

TU/E

graduation: the final project

A step by step guide for students and teaching staff

AUDE Unit of the Department of Architecture, Building and Planning
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This is a step by step guide for the graduation course. As it represents something of a contract between the AUDE unit and the student, students and supervisors are strongly advised to read the document carefully. It contains:

1. a description of the whole process, from choosing a *Graduation Studio* up to and including the diploma award session
2. the relevant rules and regulations pertaining to the graduation process
3. useful advice that can be of help to students and staff

If you have any questions after reading this guide, you can contact

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Graduation

The graduation project represents the culmination of the *Master Courses in Architecture and Urban Design*, ending with the award of a *Master Degree*. Among the most important values embodied in a university Master's Title are intellectual self-sufficiency, technical and practical competence, professionalism, aesthetic, ethical and academic competence, as well as a strongly developed capacity for investigation and reasoning. The successful student is not just able to function in a professional environment but is able to do so in a socially and intellectually responsible and effective way.

Educational objectives

The objectives of the graduation course are:

- the acquisition and exploration of artisanal, professional and academic competence
- the ability to prepare a design and carry out relevant research. These two aspects of the graduation process are regarded as of equal value. The graduation process at university level is an exercise in both design *and* research.
- to have students demonstrate that they are able to prepare a design on the basis of research, and above all to demonstrate that they know *what* they have designed and investigated by subjecting their (design) decisions and the final product to the rigorous test of experience, the evaluation criteria specific to the Graduation Studio, the Dublin Descriptors (see appendix) and the research question as formulated by students themselves. This means that students have to show that they are able to apply resources *deliberately*; that they know how to formulate and work towards explicit objectives for the benefit of the situation for which the design is intended.

Learning objectives

At the end of the graduation phase students will be able to:

- Analyse the assignment, describe its overall purpose as a learning exercise. Describe the purpose of the building designed.
- Formulate a research question in which the design of the built environment is made subject to discussion.
- Carry out research according to the standards and current methods of scholarship, formulate hypotheses that can withstand critical review and validate the results of your research in the form of a design and a report.
- Describe and discuss the conditions and factors that might affect the design in terms of their relationship to each other.
- Design a complex program whereby a deliberate theoretical position is taken by the student in relation to use, construction, materialisation and desirability.
- Match means, (the instruments of architectural design and academic research) with ends, (the desired performance of the designed environment)
- Describe and discuss each element within the design as well as their structuring within the whole.
- Explore alternatives and reflect upon each (what makes them appropriate what makes them inappropriate?)
- Choose the best on the basis of reflection and argument, work it out in properly specified drawings and models at various scales, ranging from the urban scale to the detail, in such a way that the design could be built and its qualitative intentions realised.

- Make a professional presentation of your design and research project using a well-considered presentation strategy, in which the guiding principle is the satisfactory application and communication of intention and knowledge, the demonstration of acquired and relevant skills and the manifestation of a critical attitude as would be appropriate in a professional situation.
- Work independently on an assignment.
- Reflect upon the methods employed and the results achieved and upon the design decisions made.
- Open yourself to criticism and respond to such criticism effectively and appropriately.

These objectives, which have been checked against the relevant Dublin Descriptors and have been adapted to the specific aims of the unit, form the basis of the assessment criteria of each graduation project.

The Graduation Process

There are two possible tracks for the graduation project:

Track 1 (45 CREDITS): A project lasting 4 adjoining quartiles with a studyload of 31,5 hours a week.

Within the Graduate School students can start with their graduation project if they have achieved a minimum of 55 credits in their masters and no more than 20 credits remain open. This also applies to those wanting to start a four quartiles graduation project. However due to the schedule of the graduation studios and to make possible a successful and timely completion of the project, all the supervising committees strongly advise the following: start your graduation project with as 'little luggage' as possible. Do yourself a favour and avoid courses especially in the last phase (semester) of your graduation project. Make sure that, in accordance with the program and examination regulations 2018-2019 (OER), the graduation project is the last remaining course.

'Meeting the requirements of professional skills as well as having passed all study components belonging to the program of examinations (apart from the graduation project) is a formal requirement for admission to assessment of the graduation project.' OER ABP (2018-2019), consulted on: educationguide.tue.nl/gs/ABP -> regulations

Track 2 (60 CREDITS): A project lasting 4 adjoining quartiles (including a clearly defined **international component** of 15 credits). The program and formal demands of such studios will be set out in the Graduation Studio Proposal included in the Graduation Studio Brochure published in December).

Nb:

Not all tracks will be on offer for each quartile, nor will each chair necessarily offer a studio each quartile! Please consult the Graduation Studio Brochure.

The Graduation Studio

The graduation phase is organised in the form of Graduation Studios, each of which follows a specified track which will be explained in the brochure and further elaborated in the project description you will receive from the project tutors in the week before the studio commences. The Graduation Studio is a

(The code for Architecture is X and the code for Urban Design is W.)

| Planning | Program | People |
|--------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------|
| May or November | All proposals for next year's graduation studios are handed in by project tutors | All chairs of AUDE as well as the coordinators of the master projects |
| June or December | Brochure with general information and the graduation studio proposals is published on the TU/e Website, link available on Osiris. | All students wishing to start their graduation project during the coming academic year |
| July/August or December/January | Enrolment for the graduation phase on OASE, giving a first and second choice | Education and students affairs |
| August/September or January/February | Invitation for the first Studio meeting | Students & Tutors |
| T1+T2: Week 1 of 1 st Q | First Studio Meeting | Graduation Studios |
| T1+T2: Week 3 of 2 nd Q | Preliminary Colloquium or PC | Graduation Studios & Secretarial Office AUDE |
| T1+T2: Week 6 of 3 rd Q | Mid-Term Informal Assessment | Graduation Studios |
| T1+T2: Week 3 of 4 th Q | Green Light (retake two weeks later) | Graduation Studios & Secretarial Office AUDE |
| T1+T2: Week 10 of 4 th Q | Final Colloquium (FC) | Graduation Studios & Secretarial Office AUDE |

Supervisory Committee

Each student is supervised and assessed by a Supervisory Committee, consisting of at least three members. At least two members of the committee have to be authorised by the faculty to carry out examinations. The third member should not be a staff member of AUDE but come from without the unit.

Students need to propose a third member of the examination committee. The proposal of this third tutor needs to be discussed for approval with the main tutors of the studio. Alternatively: a third tutor is already included in the set up of the studio and has ideally been announced as students register for the studio.

The third tutor will attend preferably all, but at least three of the four formal moments and will furthermore see students individually for tutorial sessions on, at least, three occasions.

Proposing an external member (not from the Department of the Built Environment) of the Supervisory Committee is a legitimate option in case the external member brings in additional specific and vital expertise that can not be provided by staff members from our Department. External members will be paid based on the guest teacher regulation.

The chairperson of the Supervisory Committee must be a Full or Associate Professor whose field of competence encompasses the subject of the graduation project.

All members of the Supervisory Committee carry equal weight in the assessment. The Supervisory Committee must meet at least three times during the graduation project to assess the student's work. All members of the Supervisory committee must be present at the Final Colloquium.

The Preliminary Colloquium

(20 minute presentation + 10 minute discussion)

The Colloquium Presentation which lasts 20 minutes with a further 10 minutes reserved for discussion, gives students the opportunity to formulate their research question, specify the objectives of their design and research project, and to test these against an audience. The preliminary colloquium is not given a mark but a simple Go or No Go. If the Preliminary Colloquium, after a retake, has not been completed to the supervisors' satisfaction, the student is strongly advised to enrol in a new Graduation Project.

Students need to register for colloquia sessions, which are arranged by the AUDE unit. Because of the complexity of the process, all arrangements have to pass through or be checked with the secretarial office of the unit.

The members of the full Supervisory Committee have to be known before the Preliminary Colloquium. The Supervisory Committee is responsible for providing the secretarial office with a list of names of the complete Supervisory Committee together with the student's project title.

Students may be asked to undertake historical, theoretical, typological and morphological research to explore a theme within the overall framework of the Graduation Studio. Precedents and theoretical themes are explored by means of excursions and the study of relevant projects and literature. This work will complement the presentation of the final design in the Graduation Report.

Research

The qualitative criteria that must be met by designs, drawings, models and research within the Graduation Studio are defined by the learning objectives of the Graduation Studio. However, within the framework of the studio, students also need to formulate their own research question. This is simply the question they want to ask themselves regarding the research they want to undertake in order to underpin their design decisions with reasons and their assumptions with evidence. This research will typically be undertaken to acquaint the student with appropriate precedents, typological and morphological studies as well as research into theoretical positions. The research undertaken by the student, either collectively or individually will provide a complementary set of project specific criteria for the full assessment of the graduation project.

The formulation of a research question is central to the graduation project as it will lead to a series of theoretical hypotheses and design propositions which will define the students' approach and will help students underpin their design decisions with sound reasoning and argument. This is what distinguishes professional training from a university education, which has to be both analytical and critical. During the

early stages the research question can be formulated in a provisional and general way, this leaves the necessary room for improvement and unavoidable shifts of insight and approach to be incorporated into the final version as presented in the report.

For advice on setting up a research project and holding a Preliminary Colloquium Presentation see Appendix 2.

As of Sept 1, 2020, all students conducting research that involves human participants or personally identifiable data should complete the Ethical Review Form Education and upload it to Canvas. This form will be assessed by the studio chairman to ensure ethical standards are upheld. In cases of doubt, e.g., regarding the involvement of vulnerable individuals, use of personal data or deceit is deemed necessary for the study, the responsible staff member can choose to submit this form to the Ethical Review Board to have it evaluated. This process can take up to a few weeks. In general though, students should (try to) remain within the ERB minimal risk guidelines.

Mid-term Assessment

(20 minute presentation + 10 minute discussion)

Before the Mid-term Assessment, the Supervisory Committee members can inform the student, on the basis of the graduation plan and the actual progress booked by the student during the project, what their expectations and requirements are regarding this assessment. During the assessment, the student presents the results of the project to date, and shows his planning regarding the subsequent phase of the project leading up to Green Light. The road to the end result needs to be set out in the form of a planning scheme and the expectations regarding the end product need to be made concrete and explicit and given in the form of a proposal that can be discussed and properly demonstrated.

The mid term assesment is not given a mark. If the expectations regarding the end product are not properly demonstrated the Supervisory Committee can demand a retake.

Green Light: go/no go

(30 minutes: poster presentation and questions and answers session)

The purpose of the Green Light meeting is to establish whether the student will be able to finish the project on or before the deadline, meeting all requirements. In order to qualify for a green light presentation the project has to be virtually complete and ready to be shown. At the meeting any loose ends related to the expected end result can be discussed and finalised.

During the meeting the project specific requirements with regard to the Final Colloquium (drawings, scale models, report, etc) are established in consultation with the Supervisory Committee. After this the members of the committee decide, together with the student, whether the project can be completed within the maximum timeframe of four weeks (track 1) or six weeks (track 2). If the answer to this is positive, green light can be given. In formal terms this means that the student can count on a positive final assessment (i.e. that he or she has passed the graduation project) *as long as he or she subsequently fulfils the expectations set during the Green Light meeting*. In more concrete terms this means:

1. The design and the research are both completely finished, no further design decisions have to be taken (with the exception of small adjustments as a result of the discussion during the Green Light meeting).
2. The working out of the product in the form of drawings, models, report, is more than 80% complete.
3. The posters shown at the Green light meeting reflect the graphic style and lay-out the student intends to present at the Final Colloquium, so that these can be usefully criticised by the supervisors.

4. The report is at least 80% complete. Which means that:
 - a. the research question has now reached its final form
 - b. historical, typological, morphological and theoretical research has been done
 - c. hypotheses following from this have been formulated and underpinned with arguments
 - d. conclusions in which the relevance of the research for the design project is explained and underpinned with arguments
 - e. the framework of the report, in the form of a convincing structure, is ready
5. The student has a clear idea of what needs to be done in the period leading up to the final colloquium and is able to convince the supervisors that this can be achieved within the agreed time.
6. The student has a deliberate strategy in mind for the presentation. For example, he knows why he wants to make both a scale model and renders, and is aware of which images and perspectives he wants to show; in other words, he knows how he wants to convey his concept to the public in an effective and unambiguous way.

If, on the basis of the materials shown, there is insufficient confidence that the stated requirements can be met, a retake for the Green Light meeting is planned this needs to take place no more than two weeks after the first Green Light. No mark is given for a Green light, only a 'go or no go'. If after the retake a no go is given, the student can still decide to give his final colloquium presentation. In such cases the student has to take into account that it is most likely he won't be awarded a pass for the Graduation Project!

The Green light meetings are planned by the secretarial office of the AUDE Unit on floor 7.

It is up to students to plan their Green Light. Students are also required to submit a qualification request in order to receive their diploma. The request needs to be submitted at least 1 week before the exam meeting. Consult <https://studiegids.tue.nl/opleidingen/graduate-school/masters-programs/architecture-building-and-planning/graduation/tentamenroosters/> for all requirements and dates.

NB: The examination committee is not the same body as the supervisory committee!

Final Colloquium

(40 minute presentation, 15 minute discussion and 35 minute deliberation)

The graduation process culminates in a joint Final Colloquium week for the whole Graduation Studio.

The supervisors have to be in possession of a printed version of the Graduation Report at least 1 week before the Final Colloquium.

The Final Colloquium is, of course, a festive occasion, but it is first and foremost **a formal examination**. It must be possible to have a high-level discussion about the design presented. The student must direct his presentation to the Supervisory Committee and not to family and friends. The Final Colloquium shows:

- The theme and motivation behind the choice of studio
- The design assignment and research question
- A discussion of the research conducted and its conclusions (i.e. relevance for the design project)
- The approach taken in the design task
- A presentation and discussion of the final design
- Models, views, sections, plans and details
- A reflection and conclusion

The Assessment criteria by which a graduation studio product is to be judged:

The student has adequately shown that he/she can:

- General:
 - match means, (the instruments of architectural design and academic research) with ends, (the desired performance of the designed environment). This is shown in the way the students has been able to do research relevant to his design theme. The student is able to relate these two with arguments
- Research:
 - formulate a research question in which the design of the built environment is made subject to discussion. The research question is relevant and specific to his own research project.
 - carry out research according to the standards and current methods of scholarship, formulate hypotheses that can withstand critical review and validate the results of your research in the form of a design and a report.
- Design:
 - design a (complex) program whereby a deliberate theoretical position is taken by the student in relation to use, construction, materialisation and desirability. These assessment criteria are necessarily generic as each program and each function would require its own tailor made response. The following question might be asked of the design:
 - Urban functions:
 - Has the situation and location been properly analysed using the appropriate tools for situation analysis?
 - Is the design an appropriate response to its context and situation?
 - Has it been properly aligned to its surroundings?
 - Has the design been properly oriented regarding views, daylight considerations, access?
 - Has the design taken proper account of the surrounding and adjoining buildings?
 - Is the design cognisant of the landscape, the surrounding paths and streets?
 - Has the design taken proper account of the relationship between the inside and the outside?
 - Social Functions:

- Has the student made sure that all users are properly taken account of in the design? (client, authorities, you and your colleagues, the various kinds of occupant, people living in the neighbourhood, visitors, vermin...)
 - Have issues of sustainability and health been adequately dealt with?
 - Have issues of cost been adequately responded to? Does the student have a clear idea about the economic and social cost of his design?
 - Has the student tried to 'improve' the area through his design and if so, what criteria of success has he used and what arguments has he used to convince you?
 - Are the facades and is the materialisation of the building a proper response to the environment and if so what criteria and what arguments have been used?
 - Can the design be realised in a socially, economically, politically responsible way?
 - Does the design address issues of safety in an appropriate way?
 - Architectural functions:
 - Has the design process been lead by- and have the design decisions each been tested against a clear leading idea that has been made explicit?
 - Have technical issues been integrated with architectural issues such as issues of perceptual and formal coherence?
 - Have the rooms and spaces been arranged and sequenced in an appropriate way so that the routing is both efficient and spatially enjoyable?
 - Has the relationship between construction, materialization, use and architectural expression been subject to discussion and have the relevant design decisions been properly argued?
 - Have issues of building technology, construction and sustainability been properly integrated into the architectural functions of the design?
 - Programmatic functions:
 - Is the plan properly organised for the purposes for which it was designed?
 - Is the routing adequate to the purposes the design is meant to serve?
 - Does every space and every activity to be accommodated have adequate access to light, fresh air and climatic comfort?
- Presentation:
 - Produce a set of posters, drawings and models at various scales, ranging from the urban scale to the detail, showing that the design could be built and its qualitative intentions realised.
 - Make a professional presentation of your design and research project using a strategically thought through presentation strategy, in which the guiding principle is the satisfactory application and communication of knowledge, the demonstration of acquired and relevant skills and the manifestation of a critical attitude as would be appropriate in a professional situation.
- Process:
 - work independently on an assignment showing initiative, helpfulness and generosity of spirit
 - open themselves up to criticism and respond to such criticism effectively and appropriately.

Assesment Rubric or, What the marks mean:

1-4. Hopelessly inadequate. The student has been generally uninterested or hopelessly out of his depth regarding the criterion receiving this mark. He has failed to respond to repeated warnings, works in a careless and slovenly way and shows inappropriate responses to the demands of the graduation studio. Uses sources uncritically and without proper reference. This student should not have passed his green light and will need to redo the whole design studio. These marks may not be compensated by the other marks making up the final mark.

5. Inadequate. Same as above but less so. Alternatively the student may have worked hard but ineffectively is willing but genuinely unable to respond to the demands of the project and standards he is asked to satisfy. This student, after a retake of the green light was given the benefit of the doubt and allowed to proceed with his final colloquium. Doubts and criticisms were made explicit during the green light and the student was warned during the Green light that if he did not respond adequately to the criticisms given by the supervisors, he would not pass the final colloquium. This mark may be compensated by the other marks making up the final mark.

6. Just adequate. The demands of the studio regarding this criterion have been largely met. During the green light discussions it was decided by the supervisors that it would not help the student to redo the program, at the same time there are a few clear inadequacies in the way the student has tried to meet the demands of the studio. Taken as a whole a simple pass is justified.

7. Adequate and satisfactory. The student has met all the demands of the studio as well as those criteria he has set for himself. Here and there things could have been better, on the other hand some aspects are good. The project is not fully consistent in quality but perfectly adequate for a clear and confident pass.

8. Good and exemplary. The student has consistently responded well and critically to the demands of the project, has delivered a product that is consistent and shows coherence between the various elements. This is a very high mark and the supervisor might wish that all his students responded this well to the studio project.

9. This mark is reserved for the exceptional students (top 5 % of the studio) The response is not just exemplary but it is the product of a sophisticated analytical and critical process. The relationship between research and design are exemplary. The design shows a brilliant response to the demands of the project and the result may be held up as an example to all.

10. This mark must only be given for projects that are of such outstanding excellence that they are worthy for publishing and will change the debate about the built environment in some way.

Rounding off: The Assessment Meeting, deciding on the final mark

After the presentation and a round of questions, the Supervisory Committee withdraws for consultation. The final grade reflects the criteria given above which are based on the Learning Objectives of the course and which in turn have been measured against the Dublin Descriptors. The mark also reflects the performance of the student as measured against the specific objectives of the Graduation Studio, and the project-specific aims and ambitions of the student.

Marks are given for **Product (50%), Process (25%) and Presentation (25%)**. The mark for the Product, depending on the nature of the Graduation Studio may be further subdivided into a mark for **Research** and **Design**. Each graduation studio will make the weighing of these factors explicit in their studio proposal. However, the mark given for research must never weigh less than 20%.

Product stands for the quality of the design as a proposal for a building or urban ensemble, the quality of the reasoning underpinning the design decisions and the quality of the accompanying research in terms of its use of evidence and its use of arguments.

Process stands for the way the student behaves as a aspiring professional: coping with the demands of the studio over the year, opening him/herself up to, and dealing constructively with, criticism; dealing with difficulties that interfere with the smooth running of the design process, taking initiative where necessary and useful and being generally proactive..

Presentation stands for the care with which models, books and drawings are made (lay-out, graphic quality, sophistication), the use of language in the research and during the verbal presentation during the final colloquium.

As soon as the Supervisory Committee has reached its decision and there is agreement on the result, the student is invited to join the discussion, and is informed of the result and the points that came up during the discussion.

Then:

1. The Chairperson of the Supervisory Committee fills in the assessment form and
2. Signs a copy of the Graduation Report for the Examination Committee
3. The student provides an article summarising the project in accordance with the guidelines of the Examination Committee
4. Two weeks before the diploma award session, students submit a digital image of their graduation project. **This image will be displayed during the diploma award session, and is intended to inform the audience of the graduation subject.**

The assessment form, together with the general rubric used by students of the whole faculty (see appendix 5) both of which need to be properly filled in by the chairperson of the supervising committee, the authorised Graduation Report as well as the the summary article (this may be a part of the Graduation report) must be submitted to the Education Office on floor 2 at least one week before the exam meeting, so that the result can be weighed against the other study results.

For more details, see <https://studiegids.tue.nl/opleidingen/graduate-school/masters-programs/architecture-building-and-planning/graduation/tentamenroosters/>

NB: The Supervisory Committee passes its assessment of the final result to the Educational Office by means of a form. It does not function as an Examination Committee. The **Examination Committee** is a formal committee instituted by the Faculty that meets once a month (for the exact dates see the academic diary for the relevant academic year) to check that the academic results achieved by students wishing to receive their diploma are satisfactory and complete.

Diploma award session

The diploma is presented to the student at a diploma award session accompanied by a brief speech usually given by the Chairperson of the Supervisory Committee. During the presentation, an image of the graduation project is displayed to the audience.

The student can graduate with distinction (cum laude) on the basis of the average results achieved during the whole degree course, including the grade awarded for the graduation project. If and when a student achieves cum laude, this is announced during the ceremony.

Study Delays and Extensions for Hand-in Deadlines

In principle the student is required to comply with the planning as given above. In exceptional circumstances a student may be given an extension for a deadline regarding the preliminary, interim and final colloquia as well as the Green light. **However students wanting to make use of this possibility will need to submit a letter to the Study Advisor of the Faculty of the Built Environment, from a doctor, psychologist or other relevant professional setting out and explaining the reason for the delay. This procedure is mandatory for all students and must not be deviated from. A meeting between the student, the Study Advisor and the Supervisory Committee will together determine a new date/planning for finalising the project.**

Appendix 1: Graduation Report Requirements

Graduation reports have to be written in the English language.

Contrary to popular myth, a design never ever speaks *for itself*. At best, a design says something about the ability of the viewer to interpret it. In the Graduation Report students present their research and their design. The report describes how they arrived at their design, and describes how their design *works* and how they were able to underpin their design decisions with evidence and reasoning and were able to test their design decisions against the research question and against their leading idea or concept. Students need to be able to make a convincing case for believing that the building or ensemble they designed will deliver the desired performance and qualities with respect to its use and with respect to the quality of the built environment.

See also the guidelines for the graduation report (thesis) in TU/e Examination Regulations 2018-2019 of the Department of the Built Environment: educationguide.tue.nl/gs/ABP -> *regulations*

The Graduation Report consists of the following elements:

1. **A title (and subtitle).** The (sub)title indicates the subject of the report. The report is made accessible to others who are interested, via keywords derived from the title.
2. **Name and initials of the student and student ID card number.**
3. **Date of graduation.**
4. **Names of the members of the Supervisory Committee.**
5. **Article.** The article outlines the main points of the report. It should be possible to read the article independently of the report.
6. **List of Contents.** The Contents reflect the structure of the report, organised in Chapters and sections. Appendices, illustrations / figures / drawings, etc. should be also listed in the Contents list.
Introduction. The introduction indicates:
 - a. The theme of the Graduation Project and its objective.
 - b. A statement of the research question
 - c. The practical/social and/or theoretical/scientific relevance of the graduation project,
 - d. A short explanation of the structure of the Graduation Report.
7. **Historical precedents, Typological and Morphological research, Location analysis, formulating a Theoretical Position.** A description of the working method employed.
 - a. **Research Theme:** What is the theme you have researched and how does this theme fit into the theme of the Graduation Project Studio? Elaborate on your research question. How was it arrived at, which have you chose to specify it in this way?
 - b. **Method:** Describe and discuss the method(s) you have used for your research: A survey of current literature, Empirical Research, Case Studies... How have you selected what you have concentrated on? What approach have you used in analysing and critiquing what you have studied?
 - c. **State of the Art:** Elaborate and discuss the literature and the reference projects you consulted with reference to the theme of your research subject. On the basis of this what hypotheses can you make and what arguments have you to underpin those hypotheses?
 - d. **Concepts:** Which concepts play a central role in your research, are you able to define them and put them in context?
 - e. **Conclusion:** What conclusions have you drawn from your research that is relevant to your design project? What arguments do you have to underpin these conclusions and make them withstand critical assault?

8. **Results, the design explained.** The results achieved are presented in a well-organised fashion, and supported by evidence and argument.
 - a. **Location: choice, analysis and state of the art** (If your choice of location is not part of the main research theme, you will have to do secondary research into this aspect of your design.)
 - b. **Program: choice and analysis, state of the art** (If your choice of program is not part of the main research theme, you will have to do secondary research into this aspect of your design.)
 - c. **Discussion of the design:** Situation, border between public and private, access, placement, organisation of activities, orientation, routing, spatial sequences, volume and mass, materialisation and detail, visual structure and construction, climate and comfort, light and dark, elevations, sections, plans, details, perspectives and views, model, etc.
9. **Discussion and conclusions.** A reflection on the design process and its relation to your theoretical position. How do the two relate to each other? Depending on the objectives of the graduation project, the most important conclusions arising from the project should be stated, recommendations for possible follow-up projects should be made, and the project must be critically evaluated (have the objectives been achieved, what could have been done better? How has the design project answered the research question?).
10. **Literature and documentation.** The report must contain an overview of the literature and references used. Books, websites, and articles must be acknowledged in accordance with internationally recognised bibliographic standards. A good example of such a standard is the APA Format for Citations.
11. **Summary (English) on a separate A4.** Failing to submit a summary can cause serious delays to your study.

Appendix 2: The Presentation

Good presentations come in many guises. Make it clear to the listeners what you are going to do (**how, what, and why**). Be concise, because you do not have much time. Concentrate on what is important and relevant for your project. Support important decisions with compelling reasons and underpin assumptions with proper evidence. The objective of a presentation is specifically to position and sell your subject, to provoke reactions, and to take full advantage of the opportunity by presenting your project well. You decide for yourself how to organise and present your material. However, they all have beginning, middles and ends; it tends to be a good idea to know how the parts relate to each other and to the whole.

The presentation should address the **what, how** and **why**.

- The context or problem area: **what is the problem, what are you going to research or investigate?**
- The subject or theme: **what do you intend to do?**
- Social or scientific relevance: **why are you going to do it?**

- Plan of approach methodology and timetable: **how are you going to do it?** What do you want to do and what do you not want to do, what are your examples, references, and precedents? How have you selected them and for what reasons?
- Address specific points requiring attention and discuss the preconditions of the project.
- Describe the project by allowing words and images to interact effectively. Support your decisions with reasons and your assumptions with evidence.

Appendix 3: Useful behaviour

- Plan for the period of your graduation phase in relation to the research path and the end products to be produced.
- Familiarise yourself with the various aspects of the graduation process by attending presentations and Colloquia of other by students in other Graduation Studios further along in the process.
- Be proactive, take initiative, don't be passive regarding your supervisors, try to anticipate where they are taking the project.
- Remember that it is *your* project, you are required to listen to what your supervisors say, but you must yourself make up your mind what to do with that information.
- Working in groups is not easy it requires diplomacy and tact, an open mind and a *can do* attitude. However it also requires the ability to take effective collective decisions without dilly dallying. That is not easy, especially when a member of the group is not pulling his or her weight in the process. The reason for this can be manifold. Try and solve such issues within the group first but do not wait too long before discussing it with your studio tutors. It is important that assessments can be fair and reflect the effort and talent an individual student put into the work.
- Be clear in what you want to achieve and if necessary what you do not want to do. Give reasons to underpin your decisions.
- Try to find out in what capacity you would like to be employed after your graduation and why (architectural office, consultancy, supply industry, government, research institute)? Try to make sure your graduation project reflects least some of your ambitions.
- What is the goal of you project: how are you going to contribute to society?
- Try to be clear as to what your final product is going to be and what it is going to be about, i.e. what it is going to investigate and how this relates to your design.
- What is the problem that you want to investigate and solve?
- Know your research question and your assumptions and test your design decisions against them explicitly. A research question is a question that addresses the subject you want to investigate. It has two levels: general and specific. An example: "This project undertakes research into the question of whether architecture can contribute to the improvement of education." That is a very general question. To make this general question more specific, you could expand on the operative elements of this question. "This project undertakes research into the question of how architectural tools such as the "Raumplan" and the theories of Colquhoun & Smith could be applied in the design of a community school as described by Jan Nauleer." This formulation is very specific and gives a good indication of what can be expected in the report.
- Make a list of definitions of the terms used in your research
- Keep careful records of references and sources.
- Make good use of the library and consult books, journals, and other relevant sources such as the internet.
- Prepare a survey of relevant literature, and make a choice of items for further study. Do not try to read everything. If you are not able to decide, ask your supervisors for advice. Make sure to properly document your sources immediately.
- Take a look at previous Graduation Reports to get a picture of what is possible and what is expected.
- **Most important: Have fun. Your graduation should be the most exhilarating time of your study and should be a period you look back on with a good feeling.**

Appendix 4 : Dublin Descriptors

http://ecahe.eu/w/index.php/Dublin_Descriptors

Appendix 5 : Assessment Form Graduation Project ABP