

Welsh School of Architecture

B.Sc in Architectural Studies: Course Handbook

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1.00 Introduction

Welcome to the B.Sc in Architectural Studies at the Welsh School of Architecture. This course handbook provides details of the important things you need to know when studying for your degree at the school. This handbook should be read in conjunction with the school's Teaching Handbook, which describes some of the processes and practices that the school undertakes in terms of how we teach and assess. It should also be read in conjunction with the supplementary information issued at the start of each academic year. This information will contain descriptions of the modules you will be undertaking during that year and specific information related to that particular year. There are also a series of rules and regulations that govern how we run the course. Some of these are determined centrally by the university, others by the school itself. The school regulations and examining board conventions are included in the appendix to this document.

It is important that you read this handbook and are aware of the contents of the associated documents. You should also ensure that you keep a copy of this handbook once you have completed the course, as occasionally employers request details to support a job application.

If you have any queries or feel that there are any omissions please feel free to discuss them at the numerous year meetings and briefings that are held throughout the year. If you have any queries about the factual content, or scheme regulations please do not hesitate to contact Fran Simpson or Susan Morgans (Room2.59)

Course Structure

The Welsh School of Architecture operates a 'year' system. Each year you will undertake a series of design projects, regularly tutored and reviewed by the school's staff, and visiting part-time tutors. These are designed to equip you with the required skills, values and attitudes to help you obtain your final degree. In addition you will study for a series of timetabled 'taught' modules which will provide you with the necessary knowledge and understanding of the context within which architecture sits. These taught modules are an important element of the course, and in many cases will inform your design project work.

Although much of your time will be spent in design studio you must leave plenty of time to pay proper attention to the taught lecture modules. **You must pass all your modules to proceed into the next year.**

2.00 Communications

Contact with staff

Each year group is managed by a Year Chair and Year Tutor from the full-time academic staff, assisted by a Graduate Teaching Assistant and a team of part-time tutors.

Further Details of how the schemes are organised and the roles of different members of staff can be found in section 1 or the Teaching Handbook

A full list of staff in the school, and their roles can be found on the school's website.

The school operates an 'open-door' policy where staff are pleased to discuss student work outside of timetabled teaching events. This is an important ingredient in the special atmosphere that exists in the school. However please note that staff are engaged in research as well as teaching. They also have quite onerous administrative duties. Sometimes, if you have problems, the administrative staff may also be able to help.

Staff in each year will make you aware of when they are available for tutorials and for you to see them about personal or pastoral matters. Outside those times, please respect their need for time and peace to make progress on their own work. Often project briefs and other documentation contain all of the information you need: please read them carefully before questioning staff unnecessarily. Design teaching takes place at timetabled events – centred around the main weekly tutorial or crit. Times when tutors will be in studio will be posted on the year notice board.

Year meetings and briefings will be held regularly. These are important and should be attended by all students.

You should remember that setting your own agenda, and deciding your own courses of action, are part of your education as architects. Dependency on staff for every design decision you make is not good for your development. You are expected to become more self-directing in your work, and show more initiative, as you progress through the school. It is also helpful to discuss your design work

with your colleagues in the year. Discussing other people's ideas – teaching each other – can be as personally rewarding as working on your own design.

For appointments to see the Head of School, Prof. Phil Jones, you will first need to see his secretary. You should make yourself familiar with the location of these offices.

Administrative Staff

You may find that members of the administrative staff will be able to help you with certain matters. In addition If there are any changes to your personal data (eg contact address or emergency contact details) you can log on to SIMS Online and make amendments yourself, or you can correct your academic data (eg programme of study, modules/units) by completing a Notification of Change to Academic Details form, available from the school reception, Registry, Student Support Centre and Student Advice and Representation Centre.

Noticeboards

It is your responsibility to check the notice board on a daily basis, as this is the primary source of communication between teaching staff and the students. They also highlight any changes to schedules. Each year has its own notice board on the landing of the second floor of the Bute Building. This will carry general information as well as notices from the school office. These boards not only inform members of the year but also allow students from other years to keep in touch with events. You should get into the habit of seeing what other years are doing, particularly the announcements of open lectures and reviews which you should try to attend.

Notice boards for SAWSA, the Architectural Library, MSc Research, work opportunities, plus general information, are located on or near the landing.

Email

Increasingly we will be emailing you with project notices and other information. It is very important that you check your **university email** post-box on a regular basis. We will not send information to private email addresses.

Mail

Student mail will be placed in drawers at front of WSA reception

Blackboard

Blackboard is the university's system for e-learning. Generally it is used in the school as a repository for information and as a place where written work can be submitted.

Blackboard can be accessed at

<http://cue.cf.ac.uk/>

University Web Portal (<http://mwe.cf.ac.uk>)

The university now has a web portal through which you can access a range of IT facilities from outside the university. These include access to your university email, your network file storage (H & S drives), Blackboard, on-line collaboration tools, and other electronic resources. The portal also allows you to change your password, and set security questions so that you can retrieve your password if it gets forgotten.

You can log onto the web portal using your university network username and password.

Submitting/collecting work

Design project work is typically submitted by pinning up work in the appropriate location in the school.

There is a formal system for submission/collection of written work at the School. Your tutors will inform you of deadlines

by which written work must be submitted for marking.

You must submit /collect written work between 10am and 3pm at the School Reception.

To submit written work, you must complete a receipt, (which is available at the School Reception). The receipt asks you for the following details; student name, number, degree course, year of study, module title, title of work and signature. This receipt must also be signed and dated by a member of administrative staff, as witness to receipt of the work. This will be Jan O'Brien, the School Receptionist or, in her absence, usually Susan Bowden.

You will retain a copy of the receipt for your records. The other two copies are attached to your submitted work for our records. Once the work has been marked, your tutor will confirm the work is ready for collection from the School Receptionist. She will ask you to sign a year list as confirmation that you have collected the work. **Any work that remains uncollected after the end of year reviews may be destroyed.**

You may be asked to submit an electronic PDF copy of your work. This will usually be to Blackboard, but may be on a CD. Details will be provided in each project brief.

Late submission is not allowed (except in cases of illness or some other unavoidable reason). **Students may be penalised, or receive zero marks if work is not submitted by the deadline without a bona-fide reason:**

Please refer to section 6 of the teaching handbook for details of the school's general policy on the late submission of work.

3.00 Facilities and Resources

The School Reception

This will be your first point of call for anything you are uncertain about. You will soon discover the valuable role which the reception plays in the School: distributing project briefs and handouts, receiving illness certificates, acting as the submission point for your written papers etc.

The Architecture Library

The architecture library is located within the school. Its opening hours are posted outside the door on the 2nd floor landing. On some occasions the door to the architecture library is closed, in which case access can be made through the Bute Library on the 1st floor. Further information on library policies and procedures (including fines for returning books late) will be included in information issued by information services.

Subscriptions to Journals

We strongly recommend that you subscribe to the **Architects Journal** and if possible the **Architectural Review**. It is vital that you become familiar with what is going on in Contemporary Architecture and the Profession. The Royal Society of Architects in Wales (RSAW) offers free membership to students. You are advised to browse the current journals rack in the library on a weekly basis

Computers

The Media Lab (2.30) is located off the North corridor. This is equipped with PC's, A1 Plotters, scanners and various sizes of printer. Problems with system software and hardware should be directed to Dom Sleeman, the IT Administrator. Open access computer rooms are located around the university campus, including the Bute Library. Students who bring laptops to the school can connect to the University wireless network, provided they have an approved virus checker installed on their computers. Further details can be obtained from information services.

Food and Refreshments

Sandwiches, drinks etc. can be purchased from the ground floor coffee shop.

Materials and Reprographics

Graphic Services in the entrance to the Bute building provide large format A1 photocopying and printing. They also sell drawing paper, including tracing rolls. Outside the school the following suppliers also supply materials:

- **Blackwells Bookshop:** Students Union
- **Pen & Paper:** Royal Arcade: full architectural and art supplies, a student discount is available with a student card.
- **Service Point:** 49 Charles Street, Cardiff CF10 2GD (029 2066 4420) : reprographics, and some art supplies. Student discount available with a student card.
- **Inkspot:** the Old Church, Newport Road, Roath, Cardiff CF2 1PU. Tel: 029 20490254 has an Art Shop, a Graphics Shop and a Hobby Shop all under one roof. Inkspot has the advantage of being open on Saturday (9-5:30) and Sunday (11- 4). Student discount available with a student card.

Building Access

There is 24-hour access into the building which is a real bonus and a concession on the part of the University. Entry to the Bute building outside the normal opening hours (0800 to 2100 Monday to Friday, 0900-1600 Saturday, closed Sunday) is through the South side doors of the building. Your ID Card also acts as a swipe card once it has been activated at the beginning of the year. If you are working in the middle of the night, please be courteous and helpful to the cleaners. If you do not want your things to be thrown away make sure they are on your desk and not on the floor.

Working in the studio

Furniture

Tables are provided in the studios but you will need to bring your own A1 table top drawing boards into the studio. These you will be expected to purchase from the school.

Drawing boards with legs are not allowed in studio as there is not enough space. Plan chests drawers are provided for keeping drawings safely. These you may have to share.

There are three pin sockets available if you want to bring a desk lamp. **All electrical equipment for use in studio must first be checked and approved by Dom Sleeman the IT Administrator.**

There is a computer in each studio together with a scanner and a light box which are shared between the rooms.

General Studio Rules

To keep the studios in good condition there are a few important requirements which everyone is asked to respect:

Drawing Boards: The first and most important point to make is that the drawing boards in the studios are the personal property of each student. It is therefore your individual responsibility to look after them. They fit into the plan chest drawers. Never use the straight edge, on or off the board as a cutting guide.

Care of boards and tables: Please do not use any cutting implement on the surface of either a drawing board or a white topped table. Whilst the tables may show scars of inconsideration, you are asked to show a responsible, professional attitude in the care of materials. Use your green cutting mats, which ensure a good quality cut as well.

Model Making: You will be expected to purchase, from the School, safety office approved model making tools. Light model making may be undertaken in the studios but power assisted tools must be used only in the supervised workshop.

After any model-making activity, please clear up the waste cards, paper etc. and put it in the waste bins/sacks provided. We can tolerate a lot of mess during a project, but please clear it

up afterwards. The university cleaners will agree a studio cleaning strategy with us – the general rule is that anything on the floor will be cleared away by them, so ensure that models, drawings, or anything that is to be retained is kept on the table tops or window sills. Do not use spray mount or other toxic chemicals in the studio, the ventilation is not adequate. Room 2.27 has been specifically designed for this activity.

Noise and Privacy: Please do not play music in the studio. Other people may be trying to concentrate. We do not want to make students feel that they have to go and work in their room because they cannot stand somebody else's taste in music and they cannot concentrate. Similarly you are asked not to use mobile phones in studio. There are offices and teaching spaces close by and please respect the need for relative quiet when studio tutorials and seminars are taking place. Please also respect the quiet and privacy of researchers and other staff who may be working in the building at any time of the day or night.

Windows: Care should be used in operating the windows. Try to follow these simple operating instructions: the windows will open narrowly at the top, when the handle is moved from pointing down to horizontal, or more widely at the side when the handle is pushed up to vertical position. It is essential to close the window and pull the handle right down before attempting to change the opening from one state to the other. Windows left open at night can result in damage to drawings and models as wind and rain enters the studio.

Kettles: are allowed in the studio only if they have been tested for safety. Please make sure you leave them in a safe place and that you do not leave washing up lying around.

Energy: If you are the last to leave, ensure that all lights and ceiling fans are turned off.

Stewardship: Access to the studio is a privilege. You are expected, in return, to keep it neat within reasonable bounds. This means appropriate use of the rubbish and recycling bins, storing materials out of the way, keeping pathways clear. Do not write/draw/ or in any way mark on any surfaces. Do not cut on the

tables without a cutting mat. This will be your home-away-from-residences for the year, and you should treat it as the design professional you hope to become.

Overseas study visits

Study visits are typically carried out in all residential years and are a compulsory part of the course. You must provide the travel documents (passports, visa) needed for this visit where necessary. We urge Non-EEC passport holders to make enquiries now regarding your need for a visa. Students are expected to fund their study visit although a contribution is often made by the school. We will inform you of the estimated cost of the visit early in the session. *For further information on*

the nature of the study visits in the school, see section 4 of the Teaching Handbook.

Insurances: travel insurance arrangements will be made by the University and included in the overall cost. For time-tabled field work, site visits and other visits as required by project work you are covered by the University. You are advised to obtain insurance cover for the more valuable personal possessions which you need during your work in the School. On the overseas study visit it is also necessary for EEC residents to get an European health insurance card (EHIC). These can be obtained from the post office, or online at <https://www.ehic.org.uk/>

4.00 Safety and Security

School Safety Contact: Dave Bull, Facilities Manager room T.12

Fire

In addition to the general information available in the University, the School of Architecture has specific modus operandi which also need to be addressed.

The corridors, for instance, are used to display work for examination purposes. It is imperative that the displays do not obstruct the fire escape route and that drawings etc. are securely pinned to the walls to minimise the fire hazard. All work must be removed as soon as possible after the examination. Deadlines for the removal of work will be displayed on the Year Notice Boards. These deadlines must be strictly adhered to or the work may be at risk of disposal.

During model making, all 'dirty' work, such as the use of sprays, paints and solvents must be undertaken in the designated room and not in the studios or corridors. This room (2.27) is situated in the west corridor. It is equipped with a powerful extract fan to dissipate potentially harmful fumes.

Accident.

First Aid for any minor injury is available, during office hours from Susan Bowden in room 2.53 and Bute Receptionists on the ground floor. A First Aid box is also kept in each studio. Alternatively you may seek help from the Student Health Centre at 47 Park Place (tel: 2087 4810) which is open from 0900 to 1700 Monday to Friday.

An accident whether it causes injury or not, should be reported to Dave Bull either personally or by Email on Bulld@Cardiff.ac.uk.

24 hour access is allowed to the Bute Building and therefore if an accident occurs after normal working hours and you require attention, phone Security on ex 74444. (029 2087 4444)

Security.

The University does not take responsibility for, or insure, the safety of items of equipment which you own and use in the School. You must take care of your own possessions at all times. If you are the last person to leave the studio, please make sure that you shut the door behind you. There is a good community spirit in the School and the studios are open all day. Therefore they are vulnerable to opportunistic pilfering by people who may look like students. Do not leave your valuables lying around. If something of value has been stolen from you anywhere in the School, report it to Dave Bull immediately and alert other students.

Please also take responsibly for your own safety and inform security of any unusual circumstances, or strangers. Security can be contacted on ex 74444 (029 2087 4444)

Please be aware that the studios are cleaned and cleared on a daily basis (prior to 8 a.m.) and therefore it is extremely important that your work is left on your work surface and not left lying around elsewhere. The cleaners take every reasonable care but it is sometimes difficult to identify genuine rubbish.

Any concerns about Health and Safety or Security within the School should be addressed to either the Year Chair or Dave Bull.

Smoking

This is not allowed on university property

Personal Tutoring

In each year you will be allocated one of the core members of staff as your personal tutor. Their role is to keep an eye on your general academic progress and to help you with any difficulties that you experience during your course, whether these might be academic or connected with your personal circumstances. If you have any personal worries or problems which might affect your educational progress you should tell these your personal tutor. Such consultations are entirely confidential.

Further information on the personal tutor system in the school, can be found in section 8 of the Teaching Handbook.

Other sources of advice

There are other sources of advice available outside the school such as the Dean of Students' office, 47 Park Place, Cardiff and the student advice centre on the 3rd floor of the Students' Union. The University has its own Health Centre also at 47 Park Place where you can seek medical advice although you must register with a General Practitioner. All guidance is free and confidential.

Personal and Professional Development Planning

Personal and professional development planning (PDP) compliments your academic modules by giving you the opportunity to record and reflect upon your achievements and skills, think about how you learn, consider your future plans and plan and review your personal, academic and career development. *Opportunities exist for PDP at all levels of the school, and these are detailed in section 8 of the Teaching Handbook*

Disability & Dyslexia

If you have a disability, dyslexia or a long term medical condition, and want to talk to someone about making any adjustments to the way in which the course is delivered, or the way in which you fulfil the assignments or any other issue, please do not hesitate to talk to your year chair,

any member of staff, the WSA Disability Contact or The Disability and Dyslexia Service about it at any point in the year. We are committed to providing an accessible environment and therefore encourage anyone who may have specific requirements which arise as a result of a disability or medical condition, to contact us as soon as possible, in order that appropriate arrangements can be made. The University can provide a variety of services, including Disability advisers, Dyslexia tutors, note-takers and a mental health adviser and support worker service. To access these services, call into the Disability and Dyslexia Service.

You can reach the WSA Disability Contact, Mhairi McVicar, at McVicarM@cardiff.ac.uk, ext 74634, room 3.25A on the mezzanine. The Disability and Dyslexia Service in the University Student Support Centre at 50 Park Place can also be contacted any time on ext 74528, disability@cardiff.ac.uk, and dyslexia@cardiff.ac.uk. As well as appointments, the Disability and Dyslexia Service offer an open drop in service from 1pm-4pm every Tuesday, Wednesday and Friday, and also provide a range of informational leaflets in their reception area.

If you choose to make a disclosure of a disability the information you disclose to the University will be treated with the strictest confidence and normally, will only be passed to staff members who are directly involved in planning a response to your requirements once you have given permission. If you have any difficulties, even if they seem trivial, please do come forward.

If you wish to request specific provision for Examinations and Class Tests, it is essential that you contact the Disability and Dyslexia Service as early as possible, as specific provisions for Examinations and Class Tests can only be made on request via the Disability and Dyslexia Service.

Full details on the schools procedures for dealing with disability and dyslexia can be found in section 8 of the Teaching Handbook.

6.00 Studio Projects

Each studio programme will contain a fairly detailed timetable and give indications of project activities and the stages of the design process that you will be expected to follow.

Projects: In most cases the projects have been designed to build on skills that you have already acquired. In each project brief the aims and methods of assessment will be clearly stated. It is important to return to the brief again and again throughout a project to make sure that you are keeping on track.

You should try to do as much as possible of your project work, both for group and individual projects in the studio. You will benefit greatly by discussing your schemes with other students and staff, and from listening to their ideas and looking at their work.

Attendance: You must attend all tutorials and meetings formally timetabled for your group or yourself as an individual. If circumstances make this impossible ask the project tutor in advance if it is possible to change your time. If you will be delayed, for any reason, ring reception and ask for a message to be conveyed to your tutor.

Most formal teaching will be between 0930 and 1730 but there **will** be occasions when you may have to stay later, particularly on review days.

Process work: We believe that the work that you do in the process of designing is very important. When we look at it we can see the things that you have gone through on the way to producing your final scheme and we can give credit for thought, time, ambition and exploration that may not be apparent in the end product. It is for this reason that we value process work. This is why we ask you to keep all your 'rough' work and indeed any other material that has been a bearing on your projects for discussion. It is recommended that you make a folder for each project, and keep all project work together in a flat file drawer in studio.

Sketching: you must develop your ability in sketching. Sometimes people have great ideas but can not express themselves on paper. Sometimes you can turn yourself off a perfectly good idea by doing a horrible drawing. From now on and for the rest of your career you must

sketch as much as you can. To enable you to do this you should carry a small sketchbook, pencils and pens with you at all times. If you see something you like draw it – it may be useful for inspiration in the future.

Beginning the process of design: You will encounter a number of different ways of initiating the process of design as you proceed through the school. One way to start designing is by sketching, painting or modelling until you get some inspiration. Or you could collage together images of the kinds of spaces that you want to create. The process of using your hands releases your mind. Do not expect to come up with a fully developed idea immediately, you will need to work and rework your initial thoughts before you come up with a satisfactory answer. Butter paper, available from Graphic Services or some other transparent paper is good for working over initial sketches.

Presentation: It is extremely important that you take care with the way that you present your work. You must develop the ability to present your work professionally and you will only do that through practice. Ideally the way that you present your work should tell us something about the contents of the project. We suggest that you plan your presentation in advance. You may need to use backing paper or some other kind of board. You will need to have a co-ordinated approach to labelling your work. You need to think in advance about how your portfolio will look on the wall at the end of the year. We are not asking you to put all your work under perspex or to spend a lot of money; we just want to see you developing an ability to make the most of your work.

Hand in: At the end of each project a hand in time will be specified. Late submission is not allowed (except in cases of illness or some other unavoidable reason). **Students may be penalised if work is not submitted by the deadline without a bona-fide reason:**
Please refer to section 6 of the teaching

handbook for details of the school's general policy on the late submission of work.

At the end of each project take down your work and look after it. You will need it for the final module exam at the end of the year. If it is large or fragile make sure you retain a photographic record of it. At the final exam you will have a limited amount of space in which to pin up your work for the whole year. It is a good idea to get into the habit of photographing all your work, including and especially rough models.

Please note that you will need to have all your work available for review and feedback at the end of the autumn semester and at the project work exam in the summer.

Crits/Review: Most projects, but particularly design projects, conclude with some form of "crit" also known as a review. At the review your work is publicly evaluated. In many schools this can be an alarming affair. We do our best to make them as unthreatening as possible and to keep the criticism at a constructive level.

You will be asked to explain briefly the ideas, which you wished to carry through in your scheme. You are asked to summarise these on paper before the crit session and to use these to help you in your presentation.

Attendance at Reviews is compulsory: We expect you to contribute not only to your own review but also those of others. It is often on these occasions that the best discussions occur, especially when there are visiting critics. Review times will not be pinned up in advance. You are expected to arrive at 9.30 on the morning of the presentations, and participate throughout the day.

Recording Reviews: You should keep your own record of the comments made about your work by the critics. We suggest this can be helped by asking another student to take notes during the discussion of your work in the crit, so that afterwards you can write up a summary, perhaps in your design file. Alternatively you could bring your own voice recorder so that a recording of the discussion can be made (but please ask permission from the tutors first). Written feedback from tutors will be given on the main projects.

Criting each other's work We consider that observation and evaluation by peer group

members to be invaluable in developing self-awareness and a mature attitude to your work.

Feedback: You will receive written feedback from your tutor at various stages during the term. You will also be given the opportunity to give feedback to us. Grades that you receive at Crits during the course of the year are a guide to your performance but are advisory only: they may go up or down at the final examination, depending on whether or not early promise has been fulfilled. They may change in the final examination if you do a poor job of presenting your work as a whole. The assessment grades are as follows

A = 70% and above

B = 60-69%

C = 50-59%

D = 45-49%

E = 35-44% - borderline

F = 34% and below

40% is the pass mark.

Please note that in some projects, particularly in the first term of the first year, projects will be assessed with GOOD, PASS or FAIL only. A portfolio review at the end of term will be marked according to the table above, as will individual projects in the second term. In determining the overall mark for the module at the final examination of the design portfolio, examiners take into account both the marks achieved and overall evidence of ability and progress in design.

Please refer to sections 5 and 6 of the Teaching Handbook for a more detailed description of the school's practice in marking and giving feedback to students

Language: As you go through your education you will become more familiar with the kind of terminology that architects like to use. As you will discover in the library, much architectural writing is overly complex and difficult to read. We think that it is important to try to talk about architecture in a way that most people can understand, but sometimes we cannot help lapsing into jargon too. If you are confused by anything we say or do not understand the meaning of certain words please do not hesitate to ask.

7.00 General conduct and procedures you should know about

Illnesses and Absences

Short absences You must become familiar with the procedure for 'self-certification' of a short absence due to illness. If your work has been interrupted or delayed by illness for longer periods, and especially at important stages of a project, you should obtain a certificate or a note from your Doctor or the University Health Centre (even if your Doctor charges a fee). Hand in this certificate to Reception. Significant interruptions of your work for other personal reasons should be explained as soon as you can do so to your Personal Tutor. You are responsible for letting your module leader/year chair know of any absences.

Interruption of Study The University will grant a "period of absence" to students who meet certain situations which are likely to disrupt their studies for an extended period. If any such situation should occur which seems likely to seriously affect your studies, then tell your Personal Tutor, or contact the Student Advisory service, as soon as you can. All advice about your situation, and that of others involved, will be confidential. Formal requests for an interruption of study should be made to the Chair of the Board of Studies.

You should note that the grounds for being granted a period of absence are limited to those outlined in the university academic regulations. These are: ill health, parental leave, exceptional professional work commitments, compassionate grounds and financial hardship resulting from a change in circumstances.

Retention of drawings and exhibitions

All drawings, theses, etc prepared in the School or submitted for degrees or prizes are considered to be the property of the School, and students are admitted on this understanding.

The public display of work of both students and staff is an important part of the life of the

school and you will be expected to play an active role in mounting exhibitions in and out of the school.

Copyright of student work

The Welsh School of Architecture reserves the right to take photographs of student work and use it in producing the staff and student handbooks, advertising events, the exhibition catalogue, the Web site, general advertising and any other related purposes.

Students whose First language is not English

All students who speak English as a second language will be required to do a test to find out whether they will need to attend extra English classes which will take place within the School.

Recording of Lectures

Lectures may be taped only with the permission of the Lecturer, as it will be at their discretion. Any recording will be for revision purposes only and not for broadcast or publication elsewhere.

If you wish to change to a different course

If you decide that you prefer to study a different subject within the university you should firstly consult your Personal Tutor and then submit a written request to the Chair of the Board of Studies.

With first year students, this must be done within three weeks of the start of the autumn term. For continuing students this will need to be within one week of the start of the autumn term/semester

8.00 Unfair Practice and the avoidance of plagiarism

Unfair practice is defined as a situation where a person might obtain for him/herself or for another, an un-permitted advantage leading to a higher mark or grade than his/her abilities would otherwise secure. Examples of unfair practice might include:

- The introduction into an examination room any unauthorised source of information;
- Communication with any other person during and class test or examination;
- Copying or the use of unauthorised materials or the work of any other candidate:
- The impersonation of an examination candidate
- Engagement in plagiarism by using other people's work and submitting it as though it were your own work
- Claiming to have carried out any form of research which has not been carried out by you or fabricating results.

Plagiarism ¹

It is an essential feature of good academic practice that ideas or words taken from any source should be properly acknowledged. Students must follow this practice in all formal written and graphic work.

The declaration of sources gives authority to a statement; it shows that the author is not just making an unsupported assertion, but has researched the topic by referring to previous published work and has chosen information from a range of reliable sources.

It is common in architectural design to reference the work of other architects and we will often encourage you to study and analyse precedent to inform your design projects, and to provide inspiration. Nevertheless, where this is done, it is important that you clearly state the sources of any references made.

¹ Text based upon notes provided in handbooks issued to students in the School of Computer Science, Cardiff University

Any careless use of the ideas or words of others without acknowledging them as such is bad academic practice. Written work which is found to contain a careless unacknowledged quotation may be marked at a lower level. The mark for written work in part reflects your understanding of the subject being studied.. If you have merely repeated the words of another, it is difficult to assess your understanding and so to award marks for it.

Plagiarism, the unacknowledged use of the words, images or ideas of others, with the intention of passing them off as the author's own, is deceitful, dishonest and totally unacceptable. Although our purpose here is to help you to avoid plagiarism, you should be aware of the consequences of being found guilty of plagiarism. The Senate Regulations covering unfair practice indicate the procedure to be followed for cases of suspected plagiarism and the penalties involved for cases of proven plagiarism (see the *Academic Regulations Handbook*). It is sufficient to emphasise that the penalties for proven plagiarism are severe.

To avoid plagiarism make sure that:

- you cite references correctly. You will be provided with guidelines on how to reference correctly. Guidelines are also provided in the library.
- you enclose in quotation marks any material greater than four or five consecutive words quoted verbatim from the source even if it is unpublished
- you ensure that in written work you use your own words wherever possible
- you cite sources for design ideas and images/drawings used.
- you do not leave the completion of coursework to the last minute thereby increasing the pressure to cheat.

The university is able to analyse written work for evidence of plagiarism electronically. If a tutor suspects plagiarism, they will arrange for such checks to be made.

9.00 Assessment Procedures

The procedures for the assessment of your work are described in section 6 of the Teaching Handbook. In addition each year you will be given a document which lists the modules you will be taking and outlines the principal methods of assessment for each module.

The Teaching Handbook also contains a set of examination conventions which are the rules by which Examining Boards determine the results for each candidate including:

- whether a candidate has passed or failed;
- the opportunities for retrieval of failure available to candidates;
- the classification of final awards.

These conventions are in accordance with the approved regulations for this scheme of study, a copy of which can be found in the appendix to this handbook, and with the Senate Regulations for Modular Undergraduate Degrees, which can be downloaded from the university web site.

Examinations through the Medium of Welsh

Any candidate who wishes to be examined through the medium of Welsh is required to notify the Director of Registry in writing by the end of week five of each semester.

Religious Holidays

Any student who anticipates that he or she will be unable, on religious grounds, to take examinations on certain days is required to inform the Director of Registry in writing within three weeks of the start of each semester.

Examination Timetables

Timetables for class tests and/or examinations will be displayed on the second floor notice boards

Open Book Examinations

Where the method of assessment is shown as an open book examination, candidates will be notified in advance by the School which approved books, materials and documents they will be permitted to take into the Examination Hall/Room. These will also be indicated on the front of the examination paper. Such items shall bear no marks other than underlining, highlighting, the name of the owner and anything which is regarded as normal in their nature or construction.

Use of Dictionaries and Calculators in examinations

The use of non-electronic translation dictionaries between English or Welsh and a foreign language are permitted in all class tests within the school

The use of electronic dictionaries is not permitted. All dictionaries used in examinations may be subject to scrutiny by invigilators. If you wish to use a translation dictionary in an exam, firstly take the dictionary to your Year Chair who will initial and date it, then take it to Jan O'Brien or Sue Bowden who will stamp it with the School and date stamp.

The use of scientific calculators is permitted in all class tests within the school

The calculators which students may use in an examination must be noiseless, battery or solar powered, scientific calculators with numeric displays only. Programmable calculators, or calculators with alphabetic keyboard and/or the ability to store and retrieve text are not permitted in any examination or class test.

All calculators used in an examination may be subjected to detailed scrutiny by invigilators.

Marking by Numbers

It is not possible to anonymously mark design project work. However when marking class tests and examination scripts, the identity of the candidate remains unknown to the marker.

In an examination or class test, you are asked to write your student number on the front of your examination script. You should write your name in the top right hand corner of the cover of their answer booklet(s) and you should then fold over the corner of the cover where indicated and secure with the label provided.

Penalties for the non-submission or late submission of assessed Work

All project work and coursework must be submitted on the dates prescribed in the project/course work documentation. Students may be penalised, or receive zero marks if work is not submitted by the deadline without a bona-fide reason: *Please refer to section 6 of the teaching handbook for details of the school's general policy on the late submission of work.*

Pass Mark

The pass mark for examinations is 40%.

Special Circumstances

Where special circumstances have been properly reported, the Board of Examiners will take them into account as detailed in section 6 of the teaching handbook

Determination of Degree Classifications

A candidate must have pursued the equivalent of at least 360 credits, 120 of which are at Level 3 or above, to be considered for the award of an Honours or Ordinary Degree (with the exception of Credit Accumulation and Transfer Students). The candidate's performance in Year Three modules provides 80% of the final degree assessment, with the remaining 20% being based on Year 2 modules. This is outlined in the scheme regulations (see appendix) The combined weighted average mark for all specified

modules shall be applied to the approved scale of award boundaries, as detailed below, in order to calculate the final level of award for each candidate:

First Class Honours	70%+
Upper Second Class Honours	60-69%
Lower Second Class Honours	50-59%
Third Class Honours	40-49%
Fail	0-39%

Every student shall be given a transcript when they complete their studies at the University. The transcript shall include details of the duration of study, qualification(s) awarded and modules studied with the marks achieved.

Repeating Modules

The School's Assessment Regulations permit students to retake a limited number of failed modules. Candidates may be referred for further examination in not more than 30 credits, but not in Architectural Design.

In accordance with Senate Regulations, "The minimum mark for a pass in each module shall be 40%. A student who passes a module in which he/she has previously failed, shall be credited with the minimum mark for a pass."

Please note that it has been agreed by the Regulations Sub Committee of AQAC that failed students' entitlement to tutorial support would not normally extend beyond feedback on the reasons for failure.

Where candidates repeat examinations, the Board of Examiners may take into account the marks from previous attempts.

Progression to the M.Arch Degree

At the end of the B.Sc Degree many students will choose to continue on to the M.Arch course, but you should note that there is no automatic right to progress onto this degree. *The Teaching handbook provides details of the admissions criteria for M.Arch degree.*

Appendix 1: Study Skills

The following notes were originally written for the course by Shaun Farrell. They have since been updated by Mike Fedeski, Sylvia Harris, Judi Loach and Flora Samuel to make them as relevant as possible for First Year in the Welsh School of Architecture.

What this document intends to do is give you the “rough guide” to surviving the academic side of your time here in Cardiff. There is not time during the session or in this handout to detail everything you need to know about how to study, in fact even if there were time and space, it is best that you find some things out for yourself. We are not all the same and we all have our own ways of doing things so don't assume that you must follow these guidelines like a recipe. They are intended primarily to make you aware of some of the demands of academic life and give a few pointers on how to succeed. Take them or leave them at your own discretion, BUT DO GIVE THOUGHT TO YOUR GENERAL STUDY SKILLS AND PATTERNS.

This appendix covers the following issues:

- Time Management
- Personal Organisation
- Meeting Deadlines
- Lectures And How To Get The Most Out Of Them
- Taking Notes In Lectures
- Taking Notes From Texts
- Using Handouts
- Using Private Study
- What To Read
- How To Read It
- Letting What You Read Guide You Further
- General Reading
- Organizing Notes For Revision
- Exam Technique

Time Management

When you work and how you work is very much a case of personal preference and habit. There are however a few issues to take account of.

- Do you do enough work? This includes private study and lecture attendance. Your assignment marks will be the first indication of whether or not you are doing enough. However, remember that the important thing is what you do. Is it appropriate? Is it focused?
- Whatever your life-style, it is essential that you schedule enough time for your work. You will already know that this is a very intense course which will make heavy demands on your time. You will quickly find that in this School of Architecture you will be expected to work steadily almost

every day, with, probably, one day off at weekends. You will know what works for you and how your lecture timetable and other commitments demand your time, but you **MUST** make time for your study. If you need to go away for a weekend or for some other event, plan ahead. Make sure that you are in Cardiff when important deadlines are looming.

- However you arrange your study time make sure that the tasks or reading fit the time allocated. Set realistic tasks and make sure that you complete them within your own schedule, if you get behind you will find it impossible to catch up since the flow of demands upon you will be continual. If you study for long periods, make sure you build in breaks in order to keep fresh and interested.

The essence of good time management is to discover what works for you. The last thing you can afford is becoming resentful of your work. You should aim to acquire sufficient discipline to enable you to be successful without compromising your entire lifestyle.

Finally, make a timetable of your commitments and lecture schedule, keep it with you at all times and record times and locations of lectures and events. It is also a very good idea to keep a diary which allows you plan out each week in advance.

Personal Organisation

Don't worry what other people do or how they live their lives. Your time here is your one and only chance so get your priorities right. You

need to be well organised throughout your studies which will involve you in a few straightforward tasks and also a few study-related specifics:

- Know your way around the department and lecture venues.
- Be aware of who your personal tutor is and use them to help you.
- Know the library and resources across the campus.
- Get familiar with the library search and catalogue systems including CD ROM etc.
- Learn how to help yourself and ask for help when necessary
- Find out what IT facilities are available and use them

It is logical to assume that there are certain conditions which are not conducive to quality study time. These include your state of mind and health. You do not need to have your mind distracted by other people or events. Playing loud music is all right if it really helps you work, but only if it helps. Create space for work. You know how you work best, and whether or not a messy room is distracting. This is a personal issue that only you can resolve, but get it right. If a messy room is regularly an excuse to tidy up rather than study, tidy it up in your own time – not in study time.

There are obvious study-related factors which should become a routine part of your life-style. These include organising your notes and references, highlighting handouts and creating revision or topic cards. If these tasks become routine you will find real benefits when it comes to revision.

Finally there is the issue of your health. Many students are short of money from time to time and most of you are clocking up debts. That is a fact of life so be aware now that you are going to face debt and that your purpose here is to get a degree. Don't let debt do either of the following:

- Give you stress – manage your bank and keep them informed.
- Stop you eating well and taking exercise - your health comes first!

Meeting Deadlines

If you are organised you will always meet your deadlines with time to spare. But should you experience difficulty for whatever reason you must do the following:

- As soon as you foresee difficulty inform your personal tutor of the reasons and likely consequences. If you have a doctor's note or other supporting documentation send that to your personal tutor also.
- Inform the lecturer concerned in writing that your assignment may be late. You do not have to give the lecturer reasons if they are personal – your personal tutor can divulge what is necessary without you having to open yourself up to everyone.
- Request an extension date and if possible suggest a possibility yourself.
- If you are given an extension – keep it. There is a limit to how far lecturers are prepared to tolerate late work - missing an arranged extension or not requesting one is about the limit for most!
- If you are going to be late without good reason, be aware of the consequences, in all probability a mark of 0%. Your course handbook should outline the penalties. Be sure you know them and can afford them before getting behind.

There may be times when all your assignment deadlines coincide. If this is the case your prior planning of workloads and private study is the only way to avoid a sleepless isolated week or so. You need to plan ahead and create realistic goals and targets. When planning ahead, leave a reasonable 'margin for error' which favours you. It is better to have time to spare and meet deadlines than to panic and miss them at the last minute.

It is a good idea to keep a diary and have a semester calendar on your wall over your bedroom desk. You can get a Semester timetable from the University Bookshop. Write in all deadlines and commitments and highlight them.

A useful and simple technique can be to decide how much time you are going to allow for a task (say, so many hours a day) and then

make a note each day of how long you do spend on it. You can make up for days when you spend very little time on the task by spending more on other days – that way you needn't feel guilty about taking time off (provided of course that you are making good progress).

Lectures and How to Get the Most Out of Them

For most of you the lecture situation will be something very new. The size of the class and the seating arrangements, the darkness, will be more like your experience of the cinema or theatre than your experience of education. Don't be concerned if the format seems a little alien at first, you will soon take it for granted.

It is vital that you attend every lecture.

Remember that your lecturers are also those who mark your exams, so be sure to attend in order to be able to predict likely exam topics. There are several things that you can do to get the most out of the lecture format.

- Arrive awake a few minutes early, with the correct equipment and any necessary handouts or assignments and stay focused - there is usually a 5 - 10 minute cross over between lectures in a venue. Arriving early will give you the opportunity to get the right seat for you. The right seat is essential since you must be able to hear the speaker and see any overhead projections or demonstrations. If you end up at the back of the room and are unable to hear you must ask the speaker to project her/his voice more clearly - do this immediately. If you are late come in quietly and try to cause as little disruption as possible. It is your responsibility to catch up after the lecture on any information that you have missed.
- **Don't spend all your time writing notes.** Make sure that you look at the slides and the OHP's. Make quick sketches of important buildings and images that you will need to remember.
- You may find at first that you don't understand a word being said. Don't worry - you will not be alone. **Don't be afraid to ask.** If you don't ask you don't learn. In this

School of Architecture lecturers are generally happy to take questions and discuss issues as they arise. You don't need to wait to the end of the lecture when it may be too late. This is your education and your learning - lectures may be the only chance you get to seek clarification.

- If you do not know how to spell the name of a particular architect and the name is not given on a handout or an overhead then **ask how to spell it.** If you don't know how to spell a name you will have great difficulty in looking up their work in the library later on.
- When asking questions be sure that you have formulated them clearly and that you are not effectively asking for a rerun of half the lecture.

Taking Notes in Lectures

Taking notes from a lecture is not an easy skill to develop, but it is essential that you become a proficient note taker. The key to successful note taking is identifying the themes and topics that are covered. Most good lecturers make them clear during the introduction but don't assume that this will always be the case. You must learn to uncover them for yourself. Once you have mastered this skill it will be easy to add the meat to the bones.

In order to identify themes there are several things to which you should pay attention. The lecturer may naturally pause to take a drink or a breath between topics or themes, or s/he may change the tone or pitch of presentation. Alternatively she/he may use over - head projections which may signify a change of focus.

Once you have established a theme, the next task is to record the detail. Make your notes brief and logical. Do not attempt to transcribe the entire presentation. The most important aspects to record are the key facts and issues, as well as examples of buildings, towns, gardens, publications or designers that can be used to illustrate the points made.

It may seem obvious, but it is important to listen carefully throughout the lecture. If you listen to a complete sentence spoken, chances are that you can summarise it in a few key words which logically link together to represent

the focus and the meaning of what has been conveyed vocally in perhaps 50 words.

Take 50 words in the last paragraph for example. They can be easily summarised in three words under a topic heading, you might end up with something like this:

Topic - note taking success =
listen + key words

In addition if I had referred to a piece of research such as Butthead (1995), whose research demonstrated the consequence of not acquiring these skills, your notes might look something like this:

Topic - note taking success =
listen + key words (Butthead 1995)

When taking notes use and develop your own shorthand but be careful to be consistent or you will lose yourself. Try simple changes to begin with, make "and" into "&" or "+". When you have created your own personal shorthand you can add to it by shortening recurrent names to initials e.g. Le Corbusier might become LC

Developing these shorthand versions for names can be extended for remembering names and dates and key works for later revision. A Le Corbusier book, *Towards a New Architecture*, which was published in 1925, would naturally become LC25. Let the name and date prompt memory of the book title so that in your mind you know that LC25 = Le Corbusier 1925 *Towards a New Architecture*. You could apply a similar form of shorthand to buildings.

The key to learning things from lecturers is to treat the lecture notes as a short term memory aid. The real learning comes that evening when you sit down and make the notes that you will use for your revision. Always go over your notes ("make them your own") as soon as possible after the lecture, checking dates and spellings of proper names, etc., checking them against reliable published works i.e. those books recommended to you by your lecturer. If you have not understood something let the lecturer know.

Taking Notes from Texts

Your lecturers are conscious that most students have little money to spend on books; however there are certain important texts that you cannot do without and you will need to buy a few books during your time in first year. You will, for example have to buy: Sutton, I. *Western Architecture: A Survey from Ancient Greece to the Present*. London, Thames and Hudson, 2000. Price approx £10.

Multiple copies of certain important books will be available for you from the library, but you need to get there early. Note the number of copies that the library holds in reserve.

When taking notes from a written text the same principles apply to note taking in lectures, although there are a few additional considerations to attend to. The first thing is to note down even before you begin reading the bibliographical reference for the text. There is a recommended method and the establishment of good practice saves you a lot of time later, should you need to refer to the text again for the publication of a bibliography. You can now begin reading. As with note taking in lectures, you should avoid transcribing large chunks of text. Use shorthand again and structure your notes logically. Don't write something for each paragraph or page after you have read it; instead, read a fair chunk of text and reflect briefly upon its content and then ask yourself these two vital questions:

- What is the message it conveys?
- What information do I need to know?

Asking these two questions will demand that you come up with brief general summaries of the text which you can now easily translate into shorthand notes to be recorded. If you come up with an answer that implies no notes are necessary, make no notes and read on.

In addition to seeking knowledge and information from a text you need to consider your reasons for reading a text. If you are reading for general information and background information then shorthand notes will suffice. However if you are reading for the practical purpose of producing an assignment or preparing for an exam then you need to add

all the important names and dates to your notes. In addition you might wish to dig out a good example to support your written work, please, **make sure that the examples are short and relevant.**

The best examples make or support specific points.

Keep careful notes on the reading that you have done each week. If you do this you will find the task of revision much easier. It can be helpful to reformat the material ("making it your own") e.g. by producing a date chart, by plotting data on a sketch map, etc. Sketches (e.g. of structural systems) can record maximum information with minimum effort.

Most of you lecturers will welcome the use of annotated diagrams in the exams.

Using Handouts

The methods outlined for 'taking notes from texts' are equally applicable to getting the most from handouts. The main difference is that you can keep the handout and can therefore add margin notes and highlight key words and phrases.

Be careful when highlighting text on a handout. If you use a highlighter pen make sure that it is a sensible colour. Yellow may seem aesthetically pleasing to the eye but IT FADES. Choose a marker colour that will last the test of time and can be photocopied.

When using handouts try not to highlight the whole thing, or even whole paragraphs. Develop a technique that allows the minimum words to convey the total message, for example key words. If you find you need more, the surrounding text will still be there.

WARNING: Don't rely solely on the handouts for producing assignments or revision. Your lecturers will only have given summaries on the handouts and will expect you to do your share of the work. It is well known that students remember far more when they discover material for themselves so your lecturers may give you limited notes on purpose.

In terms of the content of handouts, there are several things to look for when thinking about future study and revision:

- Take note of the subheadings - they will convey quickly the key issues as the lecturer sees them. Remember that these issues represent how the lecturer views the topic; you might wish to raise these issues with some of your own in any exam or assignment to be marked by the same lecturer. You do not have to agree with their point of view, but they will relate better to your ideas if you adopt their agenda as suggested by the subheadings.
- Take note of any references made or suggested reading. This information, if offered, is an invaluable guide to what to read.

Most handouts are about two sides long. With careful highlighting you can easily develop a revision card system. With your newly developed note taking skills you will find that you can probably summarise each handout on one revision card, and still have space for a few of your own additions. If you get into this habit early you will find that revision time is not wasted later since all you need will be available in note form.

If you receive a handout which is actually an academic paper from a journal, read it carefully. Lecturers rarely give out entire papers because of the production cost. If you get one, you may be sure that it is important. As with the handout, highlight the key words and create a revision summary card for later use. In addition this paper probably represents your lecturer's interest of the day. Make an evaluation as to whether it is relevant, and if so, look up some of the other references in its bibliography. It does no harm to know where your lecturer is coming from.

Make sure that you store the handouts in a file dedicated to the relevant lecture course.

Other Private Study

In addition to your lectures, the next most important source of learning is in your hands, namely your private study time. You can assume that your lecturers expect you to know more than the knowledge which they give you. Nothing pleases a lecturer more than finding a

new reference in a student's work; that's right, lecturers love to learn from you.

Your private study time is essentially divided into three activities: the first is organising your lecture notes, the second is reading around your subject, and the third is completing outstanding assignments. In essence these three activities are not as separate as you might think. As a general rule, the better read you are, the more likely you are to write good assignments. The more academic material you read the more familiar you will become with the academic style of writing, As you progress you will notice that same style and objectivity creeping into your own style – let it! The combination of your own style and the academic style will become your own personal academic style and will lead you to success

You will find that those students that spend time in the library browsing and reading about architecture in both journals and books are better able to talk about the subject and are likely to produce the best design work.

Keep full references of books and articles that have been of use to you. You may want to return to them again one day.

There is no way to emphasise the importance of private study enough. In many senses the way you organise your own study time is the difference between getting a top grade and a merely satisfactory grade or indeed a fail. Having said that, there are several important things to bear in mind:

- What you do is more important than how much. A student can spend 10 hours a day in books and get no tangible benefit, although the reading may be interesting or useful beyond course requirements.
- Every project or assignment that you are given will contain a list of 'learning outcomes' or aims that you are expected to attain. Your lecturers will be looking for evidence of your having attained these outcomes when they assess your work. Keep referring back to the learning outcomes to make sure that you are on track.
- Be organised with your work before you begin. Set realistic targets in terms of reading and other activities and stick to them. You may find at first that you either underestimate or overestimate yourself, but you will find out what is realistic and then you do stick to it.
- It is a sign of being well organised that you know in advance what your task for a private study session is before hand. This will ensure that you will be well prepared. Get the right books out of the library. Plan in advance a time with your study partner if you have one. Get a few treats for breaks and rewards.
- Breaks and rewards are important. You should build in appropriately scheduled breaks which coincide with natural breaks in your study, at the end of a couple of chapters for example. You should also reward yourself so that there is a sense of immediate benefit to your hard work and discipline.
- Private study does not necessarily imply on your own. You can learn as much from each other talking through the issues and sharing ideas as you can from a lecture

What To Read

Your library is a good guide to the scope of information available on architecture. It is impossible here to be precise in terms of sources for your reading but it is possible to give you a few general pointers in terms of how to choose. Essentially you have a variety of likely sources, which include: reference books, general Text Books, specialist Text Books, journal Articles, Library Files, Masters and Dissertation Theses and, of course, the Internet.

Academic thinking builds on the work of other academics. At University level you will be expected to get to know the work of others – the knowledge in the field – and develop your own ideas from that foundation. The further you progress in the academic world, the more important it is that your own thinking is original. In the early years, it is at the least important that you are able to show your understanding of what you learn by expressing it in your own

words. You must get into the habit of distinguishing between your own thinking and the thinking of others in your own written assignments. WARNING: Do not plagiarise. If you do you can get into serious trouble. See the University Rules and Regulations.

General Text Books

At the beginning of any course you are going to face new topics and subjects which you may know very little about. The easiest way to get a grip quickly is to find a general textbook on the subject and read the appropriate chapter or section. A general text book will usually give you a simplistic overview of the topic and the themes concerned, so be aware of the limited scope and detail, such a text is only a beginning, but one advantage of starting with a general text is that it will place a new topic into a wider context, so that you can see how this topic fits into your chosen discipline. You can tell a general text by its title, which will have terms such as “an introduction to *****”, or will simply be called “*****”.

Specialist Texts

There are two kinds of specialist texts, both of which are primary sources of knowledge, that is, they are written by researchers and specialists in their fields. The first, and often most useful and easily accessible is the edited book containing a compilation of essays on a particular subject. Edited books are written by groups of academics and researchers and are nearly always thematic. A good up-to-date edited book will give you information on any topic from a variety of perspectives. If time is short, or your needs are broad rather than deep, then a good edited book will probably be enough. You can quickly tell if a book is suitable by skimming the chapter titles. The second type of general text is that usually written by a single author on their field of study. These books are where you get real depth and detail. Be aware however, that they are written by one person and that they will have their own agenda and ways of defining the discipline or topic. You should at least be familiar with the issues before going to this

kind of book, since you need to be aware of the perspective from which it is written.

Journal Articles

You should accept very early on that the most up-to-date information available will be found in journals. Their turn around is much quicker than the time it takes to write and publish a book. You will come across several types of journal article, including research papers, review articles, theoretical debates, book reviews etc. Probably the most useful to begin with will be the review article, which is likely to summarise the ‘state of play’ concerning your field or topic at a given point in time. It should also have a recent up-to-date reference section or bibliography, which will point you toward more specific reading. Research papers will usually be interesting but very specialised and methodologically involved. These are the best source of evidence to support your own arguments and interpretations in assignments. Do not get involved in theoretical debates which are ongoing in journals at this stage, unless you are specifically advised to. You will find that they often span several volumes and you really don’t have the time. Book review sections in journals are always worth looking at as they will allow you to make informed judgements regarding your reading and will also keep you aware of what is out there.

Library Files

Your lecturers in both studio and the lecture modules keep collections for your course in the period loan collection of the library so do make sure that you read them. Your lecturers are here to guide your reading and using the library files is often the most time-efficient means of doing so.

Masters and Dissertation Theses

Read up-to-date these literature reviews and bibliographies by all means but don’t get into the methods or research aspects unless your task requires you to do so at this stage.

How to Read

How you read is almost as important as what you read. Obviously the way you read should always be determined by what you are doing it for. For example there is no point reading everything there is on Art Nouveau if you only have one assignment on the topic. Not only that, if you have spent all your private study time on Art Nouveau, what about the other assignments you needed to have read around this Semester?

Your approach to reading itself should also be determined by need. If you only need to read one chapter from an edited book, only read that chapter. You might want to note the other chapters to place your topic into a wider context, but don't spend valuable time reading the whole book.

In practice you should 'flip through' a chapter, paper or book before you begin reading. Take mental note of titles and sub-headings. It will also give your reading a sense of direction, and will allow you to judge what to skim read and what to read in depth. Again these decisions must be dictated by the needs of your degree, you will quickly find that you don't have time to indulge yourself.

Letting What You Read Guide You Further

Every paper, chapter or book that you read will be full of names, dates and research findings. At the end of most papers there will be a reference section, and at the end of most books or chapter there will be a bibliography. Allow these references to guide your reading choices. You are the best person to judge what to read and where to let it take you next, but be careful not to go off at tangents which have little bearing on the assignment you have to write.

General Reading vs Critical Reading

If you are reading a general text it is likely that you will be seeking general information or laying the foundations of understanding. That being the case it is alright just to read and take summary notes. However, once you have gained a background to a subject, your reading

will become more specialised, within the focus of the assignment requirements, of course it is essential that you develop a critical approach to reading. Every author has their own agenda. You must take nothing as stated, continuously question everything from a variety of perspectives and you will gain a much greater understanding than if just passively digesting the words on the page.

Organizing your Notes for Revision

How you organise your notes is another issue which is very much a case of personal style. We have already considered note taking and how to use handouts but the actual filing of notes and handouts is another issue.

In a modular system it is possible that each course will consist of ten weeks or so of lectures and an assessment period. In such a system you will begin and complete several discreet knowledge areas every Semester. It would be an idea to keep a separate file for each module, you can simply empty it and re-use it for another module next Semester. That way four or five files will be your only expense.

In each file it is sensible to locate your notes by either topic or lecture order. Always date your lecture notes in case you miss a session and need to get the notes from someone else- the same goes for handouts. Let the knowledge dictate what system of filing you use, if each lecture is discreet keep a section for each, if several lectures follow one topic keep a thematic file – common sense is the key!

In addition to your lecture notes and handouts you will also compile notes from your private reading and maybe a few research papers. Be sure to keep them all together in your file. A sheet at the beginning of each section listing the contents is a good way of keeping track.

At the same time as filing your work try to create revision cards if the module is examined. This ensures that you read and digest your notes and handouts. You can add it to as you add notes etc. to your file. You may think this excessive but think about it. You have already made notes, highlighted the main points, names and quotes etc. All you have to do is copy what is highlighted onto a card and

your revision is prepared months in advance of the exam. It seems straightforward, it is, and it is worth the effort.

Use division cards for each section in your files and label them so that you can easily find what you are looking for.

Exam Technique

Read the guidance notes carefully. Don't attempt more (or less) questions than you are asked to. There are a set number of questions set and examiners can only give marks for those.

Read each question carefully. Lots of people leap for the first questions without properly considering whether they could answer subsequent questions better. Answer the question asked. It is tempting to disburden yourself of all you know about the topic, but you will probably miss the point if you do. The question will ask for some specific portion of your knowledge, or ask you to do something with it.

The best possible use of your time in answering any essay style question is to spend some time thinking about the question set and begin by writing out an essay plan, before you write out the essay in full. There are several reasons for this:

- In the worst case scenario if you run out of time your examiner can still give you marks for information given in the essay plan.
- Once you have written out an essay plan you can review the information before you write the essay in full. That way you can see what is not relevant to the question set. Don't waste your time or the examiners patience by writing it into your answer. You can also then see what you might usefully add to your plan.
- If you are panicking (which does sometimes happen) writing out an essay plan is likely to calm you down, because it helps to clarify what you do know of relevance to answering the questions set.
- No marks can be awarded for any information that you write down that does not contribute to answering the question set.

- Questions can usually be answered, in their barest form, from the principles and allied information given in the lectures and obtained from your own observations made in the course of assignments set. To gain more than the barest pass marks (and therefore to ensure that you have passed overall) you would need to demonstrate that you had followed up lecture attendance and careful note taking with supplementary reading.

Working Together

Last, but not least, is perhaps the most important message of this handout:

You are not in competition with each other. If you all get the highest grades so much the better as far as your lecturers are concerned. It is in no-one's interest to become isolated, selfish or secretive. If you have found interesting journal articles or references, share them.

It is a fact that you will learn more from each other and your private study than you will from the lecturers you encounter. Their job is merely to guide you in the right direction and assess your progress, nothing more.

Work together, work hard and be supportive. It doesn't matter who gets the highest grade. Set your own standards and goals and work together to reach your individual potential

Bibliography

The following items can be found in the Learning Skills Box in the library

Judith Bell, *Doing Your Research Project* (Milton Keynes; Open University Press, 1993).

Iain Borden and Katerian Ruedi, *The Dissertation, an architectural student's handbook*, (Oxford, Butterworth-Heinemann, 2000)

Shirley Fisher, *Stress in Academic Life* (Milton Keynes; Open University Press, 1994).

Caroline Hall, *Getting Down to Writing* (Dereham: Peter Francis, 1994). [This book could equally be called 'Getting Down to Designing.']

Andrew Northedge, *The Good Study Guide* (Milton Keynes; Open University Press, 1995).

Appendix 2: Scheme Regulations

Cardiff University

REGULATIONS FOR THE MODULAR SCHEME OF STUDY LEADING TO THE DEGREE OF BACHELOR OF SCIENCE IN ARCHITECTURAL STUDIES

1. GENERAL

These regulations shall conform with the General Regulations of the Cardiff University for Undergraduate Modular Programmes of Study.

These regulations cover the first part of a five year scheme of study in Architecture. The first degree, with which these regulations are concerned, can be combined with the Degree of Master in Architecture to provide a five year scheme of study comprising four years in residence and one year of supervised and integrated practical training.

2. ENTRY REQUIREMENTS

In addition to satisfying the University General Requirement for entry to an undergraduate scheme of study, candidates for admission shall be required:

- (1) to have obtained a GCSE/GCE O Level pass in English Language or Welsh Language at Grade B or above, or an equivalent qualification which is acceptable to the Selector;

AND

- (2) to have obtained a GCSE/GCE O Level pass in the following subjects at Grade B or above:

Maths

AND

- (3) to have obtained:

- (a) A General Certificate of Education with passes at Advanced Level in at least three subjects acceptable to the Selector.

OR

- (b) A General Certificate of Education with passes at Advanced Level and AS Level acceptable to the Selector.

OR

- (c) A BTEC National Certificate or National Diploma in an approved subject which has been passed at a sufficiently high standard;

OR

(d) A General National Vocational Qualification (GNVQ) at Level 3 which has been passed in appropriate subjects at a sufficiently high standard;

OR

(e) Other qualifications which may be considered equivalent to (a), (b), (c) or (d).

3. STRUCTURE OF THE SCHEME

3.1 Full-Time Scheme

THREE YEAR SCHEME

The Scheme shall extend for three years, and shall comprise six semesters.

4. TIME LIMIT

The time limit for completion of the scheme shall be 5 years.

5. SCHEME OF STUDY

The scheme of study shall comprise the modules detailed in the attached Module Timetable which forms part of these regulations.

6. ASSESSMENT

6.1 Examinations and Assessments shall be conducted in accordance with the Cardiff University regulations.

6.2 The method of assessment for each module shall be determined by the School Board upon the recommendation of the Board of Studies and shall be specified in the approved module proforma and schedule of assessment.

7. PROGRESSION

7.1 General

- 7.1.1 At the end of the Spring Semester, the Board of Examiners shall consider the performance of each candidate in each module pursued during the course of the session. The Board of Examiners shall consider the performance of candidates in each of the elements of assessment specified in the appropriate module description. For modules completed during the Autumn Semester, academic departments shall provide each student with a provisional indication of his/her performance in each module by issuing the mark awarded by the internal examiner(s).
- 7.1.2 In order to proceed from the Autumn Semester to the Spring Semester in each year of the programme, a candidate shall be required to have satisfied all of the requirements for entry to the modules to be pursued in the Spring Semester. In accordance with the Senate Regulations for Modular Undergraduate Programmes of Study, modules offered in the Autumn Semester may be precursors, but shall not be prerequisites, for modules offered in the Spring Semester immediately following.
- 7.1.3 In accordance with the Senate Regulations for Modular Undergraduate Programmes of Study, a candidate shall only be permitted to continue to pursue a programme of study providing that he/she is able to complete the programme, and do so within the approved time limit.

7.2 Full-Time Scheme

YEAR ONE

- 7.2.1 At the end of Year One, the Board of Examiners shall further consider the progress of each candidate in each module pursued during the Autumn and Spring Semesters in accordance with Senate Regulations and shall determine whether he/she:
- (i) has obtained a minimum of 120 credits at Level One and shall be permitted to proceed to the next academic stage of the scheme;
 - (ii) has not obtained sufficient credits to proceed to the next academic stage of the scheme but has obtained a minimum of 90 credits at Level One and shall be permitted to attempt one or more referred assessments prior to the commencement of the next academic session;
 - (iii) is not eligible to proceed to the next academic stage of the scheme.

7.2.2 Where a candidate is permitted to attempt one or more referred assessments prior to the commencement of the second academic year, the Examining Board shall meet again to consider the performance of each candidate in these referred assessments in accordance with Senate Regulations and shall determine whether he/she:

- (i) has obtained a minimum of 120 credits at Level One and shall be permitted to proceed to the next academic stage of the scheme;
- (ii) is not eligible to proceed to the next academic stage of the scheme

YEAR TWO

7.2.3 At the end of Year Two, the Board of Examiners shall further consider the progress of each candidate in each module pursued during the Autumn and Spring Semesters in accordance with Senate Regulations and shall determine whether he/she:

- (i) has obtained at least 240 credits, including the following:
 - a minimum of 120 credits at Level One; and
 - a minimum of 120 credits at Level Two;

and shall be permitted to proceed to the next academic stage of the scheme;

(ii) has not obtained sufficient credits to proceed to the next academic stage of the scheme but has obtained at least 210 credits including the following:

- a minimum of 120 credits at Level One; and
- a minimum of 90 credits at Level Two;

and shall be permitted to attempt one or more referred assessments prior to the commencement of the next academic session;

(iii) is not eligible to proceed to the next academic stage of the scheme.

7.2.4 Where a candidate is permitted to attempt one or more referred assessments prior to the commencement of the third academic year, the Examining Board shall meet again to consider the performance of each candidate in these referred assessments in accordance with Senate Regulations and shall determine whether he/she:

- (i) has obtained at least 240 credits, including the following:
 - a minimum of 120 credits at Level One; and
 - a minimum of 120 credits at Level Two;

and shall be permitted to proceed to the next academic stage of the scheme;

(ii) is not eligible to proceed to the next academic stage.

YEAR THREE

7.2.5 At the end of Year Three, the Board of Examiners shall consider the progress of each candidate in each module pursued during the Autumn and Spring Semesters in accordance with Senate Regulations and shall determine whether he/she qualifies for an award in accordance with Senate Regulations, reference: the Ordinary degree and Honours degree.

8. AWARD OF DEGREE

8.1 In order to qualify for the award of honours degree, a candidate shall be required to have satisfied the criteria detailed in Senate Regulations.

8.2 The classification of degree shall be determined by the Examining Board meeting at the end of the Spring Semester in the final year of the scheme.

8.3 The classification shall be determined in accordance with the procedures described in Senate Regulations and shall be based upon the performance of each candidate in the following specified modules with the weightings indicated below:

Module Title	Weighting in Final Degree Assessment	
<i>20 % of Final Degree Assessment</i>	<i>divided by credits for Level 2 modules:</i>	

Architectural Design 2	80 credits	(13.33%)
Architectural Technology 2	20 credits	(3.33%)
Cities and Landscapes	10 credits	(1.66%)
Western Architecture 1836-1939	10 credits	(1.66%)

<i>80 % of Final Degree Assessment</i>	<i>divided by credits for Level 3 modules:</i>	
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Architectural Design 3	80 credits	(53.33%)
Architectural Technology 3	20 credits	(13.33%)
Issues in Contemporary Architecture	10 credits	(6.66%)
Practice, Management & Economics	10 credits	(6.66%)

8.4 The final degree classification for each candidate shall be determined by the Examining Board by applying the candidates overall result, which is calculated in accordance with the procedures described above, to the University wide scale detailed in Senate Regulations.

8.5 A candidate who fails to qualify for the award of honours degree shall be dealt with in accordance with Senate Regulations.

