic consistent and accurate</td>
<td>Reasonably structured and written, but with spelling, grammatical and stylistic errors. Referencing (text and images) and bibliographic inconsistent and/ or contains errors</td>
<td>Poorly structured and written, with many spelling, grammatical and stylistic errors. Referencing (text and images) and bibliography inconsistent and/ or contains many errors.</td>
<td>Badly structured and written, littered with spelling, grammatical and stylistic errors. Referencing (text and images) and bibliography inconsistent and contains many errors.</td>
</tr>
</tbody>
</table>
### Calculating Overall Grades and Marks

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage Range</th>
<th>Marking Scheme</th>
</tr>
</thead>
<tbody>
<tr>
<td>Distinction *</td>
<td>80% and above</td>
<td>Predominantly BEST POSSIBLE</td>
</tr>
<tr>
<td>Distinction</td>
<td>70-79%</td>
<td>Mix of VERY GOOD and BEST POSSIBLE</td>
</tr>
<tr>
<td>Merit</td>
<td>60-69%</td>
<td>Mix of FAIR, GOOD and VERY GOOD</td>
</tr>
<tr>
<td>Pass</td>
<td>50-59%</td>
<td>Mix of PASS, FAIR, up to ONE fail</td>
</tr>
<tr>
<td>Fail +</td>
<td>40-49%</td>
<td>More than TWO Fails</td>
</tr>
<tr>
<td>Fail</td>
<td>less than 40%</td>
<td>All FAIL</td>
</tr>
</tbody>
</table>

### Assessment Criteria for Design Submissions

<table>
<thead>
<tr>
<th>CRITERION</th>
<th>EXCELLENT</th>
<th>GOOD</th>
<th>ADEQUATE</th>
<th>POOR</th>
<th>FAIL</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Analysis and definition of the architectural brief and context</strong></td>
<td>Evidence of highly original analysis, evaluation and synthesis that clearly informs the brief with a deep understanding of the problems posed and the possibilities of design</td>
<td>Evidence of an in depth analysis, evaluation and synthesis informing the development of the brief</td>
<td>Evidence of a broad range of information and analysis informing the development of the brief</td>
<td>Evidence of a limited range of relevant information with some evidence of analysis that clearly informs the development of the brief</td>
<td>Evidence of a limited collection of disordered information that does not help in the development of the brief</td>
</tr>
<tr>
<td><strong>Generation and evaluation of architectural ideas and concepts</strong></td>
<td>Demonstrates a high level of thinking, extending architectural ideas and forms. Informs an exploration of original architectural design concepts</td>
<td>Demonstrates an ability to critically appraise the research and analysis gained from a variety of sources and develop these into a personal design agenda</td>
<td>Demonstrates a partial ability to think critically about a limited number of factors that might help develop into a design idea</td>
<td>Demonstrates some critical and reflective thinking that draws on existing architectural ideas to inform the exploration of an architectural concept</td>
<td>Demonstrates a lack of evaluation or synthesis of relevant knowledge that fails to generate plausible architectural ideas</td>
</tr>
<tr>
<td>Detailed development of formal architectural and technical solutions</td>
<td>Evidence of highly original research, evaluation and synthesis which informs the development of technical design decisions. Material and structural choices are derived from research and brief development</td>
<td>Evidence of extensive critical and reflective thinking and reviews the possible technical solutions to design problems.</td>
<td>Evidence of some relevant theoretical and technical research and its application towards developing and resolving a coherent design</td>
<td>Evidence of the partial and limited integration of knowledge of standard technical and formal principles of architectural design</td>
<td></td>
</tr>
<tr>
<td>Communication of ideas and processes</td>
<td>Selection and use of media in an original way to communicate the intentions of the design</td>
<td>Draws on a wide range of media to comprehensively express an architectural design idea</td>
<td>Draws on a limited but adequately successful range of media to express some part of the architectural idea</td>
<td>Use of a range of techniques and media that does not communicate a coherent idea or design</td>
<td></td>
</tr>
<tr>
<td>Imaginative and creative design</td>
<td>An outstanding, original and independent piece of work from a self-created and unusual brief, resulting in a unique design project in which a very wide range of technical considerations and possibilities have been imaginatively explored in appropriate media.</td>
<td>An independent design from a self-created and unusual brief, resulting in a unique design project in which a range of technical possibilities has been explored.</td>
<td>An independent design from a self-created and unusual brief, resulting in a design project that considers a variety of technical means for its completion.</td>
<td>A poorly presented design, showing little architectural imagination or awareness of the technical requirements of a project from a limited brief.</td>
<td></td>
</tr>
<tr>
<td>Presentation and Communication. Quality of drawing and models</td>
<td>Shows a very well considered, precise, appropriate and expressive approach to graphic presentation, drawing and model making. Drawings are clear, fully annotated and populated. Excellent quality models. Full development process is clearly presented</td>
<td>Shows a well considered and appropriate approach to graphic presentation, drawing and model making. Good quality models. Drawings are clear annotated and complete. Most of the development process is clearly presented.</td>
<td>Shows a considered approach to graphic presentation and drawing and model making. Drawings are largely complete. Average quality models. Some of the development process is presented</td>
<td>No or very little attempt at graphic or three dimensional representations. Missing and/or incomplete drawings and/or models. No development process</td>
<td></td>
</tr>
</tbody>
</table>
### CALCULATING OVERALL GRADES AND MARKS

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Distinction *</td>
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<td>50-59%</td>
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</tr>
<tr>
<td>Fail</td>
<td>less than 40</td>
<td>all FAIL</td>
</tr>
</tbody>
</table>

### Criteria for the award of an alternative qualification

If a student fails to meet the criteria for the award of a Master’s degree or a Postgraduate Diploma, or is unable to complete the programme he or she registered for, he or she will be eligible for the award of one of the following as an exit qualification:

Postgraduate Certificate in Architecture – this will be awarded to students who have previously registered for either the Master’s degree or Postgraduate Diploma provided that the student has achieved a minimum of 60 credits; the credit may not include any dissertation, project or independent research credits.

Postgraduate Diploma in Architecture – this will be awarded to students who have previously registered for the Master’s degree provided that the student has achieved a minimum of 120 credits; the 120 credits may include dissertation project or independent research credits to the value of 60 credits.

### The Board of Examiners and the External Examiner

The Board of Examiners responsible for this course is the BoE for School of Architecture.

External Examiners are responsible for ensuring that awards made by the University of Liverpool are of a comparable standard with those of similar subjects and awards of other Higher Education Institutions in the United Kingdom, as stated in the Code of Practice on External Examining which is available at:


### 38. Student representation and feedback:

A Staff-Student Liaison Committee will be established in accordance with the University Code of Practice on Student Representation (a copy of which can be accessed at:

http://www.liv.ac.uk/tqsd/pol_strat_cop/cop_on_student_representation.doc)

The Staff-Student Liaison Committee will normally meet at least three times a year. The membership of the Staff-Student Liaison Committee, its terms of reference, and the manner in which it conducts its business will conform to the requirements of the Annex to the Code of Practice on Student Representation. Elections to the will be carried out within the structure determined by the University Student Representation Steering Group, and Programme Representatives will be encouraged to attend the training provided for them by the Guild of Students.
Part F: Status of Professional, Statutory or Regulatory Body Accreditation

39. Status of Professional, Statutory or Regulatory Body Accreditation:

n/a

Part G: Diversity & Equality of Opportunity and Widening Participation

40. Diversity & Equality of Opportunity and Widening Participation:

The programme design, structure and content are consistent and compliant with the Universities Diversity and Equality of Opportunity Policy.

ANNEX 1

Annex Of Modifications Made To The Programme

Please complete the table below to record modifications made to the programme.

<table>
<thead>
<tr>
<th>Description of modification (please include details of any student consultation undertaken or confirm that students’ consent was obtained where this was required)</th>
<th>Minor or major modifications</th>
<th>Date approved by FAQSC</th>
<th>Date approved by AQSC (if applicable)</th>
<th>Cohort affected</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>