

VOL III

Research in Architectural Education

Part I Appendices

With emphases on aspects of : Teaching Methods , Design Methods ,
and Methodology for teaching History of Architecture

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ARCHITECTURAL PROFESSION AND EDUCATION IN GREAT BRITAIN.

Historically the architectural profession in Great Britain, although difficult to date with precision, can be considered as an established profession since the seventeenth century with Inigo Jones,

"... Inigo Jones may be described as the first professional English architect.... " (2)

John Webb, Sir Roger Pratt among others.

"... Moreover there is considerable doubt whether the occupation denoted in the modern world by the style of architect, that is, someone who specializes in the design of buildings, existed at all before the seventeenth century. One school of thought finds in the master-masons the predecessors of modern architects...."(3)

During the eighteenth century the architectural profession it seems to have developed considerably and with the support of patronage.

" A fairly clear picture of the eighteenth century architect emerges . Coming from almost every level of society , he was, with the exception of the architects in the Office of Works , almost invariably supported by the patronage of the gentry or nobili-

ty...." (4)

This patronage was not a new situation in England as we can deduce quoting Frank Jenkins,

" The tradition of private patronage, so strong in eighteenth century England, may be traced back to the great house-builders of the later sixteenth century...." (5)

nor remained a privilege of nobility for very long,

" During the eighteenth century the Crown ceased to be the most important source of patronage of the arts, and architects, together with other artists, sought and found their patrons among the leaders of the great political parties...." (6)

This meant as well as new patronage new types of buildings and evolution in construction techniques,

" Parallel with the widening range of sources for architectural design we find, during the second half of the eighteenth century, an increasing variety in the types of building coming within the architect's province among them institutional and commercial buildings, town halls and theatres. " (7)

Due to this change of patronage, although still far from free to design according to his own taste or abilities, the architect depended less of his patron taste and strong will of educated gentlemen, and became more and more a professional.

" As patronage broadened and became less exclusive, the role of the architect became more closely defined and more exclusive. The development of professionalism in

architecture seems to have run parallel with the broadening of the field of architectural patronage, and we must now give more detailed attention to the training and status of the architect in the latter half of the eighteenth century. " (8)

" By 1770 a definite pattern of training had evolved, at any rate for the student in London a pupilage, generally for about five years, with an established architect, and concurrently, lessons at a drawing school, with the attendance at the Royal Academy (founded in 1768) for lectures and exercises in drawing from the cast, followed, when finances permitted, by a period of study abroad. " (9)

This rarely system of pupilage, which is the beginning of the architectural education in England was to last for long, in fact all the nineteenth century, and even today is possible to listen voices remembering with no little nostalgia those days. At the beginning not only based on architectural offices, became increasingly a matter of architects as show clearly the figures in Kaye's book, where we can see that from a 39 % of students based on architects offices in 1789, goes up to 63 % in 1819, 76 % in 1849, and 78 % after 1850 (10).

Towards the end of the century the profession had expanded and architects were working in different conditions than before, encountering new 'highly-trained skill of the building craftsmen' (11) that imposed a need for the discussion and study among the architects, so it was to emerge the first architectural society.

"... The first society composed only of architects,

and the nearest approximation to a professional association in the eighteenth century of which any record remains, was the Architect's Club, founded in 1791...."(12)

" The foundation of the Architect's Club was a significant step, for, as far as architecture was concerned, it was the first truly professional organization to be formed in this country, its members bound together by their common interests and aims as architects."(13)

Unfortunately the life of this society although rich, always selective, was not called to last very long, and soon others were formed, often in parallel, very profusely during the nineteenth century.

The scene of the architectural profession and education during the nineteenth century is so interesting as difficult to follow, by the deep changes in social conditions and therefore, very hard to synthesise without omitting important facts.

"Innumerable other instances of private and collective patronage could be cited, but the examples given must suffice to illustrate the nineteenth century scene perhaps the most complex in the whole of architectural history."(14)

" Nevertheless, the architectural achievement of the nineteenth century is considerable. A profession still facing problems of definition and organization, was confronted, not only with rapid technological developments but also with complex and far reaching social changes ."(15)

For the purpose of this study we will not try to follow the technical and economic implications of the profession during the century, which we believe belongs rather to the domain of architectural history, but instead the main developments of architectural societies and progress towards an educational system.

" A second somewhat less exclusive society was formed in 1806, styling itself the London Architectural Society. This was also a study association"....(16)

" Another society, founded in 1819, was the Architect's and Antiquaries Club"....(17)

" The main characteristics of these early societies were the absence of rules relating to professional conduct, and the equality of members"....(18)

This practice of forming societies went on and on during the century and probably the reason of their ephemeral existence was that pointed out by Kaye, the lack of emphasis on professional conduct. In 1831 the Architectural Society, destined to a longer life than its predecessors (19) was founded, but it was not until the Institute of British Architects was formed that the one important society came into existence, as history would prove later.

"...Certainly, by 1832 architects were finding their position between economic pressure on the one hand, and the competition of the unqualified and unscrupulous on the other, intolerable without some means of distinguishing before the public; two years later the Institute of British Architects was founded."(20)

"...culminating in the Institute of British Architects, founded in 1834, granted a Royal Charter and known today, more familiarly, as the RIBA. The importance of this body, and the part played in the realisation of the professional aims of British Architects in the nineteenth and early twentieth centuries, would be difficult to exaggerate "... (21)

Meanwhile the pupilage system, that no always functioned very well, found some refreshing oasis...

"... a unique office at the beginning of the nineteenth century was that of Sir John Soane....Office hours were from 9 a.m. to 8 p.m. with six weeks annual holiday. Some thirty pupils were trained by Soane, and several of them afterwards achieved considerable distinction in their profession."(22)

but not all offices provided good training and around the late thirties an architectural student with all the flame of his eighteen years proposed the foundation of a school formed by students(23). The fact is that students needed how to learn drawing and possess some other artistic and technical knowledges and skills to be able to profit of the, very often, inarticulated pupilage training, this produced some classes more than courses.

" In that year (1840) classes commenced at King's College, London, under William Hoskins, on the 'Arts of Construction in connection with Civil Engineering and Architecture'. The following year T.L.Donaldson first secretary to the Institute of British Architects, was

appointed Professor of Architecture at University College, where he devised a comparatively ambitious course, under the headings 'Architecture as a Science and Architecture as an Art' a division reflecting the nineteenth century attitude to architecture."(24)

In spite of that development, very important, in 1847 the Architectural Association - still existing today with the largest school of architecture in the country- was created as a result of a new formed Society on Architectural Education and the Association of Architectural Draughtsmen being amalgamated,(25) with the purpose of providing architectural education.

" At a meeting of the Architectural Association on October 6, 1855, the President, Alfred Bailey, suggested the possibility of a diploma, to be taken by the students at the end of their period of instruction"....(26)

" At and Institute meeting of December 3, 1855, at which the memorial was read out, J.W.Papworth suggested that a public voluntary examination in architecture should be conducted by a committee, to consist of the two professors of architecture from University and King's Colleges, and the President of the RIBA"....(27)

Only in 1862 the Royal Institute of British Architects introduced the voluntary examinations which were followed, almost immediately by a 'voluntary examination class' established by the Architectural Association (28), institution that contributed during those pioneering years to improve architectural education, apparently more than the Institute itself if we accept the following quotations :

" The RIBA did very little during the middle decades of the nineteenth century to further the cause of architectural education. The subject was discussed at a series of meetings of the Council in 1850"....(29)

"... Despite a setback in the eighteen fifties, by 1862 the A.A. was developing so well that a witness before the Royal Commission, when asked to state the contribution of the RIBA in the field of architectural education, could not do better than refer the Commissioners to the activities of the junior association."(30)

The existence of the above mentioned classes and many others in several institutions through out the main cities in the country, according to Kaye, did not change the fact that the pupilage was still the system of architectural training (31), and curiously enough not always well supplemented.

" With regard to supplementary forms of instruction , the figures differed from area to area. In London, only five per cent of those pupils entering an architect's office attended a school of art for additional lectures, despite the numerous institutions providing such courses, whereas in Glasgow, eighty per cent of pupils attended a school of design, and in Liverpool , about fifty per cent attended some additional courses of instruction. " (32)

Macleod stresses the problems that architects confronted and discusses the situation existing, when the RIBA in 1882 esta-

blished obligatory examination for associateship.

" Still apart from a few isolated centres in the country where evening classes could be used to supplement the training of articled pupils, there was no coherent educational structure nationally to supplement the Royal Institute of British Architects examination, when it became obligatory for associateship in 1882. There were, perhaps, advantages in this. Certainly the immense and involved ideological debate that characterised Victorian architecture could scarcely have existed within a highly centralized national education programme like that of France. There were certainly disadvantages. The profession could scarcely justify itself to the society it served unless it could define skills which were unique to itself and offer tangible proof that those who represented themselves as architects had indeed acquired these skills. Closely related to this was the realization that few of its members could aspire to the higher levels of an intensely class-conscious society without the aid of recognized academic qualifications."(33)

The examination was a success from the very beginning due mainly to the professional eminence of the RIBA according to Barrington Kaye (34), and it must have had a decisive influence in the successive establishment of courses during the last decade of the nineteenth and first of the twentieth centuries, and modification of the existing to suit the demands of the examination as it happened in the

Architectural Association in 1889. (35)

"... In 1891 the Sheffield Society of Architects and Surveyors started classes for architectural pupils, with members voluntarily acting as tutors....

... The Birmingham Architectural Association cooperated with the Birmingham School of Art in 1892, and issued a syllabus for a four year course of classes on architecture...

... In 1895, the Dundee Institute of Architecture Science and Art offered a three year course for an architectural certificate....

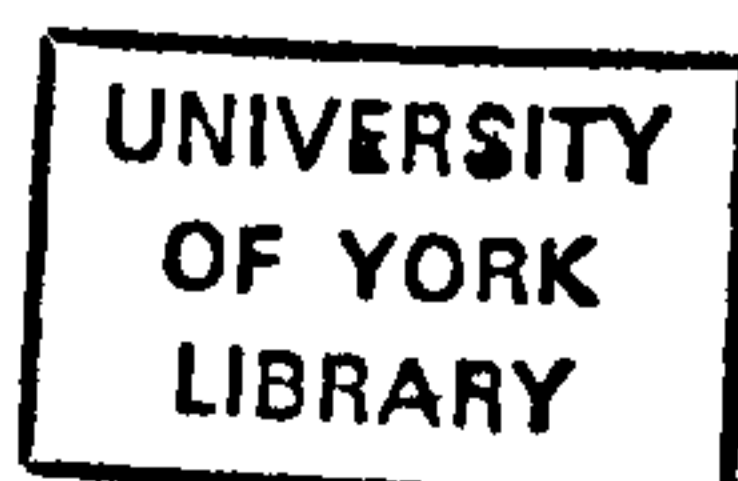
... In 1894, the University of Liverpool, devoted a chair to architecture, and a new 'School of Architecture and the allied Arts' was made up...

... In 1895, the Glasgow and West Scotland Technical College founded a chair of architecture...

... In 1900 a chair of architecture was set up at the Royal College of Arts, South Kensington, and in the same year an honours course in architecture was created at Liverpool...

... In 1901 the Architectural Association's day school was opened, and a chair of architecture was established at Manchester University...(36)

Architectural profession and education continued to develop side by side during the first two decades of the twentieth century until the first world war. After that a new architecture is said



to have begun with the influence of Gropius and the Bauhaus, which it was not broadly felt in England, where until the second world war was not well accepted .

The Schools' prestige improved nevertheless, and by 1915 they were mentioned with praise.

"... An editorial in the 'Architect and Builder's Journal'... said : " The classical teaching of the Schools reached its apotheosis at Stepney(an architectural competition) . Almost without exception the 170 designs showed quite definitely and unmistakably the predominating influence of the Schools. In how many instances that influence has been direct and in how many it has, so to speak, filtered through publications in which the work has been illustrated is a matter of small importance"....(37)

This situation, apparently was relented because of the war, and the architectural education did not develop well enough until the fifties...

" The intrusion of war in 1939, followed by the difficulties and uncertainties of the immediate post-war period. seriously delayed the development of architectural education which, one likes to think , would otherwise have been adapted more readily to mid-twentieth century conditions"....(38)

The profession was giving important step to close its ranks through a registration charter obtained first in 1932 and improved in 1938, more than a century after the Royal Charter of Incorpora-

tion, establishing the Council for Registration as an independent body against the Institute opinion. Great changes in the building industry produced changes in the profession...

"... For the trend within the profession in the early years of the 20th century was to isolate the architect from the site by formalising all his relationships with it. There were many practical reasons for this, but one result was that the necessary expertise for handling problems on site was developed almost entirely by the building industry, and not by the profession."(39)

During the early fifties, according to professor John Musgrove of University College London (40) the intensive programme to provide school facilities, and in a lesser way housing, resulted in an orientation towards a scientifically based design for the special consideration given to internal environmental conditions. This view point is shared by Panos Tzonos (41) in his study about the development of the theory of design.

In 1958, the Oxford Conference of Schools of Architecture set by the Board of Education of the RIBA decided to establish high entrance requirements for architectural studies, encourage schools in Universities and base teaching on research. Most of these aims have been fulfilled, rather successfully, bringing substantial changes to architectural education. Discussion is going on if those changes have been for better or worse, and if they were the more relevant or not, but this is only natural and probably will go on as long as the profession is alive.

Other matter for concern is the number of schools, the-

re are now (1973) thirty three schools of architecture : sixteen in Universities , twelve in Polytechnics , three in Colleges of Art , one in an Institute of Technology , and one independent schools . Each one is free to set its own programme although there is a certain level to be reached to gain or keep official recognition of the RIBA's Board of Education, which is criticised as well for allowing too much freedom as for too little.

In the last few years has been increasing strongly a deep concern for social problems within the profession and education.

"... There is certainly a strong case at this moment for the social sciences to have a central role in 'the statement of the problem', which has been traditionally, the activity which the architect has wanted to preserve for himself. " (42)

Notes for Research Group meeting on Thursday 28th June 1973

COMPARISON BETWEEN INFLUENCES ON ARCHITECTURAL EDUCATION IN THE UNITED KINGDOM AND VENEZUELA

By Carlos Vera Guardia

Architecture must be the reflection of a society

- unfortunately there may be a time lag in this, especially when compared with other disciplines.

Great Britain and Venezuela are different societies and their architectures - in practice and in education - are different.

These differences can be attributed to:

- historical reasons
- cultural environment
- physical environment
- stage of development
- political influences

historical reasons

GREAT BRITAIN

- . architecture a well established profession since the xvii century
- . pupilage system developed a long time
- . influence - past and present - of architectural societies: AA, RIBA, others on education

VENEZUELA

- . architecture as a profession since the 1940s very much subordinated to engineering
- . no influence, or relationship, between the professional Institutes and the University schools

Education traditionally in schools of art

- . change to universities and polytechnics

- . architecture has only been studied in universities, but has always been given high status

cultural environment

- . architecture a prestige career in British society
- . high patronage, in the past
- . influence from and to Europe
- . expansion of British architecture to the Empire
- . end of colonialism, changes of influences
- . Great Britain a European island

- . Spanish heritage... influence and rejection
- . influence of "Paris de France" on education, especially 1800 - 1920... humanistic trend
- . up to 1920 agricultural age - cocoa
- . 1920, 1st mineral age - oil, influence of USA
- . 1950, industrial and 2nd mineral age - steel, more influence of USA... technological trend
- . student movements (initiated 1918) developed social concern greatly manifested in universities 1930-40
- . high level of student representation
- . university 'homo-centric' as opposed to 'cogno-centric'

physical environment

- . country in the 'development zone' - 30° to 60° North
- . varied climate, strongly mixed race
 - good soils, good rains, densely populated
- . close to Europe, short distances and good communications

- . third world country
- . tropical climate, two races mixture
 - unexplored lands, jungle to desert, thinly populated
- . in central america area, long distances and poor communications

development stages

- . high development of technology and science
- . population increases 0.5% per year

- . high education trend - 60 to 65 humanities
 - 35 to 40 technical
- . population increases 3.5% per year

. schools of architecture:

- enough staff, excellent equipment, good physical facilities, enough budget, control of student pop.
- . diversification of the profession
- . rich architectural heritage, awareness of conservation
- . importance of research
- . orientation of architectural education towards building or engineering science

. schools of architecture:

- *no control on students pop. (increases 25% per year) not enough staff, little budget (increases 10% per year), lack of equipment and physical facilities
- . no diversification of the profession
- . no significant research in schools (except history)
- . formalistic orientation (international style)

political influences

- . political activities do not disrupt academic activity
- . possibilities of programming, thanks to:
 - control through fees, selection and high level requirements
- . students fights are for economic facts:
 - rent strike
 - grants campaign
- . students have little influence on university decisions and little representation

- . political parties use the universities to create unrest and chaos
- . no possibility to control student population (exercise of furious democracy), no fees, no special requirements
- . students fights are for more opportunities to get into the university or to graduate:
 - admission for everybody
 - free education
- . strong student representation on all bodies within the university and big influence on all decisions
- . political 'violence' is permanent

* Ex. School of Architecture, Universidad del Zulia Maracaibo

1969	1970	1971	1972	1973
195	250	320	390	490

... the conflict on the part of Bob. (Increase 32x for 2001)

... 2001 ...

R E P O R T

To : Prof. Robert K. Macleod

From : Carlos Vera Guardia

Post- graduate studies

September 1972 - March 1973

IAAS. University of York

PRELIMINARY READING.

Following your suggestion I started reading about: theory of design, systematic design methods, methodology of teaching history of architecture and architectural education in Great Britain ;since September 3rd. 1972.

This reading went on, with the only interruptions of the Courses mentionned below, until November 9th., when we discussed the convenience of linking together the subjects of my interest in one theme and the possibility of using the social concern of the architectural profession, and its influence on architectural education as the central theme. Thereafter I have included in my reading books and articles on this particular aspect of the problem as much as the important and relevance of the Oxford Conference , since we agreed to use this event as a turnpoint of architectural education in Great Britain in recent years.

SHORT TERM COURSES

With the double purpose of increasing my knowledge of

History of Architecture and learn about Conservation I decided to follow some of the short term courses run by the I.A.A.S., which has proved to be of extreme interest, by the high standard of them.

The courses followed , so far , are:

- | | | |
|--|-------|---------------|
| - Conservation of historic structures | 17-29 | Sept. 1972 |
| - Conservation : Analysis and recording techniques in existing buildings | 9-13 | Oct. 1972 |
| - Seminar on urban archaeology | 16-20 | Oct. 1972 |
| - The maintenance of historic buildings | 29- 2 | Jan/Feb. 1973 |
| - Conservation and general improvement areas | 19-23 | Feb. 1973 |
| - Open air museums | 1- 4 | March 1973 |

RESEARCH AND QUESTIONNAIRES.

Being decided the subject of my work it was clear that a great deal of research was necessary to find the relevant and up-to-date information.

Research will involve :

- data collection : documentary research, visits to the schools of archi
tecture, interviews, correspondence, visits to the
R.I.B.A.
- analysis : study classification and if possible graphication of
the data.
- synthesis : as to show evidence and find conclusions.
- evaluation : as to find out if the data is enough and the study
can derive to a possitive end.
- feed-back : recollection of more data if felt necessary to achie
ve better results.

conclusions : results of the study in Great Britain, comparison with Venezuela and efforts to establish a methodology.

At this stage a questionnaire was written, Appendix 1*, with a first idea in mind to send it to all the schools of architecture but being as it is a very heavy document, following your suggestion this was not done. Nevertheless it has been very useful to me, because it contains most of the questions whose answers , I am sure , I needed to the best achievement of my studies and my paper, and has been a base for the interviews, although it has not been possible to follow it strictly by its extension.

Not being possible to send the questionnaire or visit all the schools of architecture, which are 33 according to the RIBA list, it was necessary to select some schools: the most relevant to my work and at the same time showing a clear picture of tendencies in architectural education in the country.

SAMPLE OF SCHOOLS.

After you gave me your opinion about the schools that could form a sample I decided that it should be interesting to do a small survey among the persons of the IAAS and RIBA who might know most of the schools of architecture . In Appendix 2 there is a list of the persons consulted and the schools proposed.

In Appendix 3 the general result of the survey with the subjects for which the schools were mentioned as being of major interest. The results are very much coincident with your personal opinion.

* Appendix 1 appears as APPENDIX 4 of the separate APPENDICES VOLUME

VISITS.

Starting on January 1973, a plan of visits has been going on , and probably will go on next term from May, depending of the analysis of the information collected so far.

- R.I.B.A. Several visits have been made to the Board of Education , starting the first of them with an interview with Mr. Richard Gardner from which emerged the convenience to ask authorization to the Schools of Architecture and the Board of Education itself, to study the documents existing as a consequence of the tasks of the Visiting Board . This was done by the I.A.A.S. and the results are seen in Appendix 4, which shows that 21 Schools have granted permission, one answered negatively and 11 did not answer at all.

The study of the documents existing at the RIBA Board of Education showed that they are only those which resulted of the vi sit and a questionnaire established by the Visiting Board , and which -understandable enough- not always are connected with my work. The main problem is that each school is visited only each five years and the documents are kept only between visits, in consequence there is only one set of documents, of a certain year of every school, what makes difficult to follow year by year what has been happening in the period chosen for the research, 1958-1972.

The documents studied there, of the schools of Cambridge, Portsmouth, Newcastle, Polytechnic of Central London and Leeds have been useful mainly for the purpose of knowing what kinds of document are normally available to ask afterwards to the schools for the more im portants.

Before starting visits to the schools a very short ques

tionnaire was sent to all of them, principally to make them aware of the kind of questions and documents interesting to the work, so that they could be in some way prepared. Appendix 5. This proved to be a good introduction in the schools visited and provided with 7 straight answers and documents sent by 17 schools. Appendix 4.

- Mr. M. Shoul. The visit your proposed to Mr. Shoul past under secretary of the Board of Education, resulted very interesting and provided with valuable information about the schools of architecture.

- University College London. School of Environmental Studies.

Interviews . Prof. Reyner Banham
. Prof. John Musgrove
. Three 3rd. year students

Documents . See Appendix 6.

- Architectural Association. School of Architecture.

Interviews . Paul Oliver
. Robert Garratt
. John Starling
. Panos Tzonos
. Post-grad. R. Covarrubias
. A 2nd. year student
. Three entrance interviews

Documents . See Appendix 7.

- University of Newcastle. School of Architecture.

Interviews . Bruce Allsopp
. Peter Willis
. Prof. Alexander Hardy
. Post-grad. H. Romero

- Three 3rd. year students
 - Documents • See Appendix 8
- Portsmouth Polytechnic. School of Architecture
 - Interviews • Geoffrey Broadbent
 - Barry Russell
 - David Anstis
 - Post-grad. R. Salim
 - Post- grad. student (semiology)
 - Documents • See Appendix 9
- University of Bristol. Department of Architecture
 - Interviews • Thomas Burroughs
 - Ben Farmer
 - Richard Silverman
 - One 5th. year student
 - Documents • See Appendix 10
- University of Cambridge. School of Architecture
 - Interviews • Professor William Howell
 - Marcial Echenique
 - Documents • See Appendix 11
- Leeds Polytechnic. Department of Architectural Studies
 - Interviews • Teo Matoff
 - Mort Karp
 - Nick Mercer
 - Observation of the "Dialogue "
 - Documents • With the exception of a Handbook the documents will
 be sent in the near future.

OTHER DOCUMENTS.

As a consequence of the short questionnaire sent to the Schools of Architecture and a request for written information 10 Schools other than those visited have sent documents listed on Appendix 12.

BIBLIOGRAPHY.

During this time and specially at the beginning of the work, first and second term, before the visits a certain amount of books have been studied, read or consulted, and articles studied. They are listed in Appendix 13.

TIMETABLE.

In a general way the work done so far is in the timetable prepared for the purpose of self-control. The main search for information must be finished by the end of June, and the analysis of the already collected data must start on April, as in fact is being done. See Appendix 14.

WORKING TIME.

During the time covered by this report my working time has been mainly Monday to Friday, with an average of 35 hours a week. With the exception of three weeks, from December 15th to January 7th, two of them for holidays, and the other like the week of my trip to Jugoslavia to attend international conferences in my condition of member of a working group of Unesco and other international organizations. Some reading of articles and reviews is usually made at home, besides the time mentioned above.

PRELIMINARY CONCLUSIONS.

Although it is obviously too early to draw conclusions relevant to the final purpose of the work it is possible, nevertheless, make some points about the experience and the procedure of the work itself.

1. The time spent so far has been most useful and I have learnt a very great deal about architectural education, in general, and teaching methods and design methods in particular. The experience has not been so rich and rewarding in what methodology of teaching history of architecture is concerned.

2. It will be necessary to devote some more time to reading, at the same time that analysing the information, because there is plenty of bibliography relevant to the subject.

3. Apparently the information easy to get covers only the last few years and it will not be easy to follow the architectural education since 1958, year by year.

4. The visits have been very interesting and important because the information obtained in the interviews, with some exceptions, is not contained in the official documents or even written. Unfortunately this is an expensive exercise, not covered by my scholarship, so that I am afraid I'll not be able to visit many more schools, which will make lose the possibilities of more very productive interviews.

Carlos Vera Guardia

SURVEY TO FORM A SAMPLE OF SCHOOLS OF ARCHITECTURE. the schools named are in alphabetic order.

R. MACLEOD	S. SUTCLIFFE	D. RYMER	D. LINSTRUM	J. TAYLOR	R. GARDNER	M. SHOUL
A.A.	A.A.	A.A.	A.A.	A.A.	A.A.	A.A.
CAMBRIDGE	BRISTOL	BIRMINGHAM BRISTOL	BIRMINGHAM BRISTOL	CAMBRIDGE	BRISTOL CAMBRIDGE CANTERBURY	CAMBRIDGE
	HERIOT-WATT	CHELTENHAM DUNDEE HERIOT-WATT	CARDIFF	CARDIFF	CARDIFF	CARDIFF
LEEDS POL.			LEEDS POL.	HERIOT-WATT LEEDS POL.	KINGSTON POL.	DUNDEE
MANCHESTER NEWCASTLE	NEWCASTLE NOTTINGHAM	MACK INTOSH MANCHESTER NEWCASTLE NOTTINGHAM OXFORD POL.	MANCHESTER NEWCASTLE	NOTTINGHAM	NEWCASTLE	LIVERPOOL
PORTSMOUTH	POL. C. LON. PORTSMOUTH STRATHCLYDE		POL. C. LON. PORTSMOUTH STRATHCLYDE	POL. C. LON. PORTSMOUTH STRATHCLYDE	PORTSMOUTH	NEWCASTLE
U. C. LONDON	U. C. LONDON				U. C. LONDON	POL. S.B. LON. PORTSMOUTH U. C. LONDON

A P P E N D I X 3

SAMPLE OF THE SCHOOLS OF ARCHITECTURE.

Result of Appendix 2 with the subjects of interest as mentioned.

No. of mentions	SCHOOLS	Teaching M.	Design M.	Hist. of Arch.
6	PORTSMOUTH	-	++++++	
6	A.A.	+++++	-	-
6	NEWCASTLE	---		+++
4	CAMBRIDGE	-	-	-
4	U.C. LONDON	-	++	-
4	BRISTOL	+++	+++	-
3	LEEDS POL.			-
3	POL. C. LONDON	++	++	-
3	STRATHCLYDE	-	++	
3	NOTTINGHAM	++		-
3 *	HERIOT-WATT	-	-	
3 *	MANCHESTER	-		-
2	CARDIFF			
2	DUNDEE	-	-	
2	BIRMINGHAM		-	
1	KINGSTON POL.		+	
1	POL. S. B. LONDON			
1	LIVERPOOL			
1	MACK INTOSH			+
1	OXFORD POL.	+	+	
1	CANTERBURY			+
1	CHELTENHAM		+	

+ Subject mentioned as strong in the School.

- Subject relatively strong.

* One of the proponents was doubtful.

A P P E N D I X 4

RESPONSE OF THE SCHOOLS OF ARCHITECTURE TO THE RESEARCH

SCHOOLS	Auth. to doc. in RIBA	Answers prel. quest.	Sent documents	visits
BELFAST				
BRISTOL	+	+	+	+
BATH			+	
CAMBRIDGE	+		+	+
CARDIFF	+	+	+	+
DUBLIN				
EDINBURGH Univ.				
GLASGOW				
LIVERPOOL	+		+	
U.C. LONDON	+		+	+
MANCHESTER Univ.	+		+	
NEWCASTLE	+	+	+	+
NOTTINGHAM	+	+	+	
SHEFFIELD	+	+	+	
ABERDEEN	+			
BIRMINGHAM				
BRIGHTON POL.	+		+	
CANTERBURY	+		+	
DUNDEE		+		
EDINBURGH				
MACK INTOSH				
HULL	+			
KINGSTON POL.	+	+	+	
LEEDS POL.	+	+	+	+
LEICESTER				
A.A.	+		+	+
POL. S.B.LONDON	+			
THAMES POL. LONDON	+			
NORTH POL. LONDON	+			
POL. CENTRAL LONDON			+	
MANCHESTER	+			
OXFORD POL.	+			
PORTSMOUTH POL.	+	+	+	+

NEGATIVE TO COOPERATE.

QUESTIONNAIRE.

A GENERAL INFORMATION

1. Have the objectives of the School been influenced by the new social implications of the profession?

deeply _____ fairly _____ slightly _____ not _____

2. Why ? _____

3. When ? _____

B TEACHING METHODS

4. Have the teaching methods changed since 1958 at the School ?

radically _____ fairly _____ slightly _____ not _____

5. When ? _____

6. Why ? _____

7. What methods are most used ?

lectures seminars research surveys dissertation
programmed learning teaching machines individual study
studio work computer aided live project simulation
gaming team work others _____

C DESIGN METHODS

8. Has the School introduced the use of Systematic Design Methods ?

9. When ? _____

10. Why ? _____

11. What particular methods are used ? _____

D HISTORY OF ARCHITECTURE

12. Has the teaching of History of Architecture changed since 1958 ?

deeply _____ fairly _____ slightly _____ not _____

13. What methods are most used ?

.

Documents obtained during visit to : University College London

SCHOOL OF ARCHITECTURE

- Research Bulletin Number 1 May 1971
- Research Bulletin Number 2 May 1972
- B. Sc. Degree in Architecture , Planning , Building and Environmental Studies. Guide to Course and Course Units.
- Information for applicants for B. Sc. Degree in Architecture, Planning, Building and Environmental Studies.
- Information for applicants for M.A., M.Sc. in Architecture, Field Experience Year, Diploma in Architecture.
- Information for applicants for M. Phil. Degree in Town Planning.
- Information for applicants for Research, M.Phil., and Ph. D. Degrees.
- Pilot study towards evaluation of first year teaching and learning in the School of Environmental Studies. Session 71-72.
- Perception and Communication (E.S.118)
- Several week events sheets.
- Courses offered in the School of Environmental Studies 72-73.
- Knowledge and Design. (Paper) Musgrove, Hillier, O'Sullivan.

A P P E N D I X 7

Documents obtained during visit to : Architectural Association

SCHOOL OF ARCHITECTURE

- Application for entry.
- The A.A. now.
- The Architectural Association. January 25-29 , 1972.
- A.A. Library Bibliography. Architectural Education.
- Brent Project.
- A Newsheet by the Architectural Association, No. 5.
- A.A. Newsheet No. 10.
- General Studies Service Unit. Courses offered Spring Term 73.
- Week events list.
- Architectural History. Courses offered (8 handouts).
- General Studies Services Unit. (3 handouts).

Documents obtained during visit to : University of Newcastle
SCHOOL OF ARCHITECTURE.

- University of Newcastle upon Tyne, General Information 1972-73.
- The Art and Profession of Architecture.
- Examination Papers in Architecture 1972.
- Entrance test.
- Regulations for the Degrees of B.A. with Honours in Architectural Studies and Bachelor of Architecture. Old and New Regulations 1972-73.
- Regulations for Higher Degrees and post-graduate Diplomas in the Faculty of Arts. 1972-73.
- Course for the degree of B.A. in Architectural Studies 72-73.
- Newcastle Papers in Architecture and Building Sciences No.1
- A report on Balckfriars.

Documents obtained during the visit to : Portsmouth Polytechnic
SCHOOL OF ARCHITECTURE

- Under -graduate Handbook. Notes for guidance. 1972 -73.
- Post-graduate Handbook, 1973 -73.
- A design process (paper) Geoffrey Broadbent.
- A Report on the Mathematics Content of the Course at Portsmouth School of Architecture. J.P.O'Keefe.
- Project 10 Colour , 1970 -71.
- Teaching Methods (paper) Geoffrey Broadbent.
- Content of Design. History of Architecture. Year 1.
- The liberating Computer (paper) Geoffrey Broadbent.
- Notes on the education fo an architect (paper) Geoffrey Broadbent.
- Methodology in the service of delight (paper) Geoffrey Broadbent.
- Architectural Quality (paper) Geoffrey Broadbent.
- Resources for a School of Architecture (paper) Geoffrey Broadbent.
- Architectural Education. (paper) Geoffrey Broadbent.
- Educating Environmentalists. (paper) John Musgrove.

Documents obtained during visit to : University of Bristol

DEPARTMENT OF ARCHITECTURE

- General Prospectus •
- Department of Architecture Bristol.
- Programme of Short Term Courses, 1969-70, 1970-71, 1972-73.
- Programmes Year 1 (1 to 11 excepting 7) 1972-73.
- Programmes Year 2 (1 and 7) 1972-73.
- Programmes Year 3 (1 and 2) 1972-73.
- Programme Year 5. Combined B. Arch., B. Sc., Course work 1972-73.
- Several week events sheets.

Documents obtained during visit to : University of Cambridge

SCHOOL OF ARCHITECTURE

- Cambridge Admission Prospectus 1973.
- Graduate Studies Prospectus 1972-73.
- Handbook of the School of Architecture.
- Information for the Visiting Board 1971.
- Studio Programme 1971-72.
 - o First Year
 - o Second Year
 - o Third Year
 - o Fourth Year
 - o Fifth Year.
- Studio Programme 1972-73.
 - o First Year
 - o Second Year
 - o Third Year
 - o Fourth Year.
- Examination Papers 1970, 1971, 1972.
- Standens Barn. Planning Brief.
- A.D. May 1971. Models of Environment.
- Activities and Form 1972.
- Models : a discussion. M. Echenique.

Documents sent by the Schools of Architecture.

UNIVERSITY OF BATH.

- Prospectus 1973-74.

BRIGHTON POLYTECHNIC.

- Faculty of Environmental Studies. Calendar 72-73.
- Proposed B.A. Degree in Architectural Design.

CANTERBURY COLLEGE OF ART.

- School of Architecture. Handbook of Studies.

CARDIFF. THE UNIVERSITY OF WALES. INSTITUTE OF SCIENCE AND TECHNOLOGY.

- Prospectus 73-73.
- The Welsh School of Architecture. The Second Degree in Architecture Course Manual : Sessions 1972-73-74.
- School of Environmental Design. Welsh School of Architecture.
- Degree Examinations 1972. First Year.
- Degree Examinations 1972. Second Year.
- Degree Examinations 1972. Third Year.
- Degree Examinations 1972. Fifth Year.

KINGSTON POLYTECHNIC.

- Kingston Polytechnic 1973.
- Architecture B.A. with Honours 1973.

THE UNIVERSITY OF LIVERPOOL.

- School of Architecture at Liverpool. Prospectus of B.A. and B.Arch. Courses.

THE POLYTECHNIC OF CENTRAL LONDON.

- Information Handbook 72-73.

UNIVERSITY OF MANCHESTER.

- School of Architecture. Prospectus Session 1972-73.

- Examination Papers. Session 1970-71 Architecture.

UNIVERSITY OF NOTTINGHAM.

- Faculty of Law and Social Sciences. Handbook 1972-73.

- Faculty of Law and Social Sciences 1973-74.

- Department of Architecture, Session 1972-73 B.A. Course.

- Department of Architecture B.Arch. Course 1972-73.

- Faculty of Law and Social Sciences. Examinations

• Part I

• Part II

• B. Arch.

• Faculty of Pure Science.

THE UNIVERSITY OF SHEFFIELD.

- Faculty of Architectural Studies. Handbook 1972-73.

- First Examination for the Degree of B.A.

- Second Examination for the Degree of B.A.

- Final Examination for the Degree of B.A.

- First Examination for Diploma in Architecture and Diploma leading to M.A. in Architecture.

- Examination for the Certificate in Professional Practice in Architecture.

BIBLIOGRAPHY.

Books and Reports Studied.

- Ulm Conference on Design Method. Germany 1966 (Report)
- Ulm Reporting Back Conference on Design Methods. 1967.(Report)
- Design Methods in Architecture. Portsmouth Symposium. Broadbent and Ward.
- Conference on Design Methods. London 1962. Jones and Thornley.
- Style and Society. Robert Macleod.
- The development of the architectural profession . B. Kaye
- Architect and Patron. F. Jenkins.
- Teaching Methods. 1972. I.A.A.S. Course.
- B.A.S.A. An interim report on architectural education. 1961.
- B.A.S.A. Building for people. Second report on architectural education. 1962.
- B.A.S.A. Aims and methods. Third report on architectural education. 1963.
- Towards an architect. S. Sutcliffe.
- Discussion on research in architectural education.Cheltenham 1966.
- Seminar on architectural research in U.K. and Commonwealth Universities. Edinburgh 1972.
- Survey Methods in social investigation. C.A.Moser and G. Kalton.

Books read

- The erosion of history. Council for British Archaeology.
- The archaeological implications of proposed development in York.
P.V. Addyman and J.H.Rumsby.
- Protecting our Historic Buildings. A guide to the legislation.
- Preservation Policy Group. Ministry of Housing and Local Government.
- Conservation Areas. Reprint of A.J. January 18th 1967.
- People and planning. Ministry of Housing and Local Government.
- Do you care about Historic Buildings ? Greater London Council.

Books consulted

- Introduction to design. M. Asimov.
- Systematic Method for designers. L. Bruce Archer.
- Design Methods. Seeds of human futures. J.Ch. Jones.
- The Anatomy of Judgement. J.Abercrombie.
- Notes on the synthesis of form. Ch.Alexander.
- Changing ideals in modern architecture. P. Collins.
- The line of balance method. Ph. Lumsden.
- The psychology of learning. R. Borger and A.Seaborne.
- Urban Sociology. R.N.Morris.
- An introduction to cybernetics. W. Ross Ashby.
- Selection and Performance. Abercrombie and Stringer.
- Perception and communication. D.E.Broadbent.
- Human Groups. W. Sprott.

Articles studied.

- The processing and communication of research data. J. Taylor.
- How many architects ? O. Luder.
- Architecture as education. P. Stringer.
- The future pattern of demand. RIBA Secretariat.
- New directions in architectural education. M. MacEwen.
- Cambridge Conference Paper. Course frame work. RIBAJ. March 70.
- Choosing tomorrow's architect. G. Broadbent.
- Building architects. A. Corbett.
- The schools and the profession. A. Gordon.
- Lessons of Oxford. D. Hinton.
- The Cambridge Conference. M. Mac Ewen.
- Concentration of courses. RIBA. RIBAJ May 70.
- Education and practice .A. Meikle.
- Educating the architect. M. Mac Ewen.
- Role of the architect. P. Harrison.
- Education and people. D. Parkes.
- Teaching. E. Boyd.
- Form and control. P. Hammill.
- Research and practice. J. Kay.
- Continuing Education. C.E.D. Wooster.
- Education around architecture. L. Martin.
- The lessons of Cambridge. E. Layton.
- The dynamics of design. J. Lloyd.
- Learning by doing. H. Morris.
- A post-graduate discipline. M. Cary.

- SCAN: Education and practice. J. Musgrove.
- Three loud cheers for psychology . M. Broady.
- Continuing education. RIBA. RIBAJ Sept. 70.
- The liberating computer. G. Broadbent.
- Teaching and learning. R. Maxwell.
- Board of Education Conference. RIBAJ no. 70.
- Responsible to whom ? P. Stringer.
- Ove Arup on the architect's human role. O. Arup.
- The life and death of the profession. R. Macleod.
- A sense of responsibility. B. Allsopp.
- Only an academic flywheel ? R. Banham.
- Professional responsibility. G. Broadbent.
- Service to mankind. A. Peccei.
- Alternative approaches to the environmental crisis. B. Commoner.
- P.C.U.E. gets into stride continuing education. RIBAJ Nov. 70.
- A new approach to architectural research. B. Hillier and A. Leaman.

QUESTIONNAIRE

INTRODUCTION.

During the last decades Architecture has become a pro fession really concerned with the social facts of life in community , instead of being only a prestige career depending of noble patronage or refined traditional taste.

Although not always in a leading position, architec - ture has evolved trying to give an answer to the social problem of housing low or middle income people.

This change in the profession has certainly produced some changes in architectural education as well.

1958, with the Oxford Conference, is a significant da te in the teaching of architecture in England, and many discussions and changes have occured since that date.

Have these changes really responded to the important social implications of architectural profession in our time ? Which are these changes ?

A RESEARCH .

As a post-graduate student at the Institute of Advan- ced Architectural Studies of the University of York, interested prin- cipally in : - Teaching Methods in Architecture ; - Methodology in Te_u aching History of Architecture ; - Theory of Design ; my purpose is to investigate the changes produced in the architectural education by the real implication of architecture on the social facts of life, with emphasis on those subjects.

The present questionnaire , visits , and documentary research will be used as means during 1973, depending the detailed ti metable of the responses received.

At the end conclusions will be intended as well as a comparison with the schools of architecture existing in Venezuela.

An effort will be made to establish a method and documents to make possible the same research, for comparative purposes, in other countries, if someone is interested.

A. GENERAL INFORMATION

1. OBJECTIVES.

1.1. Which are the objectives of the School - Department, College, Divi sion, Section- of Architecture ?

1.1.1. Before and up to 1958 ?

1.1.2. After 1958 ?

1.1.3. Have they changed ?

1.1.3.1. When ?

1.1.3.2. Why ?

1.1.3.3. How ?

(please send documents available)

1.2. Are the objectives well represented on the general syllabus ?

1.2.1. Why ?

1.2.2. How ?

1.3. Are the objectives represented on the content of the different courses of the syllabus ?

1.3.1. In which of them ?

1.3.2. Have this content changed since 1958 ?

1.3.2.1. How often ?

1.3.2.2. In which way ?

1.3.2.3. Have the changes kept accordance with the objecti
ves ?

1.3.2.3.1. Why not ?

2. SYLLABUS.

2.1. Does the syllabus respond to the objectives ?

2.1.1. Before 1958 ?

2.1.2. After 1958 ?

2.2. Has the syllabus changed ?

2.2.1. When ?

2.2.2. Why ?

2.2.3. How ?

(please send documents existing since 1958)

3. COURSES.

3.1. Has each course a defined objective (written) ?

3.1.1. Before 1958 ?

3.1.2. After 1958 ?

3.1.3. Has it changed ?

3.1.4. When ?

3.1.5. Why ?

3.1.6. How ?

(please send documents if they exist)

3.2. Do the courses objectives correspond with the general School objectives ?

3.2.1. Which courses ?

3.2.2. Whyt not all of them ?

3.3. Do you think the courses objectives should correspond with the School objectives ?

3.3.1. Why not ?

3.4. Do you think the courses objectives must be independent of School objectives , when they are defined ?

3.4.1. Why ?

3.4.2. How should they be related to the common task of forming an architect ?

3.4.3. Why ?

3.5. Does the content or courses correspond to its own objectives ?

3.5.1. Why ?

3.5.2. How ?

3.6. Has the content of courses changed ?

3.6.1. According to objectives changes ?

3.6.2. According to syllabus changes ?

3.6.3. According to general School objectives changes ?

3.6.4. About the changes :

3.6.4.1. Before 1958 ?

3.6.4.2. After 1958 ?

3.6.4.3. When ?

3.6.4.4. Why ?

3.6.4.5. How ?

(please include new courses appeared after 1958, giving dates of in-

corporation and reasons)

4. ORGANIZATION.

4.1. How is the School organized ?

4.1.1. Before 1958 ?

4.1.2. After 1958 ?

4.1.3. Changes after 1958 ?

4.1.4. What changes ?

4.1.5. Why ?

(please send documents or diagram if existing)

4.2. Administrative and academic organization do they correspond ?

4.2.1. Are they independent ?

4.2.2. Which is more influential in the School managing ?

4.3. Participation :

4.3.1. Do the staff participate in decision making of the School?

4.3.2. At which level ?

4.3.3. How important the participation is ?

4.3.4. Does the participation reach academic, administrative or both aspects ?

4.3.5. Since when do they participate ?

4.3.6. Has the participation had influence in changes in the School ?

4.3.7. In which way ?

4.3.8. Has the participation meant a better academic performance of the staff ?

4.4. Students participation :

4.4.1. Do the students participate of decision making in the

School ?

4.4.2. At which level ?

4.4.3. How important the participation is ?

4.4.4. Does the participation reach academic, administrative or both aspects ?

4.4.5. Since when do they participate ?

4.4.6. Has the participation had influence in changes in the school ?

4.4.7. In which way ?

4.4.8. Has the participation meant a better academic result of students ?

4.4.9. In which way and how significant is ?

B. TEACHING METHODS

5. BEFORE 1958.

5.1. Which were the teaching methods most used ?

5.1.1. On theoretical subjects ?

5.1.2. On practical subjects ?

5.1.3. On seminars ?

5.1.4. On group work ?

5.1.5. On studio work on design ?

(please send documents when available)

5.2. Which was the response of students ?

5.3. Are there statistics about academic performance or results of students ?

- 5.4. Were teachers well prepared for those teaching methods ?
- 5.5. Were these teaching methods applied in all years of studies ?
 - 5.5.1. In which of them ?
 - 5.5.2. Why ?

6. AFTER 1958.

- 6.1. Have changes occurred after 1958 ?
 - 6.1.1. When ?
 - 6.1.2. Why ?
 - 6.1.3. In what sense ?
 - 6.1.4. On theoretical subjects ?
 - 6.1.5. On practical subjects ?
 - 6.1.6. On seminars ?
 - 6.1.7. On group work ?
 - 6.1.8. On studio work on design ?
- 6.2. Who was responsible for these changes ?
 - 6.2.1. Administration ?
 - 6.2.2. Academic board ?
 - 6.2.3. Staff ?
 - 6.2.4. Students ?
 - 6.2.5. In which way were responsible ?
 - 6.2.6. In what consist those changes ?
- 6.3. How was the response to the changes ?
 - 6.3.1. Of administration ?
 - 6.3.2. Of academic board ?
 - 6.3.3. Of staff ?
 - 6.3.4. Of students ?

- 6.4. Were teachers well or better prepared to take profit of these changes ?
- 6.5. Are there statistics about the students performance after each one of these changes ?
- 6.6. Were the new teaching methods applied to all years of studies ?
 - 6.6.1. In which of them ?
 - 6.6.2. Why ?
 - 6.6.3. How ?

7. ABOUT THE CHANGES.

- 7.1. Do you think that the changes were produced by the new social im plications and responsibilities of architecture towards society?
 - 7.1.1. Why ?
 - 7.1.2. Were these changes in objectives ?
 - 7.1.3. Were these changes in syllabus ?
 - 7.1.4. Were these changes in course denomination ?
 - 7.1.5. Were these changes in courses content ?
 - 7.1.6. Were these changes significant or only superficial ?
- 7.2. Do you think that the changes were produced as a result of the Oxford Conference ?
 - 7.2.1. Why ?
 - 7.2.2. Were these changes in objectives ?
 - 7.2.3. Were these changes in syllabus ?
 - 7.2.4. Were these changes in courses denomination ?
 - 7.2.5. Were these changes in courses content ?
 - 7.2.6. Were these changes significant or only superficial ?
- 7.3. Which other reasons have produced changes since 1958, in your opi

nion ?

7.3.1. Were these changes consequences of changes in the profession ?

7.3.2. Were these changes in objectives ?

7.3.3. Were these changes in syllabus ?

7.3.4. Were these changes in courses denomination ?

7.3.5. Were these changes in courses content ?

7.3.6. Were these changes significant or only superficial ?

8. SCHOOLS IN UNIVERSITIES .

8.1. Do you think that the fact that many schools are in Universities has had positive influence in architectural education ?

8.1.1. Why ?

8.1.2. Which has been the influence ?

8.1.3. How can we appreciate or appraise it ?

8.2. Has the School of Architecture in the University taken benefit of contacts or relationships with other schools, departments or colleges of the university ?

8.2.1. What kind of benefit ?

8.2.2. What kind of relationship ?

8.2.3. With what schools, departments or colleges ?

8.3. Has the School of Architecture taken benefit of human resources of other departments, schools or colleges of the university ?

8.3.1. In which proportion in relation to his own human resources ?

8.3.2. Is this (8.3.1.) sporadic or permanent ?

8.3.3. Is this really a benefit for the architectural education

or provoke disadjustment on the teaching of architecture ?

8.4. Has the School of Architecture taken benefit of equipment and/or facilities of other departments, schools or colleges of the university ?

8.4.1. What kind of equipment or facility ?

8.4.2. Is it a kind of equipment or facility difficulty available to a school not attached to a university ?

8.4.3. In what proportion with the School own equipment and facilities ?

8.4.4. Is this really a benefit , sporadic or permanent ?

8.4.5. Is this really a benefit or rather has prevented the School of obtaining equipment and facilities ?

8.4.6. Is this equipment and/or facility indispensable or dispensable to the school ?

8.5. Do you think that the university has been important or not important influence in the teaching methods of the School ?

8.5.1. What kind of influence ?

8.5.2. In what subjects ?

8.5.3. What teaching methods have been most influenced ?

8.5.4. What teaching methods have not been influenced ?

9. HUMAN RESOURCES.

9.1. Do you think that the growth of student opulation has had influence in the use or change of teaching methods ?

9.1.1. Why ?

9.1.2. In what proportion ?

(please send statistics if available)

9.3. Has the number of staff increased according to the student population growth ?

9.4. Which is the ratio staff/student ?

9.4.1. Before 1958 ?

9.4.2. After 1958 ? (year by year)

9.4.3. What are the reasons for the change, if any ?

9.4.4. When was the change produced ?

(please send statistics if available)

9.5. Has the School developed or experienced some new teaching method?

9.5.1. Since when ?

9.5.2. By whom ?

9.5.3. How has been applied ?

9.5.4. What is the students response ?

9.5.5. What is the staff response ?

9.5.6. Is it a method valid for theoretical subjects ?

9.5.7. Is it valid for practical subjects ?

9.5.8. Is it valid for seminar ?

9.5.9. Is it valid for studio work ?

9.5.10. Is it valid for group work ?

9.5.11. Is it valid for individual study ?

9.5.12. Can you define or describe the method/s ?

(please send documents if available)

9.6. Has the School done research or experienced some proposed or well known teaching method/s ?

9.6.1. Since when ?

9.6.2. Why ?

9.6.3. By whom ?

- 9.6.4. How has been used ?
- 9.6.5. What was the students response ?
- 9.6.6. What was the staff response ?
- 9.6.7. Is it a method valid for theoretical subjects ?
- 9.6.8. Is it valid for practical subjects ?
- 9.6.9. Is it valid for seminar ?
- 9.6.10. Is it valid for studio work ?
- 9.6.11. Is it valid for group work ?
- 9.6.12. Is it valid for individual study ?
- 9.6.13. Can you describe or define the method/s?

(please send documents if available)

C. DESIGN METHODS

10. BEFORE 1958

- 10.1. What kind of design methods were used at the School before that date ?
 - 10.1.1. Existed any theory ?
 - 10.1.2. Do you know of any significant change on design methods before that date ?
 - 10.1.3. In what consisted them ?
 - 10.1.4. Were they fully applied ?
 - 10.1.5. For how long ?
 - 10.1.6. Is there any written definition or document about ?

(please send documents if available)

11. AFTER 1958.

11.1. Has any change occurred in design methods at the School since 1958?

11.1.1. When ?

11.1.2. Why ?

11.1.3. In what consist ?

11.1.4. Can you describe the basis of the methods used or experienced at the School ?

(please send documents if available)

11.1.5. Which has been the students response ?

11.1.6. Which has been the staff response ?

11.1.7. Which has been the result in design project ?

11.1.8. How can you appraise the results ?

11.1.9. Can you compare the results with latter results ?

12. INFLUENCES.

12.1. Has the School received the influence of some known design methods ?

12.1.1. What methods ?

12.1.2. When ?

12.1.3. How has been applied ?

12.1.4. For how long ?

12.1.5. Can you appreciate results ?

12.1.6. Has the School done some kind of appraisal ?

12.1.7. Has the School obtained some conclusions of the use of method/s ?

12.1.8. Has the School derived some modifications to the method?

Please describe them .

(please send documents if available)

12.1.9. How was the students response ?

12.1.10. How was the staff response ?

12.2. Has the School influenced some other schools with a design method ?

12.2.1. What method ?

12.2.2. When ?

12.2.3. Which Schools ?

12.2.4. How was the influence given ?

12.2.5. Can the School appreciate the results ?

12.2.6. Has the School got any information of other schools about the results ?

12.2.7. Was that influence programmed or consequence of the development of a method or experience at the School ?

12.2.8. Was that influence the result of the personal prestige of some of the staff members ?

12.3. Do you think that the social implications of architecture as a profession has had any influence in the use or development of design methods at the schools in the last years ?

12.3.1. Why ?

12.3.2. How ?

12.3.3. Since when ?

12.3.4. What other significant changes on architectural education has been produced by the same reason ?

12.3.5. Are these other changes related or not to design method?

12.4. Do you think that design method can be systematic ?

12.4.1. To which extent ?

12.4.2. Why ?

12.4.3. Do you know of any experience that proves your opinion?

12.4.4. How important may the creative steps be on design ?

12.4.5. How can the results of design methods be appraised ?

12.5. Has the theory of design methods really influenced architectural education in England ?

12.5.1. How ?

12.5.2. To which extent ?

12.5.3. Since when ?

12.5.4. Has this influence been possitive or negative in the preparation of new architects ?

12.5.5. Why ?

12.5.6. How can this be assessed ?

12.6. Has the theory of systematic design methods really influenced architecture as a profession?

12.6.1. How ?

12.6.2. To which extent ?

12.6.3. Since when ?

12.6.4. Has this influence been possitive or negative ?

12.6.5. Why ?

12.6.6. How can this be assessed ?

12.6.7. Can any architectural office apply systematic design method ?

12.6.8. Why ?

12.7. Do you think that the R.I.B.A. has influenced the use of design methods in schools or offices ?

12.7.1. How ?

12.7.2. Why ?

12.7.3. Since when?

12.7.4. Do you think that this kind of influence must be exercised
or not ?

12.7.5. Why ?

D. METHODOLOGY OF HISTORY OF ARCHITECTURE

13. EXISTING COURSES.

13.1. Has the School courses of History of Architecture ?

If the answer is No :

13.2.1. Had the School course/s some time ?

13.2.2. When ?

13.3.3. When was abandoned ?

13.2.4. Why ?

13.2.5. The absence of the course has not been felt by students
or staff ?

13.2.6. Do the students replace the history of architecture in
some way ?

13.2.7. Is there any idea to reinstall the course ?

13.2.8. Why ?

13.2.9. With what importance ?

If the answer is Yes :

13.3.1. Which are the reasons to maintain it ?

13.3.2. Since when it exist ?

13.3.3. Is it useful to students or is it just a cultural asset ?

- 13.3.4. Have the courses have significant changes since 1958 ?
- 13.3.5. Why ?
- 13.3.6. In what they consist ?
- 13.3.7. How is the student response ?
- 13.3.8. Are you intending to maintain it as it is now ?
- 13.3.9. Why ?
- 13.3.10. In which way ?
- 13.3.11. Are you intending to change it ?
- 13.3.12. Why ?
- 13.3.13. In which way ?
- 13.3.14. Which are the present objectives ?
- 13.3.15. How is it developed ?
- 13.3.16. Which is the content ?
- 13.3.17. How is the appraisal done ?
- 13.3.18. Which teaching methods are used ?
- 13.3.19. Are the results satisfactory for the staff ?
- 13.3.20. Have you statistics about the qualifications and approvals ?

14. COORDINATION.

- 14.1. Are the courses of history of architecture (in case of being several) coordinated between them ?
 - 14.1.1. How ?
 - 14.1.2. To which extent ?
 - 14.1.3. Is this coordination useful ?
 - 14.1.4. Does it really work as an advantage for the students ?
 - 14.1.5. Is it useful for the staff ?

14.2. Are the courses coordinated or related to other history courses in the university ?

14.2.1. How ?

14.2.2. To which extent ?

14.2.3. Is this coordination useful ?

14.2.4. Is it really advantageous to the school ?

14.2.5. What courses get more benefit ?

14.2.6. Is it really advantageous to the students ?

14.2.7. Is it really advantageous to the staff ?

14.2.8. Why ?

14.2.9. What are the advantages ?

14.3. Are the courses of history of architecture coordinated with other courses within the school ?

14.3.1. To what courses ?

14.3.2. How ?

14.3.3. To which extent ?

14.3.4. Why ?

14.3.5. What courses get more benefit of this coordination ?

14.3.6. Why ?

14.3.7. Is this an effective or only theoretical coordination ?

14.3.8. How is the students response ?

14.3.9. How this affects the staff ?

14.3.10. How this coordination operate at the programming level ?

14.3.11. Is the coordination done through the content of the courses ?

14.3.12. Is the coordination done through the staff only ?

15. CONTENT.

- 15.1. Has the content of the courses of history of architecture a defined orientation ?
 - 15.1.1. What kind of orientation ?
 - 15.1.2. Does it correspond with the School objectives or/and courses objectives ?
 - 15.1.3. Is the content an end in itself or a means to some educational purpose ?
 - 15.1.4. What purpose ?
 - 15.1.5. Is the content fix or may be changed ?
 - 15.1.6. When ?
 - 15.1.7. By whom ?

E. SOCIAL EMPHASIS

16. IN THE SCHOOL .

- 16.1. Has the School a defined policy towards social emphasis in the teaching of architecture ?
 - 16.1.1. Is this clearly stated in the objectives ?
 - 16.1.2. Is this defined in the syllabus ?
 - 16.1.3. Is this defined in the courses structure ?
 - 16.1.4. Is this defined in the courses content ?
 - 16.1.5. Are the students aware of this fact ?
 - 16.1.6. Do the students agree with this policy ?
 - 16.1.7. Is the staff aware of this fact ?
 - 16.1.8. Do the staff agree with this policy ?

16.2. Which are the subjects or courses in which the social emphasis is expressed ?

16.2.1. How is this emphasis done in each case or course ?

16.3. Does the social emphasis influence the project work ?

16.3.1. How ?

16.3.2. In which level ?

16.3.3. To which extent ?

16.4. Does the social emphasis influence the formation of the architectural student or he arrives to the School with this social preoccupation ?

16.4.1. Are his social preoccupations clear ?

16.4.2. Does the School of architecture clarify it or orientate him ?

16.4.3. Is this social concern deepened or loosened from the beginning to the end of the architectural studies ?

16.4.4. Can this social concern influence later his work as an architect ?

16.4.5. Have you examples ?

17. ENVIRONMENT .

17.1. Has the campus environment influence on the social awareness of students ?

17.1.1. Why ?

17.1.2. To which extent ?

17.1.3. In which way ?

17.2. Do you think that the campus isolate the student of the real life environment ?

- 17.2.1. Why ?
- 17.2.2. To which extent ?
- 17.2.3. Do you think this is positive or negative ?
- 17.2.4. Why ?
- 17.2.5. How can this be solved ?
- 17.2.6. Is the university student living in a campus a privileged in England ?
- 17.3. Do you think that the campus isolate the staff (full-time) of the real life environment ?
 - 17.3.1. Why ?
 - 17.3.2. To which extent ?
 - 17.3.3. Do you think this is negative ?
 - 17.3.4. Why ?
 - 17.3.5. How can this fact be faced ?
- 17.4. Do you think that the life in a campus really facilitate social relationships ? of :
 - 17.4.1. Staff/students ?
 - 17.4.2. Student / Student ?
 - 17.4.3. Staff / staff ?
 - 17.4.4. Or simply place them closer physically ?
- 17.5. Do you think that the architectural profession is aware enough of its social duties ?
 - 17.5.1. Why ?
 - 17.5.2. In what proportion ?
- 17.6. Do you think the architectural profession is more aware of its social responsibilities than the architectural education ?
 - 17.6.1. Why ?

17.6.2. In general ?

17.6.3. In particular in your School ?

ABOUT THE QUESTIONNAIRE .

1. The desirable should be to get several answers from each School of Architecture , for example : Head of the School
History of Architecture staff
Design staff
Syllabus and programming responsables
Social courses staff
Students.
2. Nevertheless , due to the extension, if that is not possible, the Head of the School can fill in what he considers necessary and pass the questionnaire to other members of the School, so that the answers come from the more appropriate person. In this case please indicate who is responsible for each part of the questionnaire.
3. The proceeding mentioned in 2, can be used with more than one questionnaire is that is considered convenient. Also in this case please indicate the responsables.
4. In the cases where documents exist the answer is not necessary if the document is self-supporting and comprehensive.
5. If the answers correspond to a group instead of individuals, please indicate it and the circumstances under which the answers were given.

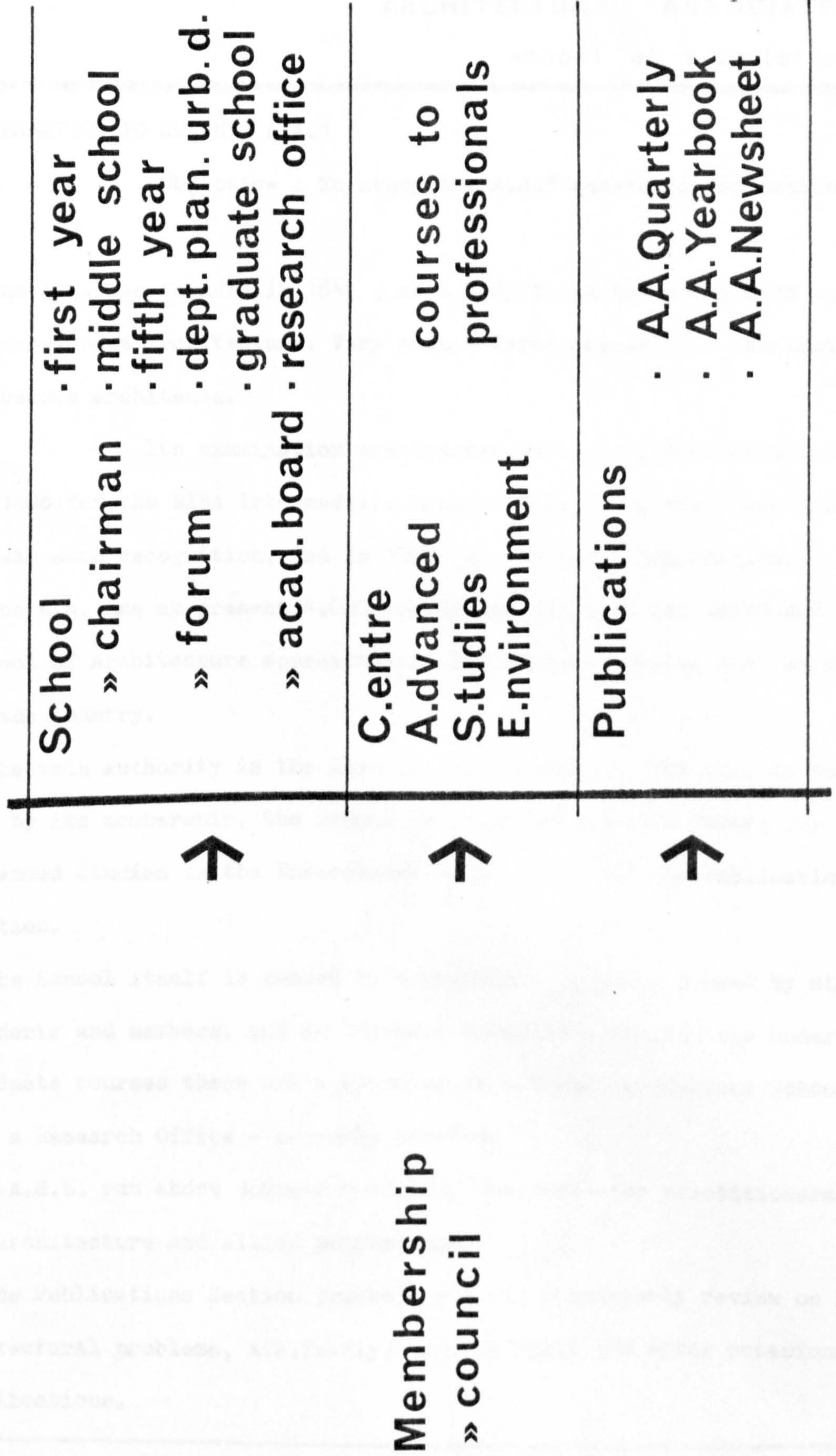
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THE ASSOCIATION



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EXPLANATION TO GRAPHIC A.A.1

Objective : To study the A.A.* general organization.

- The A.A. was founded in 1847 , as a body to gather architects and discuss about architecture. Very soon offered courses for candidates to become architects.

Its examination and courses were recognised officially in 1906 for the RIBA Intermediate Examination, being the first School to win such recognition, and in 1920 for the Final Examination.

- The A.A. has at present 4,000 members of all over the world and the School of Architecture approximately 500 students, being the largest in the country.

- The main authority is the Association's Council . The A.A. is formed by its membership, the School of Architecture, the Centre for Advanced Studies in the Environment (C.A.S.E.) and the Publications Section.

- The School itself is headed by a Chairman , a Forum formed by staff students and members, and an Academic Committee. Besides the undergraduate courses there are a Planning Department, a Graduate School, and a Research Office - recently created.

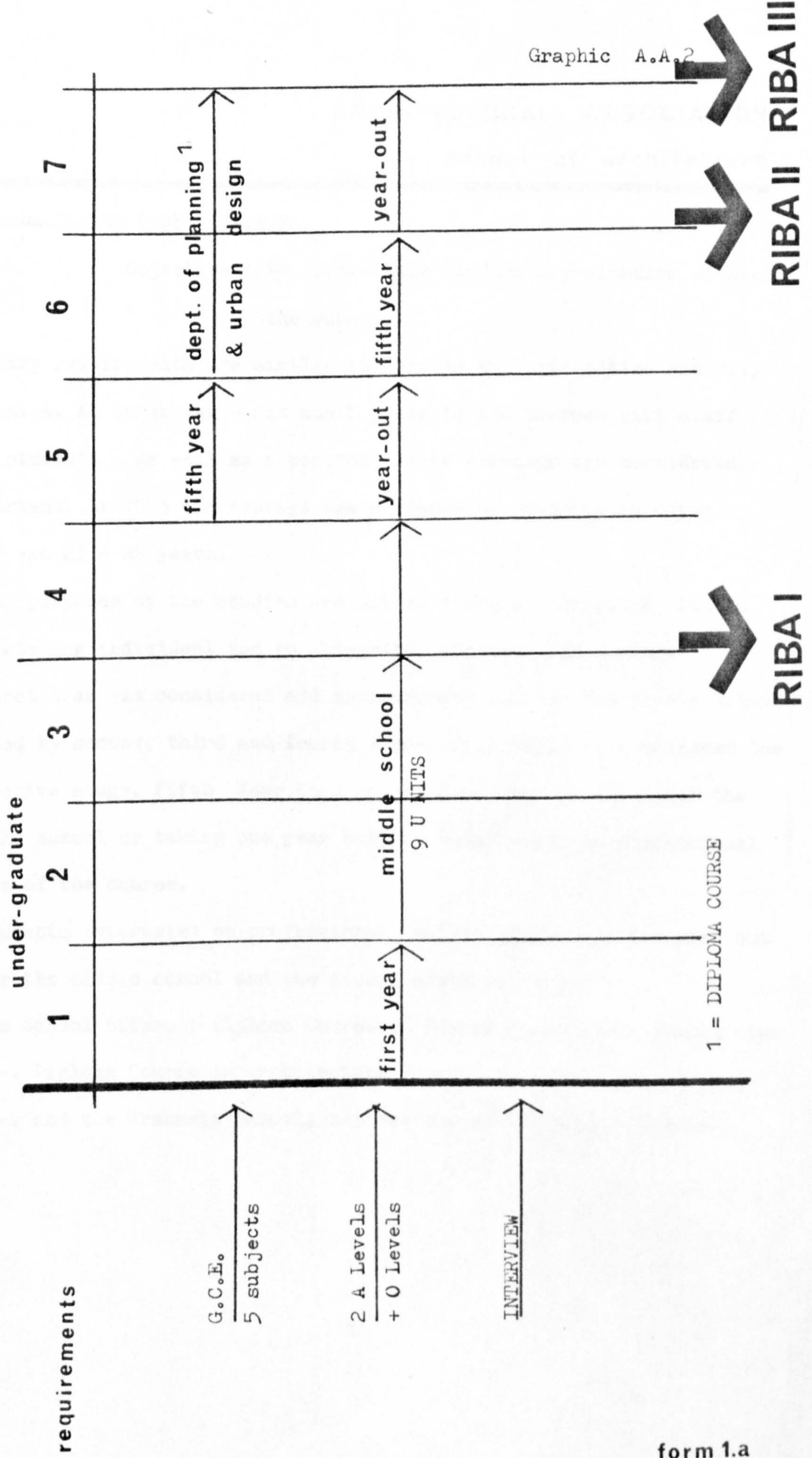
- C.A.S.E. run short courses - approx. one week- for practitioners in architecture and allied professions.

- The Publications Section produces A.A.Q., a quarterly review on architectural problems, A.A.Yearly, A.A. Newsheet and other occasional publications.

(*) A.A.= Architectural Association.

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STUDIES Y.1 - Y.7



Graphic A.A.2

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EXPLANATION TO GRAPHIC A.A.2

**Objective : To observe the studies organization within
the School.**

- Entry requirements are similar to Schools in Universities and Polytechnics. An interview - six month prior to the course- with staff and students , as well as a portfolio with drawings are considered important. In 1973 the average age of incoming students to first year was 23 - 24 years.
- The purposes of the studies are not to teach a curriculum, but to educate the individual and to integrate learning with living.
- First Year is considered an introductory course. The middle School formed by second, third and fourth year- until 1972- is considered the educative stage. Fifth Year, that can be done immediately after the middle school or taking one year out, is considered the professional stage of the course.
- Students interested on professional qualification take one year out after the middle school and the second after fifth year.
- The School offers : Diploma Course on Planning and Urban Design -two year-, Diploma Course in Architecture , with different options -one year-, and the Graduate School; besides the undergraduate studies.

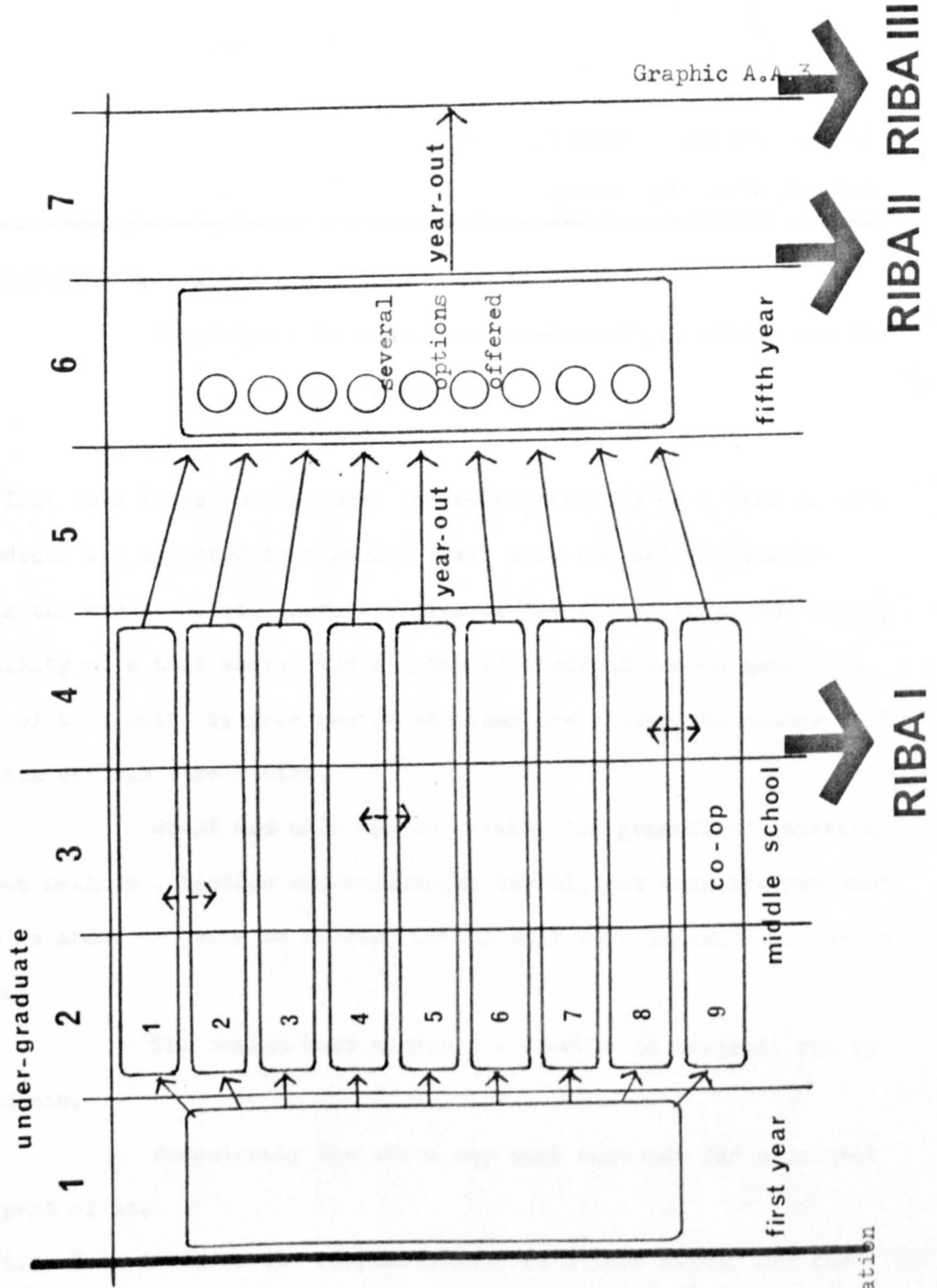
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STUDIES Y.1 - Y.7

UNIT SYSTEM

requirements



← | → occasional free relation

form 1.a

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EXPLANATION TO GRAPHIC A.A.3

Objective : To study the School's organization and the Units system.

- First Year is an entity under the responsibility of a year master. Students are expected to organize their work and select courses.
- In the Middle School there are nine design units, under the responsibility of a unit master and a group of staff. Students must join one of this units by free choice and they are allowed to change units within certain time limits.

Staff and unit master provide for general orientation about methods , tactics and strategies useful, but each student must decide about projects to develop wether will work individually or in group.

The design unit number 9 - CO-OP - is entirely run by students.

Occasionally the units may work together for a project or part of it.




- Fifth Year is under the responsibility of a year master and the students are offered several options as subjects to develop his work.
- Lectures and technical help is provided through Departments and Services to all levels within the School.

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DEPARTMENTS & SERVICES

Graphic A.A.4

	System anal.	Art & Hist.	Struct. & fab.	Comm. unit	G.S.S.U.
First year	●	●	●	●	●
Middle sch.	●	●	●	●	●
Fifth year	●	●	●	●	●
Grad. sch.	●	●	●	●	●
Planning dept.	●	●		●	●
C.A.S.E.				●	
Research office	●	●	●	●	●

-  depending on options or research
-  general and options oriented
-  specially oriented

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EXPLANATION TO GRAPHIC A.A.4

Objective : To study Departments and Services of the
School.

- The School has four departments: System Analysis, Art & History , Structure, and Construction; and service units : Communication Unit, and General Studies Service Unit. All services and lectures are open to all School members.

Some lectures and services have a defined orientation, such as lectures for First Year or Planning Department, and courses of C.A.S.E.

- The Middle School provides lectures and services in common for all years involved.

- In Fifth Year lectures are oriented to the course in general or to some option in particular.

- The newly created Research Office will provide help for each project or programme.

- Students are entirely free to consult with specialists outside the School or ask the Units to invite them to give information or advise.

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TEACHING & ASSESSMENT Y. 1-7

Graphic A.A.5

	TEACHING													ASSESSMENT				
	lectures	seminars	disc. meeting	exercises	course study	tutorials	essay	ind. study	project	hand-out	block course ¹	prog. learn. ²	visits	essay	exam.	project	course study	tutor
Y. 1	●	●	●	●			●	●				●	●	●			●	
Y. 2	●	●	●		●		●		●		●	●	●	●		●	●	●
Y. 3		●	●		●		●		●		●	●	●	●		●	●	●
Y. 4	●	●	●		●		●		●		●	●	●	●		●	●	●
Y. 5	●	●	●	●	●	●	●	●	●	●	●	●	●	●		●	●	●
GRAD. SCH.	●	●	●		●			●	●		●	●	●			●	●	●
PLAN. DEPT.	●	●	●		●			●	●		●	●	●			●	●	

1 = SPECIAL CONSULTANTS
2 = OUTSIDE LECTURERS

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EXPLANATION TO GRAPHIC A.A.5

**Objective: To study teaching and assessment methods in
use in the School.**

- Characteristic of the School is the complete freedom of staff and students to decide and explore teaching methods to be used.
- The programme of lectures is very intense , running through all the day , due to the freedom for choice and attendance of the students. The range of subjects is wide and varied, and lecturers are staff members as well as visiting lecturers from all over the country and abroad.
- The teaching methods most used , beside lectures , are: seminars, discussions, essays, individual study , special consultants, tutors, exercises, visits - national and internationals- projects and course studies.
- The assessment methods most used are : essays, project and course study.
- Examinations are used only to test students knowledge in relation with RIBA requirements.

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TIMETABLE, first year

	mon.	tue.	wed.	thu.	fri.
9					
10	Communications Briefing Camden	D. unit Anal. Sem. Hometown Camden Camden Art History			
11		Stud. work at A.A.			
12					
13					
14	Camden : tutorial				
15					
16					
17					
18					

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EXPLANATION TO GRAPHIC A.A. 6

Objective : To study First Year Course's timetable.

- Apparently lectures for First Year students are concentrated on monday and tuesday .
- First Year students are free to attend any lecture given in the School, and most of them follow a great deal of them looking for orientation and information.
- The information presented is not comprehensive of one year programme due to the impossibility to get more documentation in spite of several requests made.

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TIMETABLE, middle school

	mon.	tue.	wed.	thu.	fri.
9	Unit 2. Folio rev. Unit 6. Indust. & Cult. Unit 3. weekly meet.				
10		Unit.6. Pres. Casab.			
11	Unit 6. Ind. & Cult.	Unit 6. Pres. Casab.			
12		Unit 6. Hous. disc.			
13					
14	Unit 1. weekly meet. Unit 6. Briefing new prog.				
15					
16	Unit 6. Manhattan w.				
17					
18					

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EXPLANATION TO GRAPHIC A.A.7

Objective : To study Middle School's timetable.

- Apparently lectures for the middle school are concentrated on Monday and Tuesday.
- Students are free to attend any lecture in the School.
- Some design units attach more importance to lectures than others, but this varies and changes along the year depending of the projects being developed.
- It was not possible to get comprehensive information about timetables.

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TIMETABLE, fifth year

	mon.	tue.	wed.	thu.	fri.
9					
10	Indust. & Culture	Pres. Casabella			
11	Indust. & Culture	Community action			
12					
13					
14	American Architecture Third World Climate				
15	Capital. & under-dev.				
16	Third World Sun Manhattan workshop Revol. & mod. polit.				
17					
18					

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TIMETABLE, fifth year

	mon.	tue.	wed.	thu.	fri.
9					
10	Indust. & Culture	Pres. Casabella			
11	Indust. & Culture	Community action			
12					
13					
14	American Architecture Third World Climate				
15	Capital. & under-dev.				
16	Third World Sun Manhattan workshop				
17	Revol. & mod. polit.				
18					

Graphic A.A.8

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EXPLANATION TO GRAPHIC A.A.8

Objective: To study Fifth Year's timetable.

- Apparently lectures for Fifth Year are concentrated on monday and tuesday.
- Fifth Year students are free to attend any lecture in the School.
- It was not possible to get comprehensive information .

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TIMETABLE, grad.school, planning dept.

	mon.	tue.	wed.	thu.	fri.
9					
10	Plan. for Math. Tourism Ind. & Culture	Landscape & Cons. Institut.			
11	Psych. Ser.	Soho film Arch. Hist. industry			
12	Plan. for disaster	Struct. & G.S.T.			
13	Imperial.				
14	American Architecture Int. & App.				
15	Capital. & Discus. under-dev.				
16					
17	Revol. & Mod. Polit.				
18					

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TIMETABLE, grad.school, planning dept.

	mon.	tue.	wed.	thu.	fri.
9					
10	Plan. for Tourism Ind. & Culture	Landscape & Cons. Institut.			
11	Psych. Ser.	Soho film Arch. Hist. industry			
12	Plan. for disaster	Struct. & G.S.T.			
13	Imperial.				
14	American Architecture Int. & App.				
15	Capital. & under-dev.	Discus.			
16					
17	Revol. & Mod. Polit.				
18					

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EXPLANATION TO GRAPHIC A.A.9

Objective : To study Planning Department's and Graduate School's timetables.

- Apparently lectures are concentrated on monday and tuesday.
- Some of the lectures are oriented to one or other course and some are open to all students.
- It was not possible to get comprehensive information.

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SOC.

Graphic A.A.10

Y. 1

- . contact with real life problems and situations
- . lectures

Y. 2

- . lecture courses , ex:
 - democracy, theory and participation

Y. 3

- social reform of architecture
- urban and class society
- human ecology

Y. 5

- . lectures and visits
- . actuality projects and problems

Y. 6

- . Third World, under-development problems (part: Africa)

Planning Department : courses on : society and sociol. changes
political society
social services, etc.

THERE IS CONCERN FOR PARTICIPATION IN SOCIAL
LIFE WITH THE COMMUNITY.

form 9

ARCHITECTURAL ASSOCIATION school of architecture

SOC.

Graphic A.A.10

Y. 1

- . contact with real life problems and situations
- . lectures

Y. 2

- . lecture courses , ex:
 - democracy, theory and participation

Y. 3

- social reform of architecture
- urban and class society
- human ecology

Y. 5

- . lectures and visits
- . actuality projects and problems

Y. 6

- . Third World, under-development problems (part: Africa)

Planning Department : courses on : society and sociol. changes
political society
social services, etc.

THERE IS CONCERN FOR PARTICIPATION IN SOCIAL
LIFE WITH THE COMMUNITY.

form 9

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EXPLANATION TO GRAPHIC A.A.10

Objective : To study the concern existing in the School
about the social responsibility of architect
ture.

- In First Year the student is confronted with real life situations related to social needs of the community.

- Many lectures are about the subject, so that those interested in social problems or working in a project related may get valuable information or discuss about it.

- One of the options presented to the students during the last years is called Third World option , and is concerned with development and specific problems of this world area.

- Courses in the Planning Department consider aspects of society-architecture relations ,both,at urban and regional scale.

- There is a general concern in the School to connect students with community at large and to study its problems.

- In some cases, nevertheless, the concern seems more a fashionable position than a deep and real concern, particularly considering the third world social problems.

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D.M.

Graphic A.A.11

Y. 1	
Y. 2	<ul style="list-style-type: none">• lecture courses• freedom to use them or not
Y. 3	<ul style="list-style-type: none">• lectures and visitors
Y. 5	
Y. 6	

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EXPLANATION TO GRAPHIC A.A.11

Objective : To study the importance attached to and
the use of design methods in the School.

- Every academic year on or more series of lectures are devoted to design methods by the outstanding specialists , such as C. Jones or G. Broadbent.
- The computer is used in the School as a tool to analyse information and to calculate structural or other problems, but not as a tool for design.
- No attempts are made to use or impose the use of design methods in project work.
- Due to the complete freedom of staff members and students to decide about studies and project work , any student could use design methods in project work.

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H. of A.

Graphic A.A.12

Y. 1	. lectures
Y. 2	. department of Art and History offers several courses: - the Victorian city
Y. 3	- the modern movement - the tradition : Gothic - non-western cultures
Y. 5	- meaning in architecture : workshop - schism of modern movements -social sciences
Y. 6	. visits : national and international . course on building conservation
GREAT DEAL OF LECTURES AND OPTIONS ON DIPLOMA COURSE & GRADUATE SCHOOL.	

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EXPLANATION TO GRAPHIC A.A.12

Objective: To study the teaching of History of Architecture in the School.

- The Art & History Department offers series of lectures covering different periods of the history of architecture in the East, Middle East and principally Europe and England - Gothic to present times- beign some of them accompanied by discussions.
- Study trips and visits are organized in connection with some of those lectures.
- There is a Course on Conservation, as can be seen.
- There is in the School interest for the subject , manifested in the many lectures offered , and it is considered an important precedent to architecture.

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T.M.

Graphic A.A.13

Y. 1

- . acquire basic skills
- . lectures, seminars, individual tutorial, group work
- . experiences, live-projects(not necessarily design)

Y. 2

- . complete freedom to choice and experiment with teaching methods, the most used are :

- lectures

- seminars

Y. 3

- discussions

- projects

- tutorials

- individual study

Y. 5

- community action

- trips : national and international

- models

- live projects

- essay

Y. 6

- exercises

- specialist consultancy

- unit master

GREAT FREEDOM FOR CHOICE FOR STAFF AND STUDENTS

SOME COURSES ARE PLURI PERSONAL

form 9

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EXPLANATION TO GRAPHIC A.A.13

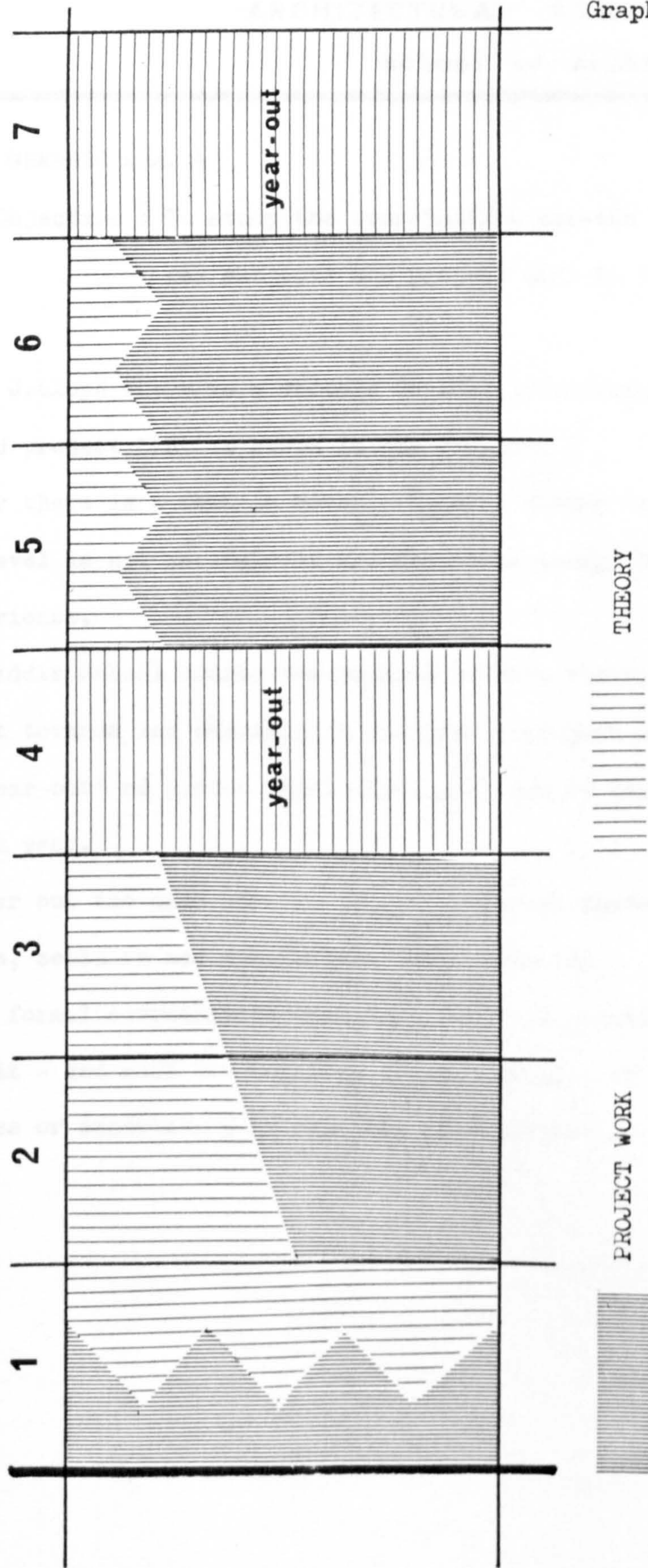
Objective : To study the teaching methods used in the
School, year by year.

- In First Year whose purpose is to give the student 'basic skills' the methods most used are : lectures, real life experiences, seminars, individual and group work, projects . The projects not always are architectural design.
- There is complete freedom to choice teaching methods , as have been said, and those shown in the graphic were the most used at the time the research was done - 1972 to 1974.
- The School act as a centre of information and meeting place used to motivate the student that must look for his own way to learn and develop his mind using any method or tool available.

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COORDINATION



Graphic A.A.14

Deduced from Mr. John Lloyd . "Educating for choice and change". Arena, June-July , 1968.

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EXPLANATION TO GRAPHIC A.A.14

Objective : To study the coordination between theoretical
cal subjects and project work in the School.

- According to J.Lloyd there is a certain defined relationship between theory and project that is shown in the graphic.
- In First Year there is a certain balance between theory and practice, that in this level is not necessarily architectural design but a programme or experience.
- During the Middle School course the balance between theory and practice is brought towards and emphasis on practice - project work,
- The first 'year-out' of professional experience can be done after third or fourth year.
- After the year out the main work is project although there are some lecture courses, seminars and discussions related to it.
- There is not formal coordination between theory and practice, although each design unit - and most do- are free to set lectures or ask for special services or consultancy in relation with projects.

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POPULATION

students

	1	2	3	4	5	6
1958	63	71	63	44		64
59	59	59	75	55		47
60	71	57	77	74		46
61	62	71	52	61		50
62	77	57	78	53		54
63	75	80	75	70		61
64	83	75	82	65		56
65	79	79	69	62		57
66	75	76	74	67		47
67	63	84	81	71		62
68	60	66	84	84		67
69	63	76	77	98		68
70	49	65	74	89		96
71	58	63	67	119		108
72	103	85	118	143		95
						544

staff

	full time	half time	part time	outs. lect.
	14	7	43	
	5	15	54	
	5	21	52	

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EXPLANATION TO GRAPHIC A.A.15

Objective : To study student and staff population in
the School.

- It was not possible to get all the information requested about staff population.
- The student population of the School is - by far- the largest in the country.
- Student population remained sensibly the same from 1958 to 1962, when increased by approx. 50 students that is more than 16 % , remaining again similar for some years, until 1970 when augmented in 40 students , about 12 % . From 1971 to 1972 increased in 130 students a surprising 32 %.
- The high student population has no relation with the building facilities, because the School does not provide space for studio work, but act , as said before, only as a meeting place and information centre.
- The staff population is very low compared with student population, but there are many outside lecturers contributing through lectures and special consultants.

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school of environmental studies

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under-graduate

post-graduate

higher degrees

B.Sc. DEGREE

PROF. QUAL.

1 2 3

4 5 6 7

arch. →

year out DIP. M.A. year out

↔ M.Ph.T.R. ↔

plan. →

M.Sc.

build. →

M.A.

↔ full-t. ↔

M. Ph.

↔ part-t. ↔

enu.
studies →

DIP. 2 years out

↔ full-t. ↔

Ph. D.

↔ part-t. ↔

REQUISITES

university requirements

O level math.

good O levels
A levels

selection for admission



research

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EXPLANATION TO GRAPHIC U.C.L.1

Objective : To show all possibilities of studies offered by the School.

- Entry requirements are five O levels included Mathematics, at least two A levels , and to pass a selection established for admission.

- Studies from Year 1 to Year 3 lead to the degree of B. Sc. in one of four areas : Architecture, Planning, Construction and Environmental Studies.

- Fourth year present several alternatives to student of which the most commonly followed by those interested to become architects is to take a 'year-out' or professional practice in office , coming back to Year 5 for the Diploma Year Course in Architecture and Year 6 for the M. A. or M. Sc. and finish with the second 'year-out' in Year 7.

Other possibility is to take the courses above mentioned immediately after Year 3 and finish with 2 years out to become an architect or other studies if that is not the case.

- Higher Degree studies are explained in more detail with graphic U.C.L. 4.

- Exemption to RIBA examinations are obtained approving respectively Year 3, Year 5 or 6 , and Year 7 as shown in the graphic.

- Approval for RIBA III can only be obtained immediately after one year - out , all other conditions fulfilled.

B.Sc. DEGREE

purpose:

**general education in the
Science and Humanities
of the environment**

degree course in

- ARCHITECTURE →**
- BUILDING →**
- PLANNING →**
- ENV. STUDIES →**

to become:

- ARCHITECTS → 90 %**
- BUILDERS →**
- PLANNERS →**
- LANDS. ARCH. →**
- ENV. DESIGN. →**

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EXPLANATION TO GRAPHIC U.C.L.2

Objective : To study alternatives offered by the School.

- The purpose of the B.Sc. Degree is not to form architects but to give general education in the Science and Humanities of the environment!
- Once approved the B.Sc. Degree students may choose to become : Architects, Builders, Planners, Landscape Architects, Environmental Designers.
- More than 90 % of the students chose to be architects.
- The School in spite of the change of name of orientation is still known and named as the Bartlett School of Architecture what I have been told by students is what they expect from the School.

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COMING FROM

1 YEAR COURSE ALTERNATIVES

TO FOLLOW

year out
+ DIP.

M. A.

gen. adv. st.

options

th. of knowl.
ergo. loc. th.
hum. beh. soc.
st. mat. cult. comp.

1 year out

degree

bd. st.

bd. econ.
bd. manag. & org.

M. Sc.

env. d. eng.

light.
acoust.
heat. & vent.
pub. health eng.

2 years out

year out

DIPLOMA

proj. w.

draw. & rep.

B. Sc.

IN ARCH.

adv. arch. st.

exam.

adv. bd. tech.

exam.

M.A

M.Sc.

B. Sc.

FIELD

← arch. of.

log book

YEAR EXP.

bd. ind.

draw.

DIP.

Graphic

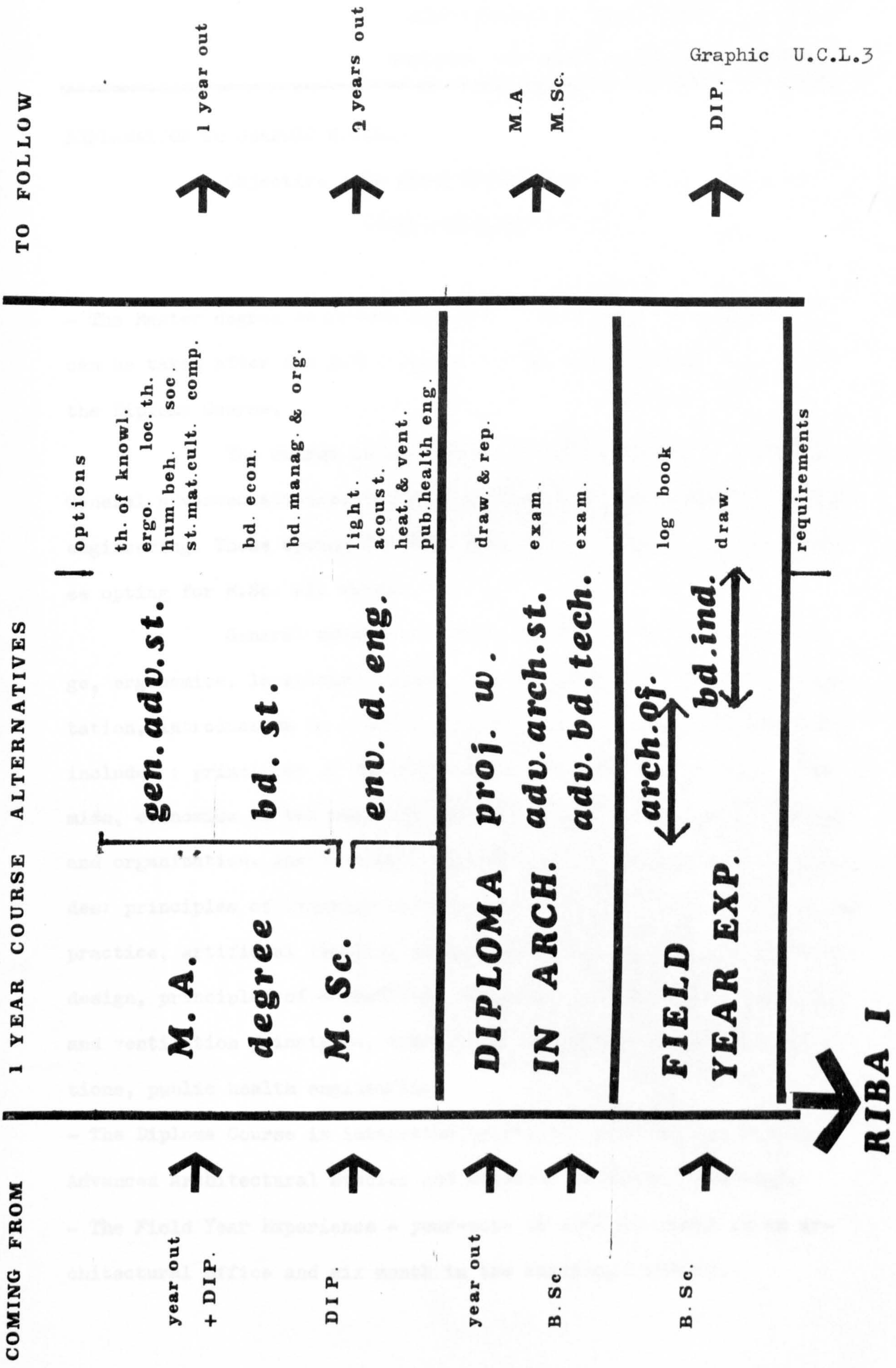
U.C.L.3

requirements

RIBA I

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RIBA I

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EXPLANATION TO GRAPHIC U.C.L.3

Objective : To study alternatives offered by the School
after the B.Sc. Degree.

- The Master degree course of one year , in Science or Architecture can be taken after the B.Sc. Degree , after one year out , or after the Diploma Course.

The course is integrated by three groups of subjects:
General advanced studies, Building studies, and Environmental design engineering. Those opting for M.A. must take the first two , and those opting for M.Sc. all three.

General advanced studies includes : theory of knowledge, ergonomics, locational theory, human behaviour, sociology, computation, introduction to studies of material culture. Building studies includes : principles of building economics, applied buildings economics, economics of the building process, advanced building management and organization. Environmental Design and Engineering studies includes: principles of lighting in buildings, natural lighting design and practice, artificial lighting design and practice, tropical lighting design, principles of acoustic in building, acoustic design, heating and ventilation principles, operational design in heating installations, public health engineering.

- The Diploma Course is integrated by project work and two courses:
Advanced Architectural Studies and Advanced Building Technology.

- The Field Year Experience - year-out- is done six month in an architectural office and six month in the building industry.

POST-GRADUATE

UNIVERSITY COLLEGE LONDON

RTPI school of environmental studies

COMING FROM

1 2 3 4 5 6

M. Phil. T. P.

options

HIST. X

LEG. ADM. X

ECO. SOC. X

THESIS

exam

PROJECT

course

5 years

B.Sc.+DIP.+ M.A.
M.Sc.

6 years

B.Sc.+DIP.+1 y.o.+ M.A.
M.Sc.

7 years

B.Sc.+DIP.+ M.A. + 2 y.o.
M.Sc.

RESEARCH UNITS

- Arch. Stud.

- Bd. Eco.

- Env. Des. Eng.

- Joint. Pl. Res.

- Pl. Meth.

- Countrys. Pl.

- Dev. Pl. Unit.

Graphic U.C.L.4

full-time

M. Phil.

part-time

full-time

Ph.D.

part-time

research

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EXPLANATION TO GRAPHIC U.C.L.4

Objective : To show Higher Degree studies in the School.

- Higher Degrees may be obtained by course - M.Phil in Town Planning-
or by research -M.Phil. and Ph. D.
- Higher Degrees may be undertaken after five years in the School co-
responding to : B.Sc. Degree + Diploma Course + M.A. or M.Sc. Degree;
or after six years corresponding to the above mentioned studies plus
one year out ; or after seven years corresponding to the above mentio-
ned studies plus two years out ; or coming from other Schools with
equivalent qualifications.
- The M. Phil. course in Town Planning , two years long, is integra-
ted by project work, a thesis , courses on : history of planning, le-
gal administration, socio-economics, and optional studies. The final
term of the second year is entirely destined to examinations.
- The M. Phil. Degree by research may be done in two years full-time
or three years or more part time.
- The Ph. D. Degree by research may be done in three years full-time
or four to six years part-time.
- The School has several research units in which candidates to higher
degrees are based to develop their works. The units are: Unit for Ar-
chitectural Studies, Building Economics Research Unit, Environmental
Design and Engineering Research Unit, Joint Unit for Planning Research,
Planning Methodology Research Unit, Countryside Planning, Development
Planning Unit.

TEACHING & ASSESSMENT Y.1 Graphic U.C.L. 5

	TEACHING													ASSESSMENT				
	lectures	seminars	disc. meeting	exercises	course study	tutorials	essay	ind. study	project	hand-out	block course	prog. learn.	visits	essay	exam.	project	course study	tutor
ARCH. STUD.	●	●	●							●				●			●	
CASE HIST.																		
BUILD. T. & P.	●	●		●	●										●		●	
BUILD. STRUC	●	●			●									●	●			
MAT.																		
MANAG																		
SITE O.																		
ELEM.																		
LANDSCAPE	●		●											●				
E. D. E.	●				●									●			●	
INT. D.																		
RES. M.																		
ADV.																		
ENG. S.																		
PLANNING	●						●							●	●			
HISTORY	●							●					●	●	●	●		
COMM. TECH.	●			●												●		
PERC. & COMM		●	●															
HUM. BEHAV.																		
PROJECT WORK						●			●							●		
	1	2	3	4	5													
architecture	●	●	●															
lands.&plan.																		
build.& e.d.e.									●									

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EXPLANATION TO GRAPHIC U.C.L.5

Objective : To study Teaching and Assessment methods
used in Year 1.

- The graphic contains the information about the 9 subjects and project work corresponding to Year 1.
- Lectures are commonly used in 80 % of the subjects, seminars in 40 % , discussions and course studies in approx.30 % , followed by : tutorials, essays, individual studies, films and visits.
- Assessment by examination is used in 60 % of the subjects, followed by essays and project work with some cases of course study.
- During the year project work consist of five projects of which four have emphasis on architectural design and one is left to the students to decide between constructional or environmental emphasis.

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TEACHING & ASSESSMENT Y.2 Graphic U.C.L. 6

	TEACHING													ASSESSMENT				
	lectures	seminars	disc. meeting	exercises	course study	tutorials	essay	ind. study	project	hand - out	block course	prog. learn.	visits	essay	exam.	project	course study	tutor
ARCH. STUD.	●				●									●	●			
CASE HIST.																		
BUILD. T. & P.	●	●						●	●					●				●
STRUC	●				●													
MAT.																		
MANAG																		
SITE O																		
ELEM.																		
LANDSCAPE	●	●				●		●					●					●
E. D. E.	●				●										●		●	
INT. D.	●								●						●		●	
RES. M.		●														●		
ADV.																		
ENG. S.																		
PLANNING	●	●												●	●			
HISTORY	●		●			●	●	●						●	●	●		
COMM. TECH.																		
PERC. & COMM.																		
HUM. BEHAV.	●	●				●	●							●				●
PROJECT WORK						●			●							●		
		1			2			3		4			5					
architecture		●						●										
lands. & plan.					●								●					
build. & e.d.e.									●									

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EXPLANATION TO GRAPHIC U.C.L. 6

Objective : To study Teaching and Assessment methods
used in Year 2.

- The graphic contains the information about the 10 subjects and project work corresponding to Year 2.
- Lectures are most commonly used in 80 % of the subjects , seminars approx. 45 % , tutorials about 36 % , followed by individual study , project work, course study in approx. 27 % each , and finally visits, essays , discussions and exercises.
- Assessment through examination is used in 54 % of the subjects, followed by essays, . Project is used in 27 % and tutorials in 18 % , like course study.

Some subjects used more than one of the methods of assessments listed.

- During the year five projects are done. Two of the projects are with emphasis in architectural design. One may be architectural design or landscape architecture. One may be on architectural design or construction. One may be on landscape architecture or environmental design.

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TEACHING & ASSESSMENT Y.3 Graphic U.C.L. 7

	TEACHING													ASSESSMENT				
	lectures	seminars	disc. meeting	exercises	course study	tutorials	essay	ind. study	project	hand-out	block course	prog. learn.	visits	essay	exam.	project	course study	tutor
ARCH. STUD.		●												●	●			
CASE HIST.			●											●				
BUILD. T. & P.																		
STRUC	●						●							●	●			
MAT.		●			●										●		●	
MANAG		●												●	●			
SITE O.			●			●							●	●	●			●
ELEM.		●						●								●		
LANDSCAPE	●	●				●	●						●					●
E. D. E.																		
INT. D.																		
RES. M.						●		●								●		
ADV.	●				●										●		●	
ENG. S.	●				●										●		●	
PLANNING	●	●	●					●							●	●		
HISTORY		●	●					●							●	●		
COMM. TECH.																		
PERC. & COMM.																		
HUM. BEHAV.						●	●							●				●
PROJECT WORK						●		●								●		
architecture	1																	
lands. & plan.																		
build. & e.d.e.																		

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EXPLANATION TO GRAPHIC U.C.L. 7

Objective : To study Teaching and Assessment methods
used in Year 3.

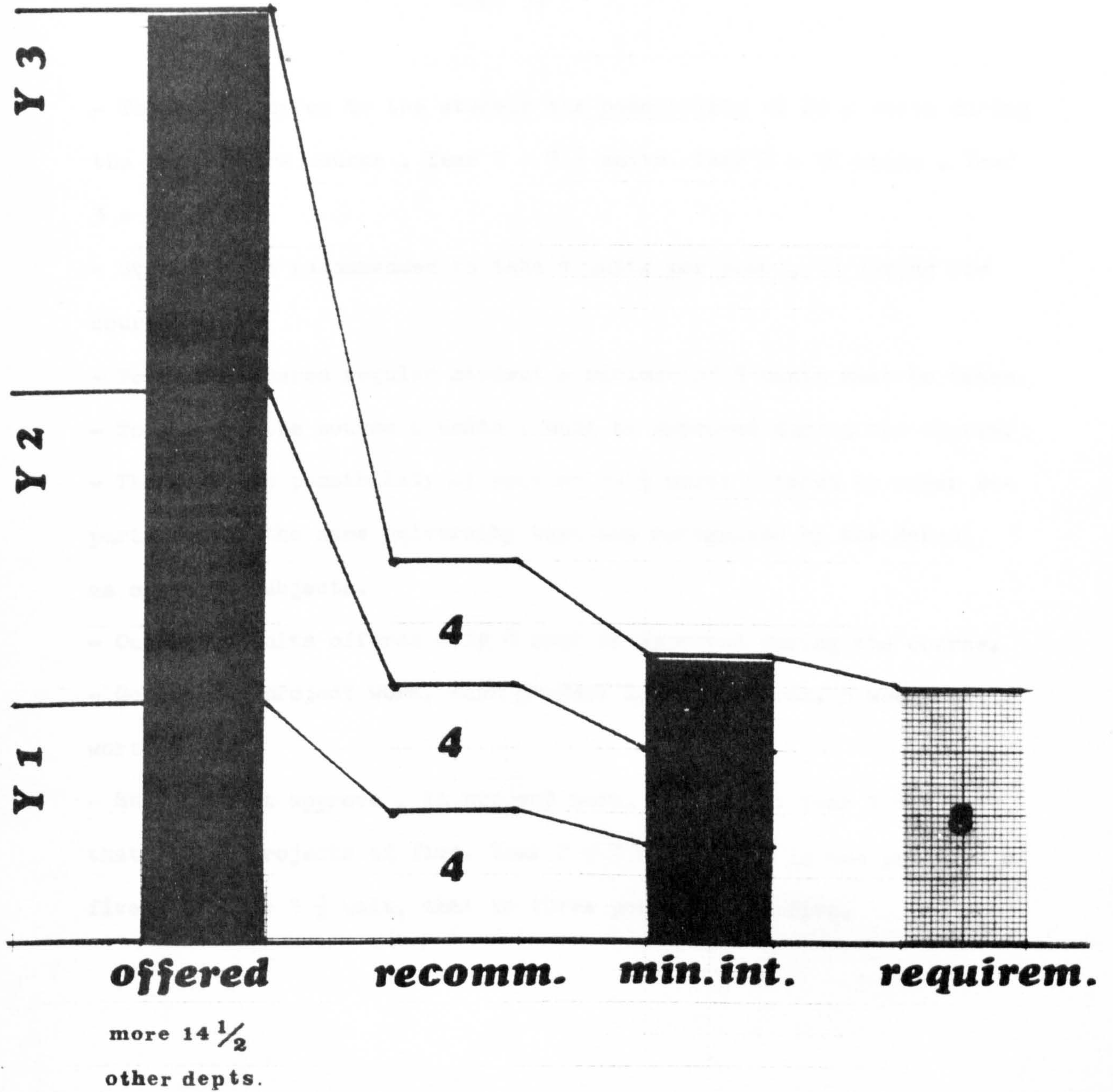
- The graphic contains the information about the 12 subjects and project work corresponding to Year 3.
- Approx. 50 % of the subjects use seminars, about 43 % lectures, tutorials and project work are used by 35 %, discussion by 28 %, study course by 21 % , followed by individual study, essays, visits and site inspection.
- Assessment is mainly made through examinations , about 64 % of the subjects, through project in 35 %, and 20 % by essays, course study, and tutorials.
- Five projects are done during the year. One project , the first, has emphasis on architectural design. One may be on architectural design or environmental design engineering. Two in architectural design or building. One in architectural design or landscape, or building, or planning.

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UNITS SYSTEM

Graphic U.C.L.8

flexibility



UNIVERSITY COLLEGE LONDON
school of environmental studies

EXPLANATION TO GRAPHIC U.C.L. 8

Objective : To study the flexibility offered by the
Unit System of the School from Year 1 to
Year 3.

- The School offer to the student the possibility of $29 \frac{1}{2}$ units during the three years course . Year 1 = $7 \frac{1}{2}$ units. Year 2 = 10 units . Year 3 = 12 units.
- Students are recommended to take 4 units per year , 12 during the course.
- To be considered regular student a minimum of 9 units must be taken.
- To approve the course 8 units , must be approved during the course.
- There is the possibility of another $14 \frac{1}{2}$ units offered by other Departments of the same university that are recognised by the School as optative subjects.
- Out of 44 units offered only 8 must be approved during the course.
- Concerning project work, each project lasting approx. 5 weeks is worth $\frac{1}{2}$ unit.
- Student must approve , in project work, per year : Year 1 = 1 unit, that is two projects of five. Year 2 = 1 unit, that is two projects of five. Year 3 = $1 \frac{1}{2}$ unit, that is three projects of five.

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TIMETABLE Y.1 Y.2 Y.3

	mon.			tue.			wed.			thu.			fri.					
	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3			
9	Hist.																	
10	Int.Des			Bd.Stru	E.D.E.	Build.	Hist.					Plann.	Build.	Hist.	Hum.Beh	E.D.E.	E.D.E.	
11	Bd.StruPlann.			Build.	E.D.E.	Arch.S.				Opt.St.	Plann.	Arch.S.	Landsc.	Landsc.	Comm.T.	Build.		
12				Hist.	Build.	E.D.E.	Build.					Landsc.	Hist.		Perc.C	Build.	Arch.S.	
13																		
14				Plann.	Conf.	Conf.	Conf.				Build.							
15																		
16	Hist.													Human Behaviour				
17				Conf.	Conf.	Conf.	Conf.				Opt.St.							
18																		

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EXPLANATION TO GRAPHIC U.C.L. 9

Objective : To study students Timetable, from Year 1
to Year 3.

- First year has 13 hours per week, plus one or two conferences , distributed mainly in the mornings.
- Second year has 13 hours per week, plus one or two conferences, most of them by morning. Wednesday is free with the exception of an optative seminar.
- Third year has 13 hours per week , plus one or two conferences.

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WORK LOAD

Graphic U.C.L.10

LECTURES/WEEK

		Arch	Bd. EDE	Pl. Lan	Hist.	Other
Y1	12 lect/sem. 15 hrs/week	2	4	2	2	2
Y2		2	7	2	1	1
Y3		2	5	3	2	1

HOURS/SESSION

Y1	20	60	40	20	50	190
Y2	50	120	40	20	34	264
Y3	20	140	60	40	40	300
	90	320	140	80	124	754

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EXPLANATION TO GRAPHIC U.C.L. 10

Objective : To study students Workload , per week and
per session, from Year 1 to Year 3.

- For the purpose of this graphics subjects have been grouped according to its nature.
- The upper graphic shows that during the course the emphasis on the studies is in Building and Environmental Design Engineering , particularly in second year with 50 % of the time in fixed timetable.
- The lower graphic, worked out considering the actual number of lectures , seminars or other activities done during the year for each group of subjects , confirms the above mentioned emphasis on building and environmental design engineering.
- The number of hours per session increases from Year 1 to Year 3 very considerably , as it does the demand for more unit to be approved in project work as we saw in the 'explanation to graphic 8 '.
- It is difficult to assess how many hours are devoted to project work, and the students consulted feel that the School is E.D.E.* oriented and that the time left for project work it is not more than 29 hours per week.

(*) Environmental Design Engineering

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COURSES GROUP.

Graphic U.C.L.11

		Y 1	Y 2	Y 3		
ARCH. STUD.		20	20	20	60	<div style="display: flex; align-items: center; justify-content: center;"> <div style="border-left: 1px solid black; height: 100%; width: 1px;"></div> <div style="margin-left: 5px;">419</div> </div>
A. CASE HIST.				20	20	
HIST.		20	20	40	80	
LANDS.		20	20	20	60	
PLAN.		20	15	40	75	
COMM. TECH.		20			20	
PERC. & COMM.		30			30	
HUM. BEH.			34	40	74	
BUILD. T. & P.		20	40		60	
STRUCT.		20	20	20	60	
MAT.				20	20	<div style="display: flex; align-items: center; justify-content: center;"> <div style="border-left: 1px solid black; height: 100%; width: 1px;"></div> <div style="margin-left: 5px;">200</div> </div>
MANAG.				20	20	
SITE O.				20	20	
ELEM.				20	20	
ENV. DES. ENG.		20	20		40	
INT. D			20		20	
RES. M.			20	20	40	
ADV.				20	20	
SERV.				20	20	
PROJECT						
ARCH.		4	2-4	1-3	7-11	<div style="display: flex; align-items: center; justify-content: center;"> <div style="border-left: 1px solid black; height: 100%; width: 1px;"></div> <div style="margin-left: 5px;">140 340</div> </div>
LANDS.			0-2	0-1	0-3	
BUILD.		0-1	0-1	0-3	0-5	
E.D.E.		0-1	0-1	0-1	0-3	
PLAN.				0-1	0-1	

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EXPLANATION TO GRAPHIC U.C.L. 11

Objective : To study the number of actual hours per
subject per session and project work dis-
tribution from Year 1 to Year 3.

- Most of the courses are planned with one hour per week , considering only 20 weeks per session.
- Courses shown with 40 hours per session , have one lecture followed by one seminar or exercise.
- Building with six different subjects and 200 hours per session is the main group , followed by Environmental Design Engineering with 5 different subjects and 140 hours.
- In project work the emphasis usually is clearly defined in of the five aspects listed : architectural design, landscape architecture, building, environmental design engineering, and planning.
- The variations in the figures or projects are due to the fact that several of them , each year, are elective from two or more possibilities.
- The emphasis on project work is in architectural design , although a student interested could do during the course as much as 8 projects in building- environmental design engineering.

TIMETABLE

M.A., M.Sc., & DIPLOMA COURSES

	mon.			tue.			wed.			thu.			fri.			
	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	
9				Heating & Vent.					E.D.E.				Pub. Health Eng.			Interv.
10							Theory of Know Nat & Trop. Land						Acoustics			
11			Work. Or Pub. Health Eng.	Adv. Bd. App. Build. Eco.					E.D.E.		Princ. Build. Eco.					
12			Location Theo.													
13																
14			Adv. A.S. Sociology	Work D.					Tens. S.		Human Behaviour App. Build. Eco.					
15		Urban Geograp.		Location Theo.			Acoustics									
16			E.D.E.													Hist.
17				Ergon. of Build.												
18																

1 = M.A.

2 = M.Sc.

3 = Diploma

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EXPLANATION TO GRAPHIC U.C.L. 12

Objective : To study students Timetable during the one
year course alternatives :M.A., M.Sc., Di
ploma in Architecture.

- M.A. and M.Sc. courses have 18 hours per week, considering several options, but each student must take only 4 options what represents approx. 8 hours per week.
- Diploma in Architecture course has 5 hours per week with lectures, plus 2 hours for discussions and 3 or 4 for interviews and meetings, that is about 10 to 11 hours per week,
- Students are otherwise free to organize their time for project work, dissertation or thesis , depending of each course requirements.

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WORK LOAD

Graphic U.C.L.13

LECTURES/ WEEK

	Env Des Eng	Bd Studies	Gen Adv St	
M.A.				
M.Sc.	5	4	7	16
DIP.	4	6	--	10

M. degree students take

4 subjects = 6 hours/week

**most time = project work
indiv. studies
tutorials**

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EXPLANATION TO GRAPHIC U.C.L. 13

Objective : To study students Workload, per week and per session, during the one year course alternatives : M.A., M.Sc., Diploma in Architecture.

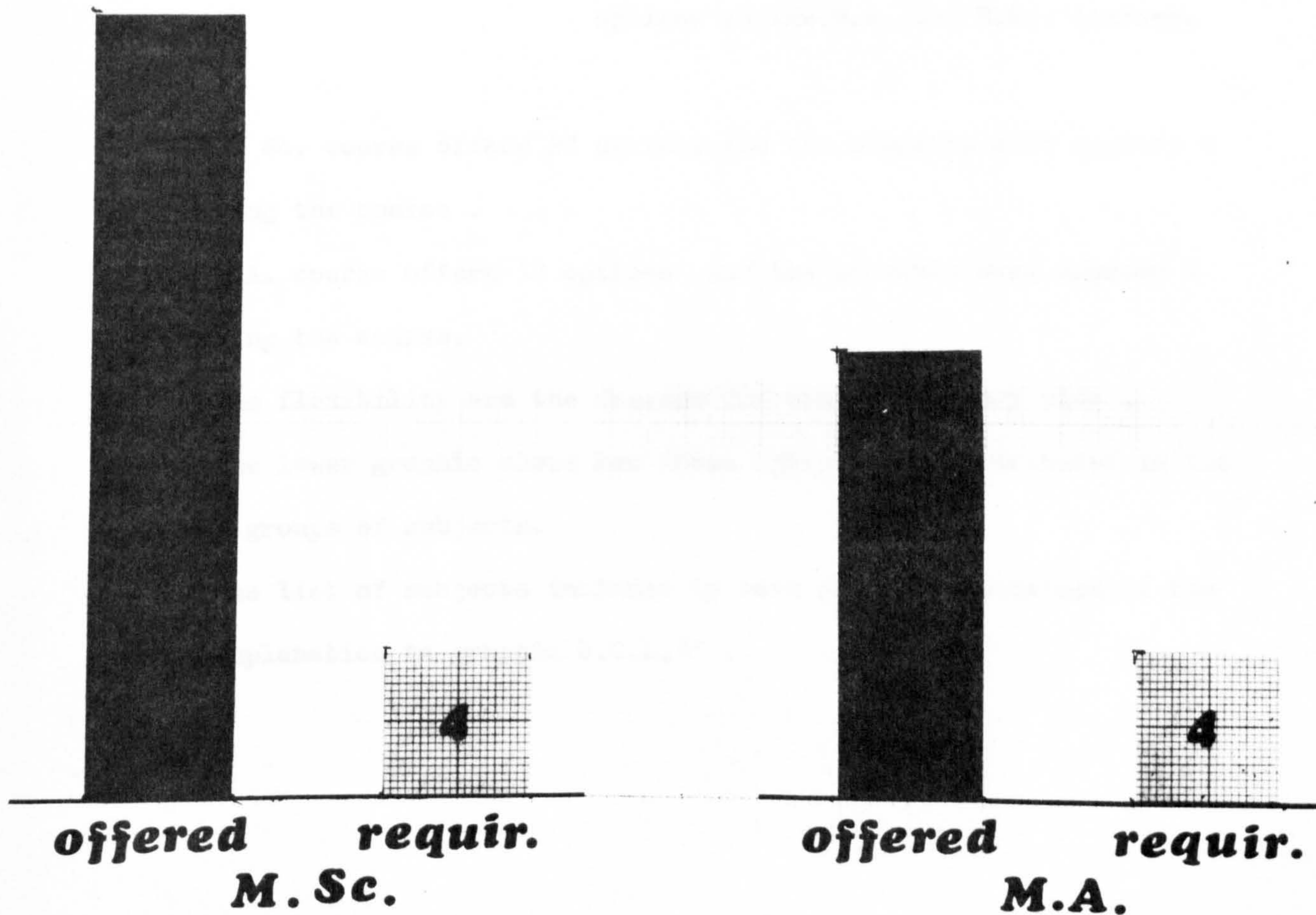
- M.A. course has 4 hours in Building Studies and 7 in General Advanced Studies.
- M.Sc. course has 5 hours in Environmental Design Engineering, 4 in Building Studies , and 7 in General Advanced Studies.
- Students for M. courses must take only four options each what means about 6 hours a week of timetabled activities.
- Diploma in Architecture course has 4 hours en Environmental Design Engineering and 6 in Building Studies.

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OPTIONS SYSTEM

Graphic U.C.L.14

flexibility



	E . D . E .	Bd.Stud	G.Adv.S.
M.A.	--	3	9
M.Sc.	9	4	8

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EXPLANATION TO GRAPHIC U.C.L. 14

Objective : To study the flexibility offered by the
options in the M.A. and M.Sc. courses.

- M. Sc. course offers 23 options and the students must approve 4 during the course .
- M.A. course offers 12 options and the students must approve 4 during the course.
- The flexibility and the freedom for choice are very wide .
- The lower graphic shows how these options are distributed in the the groups of subjects.
- The list of subjects included in each group is contained in the ' explanation to graphic U.C.L.3' .

COORDINATION

Graphic U.C.L.15

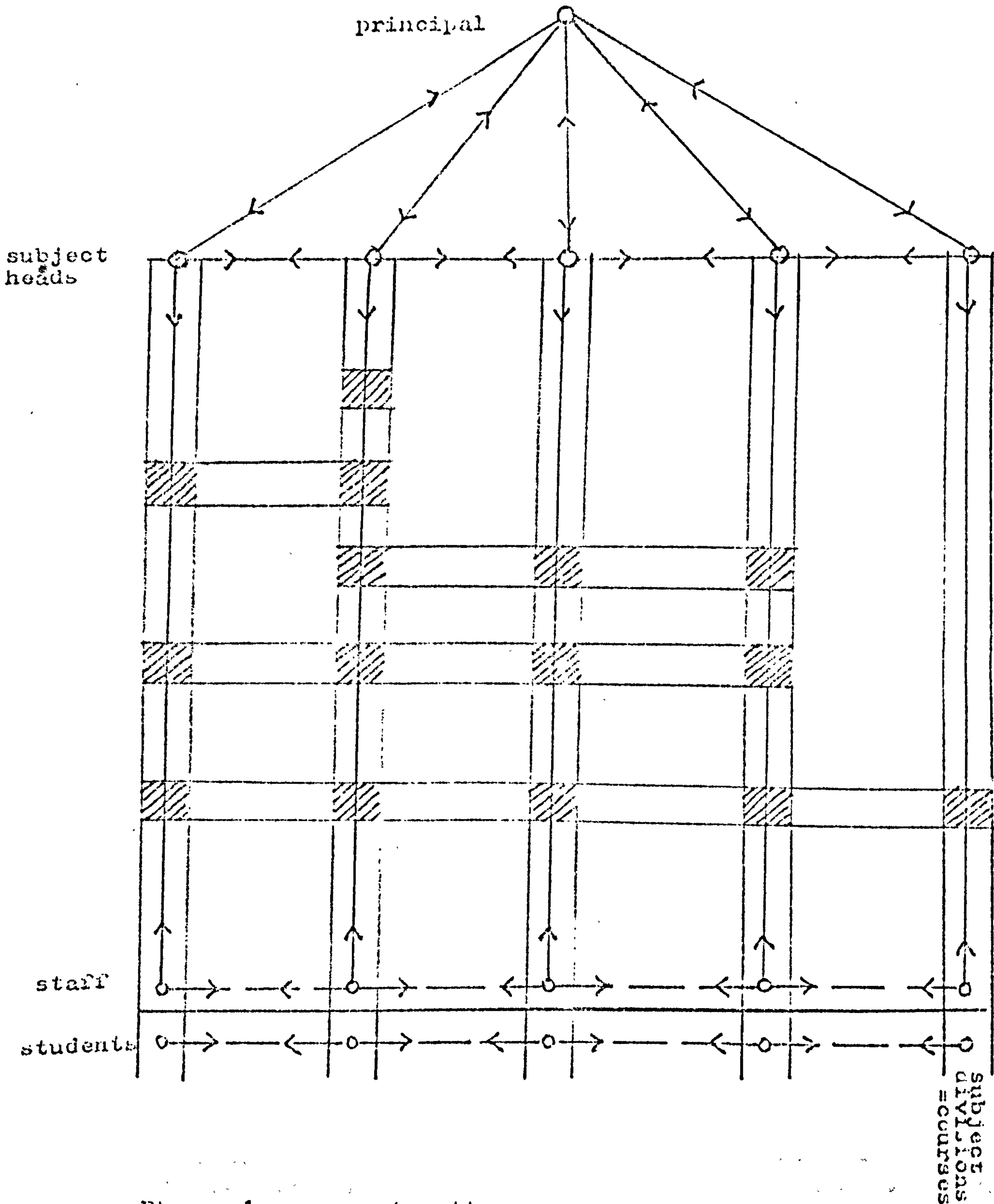


Figure 1 current pattern
artificial integration mainly by means of projects

John Musgrove's diagram "Educating Environmentalists"

COORDINATION

Graphic U.C.L.15

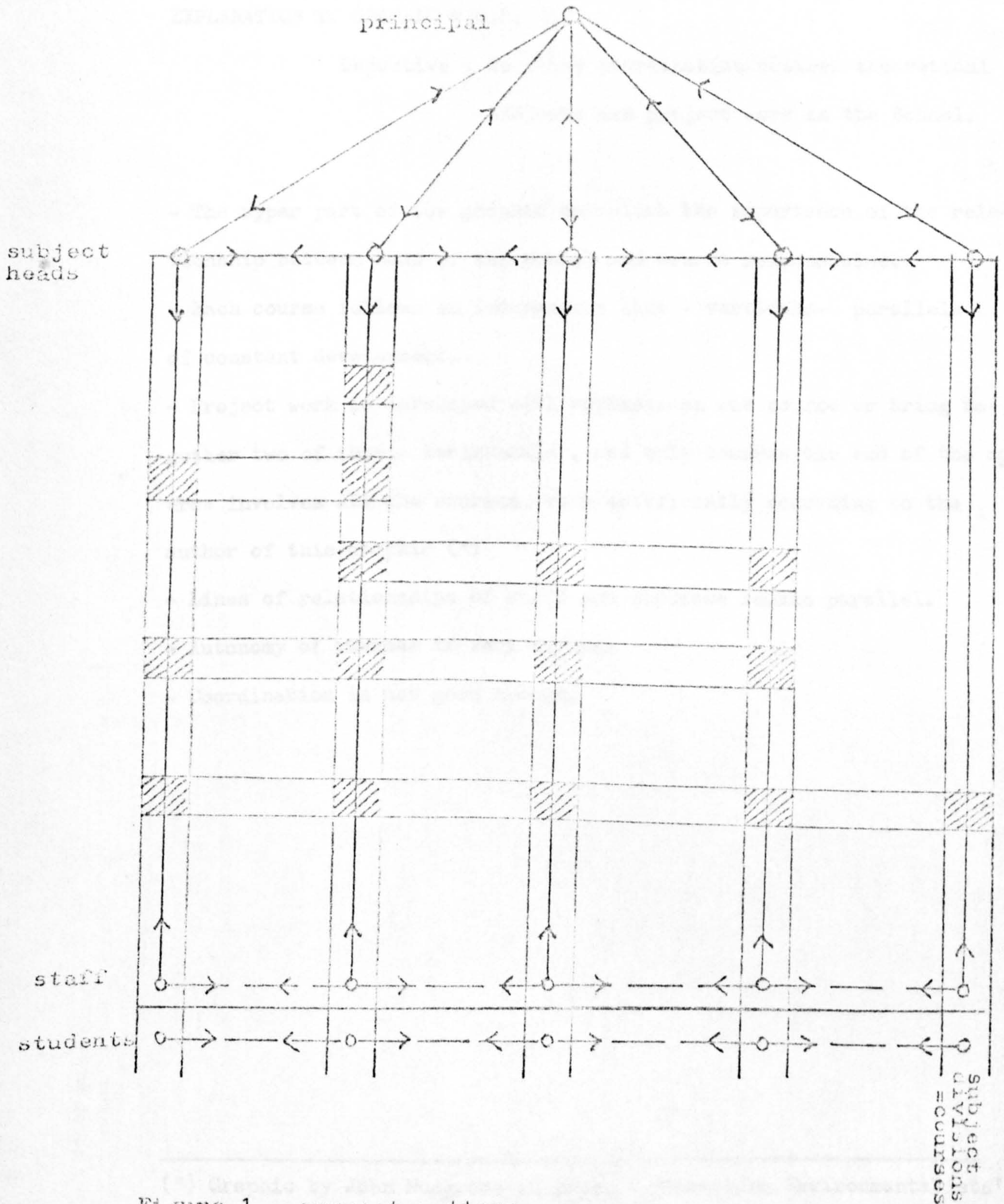


Figure 1 current pattern
artificial integration mainly by means of projects

John Musgrove's diagram "Educating Environmentalists"

UNIVERSITY COLLEGE LONDON
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EXPLANATION TO GRAPHIC U.C.L. 15*

Objective : To study coordination between theoretical subjects and project work in the School.

- The upper part of the graphic establish the importance of the relationship between head of the School and course responsables.
- Each course follows an independent line - verticals- parallels , of constant development.
- Project work is developed with emphasis on one course or bring together two of them - horizontal- , and only towards the end of the course involves all the courses, very artificially according to the author of this graphic (*)
- Lines of relationships of staff and students remain parallel.
- Autonomy of courses is very strong.
- Coordination is not good enough.

(*) Graphic by John Musgrove in paper : 'Educating Environmentalists'

UNIVERSITY COLLEGE LONDON
school of environmental studies

EXPLANATION TO GRAPHIC U.C.L. 16

Objective : To synthesize social studies and/or concern
in the School.

- In Year 1 in the subject Architectural Studies the interdependence between social structures , technology and nature of the environment are studied. In History of Architecture studies consider the relationship between social problems and architecture since 1951. In Human Behaviour individual and collective response to architecture are studied.
- In Year 2 , in Planning consideration is given to doctrinary struggles and sociology in urban planning in the country. In Human Behaviour the influence of cultural and social factors in architecture are studied.
- In Year 3 Human Behaviour go on considering the same problems and facts.
- There is in the School - staff and students- awareness and concern of the social implications of architecture as profession , manifested in some projects, but not found clearly established in the documents studied. Students consulted do not consider this aspect being important during their studies.

UNIVERSITY COLLEGE LONDON
school of environmental studies

D. M.

Graphic U.C.L.17

Y. 1

. architectural studies : information about systematic D.M.

Y. 2

Y. 3

Y. 5

Y. 6

NO INTEREST, NO TEACHING OF D.M.

SUSPICIONS ABOUT VALUES AND UTILITY

FREEDOM TO USE THEM ON PROJECT WORK.

form 9

UNIVERSITY COLLEGE LONDON
school of environmental studies

EXPLANATION TO GRAPHIC U.C.L. 17

Objective : To synthesize the teaching and/or use of
design methods in the School.

- In Year 1 , in the subject Architectural Studies , design methods are studied in a rather general way.
- There is not interest in systematic design methods in the School , and their usefulness is discussed.
- Computer aid is considered important and used but not as a way of designing.
- There is freedom for students to use design methods in project work if they like , but they are not actually used.

UNIVERSITY COLLEGE LONDON
school of environmental studies

H.of A.

Graphic U.C.L.18

Y. 1	<ul style="list-style-type: none">. course : architecture since 1951, particularly in Britain<ul style="list-style-type: none">- lectures- essays- analysis
Y. 2	<ul style="list-style-type: none">. course : classic architecture , relations. with mod. arch.<ul style="list-style-type: none">- lectures- essays- individual subjects
Y. 3	<ul style="list-style-type: none">. options :<ul style="list-style-type: none">. history of urban growth form. history and consequences of mech. env. aids. methodology of historical studies - seminars<ul style="list-style-type: none">- analysis
Y. 5	<ul style="list-style-type: none">. M.A. and M.Sc. option course :<ul style="list-style-type: none">. history since 1900<ul style="list-style-type: none">- individual study- seminars- essays
Y. 6	<ul style="list-style-type: none">. same as Y.5

GENERAL COMPREHENSION OF HISTORY OF ARCHITECTURE AND ITS
METHODOLOGY

EMPHASIA ON THE LAST 20 YEARS.

form 9

UNIVERSITY COLLEGE LONDON
school of environmental studies

EXPLANATION TO GRAPHIC U.C.L. 18

Objective : To synthesize the teaching of history of
architecture in the School.

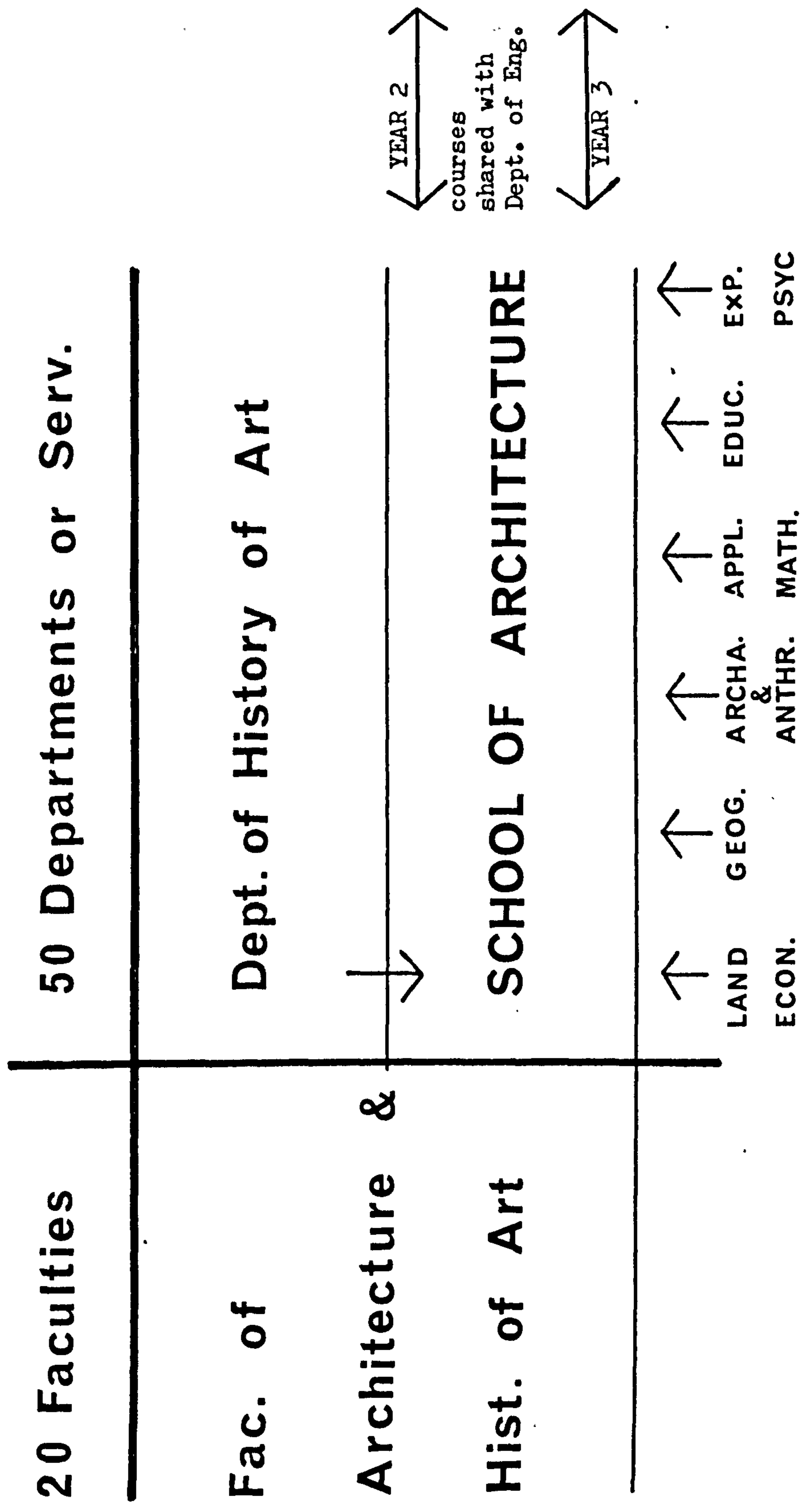
- In Year 1 the course consisting of 20 lectures , one per week, and essays and building appraisals cover the period since 1951 to present days in England.
- In Year 2 the studies are about Classic architecture through history and possible relationships with modern architecture . The course is given through 20 lectures and students must prepare essays and conduct individual studies.
- In Year 3 the course involves : history of the form of urban settlements; history and consequences in architecture of mechanical means for environmental engineering ; and methodology of architectural history. The course is given through 20 lectures followed by seminars , and students are requested to present essays and buildings analysis.
- In the M.A. and M.Sc. courses one of the options is a course of History of Architecture since 1900 to present days, that is run by seminars, individual study and essays accorded with the tutor.
- Purposes of the courses are to give a general understanding of history of architecture and its methodology. The main emphasis is in the last 200 hundred years of architecture.

UNIVERSITY OF CAMBRIDGE
school of architecture

UNIVERSITY OF CAMBRIDGE

school of architecture

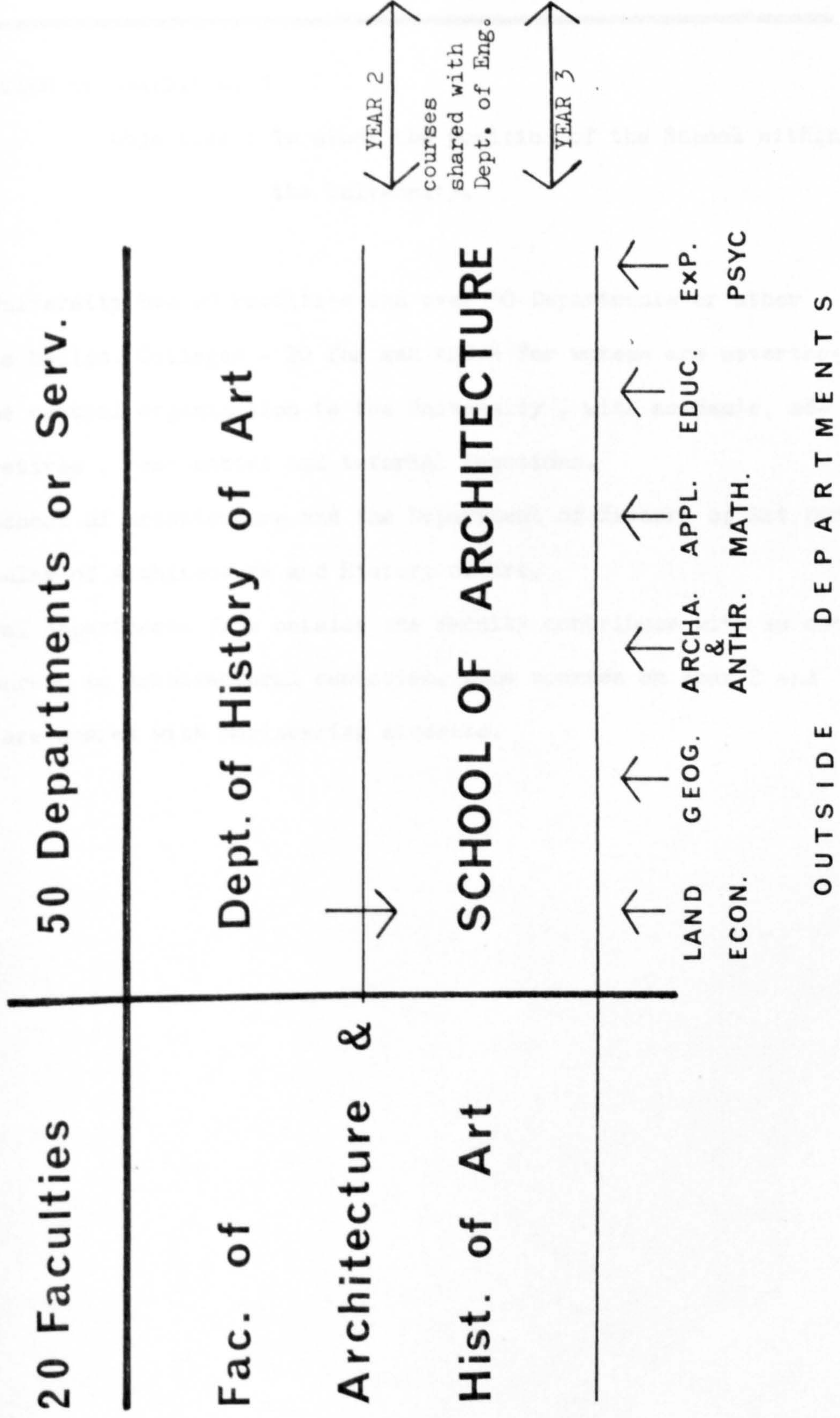
THE UNIVERSITY



Graphic C.1

OUTSIDE DEPARTMENTS

THE UNIVERSITY



YEAR 2
YEAR 3
courses shared with Dept. of Eng.

OUTSIDE DEPARTMENTS

UNIVERSITY OF CAMBRIDGE
school of architecture

EXPLANATION TO GRAPHIC C. 1

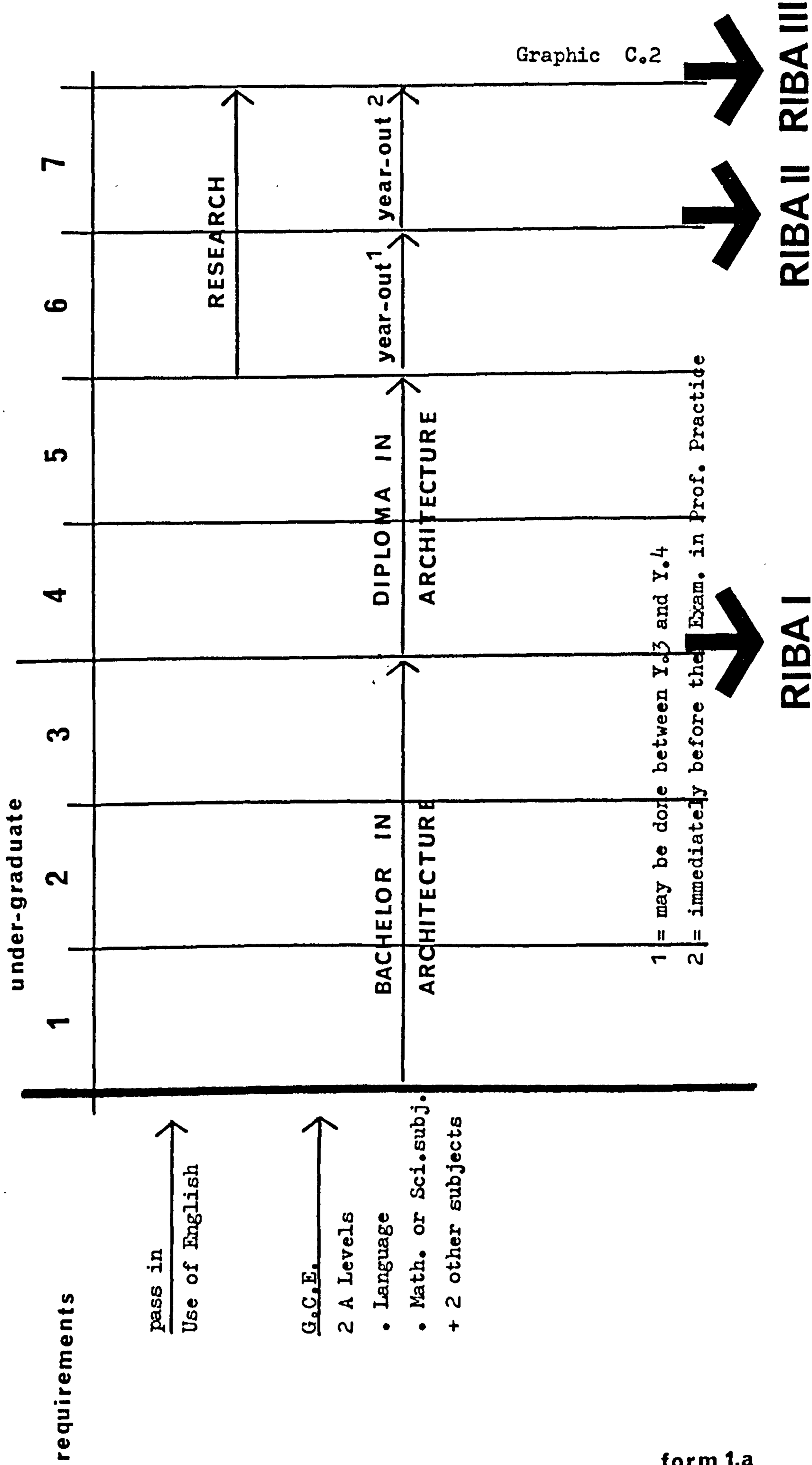
Objective : To study the position of the School within
the University.

- The University has 20 Faculties and over 50 Departments or other academic bodies. Colleges - 20 for men and 4 for women- are nevertheless the central organization to the University , with academic, administrative , residential and tutorial functions.
- The School of Architecture and the Department of History of Art form the Faculty of Architecture and History of Art.
- Several departments from outside the Faculty contribute with as much as 7 courses to architectural education. Some courses on Year 2 and Year 3 are shared with Engineering students.

UNIVERSITY OF CAMBRIDGE

school of architecture

STUDIES Y.1 - Y.7



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EXPLANATION TO GRAPHIC C. 2

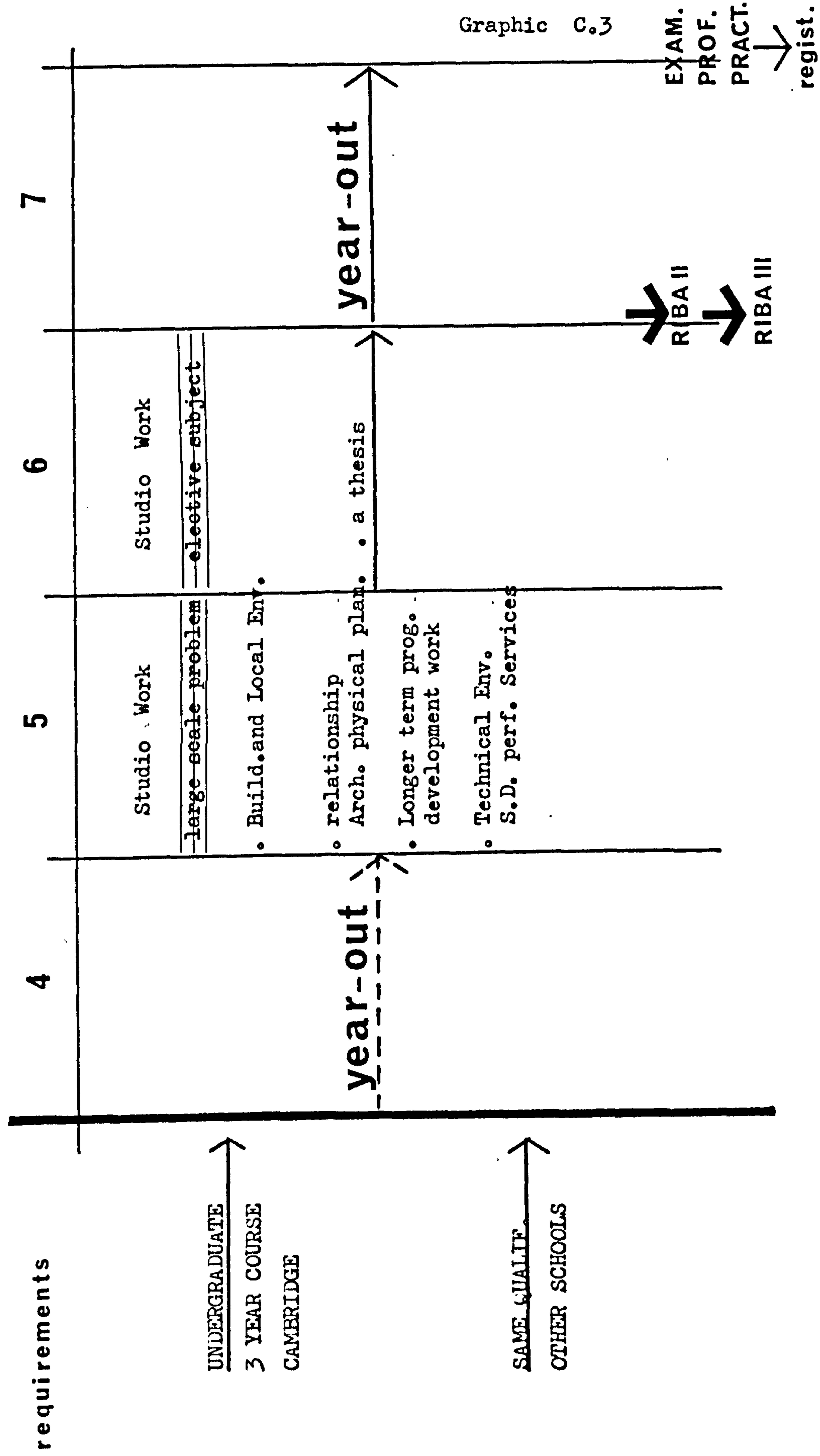
Objective : To show the studies in the School from
Year 1 to Year 7.

- Entry requirements are similar to other Schools , at least 5 O levels with 2 A levels and selection . Selection and acceptance is entirely run by Colleges , and one in thirty is admitted.
- Studies from Year 1 to Year 3 lead to the Degree of Bachelor in Architecture and exemption to RIBA I.
- Year 4 is usually a 'year-out' for professional practice, but students may, as well, take the two years course for Diploma in Architecture.
- The course for Diploma in Architecture leads to exemption of RIBA II.
- Year 7 is the second 'year-out' leading to RIBA III and professional qualification. Those students that went directly from Bachelor in Architecture course to Diploma in Architecture take two years out.
- After five years in the School or professional qualification higher degrees may be taken in the School.

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school of architecture

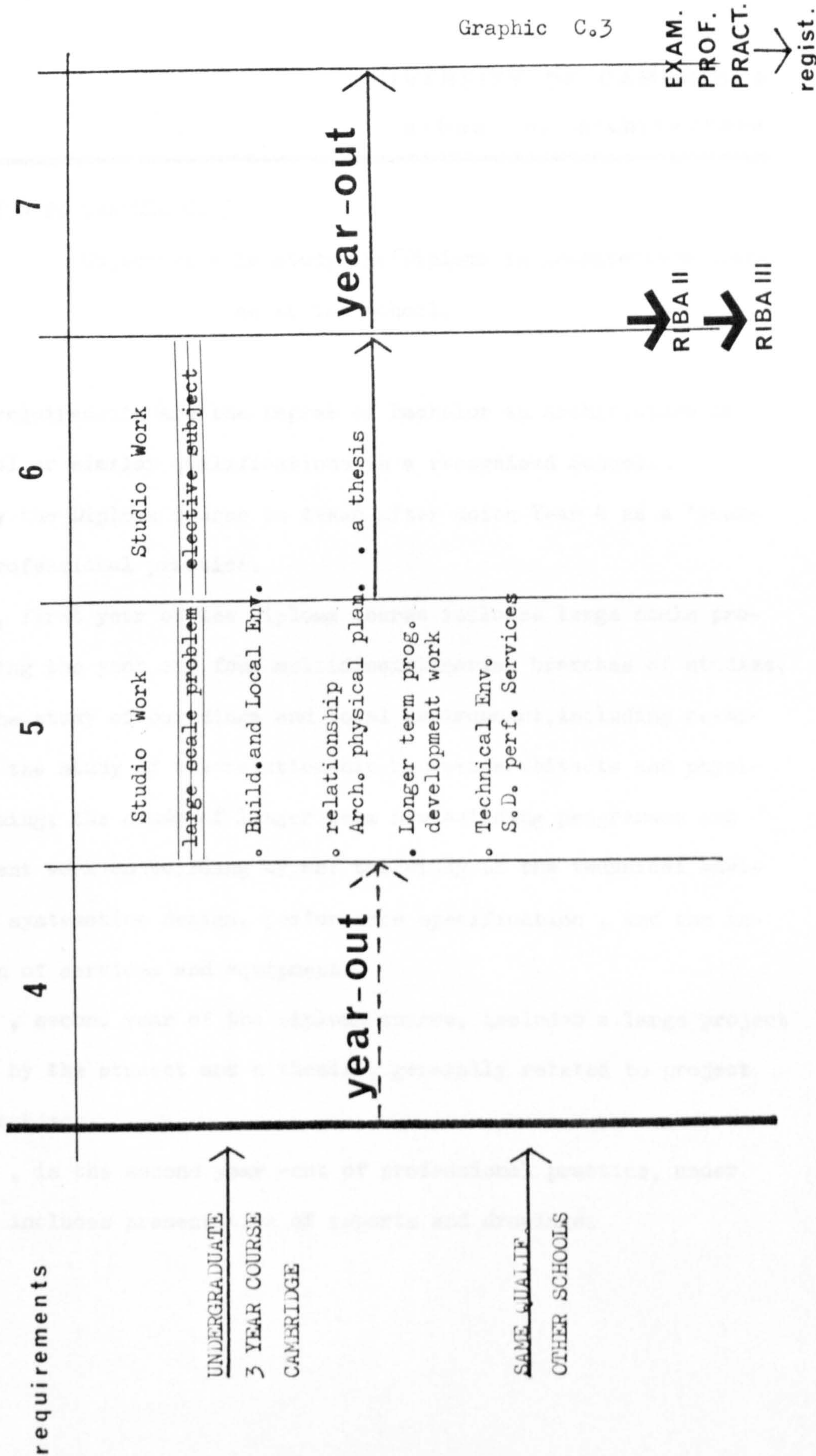
STUDIES Y.4-Y.7



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STUDIES Y.4 - Y.7



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school of architecture

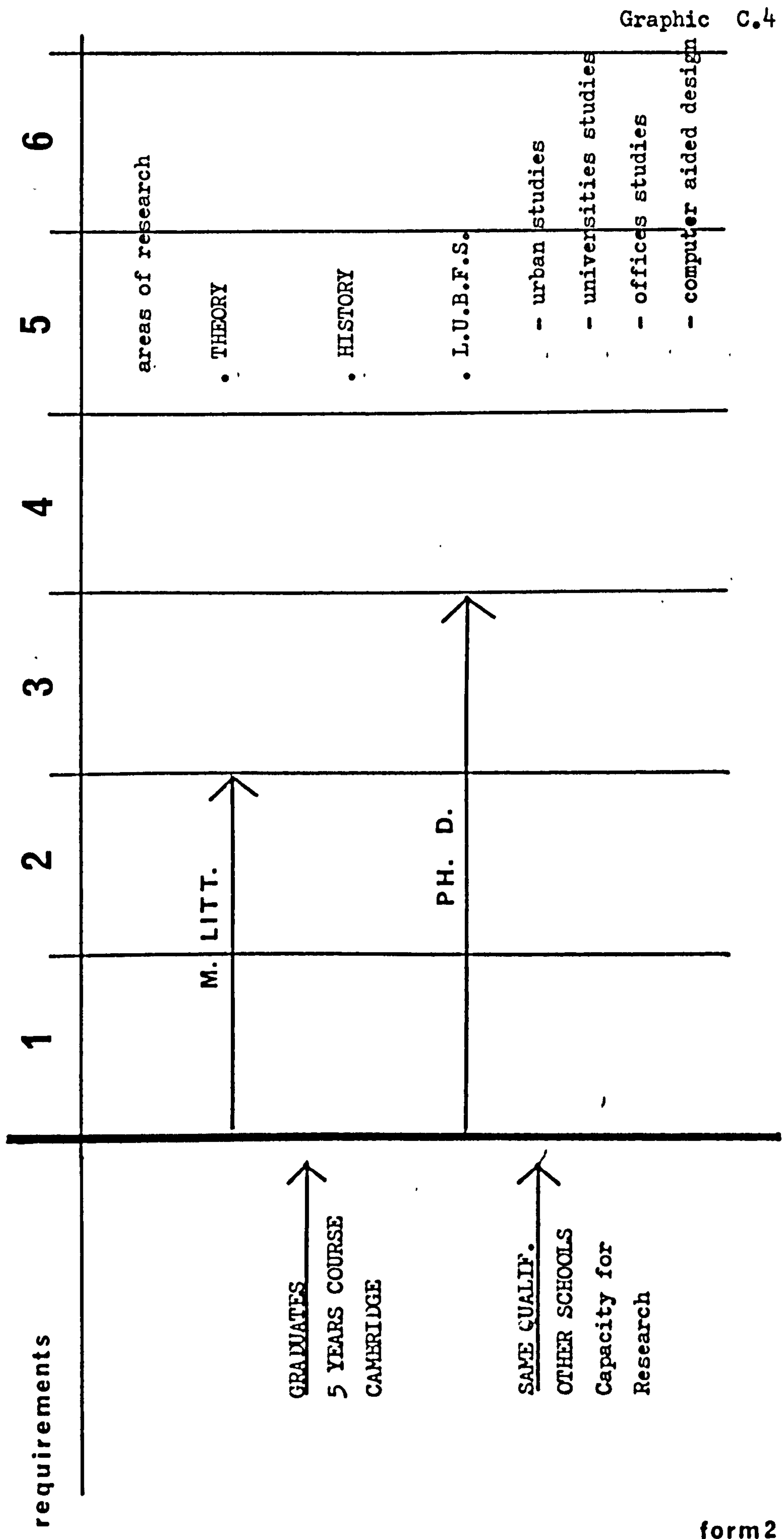
EXPLANATION TO GRAPHIC C. 3

Objective : To study the Diploma in Architecture course in the School.

- Entry requirements are the Degree of Bachelor in Architecture in the School or similar qualifications in a recognised School.
- Usually the Diploma course is taken after doing Year 4 as a 'year-out' , professional practice.
- Year 5, first year of the Diploma course includes large scale project during the year and four multidisciplinary branches of studies, like : the study of buildings and local environment, including re-modelling; the study of the relationship between architects and physical planning; the study of longer term new building programmes and development work on building types; the study of the technical environment, systematic design, performance specification , and the integration of services and equipment.
- Year 6 , second year of the Diploma course, includes a large project proposed by the student and a thesis , generally related to project work or subject.
- Year 7 , is the second year -out of professional practice, under control, includes presentation of reports and drawings.

HIGHER DEGREES

RESEARCH WORK



UNIVERSITY OF CAMBRIDGE
school of architecture

EXPLANATION TO GRAPHIC C. 4

Objective : To show alternatives for higher degree studies.

- Requirements to undertake higher degree studies in the School are : Degree of Bachelor in Architecture and Diploma in Architecture in the same School or similar qualifications of other recognised Schools ,and approval by a special Committee.
- Higher Degrees are obtained by research . M. Litt. degree may be obtained with two years of full time work. Ph. D. Degree may be obtained with three years of full time work in the School.
- Subjects for higher degree studies traditionally have been History of Architecture and Theory from which lately has derived Land Use and Built Form Studies a centre for research in computer aid on : urban systems, universities, offices, housing design, etc.

UNIVERSITY OF CAMBRIDGE

school of architecture

TEACHING & ASSESSMENT Y.1 Graphic C.5

	TEACHING													ASSESSMENT				
	lectures	seminars	disc. meeting	exercises	course study	tutorials ¹	essay	ind. study	project	hand-out	block course ²	prog. learn.	visits	essay	exam.	project	course study	tutor
THEORY	●														●			
HISTORY	●														●			
CONST. & MAT.	●														●			
BUILD SCI	●														●			
BUILD. MECH.	●			●											●			
URBAN STUD.																		
ARCH. ASP.																		
BUILD. SYST.																		
BUILD. ENV.																		
PROJECT WORK	●					●		●								●		
sketch	●	●	●			●	●	●										
project	●	●	●			●	●	●										

1 = TUTORIALS organized by Colleges
 2 = BLOCK COURSES are IMPORTANT

UNIVERSITY OF CAMBRIDGE
school of architecture

EXPLANATION TO GRAPHIC C. 5

Objective : To study teaching and assessment methods
used in Year 1.

- Studies are integrated in only five subjects : Theory, History of Architecture, Construction and Materials, Building Sciences ,and Building Mechanics , beind the latter three considered part of a broader subject : Building Theory.
- Teaching methods most used are : lectures, exercises, individual tutorials and block courses related to project work.
- Assessment is made by examination and through the project itself.
- In project work in term 1 five different programmes are done : a survey of Cambridge, two projects, a drawing exercise , and a structural exercise. Second term , two projects and a structural exercise. Third term one project.

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TEACHING & ASSESSMENT Y.2 Graphic C.6

	TEACHING													ASSESSMENT				
	lectures	seminars	disc. meeting	exercises	course study	tutorials ¹	essay	ind. study	project	hand-out	block course ²	prog. learn.	visits	essay	exam.	project	course study	tutor
THEORY	●			●											●			
HISTORY	●														●			
CONST. & MAT.	●										●				●			
BUILD SCI	●										●				●			
BUILD. MECH.	●										●				●			
URBAN STUD.																		
ARCH. ASP.																		
BUILD. SYST.																		
BUILD. ENV.																		
PROJECT WORK	●					●		●		●						●		
sketch	●	●	●	●														
project				●	●							●						

1 = TUTORIALS organized by Colleges

2 = BLOCK COURSES are IMPORTANT

UNIVERSITY OF CAMBRIDGE
school of architecture

EXPLANATION TO GRAPHIC C. 6

Objective : To study teaching and assessment methods
used in Year 2.

- The graphic contains the information about the subjects and project work corresponding to Year 2.
- Teaching methods most used are : lectures, exercises, tutorials and block courses related to project work.
- Assessment is done by examination and through project work.
- In project work in term 1 the work consists of : one area study, a survey with D.o.E. , a sketch , and the beginning of two projects one of which is finished during term 2 and the other finished at the beginning of term 3. In term 3 one project is done.

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TEACHING & ASSESSMENT Y.3 Graphic C.7

	TEACHING													ASSESSMENT				
	lectures	seminars	disc. meeting	exercises	course study	tutorials ¹	essay	ind. study	project	hand-out	block course ²	prog. learn.	visits	essay	exam.	project	course study	tutor
THEORY	●														●			
HISTORY	●						●							●				
CONST. & MAT.	●										●				●			
BUILD SCI	●										●				●			
BUILD. MECH.	●										●				●			
URBAN STUD.																		
ARCH. ASP.																		
BUILD. SYST.																		
BUILD. ENV.																		
PROJECT WORK	●								●		●							●
sketch																		
project	●	●					●	●			●							

1 = TUTORIALS organized by Colleges

2 = BLOCK COURSES are IMPORTANT

UNIVERSITY OF CAMBRIDGE
school of architecture

EXPLANATION TO GRAPHIC C. 7

Objective : To study teaching and assessment methods
used in Year 3.

- The graphic contains the information about subjects and project work corresponding to Year 3.
- Teaching methods most used are : lectures, exercises, tutorials and block courses related to project work.
- In project during term 1 two projects are done and a technical study is begun and finished during vacation time. In term 2 two projects are done . In term 3 , one project is done.

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TEACHING & ASSESSMENT Y.4 Graphic C.8

	TEACHING													ASSESSMENT				
	lectures	seminars	disc. meeting	exercises	course study	tutorials ¹	essay	ind. study	project	hand-out	block course ²	prog. learn.	visits	essay	exam.	project	course study	tutor
THEORY																		
HISTORY																		
CONST. & MAT.																		
BUILD SCI																		
BUILD. MECH.																		
URBAN STUD.	●	●					●							●				
ARCH. ASP.	●	●					●							●				
BUILD. SYST.	●	●					●							●				
BUILD. ENV.	●	●					●							●				
PROJECT WORK	●							●								●		
sketch																		
project																		

1 = TUTORIALS organized by Colleges
 2 = BLOCK COURSES are IMPORTANT

EXPLANATION TO GRAPHIC C. 8

Objective : To study teaching and assessment methods
used in Year 4.

- The graphic contains the information about subjects and project work corresponding to Year 4.
- Theoretical multidisciplinary studies - mentioned in 'explanation to graphic C.3'- use as teaching methods : lectures, seminars, and tutorials .
- Assessment is made through essays and project work.
- Project work consist of one large scale project for which during the first term briefing and data collection work is realised , during second term the architectural design is developed and durint term 3 technological aspect and detailing are finished.

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TIMETABLE Y.5 Y.6

	mon.		tue.		wed.		thu.		fri.		6
	5	6	5	6	5	6	5	6	5	6	
9											
10					Seminar on elective						
11			Conference or exerc.		subject		Urban St.				
12							Arch. Asp.				
13											
14							Build Sys.				
15							Build. Env.				
16											
17											
18											

Y.6 = no lectures, only project work.

Y.5 = 5 to 6 hours per week

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EXPLANATION TO GRAPHIC C. 9

Objective : To study students Timetable in Year 5 and
Year 6.

- Year 5 has 5 to 6 hours per week as fixed timetable. Most of the time is devoted to individual study and project work.
- Year 5 has not fixed timetable and project work and thesis are done usually on individual basis through tutorials.
- Most of the lectures are concentrated in one day of the week , excepting conferences, and seminars.

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WORK LOAD

Graphic C.10

Week

	e l e c t i v e				others	
	Urban Stud.	Arch. Aspects	Build. Syst.	Build. Env.		
Y. 5	1	1	1	1	1-2	6 ¹
Y. 6						

1. approx. changes every term

Session

Y. 5	16	16	26 ²	24 ²	24	106
Y. 6						

2 special lectures on second term

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WORK LOAD

Graphic C.10

Week

	e l e c t i v e				others	
	Urban Stud.	Arch. Aspects	Build. Syst.	Build. Env.		
Y. 5	1	1	1	1	1-2	6 ¹
Y. 6						

1 approx. changes every term

Session

Y. 5	16	16	26 ²	24 ²	24	106
Y. 6						

2 special lectures on second term

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EXPLANATION TO GRAPHIC C. 10

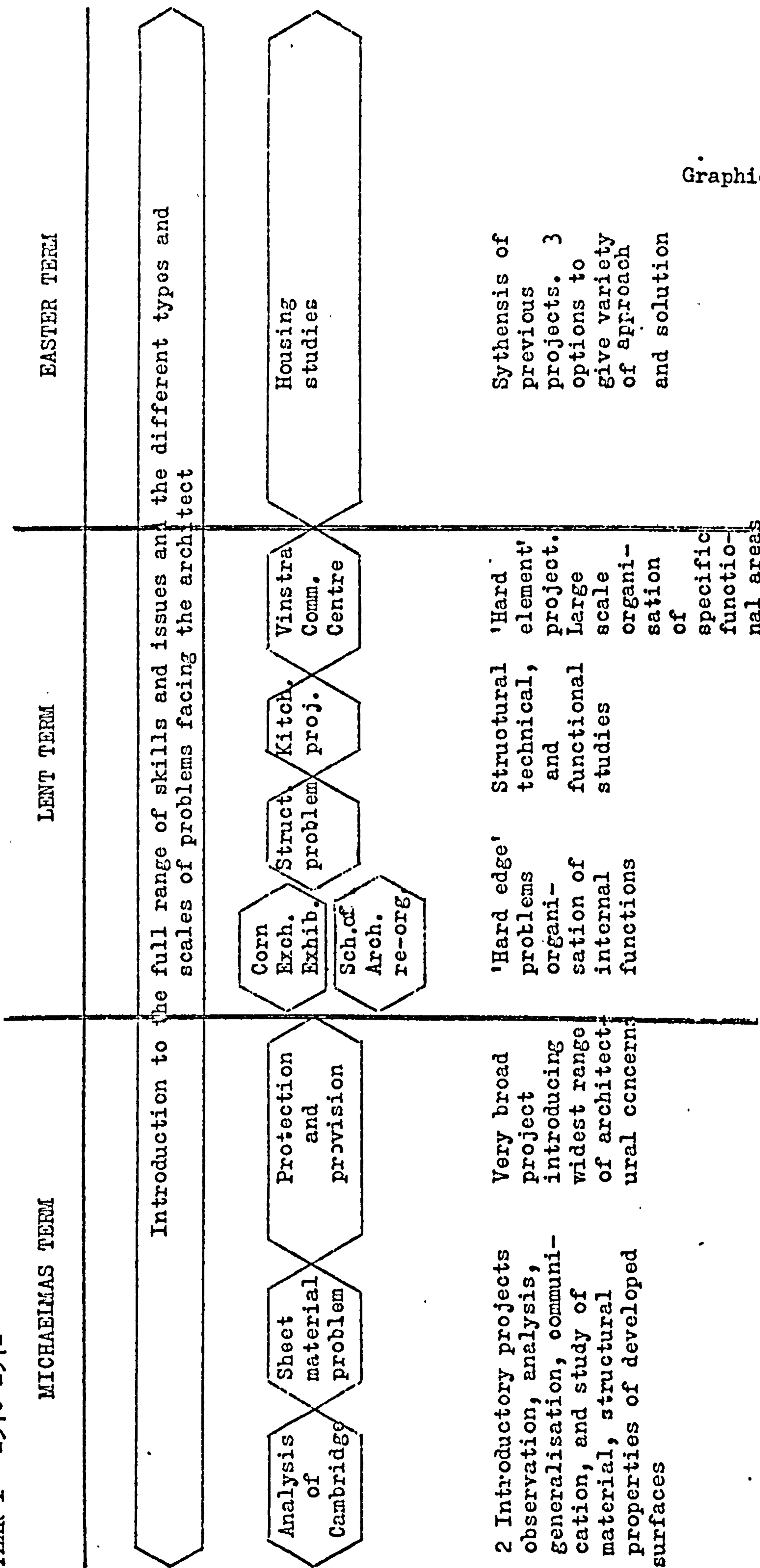
Objective : To study students Workload ,per week and
per session , in Year 5 and Year 6.

- The graphic contain only information about Year 5 due to the fact that Year 6 has not fixed working time.
- In the upper graphic - hours per week- can be seen that the distribution is even between studies. Six hours per week is an average figure , the actual number of hours changes from one term to another.
- In the lower graphic - hours per session- the differences between subjects are due to variations from one term to another.
- All four Studies last only two terms, but : Building Systems and Building and the Environment have some special lectures during second term.

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YEAR I 1970-1971



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EXPLANATION TO GRAPHIC C. 11 *

Objective : To study coordination between theoretical subjects and project work in Year 1.

- During first term the work is initiated with two introductory projects of observation, analysis , generalization and communication on structural and material properties of surfaces. Following a project introducing the student to a wide variety of architectural problems.
- During second term the first project emphasizes the importance of functional organization. Second and third project are in structural, technical and functional aspects. Fourth project is on spatial organization.
- Third term is devoted to one project on housing that pretends to consider all aspects taken in consideration during the year.
- Theoretical subjects contribute with basic knowledge for project work and run parallels.

(*) Graphic presented by the School to the Visiting Board. 1971.

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YEAR II 1970-1971

MICHAELMAS TERM

LENT TERM

EASTER TERM

	Design in the context of a small expanding village of Linton	community -
Single community building - a primary school	House and place of work study	village plan investigation
Housing area with work/community tie		Total village plan
One element with well defined programme clear structural and servicing systems	Investigations to clarify nature and need of new commitment to integrate	Several varied elements both simple and complex construction and securing systems
Visiting lecturers	Visiting lecturers	Structural study with Eng. Dept.
Major technical exercise	Major technical exercise	Visiting lecturers

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EXPLANATION TO GRAPHIC C. 12 *

Objective : To study coordination between theoretical subjects and project work in Year 2.

- Coordination is mainly achieved through block courses, in the subjects considered part of Building Theory, that contribute to project work.
- Team teaching is another important factor.
- Project work is oriented towards the study the problems of a small developing community.
- First term the work consist of a project on a community building - a school for example- with well defined programme and service requirements, for which special lecturers and consultants are invited. An important technical exercise complement the work.
- Second term is devoted mainly to surveys and studies in the community needs, particularly in housing and physical planning.
- Third term projects include housing and communal facilities considering building and servicing systems. The last project consists of a general plan for the community incorporating the buildings projected before.

(*) Graphic presented by the School to the Visiting Board ,1971

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school of architecture

YEAR III 1970-71

MICHAELMAS TERM	LENT TERM	EASTER TERM
	Housing and the community	
<p>Peterborough New town housing linked with shopping, education, recreation, health</p> <p>Today's housing problem 320 simultaneous new Parker Morris houses</p> <p>Visiting lecturers</p>	<p>Milton Keynes Community buildings linking with houses and routes</p> <p>Grouped communal and commercial building in the context of newest new town</p> <p>Visiting lecturers</p> <p>Major technical exercise</p>	<p>Village of Linton Housing in context of a small community</p> <p>Experimental housing types, layouts, sponsorship, support systems, in context of existing community</p> <p>Visiting lecturers</p> <p>Technical exercise</p>
		History dissertation

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EXPLANATION TO GRAPHIC C. 13 *

Objective : To study coordination between theoretical subjects and project work in Year 3.

- Coordination is mainly achieved through block courses , in the subjects considered part of Building Theory, that contribute to project work.
- Team teaching is another important factor.
- During first term project work is on housing based on a new town. Housing is considered in its relation with communal and commercial facilities. Outside lecturers and consultants are invited. The term is ended with a technical exercise .
- Second term , in the same context that term 1, the project work is on commercial or communal buildings . Outside lecturers and consultants are invited. The term is ended with a technical exercise.
- Third term is devoted to experimental housing in an existing community. Outside lecturers and consultants are invited. Again a technical exercise complete the term.

(*) Graphic presented by the School to the Visiting Board. 1971.

YEAR IV 1970-1971

MICHAELMAS TERM	LENT TERM	EASTER TERM
<p>Evolution of brief</p> <p><u>Studies of Aspects of Airport Planning:</u></p> <p>Aircraft Movement Vehicle Movement and Storage Passenger Movement Customs Control Cargo Handling Servicing Facilities</p>	<p>Planning of building types</p> <p>Overall airport plan</p>	<p>Incorporation of technical studies</p> <p>Presentation drawings</p>
<p><u>Planning Study</u></p> <p>Location problems Effect on Regional Planning Transportation Housing Service Industries</p> <p><u>Programming</u></p> <p>Operational Requirements Expenditure Construction</p> <p><u>Assembly of Information</u></p> <p>Visiting Lecturers Visits</p>	<p>Area planning, road and rail links, communications, service industries, housing, transport</p> <p>Technical Studies</p> <p>Methods and costs of construction</p> <p>Structural Studies</p>	<p>Impact of the airport recommendations for urban and regional problems. Housing, transportation services, etc.</p> <p>Calculations: heating, lighting, acoustics</p> <p>Working drawings</p>
		<p>Dissertation on Electives Seminar on Electives</p>
	<p>Lectures on Electives: Architectural Aspects, Urban Studies, Building Environment, Building Systems</p>	<p>Graphic</p>

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EXPLANATION TO GRAPHIC C. 14 *

Objective : To study coordination between theoretical subjects and project work in Year 5.

- During the year one project is developed , in which four aspects are clearly differentiated : programming, general lay-out, technical studies, final drawings.
- The first part - about six weeks- are for the study of the programme, special lectures and consultations.
- The second stage takes the last two weeks of term 1 , supposedly the first vacation and about five weeks of second term for general planification and preliminary studies on building system, costs and structure.
- The third stage takes three weeks of second term and three of third term for heating , lighting, acoustics and incorporation of all technical studies to the project.
- Last stage - about 5 weeks - is devoted to produce working drawings and details.
- During term 2 lectures are given about elective studies basis for dissertation and seminars .

(*) Graphic presented by the School to the Visiting Board, 1971.

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YEAR V 1970-1971

MICHAELMAS TERM

LENT TERM

EASTER TERM

Students are engaged throughout the year on individual or group programmes of work and are expected to submit studio-work and a dissertation for final examination.

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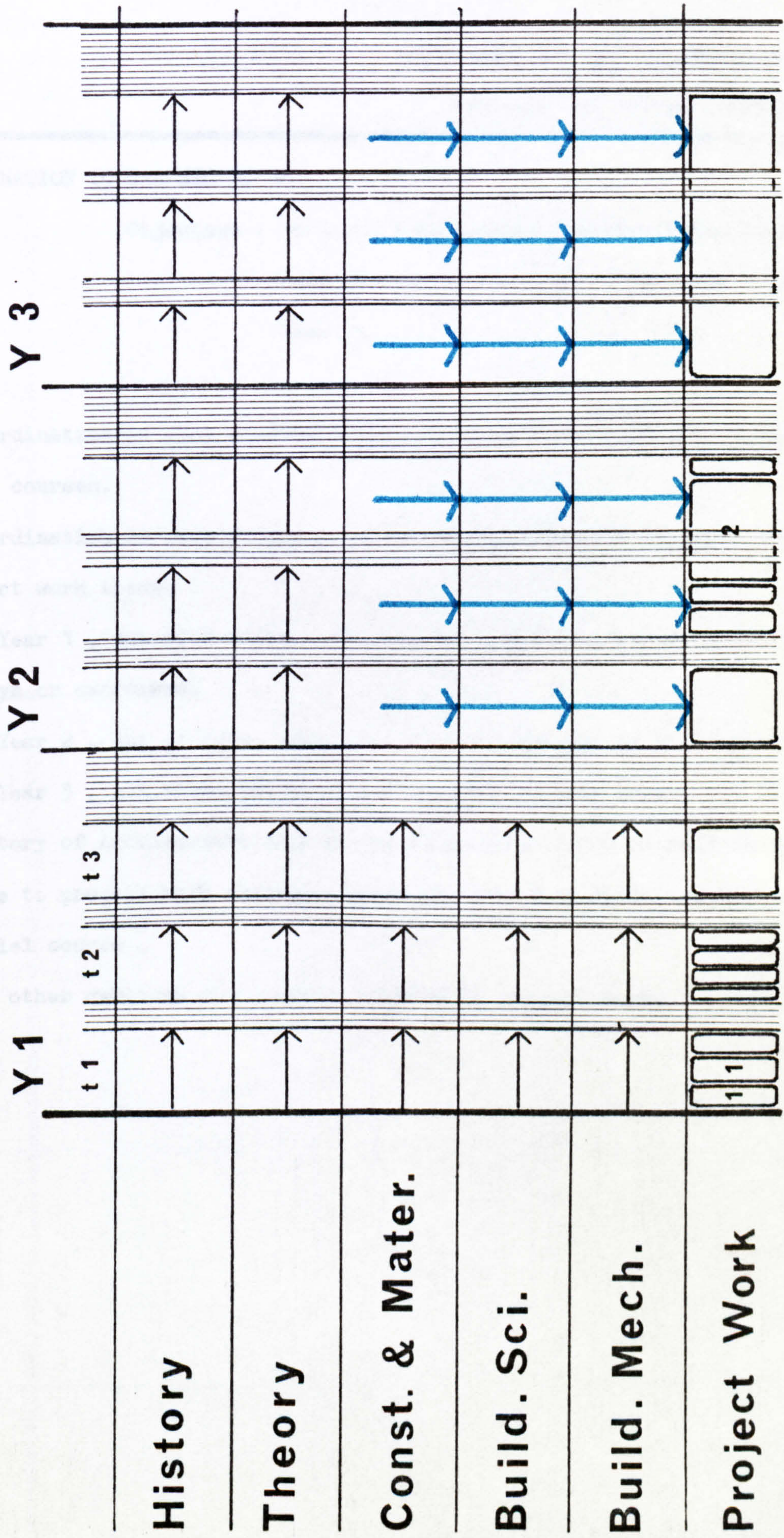
EXPLANATION TO GRAPHIC C. 15 *

Objective : To study coordination in Year 6.

- During Year 6 the work is done mainly individually .
- Project work and Thesis subject are chosen by the student and coordination between both depend entirely on him.
- Project work may be done by groups if the subject justifies it.
- Staff team operates more as consultants according to students demand.

(*) Graphic presented by the School to the Visiting Board. 1971.

COORDINATION



Vacation

Block Courses
 1 Obs. & Analysis
 2 Village Invest.

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EXPLANATION TO GRAPHIC C. 16

Objective : To study coordination between theoretical subjects and project work from Year 1 to Year 3.

- Coordination is most clearly established on Year 2 and Year 3, through block courses.
- Coordination in Year 1 is basically through subjects contents and project work themes .
- In Year 1 , out of 8 works , six may be considered projects and two surveys or exercises.
- In Year 2 , out of five, four are projects and one is a field study.
- In Year 3 , all three projects are typical project work .
- History of Architecture and Theory although related as much as possible to project work through themes and contents follow rather a parallel course .
- All other subjects are closely related to project work.

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SOC.

Graphic C.17

Y. 1	
Y. 2	. project work - housing
Y. 3	. project work - housing and community buildings
Y. 5	
Y. 6	

UNIVERSITY OF CAMBRIDGE
school of architecture

EXPLANATION TO GRAPHIC C. 17

Objective : To synthesize social studies and/or concern
in the School.

- In Year 2 , in project work, housing problems of an existing community are studied.
- In Year 3 , project work is centred in communal buildings in existing communities.
- There is not a declared concern by social problems.

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D. M.

Graphic C.18

Y. 1

Y. 2

Y. 3

Y. 5

• optional study - building environment and systematic design

• use of computer - Land Use and Built Form Studies (L.U.B.F.S.)

Y. 6

UNIVERSITY OF CAMBRIDGE
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EXPLANATION TO GRAPHIC C. 18

Objective : To synthesize the teaching and/or use of
design methods in the School.

- In Year 5 , the studies about building in relation with the Environment include Systematic Design particularly computer aided design in the Centre for Land Use and Built Form Studies.

- There is not a clear teaching of design methods in the School , and they are nor used nor encouraged.

UNIVERSITY OF CAMBRIDGE
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H. of A.

Graphic C.19

Y. 1

. course : X to XX centuries in Europe and England - lectures

Y. 2

. course : Greece (temple) to France XVIII C. - lectures

Y. 3

. course : special period : - barroque

- u.s.a. and europe 1870 - 1914

- great britain 1700 - 1750

- essays

Y. 5

Y. 6

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EXPLANATION TO GRAPHIC C. 19

Objective : To synthesize the teaching of history of
architecture in the School.

- In Year 1 , the course - one hour per week- study from the Xth to the XXth centuries , in England.
- In Year 2 , the course - one hour per week , study representative buildings of ancient times since the Greek temple to the XVIIIth century in France.
- In Year 3 , the course is based on essays whose subjects may be chosen out of three alternatives : a) England; b) USA or Europe ; and c) a historical period : Renaissance, Baroque , etc.
- The general aim of the course is relate the history with the environment , when possible with project work , and give knowledge about History of Architecture , particularly in England.

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T. M.

Graphic C.20

Y. 1	<ul style="list-style-type: none"> • tutorial • lectures • exercises • design emphasis 	<ul style="list-style-type: none"> • analysis/assessment
Y. 2	<ul style="list-style-type: none"> • tutorial • block courses (tech.subj.) • team-teaching • lectures 	<ul style="list-style-type: none"> • exercises • project work
Y. 3	<ul style="list-style-type: none"> • tutorial • block courses • team-teaching • lectures 	<ul style="list-style-type: none"> • exercises • project work • essays
Y. 5	<ul style="list-style-type: none"> • tutorial • lectures • seminars • individual study 	<ul style="list-style-type: none"> • project work
Y. 6	<ul style="list-style-type: none"> • tutorial • project work • individual study • essay 	
	<p>TUTORIALS ORGANIZED BY COLLEGES.</p> <p>BLOCK COURSES AND PROJECT WORK, ARE IMPORTANT.</p>	

UNIVERSITY OF CAMBRIDGE
school of architecture

EXPLANATION TO GRAPHIC C. 20

Objective : To synthesize about teaching and assessment methods used in the School.

- In Year 1 , the methods used are : lectures , exercises , building analysis and appraisal and project work .
- In Year 2 , besides the above mentioned methods , block courses are very important by its relation with project work, as well as team-teaching.
- Year 3 , is similar to Year 2, including computer use.
- In Year 5 , the methods used are : lectures , seminars, project , computer use, individual study .
- In Year 5 , the main method is project work , individual study and dissertation complement the work.
- Individual tutorials set by the Colleges are important and traditional teaching methods used in the School as in the University in general .
- Years- out are important teaching methods as they allow for the use of knowledge and skills.

UNIVERSITY OF CAMBRIDGE
school of architecture

EXPLANATION TO GRAPHIC C. 21

Objective : To study student and staff population from
1958 to 1972.

- It has not been possible to get more information in spite of several requests.
- The School has a high number of researchers in C.L.U.B.F.S.

UNIVERSITY OF BRISTOL
department of architecture

UNIVERSITY OF BRISTOL

department of architecture

courses
offered

Fac. of Medicine

3

Fac. of Arts

41

Fac. of Science

23

Fac. of Engineering

4

Dept. of Architecture

Fac. of Social Sciences

19

Fac. of Law

1

Graphic B.1.

UNIVERSITY
OF BRISTOL

UNIVERSITY OF BRISTOL
department of architecture

EXPLANATION TO GRAPHIC B. 1

Objective : To show the position of the Department within the University.

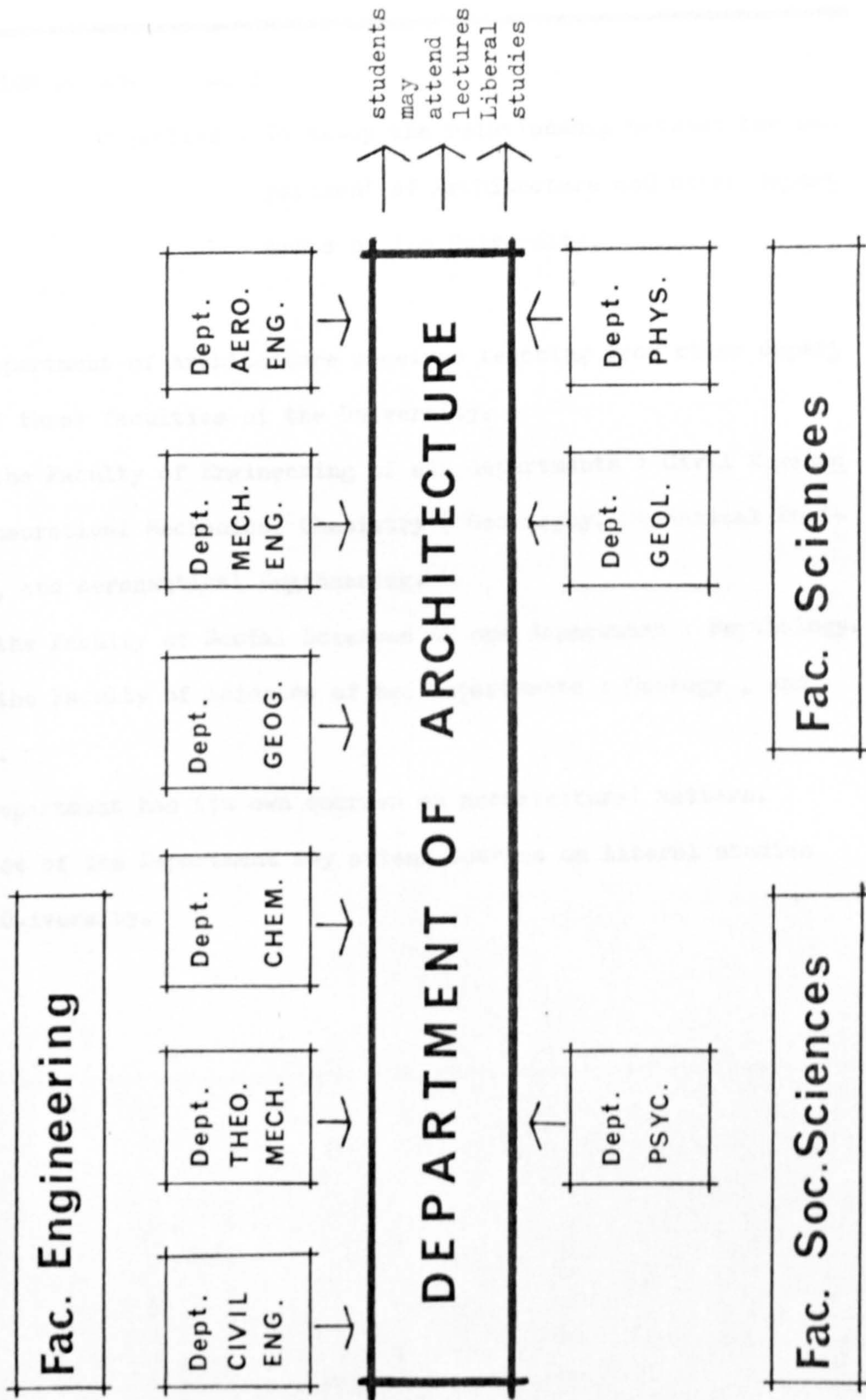
- The University of Bristol was founded in 1876 with three faculties: Arts and Sciences, Law , and Engineering . In 1893 a School of Medicine existing since 1833 was incorporated to the university.
- At present it has 6 faculties offering approx. 90 courses, as follows: Medicine , with 3; Arts with 41 , Sciences with 23 , Engineering with 4, Social Sciences with 19 and Law with 1 course.
- The Department of Architecture depends of two faculties : Engineering and Social Sciences.
- Some Department with multidisciplinary character like architecture , depending of one or more faculties belong in fact directly to the university.

UNIVERSITY OF BRISTOL

department of architecture

Graphic B.2

DEPARTMENTS PARTICIPATION



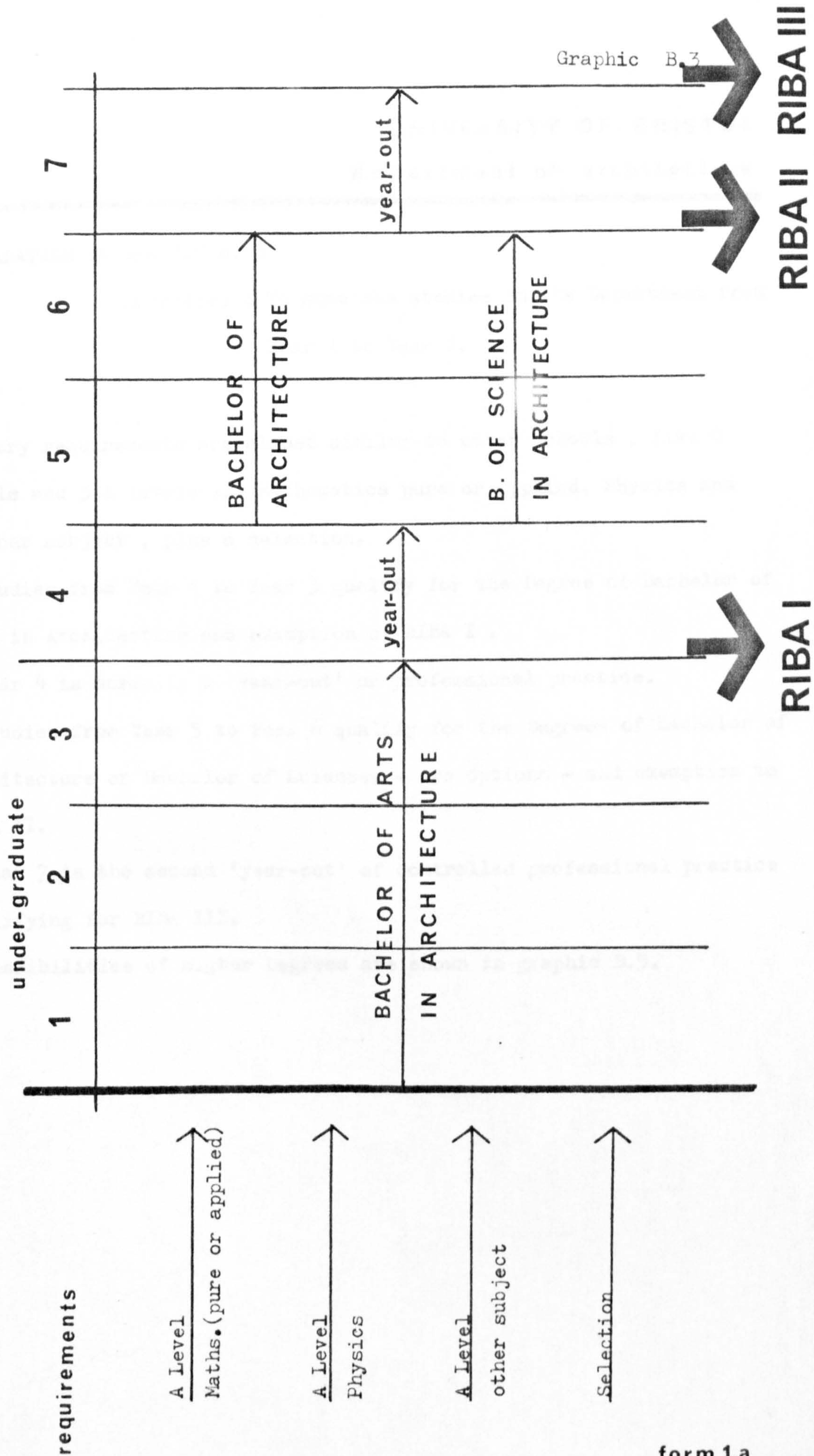
UNIVERSITY OF BRISTOL
department of architecture

EXPLANATION TO GRAPHIC B. 2

Objective : To study the relationship between the Department of Architecture and other departments of the University.

- The Department of Architecture receives teaching from other departments of three faculties of the University.
- From the Faculty of Engineering of six departments : Civil Engineering, Theoretical Mechanics, Chemistry , Geography, Mechanical Engineering, and Aeronautical Engineering.
- From the Faculty of Social Sciences of one department : Psychology.
- From the Faculty of Sciences of two departments : Geology , and Physics.
- The Department has its own courses on architectural matters.
- Student of the Department may attend courses on liberal studies in the University.

STUDIES Y.1 - Y.7



UNIVERSITY OF BRISTOL
department of architecture

EXPLANATION TO GRAPHIC B. 3

Objective : To show the studies in the Department from
Year 1 to Year 7.

- Entry requirements are almost similar to other Schools , five O levels and 3 A levels in Mathematics pure or applied, Physics and another subject , plus a selection.
- Studies from Year 1 to Year 3 qualify for the Degree of Bachelor of Arts in Architecture and exemption of RIBA I .
- Year 4 is normally a 'year-out' or professional practice.
- Studies from Year 5 to Year 6 qualify for the Degrees of Bachelor of Architecture or Bachelor of Sciences - two options - and exemption to RIBA II.
- Year 7 is the second 'year-out' of controlled professional practice qualifying for RIBA III.
- Possibilities of Higher Degrees are shown in graphic B.5.

UNIVERSITY OF BRISTOL

department of architecture

Graphic B.4

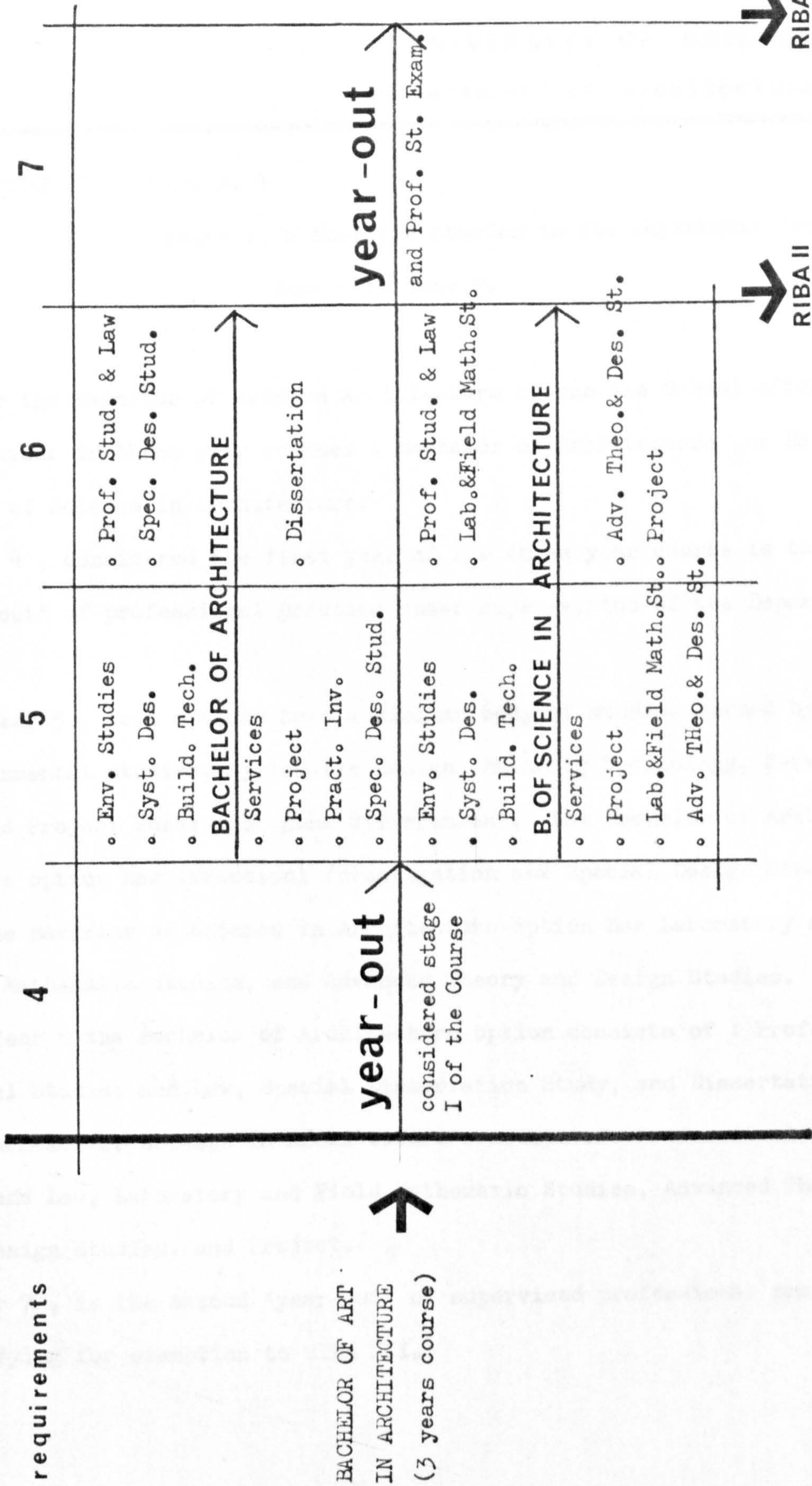
STUDIES Y.4 - Y.7

BACHELOR OF ARCHITECTURE

requirements

(3 years course)

OF SCIENCE IN ARCHITECTURE



UNIVERSITY OF BRISTOL
department of architecture

EXPLANATION TO GRAPHIC B. 4

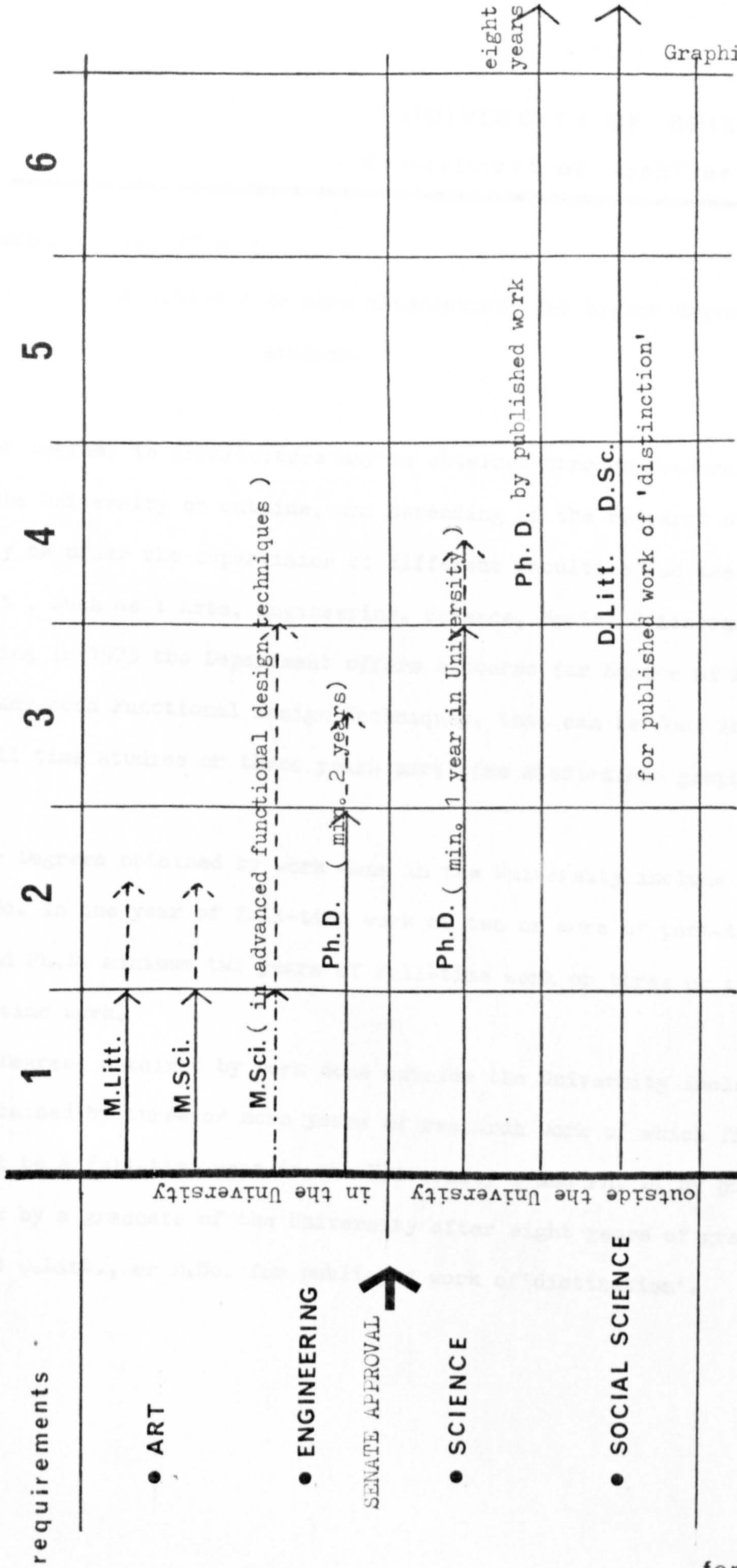
Objective : To show the studies in the Department from
Year 4 to Year 7.

- After the Bachelor of Arts in Architecture course the School offer two options in three year courses : Bachelor of Architecture ,or Bachelor of Science in Architecture.
- Year 4 , considered the first year of the three year course is the 'year-out' of professional practice under supervision of the Department.
- In Year 5 , both options have a similar body of studies formed by : Environmental Studies, Systematic Design, Building Technology, Services and Project Work; and some differences , the Bachelor of Architecture option has :Practical Investigation and Special Design Studies; and the Bachelor of Science in Architecture option has Laboratory and Field Mathematic Studies, and Advanced Theory and Design Studies.
- In Year 6 the Bachelor of Architecture option consists of : Professional Studies and Law, Special Dissertation Study, and Dissertation; the Bachelor of Science in Architecture consists of: Professional Studies and Law, Laboratory and Field Mathematic Studies, Advanced Theory and Design Studies, and Project.
- Year 7 , is the second 'year-out' of supervised professional practice qualifying for exemption to RIBA III.

UNIVERSITY OF BRISTOL

department of architecture

HIGHER DEGREES THROUGH RESEARCH FOR ARCHITECTURE



----- course offered by the Department of Architecture

UNIVERSITY OF BRISTOL
department of architecture

EXPLANATION TO GRAPHIC B. 5

Objective : To show alternatives for higher degree
studies.

- Higher Degrees in Architecture may be obtained through research done in the University or outside, and depending of the research subject they may be under the supervision of different Faculties and the Department , such as : Arts, Engineering, Science, Social Sciences.
- Starting in 1973 the Department offers a course for Master of Sciences in Advanced Functional Design Techniques, that can be done in one year full time studies or three years part time studies. See graphic B. 6.
- Higher Degrees obtained by work done in the University include M.Litt. and M. Sc. in one year of full-time work or two or more of part-time work; and Ph.D. minimum two years of full-time work or three or more of part-time work.
- Higher Degrees obtained by work done outside the University include, Ph.D. obtained by three or more years of research work of which first year must be a full-time year in the University ; and Ph. D. by published work by a graduate of the University after eight years of graduation, and D.Litt., or D.Sc. for published work of 'distinction'.

MASTER IN SCIENCE*

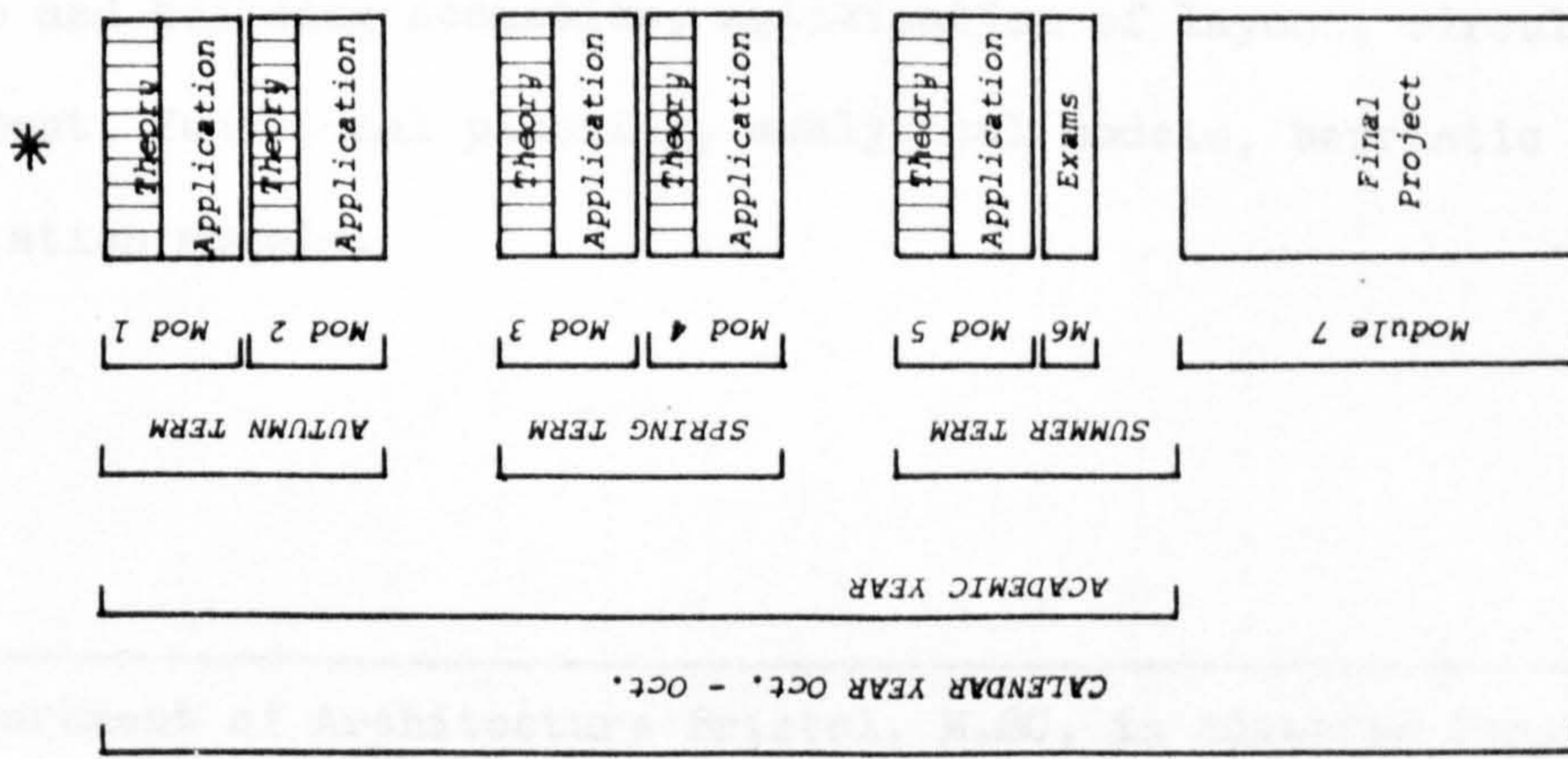


DIAGRAM 1. BASIC PATTERN OF COURSE

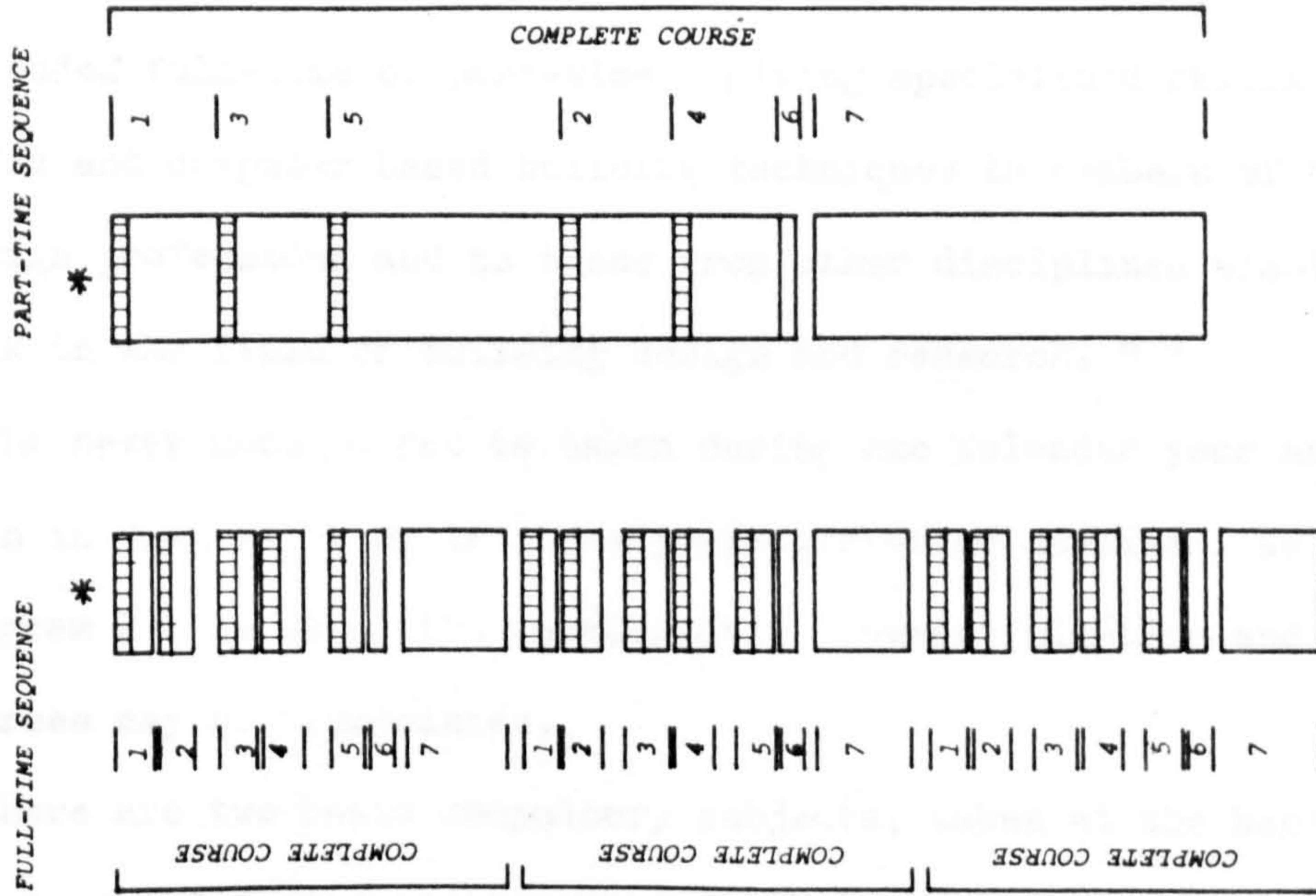


DIAGRAM 2. RELATIONSHIP OF FULL-TIME & PART-TIME COURSES

* M. Sc. in Advanced Functional Design Techniques.

UNIVERSITY OF BRISTOL
department of architecture

EXPLANATION TO GRAPHIC B. 6

Objective : To study the course for Master in Science
in Advanced Functional Design Techniques.

- The course is " a modular, multi-disciplinary course, which may be attended full-time or part-time , giving specialised skills in scientific and computer based building techniques to members of building design professions and to those from other disciplines wishing to work in the field of building design and research. " *
- The seven modules can be taken during one calendar year as may be seen in diagram 1, or in three years part-time studies , as shown in diagram 2 , in which the relationship between full-time and part-time courses may be appreciated.
- There are two basic compulsory subjects, taken at the beginning of the course : design computation and the use of models, and economics.
- Each student must select three optional subjects that fall into three groups : environmental, functional planning, and decision models ; and they are : thermodynamics of buildings, aerodynamics of buildings , noise and building acoustics, optimisation of layout, circulation and movement, functional planning, analytical models, heuristic programming, simulation models.

* Department of Architecture Bristol. M.SC. in Advanced Functional Design Techniques. Booklet. 1973.

UNIVERSITY OF BRISTOL

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TEACHING & ASSESSMENT Y.1 Graphic B.7

	TEACHING												ASSESSMENT					
	lectures	seminars	disc. meeting	exercises	course study	tutorials	essay	ind. study	project	hand-out	block course	prog. learn.	visits	essay	exam.	project	course study	tutor
ARCH. & HIST.	●					●	●						●	●	●			
ENV. STUDIES	●			●				●		●					●	●		
MAT. & CONS.	●							●		●		●			●	●		
DES. MATH.	●			●		●		●							●	●		
SERVICES																		
SYST. DES.																		
BUILD. TECH.																		
PRO. ST. & LAW																		
DISSERT.																		
MATH. ST. ¹																		
ADV. DES. ²																		
PROJECT WORK	●					●		●		●		●				●		
draughtsm.			1															
arch.	●		●			●		●		●								
struct.																		
des.						●												
const.																		

1 = Lab. & Field Math, Studies Y.5 & Y.6 B. Sc.

2 = Adv. Theory & Design Studies Y. 5 & Y. 6 B. Sc.

UNIVERSITY OF BRISTOL
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EXPLANATION TO GRAPHIC B. 7

Objective : To study teaching and assessment methods
used in Year 1.

- The graphic contains the information about the 4 subjects and project work corresponding to Year 1.
- Lecture is the teaching methods most commonly used in 100 % of subjects, followed by project work in 75 %, exercises, tutorials, visits, and block courses in 50 % and essays in 25 %.
- Assessment is mainly through examination , in 100 % of subjects, project in 75 % and essays in 25 %.
- Block courses are important because they provide information for project work at the right moment.
- Project work consists of 5 projects done two in each term , excepting term 3 with only one. In term 2 some drawing exercises are done.
- Projects have different emphasis as may be seen in the graphic.

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TEACHING & ASSESSMENT Y.2 Graphic B. 8

	TEACHING												ASSESSMENT					
	lectures	seminars	disc. meeting	exercises	course study	tutorials	essay	ind. study	project	hand-out	block course	prog. learn.	visits	essay	exam.	project	course study	tutor
ARCH. & HIST.	●					●	●						●	●				
ENV. STUDIES	●			●				●		●		●	●	●	●			
MAT. & CONS.	●							●		●		●	●	●	●			
DES. MATH.	●			●				●						●	●			
SERVICES																		
SYST. DES.																		
BUILD. TECH.																		
PRO. ST. & LAW																		
DISSERT.																		
MATH. ST. ¹																		
ADV. DES. ²																		
PROJECT WORK								●							●			
draughtsm.																		
arch.								●										
struct.								●										
des.		●						●		●								
const.		●	●	●														

1 = Lab. & Field Math, Studies Y.5 & Y.6 B. Sc.

2 = Adv. Theory & Design Studies Y. 5 & Y. 6 B. Sc.

UNIVERSITY OF BRISTOL
department of architecture

EXPLANATION TO GRAPHIC B. 8

Objective : To study teaching and assessment methods
used in Year 2.

- The graphic contains the information about the subjects and project work corresponding to Year 2.
- Lecture is the teaching method most commonly used in 100 % of subjects, followed by project work and visits in 75 % , block courses and exercises in 50 % , and tutorials and essays in 25 %.
- The most important method of assessment is project , through which technical and theoretical knowledge are judged. Examinations and essay are other methods used.
- Project work become more important, and 4 projects are done during the year , with the emphasis shown in the graphic.

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TEACHING & ASSESSMENT Y.3 Graphic B.9

	TEACHING												ASSESSMENT					
	lectures	seminars	disc. meeting	exercises	course study	tutorials	essay	ind. study	project	hand-out	block course	prog. learn.	visits	essay	exam.	project	course study	tutor
ARCH. & HIST.																		
ENV. STUDIES																		
MAT. & CONS.	●														●			
DES. MATH.	●														●			
SERVICES	●														●			
SYST. DES.																		
BUILD. TECH.																		
PRO. ST. & LAW																		
DISSERT.																		
MATH. ST. ¹																		
ADV. DES. ²																		
PROJECT WORK		●				●		●							●		●	
			1				2		3									
draughtsm.																		
arch.	●					●					●							
struct.		●																
des.				●														
const.																		

1 = Lab. & Field Math, Studies Y.5 & Y.6 B. Sc.
 2 = Adv. Theory & Design Studies Y. 5 & Y. 6 B. Sc.

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EXPLANATION TO GRAPHIC B. 9

Objective : To study teaching and assessment methods
used in Year 3.

- The graphic contains the information about the subjects and project work corresponding to Year 3.
- Teaching and assessment methods are the same used in Year 2, the only important difference being that project work becomes more important.
- Project work consists of three projects in term 1 with emphasis on : analysis and appraisal of building, and in structural and design. Term 2 is destined to one project begun towards the end of term 1. Term 3 is for a project on urban design.

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TEACHING & ASSESSMENT Y.5 Graphic B. 10

	TEACHING													ASSESSMENT				
	lectures	seminars	disc. meeting	exercises	course study	tutorials	essay	ind. study	project	hand-out	block course	prog. learn.	visits	essay	exam.	project	course study	tutor
ARCH. & HIST.																		
ENV. STUDIES	●														●			
MAT. & CONS.																		
DES. MATH.																		
SERVICES	●														●			
SYST. DES.	●														●			
BUILD. TECH.	●														●			
PRO. ST. & LAW																		
DISSERT.																		
MATH. ST. ¹																		
ADV. DES. ²																		
PROJECT WORK								●							●			
draughtsm.																		
arch.																		
struct.																		
des.																		
const.																		

1 = Lab. & Field Math, Studies Y.5 & Y.6 B. Sc.

2 = Adv. Theory & Design Studies Y. 5 & Y. 6 B. Sc.

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EXPLANATION TO GRAPHIC B. 10

Objective : To study teaching and assessment methods
used in Year 5 of the Bachelor of Architecture
option.

- Year 5 ,after one'year -out' of professional practice students have a different kind of teaching more loose based on individual studies and lectures to provide information.
- Assessment is done through examination and project work.
- In project work , one programme per term is developed.
- Each student must do a Special Study on Design .

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TEACHING & ASSESSMENT Y.6 Graphic B. 11

	TEACHING												ASSESSMENT					
	lectures	seminars	disc. meeting	exercises	course study	tutorials	essay	ind. study	project	hand-out	block course	prog. learn.	visits	essay	exam.	project	course study	tutor
ARCH. & HIST.																		
ENV. STUDIES																		
MAT. & CONS.																		
DES. MATH.																		
SERVICES																		
SYST. DES.																		
BUILD. TECH.																		
PRO. ST. & LAW	●														●			
DISSERT.						●	●							●				
MATH. ST. ¹																		
ADV. DES. ²																		
PROJECT WORK									●							●		
draughtsm.																		
arch.																		
struct.																		
des.																		
const.																		

1 = Lab. & Field Math, Studies Y.5 & Y.6 B. Sc.
 2 = Adv. Theory & Design Studies Y. 5 & Y. 6 B. Sc.

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EXPLANATION TO GRAPHIC B. 11

Objective : To study teaching and assessment methods
used in Year 6 of the Bachelor of Archi-
tecture option.

- In Year 6 there is only one theoretical subject which is Professional Studies and Law. The course is done through lectures and individual study and assessment is by examination.
- Each student must submit a subject for a special study to be done during the year, and present a dissertation.
- Project work consists of only one major project .
- A Special Design Study must be done during the year.

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TEACHING & ASSESSMENT Y.5 Graphic B. 12

	TEACHING													ASSESSMENT				
	lectures	seminars	disc. meeting	exercises	course study	tutorials	essay	ind. study	project	hand-out	block course	prog. learn.	visits	essay	exam.	project	course study	tutor
ARCH. & HIST.																		
ENV. STUDIES	●														●			
MAT. & CONS.																		
DES. MATH.																		
SERVICES	●														●			
SYST. DES.	●														●			
BUILD. TECH.	●														●			
PRO. ST. & LAW																		
DISSERT.																		
MATH. ST. ¹																		
ADV. DES. ²																		
PROJECT WORK								●							●			
draughtsm.																		
arch.																		
struct.																		
des.																		
const.																		

1 = Lab. & Field Math, Studies Y.5 & Y.6 B. Sc.

2 = Adv. Theory & Design Studies Y. 5 & Y. 6 B. Sc.

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department of architecture

EXPLANATION TO GRAPHIC B. 12

Objective : To study teaching and assessment methods
used in Year 5 of the Bachelor of Science
in Architecture option.

- During Year 5 theoretical studies of this option are done together with those of Bachelor of Architecture , explained in graphic B.10.
- In this option two special studies are part of the course : Advanced Theory and Design Studies, and Laboratory, Field and Mathematical Studies.
- Project work consists of three projects, one each term.

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TEACHING & ASSESSMENT Y.6 Graphic B. 13

	TEACHING													ASSESSMENT				
	lectures	seminars	disc. meeting	exercises	course study	tutorials	essay	ind. study	project	hand-out	block course	prog. learn.	visits	essay	exam.	project	course study	tutor
ARCH. & HIST.																		
ENV. STUDIES																		
MAT. & CONS.																		
DES. MATH.																		
SERVICES																		
SYST. DES.																		
BUILD. TECH.																		
PRO.ST.&LAW	●														●			
DISSERT.																		
MATH. ST. ¹																		
ADV. DES. ²	●														●			
PROJECT WORK																		
draughtsm.																		
arch.																		
struct.																		
des.																		
const.																		

1 = Lab. & Field Math, Studies Y.5 & Y.6 B. Sc.

2 = Adv. Theory & Design Studies Y. 5 & Y. 6 B. Sc.

UNIVERSITY OF BRISTOL
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EXPLANATION TO GRAPHIC B. 13

Objective : To study teaching and assessment methods
used in Year 6 of the Bachelor of Science
in Architecture option.

- In Year 6 theoretical studies include professional Studies and Law,
and continuation of the special studies of Year 5.
- Project work consists of only one major project related to theory
and design studies being developed by the student.
- The major emphasis is given to the scientific aspects of architec-
tural design.

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Graphic B.14

TIMETABLE Y.1 Y.2 Y.3

	mon.			tue.			wed.			thu.			fri.					
	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3			
9	Superv.		Des. Mat.				Des. Mat.	Des. Mat.	Const.		Hist.		Func. D.	Theory	Func. D.			
10	Struc. T 2	Struc. T 2	Des. Mat.				Struc.	Func. D.					Func. D.		Func. D.			
11	Struc. T 2	Struc. T 2					Hist.	Func. D.	Prof. S.	Const.	Struc.		Func. D.	Const.	Func. D.			
12			Struc.					Func. D.		Const.	Des. Mat.		Func. D.	Const.	Func. D.			
13																		
14	Hist. T 5	Struc. L 5								Func. D. 1			Group T.	Struc. L 1	Q. Surv.			
15		Struc. L 5								Func. D. 1			Struc. L 3	Struc. L 1				
16		Struc. L 5								Func. D. 1			Struc. L 3	Struc. L 4	.			
17																		
18	Y.1 = 11 to 18 hours per week						Y.2 = 10 to 15 hours per week						Y.3 = 10 to 13 hours per week					

1 = in terms 2 & 3 2 = each 2 weeks 3 = term 2 4 = term 1 5 = each 5 weeks

UNIVERSITY OF BRISTOL

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TIMETABLE Y.1 Y.2 Y.3

	mon.			tue.			wed.			thu.			fri.			
	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	
9	Superv.		Des. Mat.				Des. Mat.	Des. Mat.	Const.		Des. Mat.	Hist.		Func. D.	Theory	Func. D.
10	Struc. T	Struc. T	Des. Mat				Struc.	Func. D.			Des. Mat			Func. D.		Func. D.
11	Struc. T	Struc. T					Hist.	Func. D.	Prof. S.	Const.	Struc.			Func. D.	Const.	Func. D.
12			Struc.					Func. D.		Const.	Des. Mat			Func. D.	Const.	Func. D.
13																
14	Hist. T	Struc. L									Func. D.			Group T.	Struc. L	Q. Surv.
15		Struc. L									Func. D.			Struc. L	Struc. L	
16		Struc. L									Func. D.			Struc. L	Struc. L	
17																
18																

Y.1 = 11 to 18 hours per week Y.2 = 10 to 15 hours per week Y.3 = 10 to 13 hours per week

1 = in terms 2 & 3 2 = each 2 weeks 3 = term 2 4 = term 1 5 = each 5 weeks

UNIVERSITY OF BRISTOL
department of architecture

EXPLANATION TO GRAPHIC B. 14

Objective : To study students Timetable from Year 1 to
Year 3.

- Year 1 has 11 to 18 hours per week, depending of the week and term, due to the fact that some courses have lectures or practices each two weeks or each five weeks.
- Year 2 has 10 to 15 hours per week by the same above mentioned reasons.
- Year 3 has 10 to 14 hours per week, by the same reasons .
- All years have two days without fixed timetable per week , being tuesday the common free day for all.
- Figures shown in the graphic do not include block courses nor project work time.

TIMETABLE Y.5 Y.6

	mon.		tue.		wed.		thu.		fri.	
	5	6	5	6	5	6	5	6	5	6
9									Technology	
10									Technology	
11				Prof. Stu.			Conservat.		Syst. Des.	
12				Prof. Stu.			Conservat.		Syst. Des.	
13										
14									Services	
15									Services	
16									Services	
17										
18										

Y.5 = 9 hours per week

Y.6 = 2 hours per week = optional studies

UNIVERSITY OF BRISTOL
 department of architecture

TIMETABLE Y.5 Y.6

	mon.		tue.		wed.		thu.		fri.		
	5	6	5	6	5	6	5	6	5	6	
9									Technology		
10									Technology		
11			Prof. Stu.				Conservat.		Syst.Des.		
12			Prof. Stu.				Conservat.		Syst. Des.		
13											
14									Services		
15									Services		
16									Services		
17											
18											

Y.6 = 2 hours per week = optional studies

Y.5 = 9 hours per week

UNIVERSITY OF BRISTOL
department of architecture

EXPLANATION TO GRAPHIC B. 15

Objective : To study students Timetable in Year 5 and
Year 6.

- Year 5 has 9 hours per week , corresponding to two hours per subject,
with the exception of Services that has three hours a week.
- Courses are concentrated in two days during the week.
- Year 6 has only two hours per week.
- Students are free to organize their time for special studies, dissertation, project work and individual studies.

UNIVERSITY OF BRISTOL

department of architecture

WORK LOAD

Graphic B.16

Week

	Env. Stud.	Mater. & Const.	Des. Math.	Arch. & Hist.	Serv.	total
Y. 1	5 ¹	2	5 ²	2		14
Y. 2	3	2	4 ³	2		11
Y. 3	4	2	3 ⁴	1 ⁵		10
	12	6	12	5		35

1 = 4 hrs. term 1, 7 hrs. terms 2 & 3

2 = 4 hrs. per week + 2 hrs. each 2 weeks

3 = 3 hrs. + 3 hrs. Lab. term 1

4 = 3 hrs. + 3 hrs. Lab. each 5 weeks

5 = only one term

Session

Y. 1	122	48	145	48⁶		363
Y. 2	69	48	123	47		287
Y. 3	84	57	100	10		251
	275	153	368	105		901

6 = includes tutorials

form 5.a

UNIVERSITY OF BRISTOL
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EXPLANATION TO GRAPHIC B. 16

Objective : To study students Workload , per week and
per session, from Year 1 to Year 3.

- In the upper graphic- hours per week- can be observed that the emphasis of the studies in Year 1 is clearly in Environmental Studies and Design Mathematics. This emphasis diminishes very little in Year 2 and Year 3, accounting for almost 70 % of the time.
- In the lower graphic- hours per session - including weekly lessons and block courses as well as laboratory exercises shows that the emphasis on Environmental Studies and Design Mathematics is kept , increasing in the latter subject that becomes about 40 % of the time.

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WORK LOAD

Graphic B.17

Week

	Serv.	Build. Techno.	Syst. Design	Cons.	Prof. St. & Law	total
Y. 5	3	2	2	2 ¹		9
Y. 6					2 ²	2
	3	2	2	2	2	11

1 = only 1 term

2 = term 1 and term 2

Session

Y. 5	72	48	48	20 ¹		188
Y. 6					40 ²	40
	72	48	48	20	40	228

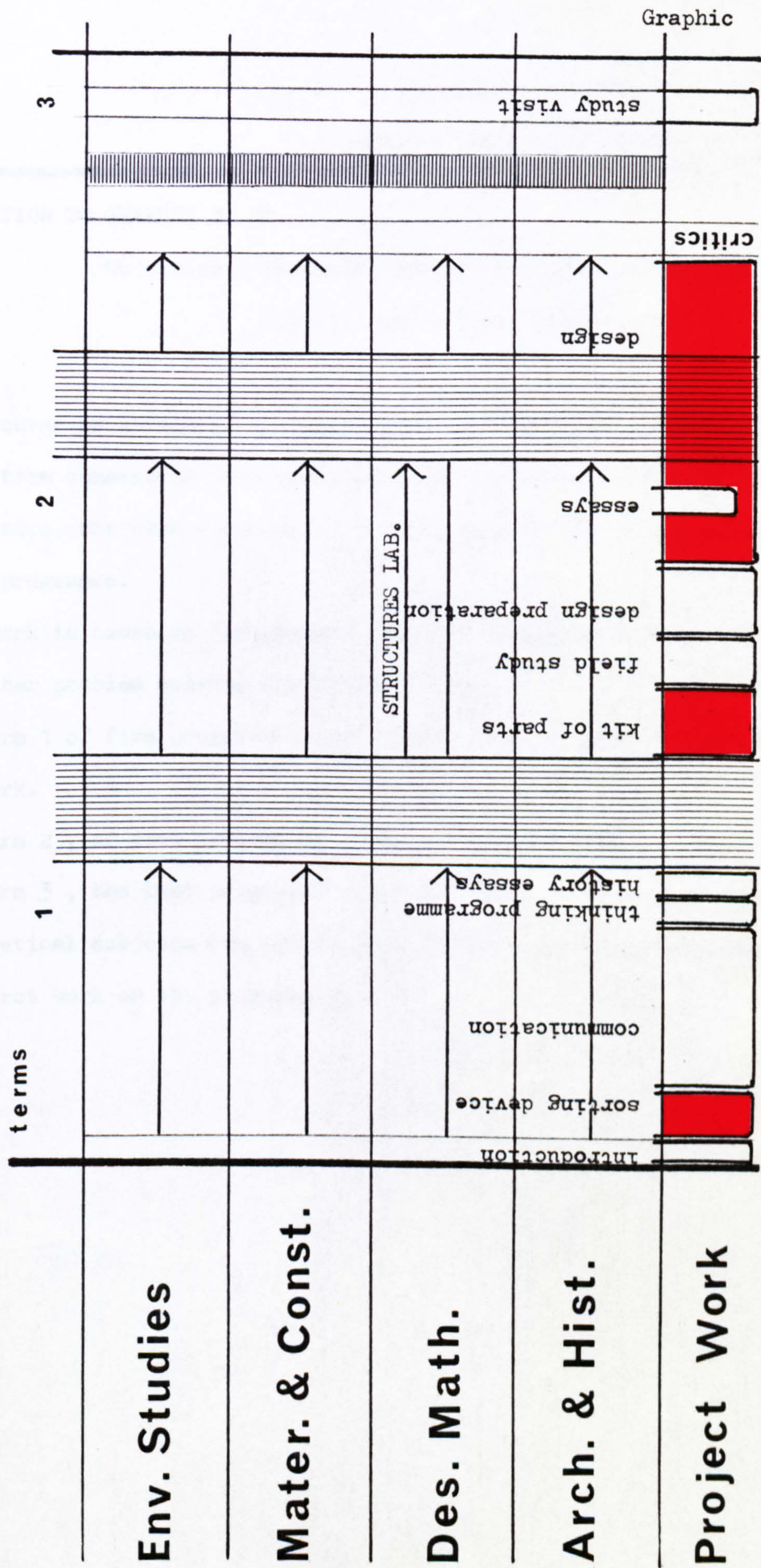
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EXPLANATION TO GRAPHIC B. 17

Objective : To study students Workload in Year 5 and
Year 6.

- In the upper graphic - hours per week- can be observed that all subjects in Year 5 have similar importance with exception of Services, that has three hours per week and Conservation that is only one term long.
- In the lower graphic - hours per session- figures simply show the number of hours per week multiplied by the number of weeks.

COORDINATION Y.1



Graphic B.18

Vacation

PROGRAMMES = PROJECT WORK TYPE

Examinations

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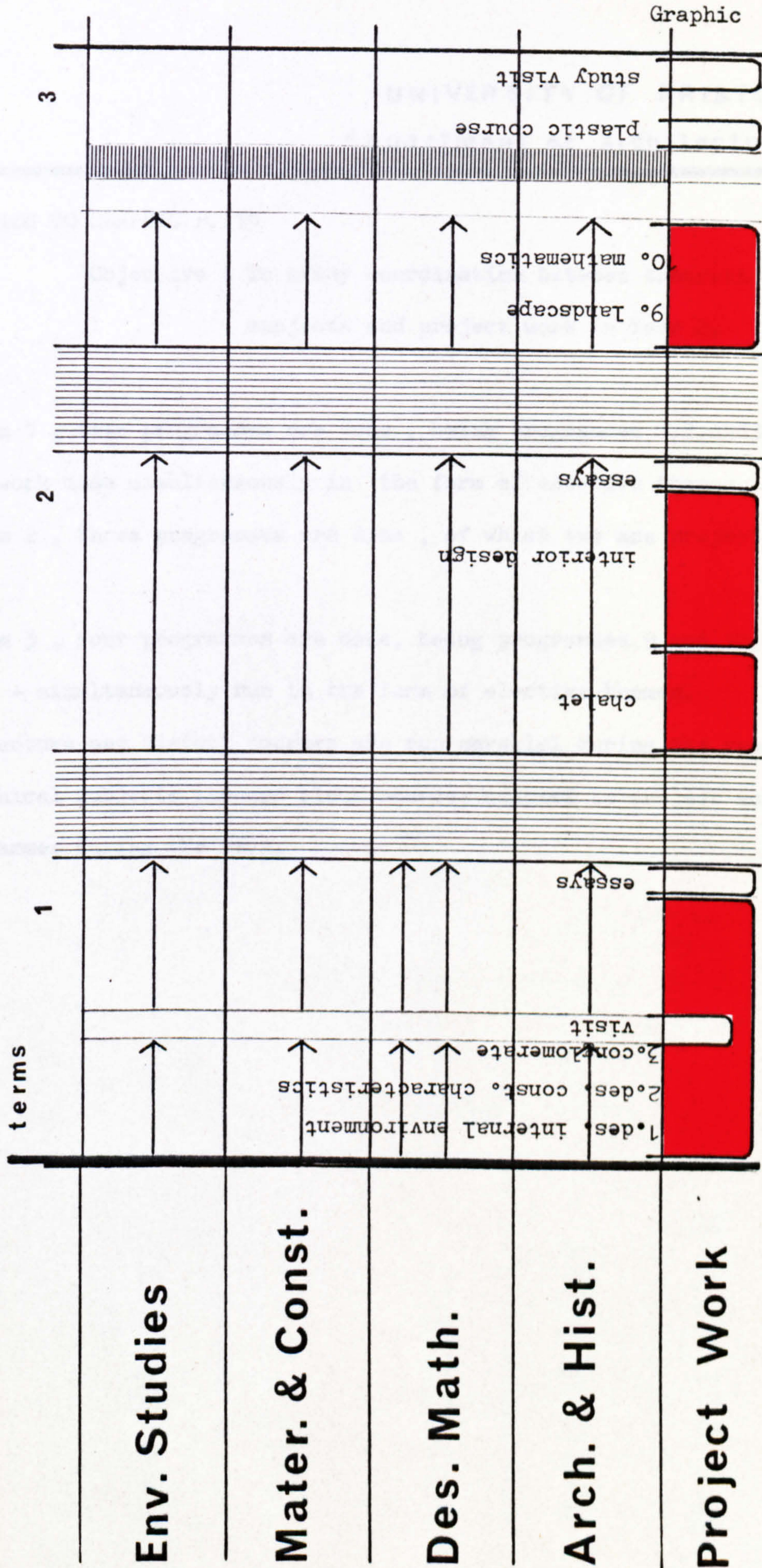
EXPLANATION TO GRAPHIC B. 18

Objective : To study coordination between theoretical
subjects and project work in Year 1.

- The course is developed in three terms of 11, 12 and 9 weeks. The latter term consisting of 4 weeks of normal activities plus one week for critics, one week vacation, one week examinations , ending with a last programme.
- The work is based in 'programmes' that not always are project work, but rather problem solving activities.
- In Term 1 of five programmes one - number 2 - is some sort or project work.
- In Term 2 , of five programmes , two are project work.
- In Term 3 , the last programme - project like- of Term 2 is finished.
- Theoretical subjects run parallel along the year being coordinated by project work or the programmes.

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COORDINATION Y.2



Graphic B.19

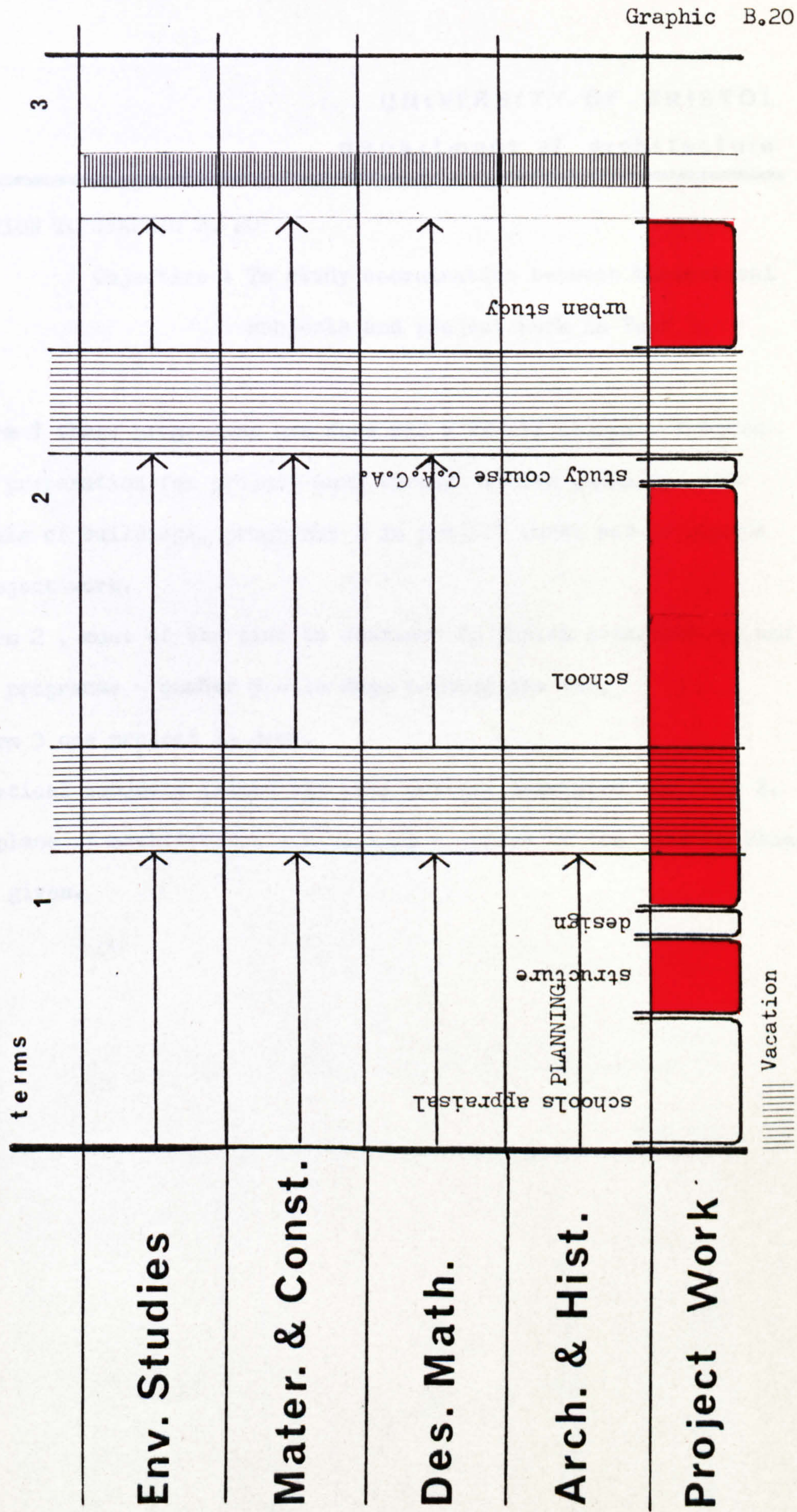
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EXPLANATION TO GRAPHIC B. 19

Objective : To study coordination between theoretical subjects and project work in Year 2.

- In Term 1 , five programmes are done , being programmes 1,2,and3 project work done simultaneously in the form of elective themes.
- In Term 2 , three programmes are done , of which two are project work.
- In Term 3 , four programmes are done, being programmes 9 and 10 - projects - simultaneously run in the form of elective themes.
- Architecture and History courses are run parallel during the year and technical subjects through block courses adapted to project work or programmes during the year.

COORDINATION Y.3



Examinations

PROGRAMMES = PROJECT WORK TYPE

Vacation

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EXPLANATION TO GRAPHIC B. 20

Objective : To study coordination between theoretical subjects and project work in Year 3.

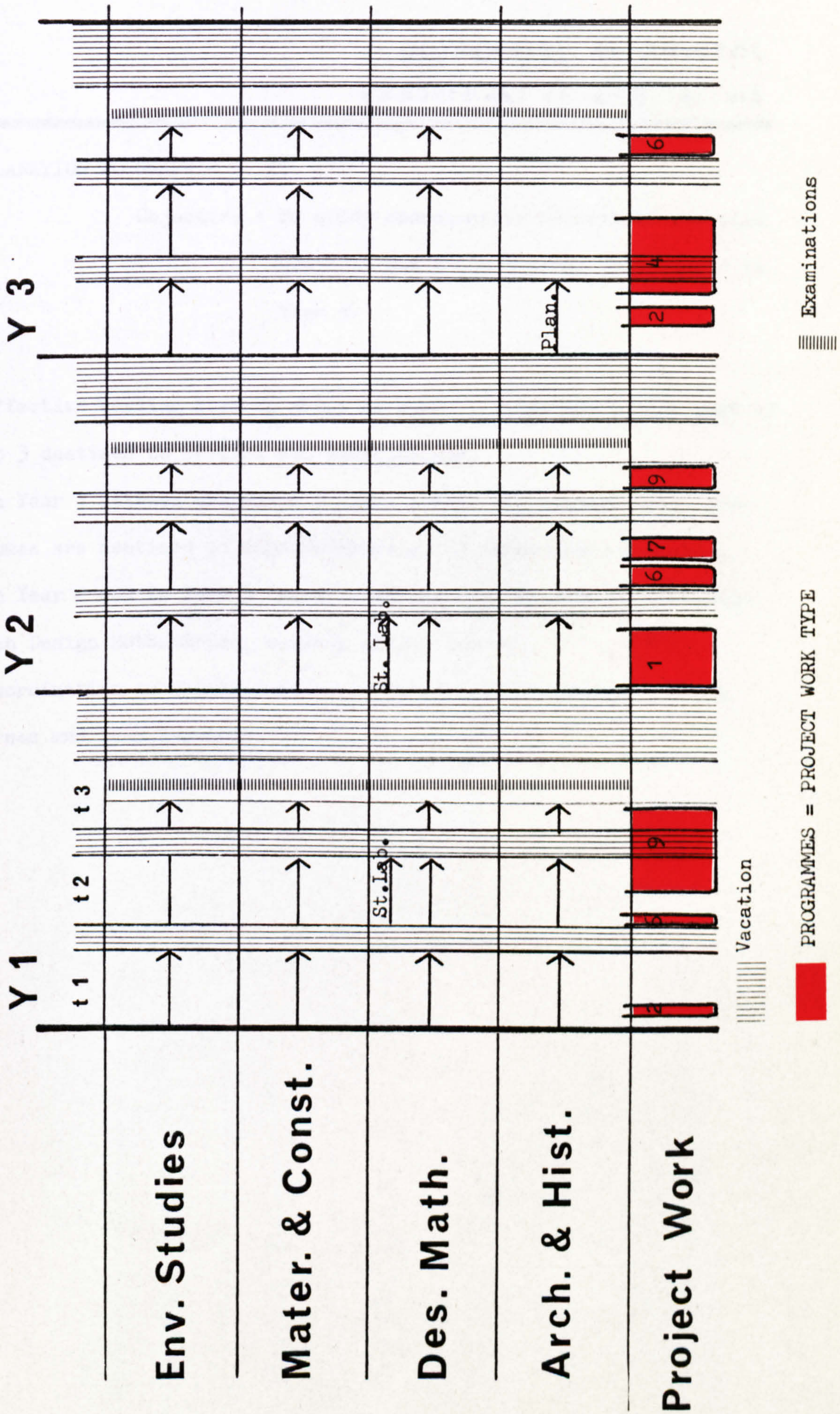
- In Term 1 three programmes are done and a fourth started. Programme 1 is preparation for project work through visits ,analysis and appraisals of buildings, programme 2 is project work, and programme 4 is project work.
- In Term 2 , most of the time is destined to finish programme 4 ,and a short programme - number 5 - is done towards the end.
- In Term 3 one project is done.
- Theoretical subjects follow the same pattern described for Year 2. In the place of Architecture and History a course of one term on Planning is given.

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Graphic B.21

COORDINATION



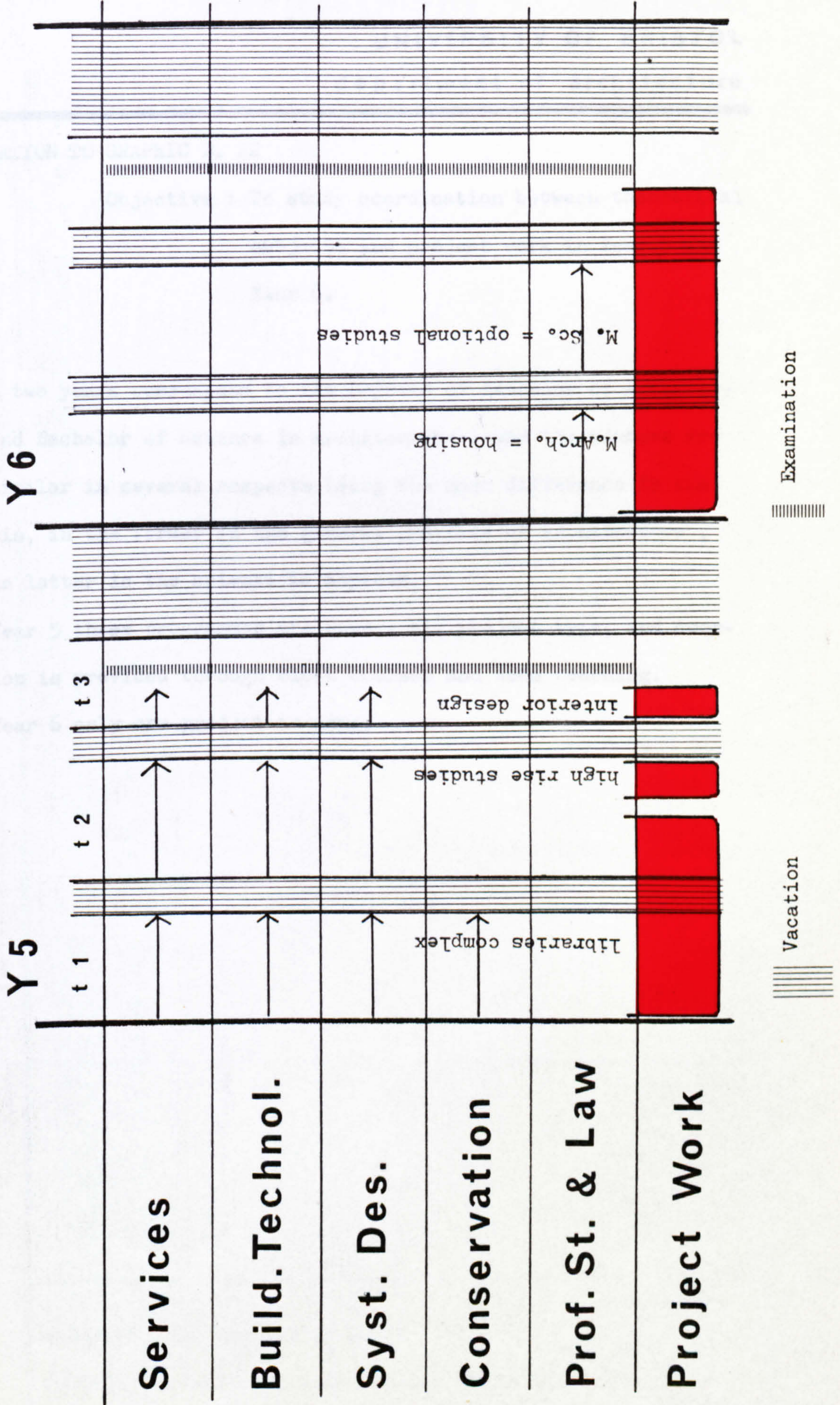
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EXPLANATION TO GRAPHIC B. 21

Objective : To study coordination between theoretical subjects and project work, from Year 1 to Year 3.

- Effective working time is about 25 weeks , being the latter part of term 3 destined to critics and examinations.
- In Year 1 between programme 2 and 6 , that are project work, programmes are destined to improve drawing and communication skills.
- In Year 2 and in Year 3 there is one term of structural laboratory in Design Mathematics, besides block courses .
- Coordination is obtained through appropriate programmes , block courses and team teaching.

COORDINATION



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EXPLANATION TO GRAPHIC B. 22

Objective : To study coordination between theoretical
subjects and project work in Year 5 and
Year 6.

- This two years correspond to the Degrees of Bachelor of Architecture and Bachelor of Science in Architecture , and the courses are very similar in several respects being the main difference in the emphasis, in the former in the general practice of architecture , and the latter in the scientific aspects.
- In Year 5 three programmes are done , all project type, and coordination is provided through block courses and team teaching.
- In Year 6 only one project is done.

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SOC.

Graphic B.23

Y. 1

Y. 2

. awareness through project (no sociologist wanted at school)

Y. 3

. project community orientated, not to 1 client (ex: schools
housing)

Y. 5

Y. 6

CONCERN ABOUT QUALITY OF HUMAN LIFE.

STUDENTS MAINLY HIGH ECON. CLASS, NOT MUCH CONCERN

form 9

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EXPLANATION TO GRAPHIC B. 23

Objective : To synthesize social studies and/or concern
in the Department.

- In Year 2 some social problems are considered in project work.
- In Year 3 projects are community oriented - housing ,schools -
and client - group- requirements are considered.
- There is not clearly stated concern about social problems, but im-
portance is given to the kind of physical environment to be provided
to human beings through buildings.
- Sociologists are not considered useful to help in architecture.
- Students do not seem to be specially concerned.

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D. M.

Graphic B.24

Y. 1

- in project : - programme 2 : models of a sorting device
- programme 4 : thinking on design process

Y. 2

- use of computer in design mathematics

Y. 3

- use of computer in design mathematics

Y. 5

- system design - computer aided

Y. 6

- advanced theory and design

DESIGN MATHEMATICS IS CONSIDERED THE MOST IMPORTANT TOOL
OF THE FUTURE IN DESIGN.

form 9

UNIVERSITY OF BRISTOL
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EXPLANATION TO GRAPHIC B. 24

Objective : To synthesize the teaching and/or use of
design methods in the Department.

- In Year 1 programme 2 is on the use of models in design, and programme 4 - 'thinking programme' - is an intensive study of design methods.
- In years 2 and 3 in Design Mathematics the use of computers for calculation and analysing problems is taught and practiced.
- In Year 5 there is a course called Systematic Design, in which the use of computers is emphasized.
- In Year 6 possibilities are open for studies of design methods in Advanced Theory and Design.
- Systematic design and computer use are considered the most important tools for architects in the future.

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H. of A.

Graphic B.25

Y. 1

- . course : Ancient times to XIX C. : - lectures
- essay (2000 words)
- tutorials

Y. 2

- . course : XVIII C, to present times :
- lectures
- visits

Y. 3

Y. 5

- . course on Conservation (10 lectures)
- lectures
- analysis

Y. 6

HISTORY CONSIDERED A CULTURAL BACKGROUND

UNIVERSITY OF BRISTOL
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EXPLANATION TO GRAPHIC B. 25

Objective : To synthesize the teaching of history of
architecture in the Department.

- In Year 1, the course - one hour per week - covers since Ancient Times to XIX th century. Each student must prepare an essay, over a subject agreed with the staff, of about 2.000 words.

Individual tutorials and visits to buildings are important as teaching methods.

- In Year 2 , the course - one hour per week - covers since the XVIIIth century to present days. Several visits to existing buildings are conducted.

- In Year 4 , there is a one term course on Conservation , in which building analysis is considered.

- History of Architecture is considered as cultural background necessary to architects.

- Higher Degrees may be obtained doing research work on history of architecture.

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T. M.

Graphic B.26

<p>↑</p> <p>Y. 1</p> <p>↑</p> <p>Y. 2</p> <p>↑</p> <p>Y. 3</p> <p>↓</p> <p>Y. 5</p> <p>↓</p> <p>Y. 6</p> <p>↓</p>	<p>educational emphasis</p>	<ul style="list-style-type: none"> . lectures . reports . models . essays . tutorials 	<ul style="list-style-type: none"> . draughtsm. . project- problem solving exerc. . field studies . exercises . lab. & workshops
		<ul style="list-style-type: none"> . lectures . essays . tutorials . models . lab. 	<ul style="list-style-type: none"> . project . exercises . field studies . visits . workshops
		<ul style="list-style-type: none"> . lectures . tutorials . lab. . project - one real life situation . field studies 	<ul style="list-style-type: none"> . visits . exercises
		<ul style="list-style-type: none"> . lectures . essay . project . project office . individual study 	
		<ul style="list-style-type: none"> . lectures . essays . exercises . project work . optional studies 	

MATHEMATIC AND SCIENTIFIC BASED STUDIES, STRONG TECHNOLOGY.
 COORDINATION THROUGH PROGRAMME = SOLVING PROBLEM EXPERIENCE.
 STAFF WORK IN TEAM

form 9

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EXPLANATION TO GRAPHIC B. 26

Objective : To synthesize about teaching and assessment methods used in the School.

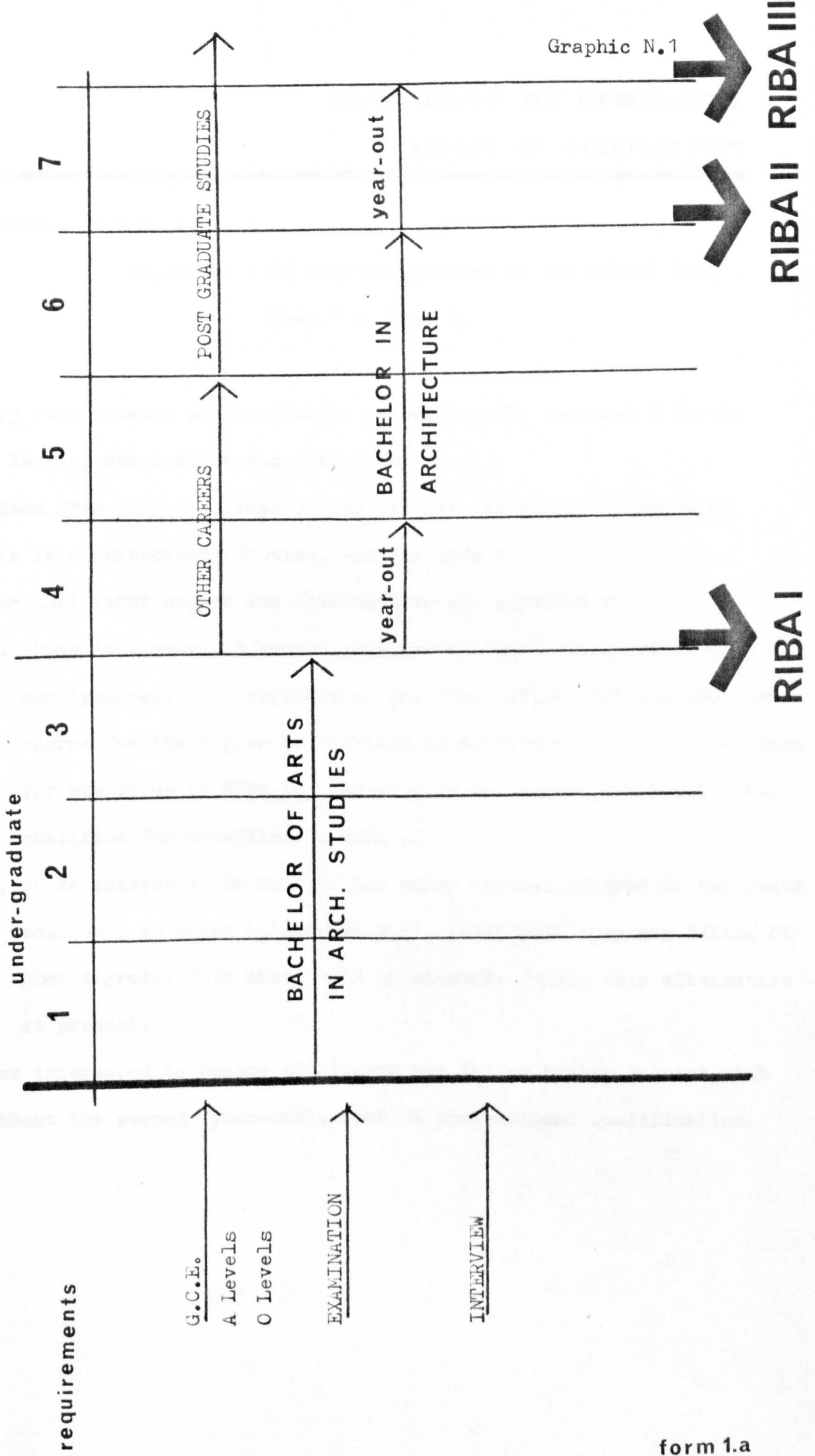
- As it has been seen in graphics 7 to 13 the teaching methods most used are : lectures, project, block courses, exercises, visits,
- In Year 1 some time is devoted to drawing skills and to work on laboratories, workshops, use of models , and to understanding project work as a problem solving activity.
- In Year 2, block courses , laboratories and exercises are given major importance.
- In Year 3 characteristics are similar to Year 2 , in project work a real life situation is studied.
- In Years 5 and 6 main emphasis is given to individual study and tutorials.
- Very important is the work of the staff in team teaching situations most of the time.
- Scientific and mathematics aspects of architecture are emphasized through all courses.

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STUDIES Y.1 - Y.7



Graphic N.1

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EXPLANATION TO GRAPHIC N. 1

Objective : To show the studies in the School from
Year 1 to Year 7.

- Entry requirements are similar to other Schools :several O levels
two A levels, examination and interview.
- Studies from Year 1 to Year 3 qualify for the degree of Bachelor
of Arts in Architectural Studies, and for RIBA I .
- After that first degree two alternatives are possible :
 - o those interested to become architects - 90 % of students- take
one 'year-out' of professional practice, after that the two years
course for the degree of Bachelor in Architecture , that qualifies
for exemption to RIBA II, and finally the second 'year-out' that
qualifies for exemption to RIBA III.
 - o those interested in some of the other careers offered in two years
courses , as shown in 'graphic N.2', after what they may follow hi-
gher degrees. Only about 10 % of students follow this alternative
at present.
- Those interested to become architects may follow higher degrees with
or without the second 'year-out', that is professional qualification.

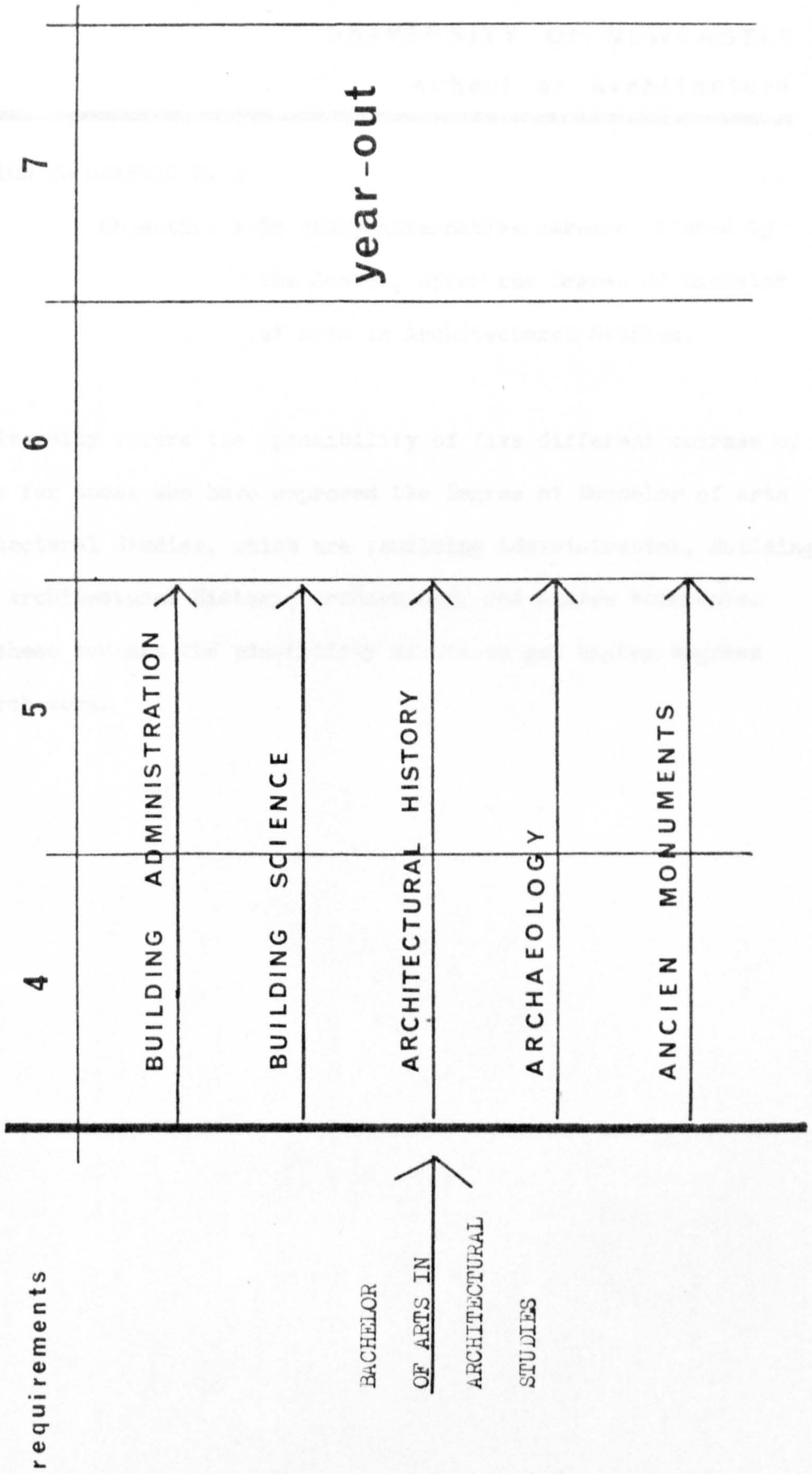
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Graphic N.2

STUDIES Y.4 - Y.7

OTHER CAREERS



form 1.b

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EXPLANATION TO GRAPHIC N. 2

Objective : To study alternative careers offered by
the School, after the Degree of Bachelor
of Arts in Architectural Studies.

- The University offers the possibility of five different courses of two years for those who have approved the Degree of Bachelor of Arts in Architectural Studies, which are : Building Administration, Building Science, Architectural History, Archaeology, and Ancien Monuments.
- After these courses the possibility exists to get higher degrees by research work.

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HIGHER DEGREES

requirements	1	2	3	4	5	6
BACHELOR OF ARTS IN ARCHITECTURAL STUD. + EXAMINATION	M. PHIL.		options: • ARCHAEOLOGY • ARCHITECTURE • T. & C. PLANNING		<ul style="list-style-type: none"> - history of architecture - housing - build. sci. & env. design - industrial building - urban arch. design - housing for dev. countries 	
BACHELOR OF ARTS IN ARCHITECTURAL STUD. + OTHER TWO YEARS CAREER	B. OF T. & C. PLAN.					
BACHELOR OF ARTS IN ARCHITECTURAL STUD. + YEAR OUT + BACH. OF ARCH.	M. OF SC.		<ul style="list-style-type: none"> • ARCHITECTURE • ENVIRONMENTAL DESIGN • LANDSCAPE DESIGN • TOWN & COUNTRY PLANNING 			
		full time studies				
		PH. D.				
		part time studies				

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EXPLANATION TO GRAPHIC N. 3

Objective : To show alternatives for higher degree studies.

- Requirements for higher degree studies are : a) Degree of Bachelor of Arts in Architectural Studies plus special examination ; b) above mentioned degree plus two years in one of the careers shown in 'graphic N.2' ; c) Degree of Bachelor of Arts in Architectural Studies plus Degree of Bachelor of Architecture plus one or two years -out.
- M. Phil. Degree can be done in Archaeology , Town and Country Planning and Architecture with specialization in : History of Architecture, or Housing, or Building Science and Environmental Design, or Industrial Building, or Urban Architectural Design, or Housing for Developing Countries. The course is two year full-time studies.
- Bachelor of Town and Country Planning course is two years of full-time studies.
- The degree course of M. of Sc. is two years long and can be done with specialization in : Architecture, or Environmental Design, or Landscape Design, or Town and Country Planning.
- Ph. D. degree can be obtained by three years of full-time studies or four or more of part-time studies.

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TEACHING & ASSESSMENT Y.1 Graphic N. 4

	TEACHING													ASSESSMENT				
	lectures	seminars	disc. meeting	exercises	course study	tutorials	essay	ind. study	project	hand-out ¹	block course ²	prog. learn.	visits	essay	exam.	project	course study	tutor
HIST. of ARCH.	●									●					●			
THEORY	●	●								●					●			
STRUCT. DES.	●														●			
PRINC. BUILD.	●			●				●	●		●					●		
ENV. DES.	●							●			●					●		
HIST. md. art	●													●				
OPT. arch.	●									●				●				
landsc.	●									●				●				
Newc.	●									●				●				
BUILD. MAT.																		
MANAG. & P.P.																		
PROJECT WORK								●								●		
draughtsm.		●	●	●														
sketch						●		●	●		●		●					
arch.	●		●		●		●				●							
int. des.			●															
build. appr.																		
sys. des.					●													
technol.				●									●					

1 = SET BOOKS

2 = BLOCK COURSES are IMPORTANT

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EXPLANATION TO GRAPHIC N. 4.

Objective : To study teaching and assessment methods
used in Year 1.

- The graphic contains the information about the subjects and project work corresponding to Year 1.
- Subjects in the first degree course are only five, but in first year there is a History Option that includes : Modern Art, Architecture, Landscape, and Newcastle.
- Lecture is the method most commonly used , in 90 % of the subjects, followed by text-books in 50 %, block courses and project in 20 % , and seminars, exercises in 10 %.
- Assessment is mainly done through examination. Principles of Building and Environmental Design are assessed in conjunction with project. History Option is assessed through essays.
- Courses are given by team-teaching.
- Project work is widely varied and with a defined emphasis. During first term first project is architectural design, followed by four to develop drawing and communications skills, then by one in architectural design, one in space organization and one with accent in technology. Second term five projects are done : two in architectural design , one in systematic design and two sketches. Third term four projects are done : two sketches, one in architectural design , and one in technology.
- During the year 17 works are done of different nature and extension in project work.

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TEACHING & ASSESSMENT Y.2 Graphic N. 5

	TEACHING												ASSESSMENT					
	lectures	seminars	disc. meeting	exercises	course study	tutorials	essay	ind. study	project	hand-out ¹	block course ²	prog. learn.	visits	essay	exam.	project	course study	tutor
HIST. of ARCH.	●			●			●			●				●	●			
THEORY	●								●						●			
STRUCT. DES.	●					●								●				
PRINC. BUILD.	●									●				●				
ENV. DES.	●									●						●		
HIST. md. art																		
OPT. arch.																		
landsc.																		
Newc.																		
BUILD. MAT.																		
MANAG. & P.P.																		
PROJECT WORK								●								●		
		1				2			3									
draughtsm.																		
sketch		●	●			●	●											
arch.	●		●	●		●												
int. des.									●									
build. appr.												●						
syst. des.																		
technol.																		

1 = SET BOOKS

2 = BLOCK COURSES are IMPORTANT

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EXPLANATION TO GRAPHIC N.5

Objective : To study teaching and assessment methods
used in Year 2.

- The graphic contains the information about the 5 subjects and project work corresponding to Year 2.
- Lecture is the teaching methods most commonly used in 83 % of the subjects, followed by block courses and text-books in 33 % , and exercises, essays, tutorials approx. 16 %.
- Assessment is mainly done by examinations , in 66 % of subjects, project in 33 % and essay in history of architecture.
- In project work during first term two project and two sketches are developed, in second term same thing, and during third term one project and one building analysis and appraisal.
- Project work during the year includes in all : five projects, four sketches and one buildings analysis and appraisal .

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TEACHING & ASSESSMENT Y.3 Graphic N. 6

	TEACHING												ASSESSMENT					
	lectures	seminars	disc. meeting	exercises	course study	tutorials	essay	ind. study	project	hand-out ¹	block course ²	prog. learn.	visits	essay	exam.	project	course study	tutor
HIST. of ARCH.	●			●						●					●			
THEORY	●									●					●			
STRUCT. DES.	●					●									●			
PRINC. BUILD.	●														●			
ENV. DES.	●									●						●		
HIST. md. art																		
OPT. arch.																		
landsc.																		
Newc.																		
BUILD. MAT.																		
MANAG. & P.P.																		
PROJECT WORK									●							●		
draughtsm.																		
sketch				●														
arch.	●		●			●					●							
int. des.																		
build. appr.																		
sys. des.																		
technol.																		

1 = SET BOOKS

2 = BLOCK COURSES are IMPORTANT

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EXPLANATION TO GRAPHIC N. 6

Objective : To study teaching and assessment methods
used in Year 3.

- The graphic contains the information about the 5 subjects and project work corresponding to Year 3.
- Lecture is the teaching method most used in 83 % of the subjects, text-books in 33 % and block courses , exercises and tutorials in approx. 16 %.
- Assessment is done by examination in 66 % of the subjects, and 33% through project.
- In project work during the first term two projects and one sketch are done; in second term one project , and third term one project.
- During the year in project work four projects and one sketch are done.

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TEACHING & ASSESSMENT Y.4 Graphic N.7

	TEACHING													ASSESSMENT				
	lectures	seminars	disc. meeting	exercises	course study	tutorials	essay	ind. study	project	hand-out ¹	block course ²	prog. learn.	visits	essay	exam.	project	course study	tutor
HIST. of ARCH.																		
THEORY	●																	
STRUCT. DES.	●													●				
PRINC. BUILD.	●													●				
ENV. DES.																		
HIST. <u>md. art</u>																		
OPT. <u>arch.</u>																		
<u>landsc.</u>																		
<u>Newc.</u>																		
BUILD. MAT.	●													●				
MANAG. & P.P.																		
PROJECT WORK								●							●			
draughtsm.																		
sketch																		
arch.		●					●				●							
int. des.																		
build. appr.																		
sys. des.																		
technol.																		

1 = SET BOOKS

2 = BLOCK COURSES are IMPORTANT

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EXPLANATION TO GRAPHIC N. 7

Objective : To study teaching and assessment methods
used in Year 4.

- The graphic contains the information about the 4 subjects and project work corresponding to Year 4.
- Teaching methods used may vary depending of the students and tutors interest but Lectures are used in 100 of the subjects.
- Assessment is made through examinations in 60 % of the subjects, and through project. Only Theory has not formal assessment.
- During the first term in project work one project and one seminar are developed. Second term consist of one project usually made using real data in connection with the project office. Third term one project.
- Project work consist during the year of three projects and one seminar.

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EXPLANATION TO GRAPHIC N. 8

Objective : To study teaching and assessment methods
used in Year 5.

- The graphic contains the information about subjects and project work corresponding to Year 5.
- The only subject is given through lectures and individual study.
- Assessment is made by examination for the theoretical subject and project.
- During first term the student must present a dissertation.
- Project work consist of one major project proposed by the student.
- There are some Colloquia and Symposia held together with Year 4.

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TIMETABLE Y.1 Y.2 Y.3

	mon.			tue.			wed.			thu.			fri.					
	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3			
9						Str.Des			Prin.Bd.									
10					Theory	Str.Des			His.Lon Hist. (arts)									
11						Prin.Bd			Str.Des.									
12																		
13																		
14																		
15																		
16																		
17																		
18																		

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EXPLANATION TO GRAPHIC N. 9

Objective : To study students Timetable from Year 1 to
Year 3.

- Year 1 has 5 to 6 hours per week concentrated in one day, plus some hours - two or three- for optional studies distributed during the week.
- Year 2 has 4 to 5 hours per week concentrated in one day, with one exception of one hour another day.
- Year 3 has 5 to 6 hours, all in one day.
- Block courses are not included in the above mentioned figures. They are run in coordination with project work , covering several subjects, and they are one or two weeks long.
- Project work time is free , and tutorials are individually arranged by appointment to the student demand.
- Most of the subjects require some individual work besides the lectures themselves.

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TIMETABLE Y.5 Y.6

	mon.		tue.		wed.		thu.		fri.		
	5	6	5	6	5	6	5	6	5	6	
9											
10	Struct. Des.										
11	Princ. of Bd										Management & Prof. Prac.
12											
13											
14	Bd. Mater. Theory										
15											
16											
17											
18											

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EXPLANATION TO GRAPHIC N. 10

Objective : To study students Timetable in Year 5 and
Year 6.

- Year 5 has 4 to 5 hours per week, all concentrated in one day.
- Year 5 has only one subject of studies with one or two hours per week.
- The above mentioned figures do not include Symposia and Colloquia activities realised in conjunction for both years for approx. 42 hours per session.

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WORK LOAD

Graphic N.11

Week

	Hist.	Theo.	Struct. Des.	Princ.of Build.	Env. Des.	
Y. 1	1 ¹	2	1	Block C. 1	Block C.	6
Y. 2	1	1	1	Block C. 1	Block C.	4
Y. 3	1	1	2	1	Block C.	5
	4	4	4	3		15

1 = 1 hr. per week + 1 hr. optional

Session

Y. 1	34	36	17	74	48	209
Y. 2	18	17	18	63	36	150
Y. 3	17	17	36	17	36	121
	69	70	71	154	120	480

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EXPLANATION TO GRAPHIC N. 11

Objective : To study students Workload, per week and
per session, from Year 1 to Year 3.

- In the upper graphic - hours per week- can be observed that the distribution per subjects is very even, and the number of hours per week is very low.

- In the lower graphic - hours per session - figures shown include block courses. The number of hours diminishes from Year 1 to Year 3.

The emphasis of the course is clearly in Principles of Building and Environmental Design , each one of which almost double the number of hours of other subjects.

- Students may devote considerable time to project work.

UNIVERSITY OF NEWCASTLE

school of architecture

WORK LOAD

Graphic N.12

Week

	Struct. Des.	Princ. of Build.	Build. Mater.	Theo.	Manag. & Prof. P.	
Y. 5	1	1½	1	1 ¹	4	4½
Y. 6				1 ¹	1	2
	1	1½	1	1 ¹	1	5½

1 = lectures are for both courses

Session

Y. 5	17	27	17	17 ¹		78
Y. 6				17 ¹	29	46
	17	27	17	17	29	107 ²

2 = more Colloquia and Symposia held together
for both courses = 42 hrs. per session

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EXPLANATION TO GRAPHIC N. 12

Objective : To study students Workload, per week and
per session , in Year 5 and Year 6.

- The upper graphic - hours per week- shows even distribution on subjects, and very few hours per week on lectures.
- The lower graphic - hours per session- reflects the fact that some courses are only two terms long.
- Colloquia and Symposia time - 42 hours per session approx.- is not included.

Best Copy
Available

1ST YEAR 1972-73 SCHOOL OF ARCHITECTURE UNIVERSITY NEWCASTLE UPON TYNE

Graphic N.13

TERM	WEEK	1	2	3	4	5	6	7	8	9	10	11					
1	October	1	2	3	4	5	6	7	8	9	10	11					
	2	3	4	5	6	7	8	9	10	11	12	13	14	15			
	3	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31
	4	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	
	5	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	
	6	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	
	7	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	
	8	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	
	9	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	
	10	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	
	11	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	
	12	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	
	13	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	
	14	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	
	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	

APPLIED DESIGN DRG. of SPACE TECHNOLOGY & TECHNIQUE LECTURE SEMINAR C Construction H History (Arch) M Mechanics I Theory S.D. = Sketch Design

Graphic N.13

UNIVERSITY OF NEWCASTLE
school of architecture

EXPLANATION TO GRAPHIC N. 13 *

Objective : To study coordination between theoretical subjects and project work in Year 1.

- The core of the course is project work to which lectures and block course contribute.
- First term project work consists of drawing exercises, a project on organization of space , and atechanical exercises. One block course in building sciences is given.
- Second term project work , including projects and sketches is accompanied by five block courses : two in building sciences and three in construction; during two or three days each. These courses provide the relevant information to project work.
- Third term begins with a Symposia about design methods and followed by a project that includes two sketches. Ending with an exercise on measured drawings of a building.

(*) Graphic from the School . Year 1 , 1972-73

2ND YEAR 1972-73 SCHOOL OF ARCHITECTURE UNIVERSITY NEWCASTLE UPON TYNE

TERM	WEEK 1	2	3	4	5	6	7	8	9	10	11	
1	23 OCT	30 OCT	6 NOV	13 NOV	20 NOV	27 NOV	4 DEC	11 DEC	18 DEC	25 DEC	1 JAN	8 JAN
	5 REG	12 REG	19 REG	26 REG	3 NOV	10 NOV	17 NOV	24 NOV	1 DEC	8 DEC	15 DEC	22 DEC
	9 GOLF	16 HOUSE	23 STUDY	30 SITE	7 NOV	14 NOV	21 NOV	28 NOV	5 DEC	12 DEC	19 DEC	26 DEC
	13 REG	20 HOUSE	27 STUDY	4 SITE	11 NOV	18 NOV	25 NOV	2 DEC	9 DEC	16 DEC	23 DEC	30 DEC
	17 REG	24 HOUSE	31 STUDY	7 SITE	14 NOV	21 NOV	28 NOV	5 DEC	12 DEC	19 DEC	26 DEC	31 DEC
	21 REG	28 HOUSE	5 STUDY	12 SITE	19 NOV	26 NOV	3 DEC	10 DEC	17 DEC	24 DEC	31 DEC	7 JAN
	25 REG	1 HOUSE	8 STUDY	15 SITE	22 NOV	29 NOV	6 DEC	13 DEC	20 DEC	27 DEC	3 JAN	10 JAN
	29 REG	5 HOUSE	12 STUDY	19 SITE	26 NOV	3 DEC	10 DEC	17 DEC	24 DEC	31 DEC	7 JAN	14 JAN
	31 REG	12 HOUSE	19 STUDY	26 SITE	3 NOV	10 NOV	17 NOV	24 NOV	1 DEC	8 DEC	15 DEC	22 DEC
	3 REG	10 HOUSE	17 STUDY	24 SITE	1 NOV	8 NOV	15 NOV	22 NOV	29 NOV	6 DEC	13 DEC	20 DEC
	7 REG	14 HOUSE	21 STUDY	28 SITE	5 NOV	12 NOV	19 NOV	26 NOV	3 DEC	10 DEC	17 DEC	24 DEC
	2	15 JAN	22 JAN	29 JAN	5 FEB	12 FEB	19 FEB	26 FEB	3 MAR	10 MAR	17 MAR	24 MAR
19 JAN		26 JAN	31 JAN	9 FEB	16 FEB	23 FEB	30 FEB	6 MAR	13 MAR	20 MAR	27 MAR	3 APR
23 JAN		30 JAN	6 FEB	13 FEB	20 FEB	27 FEB	6 MAR	13 MAR	20 MAR	27 MAR	3 APR	10 APR
27 JAN		3 FEB	10 FEB	17 FEB	24 FEB	3 MAR	10 MAR	17 MAR	24 MAR	31 MAR	7 APR	14 APR
31 JAN		7 FEB	14 FEB	21 FEB	28 FEB	6 MAR	13 MAR	20 MAR	27 MAR	3 APR	10 APR	17 APR
3 FEB		10 FEB	17 FEB	24 FEB	3 MAR	10 MAR	17 MAR	24 MAR	31 MAR	7 APR	14 APR	21 APR
7 FEB		14 FEB	21 FEB	28 FEB	6 MAR	13 MAR	20 MAR	27 MAR	3 APR	10 APR	17 APR	24 APR
11 FEB		18 FEB	25 FEB	3 MAR	10 MAR	17 MAR	24 MAR	31 MAR	7 APR	14 APR	21 APR	28 APR
15 FEB		22 FEB	1 MAR	8 MAR	15 MAR	22 MAR	29 MAR	5 APR	12 APR	19 APR	26 APR	3 MAY
19 FEB		26 FEB	5 MAR	12 MAR	19 MAR	26 MAR	2 APR	9 APR	16 APR	23 APR	30 APR	6 MAY
23 FEB		30 FEB	9 MAR	16 MAR	23 MAR	30 MAR	6 APR	13 APR	20 APR	27 APR	4 MAY	11 MAY
27 FEB		6 MAR	13 MAR	20 MAR	27 MAR	4 APR	11 APR	18 APR	25 APR	2 MAY	9 MAY	16 MAY
3	23 APR	30 APR	7 MAY	14 MAY	21 MAY	28 MAY	5 JUN	12 JUN	19 JUN	26 JUN	3 JULY	10 JULY
	27 APR	4 MAY	11 MAY	18 MAY	25 MAY	1 JUN	8 JUN	15 JUN	22 JUN	29 JUN	6 JULY	13 JULY
	31 APR	8 MAY	15 MAY	22 MAY	29 MAY	6 JUN	13 JUN	20 JUN	27 JUN	4 JULY	11 JULY	18 JULY
	5 MAY	12 MAY	19 MAY	26 MAY	2 JUN	9 JUN	16 JUN	23 JUN	30 JUN	7 JULY	14 JULY	21 JULY
	9 MAY	16 MAY	23 MAY	30 MAY	7 JUN	14 JUN	21 JUN	28 JUN	5 JULY	12 JULY	19 JULY	26 JULY
	13 MAY	20 MAY	27 MAY	3 JUN	10 JUN	17 JUN	24 JUN	1 JULY	8 JULY	15 JULY	22 JULY	29 JULY
	17 MAY	24 MAY	31 MAY	7 JUN	14 JUN	21 JUN	28 JUN	5 JULY	12 JULY	19 JULY	26 JULY	31 JULY
	21 MAY	28 MAY	4 JUN	11 JUN	18 JUN	25 JUN	2 JULY	9 JULY	16 JULY	23 JULY	30 JULY	6 AUG
	25 MAY	1 JUN	8 JUN	15 JUN	22 JUN	29 JUN	6 JULY	13 JULY	20 JULY	27 JULY	3 AUG	10 AUG
	29 MAY	5 JUN	12 JUN	19 JUN	26 JUN	3 JULY	10 JULY	17 JULY	24 JULY	31 JULY	7 AUG	14 AUG
	31 MAY	7 JUN	14 JUN	21 JUN	28 JUN	5 JULY	12 JULY	19 JULY	26 JULY	2 AUG	9 AUG	16 AUG
	3 JUN	10 JUN	17 JUN	24 JUN	1 JULY	8 JULY	15 JULY	22 JULY	29 JULY	5 AUG	12 AUG	19 AUG

KEY ● LECTURES AND TUTORIALS

UNIVERSITY OF NEWCASTLE
school of architecture

EXPLANATION TO GRAPHIC N. 14 *

Objective : To study coordination between theoretical subjects and project work in Year 2.

- The core of the course is project work to which lectures and block courses contribute.
- First term project work includes two sketches, and there is a block course in building sciences.
- Second term project work includes two sketches , and there are three block courses in building sciences and construction.
- Third term project work as such takes only the first half , and thereafter some examinations, an ergonomic exercise , and towards the end an analysis and appraisal of buildings , complete the programme.

(*) Graphic from the School. Year 2 , 1972-73

JNU PLAN 1976/77 JUNIOR ARCHITECTURE UNIVERSITY NEWCASTLE UPON TYNE

TERM	WEEK	1	2	3	4	5	6	7	8	9	10	11	
1	CITY	2	3	4	5	6	7	8	9	10	11	12	13
		1	2	3	4	5	6	7	8	9	10	11	12
		1	2	3	4	5	6	7	8	9	10	11	12
		1	2	3	4	5	6	7	8	9	10	11	12
		1	2	3	4	5	6	7	8	9	10	11	12
		1	2	3	4	5	6	7	8	9	10	11	12
		1	2	3	4	5	6	7	8	9	10	11	12
		1	2	3	4	5	6	7	8	9	10	11	12
		1	2	3	4	5	6	7	8	9	10	11	12
		1	2	3	4	5	6	7	8	9	10	11	12
		1	2	3	4	5	6	7	8	9	10	11	12
		1	2	3	4	5	6	7	8	9	10	11	12
		1	2	3	4	5	6	7	8	9	10	11	12
		1	2	3	4	5	6	7	8	9	10	11	12
2	CITY	1	2	3	4	5	6	7	8	9	10	11	12
		1	2	3	4	5	6	7	8	9	10	11	12
		1	2	3	4	5	6	7	8	9	10	11	12
		1	2	3	4	5	6	7	8	9	10	11	12
		1	2	3	4	5	6	7	8	9	10	11	12
		1	2	3	4	5	6	7	8	9	10	11	12
		1	2	3	4	5	6	7	8	9	10	11	12
		1	2	3	4	5	6	7	8	9	10	11	12
		1	2	3	4	5	6	7	8	9	10	11	12
		1	2	3	4	5	6	7	8	9	10	11	12
		1	2	3	4	5	6	7	8	9	10	11	12
		1	2	3	4	5	6	7	8	9	10	11	12
		1	2	3	4	5	6	7	8	9	10	11	12
		1	2	3	4	5	6	7	8	9	10	11	12
3	CITY	1	2	3	4	5	6	7	8	9	10	11	12
		1	2	3	4	5	6	7	8	9	10	11	12
		1	2	3	4	5	6	7	8	9	10	11	12
		1	2	3	4	5	6	7	8	9	10	11	12
		1	2	3	4	5	6	7	8	9	10	11	12
		1	2	3	4	5	6	7	8	9	10	11	12
		1	2	3	4	5	6	7	8	9	10	11	12
		1	2	3	4	5	6	7	8	9	10	11	12
		1	2	3	4	5	6	7	8	9	10	11	12
		1	2	3	4	5	6	7	8	9	10	11	12
		1	2	3	4	5	6	7	8	9	10	11	12
		1	2	3	4	5	6	7	8	9	10	11	12
		1	2	3	4	5	6	7	8	9	10	11	12
		1	2	3	4	5	6	7	8	9	10	11	12

1

2

3

UNIVERSITY OF NEWCASTLE
school of architecture

EXPLANATION TO GRAPHIC N. 15 *

Objective : To study coordination between theoretical subjects and project work in Year 3.

- The core of the course is project work , increasing its importance in relation to Year 1 and Year 2.
- First term starts with visits and seminars about the type of building to be developed in project work. There is one block course in building science and two sketches are done during the project that is assessed by two intermediate and one final critics. The term is ended with oral examinations.
- Second term starts with visits to buildings followed by a seminar , a sketch and a block course on technical subjects , lasting four days. After project work the term is ended with oral examinations.
- Third term is initiated with examinations, followed by seminars and surveys about the project that last 6 weeks . The term is ended by the critic and final examinations for the three years course.

(*) Graphic from the School. Year 3, 1972-73

B.Arch COURSE

SESSION 1972/73

TERM 1		TERM 2		TERM 3	
Week commencing:		Week commencing:		Week commencing:	
Oct.	Nov.	Jan.	Feb.	Apr.	May
2 9 16 23 30 6 13 20 27 4 11		15 22 29 5 12 19 26 5 12 19		23 30 7 14 21 28 4 11 18 25	
<p><u>Group 1</u></p> <p>Tyneshore Development North Shields Housing (individual) Section (a) (with Landscape students)</p> <p>Design method DWC</p> <p>Computing NCH</p> <p>Articulation GHB</p>	<p><u>Group 2</u></p> <p>Tyneshore Development North Shields Housing (individual) Section (b) or Quayside</p> <p>North Shields District Centre (with Planning students)</p> <p>Housing DS</p> <p>Analysis of a building DWC</p>	<p><u>Group 1</u></p> <p>Dissertation Stages A & B</p>	<p><u>Group 2</u></p> <p>Dissertation - Special Subject</p>	<p>Tyneshore Development North Shields Station Project</p>	<p>Live Project 2 CHF</p> <p>Major Project to Stages E & F</p> <p>Major Project to Stage D</p> <p>Graphic N.16</p>
<p>M A M A M F E R D O F</p>	<p>M S O P</p>	<p>M H S</p>	<p>M S H I</p>	<p>S M O I E V M I M V X E</p>	<p>S M O I E V M I M V X E</p>

UNIVERSITY OF NEWCASTLE
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EXPLANATION TO GRAPHIC N. 16 *

Objective : To study coordination and organization of
Year 5 and Year 6 , Bachelor of Architecture
Degree Course .

- Both courses are divided into two groups. Activities are centred around project work with seminars related. Symposia and Colloquia are held together.

- In Year 5 , group 1 works during first term on one project on housing and one elective seminar about design methods , or computation , or articulation. Second term in a live -project in the project office. Third term in a project related to that of the first term.

Group 2 works the first term on housing in the same area that group 1. Second term in a Centre for the same area , followed by a seminar on housing or building analysis. Third term in a live-project in the project office.

- Year 6 during first term work in a dissertation and second and third term in a major project.

- Group 1 and Group 2 work at different levels.

- Stages shown in the graphic as 'D' , 'E' , and 'F' correspond to RIBA's Plan of Work.

- At the end of term 1 a joint Symposia takes part. At the end of terms 2 and 3 examinations are held.

(*) Graphic from the School. Bachelor of Architecture . 1972-73

UNIVERSITY OF NEWCASTLE
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SOC.

Graphic No.17

Y. 1

. some theory as basis for a project (children playgroup)

Y. 2

Y. 3

. housing project

Y. 5

. study of social structures of an area for project work

Y. 6

UNIVERSITY OF NEWCASTLE
school of architecture

EXPLANATION TO GRAPHIC N. 17

Objective : To synthesize social studies and/or concern
in the School.

- In Year 1 , as introduction to a project on play-grounds some theory of sociology is studied.
- In Year 3 sociological aspects are considered with housing project.
- In Year 5 the social structure of a community is studied as ground for the project work.
- There is not a declared emphasis on this aspects of architecture, although there is a great concern by human welfare as the real purpose of architecture, that is reflected in some projects.
- Some staff members and students did not think there was a real concern of the School as a body.

UNIVERSITY OF NEWCASTLE
school of architecture

D. M.

Graphic N.18

Y. 1

. lectures in Theory course

. symposia in project work

Y. 2

Y. 3

Y. 5

. 3 weeks study in project work with building science section

Y. 6

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school of architecture

EXPLANATION TO GRAPHIC N. 18

Objective : To synthesize the teaching and/or use of
design methods in the School.

- During Year 1 , in Theory, some lectures are devoted to explain design methods and 2 or 3 seminars are held in connection with project work.
- In Year 5 a special study on systematic design is done in project work in collaboration with the Building Sciences Section.
- The Building Sciences Section is developing a systematic method for design, working with the project office in several live-projects and bringing this approach to teaching in the School.

UNIVERSITY OF NEWCASTLE

school of architecture

H. of A.

Graphic No.19

Y. 1	<ul style="list-style-type: none">. course : 1750 to present times - lectures and set-books. arts option : history, landscape, architecture, Newcastle
Y. 2	<ul style="list-style-type: none">. course : Classic<ul style="list-style-type: none">- lectures- set-books- sheets
Y. 3	<ul style="list-style-type: none">. course : Renaissance<ul style="list-style-type: none">- lectures- set-books- sheets
Y. 5	
Y. 6	
<p>HISTORY IS A STRONG SUBJECT , WITH POSTGRADUATE STUDENTS. PERSONAL INFLUENCE B. ALLSOPP</p>	

UNIVERSITY OF NEWCASTLE
school of architecture

EXPLANATION TO GRAPHIC N. 19

Objective : To synthesize the teaching of history of
architecture in the school.

- In Year 1 there is a course - one hour per week- covering since 1750 to present days in Europe. Text- books are considered important and a good bibliography is recommended.

An optional course is offered with four alternatives, already detailed in 'explanation to graphic N.4'; each one is one hour per week.

- In Year 2 the course - one hour per week- is about the Classic Architecture. Students must submit 6 'sheets' with drawings about one particular building or a building type.

- There are some post- graduate students working in history for higher degrees.

UNIVERSITY OF NEWCASTLE

school of architecture

T. M.

Graphic No.20

Y. 1	<ul style="list-style-type: none"> • draughts-mans. • models • set-books 	<ul style="list-style-type: none"> • visits • sketches • block courses
Y. 2	<ul style="list-style-type: none"> • building appraisals • sheets (history) • set-books 	<ul style="list-style-type: none"> • block courses • sketches • visits
Y. 3	<ul style="list-style-type: none"> • building appraisals • sheets (history) • set-books 	<ul style="list-style-type: none"> • block courses • sketches • visits
Y. 5	<ul style="list-style-type: none"> • symposia & colloquia with Y.6 • seminars • project-office 	
Y. 6	<ul style="list-style-type: none"> • symposia & colloquia with Y.5 • seminars • project -office 	
	<ul style="list-style-type: none"> • dissertation • design thesis 	

BLOCK COURSES, SET- BOOKS, GENERAL COORDINATION ARE IMPORTANT
 SEVERAL COURSES ARE PLURI PERSONAL

UNIVERSITY OF NEWCASTLE
school of architecture

EXPLANATION TO GRAPHIC N. 20

Objective : To synthesize about teaching and assessment methods used in the School.

- In Year 1 the methods used are : first lectures , and then block courses, text -books, visits , sketches, structural models. There is special concern for drawing skills.
- In Year 2 the main methods are : lectures, block courses, text-books, visits, sketches, building analysis and appraisals , history sheets.
- In Year 3 same methods as in Year 2 are used, but project work has more importance.
- In Year 5 the methods used are : lecture, symposia colloquia. seminars, and live-project in the project office.
- In Year 6 methods are the same than in Year 5 plus a clear accent in the use of individual study and the work in dissertation and thesis.
- Characteristics of the School are the importance attached to block courses and team teaching.

UNIVERSITY OF NEWCASTLE

school of architecture

POPULATION

	students						staff				
	1	2	3	4	5	6	full time	half time	part time	outs. lect.	
1958	29	36	25		14	19					
59	27	32	28		21	15					
60	33	32	31		30	18	11				
61	28	31	30		29	24	11				
62	36	25	32		20	26					
63	36	34	25		3	22	12				
64	35	33	31		21	3	12		1		13
65	40	34	34		22	22	12		1		13
66	39	42	29		27	27	14		1		15
67	40	43	36		27	27	13		1		14
68	38	39	36		23	25					
69	41	43	37		35	26	14		1		20
70	40	37	38		31	33	15		1		21
71	43	42	37		32	32	18		1		25
72	40	38	38		33	32	19		1		26

UNIVERSITY OF NEWCASTLE
school of architecture

EXPLANATION TO GRAPHIC N. 21

Objective : To study student and staff population in
the School since 1958 to 1972.

- Student population increased from 123 to 181. almost 50 % ;between 1958 and 1964 remained sensibly the same from 120 to 140; between 1965 and 1966 augmented to 150 -160; and since 1967 and 1972 has remained between 170 and 180.
- This increase has been more important in the Bachelor of Architecture Degree - Year 5 and Year 6 $\frac{2}{3}$ passing from 33 students in 1958 to 65 in 1972 almost 100 % .
- Staff population figures have been very difficult to get . The graphic show the increase from 1964 to 1972 , that it is not quite as big as it seems if the type of commitment is considered.
- Ratio staff- student which was 1: 9,5 in 1964 , went down to 1:12,3 in 1967 and improved to its best level of 1:8,6 in 1972.
- Year groups have remained between 20 and 40 students what allows for a good contact staff students.

LEEDS POLYTECHNIC
department of architectural studies

LEEDS POLYTECHNIC

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STUDIES Y.1 - Y.7

FACULTY OF ENVIRONMENT, CONSTRUCTION, AND DESIGN.

requirements	1	2	3	4	5	6	7
DEPARTMENT OF TOWN PLANNING		UNDER - GRADUATE DIPLOMA			POST-GRADUATE DIPLOMA		
DEPARTMENT OF ARCHITECTURAL STUDIES	BACHELOR OF ARTS IN ARCHITECTURE WITH HONOURS LANDSCAPE				year-out	POST-GRAD. DIPLOMA	year-out
DEPARTMENT OF BUILDING AND CIVIL ENGINEERING	B. SC. BUILDING B. SC. Q. SURVEYOR H.N.D. BUILDING H.N.D. CIVIL ENGINEERING PUBLIC HEALTH INSPECTOR						

Graphic L.1



RIBA II RIBA III

RIBA I

1 = Higher National Diploma of Council for National

Academic awards = C.N.A.A.

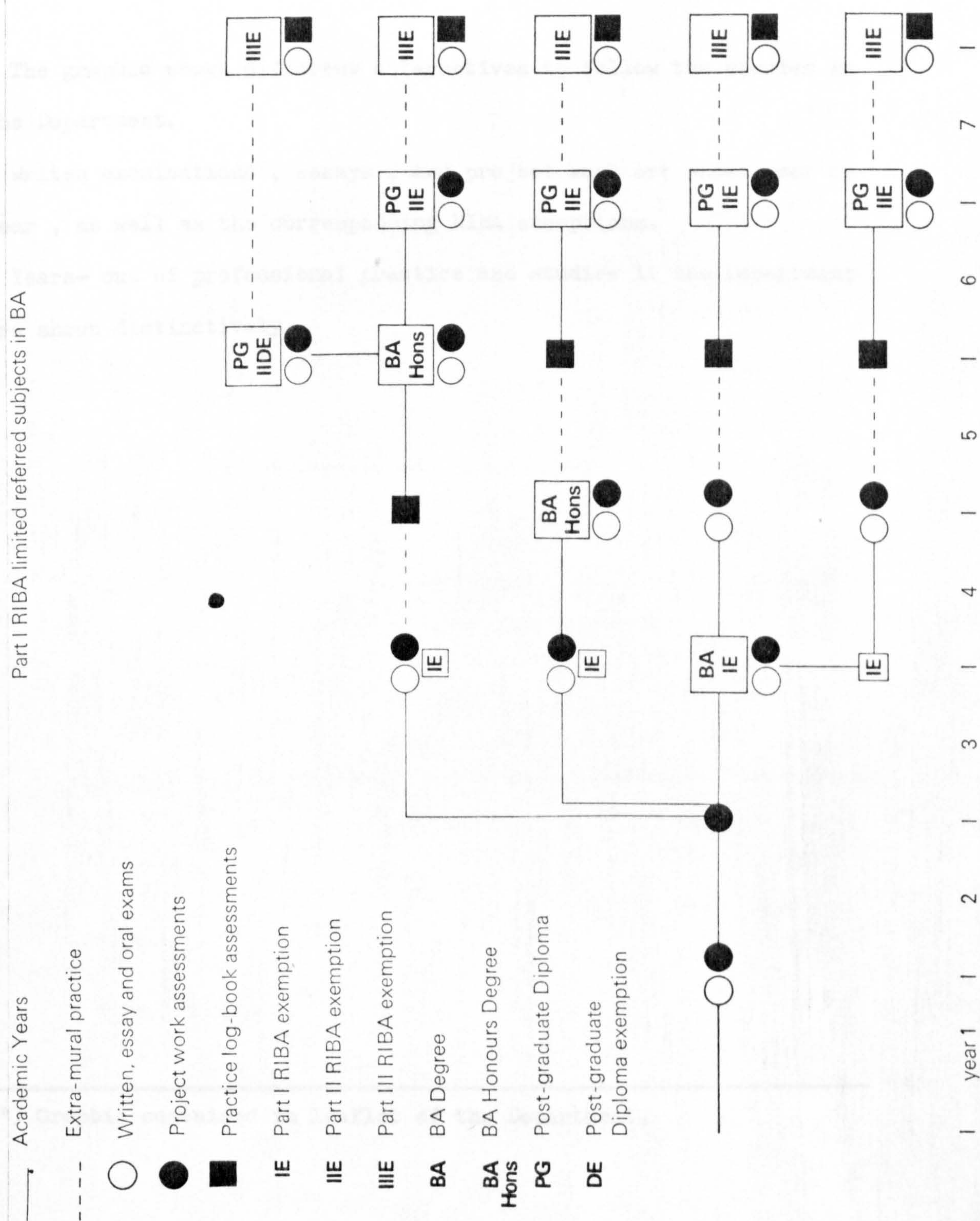
LEEDS POLYTECHNIC
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EXPLANATION TO GRAPHIC L. 1

Objective : To show the studies of the Department within the Faculty.

- The Department of Architectural Studies belongs to the Faculty of Environment , Construction and Design and offers two courses , one in Architecture and one in Landscape Architecture.
- Studies from Year 1 to Year 4 lead to Degree of Bachelor of Arts with Honours in Architecture and exemption to RIBA I.
- After the first degree there is a course of post-graduate studies leading to a Diploma in Architecture explained in graphic L.4 .
- The course in Landscape Architecture is four years long.
- The other Departments belonging to the Faculty offer other courses not related with the Department , and they are : Department of Building and Civil Engineering and Department of Town Planning.

DEPT. OF ARCH. STUDIES



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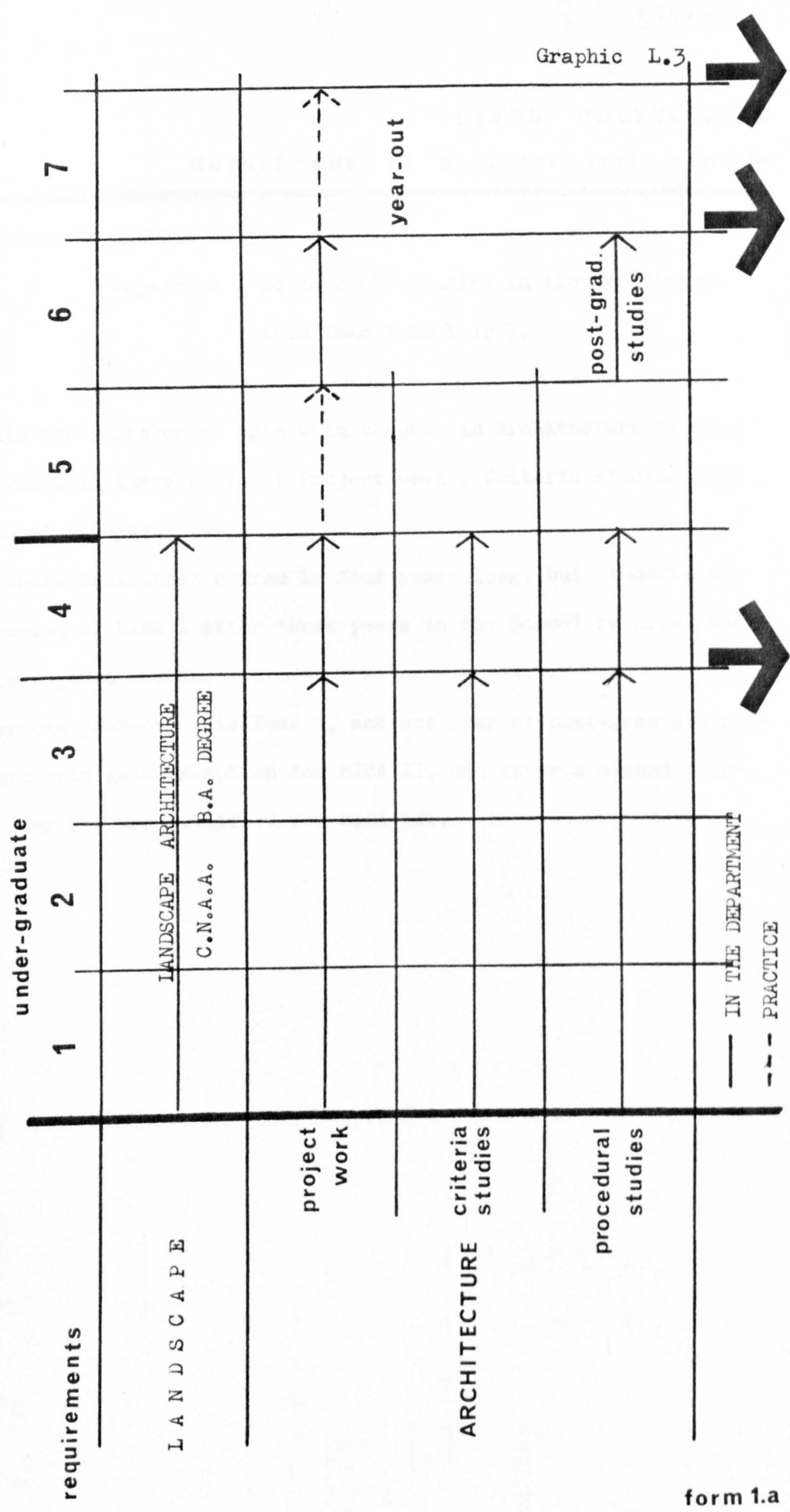
EXPLANATION TO GRAPHIC L. 2 *

Objective : To show the studies offered by the Department.
ment.

- The graphic shows different alternatives to follow the studies in the Department.
- Written examinations , essays , and project work are shown year by year , as well as the corresponding RIBA exemptions.
- Years- out of professional practice and studies in the Department are shown distinctively.

(*) Graphic contained in leaflet of the Department.

STUDIES Y.1 - Y.7



form 1.a

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department of architectural studies

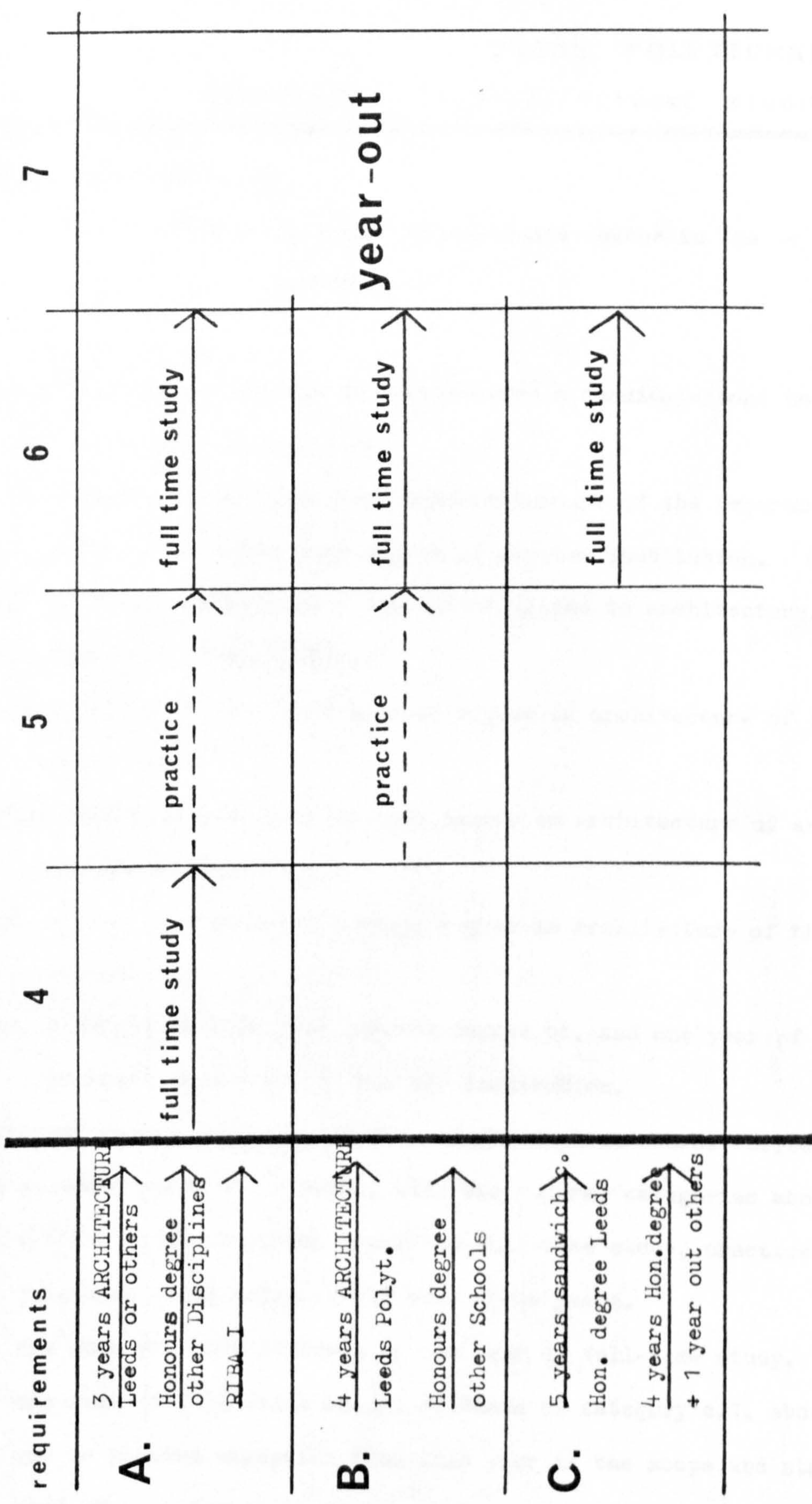
EXPLANATION TO GRAPHIC L. 3

Objective : To show the studies in the Department
from Year 1 to Year 7.

- Within the Bachelor of Arts with Honours in Architecture studies are divided in three fields : Project work ; Criteria studies ;and Procédural studies.
- The above mentionned course is four years long, but students may be exempted of RIBA I after three years in the School or after the full four years course.
- After one year-out , in Year 5, and one year of post-graduate studies students gain exemption for RIBA II, and after a second year-out , Year 7 , are qualified for RIBA III.

STUDIES Y.4-Y.7

POST GRADUATE DIPLOMA - alternatives



requirements

A.
3 years ARCHITECTURE
 Leeds or others
Honours degree
 other Disciplines
 RIBA-I

B.
4 years ARCHITECTURE
 Leeds Polyt.
Honours degree
 other Schools

C.
5 years sandwich
 Hon. degree Leeds
4 years Hon. degree
 + 1 year out others

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EXPLANATION TO GRAPHIC L. 4

Objective : To study post-graduate course in the Department.

- To be admitted to the Diploma in architecture a candidate must hold one of the following qualifications :

- . a.1. a degree in architecture, without honours of the Department
- . a.2. a full-time three year degree of another institution.
- . a.3. an honours degree in a discipline allied to architecture.
- . a.4. RIBA Part I examination.
- . b.1. a full-time four year honours degree in architecture of the Department.
- . b.2. a full-time four year honours degree in architecture of another institution.
- . c.1. a five year sandwich honours degree in architecture of the Department.
- . c.2. a full-time four year honours degree of, and one year of practice supervised by another institution.

- The alternatives in duration and form of the diploma course correspond, in academic years of 34 weeks, with the general categories above:

- . a. a thick sandwich course involving full-time study, practice, full-time study respectively over three years.
- . b. one year practice followed by one year of full-time study.
- . c. one year of full-time study. Students of category c.1. above may be granted exemption from this year if the scope and standard of work for their degree covers the diploma requirements.

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TEACHING & ASSESSMENT Y.1 Graphic L. 5

	TEACHING												ASSESSMENT					
	lectures	seminars	disc. meeting	exercises	course study	tutorials	essay	ind. study	project	hand-out	block course	prog. learn.	visits	essay	exam.	project	course study	tutor
THEORIES	●									●		●		●				
PRECEDENTS	●									●		●		●				
HISTORY																		
LANDSCAPE	●									●		●				●		
ENV. PHYS.	●			●						●						●		
CONST.																		
CONST. MAT.	●			●						●		●				●		
MATERIALS																		
STRUCT.	●			●						●					●			
MANAGEM.																		
PROJECT WORK	●							●		●					●			
draughtsm.	●	●	●	●	●	●	●											
sketch			●		●		●	●	●	●	●	●	●	●				
project																		

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EXPLANATION TO GRAPHIC L. 5

Objective : To study teaching and assessment methods
used in Year 1.

- The graphic contains the information about the 6 subjects and project work corresponding to Year 1.
- Lecture is the method most commonly used in 100 % of subjects, followed by visits in 72 %, exercises in 46 % and block courses in 17 %.
The course starts with a field study about Leeds.
- For assessment course study is used in 46 % of subjects, and in 31 % examination and project work.
- Project work includes a wide variety an amount of different programmes, seventeen in all that are distributed : 7 drawing or compositional exercises, 2 sketches , and 8 small projects , one of which is on housing and requires even details and working drawings.

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TEACHING & ASSESSMENT Y.2 Graphic L.6

	TEACHING													ASSESSMENT				
	lectures	seminars	disc. meeting	exercises	course study	tutorials	essay	ind. study	project	hand-out	block course	prog. learn.	visits	essay	exam.	project	course study	tutor
THEORIES	●	●																
PRECEDENTS	●	●																
HISTORY							●							●				
LANDSCAPE	●																	
ENV. PHYS.	●			●														
CONST.	●																	
CONST. MAT.																		
MATERIALS	●			●														
STRUCT.	●			●				●		●								
MANAGEM.																		
PROJECT WORK								●		●					●			
			1				2			3								
draughtsm.																		
sketch		●																
project	●		●		●	●	●	●		●								

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EXPLANATION TO GRAPHIC L. 6

Objective : To study teaching and assessment methods
in Year 2.

- The graphic contains the information about the 8 subjects and project work corresponding to Year 2.
- Lecture is the teaching method most commonly used in 85 % of subjects, exercises in 45 % , seminars in 31 % with project work and block courses related to it, and essays in 15 %.
- Due to the fact that there are not examinations at the end of Year 2 , only project and essays are used as assessment methods.
- Block courses are important because provide coordination with project work. Four are conducted during the year : a field study, two in structure and computation , and one visit.
- In Project work , in term 1 two project and one sketch are done; in term 2 ,three projects,; and one in term 3.

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TEACHING & ASSESSMENT Y.3 Graphic L. 7

	TEACHING												ASSESSMENT					
	lectures	seminars	disc. meeting	exercises	course study	tutorials	essay	ind. study	project	hand-out	block course	prog. learn.	visits	essay	exam.	project	course study	tutor
THEORIES																		
PRECEDENTS																		
HISTORY	●			●			●						●	●	●			
LANDSCAPE	●												●		●			
ENV. PHYS.	●			●											●			
CONST.															●			
CONST. MAT.	●																	
MATERIALS															●			
STRUCT.	●			●				●		●				●	●			
MANAGEM.																		
PROJECT WORK			●					●		●						●		
			1					2										
draughtsm.																		
sketch																		
project	●		●	●		●	●			●								

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EXPLANATION TO GRAPHIC L. 7

Objective : To study teaching and assessment methods
in Year 3.

- The graphic contains the information about the 5 subjects and project work corresponding to Year 3.
- Lecture is the teaching methods most commonly used in 84 % of subjects, exercises in 48 % , discussions, project work, essays and block courses in 16 %.
- Assessment is done through examination in 84 % of subjects, project in 32 % and essays in 16 %.
- Three block courses are done during the year, in : a field survey, one in structure , and the year visit.
- Project work includes : in term 1 two projects and a third one is begun to be finished in term 2 ; in term 2 another two projects are done ; in term 3 , one project is developed.

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TEACHING & ASSESSMENT Y.4 Graphic L. 8

	TEACHING												ASSESSMENT					
	lectures	seminars	disc. meeting	exercises	course study	tutorials	essay	ind. study	project	hand-out	block course	prog. learn.	visits	essay	exam.	project	course study	tutor
THEORIES																		
PRECEDENTS																		
HISTORY																		
LANDSCAPE																		
ENV. PHYS.	●														●			
CONST.										●					●			
CONST. MAT.	●									●					●			
MATERIALS		●								●					●			
STRUCT.	●														●			
MANAGEM.	●																	
PROJECT WORK								●								●		
draughtsm.																		
sketch																		
project																		

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EXPLANATION TO GRAPHIC L. 8

Objective : To study teaching and assessment methods
used in Year 4.

- The graphic contains the information about the 6 subjects and project work corresponding to Year 4.
- Lecture is the teaching method most commonly used in 100 % of subjects, block courses in 50 % and project work and seminars in 25 %.
- Assessment is done through examination in 67 % of subjects , and project in 25 %.
- Block courses during the year are 4 : Construction materials, Materials, Building, Computation.
- Computer use is considered important in Year 4.
- Project work is based in only one project during the year.

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TIMETABLE Y.1 Y.2 Y.3

	mon.			tue.			wed.			thu.			fri.		
	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
9	Con/Mat		Seminar										Seminar Mater.		
10	Landsc.	Seminar	Seminar										Seminar Const.	Landsc.	
11	Seminar	Theory	Seminar										Struct.	Seminar Con/Mat	
12			Landsc.										Env.Phy.		
13			Struct.											Preced.	
14			Env.Phy.Hist.										Mater.	Struct.	
15	Theory												Proj. coord.		Env.Phy.
16	Preced.		Seminar											Proj. coord.	
17															
18															

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EXPLANATION TO GRAPHIC L. 9

Objective : To study students Timetable from Year 1
to Year 3.

- In Year 1 there are 12 hours per week concentrated in two days, consisting of : 8 lectures , 3 seminars and 1 of project coordination.
- In Year 2 there are 10 to 12 hours per week, concentrated in two days , consisting of : 7 lectures , 2 seminars , and 1 hour for project coordination.
- In Year 3 there are 9 to 13 hours per week, concentrated in two days, consisting of : 5 lectures, 4 seminars .
- The above mentioned figures do not include block courses , nor project work time.

TIMETABLE Y.5 Y.6

	mon.		tue.		wed.		thu.		fri.		6	
	5	6	5	6	5	6	5	6	5	6	5	6
9												
10	Env. Phys.				Structures							
11					Management							
12					Const. Mater.							
13												
14	Seminar											
15	Seminar											
16	Env. Phys.											
17												
18												

Y.5 in this case correspond to Y.4 of undergraduate studies

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EXPLANATION TO GRAPHIC L. 10

Objective : To study students Timetable in Year 4.

- In Year 4 there are 7 to 9 hours per week , concentrated in two days , consisting of : 5 lectures and 2 seminars.
- Block courses , not considered in those figures , are important during the year.
- The above mentioned figures do not include project work that is the main concern of students en Year 4.

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WORK LOAD

Graphic L.11

Week

	Theo.	Preced.	Lands.	Env. Phys.	Build. Fabric.	
Y. 1	1	1	1	1	3	12
Y. 2	1	1	1	1	3	10
Y. 3		Hist. 1	1	1	2	9
Y. 4	Managem. 1			2	2	7
	3	3	3	5	10	38

Session

Y. 1	27	27	27	27	81	279 ¹
Y. 2	28	28	28	28	84	286 ¹
Y. 3		27	27	27	54	225 ¹
Y. 4	26			52	52	250 ¹
	81	82	82	134	271	1040 ¹

1 = includes Block Courses

form 5.a

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EXPLANATION TO GRAPHIC L. 11

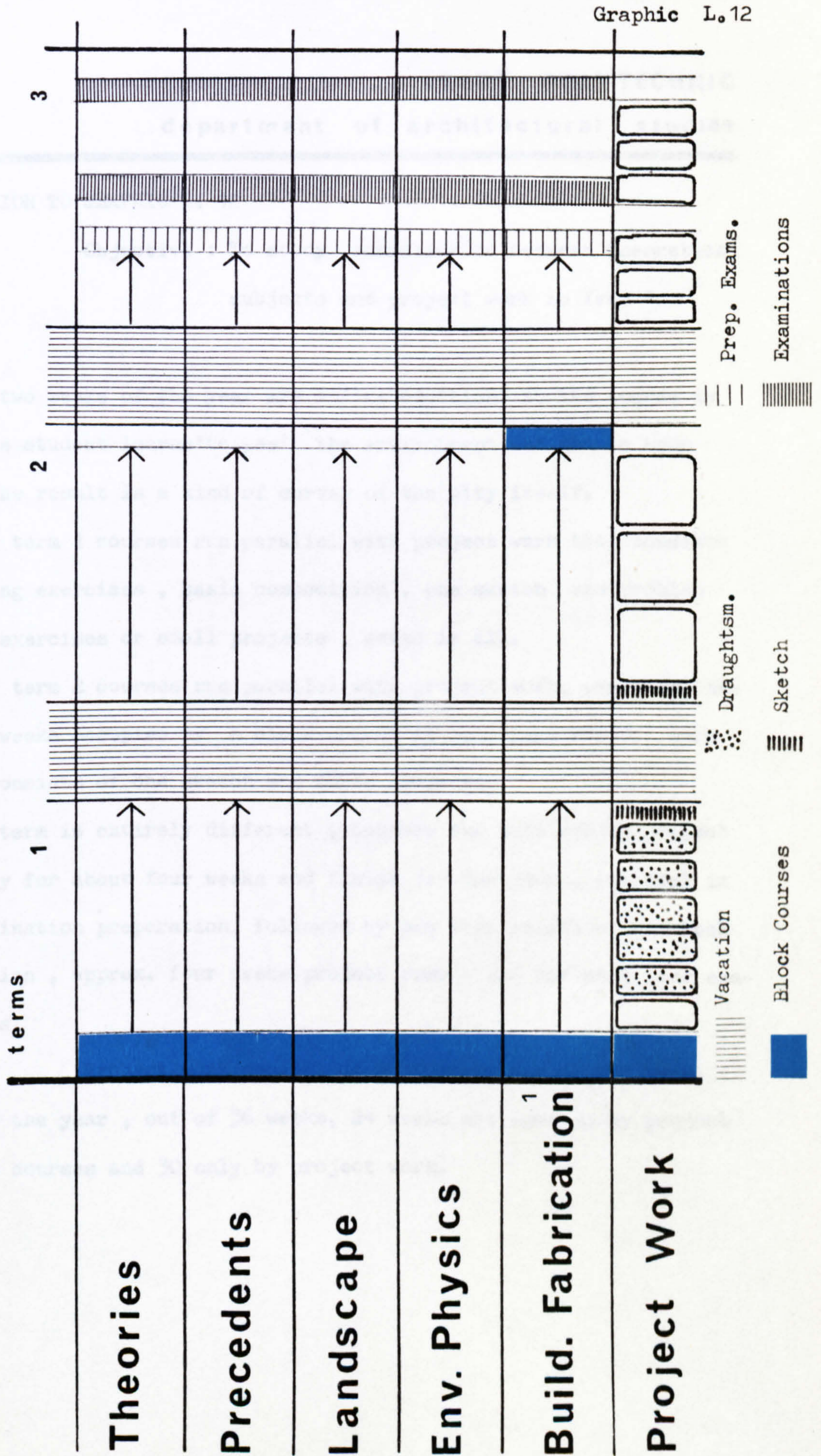
**Objective : To study students Workload , per week and
per session, from Year 1 to Year 4.**

- The subject Building Fabrication includes :Building, Structures ,
Materials and Contruction materials.
- In the upper graphic- hours per week- the total figures include the
number of hours shown by subjects plus seminar time corresponding to
approx.: 5 hours in Year 1, 3 hours in Year 2 , 4 hours in Year 3, and
2 hours in Year 4.
- In the lower graphic- hours per session - the total figures include
the hours devoted to block courses during the year : 90 hours from
Year 1 to Year 3 , and 120 hours in Year 4.
- The general emphasis of the course is clearly in Building Fabrica-
tion and Environmental Physics that account for more than 60 % of the
time excluded project work , but included block courses.

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COORDINATION Y.1



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EXPLANATION TO GRAPHIC L. 12

Objective : To study coordination between theoretical
subjects and project work in Year 1.

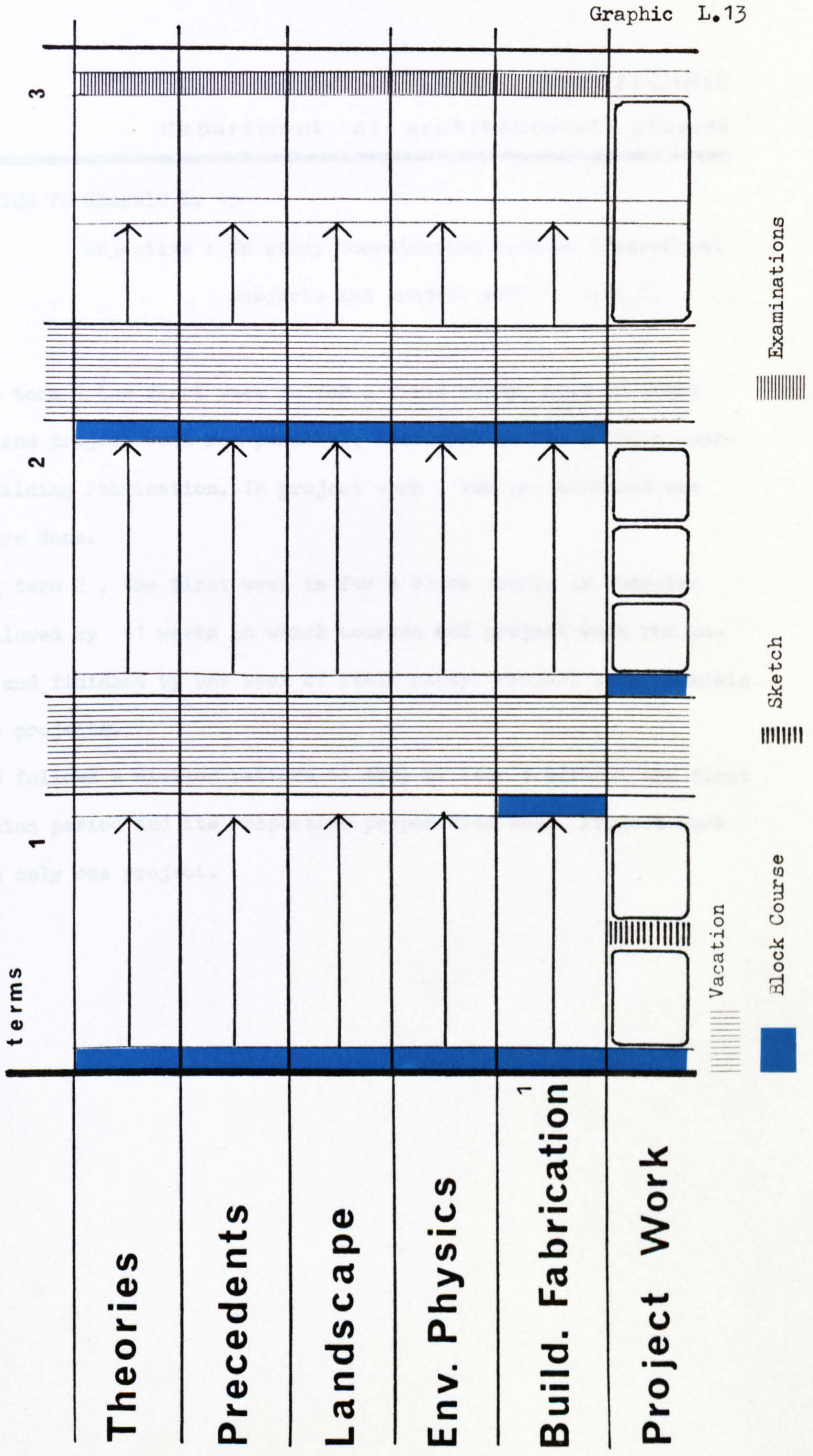
- First two weeks of the year are an 'introduction' to the course in which the student learns 'to see' the environment and get to know Leeds. The result is a kind of survey of the city itself.
- During term 1 courses run parallel with project work that consists of drawing exercises , basic composition , one sketch and problem solving exercises or small projects , seven in all.
- During term 2 courses run parallel with project work, excepting the last two weeks occupied by a block course in Building. Project work itself consists of one sketch and three projects.
- Third term is entirely different , courses run parallel to project work only for about four weeks and finish for the year . One week is for examination preparation, followed by one week vacation, one week examination , approx. four weeks project work , and one week year examinations.

Project work consist of 6 projects during the term.

- During the year , out of 36 weeks, 24 weeks are covered by project work and courses and 30 only by project work.

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COORDINATION Y.2



Graphic L.13

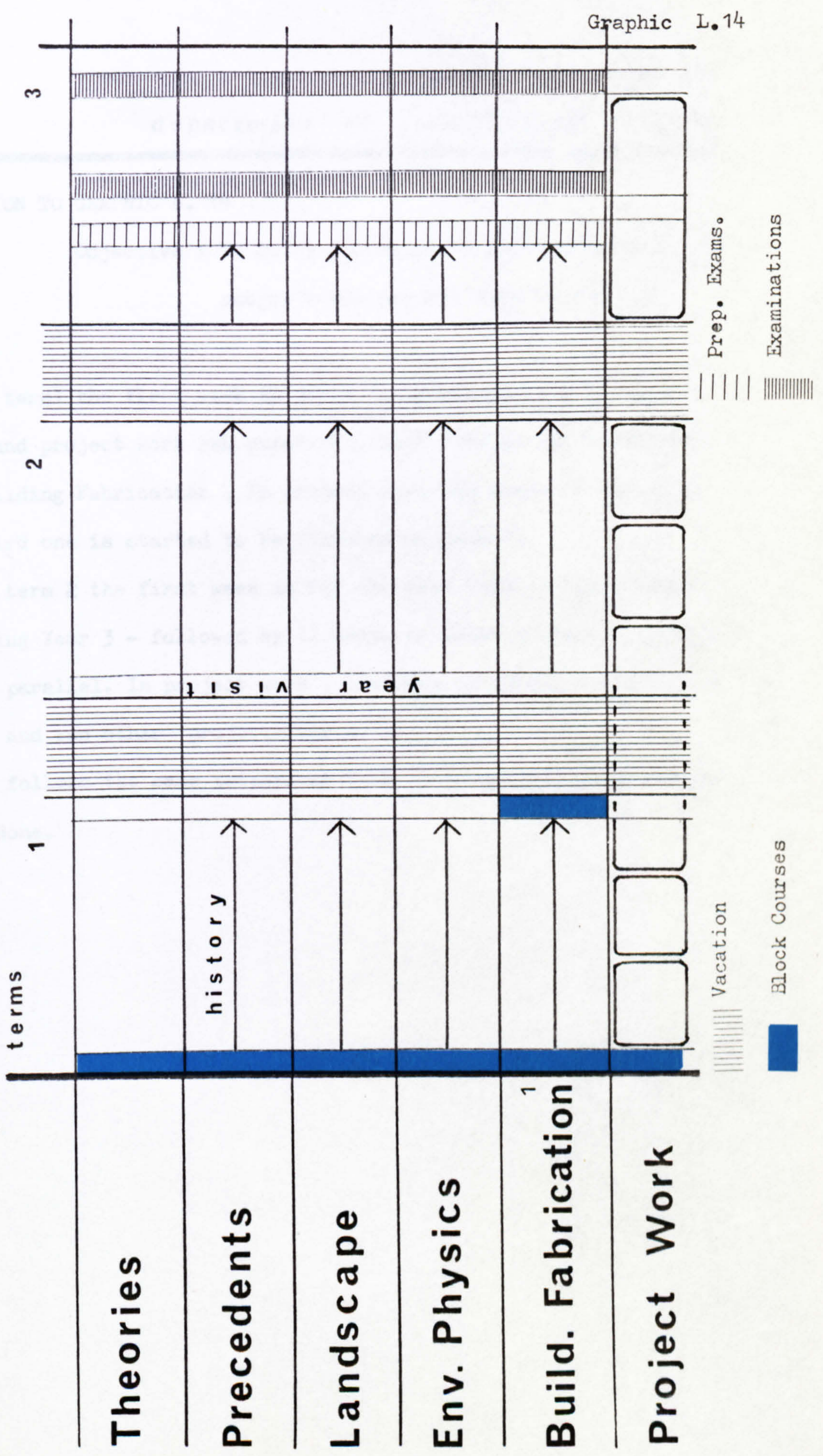
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EXPLANATION TO GRAPHIC L. 13

Objective : To study coordination between theoretical
subjects and project work in Year 2.

- During term 1 the first week is for a field study, next 10 weeks courses and project work run parallel, last week is for a block course in Building Fabrication. In project work , two projects and one sketch are done.
- During term 2 , the first week is for a block course in computer use, followed by 11 weeks in which courses and project work run parallel, and finished by one week of field study. Project work consists of three projects.
- Term 3 follows a similar pattern to that of Year 1 without the first examination period and its respective preparation week. Project work consists only one project.

COORDINATION Y.3



Graphic L.14

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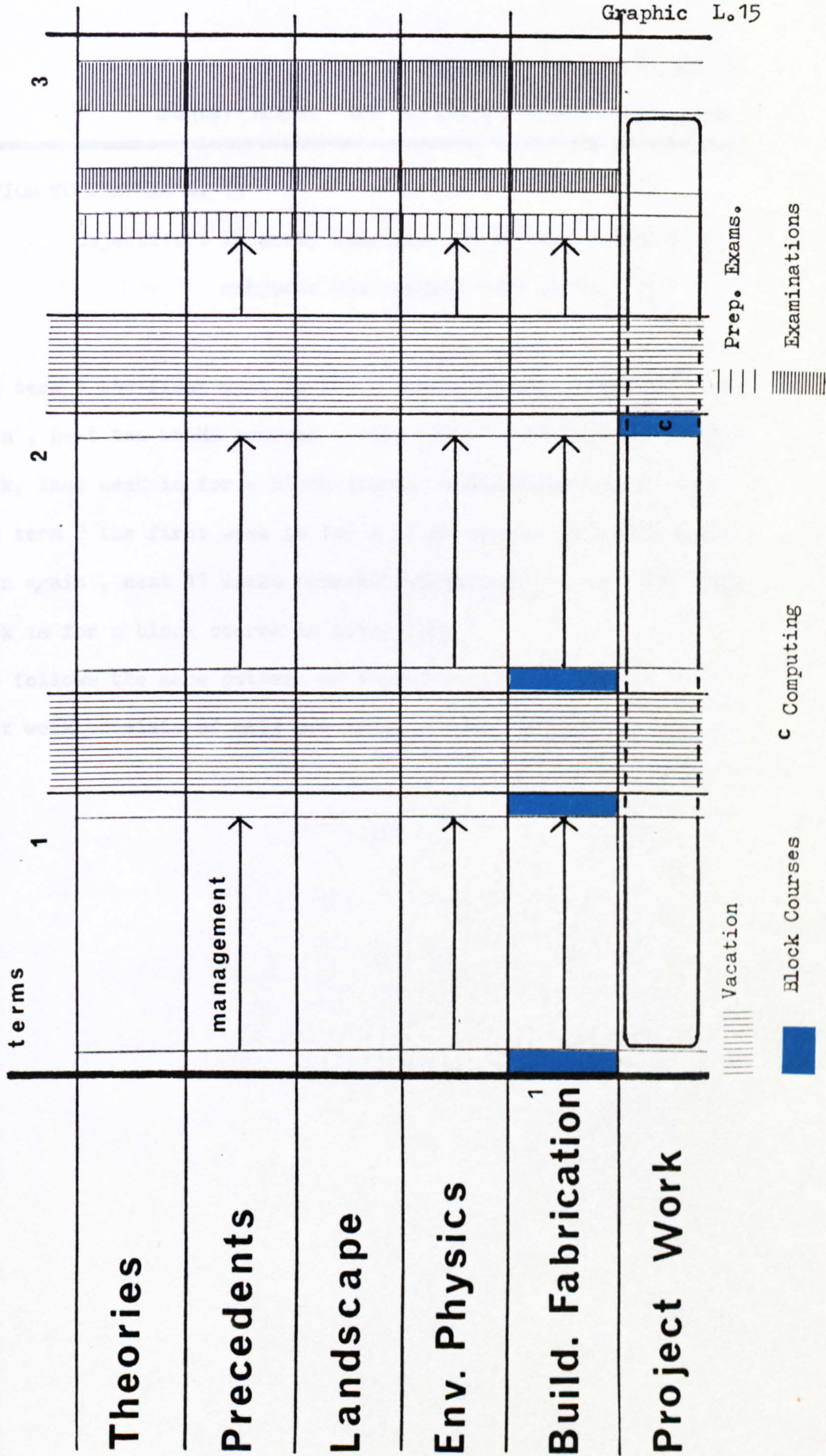
EXPLANATION TO GRAPHIC L. 14

**Objective : To study coordination between theoretical
subjects and project work in Year 3.**

- During term 1 the first week is for a field study, next 10 weeks courses and project work run parallel , last week is for block course in Building Fabrication . In project work two projects are done and a third one is started to be finished in term 2.
- During term 2 the first week is for the year visit - traditionally done during Year 3 - followed by 12 weeks in which courses and project work run parallel. In project work , the work initiated in term 1 is finished and two other projects are done.
- Term 3 follows the same pattern of Year 1. In project work one project is done.

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COORDINATION Y.4



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EXPLANATION TO GRAPHIC L. 15

Objective : To study coordination between theoretical
subjects and project work in Year 4.

- During term 1 the first week is for a block course in Building Fabrication , next ten weeks courses - only three- run parallel to project work, last week is for a block course in Building Fabrication.
- During term 2 the first week is for a block course in Building Fabrication again , next 11 weeks courses run parallel to project work, last week is for a block course in computing.
- Term 3 follows the same pattern of Year 1 .
- Project work consists of only one large project during the year.

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SOC.

Graphic L.16

Y. 1

- . block course , one week.(ex: housing for older people)
- . field course

Y. 2

- . project
- . field course

Y. 3

- . field course

Y. 5

inter-disciplinary work
with real life situations

in the community

Y. 6

SCHOOL IS SKEPTICAL ABOUT REAL EFFECT OF SOCIOLOGISTS HELPING
IN ARCHITECTURE, PREFERS BEHAVIOURAL PSYCHOLOGISTS.

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EXPLANATION TO GRAPHIC L. 16

Objective : To synthesize social studies and/or concern
in the Department.

- In Year 1 the field study looks into some social problems of the community.
- In Year 2 , in project work some problems of housing and community are studied .
- In Year 3 only some aspect of the field study week block course and of project work are socially oriented.
- In Year 4 through multidisciplinary studies and its relation with some real life situations social problems are considered.
- There is not a formal course on sociology and in the Department the usefulness of a sociologists is suspected , being more favourably considered the help of a behavioural psychologist .
- There is not a clear stated concern about social problems .Architectural education in the Department is rather technology oriented.

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D. M.

Graphic L.17

Y. 1

Y. 2

. block course in computer aid

Y. 3

Y. 5

. block course in the use of computer

Y. 6

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EXPLANATION TO GRAPHIC L. 17

Objective : To synthesize the teaching and/or use of
design methods in the Department.

- In Year 2 during the block course about computer use its applicability to design methods is considered.
- In Year 4 , again, in computer use , design methods are considered and research is being done in this respect.
- Design methods are not taught nor used in the Department in project work , because the staff do not believe in them.
- Students , nevertheless , would be free to use them in project work, but nobody does it.

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H. of A.

Graphic L.18

Y. 1

- course : Greece to Europe : IX to XX centuries
- design and society in architecture
- lectures

Y. 2

- essay : elective subject : - basilic to the middle ages
 - gothic
 - renaissance / antiquity.
 - bernini
 - palladio - jones - burlington

Y. 3

- course : XIX and XX centuries
- measured drawings and essays
- lectures

Y. 5

Y. 6

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EXPLANATION TO GRAPHIC L. 18

Objective : To synthesize the teaching of history of
architecture in the Department.

- In Year 1 there is a course called 'precedents' - one hour per week- covering Ancient Greece and Europe since IX th to XX th centuries with emphasis in the study of design and society in architecture.
- In Year 2 students must present an essay selection one of the five following subjects : Middle Age, Gothic, Renaissance or Classic, Palladio or Jones or Burlington, Bernini.
- In Year 3 there is a course - one hour per week- covering XIX and XXth centuries. Students must present essays and measured drawings of certain buildings.
- During the year visit importance is given to history of architecture in the programme , and when possible it is related to present times .
- There not seems to be a great concern about the subject , although its relevance is recognized.

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T. M.

Graphic L.19

Y. 1	<ul style="list-style-type: none"> • lectures • seminars • draughtsm. • photography • models 	<ul style="list-style-type: none"> • project • laboratories • block courses • field study
Y. 2	<ul style="list-style-type: none"> • lectures • seminars • project • field-study : visit • sketches 	<ul style="list-style-type: none"> • computer use • block courses • exercises • conversion of buildings • essays
Y. 3	<ul style="list-style-type: none"> • lectures • measured drawings • structures lab. • block courses • visits 	<ul style="list-style-type: none"> • seminars • exercises
Y. 5	<ul style="list-style-type: none"> • block courses • lectures • computer use 	
Y. 6	<ul style="list-style-type: none"> • thesis • dissertation • project 	
<p>BLOCK COURSES, FIELD COURSES, VISITS, COMPUTER USE : SEEMS TO BE IMPORTANT</p>		

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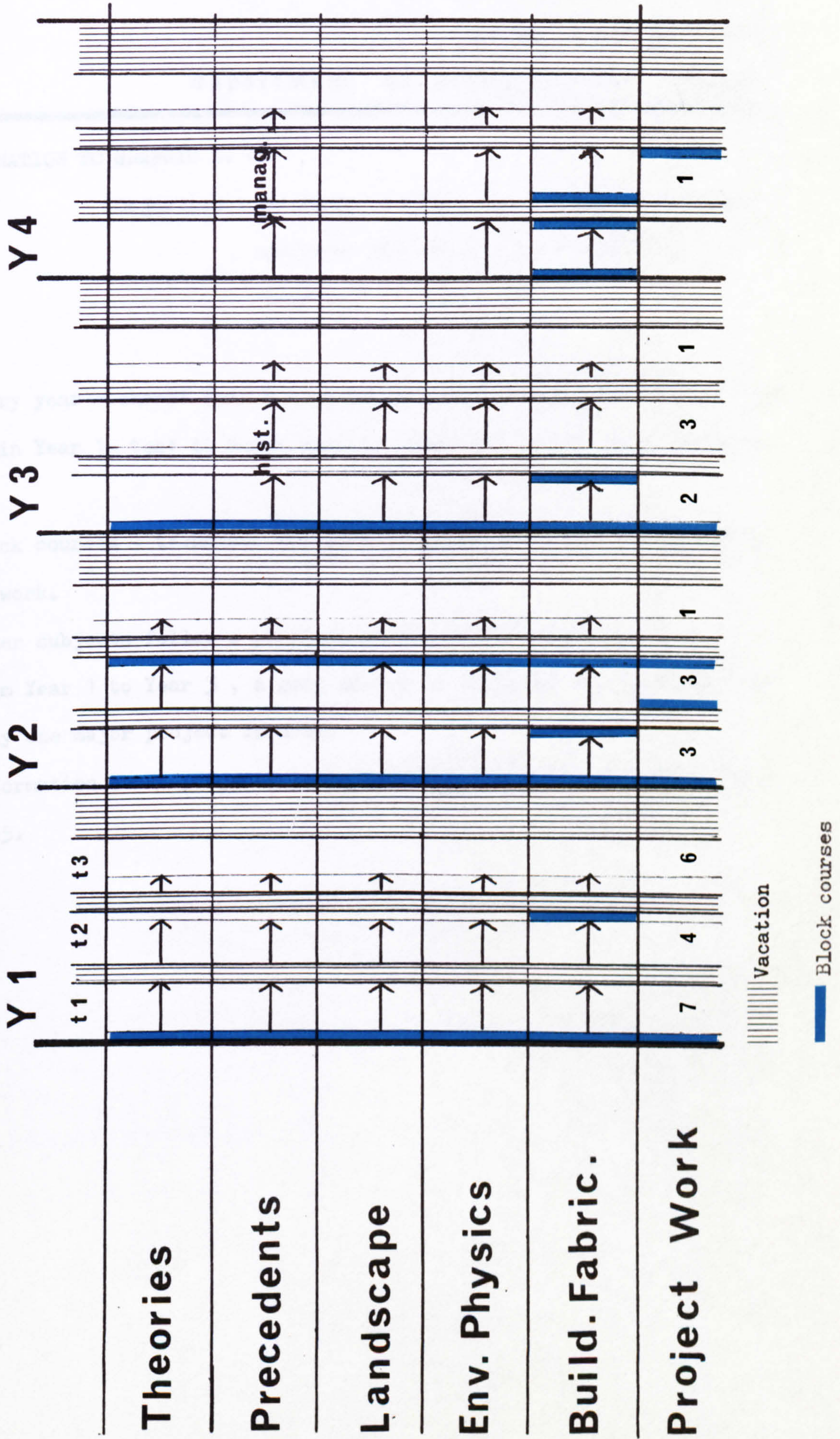
EXPLANATION TO GRAPHIC L. 19

Objective : To synthesize about teaching and assessment methods used in the Department.

- In Year 1 the methods used are : lectures, seminars, project work, field courses, laboratory exercises, drawing exercises, models, use of photography, and block courses are considered important.
- In Year 2 besides the above mentioned methods are used : essays, sketches, computer use , and in project work remodelling of existing buildings.
- In Year 3 the same methods already mentioned are used but their importance changes. Seminars, exercises and project work become more important and in relation with this latter block courses.
- In Year 4 priorities change and the methods most used are : lectures , block courses, computer use and essay along with the increasing importance of project work.
- In the Diploma course the work is based in individual study for thesis and dissertation work , and project work.
- The concept of multidisciplinary studies towards the end of the studies means integration of all subjects around project .

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COORDINATION



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EXPLANATION TO GRAPHIC L. 20

Objective : To study coordination between theoretical
subjects and project work from Year 1 to
Year 4.

- Every year - except Year 4 - is begun with one week field study -two week in Year 1- that it has a holistic approach to the built environment.
- Block courses - technical subjects- provide coordination with project work.
- Other subjects follow a parallel stream to project work.
- From Year 1 to Year 3 , a good amount of projects are done. In Year 4 only one major project is done.
- Information about projects is in 'explanation to'graphics 12, 13,14 and 15.

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school of architecture

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school of architecture

**FACULTY
OF ENVIRONMENTAL
STUDIES**

**DEPT. OF
GEOGRAPHY**

**SCHOOL OF
ARCHITECTURE**

**DEPT. OF
SURVEYING**

**DEPT. OF
FINE ARTS**

UNDER-GRADUATE
degree

1 2 3

year-out

4

POST-GRADUATE
diploma

5

year-out

6 7

← a r c h i t e c t u r e →



RIBA I



RIBA II RIBA III

•

PORTSMOUTH POLYTECHNIC
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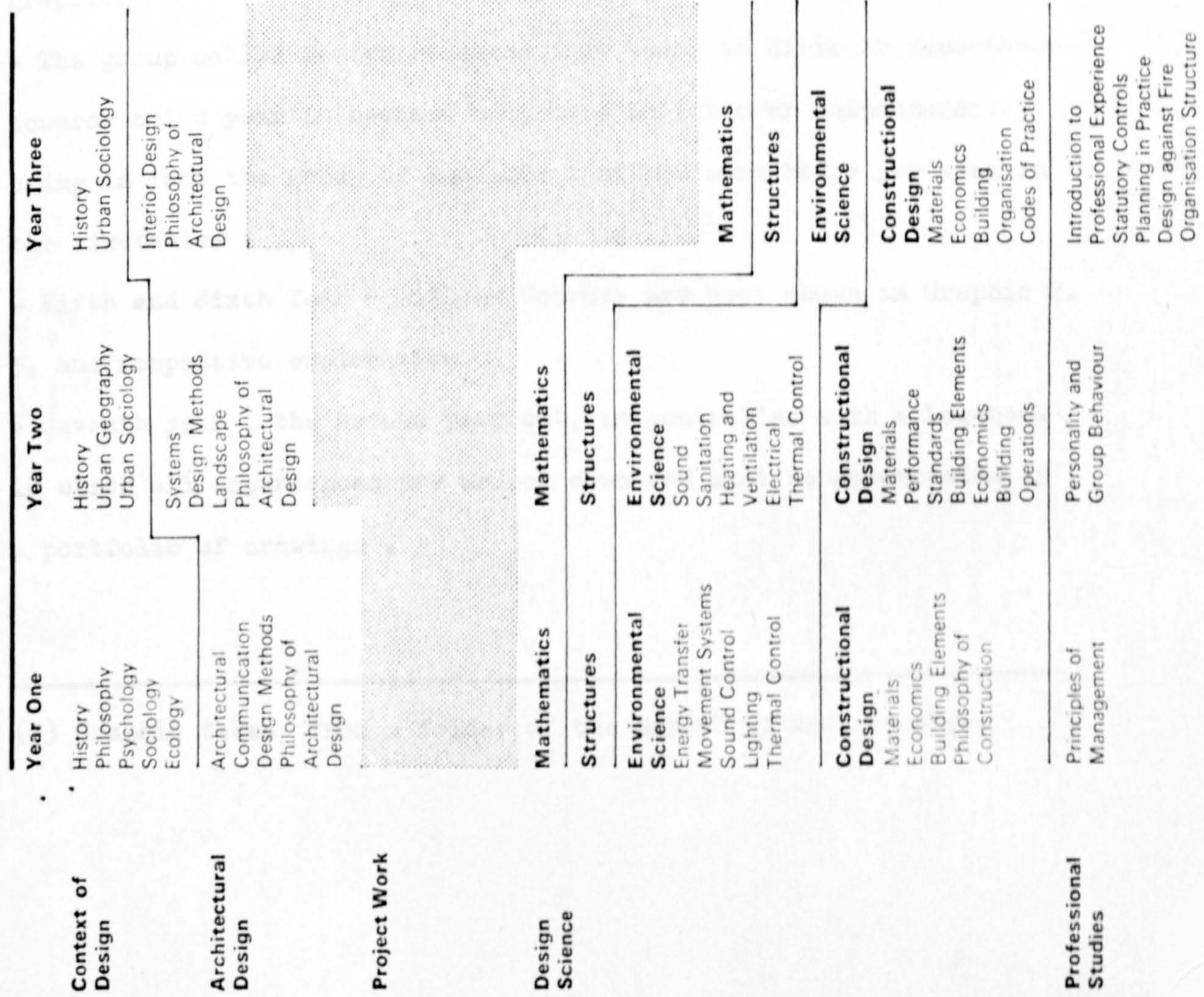
EXPLANATION TO GRAPHIC P.1

Objective : To study the Faculty and School organiza-
tions.

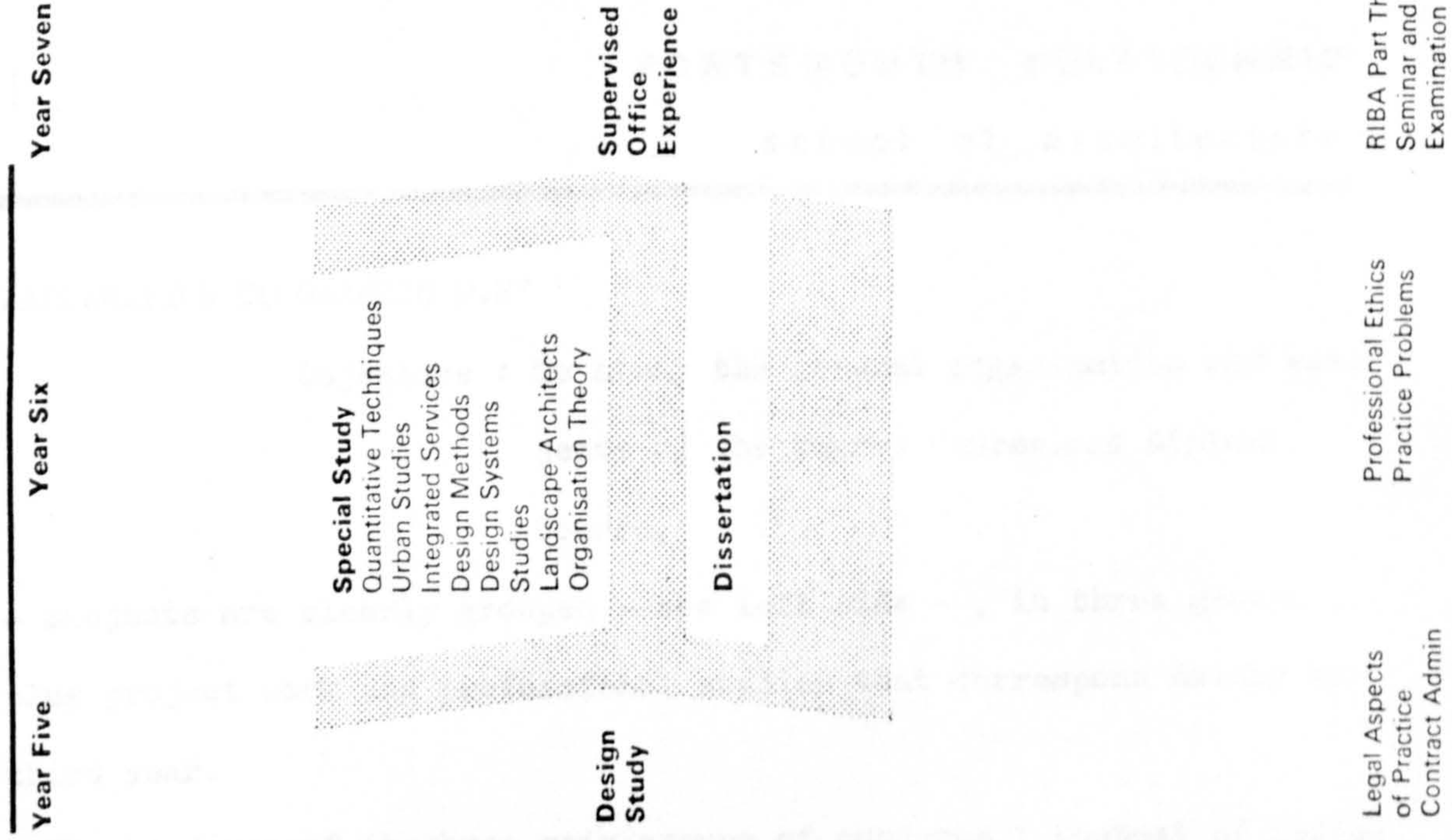
- Portsmouth Polytechnic was founded in 1966 , and the existing School of Architecture - since 1930 in a School of Art - was incorporated as part of the Faculty of Environmental Studies , with Departments of Geography, Surveying and Fine Arts.
- The School of Architecture provides studies for professional qualification in architecture.
- The first three year of studies lead to a Degree in Architecture and exemption to RIBA I.
- Fourth year is the first 'year-out' of professional practice ,under supervision of the School.
- Fifth and Sixth Year lead to Diploma in Architecture and exemption to RIBA II. During this Course several options are offered by the School, and some research is done.
- Seventh year is again a 'year-out' of controlled professional practice leading to RIBA III , the Final Examination of the Royal Institute of British Architects.

STUDIES

DEGREE COURSE



DIPLOMA COURSE



PORTSMOUTH POLYTECHNIC
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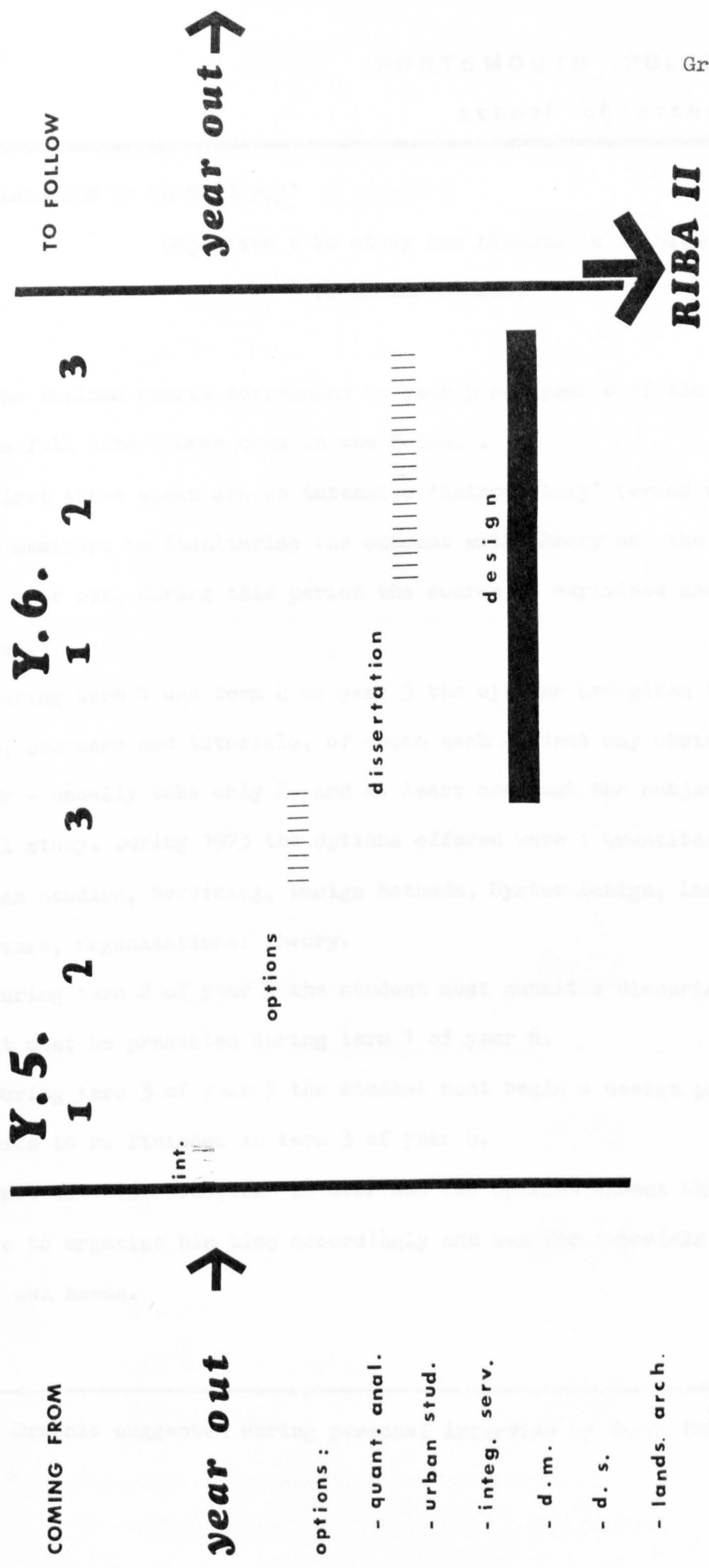
EXPLANATION TO GRAPHIC P.2*

Objective : To study the general organization and subjects of the Degree Course, and Diploma Course.

- Subjects are clearly grouped - see left side - , in three groups , plus project work and professional studies that correspond mainly to third year.
- The headings of the three main groups of subjects : Context of Design, Architectural Design , and Design Sciences, confirm the emphasis of the School as 'design oriented '. This is ratified through the content of several courses.
- The increasing importance of project work is clearly shown in this graphic.
- The group called Design Sciences that seems to diminish importance towards third year it becomes only more holistic or comprehensive, being in fact the group of subjects that has more hours per week in the timetables .
- Fifth and Sixth Year - Diploma Course- are best shown in Graphic P. 3, and respective explanation.
- Seventh year , the second year out, is controlled with a Log-book in which all experiences are written down and must be accompanied by a portfolio of drawings .

(*) Graphic taken from a folder of the School of Architecture.

DIPLOMA COURSE



COMING FROM

year out →

options :

- quant. anal.
- urban stud.
- integ. serv.
- d.m.
- d. s.
- lands. arch.
- org. theo.
- build. stud.
- env. eval.
- ind. d.
- space. enc.

Y.5.
1 2 3

int.

options

Y.6.
1 2 3

dissertation

design

RIBA II

year out →

TO FOLLOW

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EXPLANATION TO GRAPHIC P.3*

Objective : To study the Diploma in Architecture course in the School.

- The Diploma course correspond to year 5 and year 6 of the studies , is a full time course done in the School .
- First three weeks are an intensive 'introductory' period of lectures and seminars to familiarise the student with theory and the School after one year out. During this period the course is explained and options are shown.
- During term 1 and term 2 of year 5 the options are given through lectures, seminars and tutorials, of which each student may choice as much as four - usually take only 2- and at least one must the subject of a special study. During 1973 the options offered were : Quantitative Analysis, Urban Studies, Servicing, Design Methods, System Design, Landscape Architecture, Organizational Theory.
- During term 2 of year 5 the student must submit a dissertation subject, that must be presented during term 1 of year 6.
- During term 3 of year 5 the student must begin a design project of his choice to be finished in term 3 of year 6.
- Once the 'introduction' is over and the options chosen the student is free to organise his time accordingly and ask for tutorials considering his own needs.

(*) Graphic suggested during personal interview by Barry Russell.

PORTSMOUTH POLYTECHNIC
CREDIT SYSTEM school of architecture

Graphic P.4

COEF.

ARCH. D.	A.Perc.& Comm.	1		
	Project			
D. SC.	D.Tech.	4		
	Lab.			
	Project			
C. OF D.	Hist.	1 1/3		
	Phil.	2/3		
	Project		12	10%
<hr/>				
ARCH. D.	C.of D. & D.M.	1		
	Project			
D. SC.	D. Tech.	2 1/2		
	Project			
C. OF D.	Hist.	1 1/3		
	Urban Geo.	2/3		
	Project		12	33%
<hr/>				
ARCH. D.	Manag. & S.C.	1/2		
	Project			
D. SC.	D. Tech.	2		
	Project			
C. OF D.	Hist.	1 1/3		
	Urban Soc.	2/3		
	Project		12	100%
			36	

DEGREES I=40% II=50 a 60% III=60 a 70% IV=+70%

PORTSMOUTH POLYTECHNIC
school of architecture

EXPLANATION TO GRAPHIC P.4

Objective : To study the Credit system used in the
School , values assigned to each subject
and year.

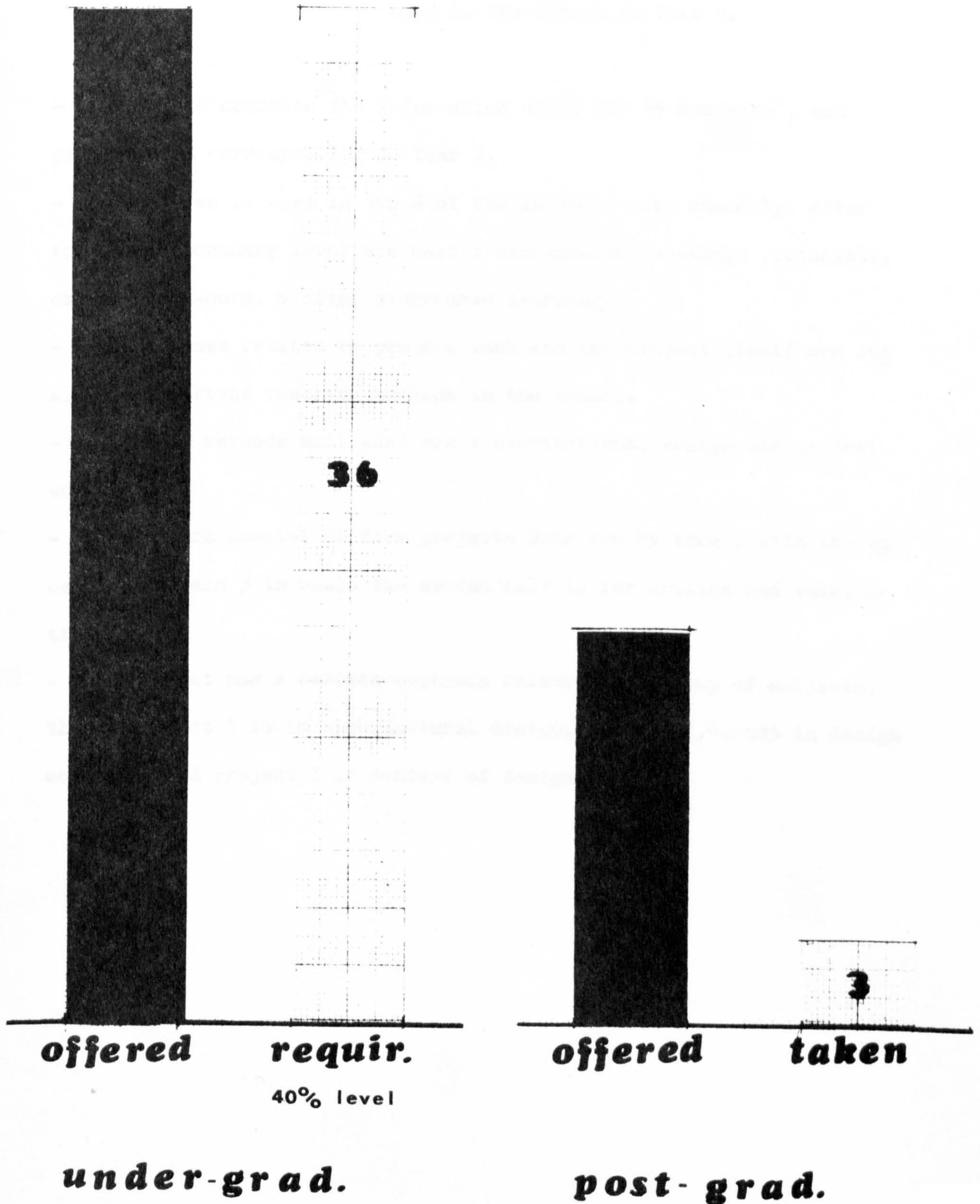
- From year 1 to year 3 every year correspond to 12 credits, and every group of subjects to 4 credits each.
- In year 1 : in architectural design theory correspond to one credit and the project with emphasis in this group three credits; in design sciences all four credits correspond to theory ; in context of design history of architecture correspond to $1\frac{1}{2}$ credits, philosophy to $\frac{2}{3}$ and project to 2 credits.
- In year 2 : project work correspond to $6\frac{1}{2}$ credits as compared with only 5 in year 1.
- In year 3 : project work correspond to $7\frac{1}{2}$ credits.
- Each year has a different coefficient within the three years Degree Course : year 1 = 10% ; year 2 = $33\frac{1}{3}$ % ; year 3 = 100 %.
- The Degree may be obtained in four different levels :
 - Grade I = 40 to 50 %
 - Grade II = 50 to 60 %
 - Grade III = 60 to 70 %
 - Grade IV = + 70 %

PORTSMOUTH POLYTECHNIC
school of architecture

CREDITS OPTIONS

Graphic P.5

flexibility



PORTSMOUTH POLYTECHNIC
school of architecture

EXPLANATION TO GRAPHIC P.5

Objective : To study Teaching and Assessment methods
used in the School in Year 1.

- The graphic contains the information about the 14 subjects , and project work corresponding to Year 1.
- The lectures is used in 100 % of the subjects very commonly. After that in a secondary level are used : discussions, meetings ,tutorials, essays, hand-outs, visits, programmed learning.
- Block courses related to project work and the project itself are considered important teaching methods in the School.
- Assessment methods most used are : examinations, essays and project work.
- Project work consist of five projects done two by term , with the exception of term 3 in which the second half is for critics and examina-tions.
- Each project has a certain emphasis related to a group of subjects, thus : project 1 is in architectural design, project 2,4,and5 in design sciences; and project 3 in context of design.

PORTSMOUTH POLYTECHNIC school of architecture

TEACHING & ASSESSMENT Y.1 Graphic P.6

		TEACHING													ASSESSMENT				
		lectures	seminars	disc. meeting	exercises	course study	tutorials	essay	ind. study	project	hand-out	block course	prog. learn.	visits	essay	exam.	project	course study	tutor
CONT. of DESIGN	HIST.	●		●			●								●				
	PHILO.	●																	
	PSY/S.	●																	
	ECOL.	●																	
	URB. G.																		
	URB. S.																		
ARCH DESIGN	COMM.	●																	
	CONT.	●		●															
	D. M.	●																	
	MANAG	●		●					●	●									
	VIS. ST.	●		●															
	PRO. ST.																		
DESIGN SCI.	MATH.	●		●		●		●		●				●					
	ENV. S.	●																	
	TH. ST.	●																	
	CONST.	●																	
LABORATOR.	●																		
PROJECT WORK	●							●						●					
			1					2											
arch. design	●																		
des. science			●				●		●										
context of des.						●													
open																			

PORTSMOUTH POLYTECHNIC
school of architecture

EXPLANATION TO GRAPHIC P.6

Objective : To study Teaching and Assessment methods
used in the School in Year 2.

- The graphic contains the information about the 9 subjects and project work corresponding to Year 2.
- Lectures are the main teaching methods used in 100 % of all subjects most commonly. Exercises are used in 33 % of the subjects, followed by discussions , meetings, individual study and handouts and in a lower level seminars,tutorials .
- Block courses and project work are considered important.
- Assessment is made through examinations, essays and project work.
- In project work , like than in Year 1 , five projects are done,being the emphasis of project 1 in architectural design , project 2 and 4 are open - but 4 must be housing of some kind- and projects 3 and 5 in design sciences.

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TEACHING & ASSESSMENT Y.2 Graphic P. 7

		TEACHING													ASSESSMENT				
		lectures	seminars	disc. meeting	exercises	course study	tutorials	essay	ind. study	project	hand-out	block course	prog. learn.	visits	essay	exam.	project	course study	tutor
CONT. of DESIGN	HIST.	●		●	●			●							●				
	PHILO.																		
	PSY/S.																		
	ECOL.																		
	URB. G.	●																	
ARCH DESIGN	COMM.																		
	CONT.	●																	
	D. M.	●																	
	MANAG	●																	
	VIS. ST.																		
	PRO. ST.																		
DESIGN SCI.	MATH.	●			●			●			●								
	ENV. S.	●		●	●														
	TH. ST.	●		●	●														
	CONST.																		
LABORATOR.																			
PROJECT WORK						●		●	●	●						●			
arch. design	●																		
des. science						●			●										
context of des.																			
open			●				●												

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school of architecture

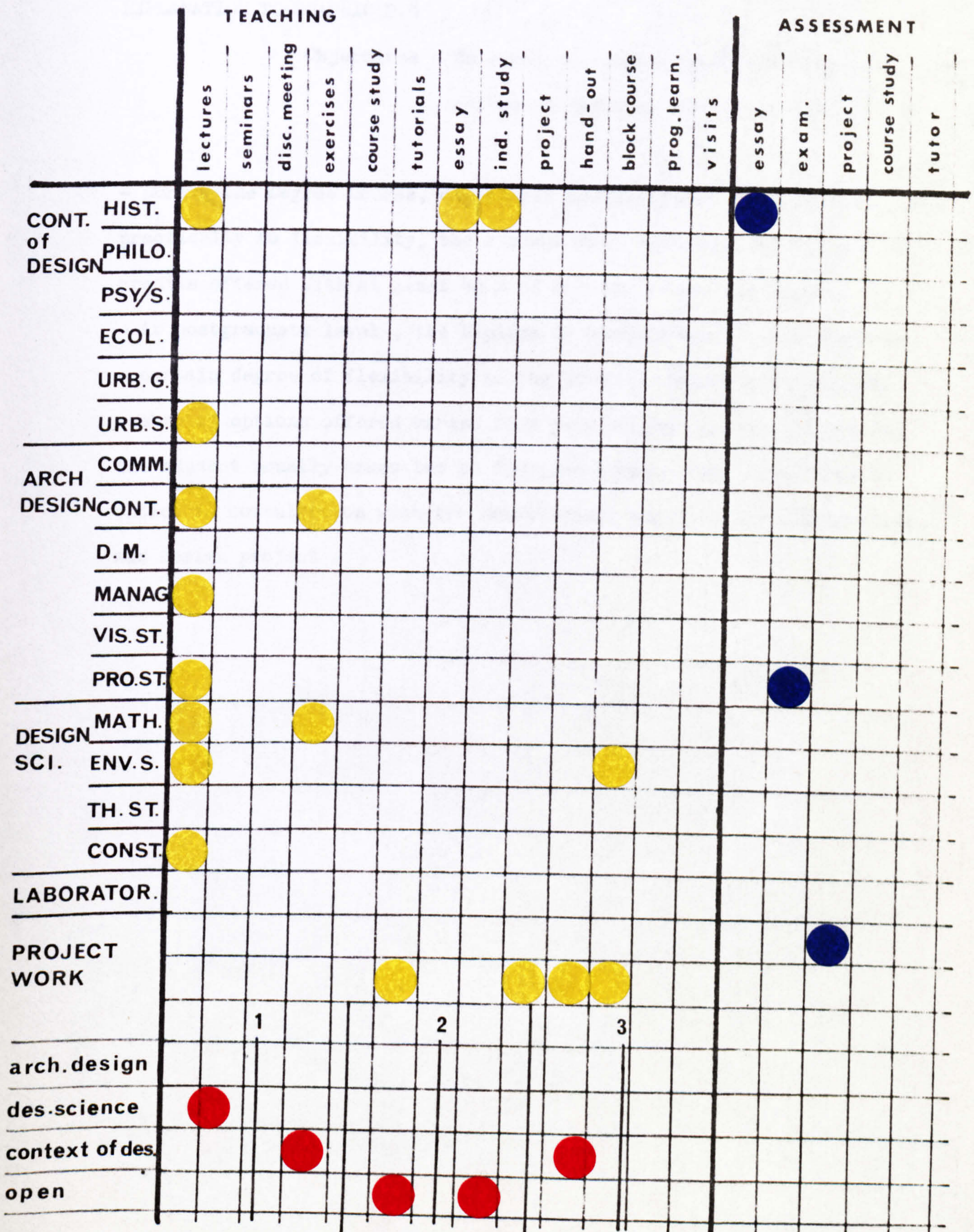
EXPLANATION TO GRAPHIC P.7

Objective : To study Teaching and Assessment methods
used in the School in Year 3.

- The graphic contains the information about the 8 subjects and project work corresponding to Year 3.
- Lectures are used in approx. 87 % of subjects most commonly. Exercises are used in 25 % of the subjects followed by : individual study, tutorials, and hand-outs.
- Block courses and project are considered important , more than in the previous years.
- Assessment is mainly made through examinations, essays and projects.
- Five projects are done in Year 3 : project 1 with emphasis in architectural design; projects 2 and 5 in context of design; and 3 and 4 are open and they may be treated as a longer project.

PORTSMOUTH POLYTECHNIC school of architecture

TEACHING & ASSESSMENT Y.3 Graphic P.8



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school of architecture

EXPLANATION TO GRAPHIC P.8

Objectives : To study the degree of flexibility offered to students by the credit system .

- During the Degree Course, considered undergraduate studies, there is practically no flexibility, the student must take and approve all 36 credits offered with at least 40 % of success to get the Degree.
- At postgraduate level , the Diploma in Architecture Course there is a certain degree of flexibility in the form of options offered . The number of options offered varies from year to year between 10 and 14, the student usually takes two to four, and besides that he is free to choice in consultation with the School staff subjects for dissertation and design project .

PORTSMOUTH POLYTECHNIC

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TIMETABLE Y.1 Y.2 Y.3

	mon.			tue.			wed.			thu.			fri.		
	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
9	Pr. Rev.				Urb. Geo	Tutor.			Const.		Labor.	Managem	Pr. Rev.	Labor.	Pr. Rev.
10	Hist.			Sociol.	Hist.			Pr. Rev.		Tutor.	S.M.	Const.	Tutor.		
11			Econom	Fine A.	Bd. Econ										
12															
13						Visit									
14	Acoust.	Pr. Rev.	Pr. Pro.	Mois. Con.	Visit			Art opt		Pr. Rev.			D. Sci.	Pr. Rev.	
15	Tutor.	Hist.		Tutor.								Hist.		Hist.	
16										Inter year work, group					
17															
18															

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EXPLANATION TO GRAPHIC P.9

Objective : To study students Timetable from Year 1 to
Year 3.

- First year has approx. 13 hours per week distributed from Monday to Friday .
- Second year has approx. 10 hours per week , with Wednesday free of lectures.
- Third year has approx. 6 hours per week , with Wednesday and Friday free of lectures.
- Block courses are not considered in those figures, they usually are given full time during one week or more.
- Project work time is not included in timetables , students are free to to decide and organise their time. Project masters , tutors and special consultants may be consulted by appointment according to needs and interest.

PORTSMOUTH POLYTECHNIC

school of architecture

WORK LOAD

Graphic P.10

distribution

		Y 1	Y 2	Y 3		
CONTEXT of DESIGN	HIST.	25	25	25	75	21%
	PHIL.	10			10	
	PSY/SOC	20			20	
	ECOL.	10			10	
	URB.GEO.		15		15	
	URB.SOC.			20	20	
ARCHIT. DESIGN	A. COMM.	10			10	19%
	CONT.A.D.	10	15	15	40	
	D. M.	10	10		20	
	MANAG.	10	10	7	27	
	VIS. ST.	10			10	
	S. D.		10		10	
DESIGN SCIENCE	PROF. ST.			20	20	137
	MATH.	50	35	15	100	60%
	ENV. SC.	45	40	20	105	
	TH. STR.	10	25	10	45	
	CONST. D.	35	70	20	125	
	LAB.	60			60	
PROJECT WORK	term					
	block					
	ARCH. D.	1	1		2	
	D. SC.	3	2	1	6	
	C. of D.	1			3	
	OPEN		2	2	4	15
		315	255	152		722

PORTSMOUTH POLYTECHNIC
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EXPLANATION TO GRAPHIC P.10

Objective : To study the number of hours destined per session to subjects or groups of them ,and project work distribution from Year 1 to Year 3.

- Total number of hours per session diminishes from 315 in Year 1, to 255 in Year 2 and 152 in Year 3, being the total for the Degree Course of only 722 hours.
- The main emphasis during the course is in Design Sciences with 435 hours , followed by Context of Design with 150 and Architectural Design with 137.
- Project number remains the same , 5 , during the three years, and the emphasis is again in Design Sciences with 6, followed by Open projects with 4, Context of Design 3, and Architectural Design 2.
- There is not an accurate way to know how much time is devoted to project work, but the students interviewed consider that they devote to the school as average 40 to 45 hours a week in normal situations, this is increased for two weeks at the final stage of each project.

PORTSMOUTH POLYTECHNIC
WORK LOAD school of architecture

Graphic P.11

HOURS/WEEK

		A.D.	B.S.	C.D.	Tut.	
1	Y	2	6	2	2	12
2	Y	1	2	3	4	10
3	Y	1	3	1	2	6

HOURS/SESSION

1	Y	50	200	65	-	315
2	Y	45	170	40	-	255
3	Y	42	65	45	-	152
		137	435	50	-	722

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EXPLANATION TO GRAPHIC P.11

Objective : To study students workload Per week and per session from Year 1 to Year 3.

- In the upper graphic can be seen that the main emphasis is in Design Sciences , 6 out of 12 hours per week. during Year 1. In Year 2 a large number of hours , 4 out of ten, is destined to tutorials and Context of Design becomes more important than Design Sciences . In Year 3, once more Design Sciences is the main emphasis .

- In the lower graphic , hours per session, we can see ratified all conclusions of Graphic 10.

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TEACHING & ASSESSMENT Y.5 Graphic P.12

6

		TEACHING													ASSESSMENT				
		lectures	seminars	disc. meeting	exercises	course study	tutorials	essay	ind. study	project	hand-out	block course	prog. learn.	visits	essay	exam.	project	course study	tutor
PROF. STUD.		●	●								●				●				
SPEC. STUD.	URB.S.	●	●	●	●		●	●	●		●							●	
	QUA.T.	●	●	●	●		●	●	●		●							●	
	INT. D.	●	●	●	●		●	●	●		●							●	
	D. M.	●	●	●	●		●	●	●		●							●	
	SYST.	●	●	●	●		●	●	●		●							●	
	ORG.T.	●	●	●	●		●	●	●		●							●	
	SPA.EN	●	●	●	●		●	●	●		●							●	
	LAN. S.	●	●	●	●		●	●	●		●							●	
	ENV. E.	●	●	●	●		●	●	●		●							●	
	BD.AP.	●	●	●	●		●	●	●		●							●	
	DOC.	●	●	●	●		●	●	●		●							●	
	IND.D.	●	●	●	●		●	●	●		●							●	
BUILDING DESIGN																			
	project						●			●						●		●	
	report								●							●		●	
	DISSERTAT.						●	●						●				●	

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EXPLANATION TO GRAPHIC P.12

Objective : To study Teaching and Assessment methods
used Year 5 and Year 6 in the School.

- Due to the very particular character of this years run almost continuously it is difficult to differentiate from one year to other. Teaching methods depend of the options , tutors and students involved, the graphic shows general appreciation about methods most used.
- Professional practices studies include lectures, seminars , reports and handouts. Assessment in this case is by examination.
- Options - special studies- use to provide information or motivation lectures and then methods such as :seminars, discussions, exercises, tutorials, reports, hand-outs, individual study . Assessment is made by tutorials.
- The dissertation based usually in an option, must have a certain depth and extension decided according with the subject and investigation conducted. Assessment is made by a commission.
- Design project involves a project and a report. Assessment is made by analysis of the project itself and a report by the tutor.

PORTSMOUTH POLYTECHNIC

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TIMETABLE Y.5 Y.6

	mon.		tue.		wed.		thu.		fri.		6
	5	6	5	6	5	6	5	6	5	6	
9	Lands.Tut.				Tutorials	Tutorials	Q.Tech.Opt (all day)				
10	Des.Sc.Tut.		Urban opt.	Ext.Ex.vis.		Ext.Ex.vis	Sp.St.opt. tutorials		Sp.St.Sem.	Ext.Ex.vis.	
11							Urban opt.				
12											
13											
14	Urban opt.		Urban Opt.			Tutorials	Tutorials		Const.		
15	Meeting						Urban opt.				
16			Meeting & Discussion	Meeting & Discussion	Meeting & Discussion	Meeting & Discussion			Meeting Ext.Examiners		
17											
18											

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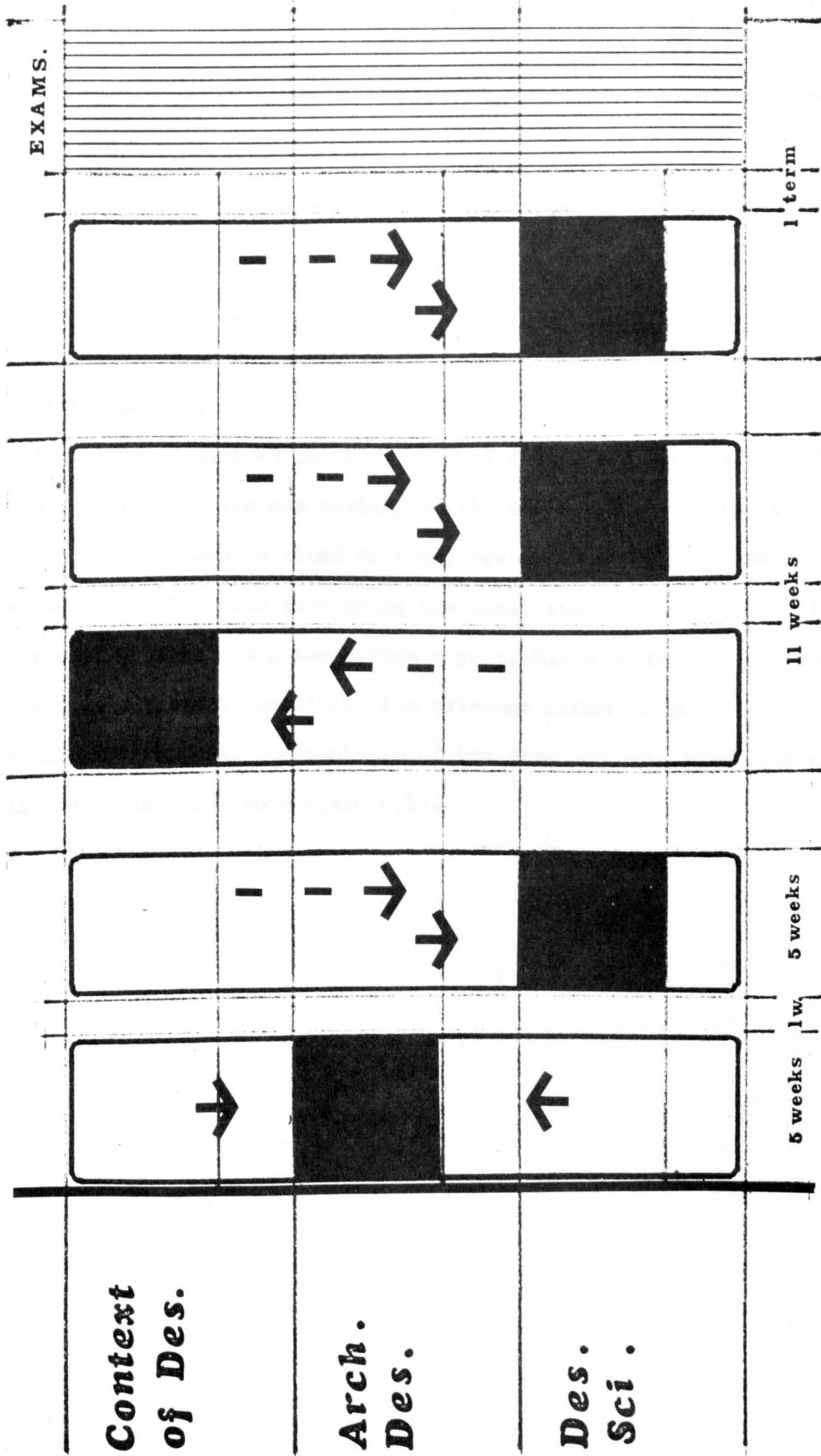
EXPLANATION OF GRAPHIC P.13

Objective : To study students Timetable during Year 5
and Year 6 in the School.

- During a normal week for Year 5 there are 15 to 20 hours of lectures, meetings, or tutorials considered all options. Since each students normally takes 2 or 3 options his timetable is about 6 to 8 hours per week, in fixed activities.
- In Year 6 there are no fixed activities , students organize freely their work time and ask for tutorials or consultants according to their interest. Towards the end of the year there are meetings with external examiners.

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COORDINATION Y 1



GENERAL THEORY

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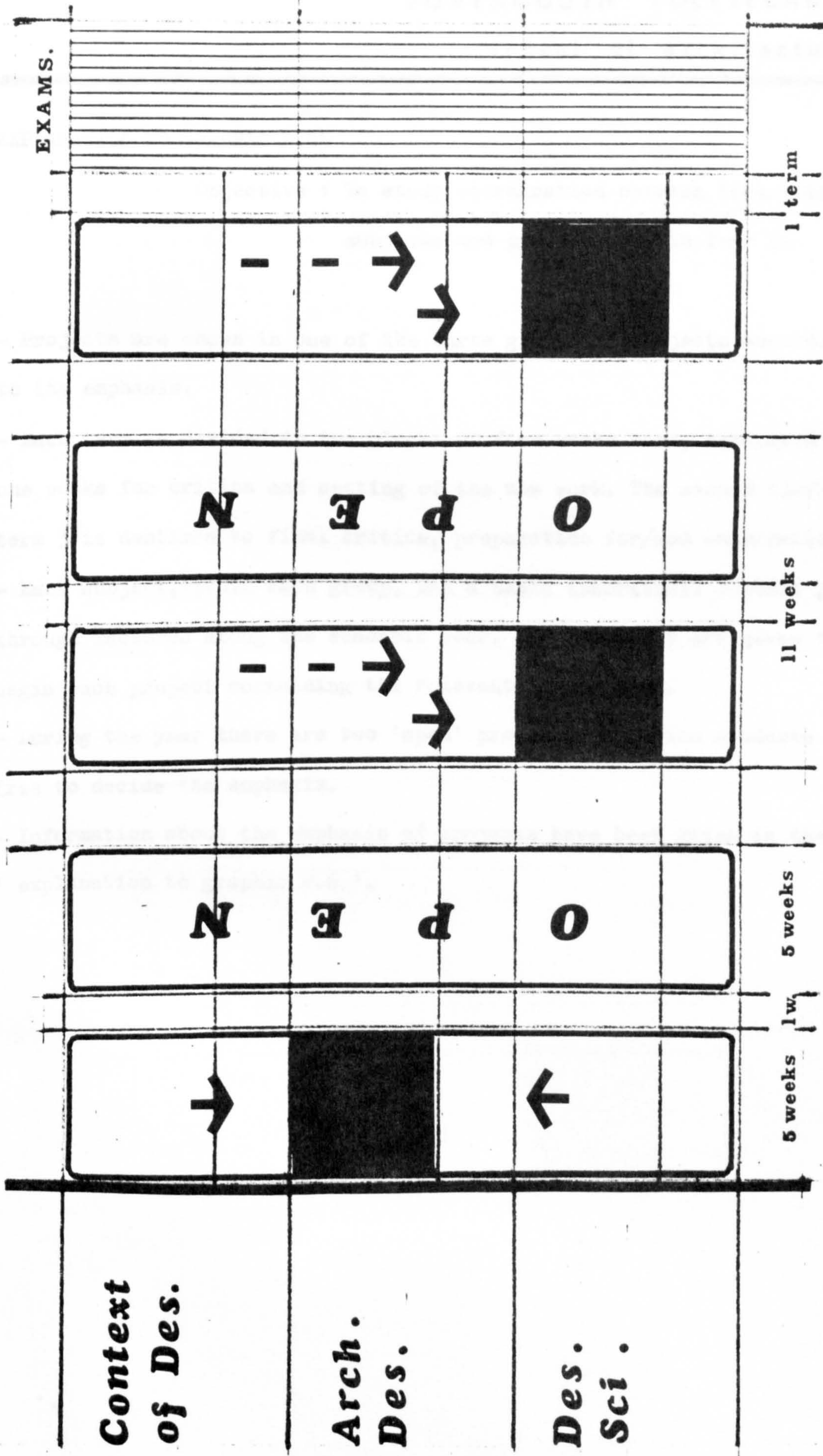
EXPLANATION TO GRAPHIC P. 14

Objective : To study coordination between theoretical subjects and project work in Year 1.

- Projects are shown in one of the three groups of subjects according to its emphasis.
- Each term is divided in two blocks of five weeks each separated by one week for critics and setting of the new work. The second block of term 3 is destined to final critics, preparation for /and examinations.
- Each subject within each group has basic theoretical content given through lectures along the academic year. Block courses are given to begin each project containing the relevant information.
- Information about the emphasis of the five projects have been given in the 'explanation to graphic P.5'.

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COORDINATION Y 2



GENERAL THEORY

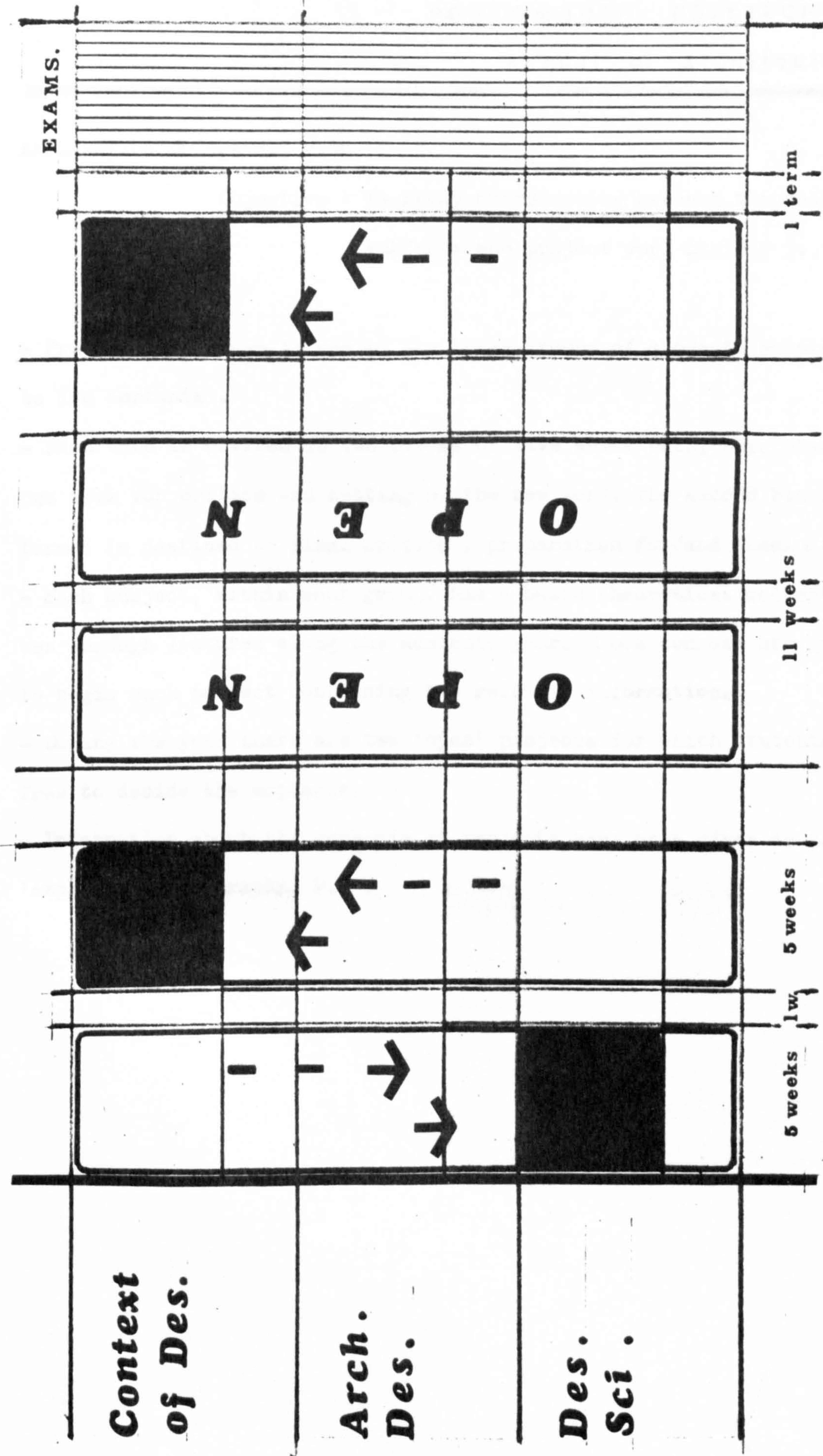
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EXPLANATION TO GRAPHIC P.15

Objective : To study coordination between theoretical subjects and project work in Year 2.

- Projects are shown in one of the three groups of subjects according to its emphasis.
- Each term is divided in two blocks of five weeks each, separated by one weeks for critics and setting of the new work. The second block of term 3 is destined to final critics, preparation for/and examinations.
- Each subject, within each group, has a basic theoretical content given through lectures along the academic year. Block courses are given to begin each project containing the relevant information.
- During the year there are two 'open' projects for which students are free to decide the emphasis.
- Information about the emphasis of projects have been given in the ' explanation to graphic P.6 '.

COORDINATION Y 3



GENERAL THEORY

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school of architecture

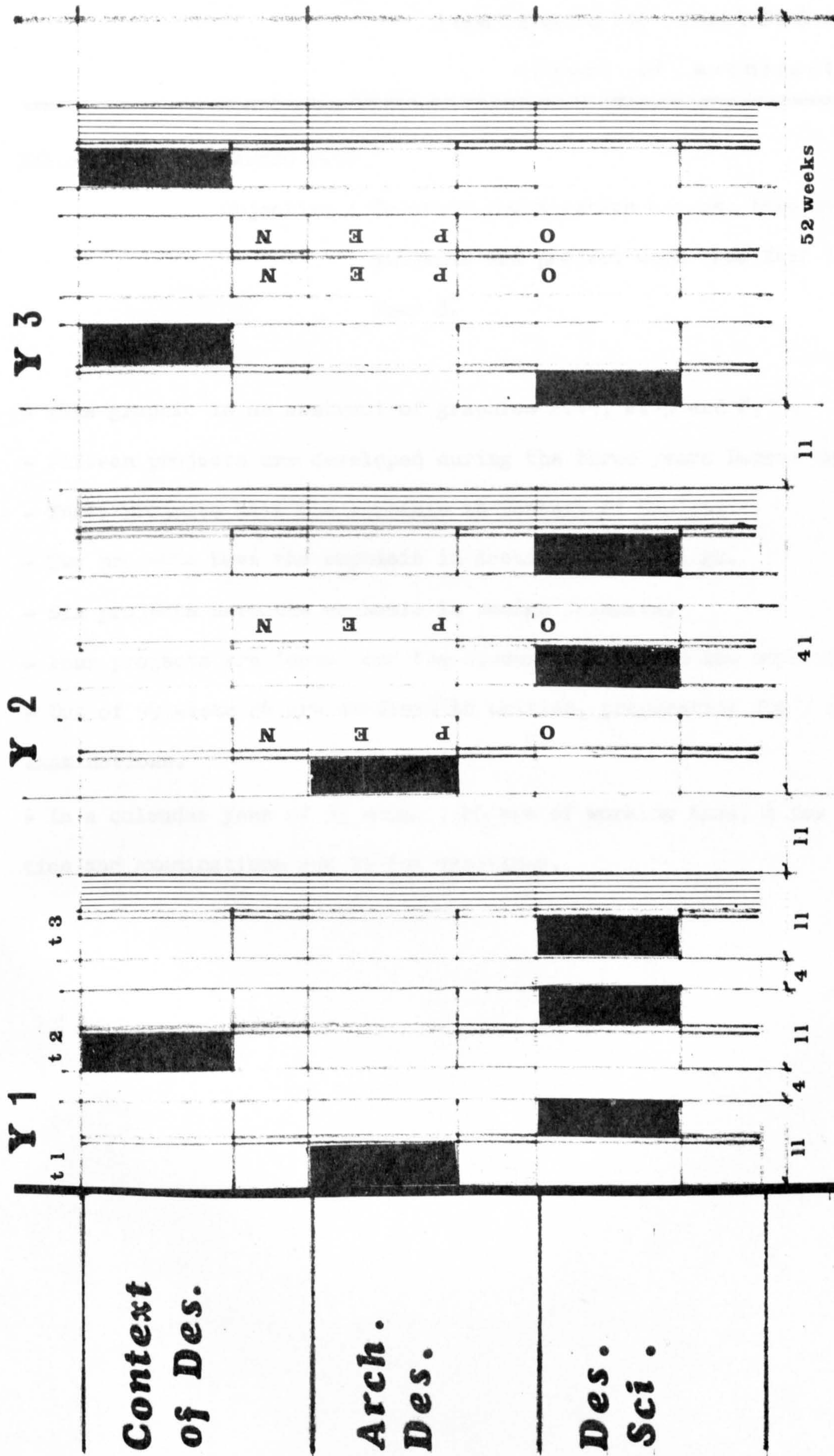
EXPLANATION TO GRAPHIC P.16

Objective : To study coordination between theoretical subjects and project work in Year 3.

- Projects are shown in one of the three groups of subjects according to its emphasis .
- Each term is divided in two blocks of five weeks each, separated by one week for critics and setting of the new work. The second block of term 3 is destined to final critics , preparation for/and examinations.
- Each subject, within each group, has a basic theoretical content given through lectures along the academic year. Block courses are given to begin each project containing the relevant information.
- During the year there are two 'open' projects for which students are free to decide the emphasis.
- Information about the emphasis of projects have been given in the 'explanation to graphic P.7'.

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CALENDAR TIME



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EXPLANATION TO GRAPHIC P.17

Objective : To study coordination between theoretical subjects and project work from Year 1 to Year 3.

- This graphic is an abstract of graphics P.14, P.15 and P.16.
 - Fifteen projects are developed during the three years Degree Course.
 - Three projects have the emphasis in Context of Design.
 - Two projects have the emphasis in Architectural Design.
 - Six projects have the emphasis in Design Sciences.
 - Four projects are 'open' for the students to decide the emphasis.
 - Out of 99 weeks 24 are destined to critics, preparation for / and examinations.
- ± In a calendar year of 52 weeks , 25 are of working time, 8 for critics and examinations and 19 for vacations.

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SOC.

Graphic P.18

Y. 1

- philosophy :context of ideas, social expression of buildings
- psycho/soc.: human response and behaviour
- ecology : man's role on global eco-system
- arch. hist.: soc. awareness, influence of econ. and politics
- project : concern about individual ans social responsibil.

Y. 2

- arch. hist.: chronology as framework to students choice
- urban soc. : close gap between sociology and architecture
- project : social content on programmes

Y. 3

- arch. hist.: free students choice of subjects
- urban soc. : arch role and influence on social behaviour
- management : awareness of social relationships,group work
- content A.D: psych. and phys. aspects of perc. and communic.
- project : live project - housing

Y. 5

Y. 6

EXPRESSED SOCIAL CONCERN OF THE SCHOOL -mainly on psychological grounds- WITH FAIR RESPONSE OF STAFF AND STUDENTS.

form 9

PORTSMOUTH POLYTECHNIC
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EXPLANATION TO GRAPHIC P.18

Objective : To synthesize social studies and/or concern
of the School.

- From Year 1 to Year 3 , there is an interest to study sociological aspects of architecture, particularly related with individual and group behaviour, what could be defined as psycho -sociological aspects.
- In History of Architecture and Urban Sociology, sociological aspects are considered at certain moment and for a certain place .
- Some project work, particularly on housing and centres have a deep social content.
- During the Diploma Course the student is free to consider or not the social aspects of his project or in his dissertation.
- There is not an official statement of the School about the social implications of architecture .

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D. M.

Graphic P.19

Y. 1

- . design methods : introduction to study of systematic D.M.
- . philos.of A.D. : relationship with D.M.
- . perc. and comm.: effects on D.M. , use of information
- . content of A.D.: theories of D. and evaluation work

Y. 2

- . content of A.D.: development of architectural des.since 1750
- . design methods : study and appreciation of systematic D.M.,
sources, methodologies and review processes

Y. 3

- . philos.of A.D. : emphasis on importance of D.M.

Y. 5

Y. 6

SCHOOL - DESIGN ORIENTATED

D.M. ARE EXPLAINED AND JUSTIFIED, STUDENTS AND STAFF ARE FREE
TO USE IT IN PROJECT WORK... VERY FEW DO SO.

form 9

PORTSMOUTH POLYTECHNIC
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EXPLANATION TO GRAPHIC P.19

Objective : To synthesize the teaching and/or use of
design methods in the School.

- In the Degree Course there is an special subject under that name ,
and in several other subjects there are lectures given and considera-
tions made about their possibilities and limitations.
- Students and staff are free to use or not use design methods in pro-
ject work during the Course, but they are not being used.
- Same thing happens with the Diploma Course , where no systematic de-
sign methods are being used.
- The School is design oriented and importance is given to the study
of procedures of design , and its understanding as a problem solving
discipline.

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school of architecture

H. of A.

Graphic P.20

Y. 1	<ul style="list-style-type: none">◦ course : ◦ western culture, urban history and architecture◦ technology and archaeology◦ philosophy of history and methodology◦ history of building in England (part. South).
Y. 2	<ul style="list-style-type: none">◦ course : ◦ term 1 : chronological framework◦ term 2 : students choice of topics◦ term 3 : seminars
Y. 3	<ul style="list-style-type: none">◦ course : industrial revolution to XX century
Y. 5	<ul style="list-style-type: none">◦ optional course : urban studies : ◦ a settlement◦ integration in urban des.- conservation- development◦ urban idea, city form
Y. 6	<ul style="list-style-type: none">◦ continuation of Y.5
<p>HISTORY AS A CONTENT OF FACTS TO DESIGN FOR THE FUTURE.</p> <p>STUDENTS MUST BE HIS OWN HISTORIAN.</p> <p>INTERPRET WITH FREEDON LAST 200 YEARS OF ARCHITECTURE form 9</p>	

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EXPLANATION TO GRAPHIC P.20

Objective : To synthesize the teaching of History of
Architecture in the School.

- From Year 1 to Year 3 there are courses of History of Architecture, whose general contents are shown in the graphic.
- The main purpose of the courses being to enable the student to interpret the last 200 hundreds years of history of architecture.
- In the Diploma Course one of the options ,named Urban Studies, is based on History of Architecture considering conservation and development concepts.
- History of Architecture is considered as an important complex of facts basic to be able to design for the future.
- The student must learn to be able to act as his own historian.

PORTSMOUTH POLYTECHNIC school of architecture

T. M.

Graphic P.21.

Y. 1	<ul style="list-style-type: none"> • lectures • seminars • discussions • individual tutorial 	<ul style="list-style-type: none"> • block courses • project work 	<p>coordination</p>
Y. 2	<ul style="list-style-type: none"> • lectures • seminars • discussions • individual tutorial 	<ul style="list-style-type: none"> • block courses • project work 	<p>coordination</p>
Y. 3	<ul style="list-style-type: none"> • seminars • lectures • discussions • individual tutorial 	<ul style="list-style-type: none"> • block courses • project work 	<p>coordination</p>
Y. 5	<ul style="list-style-type: none"> • seminars • discussions • individual study • essays 	<ul style="list-style-type: none"> • free project work 	
Y. 6	<ul style="list-style-type: none"> • same as Y.5 		
	<p>STUDENTS MUST LEARN AND UNDERSTAND PROCESSES OF LEARNING .</p> <p>EFFORTS TO COORDINATE USE OF KNOWLEDGE IN PROJECT WORK.</p>		

PORTSMOUTH POLYTECHNIC
school of architecture

EXPLANATION TO GRAPHIC P.21

Objective : To synthesize about Teaching and Assessment methods used in the School.

- As it was shown on graphics 6,7,8, and 12 a great variety of methods are used in the School, being the lecture the most used particularly to provide information.
- Seminars and discussions become more important towards the end of the studies.
- Block courses provide important information for project work and act as coordination with theoretical subjects.
- Importance is attached to communication and perception processes ,and its understanding and consciousness by the students .
- Critics of projects are open and considered as a teaching experience of importance.

Information Requests

		req.	ans.
ARCHITECTURAL ASSOCIATION School of Architecture	• Bob Garratt	3	-
	• R. Covarrubias	2	2
UNIVERSITY COLLEGE LONDON School of Environmental Studies	• John Musgrove	1	1
	• Secretary	1	-
UNIVERSITY OF CAMBRIDGE School of Architecture	• William Howell	1	-
UNIVERSITY OF BRISTOL Department of Architecture	• Richard Silverman	2	2
	• Thomas Burroughs	-	1
UNIVERSITY OF NEWCASTLE School of Architecture	• Alexander Hardy	2	2
	• H. Romero	2	2
LEEDS POLYTECHNIC Department of Architectural Studies.	Jenkins Marshall	3	2
	• Teo Matoff	1	-
PORTSMOUTH POLYTECHNIC School of Architecture	• R. Salim	2	2
R.I.B.A. Board of Education	• Richard Gardner	1	-
	• John Griggs	1	1