

MANUAL:

Sites of Learning

Building Site Learning in Architectural Education



UNIVERSITY OF
WESTMINSTER

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Site Diary Student Work:

Students: Umi Sakai-Stoute, [Daile Cerneckyte. Final Site Diary Submission.](#)

On site: York Minster 23/24

Architect: Tonkin Liu

Contractor: Simpsons

Preface

Until relatively recently in the history of the architect, a building's location, the site of its construction, the architecture design studio and the classroom for the next generation of architects were all coincident in time and place, and carried out by the same people.

Since the development of the architect as a modern professional, beginning in the 15th century Renaissance period, these activities have divided and separation has continued to fissure what was once a single space and place of origin.

Alarminglly, In the training of architects for today and tomorrow, building site visits of any kind are rare, and certainly not mandatory.

This Manual explores the role of the construction site as an essential component within architectural education.

There is a critical, but not necessarily surprising, lack of research into this area. Where research and practice do exist, it is written from the point of view of the architectural educator. Very few student voices are recorded and there is next to nothing from the side of the professionals that host, and ultimately employ and work with young architects.

The purpose of this Manual is fourfold:

- Carry out much needed academic research into this critical area
- Provide a guide to universities and university staff who are restructuring their courses and developing teaching modules
- Record and celebrate the work of students on the Site Diary module.¹
- Provide a 'How to do it Guide' for incoming staff for the Site Diary module.

The Manual is part of a larger body of research as presented at:

- CREATECH '23 International Conference and Exhibition, University of Westminster.
- 'Nurturing Future Talent in the Built Environment 2023' programme at University of Westminster
- Production Studies International Conference 2024 at Newcastle University.

Key Research Questions:

- What defines, and is unique to, the (Building) Construction Site as an in-situ classroom for learning and experience?
- How can the experience of, engagement with, and reflection on (Building) Construction Sites once again become a vital part in the education of architecture students?
- How can this experience help bring modern (Building) Designers and Constructors closer, improving professional understanding and process?

¹Site Diary Module, University of Westminster, London, School of Architecture, BArch (Undergraduate) Architecture course, Year 2, All Semester 1 and beginning of Semester 2

- What wider, experiential and cultural roles do Construction Sites play in the theatre of the modern city, and how does this form part of the wider learning and experience of architecture students?

Scott Batty, Summer 2025.



On site at 19-35 Baker Street, London, 2024.

Architect: Hopkins Architects. Contractor: Laing O'Rourke.

Photo: Urna Sodnomjamts

Acknowledgements

With thanks to Will McLean and Pete Silver.

In tribute to all the students who have passed through the Site Diary module- your determination and resourcefulness have been humbling.

To the hundreds of architects and contractors who have hosted the students and given their time, entirely for free: The experiences and lessons learned from you by the students are invaluable and they carry these forward, wherever they go... Thank you.

Health and Safety

It is essential to mention this first, but it is of paramount importance throughout.

- Students must not visit building sites without a guide working on behalf of the site manager accompanying them throughout the visit.
- Students should not be alone on a site visit (at least in a pair with another student).
- Personal Protection Equipment (PPE) must be worn as a minimum: Hard hat, High-vis vest and steel toed boots must be available to students. To be provided by the site, the university, or by the student themselves.
- A Health and Safety briefing must be given to students before entering any site by the site manager, at the point of entry to the site.
- Insurance arrangements should be clear and understood- who insures the students - in the case of accidents- during their site visit?

For the Site Diary module (University of Westminster):

1. Students were given a Health and Safety Briefing as a lecture before going out on site.
2. Students had to be in a pair in order to look for, and visit sites.
3. Each student had to carry out an elementary, but site specific, risk assessment as part of the initial Proforma/Test/Draft piece of coursework (see Appendix.2) before visiting the site.
4. PPE was made available by the University for students to sign out, use, and return.
5. A general risk assessment for visiting building sites of all types, was carried out each year by the module leader, attaching a full list of students, and submitted through the University system for risk assessments.
6. Each year the University lead for Insurance was consulted and liaised with regarding any site visits by students. In this case it was agreed that the University covered Insurance for the students as long as Building Sites were in the UK and items 1. to 5. as listed above, were followed.²

² It is worth noting that over a period of 13 years, the Site Diary module recorded a single accident by a student on a site in 24/25. This involved a student walking backwards onto the end of a horizontal scaffolding pole. The scaffolding pole did not have a protective end cap, it was at head height and cut the student at the base of their head, below the level of their hard hat. Fortunately the cut was minor and was dealt with on site, by the site First Aider, and did not require hospital treatment or follow on insurance issues. The student reported the accident to the Module Leader and a full recovery was made.



Site Diary Student Work:

Student: Alisha Khan. [Final Site Diary Submission Front Cover 24/25](#)

On Site: 55-58 Pall Mall, London

Architect: ORMS. Contractor: RED Construction

Introduction

At the time of writing (Summer 2025) architectural education in the UK is under the spotlight for review.

The Architects Registration Board (ARB), as the professional regulator for architects, is already leading a process of change in relation to the competencies required of architects and the accreditation arrangements for providers of architecture education (*Commission on Professional Practical Experience*, n.d.)

As part of this process of change and analysis of the current situation, ARB commissioned a report on Professional Practical Experience (PPE) for architects which was submitted in March 2025. (*Commission on Professional Practical Experience*, n.d.)

Against this backdrop, this Manual sets out ideas and examples on the importance of the use of live building projects, on real world building sites, within architectural education.

This should form part of the restructuring of architectural education in higher education institutions.

The Manual covers:

- The current, unsatisfactory (ARB report) state of architectural practice as a context for this type of learning
- An historical context, considering how we have arrived at the current situation
- The learning theory of how live construction sites can form part of pedagogy
- A case study of a learning module at undergraduate level and its evaluation in the light of the above. Utilising the work of students and their feedback, also the voices of professionals in architectural practice and the wider construction industry.
- Reference to the work of other persons writing about these issues and ideas is threaded through as support, example and counterpoint.
- Finally, the wider cultural importance of live building sites in the modern world is explored. I will argue, with the help of others, that perhaps they hold significance beyond their function (to make buildings) and also beyond their pedagogical value in the modern built environment.

Definitions:

At the outset, it is important to define what is meant by a Building Site.

My definition:

The in-situ location where a building is being constructed and therefore where the building will reside and be used.

A 'Building Site' is a very particular and distinct entity.

Contractually, legally, experientially and spatially (although this changes).

Building Site Learning- What it is:

Building work is taking place.

Site experience where construction is taking place- witness change over time.

Problems are being solved, live, where they arise.

The key quality is that building sites are *temporal*.

"Another fundamental difference between building and other ways of making things lies in their sites of production. In the building process, the place of production is thus also the very object that is being produced." (Bray et al., 2021, #)

Building Site Learning- What it isn't:

Where Prebrication is taking place away from the site.

Not site visits (for site analysis)

Not building visits (completed building)

Not Hands-on- students using tools- this is learning of a different kind and not covered here.

A Note on History;

The historical context as set out in Manual, is as used with students, setting the context for the PS2 Site Diary Module. It focuses on a simple comparison between a medieval master mason and a contemporary architect with regard to site of operations, scope of practice, training, tools and education.

This rather blunt comparison is used for effect, to illustrate striking differences.

In the UK, examples of the work of medieval master masons survive (principally medieval cathedrals) and are known, can be visited and studied in the flesh by students.

In a potted history of the changing practice of the architect, perhaps the great building achievements of the medieval age mark the zenith of a period before the profession started to shift and evolve into a form that is more recognisable as the genus of the modern, contemporary architect. Much is omitted.

Summary:

The history, ideas and lessons gathered here are enjoyable, topical and timely.

This should form very useful information for architectural educators during this period of transition and restructuring.

ARB's report shows that Architectural Practice is increasingly unable to properly support students in their vocational learning. So, in the short term, site 'experience' could satisfy the new ARB PPE requirements.

As the construction industry changes, an increasing number of architecture students will find employment working directly for the contractor as part of a Design and Build offering. This needs to be acknowledged in architecture schools, and learning and experience as described here can open students up to this kind of relationship, students can meet contractors and start to consider their futures.

But, beyond these very practical, pedagogical requirements, there is a wider, more cultural and fundamental need for students to enjoy building sites.

Academic Nick Temple, talks about the unique role of building sites in the modern city. The modern city where nothing is made, no making is seen, where everything is a facade or a shop window...

Therefore, for architecture students, building site experience is VITAL.

VITAL, as in essential.

But also VITAL: Full of energy. Alive. Real.

Architecture students need to be immersed in the place of origin of the profession, this is not only educational, not only mind blowing and enjoyable as pure experience, their future may lay there...

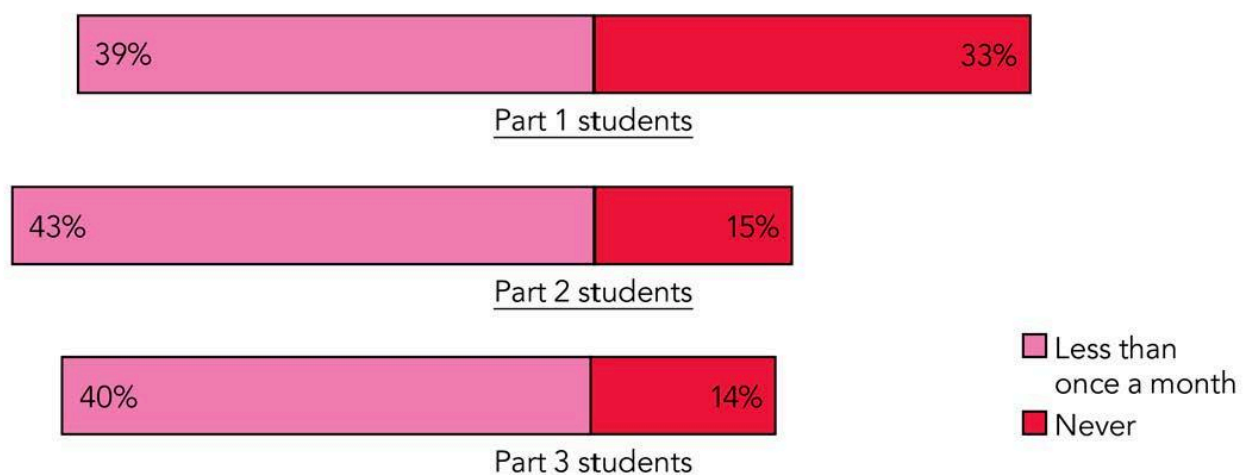
1. Modern Context- *Separated*

In the UK the Royal Institute of British Architects (RIBA) is the professional membership body for the architecture profession and the promotion of architecture. Up until this point (Summer 2025) and through recent history (dating back to the 1950s) architectural education in the UK has consisted of a 3 year undergraduate architecture course (RIBA part 1), a 2 year post graduate architecture course (RIBA part 2) and at least 2 years of work-based experience in an architectural practice (RIBA part 3), a year of which is intended to take place between RIBA parts 1 and 2, with at least 1 year taking place after RIBA part 2. Part 3 is normally assessed with coursework, records of time in practice and sometimes examinations- all of which are intended to take place alongside full time work in practice. This adds up to a minimum of 7 years training before qualification and entitlement to use the title 'architect' as a person Registered with the Architect's Registration Board (Arb). RIBA validates the courses leading to Parts 1 ,2 and 3 through higher education Institutions. Arb recognises those qualifications and is the professional regulator. E.g. Complaints about architects go to Arb.

In 2019 The Architect's Journal carried out its own survey of students (Waite & Jessel, 2019, #) Amongst many alarming revelations was the report on students visiting, or being part of building site work, actually setting foot on a building site.

Context

How often have you been on site?



REF: Architect's Journal, Students in practice- Survey Graph_2019

Ben Flatman picks this up in his article in Building Design (Flatman, 2025, #) commenting upon the need for change in architectural education:

“It still strikes me as remarkable that I was able to progress all the way through to Part 3 without ever once setting foot on a live construction site. There seemed to be an almost deliberate separation between the pure realm of architectural design and the supposedly grubby, compromised world of actually making buildings.”
Getting meaningful (site) experience on a project that was actually under construction became the single biggest challenge in progressing to registration.”

This will come as a great shock to non-architects. But sadly not to those of us who have moved through the various RIBA stages and courses to qualify as an architect. During my own Part 1 course at Leeds Polytechnic in 1991 by year 3 we raised the point that we had also never visited and experienced a building site through the course. The response was a single token site visit for our year group to a city centre building site of a newbuild office building featuring an external brick cavity wall skin over a steel frame and a turret on its corner. Learning was limited to sobering thoughts about pastiche design and grim commercial realities.

Herein lies the point. Site visits/ site experience have to be part of a *learning system*.

Julian Williams, Course leader for the foundation course in Architecture at University of Westminster:

“I don’t think this is necessarily because construction sites are inherently interesting places. My own anecdotal experience seems to bear this out. I’ve been taking the Foundation students to a construction site (last year and this). They have to write up their module (on making and technologies) and only about 10% mention the site visit. Difficult to know why but clearly they don’t find it particularly memorable or interesting.”

At the other end of architectural education:

“The greatest barrier to architectural education, particularly as it relates to the Part 3 examination, is the difficulty in gaining adequate site experience”, according to Stephen Brookhouse, course leader, professional practice in architecture, University of Westminster. (Brookhouse, 2009, #) and others in the field. This experience is crucial for transitioning from theory to practice and developing a well-rounded professional. The limited availability of opportunities for practical learning on-site can hinder career progression and impact the quality of the built environment.

So, we see that there is an absence of site visits and the use of building sites in architectural education generally.

Being in architectural practice as part of the RIBA part 3 is not the same as having site experience.

When the experience of building sites does take place in education, at any of the 3 RIBA stages, its value is often varied and questionable.

This type of learning is not understood.

NOTE:

The ARB will no longer accredit undergraduate (Part 1) programmes from 31 December 2027 – but undergraduate degrees in architecture will certainly continue to be offered by universities and many will still require this for entry to the Master’s-level qualification. However, it does mean that for the ARB, an undergraduate degree in architecture is not an essential requirement for registration. The ARB will now be concerned with the knowledge, skills and behaviours that a student can demonstrate at the end of a Master’s-level qualification, and a further practice qualification in architecture.

Alastair Blyth, Assistant Head of School, University of Westminster.

31 Foster Road Site Diary

07

Brickwork forming the top of the new space for the bespoke glass and glass door.

New polished concrete floor set into the void left by excavation.

Laminated wood framing the space where the skylight will be put in place.

Wood beams now fasten into the wall with new beams joining perpendicular to the originals to provide more roof strength.

Brickwork
Roof

07

Site Diary Student Work: Excerpt from Time Lapse Construction Sequence, showing the student trying to work out sequencing and method of construction for a small residential extension.

Student: Oscar Chainey [Link to Final Site Diary Submission](#)

On site: 31 Foster Road, London W4 4NY. 22/23

Architect: Natalie Sully. Contractor: Joseph Piorkowski

2. Historical Context- *Together, Unseparated.*

Providing a 'potted history' serves as an interesting platform from which to launch a building site based module for architecture students, as well as, perhaps, pointing the way for a modern profession that has lost its way.

Architects only recently left the construction site to work on drawing boards remote from building activity.

Historically, and for the largest part of the history of the architect, the architect was entirely building site based³. Architects made few drawings-as we know them today- drawing was certainly not the architect's *raison d'être* as it is today.

When the materials for making drawings did not exist, or were rare and costly, scribing into the ground at full scale was a way of working out the detailed geometries of an arch and its visors.

Parchment in the Middle Ages was very expensive, reused over and over. On a construction site this was not possible.

The tracing floor that can still be seen at York Minster is a logical development from drawing simply in the dirt. A reusable surface, protected in its own room. Scratching the surface showed white, which faded over time, so the tracing floor could be reused, like a modern whiteboard.

However, we are imposing the practice and mind set of today's architects onto those of the past. It is not reasonable to say the historic architects would have produced drawings if they had the (material) means. They had all the tools, practices and means to produce the great cathedrals we still marvel and wonder at today.

Quite how they did this still remains shrouded in mystery.

"The architect worked on-site so that drawings of design, full scale details, layouts on site and the marking of stones for carving were all closely interconnected activities" Wu 2002

The method of construction *itself* displaced the production of drawings we would expect today.

A modern stonemason reflects on this:

"I've worked this year on the restoration of a high medieval bishop's palace, spending a lot of time very close to the original mason's work. There are a number of things that strike one when staring at - and touching - these massive constructions for hours, days, weeks on end. The big one for me is that every single opening (whether Romanesque or Gothic arch) would have first been built 'in negative' in wood, and then the stone fitted and mortared around it. It is just possible, maybe, that the 'detail drawing' might in fact have been the wood structure itself, and then improvised thereupon in detail carvings."

³ But to say the construction industry was limited to the locality of the construction site is misleading. Journey men travelled, often internationally, taking their skills and the mysteries of their craft with them, from building site to building site.

The beginning of modern architectural practice in the 15th century was propelled by the invention of paper and the tools for marking it (pencils, pens etc.). Formal methods for drawing such as orthographic projection, scale and perspective created formal drawing suites of plans, sections and elevations, and pushed this onwards to the point at which we find ourselves today.

“the perceived gap between architectural representation and construction, between the office and the building site, the conventions of notation and the seemingly infinite blur of the late modern city.” (Emmons, 2011, #)

Architecture students need to be given experience of the origin, and place of origin, of the profession. or as close as we can get to it today. Not as a guided tour, following a tutor, but by immersing themselves within the live work on a building site.

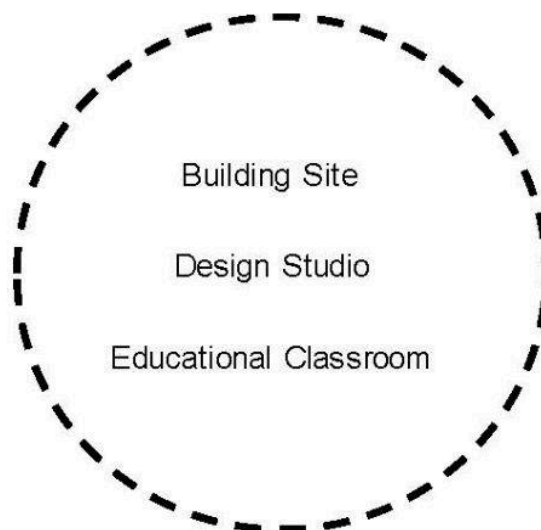
THEN:	NOW:
Education=Building=Drawing	Education Classroom v Drawing Office Studio v Building Site
A Time,, A Place, Personal, Direct	Timeless, Abstract, Impersonal
In-Situ, co-incident	Separated
The Building Itself becoming an act of drawing/ process, team	Solitary, Individual, Remote, Mobility
Sketching Floor 1:1	Scale, Paper, Abstraction, Representation, Facsimile
Constructive	Deductive
Master Mason	Architect
Artisan	Professional
Rule of thumb, handed down	
Rods, Chains, Compass and Rule	

The table (above) and Two illustrations (below) simplify and compare the changing practice of architects.

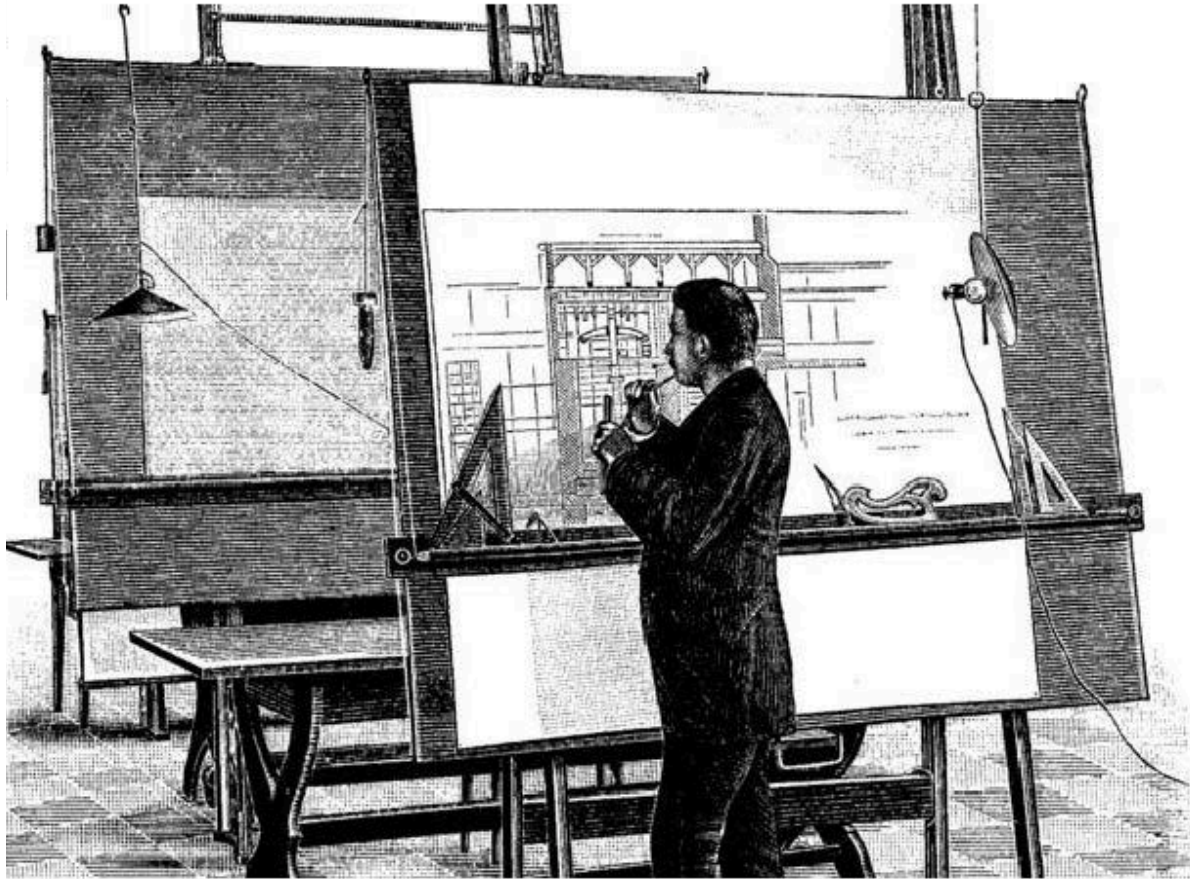
THEN:



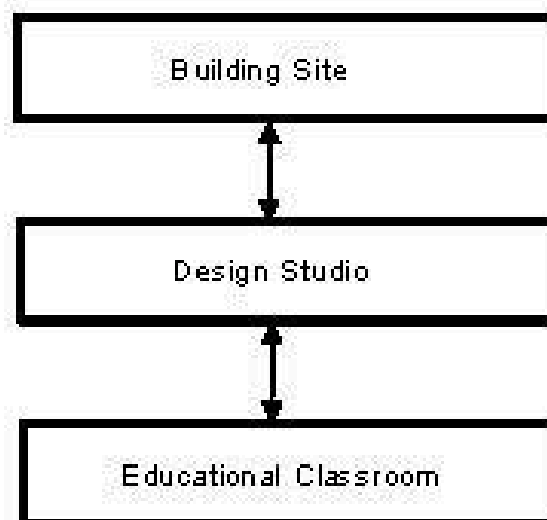
Image Ref: Henry Cowan, The Master Builders



NOW:



This wood engraving was published on May 25, 1893, in [Teknisk Ujsblad](#), Norway's leading engineering journal.



3. Site Diary Module- *Case Study*

The Site Diary module is located as follows:

- University of Westminster
- School of Architecture
- BArch (Undergraduate) architecture course
- Year 2
- All Semester 1 and beginning of Semester 2

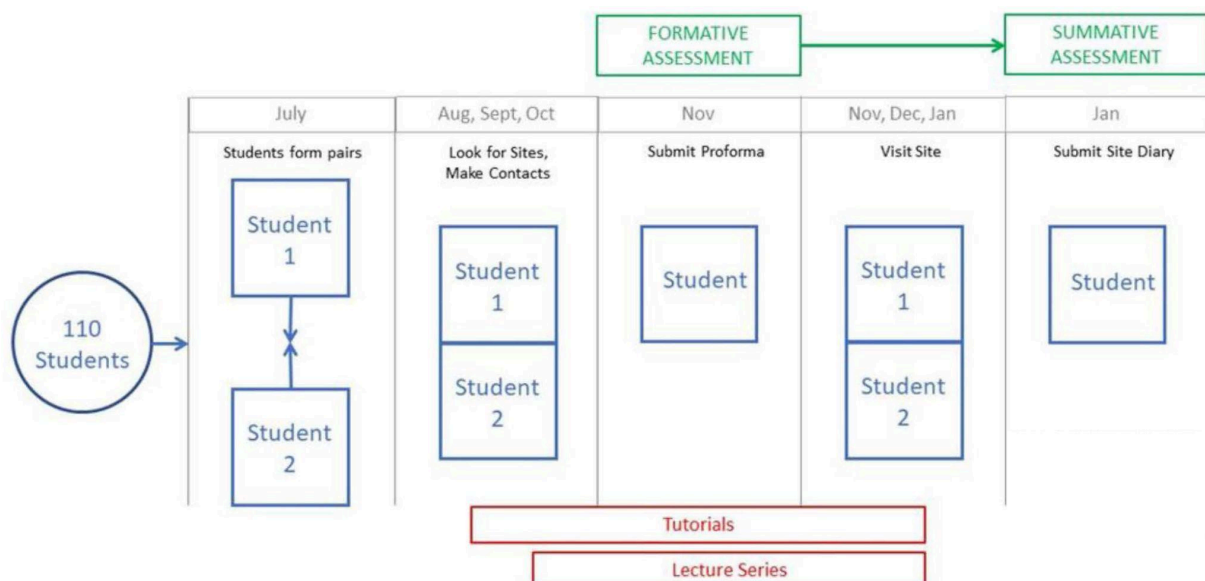
Module history Summary:

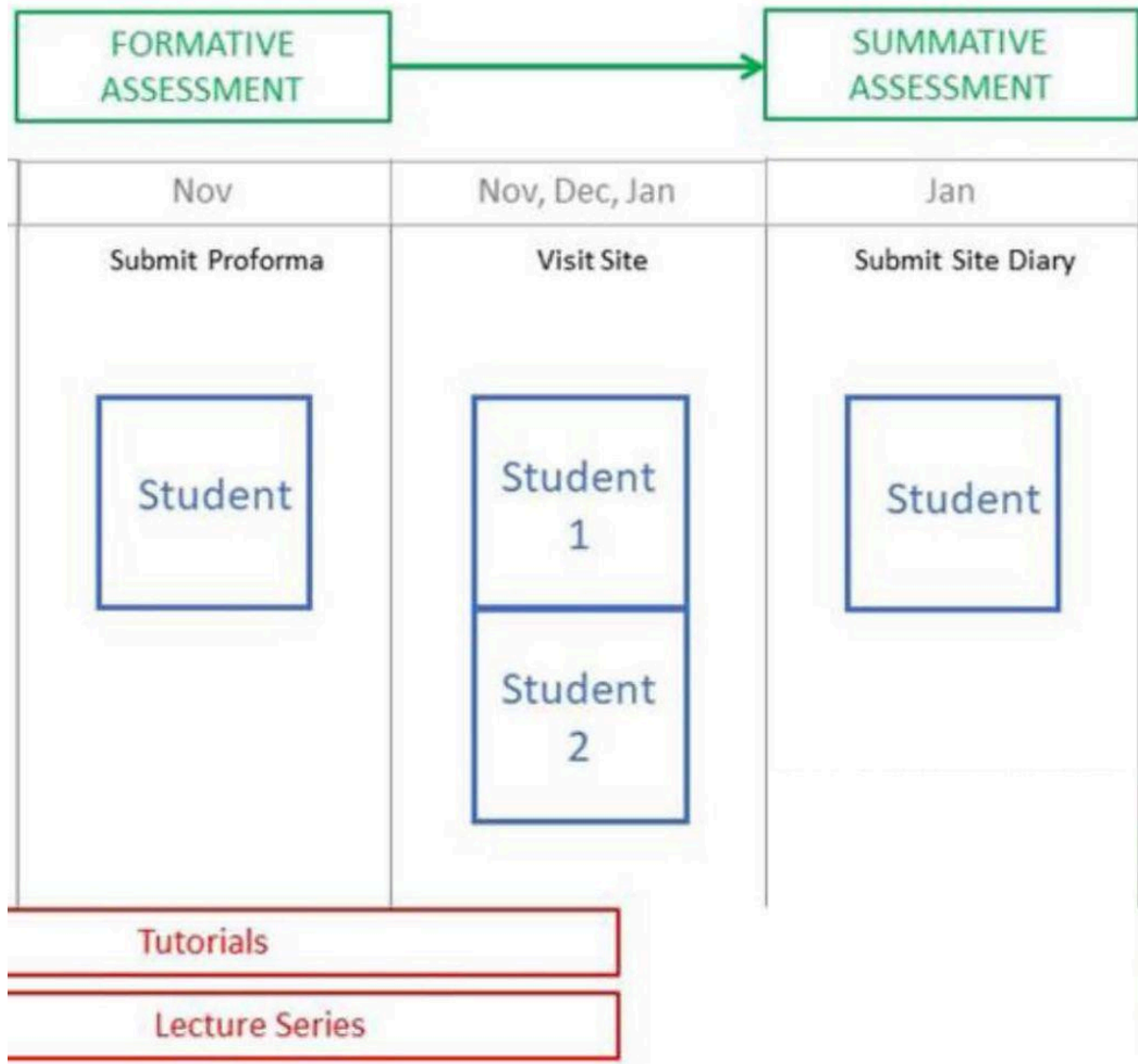
- Established in 2010 by Pete Silver and Will McLean.
- Taken on by Scott Batty in 2012
- The current model, with statistics recorded, began in 2016/2017.

Module content Summary:

- Students form pairs
- Students send out their own enquiries to find a building site to host them
- Students to visit site approx. 5 times over 4 month period
- Supporting Lecture series
- Test/Draft submission (10% of mark)- FORMATIVE ASSESSMENT
- Tutorials on Campus with module leader
- Final Site Diary submission online (90% of mark) , physical submission optional- SUMMATIVE ASSESSMENT

Site Diary Module Structure Diagram:





Site Diary Module Structure Diagram

Example Timetable:

A complete module Timeline is provided in Appendix 1, as part of the complete Site Diary module brief.

Key milestones, including links to sample lectures are below:

Week	Item	Link to Sample Lecture Material via Padlet
Week 0	Year 2 General Year Introduction 13.30 M416	https://padlet.com/scott589/sites-of-learning-research-t5gxmwwd1bn9bjhw/

MANUAL:

Sites of Learning

Building Site Learning in Architectural Education

		wish/LNV1Q70vzbwoZmq3
Week 1	09.30 Site Visits Site Diary Work Sign Up Tutorials M503	
	14.00 PS2 Lecture 1 Cayley Ian Seabrook, Laing O'Rourke <i>Health and Safety Briefing</i>	https://padlet.com/scott589/sites-of-learning-research-t5gxmwwd1bn9bjhw/wish/E851Q0v0zLLAWVAb
Week 2	09.30 Site Visits Site Diary Work Sign Up Tutorials M503	
	14.00 PS2 Lecture 2 Cayley Making Sense of Site	https://padlet.com/scott589/sites-of-learning-research-t5gxmwwd1bn9bjhw/wish/yEPVZkn4Vdo6Qb0Y
Week 3	09.30 Site Visits Site Diary Work Sign Up Tutorials M503	
	14.00 PS2 Lecture 3 Cayley Alice Odeke Contractual Basics	https://padlet.com/scott589/sites-of-learning-research-t5gxmwwd1bn9bjhw/wish/E1P8aX7K4dywWwA9
Week 4	09.30 Site Visits Site Diary Work Sign Up Tutorials M503	
	14.00 PS2 Lecture 4 Cayley <i>Draw to Build: Time Lapse Construction Sequence</i>	https://padlet.com/scott589/sites-of-learning-research-t5gxmwwd1bn9bjhw/wish/yEPVZkn4VOzDQb0Y
Week 5	09.30 Site Visits Site Diary Work Sign Up Tutorials M503	
	14.00 PS2 Lecture 5 Cayley <i>The Design Team</i>	https://padlet.com/scott589/sites-of-learning-research-t5gxmwwd1bn9bjhw/wish/zV61Q6X5zvLAWO98
Week 6	09.30 Site Visits Site Diary Work Sign Up Tutorials M503	
	14.00 Sign Up Tutorials (Crits w/c 4th Nov.) NO LECTURE	
Week 7	14.00 Sign Up Tutorials (Crits w/c 4th Nov.) NO LECTURE	

Week 8	1pm Deadline for finding PS2 Sites Formative Assessment Submission Deadline on Blackboard. 1st marking SB. 2nd Marking AO	
	14.00 PS2 Lecture 6 Cayley Scott Batty <i>Statutory Obligations</i>	https://padlet.com/scott589/sites-of-learning-research-t5gxmwwd1bn9bjhw/wish/kxodWGbmrnjDZgP7
Week 9	09.30 Site Visits Site Diary Work Sign Up Tutorials M503	
	14.00 PS2 Lecture 7 Cayley Scott Batty <i>Fire Safety Design Principles</i>	https://padlet.com/scott589/sites-of-learning-research-t5gxmwwd1bn9bjhw/wish/yEPVZkn4Vw6bQb0Y
Week 10	09.30 Site Visits Site Diary Work Sign Up Tutorials M503	
	09.30 Site Visits Site Diary Work Sign Up Tutorials M503	
Week 11	14.00 PS2 Lecture 8 Cayley Scott Batty <i>Building the Building</i>	https://padlet.com/scott589/sites-of-learning-research-t5gxmwwd1bn9bjhw/wish/MxrmZYxNOADNQGOq
Week 12	14.00 PS2 Lecture 9 Cayley Scott Batty <i>Sustainability Design Principles</i> <i>Final Briefing</i>	https://padlet.com/scott589/sites-of-learning-research-t5gxmwwd1bn9bjhw/wish/E1P8aX7K4KMeWwA9
	Deadline for Optional Draft/ Online Feedback via Black Board submission Closes at 5pm. 1st marking SB. 2nd Marking AO	
Week 16	1pm SITE DIARY FINAL SUBMISSION on Blackboard. NO Tutorials. 1st marking SB. 2nd Marking AO	

Module Statistics:

The table below summarises student and site numbers for the years 16/17 to 24/25.

The complete set of data is in Appendix 5.

This is extracted from Data entered each year directly into the Site Diary Google Map by students to record their project.

There may be slight variations on the way names and addresses are spelled and referred to.

Note: Statistics have not been recorded for years prior to 16/17, although the module was running then.

Year	Academic Year	Sites Visited	No. Students	Overseas Site
9	24/25	45	94	0
8	23/24	48	111	1
7	22/23	55	109	1
6	21/22	52	110	2
5	20/21	58	123	8
4	19/20	46	94	0
3	18/19	47	105	0
2	17/18	46	108	0
1	16/17	33	63	0
	TOTALS	430	917	12

Analysing the complete set of site data (Appendix 5) and [Site Diary Google Map](#):

- UK (England) based Sites: 905
- International Sites (shaded blue): 12
- Refer to the Section on Health and Safety (after Preface) for reasoning behind predominance of UK based sites.
- Some students who were working in practice, or had worked in practice, requested to carry out their Site diary on a project they had visited during the course of their work. This may have been outside of the UK.

- Some International projects, by UK Architects, were being run from the UK- in this case students followed the project, were in contact with the UK based practice, perhaps took part in online meetings, but did not actually enter the site for insurance reasons.
- During the Covid Pandemic the Site Diary module still ran, although predominantly through online communication. Many building sites in the UK were closed. In this case, if in accordance with UK lock Down rules: Students could look at the site from the outside/ from the street, gather information from the architect, but did not actually enter the site or meet with persons face to face.
- During the Covid Pandemic some international students were locked-down in their own countries- in his case the module brief had to adapt: Students could monitor a project in their own country, look at the site from the outside/ from the street, gathered information from the architect, but did not actually enter the site for insurance reasons.

Commentary on the Site Diary Module

- For the last 9 years, roughly 100+ students exiting year 1 of their undergraduate course have paired up, knocked on doors and found their own placement on a live building site
- The students have visited the site a number of times over a 5 month period
- Then returned to the university and through tutorials with staff and their own learning analysed, unpicked and stripped back the scenes they have witnessed
- For most, this is their very first experience of a construction site: The dust, the noise, the swearing and the chaos
- For the final submission students compile a Site Diary, in a format of their choice, addressing a set of fundamental questions about the project team, the site set-up and the roles and relationships involved. For most this is ALL new.
- They must also draw or model a Time Lapse Construction Sequence of a part of the building they have followed. What happens first? Who happens first? How long does it take?
- There is a deliberate emphasis on simplification and unpicking the layers- this is at odds with most of what students do which seems to be about creating maximum complexity threaded with a narrative
- The module is deliberately 'student powered'- the students organise themselves, seek out the relationships- which is of course a learning experience in itself, then 'own' the relationship.
- I am convinced that if I or the University 'gave' the students a site, the results would not be as positive. They relish owning the relationship.
- It is a relationship- it is important to remember that for every pair of students there is a professional- architect or contractor- that has agreed to host them. Builders like talking about what they do!

General Notes for Architect's/Contractors- *used by students as they look for sites*

RE: PS2 Site Diary Module 5ARCH011W

24_25

Dear Sir/ Madam,

This letter is to confirm that the students that have contacted you are enrolled and Registered at the University of Westminster on the BArch Architecture course. One of their year 2 modules involves monitoring of a live construction project.

Thank you for offering to host our students for the Site Diary project. It is a great opportunity for them to learn how buildings are made and to meet the key people that build them. There are a few notes below that may be useful when dealing with our students:

1. This module may be the first time that the architecture students have been on a proper building site. Many of them are still coming to grips with what an architect does.
2. It is safe to say they are keen to learn, and learn quickly, but probably know very little about how a building is procured and built.
3. The Site Diary project is intentionally student led, they should be behaving like young professionals, getting themselves organised, dealing with external professionals directly and asking for the information they need. Your role should hopefully just be 'reactive'.
4. It is possible to produce a successful Site Diary with between **2-5 site visits within the period Beginning October' 24 to 15th January '25**- the key ingredient is finding someone working in the project that will spend some time with them and answer all their questions.
5. The students are insured through the University for site visits and will have a certificate of insurance they can show you. They need to visit site in pairs at all times for this insurance to be valid.
6. Please carryout your normal CDM/ Health and Safety briefing procedures as you would do for any visitors to your site. There is a limited amount of PPE gear available to students from the university- please let the students know if you need them to bring their own PPE.
7. Students will all have attended a Site Health and Safety briefing through the University (Delivered by Laing O'Rourke), they will also have carried out their own risk assessment.
8. If you can please explain to them the architect's role on the project- even if the students can not actually meet the architect in person.
9. With limits on inter-person contact the students could take part in remote meetings via Zoom, Microsoft Teams etc if you are happy for them to do this- it would be great for them to sit in on a meeting- even if this is remotely.

Finally, thanks again for your time, expertise and support to our students. Students and their co professionals normally get a lot from the site diary process and we hope this applies in your case. If you would like to see examples of past site diaries or have any further queries please let me know.

Scott Batty

Senior Lecturer, School of Architecture and Cities s.batty@westminster.ac.uk
07808 988834

Students Finding Sites- excerpts from Proforma/Test/Draft Submission

3.0. FINDING THE SITE

So far within this module, I found that obtaining a site was the most difficult step in this process. After receiving the brief over the summer, my partner and I proceeded to contact a number of different architecture practices and construction firms within London. We were met with no response from most people we contacted or promises of being connected with the right people and then being faced with no contact afterwards. Although this was disheartening and stressful, we realised that the people we are contacting likely have a lot of deadlines to meet and therefore helping students would not be a large priority for them. Initially, we were just contacting practices whose work we were fond of however soon realised they may not have had any active projects in construction.

CREATING A NEW PLAN

After being faced with no success between the months of July and August, Constructionmap.info became my main resource to find a site. This was really useful as it shows all the registered 'considerate constructors' within the country. It also allowed me to filter the results of the sites available which allowed me to narrow down my search to be more specific. Search filters used were the site ratings, considerate constructors award winners and location by postcode. In terms of location, I looked for sites close to Central London to try and find a site within a neutral location for both me and my partner as we will be travelling from different areas. I also looked for construction sites that I had seen within my own local area.

This is because I could be certain that the sites were still active and that we would be able to see enough construction work during the allotted time.

During the summer break, I also made sure to take photos of signs on the outside of building sites in my local area (SW19) and around the area I work in (SW3, SW6). This allowed me to form a log of building sites that I could go on to contact for the site diary module.

CHANGING COMMUNICATION

I found that when initially contacting practices and firms via email, the only email addresses available to the public are their general information addresses e.g. "info@buildingcompany123.co.uk". As a result, I found that my emails were getting lost in inboxes or not being forwarded to the correct people. Hence, I began to call the offices of sites I was interested in and followed the script below:

This was far more successful and allowed me to get direct emails for specific people working on the projects I was interested in following. In the case of the CASTLE CLUB site, I was given the phone number of the project manager which put me in direct and immediate communication with someone on site. Robin O'toole, the project manager for the CATSEL CLUB working for Knowles construction, was very eager to allow my partner and I on site. Within the phone call, I ensured him of our insurance for the university and the education we had received on site safety and PPE. After our initial conversation of 17/10/22, I called Robin on 19/10/22 to confirm our site and confirm dates for our site visits. Although this method of contacting may have been unconventional, it was a lot more direct and meant that in one morning of calling construction firms I was able to secure a site.

Due to having very little luck when finding a site, during our first visit, I asked Robin his reasoning for accepting our request so eagerly and his response was "Everyone needs a favour in this business sometimes. Why not give help to others and give them a little insight too."

When trying to find a site, I found I received more responses from construction firms as opposed to architecture practices. However, the downside of this is that I won't receive the architects' point of view in response to how the works are going within the project but there are many benefits of working directly with the contractor as I can get more in-depth information and an understanding of actual construction processes and technical issues.



Site Diary Student Work: Excerpt from Proforma/Test/Draft illustrating some of the process of finding a host site.

Student: Sarah Hosseinian [Link to Proforma/Test/Draft](#)

On site: 20 BROOMHOUSE LANE, FULHAM, SW6 3DP 22/23. Architect: Darling Associates. Contractor: Knowles.

4. Origin of the Site Diary Module- *Pete Silver*

“Diary of a Building Site was the title of a course offered to second year undergraduate students at the Architectural Association when I was a student there in the 1980s. It was one of a number of practical, technical courses you could choose that also included a workshop project and a materials study.

As someone who came from a building background, I chose to build something rather than watch other people doing it., nevertheless when it came to re-setting Technical Studies at the Westminster School of Architecture –a task with which my colleague Will McLean and I had been charged at the beginning of this century – including a Site Diary course in the Undergraduate programme was a ‘no-brainer’.

There are two, key areas from which students can learn by visiting building sites and attending site meetings, etc.: one is an understanding of the architect’s role in the construction process, and the other is to observe the outcome of the way that the architect has thought about design. We have always suggested that, having identified a site or project, students approach the architect (as opposed to the contractor) to ask if they would connect the students to the site. In this way, students would get the background to the project and be provided with the clients brief, planning and Building Regs information, architect’s drawings, specifications and other relevant material – a mini- Part III if you like. The drawings become particularly important when students observe how detailed drawings manifest as built.

The reason for placing it in the second year of a student’s architectural education was that the sheer, overwhelming content of the introduction to what constitutes architecture to a ‘fresher’ student was considered sufficient without introducing the real world practicalities of the building site. Unlike some university courses, architecture is a new subject to many students. Of course, they all have (or should have) some idea of what they think architecture is, but that is usually expanded, exploded, re-constituted, re-evaluated during their first year of study: a busy time...

For a student of architecture, the value of visiting a building site is multi-fold, but there are caveats. In the first instance, there is the logistical problem of finding a site and finding a project that is at an appropriate stage of progression. Students are encouraged to work in pairs or small groups and to arrange to visit site on a weekly basis, however visits will, for reasons of the academic timetable, only take place over a period of a couple of months at best, so it is important to catch a project when there is activity taking place. We have often said that it is fine to observe groundworks – to watch a building spring from its foundations – but not perhaps to only observe an interior fit-out.

Above all, it is hoped that the Site Diary begins to allow students to appreciate the collaborative nature of their chosen profession; of the need for the architect to co-ordinate a variety of specialist interests (to speak numerous ‘languages’), of the need for co-operation, programming and critical path, indeed for the camaraderie that produces a successful building project. And perhaps on an even more fundamental level, the Diary of a Building Site can help to resolve that first year conundrum of how to define what architecture actually is. My own first year tutor at the AA was the American, Dale Benedict, and one of the first things he asked his new students to do was to give a brief presentation on a favourite London

building. Naive in architecture but somewhat savvy in traditional building methods, I selected a post-modern edifice in Soho Square, principally for the outstanding quality of its brick and stone cladding. Dale responded that there were well-crafted, badly-designed buildings (my selection); there were poorly-crafted, well-designed buildings; and there was architecture – good design, well-crafted.”

Pete Silver, July, 2022, Senior Lecturer, University of Westminster.

5. Learning System of the Site Diary Module

The Site Diary module, and its success, can be analysed and explained with regard to *Learning Theory*.

In particular the theory of *Experiential Learning*:

“Research indicates that when students interact with the learning environment they are more likely to benefit from the experience.” (Mills et al., 2006, #)

“Experiential learning is seen as a process; constantly modified by the experience. It is a process of exploration, adaptation, inquiry and testing out - a process of discovery. It uses real-life activities and creative and innovative approaches. Working with both hemispheres of the brain is articulated as a foundation approach to learning .

Past research has shown that effective learning occurs when the student is given the opportunity to reflect on their experiences.... it is not enough to simply experience or observe. Instead, students should be asked to reflect on their own experiences in a session after the observation. ..They are encouraged to reflect on what they have observed and if possible to explain its significance.” (Mills et al., 2006, #)

With regard to the Site Diary module and learning of this type:

- Students become the active agents. They form pairs, reach out to find sites, organise their site visits, ‘own’ the relationships with professionals.
- Students ‘create’ their setting for learning, triangulated between the building site, University on-campus lectures and university on-campus tutorials with module staff.
- A cycle is set up through numerous site visits: Students visit site, observe and listen, return to the University campus, discuss and reflect on what they have witnessed with each other and Site Diary module teaching staff, before returning to site
- The Building Site gives the added dimension of changing on its own: Work has moved on as the students return
- In this way site visits are an example of experiential learning- they form part of a learning system, coupled with self reflection and thought away from the building site, before returning to it again, in an iterative cycle.
- There has to be feedback. Successful students demonstrate the cycle of feedback. What is witnessed and observed on site, discussion and reflection between themselves, then analysis through drawing, sketching and representation, leading to developed witnessing and observation. Of course the whole cycle is rolling forward because work is taking place on site, it is not the same process on site each time they visit.

Site diary 2024

SITE DIARY

From: Helene Oppegaard <h.oppegaard@western.ac.uk>
Date: Monday, October 7, 2024
Subject: Site visit project
To: "Prest Vale Architects" <prestvalearchitect@gmail.com> <heriot-uk@heriot-uk.co.uk>
Dear Sir/ Madam,

We are two second-year architecture students at the University of Westminster, Unives to our course is the Site Diary module. This module aims for students to gain insights into how a building site operates and the role of an architect when a building project is on site.

We have noticed and admired your project on site at Lancaster gate and believe this would make an ideal Site Diary study project. We notice that your site is registered with the Conscientious Constructors Scheme, and we both have hearing us could count towards the social sustainability part of this scheme. If not this site, any other site project you have going on would be helpful, as we have studied other Heriot projects too.

We wondered if it would be possible for us to visit the site a few times between October 24th and December 30th to see the works in progress. Alternatively, would it be possible for us to look at the site from the outside ourselves and ask you some questions about it?

We are fully insured through the University of Westminster for site visits and would be professional in our behaviour and respectful at any time you, and your colleagues could provide.

This is a great opportunity for us to learn about the operation of a building site and the profession we have chosen. We would be very grateful if you could come back to us regarding this, to say whether you are able to help us, or not.

SITE INTRODUCTION

Left image: our email we sent to Heriot UK. After sending around 50 emails, one finally responded. Andra and Heriot UK, welcomed us with opened arms and we planned a site visit quick! It was almost too good to be true.

Right image: We were explained the rules of site, and asked to sign a form confirming our understanding of the rules. Then we were handed PEE.

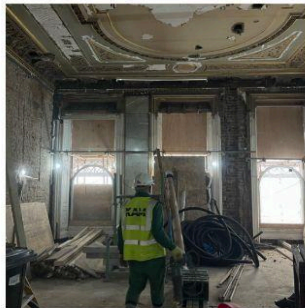
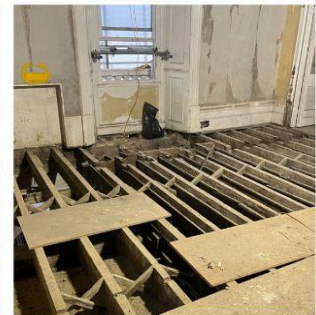
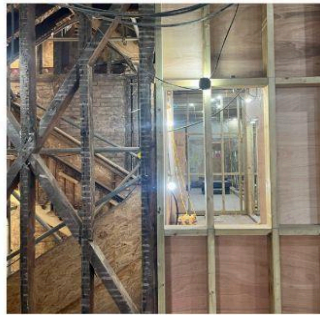


EARLY STAGE

During the first site visit, the project was demolishing walls and doing early build ups or fixes of certian walls/floor. The project was running 2 months behind schedule, still at stage 1/2.

Our first impression was overwhelming. The condition was horrible, and it was very chaotic. We nodded and smiled, but understood about 10% of what was going on.

They sent us on a tour with Elliot, a young fresh optimistic constuction worker.



CURRENT CONDITION

Tommy (main contractor) comes running down the stairs, angry about an issue: how to restore the ANNOYING lath and plaster walls/ceilings?

He explained the whole method in detail - how it takes weeks (if not years)! to complete a traditional lath and plaster wall. Andra and Tommy nodded in agreement, and complained how heritage rules gets in the way of the much better, more efficient and absolutley genius modern methods. Its a beautiful building, but in this condition, whats the point?

OTHER DETAILS

Other details I found interesting on site:

This rail joint system. Made me fall in love with details about joints! (and lath/plaster walls/ceilings)



23
OCTOBER

Site Diary Student Work: Giving an honest commentary and recording site stories, trying to cut through the complexity.

Student: Helene Oppegaard [Link to Final Site Diary Submission](#)

On site: 10-11, Lancaster Gate, W23LH, London

Architect: Prest Vale Architect

Contractor: Heriot UK

6. Site Diary Student Feedback

In June 2022 an anonymous survey was sent out via private email addresses to:

- Students completing Site Diary module in 21/22-between years 2 and 3 of their BArch studies
- Students who completed Site Diary module in 20/21-who had just completed their BArch studies.
- Students who completed Site Diary module in 19/21-who were just completing a year out- a year on from finishing their BArch studies.

The survey was structured on the Survey Monkey platform.

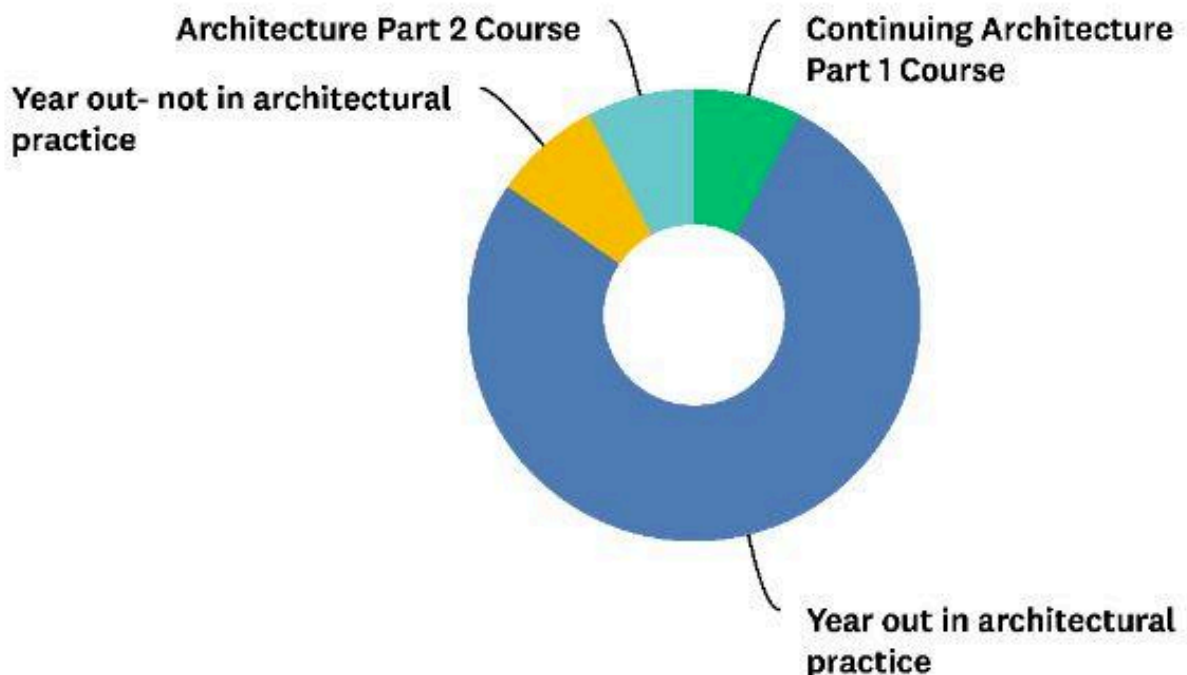
It was anonymous.

30 people responded.

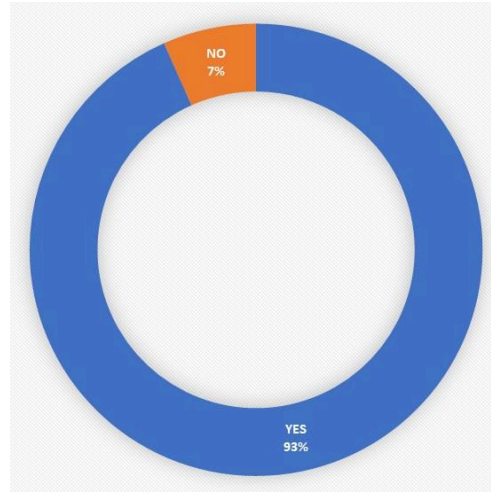
Excerpts from survey are given below:

Question 1: At what stage are you in your education/ life?

Choose a single answer.

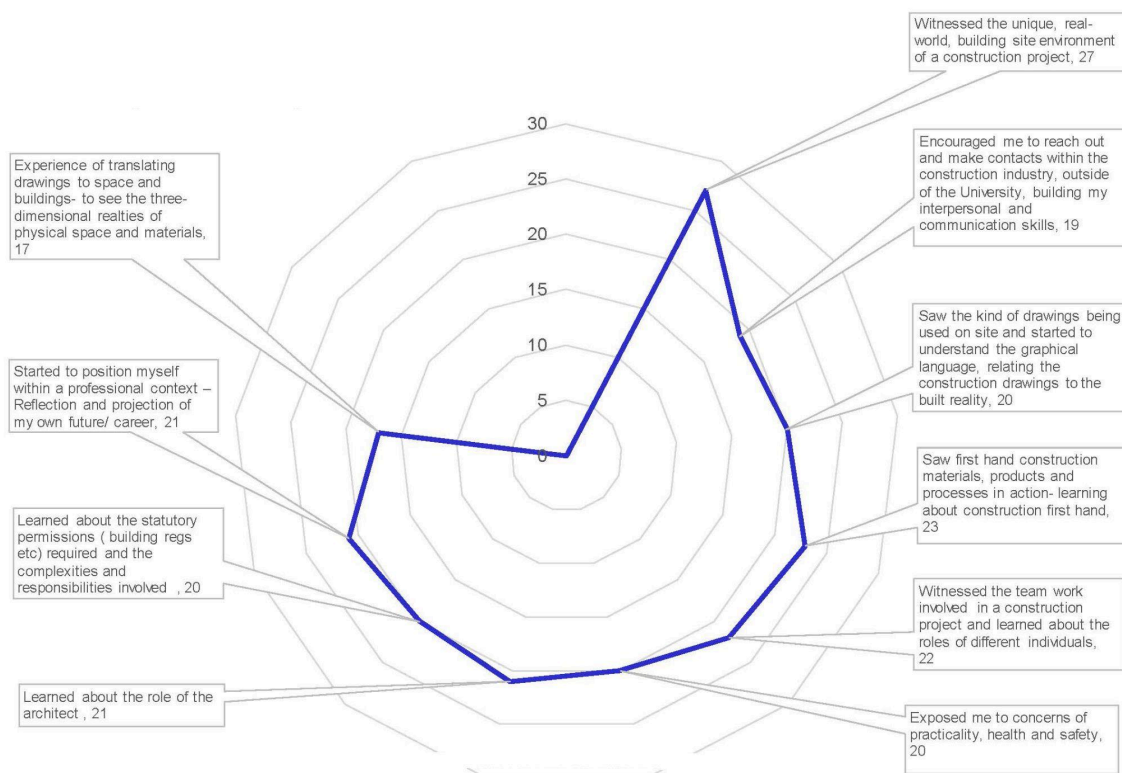


Question 2: Do you think the Site Diary Module should be replicated in all UK Architecture Under-Graduate courses?



30 Responses. Anonymous Survey.

Question 3: What were the most valuable lessons from the Site Diary module? What did you learn that you have taken forward? You can choose one or multiple answers.



30 Responses. Anonymous Survey.

Analysis:

Breakdown of responses, most popular first:

R1. Witnessed the unique, real-world, building site environment of a construction project- energy, noise, chaos etc. with 27/30 students choosing this **90%**

R4. Saw first hand construction materials, products and processes in action- learning about construction first hand 23/30 students choosing this **77%**

R5. Witnessed the team work involved in a construction project and learned about the roles of different individuals 22/30 students choosing this **73%**

R7. Learned about the role of the architect, R10. Started to position myself within a professional context – Reflection and projection of your own future/ career 21/30 students choosing this **70%**

R3. Saw the kind of drawings being used on site and started to understand the graphical language, relating the construction drawings to the built reality, R6. Exposed me to concerns of practicality, health and safety- the sheer physical presence of materials and construction elements rather than an abstract shape on a drawing, R8. Learned about the statutory permissions (building regs etc) required and the complexities and responsibilities of these involved in a construction project, 20/30 students choosing this **67%**

R2. Encouraged me to reach out and make contacts within the construction industry, outside of the University, building my interpersonal and communication skills 19/30 **63%**

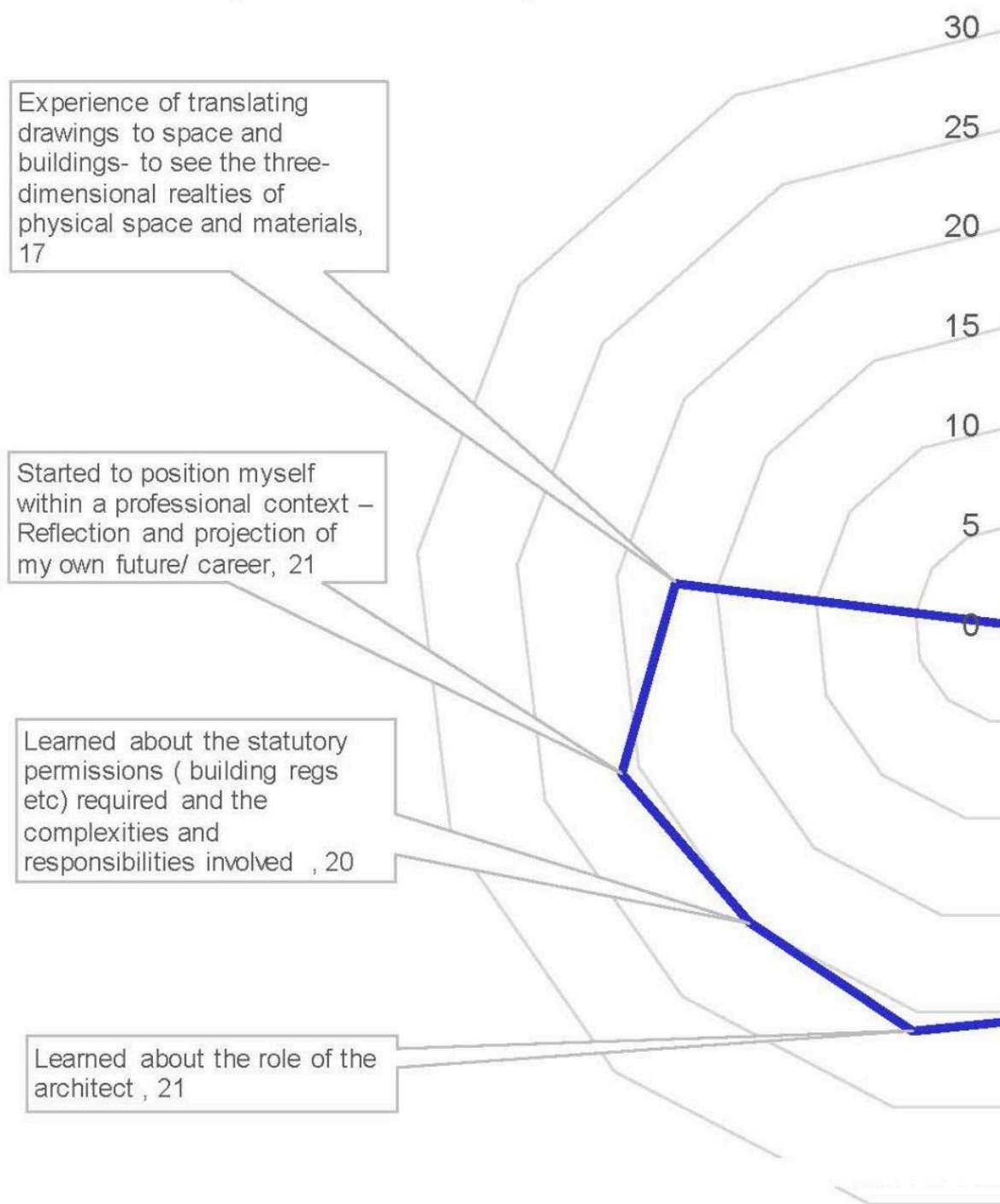
R9. Experience of translating drawings to space and buildings- to see the three-dimensional realities of physical space and materials, beyond plans or even a 3D computer model that might be done on campus 17/30 **57%**

The most popular response shows that the greatest impression seems to be students are affected by the building site environment. (27/30 students selecting this response). The second most popular response could also support this i.e the impression being the environment itself.

It is surprising that 63% 19/30 selected R2, relating to reaching out to make contacts, as all students are expected to do this as part of the Site Diary module, in setting up their own site contacts.

Responses relating to specific learning outcomes generally score lower.

It would seem that specific lessons, relating to particular technical areas, materials or contractual matters are less recognised by students or make less of a lasting impression.



Question 3:

What were the most valuable lessons from the Site Diary module?

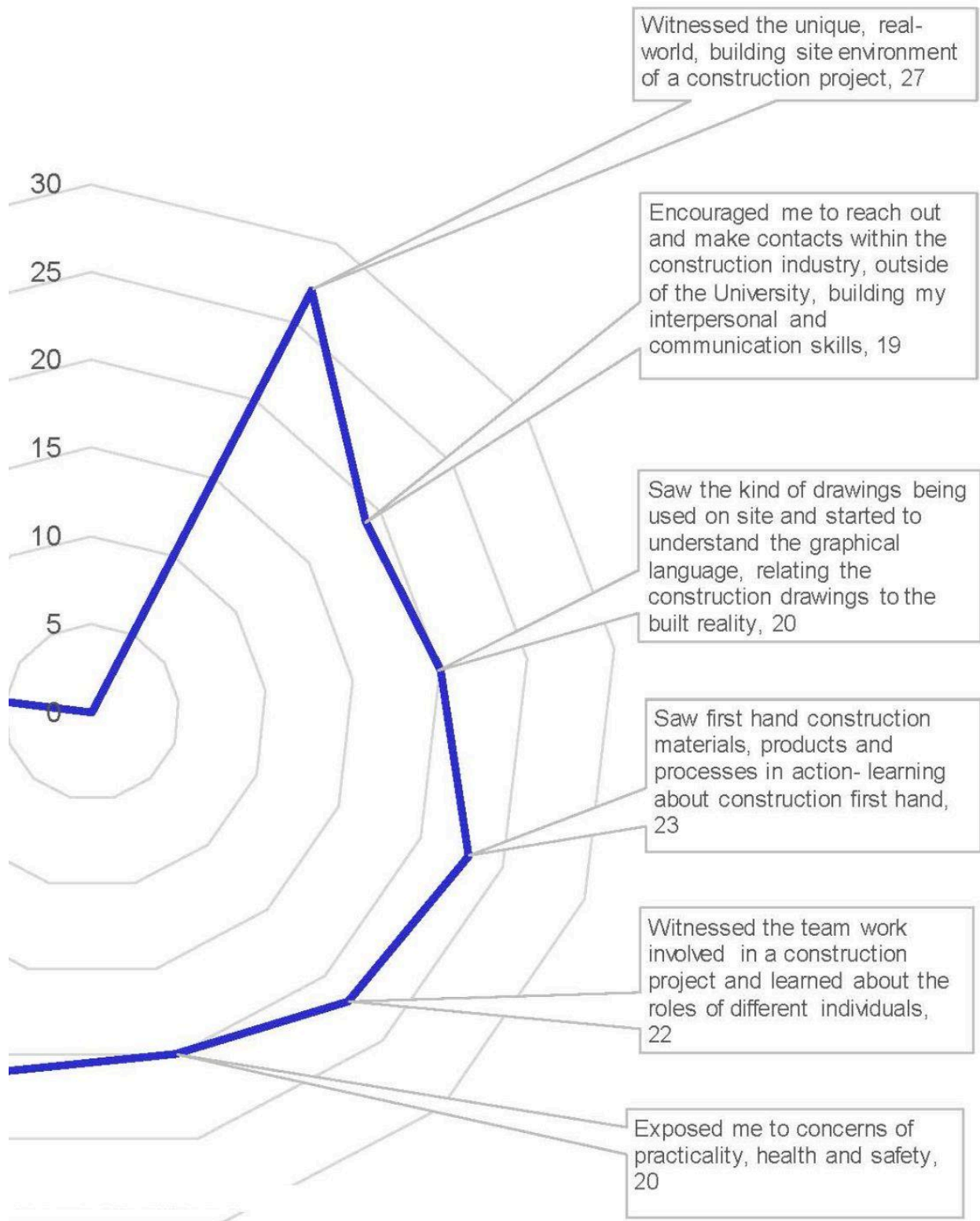
What did you learn that you have taken forward?

You can choose one or multiple answers.

MANUAL:

Sites of Learning

Building Site Learning in Architectural Education



30 Responses. Anonymous Survey.

Building Site Learning in Architectural Education

- Interrogation of the construction project
- Structured Brief
- Open Format

WEEK 05/06/2020

Demolition for basement walls, also and these slabs continues. Last phases of concrete poured into framework for the shafts.

WEEK 06/06/2020

Steelwork advances around the exterior of the core, with Phase 1 and 2.

WEEK 07/06/2020

As steelwork continues, temporary forms placed and reinforcement placed before the 3rd slabs post-tensioned and cast are protected.

WEEK 08/06/2020

More levels of concrete are poured and steel, and more slab columns done to basement levels.

WITH SITE VISIT 5 WE THOUGHT AS PHASE 3 BEGAN OTHERWISE 2023, THE 4TH VISIT WERE CLOSE TO THERE WOULDN'T BE A LARGE AMOUNT OF PROGRESS MADE THAT IS VISIBLE TO THE EYE. SO WE DECIDED TO GO IN DECEMBER WHEN IT IS NEARLY FINISHED AND LOSS PROGRESS FROM THERE.

HAVING A FOURTH SITE VISIT WAS DIFFICULT TO ARRANGE FROM BOTH SIDES AND WE WERE BUSY FIRST WERE EXTREMELY BUSY WITH DEADLINE BEHIND US, ESPECIALLY THAT ON OUR THIRD SITE VISIT WE LEFT THE BUSINESS OF THE WORKSHOP SHORTE.

- Students reflect not only on the progress of the construction project, but also their own progress in the module.
- Each student prepares a GANTT chart plan at the outset setting out how and when they will visit site and work on sections of the Site Diary, in relation to their other commitments. They then use this to (hopefully) maintain progress, finally evaluating their own progress for completion of the Site Diary against it. (*Student: Veronica Veronica Abdelshahid 23/24*)

Architect: Callison RTKI. Contractor: JRL Midgard

7. Student Module Evaluation (SME)

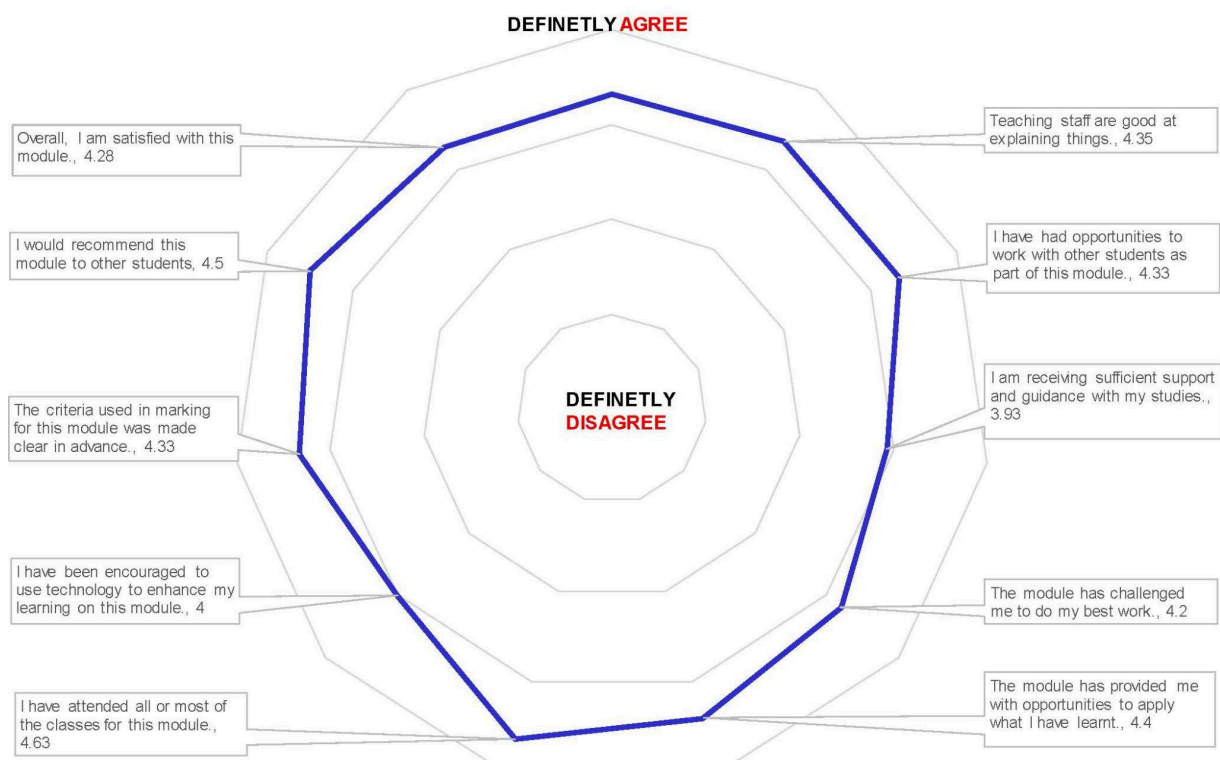
Anonymous surveys are sent out to each student, via university email addresses, by University of Westminster on the completion of each module.

These surveys are on a module-to-module basis.

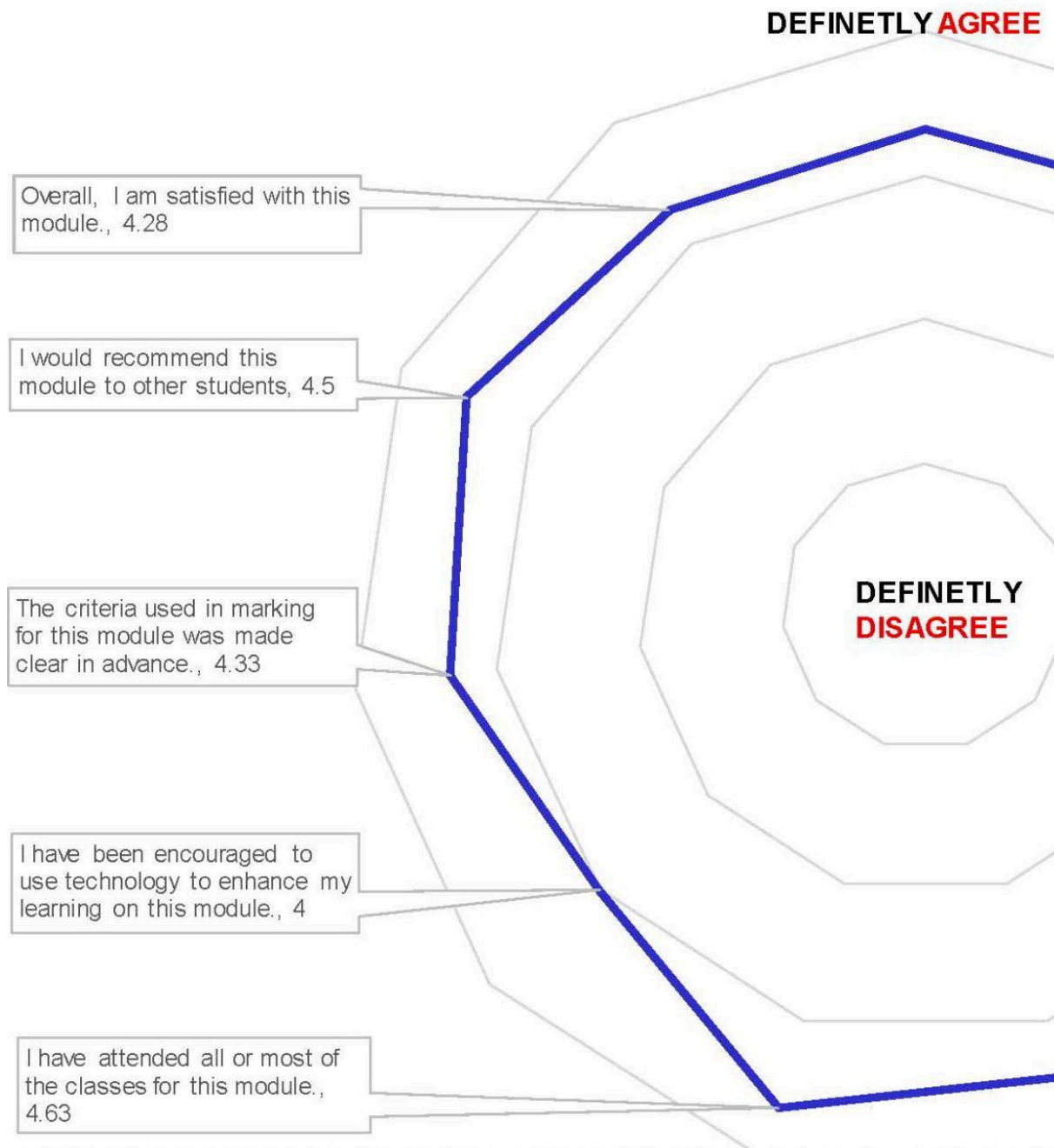
For the Site Diary Module, for 7 academic years, the survey returns were as follows:

- 17/18 No. of responses = 13 (11.3%)
- 18/19 No. of responses = 34 (30.6%)
- 19/20 No. of responses = 32 (30.8%)
- 20/21 No. of responses = 28 (23.7%)
- 21/22 No. of responses = 9 (8.6%)
- 22/23 No. of responses = 22 (20.2%)
- 23/24.No. of responses = 41 (36.9%)
- **TOTAL No. responses= 179**

Combining all responses to specific SME questions over a 7 year period into a single diagram:



179 Responses. Anonymous Survey.

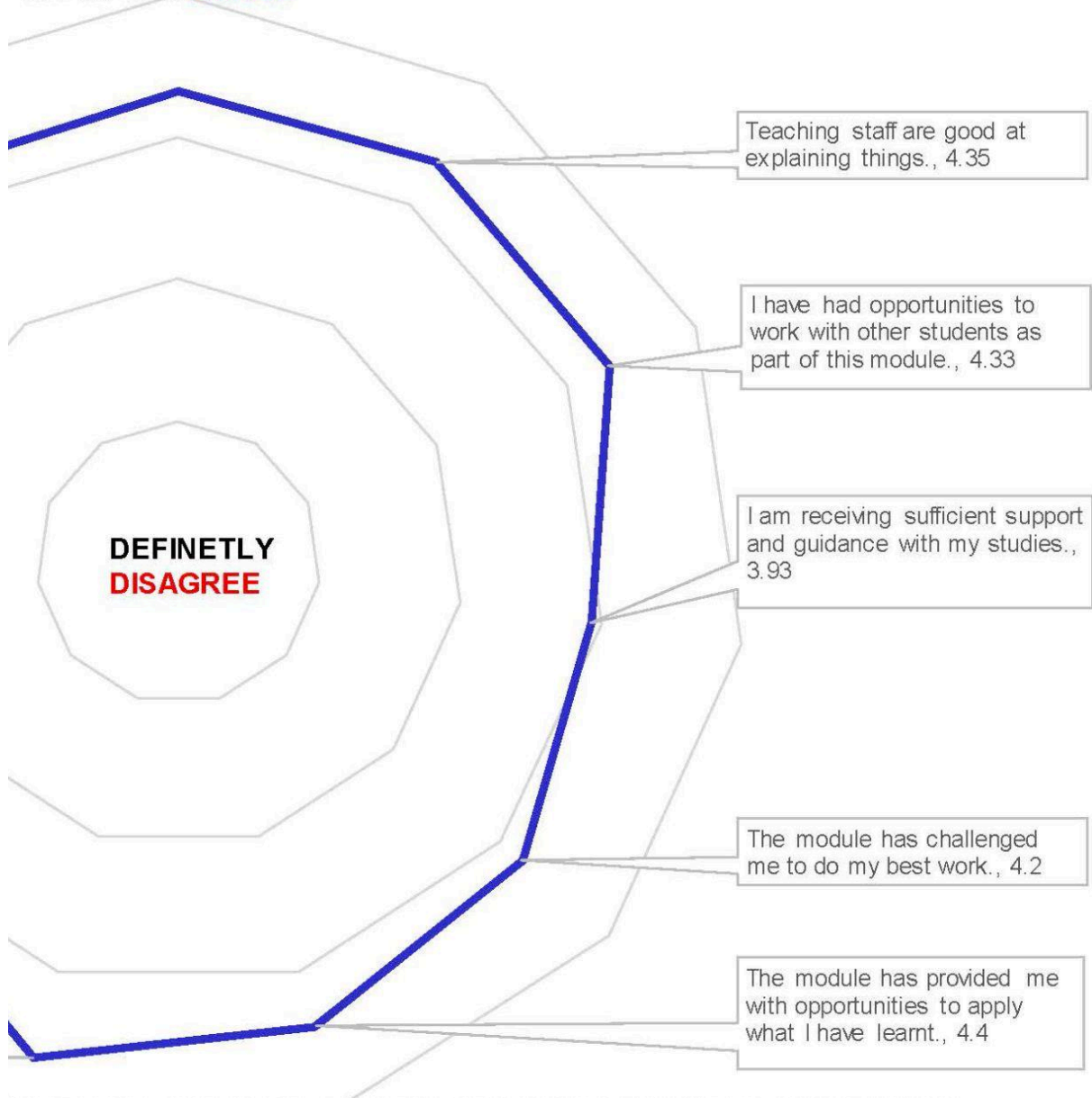


Combining all responses to specific SME questions over a 7 year period into a single diagram.

179 Responses.

Anonymous Survey.

DEFINETLY AGREE



Make it about Them

6.01 In Conclusion, what have you learnt by following the site diary project on site? Link back to what you have learned from doing the Time Lapse construction sequence.

This project has resulted of and important and solid basis that I take home. I have learned so much of the internal groups, how things work on site, materials, construction knowledge and many more things. Knowing how architects work has definitely opened by mind for the search of other opportunities because the market in the architecture industry is very harsh at this day. This project has also taught me how things work on the inside, I had no idea that there had to be so many consultants and subcontractors. It was definitely an experience I won't forget.

Doing the construction sequence was useful to really see how buildigns are created. The part I chose to do is very frequent in construction sites, so this little experiments will be of great use in the future. I was planning to do the faåde retention but since that part of the project was DUKs work I could't really ask Ardmore for how it was done. Instead, I stuck with the same building, 93 Picadilly, because is the most interesting piece of the project.

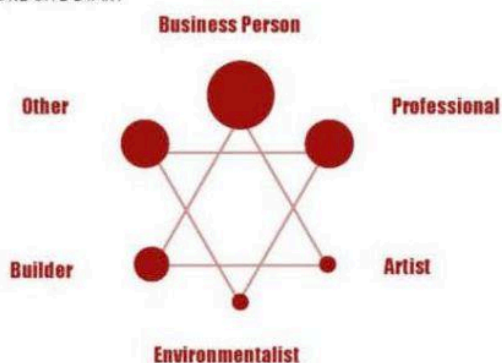
6.03 What materials, building processes and /or technologies have you observed that you may wish to incorporate in your own projects in the future?

Well, since new landuse is expanding more and more every year, and a building can be listed if its 75 years old, that means that means that over time we will have to reuse more and more buildings. You are obligated to at least keep the façade of a Grade II listed building, which is what happened in this project. So since this will have to be a technique that will have to be used in the near future, I would really like to learn about this technique to take advantge from it in the future, as it would be a great bussiness startegy to specialise in façade retentioning.

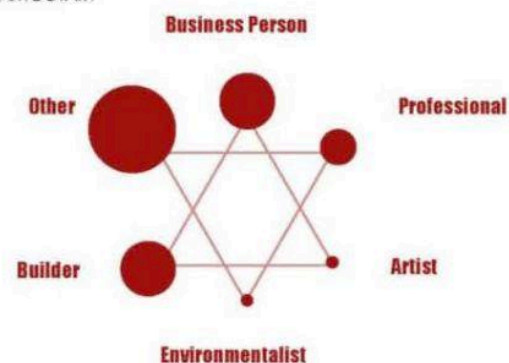
6.04 How has the Site Diary experience informed your possible career direction in architecture? Use the Star Diagram (What kind of an architect are You going to be? Business Person, Professional, Artist,BUILDER, Environmentalist?)

To be honest, specially with this university project, I have come to the conclusion that being and architect is not really the path I want to end at. Talking to PDP architects I realised that being an architect is not really a valuable career anymore since the amount of people studying this same career is increasing every year more and more. This causes low incomes in the existing architects because they can be replaced very quickly. I thought architects made more money per year, but after talking to the architects at PDP, unless you work for a very big architecture firm where you have to work for an unhealthy amount of hours, the yearly income of an architect working for a humble firm is actually low. This made me rethink a lot of thing. My main issue is the income architect generate now a days. Plumbers even generate more income from their work on site that the architects do. Gordon literally told us this on the contexts of this project, they are in the bottom of the revenue list.

BEFORE SITE DIARY



AFTER SITE DIARY



- Reflection
- Start to Triangulate their position within the profession

Site Diary Student Work:

Starting to comprehend the brutal realities of the architectural profession, including the pay...!

Student: Diego Gallardo González [Link to Final Site Diary Submission](#)

On Site: 93 Piccadilly, London

Architect: Parnell Design Partnership Architects. Contractor: Ardmore

8. Site Diary-Compiled Student Comments from SME

Below are selected student feedback comments, grouped together by theme, extracted from anonymous Student Module Evaluations over a 4 year period.

- 20/21 No. of responses = 28 (23.7%)
- 21/22 No. of responses = 9 (8.6%)
- 22/23 No. of responses = 22 (20.2%)
- 23/24.No. of responses = 41 (36.9%)

Students valued the experience as a whole. The words ‘real’, ‘real life’ ‘reality’ and ‘practical’ are often used. Several students valued what they perceived was the ‘uniqueness’ of the module.	<i>“This module was the best introduction one can have to be introduced to the practical and professional aspects of Architecture. I definitely learned many new and interesting things.</i> <i>I liked a lot the module focus on discovering practical issues of the construction by also providing plenty of references and new things to discover.</i> <i>It gave me a chance to go into an actual site which most people at our stage of learning don’t get to do. It really helped expand my knowledge other than design but taught me more about the actual practice and how an architect works.</i> <i>The most I liked about this module was ... it introduced me to the reality of architecture and construction and ... I got to meet new experienced people who were kind enough to answer all my curiosities and questions. The whole experience pushed me to learn ... to approach education differently in a practical way.</i> <i>Unique to this university and course, where other architecture students do not get opportunities like this. It was very interesting and thought provoking, allowing us to get a real insight to a career in this industry. It really helped us understand the construction process and the more technical side of architecture.</i> <i>It takes the learning process on-site, offers an opportunity to network with architectural practices and constructors, and provides an experience which is not only valuable as a learning opportunity but also enhances your CV.</i> <i>The connection to the hands-on part of the architecture career path. No matter how good you are at this course, it is necessary to get</i>
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	<i>the in-person experience of what it is actually like to build as an architect.</i> <i>The site visits were very engaging and taught me a lot. As well as other visits to the architects office and others, helped paint a very appealing picture of the architectural industry. That was my favourite part by a longshot.</i> <i>The ability to experience a live site and produce a document which recorded an in depth analysis of the project. I also liked how the module was only during Semester 1.</i> <i>A very interesting module. I was happy to be able to go on a live site and shadow an architect. Although site visits were done in our own time, it was nice to have what we have learnt during them count towards the module and be a valuable experience.</i> <i>Hands-on, on-site experience. Nice to communicate with people in the industry. First time that I learnt what really happens in Construction.</i> <i>Really engaging way of learning about the procedures from design to construction, enjoyed meeting my site team and learning about an interesting project with a high level of detail and also pushed myself to try a new software and became quite confident in it. Best module of the year for me and definitely the most enjoyable, wish I could do it again !</i>
Some students identified the feedback loop within the learning, with on site and offsite learning working together	<i>Being able to apply what I've learnt from the lecture to real life situations, for instance, communicating with professionals in the construction field. Overall, a great course which gave me an insight of the career I want to pursue.</i> <i>I really enjoyed the site visits as it was the first time I was able to go onto a construction site. I was able to apply the theory I had learnt for this module. A very great learning experience.</i> <i>I really enjoyed the whole process of the module. Every site visit was very educational for me and allowed me to understand elements of construction and the role of the architect on site, the experience has given me beyond what the lectures, which is understandable and the lectures were a guide. The creation of the Site Diary was challenging at point, it required a large amount of research and knowledge about the project, this allowed me to become more educated about many aspects of the industry. Great module.</i>
Different to	<i>it is a really great insight into industry and stands out as one of the only</i>

other learning within their course	<i>modules that tackles with 'real life' architecture practice</i> <i>it was challenging but if offered a fresh perspective to the world of architecture and design- beyond our studio modules</i> <i>The module was very practical and real compared to design. It was different and fun and taught me a lot.</i>
One student started to understand the complexity	<i>I think the opportunity of being able to go to sites and observe work on a daily basis was a very valuable experience and it has helped me visualise the importance of the reality of a building and how much detail must go into its design to help both in the process of making it and also during its usage.</i>
'Interaction' is a common term in the feedback. Many students seemed to thrive through the relationships they forged	<i>Interacting with all the different companies and seeing how the world of design and construction work together.</i> <i>I liked the possibility of going to meet a real architect and going to a live site. I learned a lot seeing a real live project.</i> <i>I liked the exposure we got to architecture firms and contractors and knowing ... they operate.</i> <i>I like that I was able to interact with individuals in my field of study and field of work. I was able to expand my understanding on construction and architecture, and they opened my eyes and what possibilities they are in the world.</i> <i>Opportunity to interact and learn from professionals</i> <i>That we were able to build a real life network: connections with architects, developers and contractors through this module. Having spent time with professionals allowed us to build a connection which may be of use in the future.</i> <i>The possibility to interact with architecture firms, and to know what was going on beyond the architecture studio</i> <i>I liked how it was interactive with a third party and we had opportunities to visit the site and understand more about this role.</i>
One student identified learning solely from the architect	<i>The module is very good because you learn a lot about construction and ... to build a building, which we didn't know anything about.</i> <i>However everything I learnt was from the architect in the field, the lectures were just about how to do the site diary. I think it would have been more beneficial if we could have learned more about</i>

	<i>construction, techniques, wall layers, etc so that we could understand better the architect on site</i>
The most common challenge highlighted by students was in finding a site	<i>trying to find a site in the beginning</i> <i>getting ignored by so many construction companies</i> <i>I had some anxiety about finding a site. Maybe some more security. But it was also useful to get in contact with people and be creative in finding a site.</i> <i>I found it quite hard finding a good site and I didn't quite enjoy this aspect as most of the site have rejected me and my partner and I was not fully satisfied with the site we ended up choosing</i>
Some students highlighted freedom and responsibility they were given:	<i>This module has enabled me to have a different view when looking at buildings, whilst designing and interpreting. I mostly enjoyed finding our own sites and visiting these sites, it was a great opportunity as we were able to meet new people whom we can have a conversation and contact easily, and very helpful in terms of education as well as taking responsibility because the module was mainly focused on self disciplinary and research</i> <i>The freedom given to create the site diary</i> <i>It's unique and different from the other modules in the sense that it's largely student-led, where individuals are pushed to venture out and find sites on their own, and lead their learning.</i> <i>This module pushed me to do my best.</i> <i>The freedom of submissions, e.g. not just standard paper pages, and the concept of exploring a construction site</i> <i>Having the opportunity to choose your own individual site rather than it being provided as well as being able to visit and watch construction happen to see ... a building is actually built</i>
Another student expressed a feeling of discomfort and vulnerability:	<i>The least I liked about this module was how inexperienced it made me feel and I had to handle the site visits with little of my partner's active participation..</i>

Off site learning, primarily lectures, had mixed reviews:	<i>The lectures were amazing and the opportunity to visit and witness a live construction site was what I liked the most.</i> <i>What I least liked about the module was the lectures I would say, as they were quite monotonous and boring.</i> <i>The lectures could be improved.</i> <i>The lecture was the best part in the site diary since it provides an amazing overview of architecture</i>
Some students identified learning about specific subject areas. Health and Safety and Fire safety are mentioned several times and by multiple students.	<i>I learned a lot about health and safety regulations overall the lectures were great</i> <i>I learnt details about ... a building is made and why we use certain materials in some areas of a building and ... new methods of construction are being used.</i> <i>Going on site and exploring areas in buildings such as large basements or steel decking , visiting studios and learning TONES from the architects</i> <i>Great lectures and interesting to hear from outside speakers especially on fire safety.</i> <i>Learning more in class. Some case examples were given for fire safety that were very interesting. More case studies"</i>



Site Diary Student Work:

Student: Finola Simpson [Link to Final Site Diary Submission](#)

On site: 20 ROPEMAKER STREET London EC2Y 9AR 21/22

Architect: Make.

Contractor: Skanska

9. Site Diary-Unofficial Guide ‘How to do it...’

Below is an informal guide, a set of check points, which record and set out how the Site Diary module has evolved and been successful over the years.

WHAT?	WHY, HOW
Create a tradition and culture	<i>students want to follow on and be part of culture, group, tribe</i>
Googlemap + Padlet	<i>use the devices students like to use</i>
Timing and Momentum	
Students are supported	
Considerate Constructors Map	<i>Live map of building projects to help students find sites</i> https://www.constructionmap.info/
Students knock on doors	
Proforma/Test/Draft: worth 10% Final Site Diary: worth 90%	<i>The Proforma/Test/Draft, in the scheme of things, is actually worth more. It does all the work- it makes the students commit, explore. The feedback at the Proforma/Test/Draft stage is the most important as the student can still act on it. Feedback on the final submission is only the explanation of the final mark</i>
Students own the relationships	
Students Form Pairs	<i>This seems to work well, especially for the weaker students. They form pairs to find sites, which is the greatest challenge. To visit site for insurance purposes</i>
Set Structured Brief- with an Open Format	<i>Students like this- they like having a structured set of questions, but also the freedom to express themselves in the format of submission</i>
Duration	
Repeated visits	
Rhythm of lectures	

Be a Safe space for worries	
Constant showcase of previous work	<i>Constant: look what this student, your peer, did....</i>
Trust	
Single point of contact- me!	
'Wizard of Oz'	one ordinary person behind the curtain pulling all the levers- giving an illusion of mystique and many!!
Class room as space for unpicking, stripping back	As part of the Learning System (section 5.) this is crucial, visit site, look, be confused, university tutorial, unpick, strip back, start to understand, site visit...repeat
TLCS	Time Lapse Construction Sequence- the core piece of work
Brutal simplicity of thought	Get the students to Say it as it is
Make them draw	
Make it about them	
Don't take no for an answer	
Process and mess	Students need to constantly be encouraged to try by making a mess, and recording their mess, it is beautiful!!
Turn the herd	It can be easier to teach a large group, than a smaller group. Get a handful to turn, and the whole herd/ shoal will turn
"What can you do that others can't?"	Let students feel as though they are using their own individual strengths and talents
Prodding and pulling	A constant force- from start to finish, never give the sense that this is turned off
Carrot and stick	Use ANY incentive, trick, incentive... this will get you a job, look what this student has done,
Use Blackboard like a weapon	the learning platform within the university. Constant announcements, updates, set up chat forum, update with lecture material

Let the deadline bite, do the work...	
Don't try to teach all and everyone	
Give them space to struggle	
Provide an inspiring Contingency Plan- not an excuse	If sites or site contacts don't work out- what should students do?
Hold your nerve	The week before the final hand in...disappear..leave them to their own devices. This is very difficult to do!
Mark this year's with an eye on next year...	ALWAYS self perpetuating. Any year is only as good as the one before...
Rubric!! But don't over Rubric!	The Rubric does the work- very careful consideration of the section breakdown and the percentage weighting. See Appendix 3.
Celebrate- create culture, scene	Create a scene! create a culture that includes all students
Get the students to thank others	It is part of the Brief, they will explain what they have learned
Shamelessly create, believe and celebrate your own hype!	as the module leader you will have to do EVERYTHING, even applaud yourself.
Always evolving, tweaking, improving...	Never finished, always learning and tightening up, but only tweaks.

Marking Notes *-for second marker:*

- Start at back of PDF first, read conclusions first, work forwards
- Do not read every word
- Check sustainability section: Q:Does student understand difference between Operational Energy v Embodied Carbon, does student interrogate?
- Check fire section: Q:Does student try to map project to Building Regs?
- Pay close attention to TLCS. Q:Has student learned by doing this?
- Enter general comment (covering all sections) in comment box: start + end on positive
- Enter marks into rubric rounded to 5%
- Marking Rubric still needs some interpretation-not a perfect mechanism
- Try to give students who have tried hard the benefit of the doubt-better to over mark than under reward
- Try to reward those who have done something different, also sketched to work things out
- Take an overall, wholistic view as well as mark generated by Rubric
- Try to use full range of marks 0 to 100%
- Override the mark from the Rubric if necessary, using 'mark override' top right
- Note: 70% is only 14 out of 20
- Mark at an appropriate level for Year 2 student: 19 years old. 18 months into studying architecture. Never been on-site before. This is different to Part 3 level
- Download pdf and upload into appropriate section on [padlett](#) can also add query/comment
- Enter mark in [shared spreadsheet](#), can also add comment.
- Any queries: leave that one, write query in comments box, move onto next one
- Allow approx. 20 mins per student for marking

How to Lead a Module in an Architecture Course

You can not teach each and every student- there are too many- you have to teach the group.

If you want it, you have to ask for it.

If you ask for it, you have to give it a mark.

If you give it a mark, you have to give feedback.

If you give feedback to one - you have to give feedback to all.

The person marking it has to set the brief.

If You are the person marking it they will all want Tutorials with You.

Whatever you ask for, whenever you ask for it, they will only start thinking about it two weeks before the deadline.

The way you mark it one year is what you will get the next year.

Never revise a mark once you have issued it- it will open the floodgates.

Architect X.



Site Diary Student Work:

Student: Keli Prenga + [Flavia Furnica Link to Final Site Diary Submission](#)

On site: Hepscoth Road, Hackney Wick 24/25

Architect: Sudio Shaw, BUJ Architects, Ash Sakula Architects.. Contractor: CJ O'Shea& Co Ltd, Galliard Homes

10. Site Diary- A Relationship

It is important to remember that student experience and feedback is only one side of learning through a module such as the Site Diary.

Every pair of students that visits a building site numerous times and produces a Site Diary is hosted and supported by professionals in the construction Industry. Why do they do it?

An interview with a regular Site Diary 'host contractor' was made on 16 Jan'24 and is recorded below:

Interview Questions:

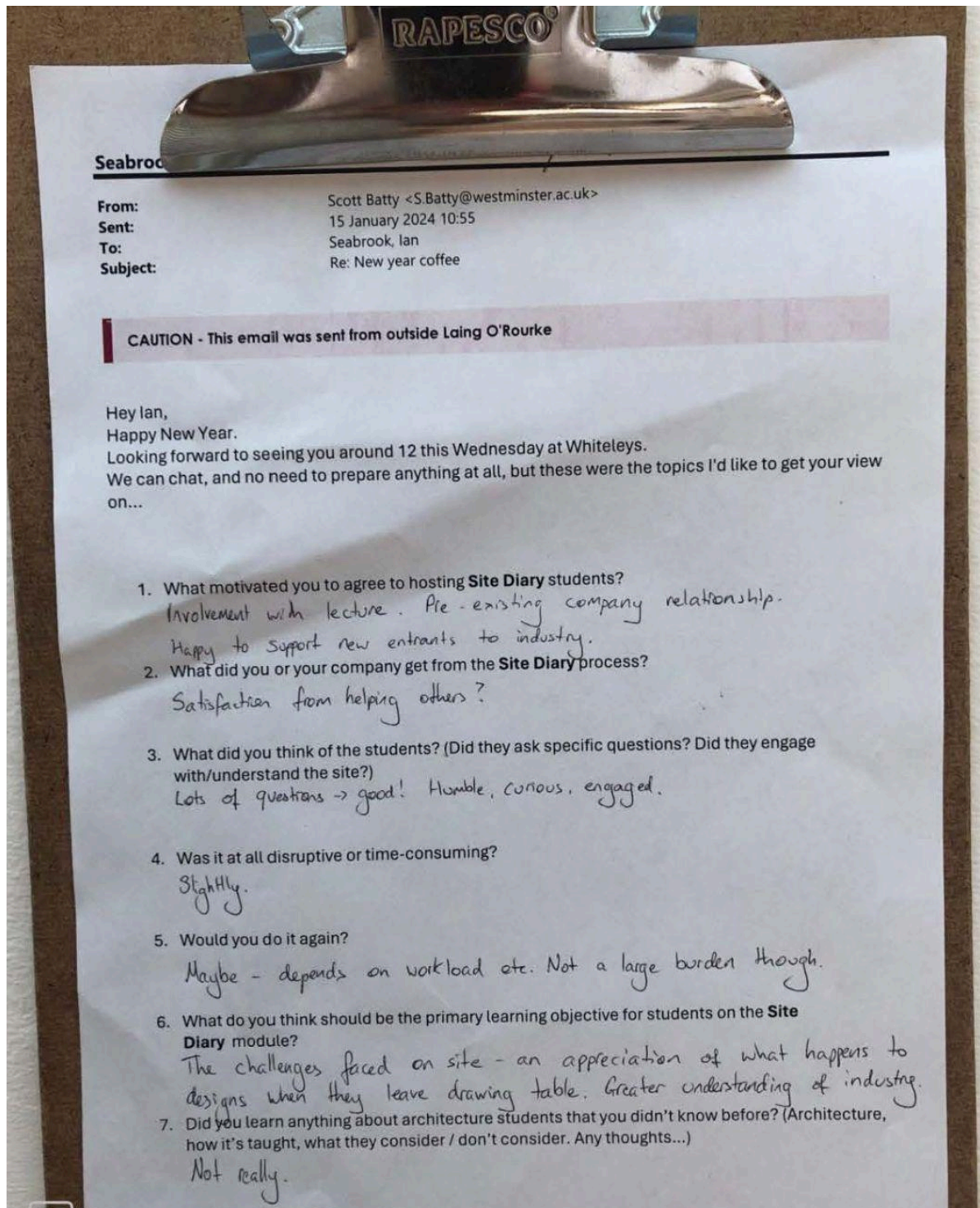
1. What motivated you to agree to hosting Site Diary students?
2. What did you or your company get from the Site Diary process?
3. What did you think of the students? (Did they ask specific questions? Did they engage with/understand the site?)
4. Was it at all disruptive or time-consuming?
5. Would you do it again?
6. What do you think should be the primary learning objective for students on the Site Diary module?
7. Did you learn anything about architecture students that you didn't know before? (Architecture, how it's taught, what they consider / don't consider. Any thoughts...)
8. Any other comments?

"I will support anything that helps reduce the gulf between design teams and work on site"

"anything like this is invaluable...it's essential to improve communication and through that buildability"

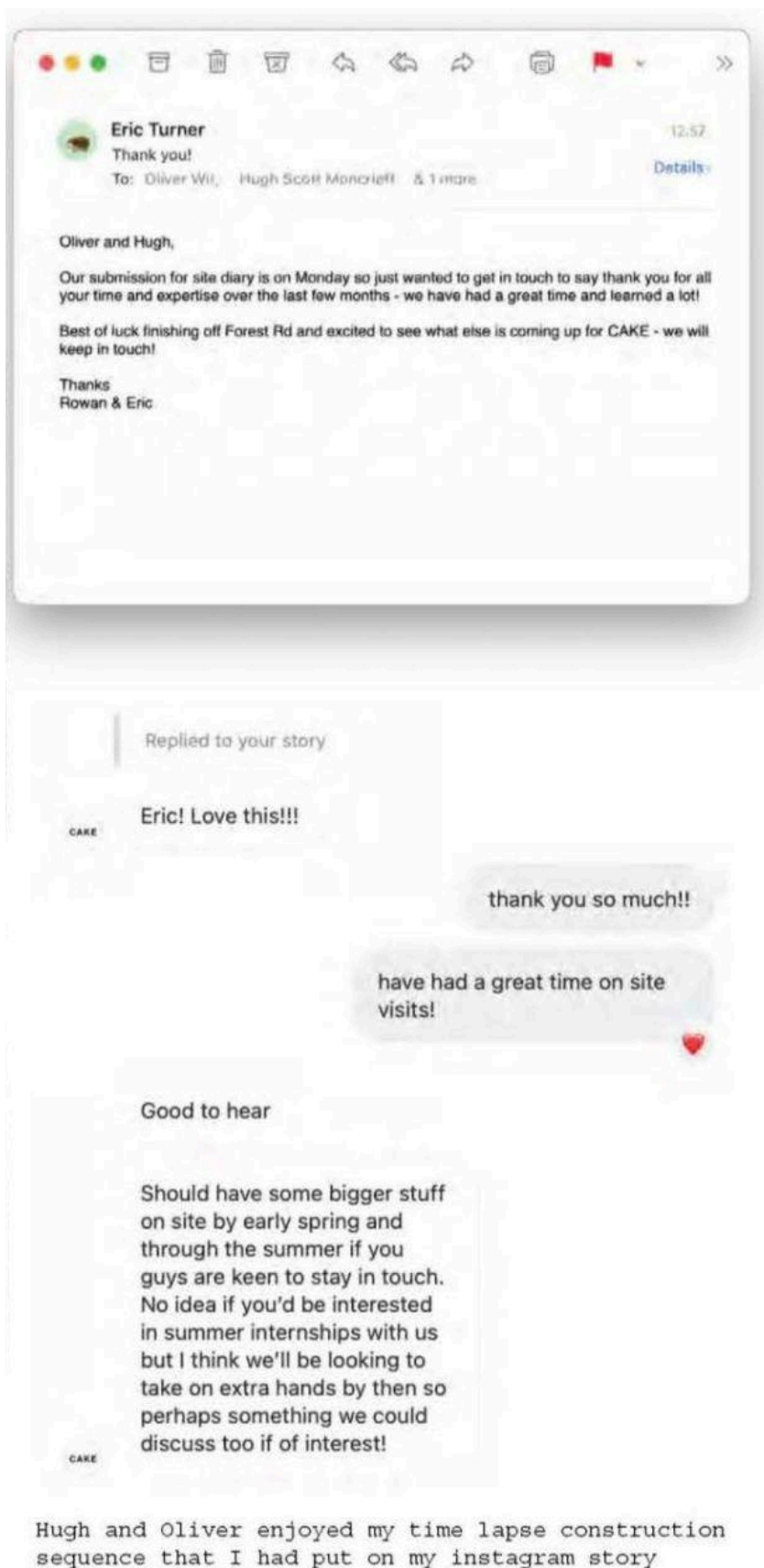
"I didn't know what to expect. The students were engaged, curious, punctual, organised... Like sponges. Definitely behaving like young professionals, rather than students- as I remember being a student anyway!"

"Did we learn anything from them (the students)? No. They were so wet behind the ears it was a servant/master relationship. We do learn things from the architects who come on site"



Interview with a regular Site Diary 'host contractor' :

- Ian Seabrook
- Laing O'Rourke
- Recorded on Site at 19-35 Baker Street, Architect: Hopkins Architects. Contractor: Laing O'Rourke
- 16 Jan'24



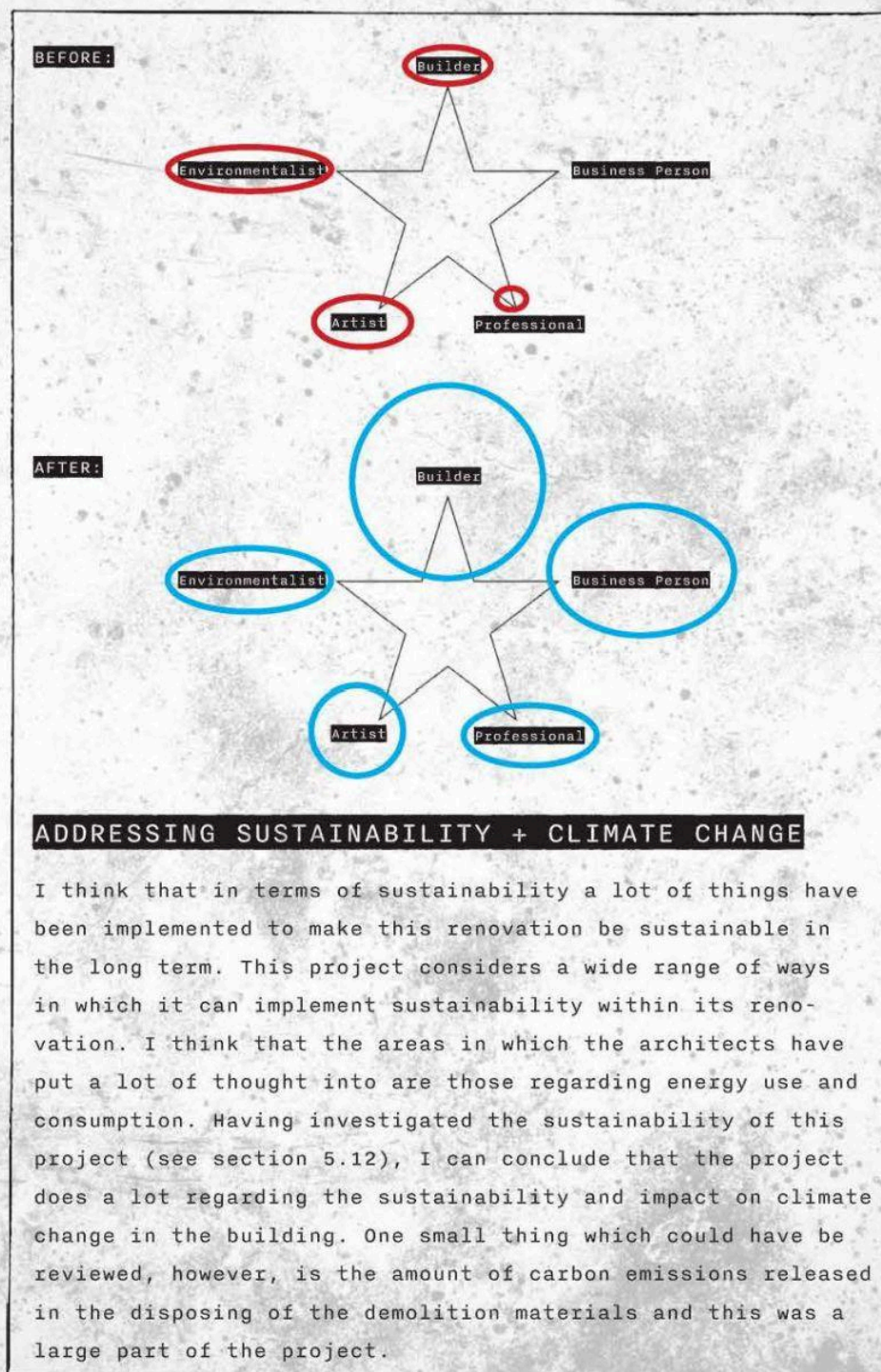
Site Diary Student Work: *Expressing gratitude, making career contacts and reinforcing learning.*

Student: Eric Turner [Link to Final Site Diary Submission](#)

On site: 99C Forest Road, London

Architect: CAKE Architects. Contractor: Third Eye Builders.

FILE NO. [REDACTED]



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Site Diary Student Work: Example of the student starting to triangulate their position within the architecture profession. Student: MARIA CANDELARIA JURADO TERAN [Link to Final Site Diary Submission](#)
 On site: DOLPHIN SQUARE GYM & LEISURE FACILITIES 22/23
 Architect: Grid Architects. Contractor: Knight Harwood

11. Conclusions and Limitations

Through the sections of this Manual, set against a background of long overdue change in the training of architects, I have built the case for students to visit building sites, right from the start of their architecture training.

Rather than being seen as the 'dirty-and-flawed', final-place-of-production of an architectural design, architecture students need to be educated that the building site is their *principle* area of operations.

By studying the changing role of the architect through History I have reasoned that what was once a singular, onsite activity has become separated into a fractured, modern practice, split over different locations:

- Class Room (education)
- Design Studio (practice)
- Building Site (construction)

Through the analysis of the Site Diary case study project I have broken down, and set a template, for site visits as Experiential Learning, and shown how they can form part of a Learning System.⁴

So, does any of this make for better architects in the long run??

Feed back from students on the Site Diary module would suggest it does.

Comments from contractors and architects, who continue to host students on the Site Diary module, show a belief in this type of learning. That is why they are part of it.

But, for a 19 or 20 year old young person, at the start of a career-of-learning in Architecture, It can only be the tip of the iceberg.

It is only one small step in an incredibly complex, individual and life-long process of learning.

But, It is a start:

- It breaks down barriers early on.
- It is a cold, sharp shock rather than continuous education.
- It is perhaps more *Experiential* rather than educational.
- The key lessons of complexity, responsibilities, communication and team work start to be absorbed earlier. At the very least, the students become aware of these.
- Gives experience of a sense of place, moment, time, and the dynamism of a very particular environment- a building site.

Having marked and read the conclusions of over 900 Site Diaries, I do believe that learning, such as the Site Diary module, leads to young people discovering earlier in their studies that they may- or may not- wish to be architects, and be suited to being architects.

⁴ coupled with self reflection and thought away from the building site, before returning to it again, in an iterative cycle.

The unique nature and environment of the building site, as an architect's principle theatre of operation, is experienced earlier and students reflect on whether this particular environment suits them.

Therefore, those continuing with their education (through lengthy and expensive RIBA parts 1,2 and 3) are more aligned with what the profession will require, once they qualify.

There could be less shell shocked architects emerging into practice.

Expectations have started to be set.

To have been part of this process of learning, alongside the students, has been a great privilege.

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Site Diary Student Work:

Student: Finola Simpson [Link to Final Site Diary Submission](#)

On site: 20 ROPEMAKER STREET London EC2Y 9AR 21/22

Architect: Make.

Contractor: Skanska



Site Diary Student Work:

Student: Finola Simpson [Link to Final Site Diary Submission](#)

On site: 20 ROPEMAKER STREET London EC2Y 9AR 21/22

Architect: Make.

Contractor: Skanska

Links

Site Diary
FILM: PS2 Site Diary CETI University of Westminster https://padlet.com/scott589/sites-of-learning-research-t5gxmwwd1bn9bjhw/wish/1xkVa-qzbP5n9Ql0e
https://www.google.com/maps/d/viewer?mid=103EpezG-SlulxWu3LHam6uFo7Tw&ll=51.53365612842403%2C-0.1713485214527788&z=8
PADLET: Top 10 Site Diary Student Submissions 24/25 https://padlet.com/scott589/ps2_site-diary_24_25_top10-ppe-pics-wm7lxswaq6a26d8e
PADLET: Top 10 Site Diary Student Submissions 23/24 https://padlet.com/scott589/top-10-23_24_site-diary-submissions-lmuf27or598cvstj
PADLET: Top 10 Site Diary Student Submissions 22/23 https://padlet.com/scott589/22_23_university-of-westminster-year-2-barch-ts2-site-diary-cxzvzcp08ceunkr5
PADLET: Marking All Submissions 24/25 https://padlet.com/scott589/2024_2025_ps2-site-diary_confidential-marking-ur259z73n0jkikus
PADLET: Marking All Submissions 23/24 https://padlet.com/scott589/2024_2025_ps2-site-diary_confidential-marking-ur259z73n0jkikus
PADLET: Greatest Hits- All Years https://padlet.com/scott589/greatest-hits-ever_university-of-westminster-year-2-barch-ts-3fx68w6macopu5h6

Sites of Learning Research
PADLET: Sites of Learning: RESEARCH https://padlet.com/scott589/sites-of-learning-research-t5gxmwwd1bn9bjhw
RECORDING: Sites of Learning Panel Discussion Event 1 May 25, University of Westminster https://padlet.com/scott589/sites-of-learning-research-t5gxmwwd1bn9bjhw/wish/e9YpQNLDvDMXWxjM
RECORDING: Research Seminar, University of Westminster https://padlet.com/scott589/sites-of-learning-research-t5gxmwwd1bn9bjhw/wish/do3MQJ457ydkW15w



Site Diary Student Work:

On site: Group Visit, Brunel Building , 55-65 North Wharf Road, Paddington W2. 21/22

Architect: Fletcher Priest

Contractor: Laing O'Rourke

Appendices

1. Site Diary Brief 24/25
2. Proforma/Test/Draft Brief 24/25
3. Marking Rubric
4. Students Finding Sites- example of Process
5. Complete Data Extracted from PS2 Site Diary Google Map listing:
 - Building Site Address
 - Students Visiting Site
 - Architect
 - ContractorAcademic Years 16/17 to 24/25
6. Complete Student Module Evaluation (SME) Reports (Anonymous)
Academic Years 17/18 to 21/22, 23/24



Site Diary Student Work:

Student: Finola Simpson [Link to Final Site Diary Submission](#)

On site: 20 ROPEMAKER STREET London EC2Y 9AR 21/22

Architect: Make.

Contractor: Skanska

APPENDIX 1: Site Diary Brief 24/25

Module Aim:

- o Monitor and report on a live building project.
- o This module introduces students to the construction site and the site team. Students select a building site to monitor on a regular basis through direct consultation with the job architect(s) and /or contractor.

Building Sites:

- o Look for a building site under construction you can visit (as a pair of students) approx. 4-5 times between Autumn '24 and January '25- it is better for you to space out your visits over this period to see the greatest amount of change. The site you visit should be in the UK for insurance purposes and you must be with at least one other student when you visit site.
- o If you are unable to find a site that will allow visits in person, such as an overseas project then you can follow a project under construction remotely, taking part in some meetings remotely (via zoom, Microsoft Teams, etc.) and communicating/sharing all information remotely. As you would not actually be going in the site this remote project could in theory be anywhere in the world. You will be able to look at the site only from the outside (without actually entering it). You may be in a pair for this remote option- but you can also work individually as you would not actually be entering the site.

The Architect's Role:

- o Try to shadow the project architect if possible. Even if this is not possible comment on the architect's role on the project, give your thoughts and opinions.

Site Diary Sections Overview:

10% Proforma/ Test/ Draft

90% Final Site Diary

0. Project Summary Page
1. Making Sense of Site
2. Time Lapse Construction Sequence (3D)
3. The Project Team- includes sections on BIM and digital Technology
4. Statutory Approvals- includes Accessibility and Design for Fire Safety
5. Building the Building- Includes Sustainability Assessment
6. Conclusions and the Future
7. Bibliography

Lectures:

- o Lectures by Scott Batty/ Alice Odeke provide a context and give structure through a list of set questions to assist students with their observations and compiling an insightful site diary.
- o Different aspects of professional responsibilities on site, health and safety and construction issues will be outlined to enable students to submit an informed and substantial piece of work.

Teaching:

- o Student proposals for the Site Diary and Construction Sequence drawing are Developed through seminars and tutorials with PS staff, their Site Diary contacts and guest tutors.
- o Online Feedback via Black Board optional submission before 5pm Thursday 12th Dec

Group Working:

- o The site you visit should be in the UK for insurance purposes and you must be with at least one other student when you visit site. You may be in a pair or group to follow a site remotely - but you can also work individually for this option.
- o To enable fair marking All students submit individual Proformas and Individual Site Diaries.

Insurance:

- o For you to carry out site visits in the UK you require Insurance Cover. The University provides cover for this type of visit, please ask Scott Batty should you need a copy of the insurance certificate.

Assessment Criteria/ Weighting:

Weighting	%	Section	Notes
Proforma/ Test/Draft 10%	ALL	Proforma/ Test/Draft	Proforma/ Test/Draft Final deadline 1pm Tuesday 11th Nov' 24
Final Site Diary 90%	50%	0-1, 3-7	Content. -Understanding of and informed opinion on the project, the role of the architect and the coverage of the set questions 1.0, 3.0-6.0
	25%	2	Time Lapse Construction Sequence 3D 'Drawing'. -Technical Content and Understanding.
	25%	All	Innovation and Presentation. -What are you showing us that we haven't seen before? Is the presentation of information clear and innovative?
100%			Students that demonstrate through their submission that they have attended lectures, addressed the set questions, looked at the module information on Black Board and attended tutorials will achieve a better mark. Final Deadline 1pm Tuesday 14 th Jan'25

Proforma/Test/Draft:

- o Complete the Site Diary **Proforma/Test/Draft** individually any time before 1pm Tuesday 11th Nov' 24, and before you go on site. You can revise and submit multiple times before it is marked.
- o The Proforma/Test/Draft is submitted and marked for each student and put into EACH STUDENT'S Site Diary as part of the conclusion (section 6.0)

Final Site Diary Submission Format:

- o A digital submission but could have a physical copy.
- o May be a film, website, App', other innovative format
- o Page size of submission or number of pages is not set- most students choose A3 landscape- but this is not fixed.

Reading List:

<https://westminster.rl.talis.com/modules/5arch011w>

Final Site Diary Set Questions.**Disclaimer:**

- o Unless you state otherwise, in a clear email to the module leader, and at the start of your Site Diary your work will be used by the university for teaching purposes and may be shared with other students/ within the university and external parties. Please set this expectation with your site project team.

Note: Questions are a starting point for creative response.

0.0 Single Page Project Summary

This must be a SINGLE page or table only.
Summarise the key information for the project, for at-glance understanding. Much of this will come from the Proforma/Test/Draft. This page will be identical in content to your Partners.

- 0.1 Project Name:
- 0.2 Site Address:
- 0.3 Students following project:
- 0.4 Architect name:
- 0.5 Contractor name:
- 0.6 Project Construction value (£):
- 0.7 Construction Contract Type:
- 0.8 Start on site date:
- 0.9 Completion on site date:

1.0 Making Sense of Site

- 1.01 Where is the site, what is the **purpose of the building**?
- 1.02 How did the project originate? Who is the **client**?
- 1.03 What makes the project **financially viable**? How is it funded and why?
- 1.04 What is the **contract value** of the project? What is the **time scale**?
- 1.05 Who are the **key professionals and companies** involved in the project?
- 1.06 Draw a diagram of the basic **contractual relationships** of the project.
- 1.07 What is the **architect's appointment** and role on the whole project?
- 1.08 What is the **architect's role** whilst the project is on site? Is it effective?
- 1.09 What **documents and drawings** are being referred to on-site and in meetings?
- 1.10 Who are all the various professionals on-site and in meetings?
- 1.11 What happens in a site meeting?
- 1.12 Detail examples where the construction team has worked efficiently together
- 1.13 Detail examples where the construction team may not have worked efficiently together

2.0 Time Lapse Construction Sequence 3D 'Drawing' (or equivalent having the 'qualities' of a drawing)

- 2.01 Incorporate within the Site Diary YOUR OWN time lapse study of the overall project or a fragment of the project that demonstrates your technical understanding. This could be through a drawing, series of drawings, a staged physical model, an animation or a film. The sequence should be fully labelled/ annotated with a time scale included into approx. 10 different stages (drawings) in axonometric or isometric- NOT PERSPECTIVE
- 2.02 **Use the contractor's build programme in conjunction with each stage of your construction sequence** to help you with the timescale / list of site operations at a particular time.
- 2.03 Creatively consider how the construction sequence is shown within the site diary, perhaps this helps structure the information- serving as a visual key? Perhaps use the drawing more than once? Cross referencing with other information, details, literature etc,
- 2.04 Clearly state/show:

How much of the sequence is based on the work of others?
Exactly what have you drawn yourself?
How did you develop this sequence- Show your process sketches and working out.
Exactly which stages of the sequence did you witness yourself?
Most importantly- what did YOU learn by doing this?

If this is not clear you may be asked to clarify through a conversation with the Module Leader.

3.0 The Project Team

- 3.01 What is the nature of the **agreement between the Architect and the client?**
- 3.02 How has the **Architect's fee** been calculated? Why is the architect doing the project?
- 3.03 Who are the **Design Team**? Draw a diagram showing the consultants
- 3.04 Who is **administering the contract**? Architect / Project Manager / another?
- 3.05 In your opinion has the Design Team worked efficiently together?
- 3.06 What is driving the project? **Budget: Programme: Quality** – discuss in detail
- 3.07 What are the penalties to the contractor if the **project over runs**?
- 3.08 What is the **process and procedure** for information and instructions going to the contractor? Is it efficient?
- 3.09 Are any **Modern Methods of Construction**, such as prefabrication, being utilised? If not, do you think they could?
- 3.10 How does the Design Team **share and Co-ordinate** information and drawings? Is this efficient?

- 3.11 Identify how, if any, **digital technology** is influencing the progress of the site?
- 3.12 What **opportunities** are there for digital technology to influence site operations?

4.0 Statutory Approvals

- 4.01 How did the project achieve **Planning permission**? Was it complicated?
- 4.02 Look up the project on the **Planning Portal** and view the Planning Drawings – are they being strictly adhered to?
- 4.03 Are there any outstanding Planning Conditions still to be discharged?
- 4.04 How are the **Building Regulations** being dealt with, i.e. Approved Inspector, Local Authority, why was the particular route chosen?
- 4.05 What is the strategy for **Inclusive Design and Access for All**? Do you agree with this and how could this be improved?
- 4.06 Draw a diagram/ mark up the plans/ details showing the Strategy for Inclusive Design
- 4.07 Are there any **Party Wall** issues?
- 4.08 If so how long did they take to reach **Party Wall** agreement?
- 4.09 What is the project approach to **CDM**? Who is the Principal Designer and Principle Contractor? Are those persons that ‘create’ risk responsible for ‘managing’ that risk to the health and safety of others during construction, use and maintenance of the building?
- 4.10 Were there any specific design details that were revised in order to comply with **CDM** before construction work started?
- 4.11 In your view what are the key risks during the construction process and the eventual use of the building? Have all these risks been identified by the **CDM** team? Have you spotted any others? Visually/ graphically, how can you represent this? Cross link questions in this section with section 0.0 Formative Assessment/ Risk Assessment.
- 4.12 What are the principles used in the Site Diary Project to **Minimise the Risk of Smoke and Fire**? This refers to the FINAL BUILDING NOT THE BUILDING SITE
- 4.13 What are the principles of **Means of Escape** in case of Fire? Cross reference this with plans and sections of the building, your own labels, and show excerpts from the Building Regulations Part B, you may also do your own drawings, Photos, sketches.
- 4.14 What are the principles for appropriate **Access to Buildings and Facilities for Emergency Services**? Cross reference this with plans and sections of the building, your own labels, and show excerpts from the Building Regulations Part B, you may also do your own drawings, Photos, sketches.
- 4.15 Provide examples of **Product Specification** in relation to Fire Safety as part of the building’s construction system- make reference to

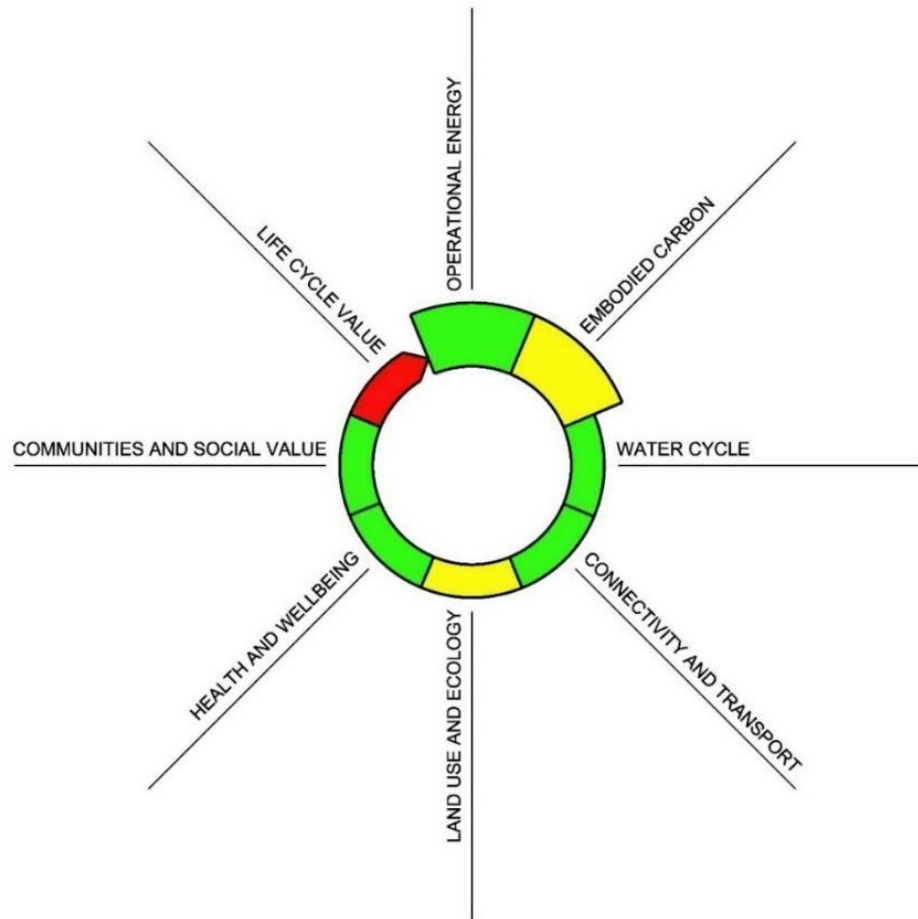
construction details, and show excerpts from the Building Regulations Part B, you may also do your own drawings/ Photos/ sketches.

5.0 Building the Building

- 5.01 Who is the **Main contractor**? How is the company set up? What are your personal thoughts on the performance of the main contractor?
- 5.02 How was the main contractor selected for the project?
- 5.03 Who are the **specialist sub-contractors**?
- 5.04 Were any of the specialist sub-contractors brought in during the design phase?
- 5.05 Who are the **suppliers** of specialist products?
- 5.06 In the students' opinion, has the work of the contractor and specialist sub contractor's been satisfactorily interfaced, and if not what could have been improved?
- 5.07 In your opinion, is the architectural vision as represented in the architect's drawings being made manifest through the work of the builders on site?
- 5.08 What do you think about the Design of the building? Would you make any changes?
- 5.09 Is the project on course to be completed within the contract period? If not why?
- 5.10 Use the **contractor's build programme (GANTT chart)** to plot progress for each of your site visits- do you think the project operations are where they should be in relation to the programme? Graphically how can you represent this?
- 5.11 What is the approach of the project to **Sustainability- through Design and Construction**?
- 5.12 The Site Diary must include an appraisal of the site diary project in terms of Sustainability- through design and through the process of construction. This should be carried out using the **UOW_Sustainability Design Principles** System, colouring a blank Rosette which can be downloaded from BlackBoard AND describing

	A driving and fundamental principle for the project as shown by...
	Project partly incorporates this principle as shown by... By...
	Project does not Incorporate this principle, but this is mitigated by....

[Link to UOW Sustainability Design Principles](#) on Site Diary Blackboard the reasoning behind your colour choices



5.13 Does the project go far enough in your opinion? - what additional Sustainability recommendations would you make? Creatively consider how these issues form part of the Site Diary- perhaps it is a driving idea for the presentation?

6.0 Conclusions and the Future

- 6.01 In **Conclusion**, what have you learnt by following the site diary project on site? Link back to what you have learned from doing the Time Lapse construction sequence (2.03)
- 6.02 How does your experience compare with your Formative Assessment Plan (include this/ sections from this)?
- 6.03 Plot your actual progress for producing the Site Diary (Be Honest!!) on the Gantt chart you produced for the Proforma. As any good project manager would, reflect on this and the lessons learned.
- 6.04 What materials, building processes and /or technologies have you observed that you may wish to incorporate in **your own projects** in the future?
- 6.05 How has the Site Diary experience informed **your possible career direction in architecture?** Use the Star Diagram (*What kind of an architect are You going to be? Business Person, Professional, Artist, Builder, Environmentalist?*)

- 6.05 In terms of sustainability and **addressing Climate Change** does the project/ construction process go far enough? What additional recommendations would you make?
- 6.06 Complete the Site Diary Submission with a copy of a letter or email to those that have given you their time and assisted you, outlining to them what you have learnt. **If** it is appropriate; offer to share with them your Site Diary submission.

Being professional and showing gratitude may reward those that have helped you and perhaps help them remember you in the future...

7.0 References/ Bibliography

- 7.01 List the references (books, literature, websites etc.) that you have used to support your work. Be very clear when you have quoted/ borrowed from these and how you have used them.

NOTE: This is a bibliography summary only- It is essential to thread your references and support material through the whole site diary, being clear how you have used and applied this information/ references to inform your own work.

END

Final Site Diary Grade Descriptor:

70 - 100%:

- o High Level of critical analysis of the project information, including the student's own opinion and conclusions. Where Site information has been limited- the student has creatively worked around the issue, speculating and demonstrating a knowledge of 'Best Practice'- supported by references.
 - o Time Lapse Construction Sequence demonstrates a High level of Technical understanding of the construction including materials, layers and sequence. The graphic/ representation is of a High standard.
 - o Innovative in format. Exemplary in presentation. The student uses own graphics/ diagrams/ drawings/ format to synthesise information at the highest level.
-

60 - 69%:

- o Solid Level of critical analysis of the project information, including the student's own opinion and conclusions. Where Site information has been limited- the student has tried to work around the issue, speculating and trying to show a knowledge of 'Best Practice' supported by references.
- o Time Lapse Construction Sequence demonstrates a Solid level of Technical understanding of the construction including materials, layers and sequence. The graphic/ representation is of a Solid standard.

- o Some Innovation in format. Good standard of presentation. The student uses own graphics/ diagrams/ format/ drawings to synthesise information at a high level.

50 - 59%:

- o Basic Level of critical analysis of the project information, including the student's own opinion and conclusions. Where Site information has been limited- the student has tried to work around the issue, with limited speculation or knowledge of 'Best Practice'- supported by references.
- o Time Lapse Construction Sequence demonstrates a Basic level of Technical understanding of the construction including materials, layers and sequence. The graphic/ representation is of a Basic standard.
- o Minimal Innovation in format. Basic standard of presentation. The student uses some of their own graphics/diagrams/format/ drawings to synthesise information.

40 - 49%:

- o Low Level of critical analysis of the project information, including the student's own opinion and conclusions. Where Site information has been limited- the student has minimally worked around the issue, with minimal speculation or minimal knowledge of 'Best Practice'- unsupported by references.
- o Time Lapse Construction Sequence demonstrates a Low level of Technical understanding of the construction including materials, layers and sequence. The graphic/ representation is of a Low standard.
- o Minimal Innovation in format. Low standard of presentation. The student uses a minimal level of graphics/diagrams/format/ drawings to synthesise information.

0 - 39% (FAIL):

- o No critical analysis of the project information. Student's own opinion is not expressed and minimal conclusions. Where Site information has been limited- the student has not creatively worked around the issue. No speculation or knowledge of 'Best Practice'- from references.
 - o Time Lapse Construction Sequence Demonstrates no Technical understanding of the construction including materials, layers and sequence. The graphic/ representation is of a poor standard.
 - o No Innovation in format. Poor standard of presentation. The student uses a minimal level of graphics/diagrams/format/ drawings to synthesise information
-

APPENDIX 2: Site Diary Proforma/Test/Draft Brief 24/25



PROFORMA/TEST/DRAFT

24_25_REV_B

Use this Submission to properly **TEST** your ideas for the final Site Diary.

Submit it in the **SAME FORMAT** as you plan to use for the final Site Diary Submission.

Use the proforma format as a **DRAFT**(size, font, graphic layout, film format etc) to try to test the site diary layout/format- and test other aspects of your presentation.

Just like the final site diary you have to **SKETCH** and **DRAW** here in a committed Technical way.

Name File: SURNAME_FIRST INITIAL_Proforma_23_24
e.g.BATTY_S_Proforma_23_24

If you want to go to site sooner than **1pm Tuesday 11th November '24**. Complete the Yellow sections as a minimum and submit to BB as soon as you are ready to go to site, before you go onsite- **you can revise, improve and resubmit multiple times before the 11th November deadline.**

0.0	Full Name: Studio: Student ID:
1.0	Full Site Address: Must include Postcode for UK projects
1.1	Country:
1.2	Architect:
1.3	Client:
1.4	Contractor:
1.5	Does the project include Site visits?
1.6	Full name of partner if visiting site:



2.0	Contract value (£): (How much is it costing to build the project? if you don't know estimate, compare with similar projects and show this working out)
2.1	Brief description of project: (Type of project>, approx. size?, works to existing building? etc.)
2.2	At what stage is the project now? (when did construction work start? When will it finish?)
2.3	Who is your main point of contact? What is their role?

3.0	How did you find the site? (What other sites did you approach? - list these. You may include the emails you have sent to other sites)
3.1	What are the planned dates for your site visits (if you are visiting) or the planned dates for remote site meetings?
3.2	What changes do you expect to see in the work on site during your monitoring of the project?
3.3	Comment on the design of the Site Diary Project This should include sketches, drawings and/or photos of the of the building with your notes
3.4	Do you like the work of the architect? Perhaps show images of the architect's other work and add your comments. If not show work of the main contractor and give your opinion on their work.

4.0	In relation to the <u>Site Diary Set Questions</u> on the brief write about Three key areas you expect to learn about by following this project. Where do you anticipate the key issues, stories, events or 'gossip' to be? The set questions are in the Site Diary brief on Blackboard.
4.1	From a Technical/ Construction point of view what are the key areas you are interested in learning about from this project? How will this form part of the Time Lapse Construction Sequence drawing (section 2.0 of main brief and worth 25% of the final mark)? You must include detailed draft sketches and drawings of the Time Lapse Construction Sequence drawing.
4.2	What is Your Detailed Plan for delivering the site diary? What are your innovative plans for presentation? This is worth 25% of the final mark. Use the proforma to properly TEST your ideas for the final site diary. Use the proforma format (size, font, graphic layout, film. Model, animation etc.) to try to test the site diary layout/format- or test other aspects of your presentation and get ahead...



PROFORMA/TEST/DRAFT

24_25_REV_B

4.4	List three key References (books, literature, websites etc.) that you expect to use to support your site diary work Explain/show how you expect to use these references- what will you become a mini-expert in?
4.5	Produce a GANTT chart to help you plan the timing and delivery of your site diary. This can be done an Excel, Powerpoint, Google Sheets, Microsoft Project and other applications. List the tasks on the Y Axis, Time on the X Axis. Add as much detail as you can to make this like a construction/ building programme, with tasks, key dates (Your site visits, crits, Christmas, Trips, Submission dates, specific tasks on your site diary such as the sections for the brief etc). This plan is for you to use (be honest and realistic) and to help you get used to Gantt Charts and planning time/ complex tasks, such as producing the Site Diary.
5.0	Outline your thoughts on the Site Diary lectures so far. What have you learnt and which lecture or lectures stand out and why? Add in excerpts from your lecture notes below, including your opinion.
6.0	What do you predict are the key areas of Health and Safety risk for your site? Make a sketch of the building site layout/ use google earth images/ maps and add some notes etc.
6.1	What Health and Safety measures and procedures are in place at your site? What Health and Safety training on site will you receive?
6.2	How can you minimise the Health and Safety risks to you and your partner when you visit site?
6.3	Does your site provide the safety equipment (hard hat, boots, high vis vest)? If not where will you source these from?
6.4	What is your plan for travelling to site? - will you meet your partner there? Add a google earth map of your route to site, one per student, showing your route and transport method.
6.5	What will you do if you feel as though you are put in an uncomfortable situation on site? <i>This could include feeling threatened or if you do not feel that correct Health and Safety Measures are in place.</i>



READ + UNDERSTAND:

Students visiting site to receive a Visitor's safety briefing before entry onto site and be familiar with site welfare facilities.

Students will remain in groups of 2 at all times escorted by site supervisor and will respond to all safety instructions issued.- No wandering off

Wear Appropriate site clothing- no skirts or loose clothing.

Wear appropriate head and foot protection. Hard hat, high Vis Vest and site boots as a minimum. These can be signed out of the Fablab. Check first if they are available on site.

Look out for changes in floor levels. Use handrails on staircases. Take care on scaffolding.

While temporary electric cables are safe they must not be touched.

Remain on floor level at all times - Do not climb onto or lean over guard rail protection

In the event of an emergency evacuation all visitors must follow the Site Supervisor.

Unless specifically authorised, stay on the highlighted access walkways.

Be alert to moving vehicles/ machinery.

Stay away from any lifting operation.

Follow the instructions of your Mentor/ Site Supervisor at all times.

Declare any medication, illness or disability to the Site Supervisor.

In the unlikely event that you feel unwell or injure yourself, alert your supervisor immediately.

Do not use smart phones, use cameras and take notes whilst walking

Stay alert, at all times, to potential hazards

No plant or equipment to be touched

Remain clear of edge protection at all times

Do not mess around! You will be asked to leave the site.

All students should raise concerns if they have any doubts about procedures.

Sign:

Print Name:

Date:

MANUAL:

Sites of Learning

Building Site Learning in Architectural Education

APPENDIX 3: Marking Rubric

MODULE: (2024) SARCH011WY PS2: Site Diary

Site Diary Rubric 23_24

Rubric Type:

! You can't edit this rubric because you used it to mark one or more items.

Criteria	High Standard	Good Standard	Basic Standard	Low Standard	Poor Standard/ Fail
Content 50% of total mark	70 - 100% High Level of graphic critical analysis of the project information, using students own technical sketches and including student's own opinion and conclusions. Where Site information has been limited- the student has creatively worked around the issue, speculating and demonstrating a knowledge of 'Best Practice'- supported by references.	60 - 69% Good Level of graphic critical analysis of the project information, using students own technical sketches and including the student's own opinion and conclusions. Where Site information has been limited- the student has tried to work around the issue, speculating and trying to show a knowledge of 'Best Practice' supported by references.	50 - 59% Basic Level of graphic critical analysis of the project information, including the student's own opinion and conclusions. Where Site information has been limited- the student has tried to work around the issue, with limited speculation or knowledge of 'Best Practice'- supported by references.	40 - 49% Low Level of graphic critical analysis of the project information, including the student's own opinion and conclusions. Where Site information has been limited- the student has minimally worked around the issue, with minimal speculation or minimal knowledge of 'Best Practice'- unsupported by references.	0 - 39% No graphic critical analysis of the project information. Student's own opinion is not expressed and minimal conclusions. Where Site information has been limited- the student has not creatively worked around the issue. No speculation or knowledge of 'Best Practice'- from references.
Time Lapse Construction Sequence 25% of total mark	70 - 100% Demonstrates a High level of Technical understanding of the construction including materials, layers and sequence. The graphic/ representation is of a High standard. The student's learning is clear.	60 - 69% Demonstrates a Good level of Technical understanding of the construction including materials, layers and sequence. The graphic/ representation is of a Good standard. The student's learning is clear.	50 - 59% Demonstrates a Basic level of Technical understanding of the construction including materials, layers and sequence. The graphic/ representation is of a Basic standard. Student' learning is basic.	40 - 49% Demonstrates a Low level of Technical understanding of the construction including materials, layers and sequence. The graphic/ representation is of a Low standard. Student's learning is unclear.	0 - 39% Demonstrates No Technical understanding of the construction including materials, layers and sequence. The graphic/ representation is of a poor standard. Student's learning is not clear.
Innovation and Presentation 25% of total mark	70 - 100% Innovative in format. Exemplary in presentation. The student uses own graphics/ diagrams/ drawings/ format to synthesise information at the highest level.	60 - 69% Some Innovation in format. Good standard of presentation. The student uses own graphics/ diagrams/ format/ drawings to synthesise information at a high level.	50 - 59% Minimal Innovation in format. Basic standard of presentation. The student uses some of their own graphics/diagrams/format/ drawings to synthesise information.	40 - 49% Minimal Innovation in format. Low standard of presentation. The student uses a minimal level of graphics/diagrams/format/ drawings to synthesise information.	0 - 39% No Innovation in format. Poor standard of presentation. The student uses a minimal level of graphics/diagrams/format/ drawings to synthesise information.

MODULE: (2024) 5ARCH011W.Y PS2: Site Diary

Site Diary Rubric 23_24

Rubric Type: Percentage Range

 You can't edit this rubric because you used it to mark one or more items.

Criteria	High Standard	Good Standard
Content 50% of total mark	70 - 100% High Level of graphic critical analysis of the project information, using students own technical sketches and including student's own opinion and conclusions. Where Site information has been limited- the student has creatively worked around the issue, speculating and demonstrating a knowledge of 'Best Practice'- supported by references.	60 - 69% Good Level of graphic critical analysis of the project information, using students own technical sketches and including the student's own opinion and conclusions. Where Site information has been limited- the student has tried to work around the issue, speculating and trying to show a knowledge of 'Best Practice' supported by references.
Time Lapse Construction Sequence 25% of total mark	70 - 100% Demonstrates a High level of Technical understanding of the construction including materials, layers and sequence. The graphic/ representation is of a High standard. The student's learning is clear.	60 - 69% Demonstrates a Good level of Technical understanding of the construction including materials, layers and sequence. The graphic/ representation is of a Good standard. The student's learning is clear.
Innovation and Presentation 25% of total mark	70 - 100% Innovative in format. Exemplary in presentation. The student uses own graphics/ diagrams/ drawings/ format to synthesise information at the highest level.	60 - 69% Some Innovation in format. Good standard of presentation. The student uses own graphics/ diagrams/ format/ drawings to synthesise information at a high level.

Basic Standard	Low Standard	Poor Standard/ Fail
50 - 59% Basic Level of graphic critical analysis of the project information, including the student's own opinion and conclusions. Where Site information has been limited- the student has tried to work around the issue, with limited speculation or knowledge of 'Best Practice- supported by references.	40 - 49% Low Level of graphic critical analysis of the project information, including the student's own opinion and conclusions. Where Site information has been limited- the student has minimally worked around the issue, with minimal speculation or minimal knowledge of 'Best Practice- unsupported by references.	0 - 39% No graphic critical analysis of the project information. Student's own opinion is not expressed and minimal conclusions. Where Site information has been limited- the student has not creatively worked around the issue. No speculation or knowledge of 'Best Practice- from references.
50 - 59% Demonstrates a Basic level of Technical understanding of the construction including materials, layers and sequence. The graphic/ representation is of a Basic standard. Student' learning is basic.	40 - 49% Demonstrates a Low level of Technical understanding of the construction including materials, layers and sequence. The graphic/ representation is of a Low standard. Student's learning is unclear.	0 - 39% Demonstrates No Technical understanding of the construction including materials, layers and sequence. The graphic/ representation is of a poor standard. Student's learning is not clear.
50 - 59% Minimal Innovation in format. Basic standard of presentation. The student uses some of their own graphics/diagrams/format/ drawings to synthesise information.	40 - 49% Minimal Innovation in format. Low standard of presentation. The student uses a minimal level of graphics/diagrams/format/ drawings to synthesise information.	0 - 39% No Innovation in format. Poor standard of presentation. The student uses a minimal level of graphics/diagrams/format/ drawings to synthesise information.

MANUAL:

Sites of Learning

Building Site Learning in Architectural Education

APPENDIX 4: Students Finding Sites- Examples

Using the Construction map uploaded onto blackboard, my partner and I searched for intriguing sites in West London and sent out five emails each. These are the ones I approached, along with the responses I got:

SITES APPROACHED

1. Urban Nature Project, SW7 5BD
2. Old Oak Common Station, NW10 6DX
3. Alperton Bus Garage Development, HA0 4LL
4. Block 8 Greenford Green, UB6 0HQ

RESPONSE

no response :(

4. SCS Railways - West Ruislip Portal, HA4 7DQ

Yes, but...



Ramneek Hundal <Ramneek.Hundal@scsrailways.co...> 5 Sept 2023, 09:46
to eliott.murphy, me ▾

Morning Ranim,

Hope you are well?

The SCSJV part of the HS2 project is tunnelling only, meaning we don't have any architects or architectural buildings which we are working on. I am more than happy to still provide a visit from a Engineering/Construction Tunnelling perspective.

5. The Heathland School, TW4 5JD

Nicola Orrow <norow@borrasconstruction.co.uk>
to Mark, Adrian, me, Info, w1908962@my.westminster.ac.uk, w1884736@my.westminster.ac.uk ▾

Hi Ranim,

Thank you for your email and yes of course we would be happy to assist you both.

The Contracts Manager for this project is Mark Relf,

mrelf@borrasconstruction.co.uk
07837 824440

and I have advised that you will be in touch – if you could give him a call in a couple of weeks to organise this; he will also be able to provide you with the relevant drawings and of course will know when meetings are.

Please do not hesitate to contact me should you have any queries.

Yes!

SECTION 3

3.0

My partner and I reached out to a **total of 79 architecture and construction firms**, all listed below. Our approach involved utilizing the Considerate Constructor's Scheme map to connect with various sites, a few of them are listed below.

Our attention was drawn to The Victoria House, which we discovered on Corstorphine's & Wright's website. I was particularly intrigued by **the ongoing developments and the proposed plans for this site, which motivated us to initiate contact with them.**

Few of the other Sites we approached: (Total of 31)

1. PROJECT NAME: 71 Lansdowne Road - ADDRESS: 71 Lansdowne Road, London, W11 2LG
2. PROJECT NAME: Bechstein Hall - ADDRESS: 18-22 Wigmore Street, London, W1U 2RG
3. PROJECT NAME: 1151 - 1 Albion - ADDRESS: 1 Albion Street, Tyburnia, W2 2AS
4. PROJECT NAME: 40 Broadway - ADDRESS: 40 Broadway, London, SW1H 0BU
5. PROJECT NAME: Castle Lane - ADDRESS: 2-4 Castle Lane, Victoria, London, SW1E 6DR

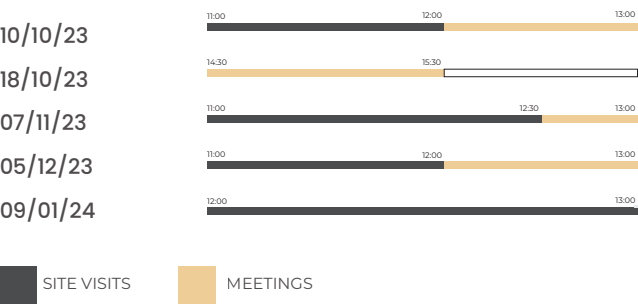
Few of the Architecture/Construction firm: (Total of 48)

1. Ashville aggregates
2. Pike & Partners Architect
3. Forster & Partners Architect
4. Adamson and AAI Architects
5. Allford Hall Monaghan Morris Architects

The full list for construction/architecture firms are attached at the end of this proforma:

3.1

What at the planned dates for your site visits, or the planned dates for remote meetings? Corstorphine and wright have planned our sites for the **first Tuesday every month till January.** There is also a potential for additional site visits - subject to change



APPENDIX

3.0 – List of all almost every sites we contacted:

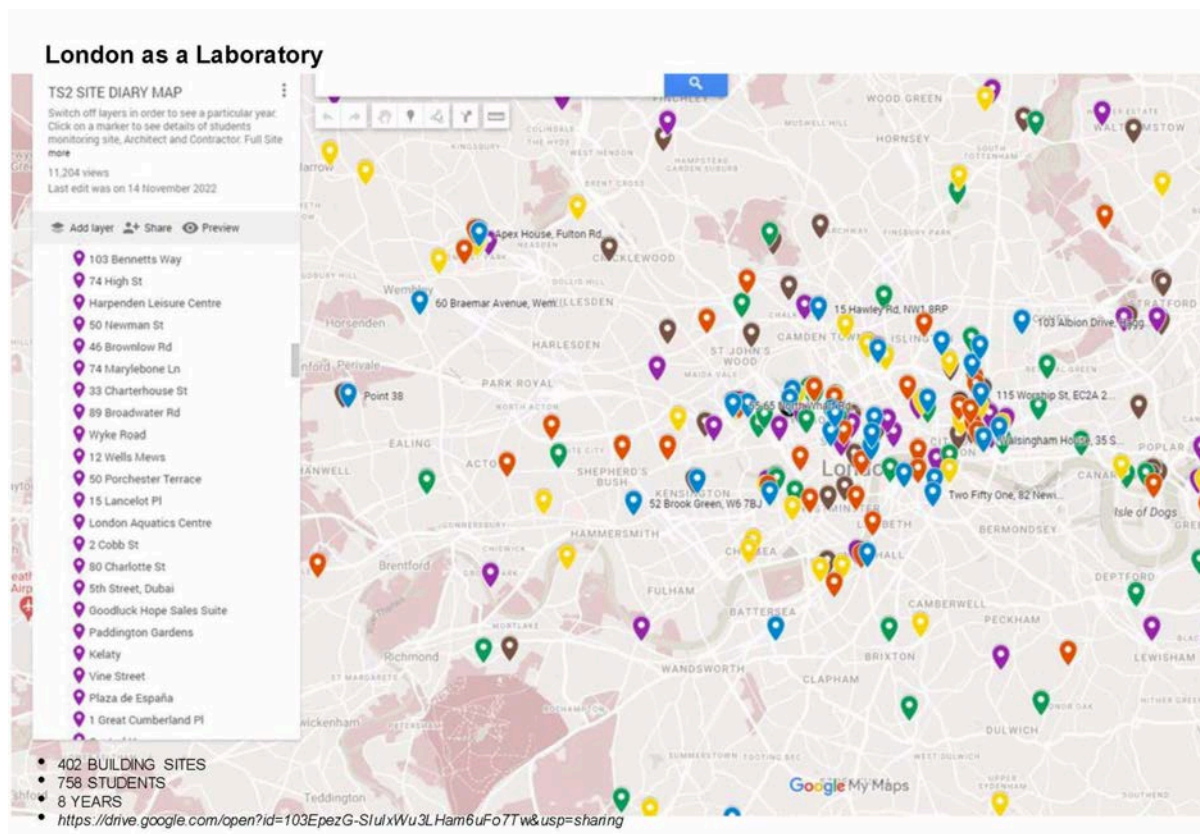
1. PROJECT NAME: 71 Lansdowne Road ADDRESS: 71 Lansdowne Road, London, W11 2LG
2. PROJECT NAME: Bechstein Hall ADDRESS: 18-22 Wigmore Street, London, W1U 2RG
3. PROJECT NAME: 1151 - 1 Albion ADDRESS: 1 Albion Street, Tyburnia, W2 2AS
4. PROJECT NAME: 40 Broadway ADDRESS: 40 Broadway, London, SW1H 0BU
5. PROJECT NAME: Castle Lane ADDRESS: 2-4 Castle Lane, Victoria, London, SW1E 6DR
6. PROJECT NAME: 2 Finsbury Avenue ADDRESS: 2-3 Finsbury Avenue, London, EC2M 2PG
7. PROJECT NAME: 1 Broadgate ADDRESS: 1-2 Broadgate, London, EC2M 2QS
8. PROJECT NAME: 39-47 East Road ADDRESS: 39-47 East Road, Hackney, N1 6AH
9. PROJECT NAME: 39-47 East Road ADDRESS: 39-47 East Road, Hackney, N1 6AH
10. PROJECT NAME: One Leadenhall ADDRESS: 1 Leadenhall Street, London, EC3V 1AB
11. PROJECT NAME: 71 Lansdowne Road ADDRESS: 71 Lansdowne Road, London, W11 2LG
12. PROJECT NAME: Silchester Arches ADDRESS: Silchester Road, North Kensington, W10 6SB
13. PROJECT NAME: 14A St Luke's Road ADDRESS: 14A St Luke's Road COACH HOUSE, London, W11 1DP
14. PROJECT NAME: Oxford Gardens ADDRESS: 101 Oxford Gardens, London, W10 6NF
15. PROJECT NAME: Tybalds Estate Regeneration Phase One ADDRESS: New North Street, Camden, London, WC1N 3JT
16. PROJECT NAME: UCL Institute of Neurology Dementia Research Institute ADDRESS: 256 Gray's Inn Road, Camden, WC1X 8LD
17. PROJECT NAME: 1-6 Field & Leeke Street ADDRESS: 1-6 Field & Leeke Street, London, WC1X 9DG
18. PROJECT NAME: Warburton Road ADDRESS: 2-18 Warburton Road, London, E8 3FN
19. PROJECT NAME: Mill Road ADDRESS: Mill Road, Ilford, IG1 2DF
20. PROJECT NAME: Heylyn Square ADDRESS: 70 - 77 Malmesbury Road, Tower Hamlets, E3 2DW
21. PROJECT NAME: Sugar House Island ADDRESS: Sugar House Island, 1 High Street, Stratford, E15 2NA
22. PROJECT NAME: 2 Trafalgar Way ADDRESS: 2 Trafalgar Way, Tower Hamlets, E14 5SP
23. PROJECT NAME: Ibex House Cladding Remediation ADDRESS: 1 Forest Lane, London, E15 1HR
24. PROJECT NAME: Greenwich Peninsula ADDRESS: Plot 18.02 & 18.03 West Parkside, Stratford, London, SE10 0NF PROJECT NAME: Whitechapel Refurbishment Main Build Works ADDRESS: 295 Whitechapel Road (upstairs), Tower Hamlets, London, E11BY
25. PROJECT NAME: Colcutt House Separation Works ADDRESS: 71 Fenchurch Street, London, EC3M 4BS
26. PROJECT NAME: One Leadenhall ADDRESS: 1 Leadenhall Street, London, EC3V 1AB
27. PROJECT NAME: Skinners Hall ADDRESS: The Skinners Hall, 8 Dowgate Hill, London, EC4R 2SP
28. PROJECT NAME: 1 Liverpool Street ADDRESS: 1 Liverpool Street, London, EC2M 7NH
29. PROJECT NAME: One Leadenhall ADDRESS: 1 Leadenhall Street, London, EC3V 1AB
30. PROJECT NAME: Skinners Hall ADDRESS: The Skinners Hall, 8 Dowgate Hill, London, EC4R 2SP
31. PROJECT NAME: 1 Liverpool Street ADDRESS: 1 Liverpool Street, London, EC2M 7NH
32. PROJECT NAME: 2 Finsbury Avenue ADDRESS: 2-3 Finsbury Avenue, London, EC2M 2PG
33. PROJECT NAME: Castle Lane ADDRESS: 2-4 Castle Lane, Victoria, London, SW1E 6DR
34. PROJECT NAME: 2 Finsbury Avenue ADDRESS: 2-3 Finsbury Avenue, London, EC2M 2PG
35. PROJECT NAME: 1 Broadgate ADDRESS: 1-2 Broadgate, London, EC2M 2QS
36. PROJECT NAME: 39-47 East Road ADDRESS: 39-47 East Road, Hackney, N1 6AH
37. PROJECT NAME: One Leadenhall ADDRESS: 1 Leadenhall Street, London, EC3V 1AB
38. PROJECT NAME: 2 Finsbury Avenue - ADDRESS: 2-3 Finsbury Avenue, London, EC2M 2PG
39. PROJECT NAME: 2 Finsbury Avenue - ADDRESS: 2-3 Finsbury Avenue, London, EC2M 2PG
40. PROJECT NAME: 1 Broadgate - ADDRESS: 1-2 Broadgate, London, EC2M 2QS
41. PROJECT NAME: 39-47 East Road - ADDRESS: 39-47 East Road, Hackney, N1 6AH
42. PROJECT NAME: 39-47 East Road - ADDRESS: 39-47 East Road, Hackney, N1 6AH
43. PROJECT NAME: One Leadenhall - ADDRESS: 1 Leadenhall Street, London, EC3V 1AB
44. PROJECT NAME: 33 Upper Addison Gardens ADDRESS: 33 Upper Addison Gardens, Concept Finesse Projects, Holland Park, W14 8AJ London, EC3V 1AB
45. SPPARC
46. SOM
47. Make Architects
48. EPR Architects
49. Regal Three London Construction Ltd
50. Leslie Jones Architect
51. BBLUR
52. ADP Architecture
53. Parnell Design Partnership Architects
54. KSR Architects & Interior Designers
55. Sheppard Robson Architects
56. Latitude architects
57. Allies and morrison
58. EPR Architects
59. EDS Architects
60. Karakusevic Carson Architects
61. Allies and Morrison
62. Perkins & Will
63. Squire & Partne
64. Forster & Partners Architect EMAILED
65. Adamson and AAI Architects EMAILED
66. Allford Hall Monaghan Morris Architects EMAILED

APPENDIX 5: Complete Site Data

Extracted from Google Map listing:

- Building Site Address
- Students Visiting Site
- Architect
- Contractor

Academic Years 16/17 to 24/25



Link to Google Map

https://www.google.com/maps/@51.4918264,-0.836818,9z/data=!3m1!4b1!4m2!6m1!1s103EpezG-SlulxWu3LHam6uFo7Tw?authuser=0&entry=ttu&g_ep=EgoyMDI1MTAxNC4wKXMDSoASAFOAw%3D%3

NOTE: This is extracted from Data entered each year directly into the Site Diary Google Map by students to record their project.

There may be slight variations on the way names and addresses are spelled and referred to. Note: Statistics have not been recorded for years prior to 16/17, although the module was running then.

Year	Contractor	Architect	No.	Students	Site Postcode	Site Address
16/17	Wates Construction	Buckley Gray Yeoman	2	Philip Longman and Signe Pelne		55 Wells Street, W1A 3AE
16/17	Mace	AHMM	2	Remi Kuforiji and James Wraith		15 Hawley Rd, NW1 8RP
16/17	Laing O'Rourke	Allies and Morrison	3	Zuzanna Grodzka and Anderson Astedlines Barbosa Sales		Two Fifty One, 82 Newington Causeway, Southwark, SE1 6DS
16/17	Laing O'Rourke	Allies and Morrison, Urban Practitioners	1	Hyun Kyu Kim		Southwark Bridge Rd, Elephant and Castle, SE1
16/17	Gilbert Ash	Bennett's Associates	2	Samar Green and Yasemin Evmez		6-8 Alie Street, E1 8DE
16/17	Conamar Building Services	Colman Architects	2	Zlatina Nedeva and Bibissara Alpys		99-121 Kensington High Street, Kensington, W8 5SA
16/17	EsSec contractor	Dan Marks Studio	2	Matthew Rea and Oliwia Bisaga		227-229 Hoxton St, N1 5LG
16/17	TSL Construction	Fielden Fowles	2	Rebecca Foxwell and Sanya Chadha		Dulcote Quarry
16/17	Laing O'Rourke	Fletcher Priest Architects	2	Momchil Tsenov and Eugene Dubovoy		55-65 North Wharf Road, W2 1LA
16/17	Laing O'Rourke	Fletcher Priest Architects	2	Betool Amier and Samiye Cifci		55-65 North Wharf Rd, W2 1LA
16/17	Multiplex	Foster and Partners	2	Aleksandra Manza and Peter Elverum		115 Worship St, EC2A 2BA
16/17	Balfour Beatty	Glenn Howells Architects	2	Joshua Ricketts and Stefan Dean		5 Miles Street, Vauxhall, SW8 1SD
16/17	Mace	Harper Downie Architects	2	Gentrit Bunjaku and Nikola Babic		Chiltern Place, 66 Chiltern Street, W1U 4JT
16/17	8Build	Haworth Tompkins Ltd	2	Enes Karakus and Helena Klenovsky		Lavender Hill, Battersea Arts Centre, SW11 5TN
16/17	Tide Construction	HTA Architects	2	Elena Ryskute and Setareh Nostrati		Apex House, 12 Fulton Rd, Wembley HA9 0TF
16/17	Tide Construction	HTA Architects LLP	2	Christina Petridou and Alexandra Badea		Apex House, Fulton Rd, Wembley HA9 0TF
16/17	Overbury	Jestico + Whites	2	Zhangeldy Kaupynbayev and Jaeseung Nam		29 Marylebone Road, NW1 5JX
16/17	LR Lima	JJR Design	2	Illia Marynin and Amirreza Kiyaniyan		Cavendish House, High Street, Colliers Wood, SW19 2HR
16/17	Connor Houston (Forcia Limited)	Lipton Plant Architects	2	Andreas Makris and Michaela Hadjihanna		105 Charterhouse St, EC1M 6HW
16/17	Richard Hutchings, RH Construct LTD	Map Projects	2	Diana Sacco and Xingye Fan		2 Walton Street, Knightsbridge, SW3 2JJ
16/17	Jas Builders	Multi Creations	2	Aesha Mehta and Monifa Yasmin		60 Braemar Avenue, Wembley, HA0 4QN
16/17	Skanska & Network Rail	N/A	2	Jasdeep Atwal and Magdalena Octal		Waterloo Rd, Lambeth, SE1 8SW
16/17	N/A	N/A	2	N/A		Point 38, Castle Bar Park
16/17	Finch Lockerbie	Nick Leith Smith	1	Kirill Menshikov		52 Brook Green, W6 7BJ
16/17	Forcia	PDP London Architects	2	Ugne Kiseliavaite and Gabija Gumbeleviciute		Unit 21, Central Market Hall Covent Garden
16/17	Rees Mellish	Pilbrow & Partners	2	Zhangeldy Kaupynbayev and Jaeseung Nam		Ingram House, 13-15 John Adam street, WC2N 6LU
16/17	Rydon	Pollard Thomas Edwards Architects	2	Muhtasim Ahmed Mojnu and Lyba Fatima		Packington Neighbourhood, Islington, N1 7UD
16/17	JRL Group	Robin Partington & Partners	2	Jaroslav Owsianny and Ahmed Elmasri		3 Merchant Square, W2 1BF
16/17	McLaren	Robin Partington and Partners	1	Simon McLanaghan and Alexander Onufriev		Parker House Hostel, 25 Parker St, WC2B 5PJ
16/17	Bobb Birch	Sandown Avenue, Esher and Octagon Developments	2	Unnati Mankad and Zahra Mansoor		8 Sandown Avenue, Esher Surrey, KT10 9NT
16/17	Galliford Try	Scott Brownrigg Architects	2	Arshaq Rahim and Aaron Fernandes		Mitcham Road, Croydon, CR9 3AS
16/17	Murphy	Tate and Hindle Architects	2	Hamza Abbas and Cyrus Stephen-Smith		Caledonian Rd, Kings Cross, N1 9BU
16/17	Simply UK	Waugh Thistleton Architects	1	Asile Mussa		55 Pitfield Street, N1 6BU
		Total No. Students	63			

Year	Contractor	Architect	No.	Students	Site Postcode	Site Address
17/18	Bash Construction Ltd	3D Reid	2	Polina Bouli, Aiste Yurgevic		TW18 4DP 90 High St
17/18	McLaren	AHMM	2	Alicja Graczyk, Dominika Rakoczy		EC1R 3ER 119 Farringdon Rd
17/18	N/A	Alma-nac Architects	2	Yana Stoyanova, Nikoleta Tareva		SE15 3DZ 301 Ivydale Rd
17/18	Midgard Ltd	Assael Architecture and Powell Dobson Architects	4	Aya Mousa, Neslihan Gulhan, Paul Adrien Collin, Sulman Muhammad		W2 1NW Paddington Gardens
17/18	Atkins	Atkins	1	Salmi Elidrissi Kenza		KT18 5BW Woodcote Grove
17/18	Willmott Dixon	BDP	2	Yara Samaha, Inna Kurtlakova		SW1A 2AF - Old Admiralty Building
17/18	Gilbert Ash	Bennets Associates	4	Polyan Ivanov, Nicole Langcauon, Sina Bahjat, Catalina Guzun		E1 8DD 6-8 Alie St
17/18	Kind and Co Builders	Buckley Gray Yeoman Studio	4	Saden Alabbasi, Smit Baradiya, Adrianna Waleszczak, Moin Khan		W1T 41 Berners St
17/18	CGT Works	CGT Works	2	Gabrielle Pesciotti, Lavinia Pennino		SW1W 0LS 18 Ebury St
17/18	Ferrovial, Laing O'Rourke	Charles Oxenham	1	Hafsa Adan		SW8 4BZ Battersea Park Rd
17/18	Elliotwood	Charlotte Seymour	2	Leen Ajlan, Maheer Khan		W1T 3PG 18 Wells St
17/18	Heliotrope Land Ltd.	Crawford & Gray Architects Ltd.	2	Nicholas Blacker, Sabrah Islam		W11 3NW 56 Ladbroke Road
17/18	Galiard	CZWG Architects	2	Denisa Maria Balaj, Estera-Ionela Badelita		N1 1QP, Islington Square
17/18	Candlelight Properties Ltd	D5 Architects	2	Henry Simpson, Kate Hubert		B37 7HG Touchstone 4
17/18	Volker Fitzpatrick	Dixon Jones	3	Cameron McKay, Doli Likomanova, Andreas Panagiotatos		HA9 0DL Olympic Way
17/18	St James	EPR Architects	2	Boyuan Zhang, Jaeyun Cho		SE1 7IJ 21 Albert Embankment
17/18	Core	Eric Parry Architects	2	Ivan Levin, Khuram Habib		EC3M 5BN 10 Fenchurch Ave
17/18	Multiplex	Farrells Architect	4	Handan Bayraktar, Mariam Houta, Zainab Saadat, Sarah Hisham		E16 2QU Royal Albert Dock
17/18	McLaren Construction	Flanagan Lawrence	1	Panagiotatos Andreas		HA9 0QL Wembley Park Boulevard
17/18	Laing O'Rourke	Fletcher Priest	10	Tamas Zuberecz, Soraid Viriato, Ella Stawberry Daley, Nickolay Nikolov Pener, Ryan Myers, Kevin Lee Ferenzena, Yohei Yamane, Marta Dziuba, Holy Serukenya, Esther Oluwo		W2 1LA Brunel Building
17/18	Tide Construction Limited	HTA Design LLP	2	Gia San Tu, Sharna Johnson		W3 7HH Old Oak Rd
17/18	Cube	HUT	2	Katie-Anne Brown, Mia Briscoe		EC2A 74 Great Eastern St
17/18	Galliford Try	Levitt Bernstein	2	Polina Novikova, Kushnir Daria		W1T 4QB 99 Charlotte St
17/18	Restore London	MAKE Architects	1	Midia Veryani		SW1X 7XL 87-135 Brompton Rd
17/18	Balfour Beatty	MAKE Architects	2	Hanane Ferraz, Tanzina Miah		E14 9FW 52-225 Marsh Wall
17/18	Pavehall Plc	Mark Lawrence TF Architects	2	Lauren Fashokun, Cassie Mae-Ling Li		W1B 1HT 14 Park Crescent
17/18	Wlodek Staszok	Nasir Ali Khan	2	Hiloni Sheth, Ramshey Khan		TW3 4DX 33 Avonwick Rd
17/18	Volker Fitzpatrick	No 1 East Croydon	2	Eylem Bekem, Mihriban Ustan		E10 7FE Orient Way
17/18	Laxcon	PDP London	2	Manjot Kaur Jabbal, Navpreet Kaur Bolina		SW1P 3LT 45 Great Peter St
17/18	BAM Construction	Penoyre & Prasad Architects	2	Aeesha Khalid, Poonam Ale		SE10 0BF St Mary Magdalene C of E School Peninsula Site
17/18	Multiplex	PLP Architect	4	Seungmin Lee, Beth Allen, Kyungsoo Min, Maciej Worosilak		EC2N 4AF 22 Bishopsgate

17/18	Erith	PLP Architects	2	Amin Renmoussa, Marianna Kyriakides	W1K 1LQ 5 Stanhope Gate
17/18	Wates	Pollard Thomas Edwards	2	Bibiana Malawakula, Beatriz Jimenez	NW6 4AD 145 Belsize Rd
17/18	Multiplex	Simpson Haugh & Partners	2	Marta Rachwol, Anna Pawlik	SE1 8NY 1 Blackfriars Rd
17/18	Blenheim House Construction	SODA Architecture	2	Viktoriia Nozdralheva, Jannat Alam	W1F Walker's Court
17/18	Keenan Construction	Square Feet Architect Studio	2	Zsuzsanna Szohr, Ryan Speer	NW3 5AP 4 Princess Mews
17/18	HG Construction Ltd	Squire and Partners	1	Irgel Enkhsaikhan	EC2A 4PS 1 Phipp St
17/18	Balfour Beatty Construction Ltd	Stephen Mole	2	Vanessa Mbadinuju, Sodueari Graham-Douglas	W3 8NR Ark Byron Primary Academy Acton Lane
17/18	Stenball Group Ltd	Sundae Design Studio	3	Catalina Stroe, Anna Terekhova, Darina Maria Procopciuc	W12 7GF Westfield London
17/18	Murphy	Tate Hindle	2	Larisa Florentina Manga, Daria-Suzanne Donovetsky	N1 9EG 2-8 Balfe St
17/18	Andrew Francis	Tim Tasker	2	Antonio Allegri, Matthew Heyna-Francis	SM2 7QB 6 The Avenue
17/18	N/A	Tog Studio	2	Dan Strassburg, Chen Hui Shou	NN14 4EH Meadow Lane
17/18	Lakehouse	Useful Studio	2	Zuzanna Sliwinska, Wojciech Kamowka	TW7 5LJ Ridgeway Road
17/18	Neilcott	Wilkinson Eyre	2	Aleyna Akteke, Larissa Angonese	SW8 2LH Wendle Court
17/18	Mace	Wilkinson Eyre	1	Egle Zuikaite	EC2M 6TX 21 Moorfields
17/18	Laing O'Rourke	WilkinsonEyre	4	Aleyna Akteke, Doli Likomanowa, Cameron McKay, Larissa Angonesse	EC2M 7NH 1 Liverpool Street (Crossrail Station)
Total No. Students			108		

Year	Contractor	Architect	No.	Students	Site Postcode	Site Address
18/19	Ion Design London	Anthony Bowels	2	Thomas Hall- Thompson, Joshua Bulman	SW3 5NR	SW3 5NR, Chelsea
18/19	Sir Robert McAlpine	Adam Wood	2	Halima Arafat, Ugne Valenciute		N1 7BP 1a Shepherdess Walk
18/19	Hilton's Electrical	Alessandro Caruso	2	Esther Calinawan, Zienab Ahmed		HA1 3UJ, Northwick Park Hospital
18/19	Hanief Shaw	Alessandro Isola Ltd	2	Michelangelo Misiti, Paul Greaves		SW13 9AX, Verdun Road
18/19	Brian Martin Ltd	Andrew Stevenson Associates	2	Svetlozar Hristov Kudinov, Mejan Ahmed		CM6 2BZ, Broxted
18/19	HA Marks Ltd	Architecture 00 + Public Works	2	Isabelle Reid, Michalina Rusinek		SW9 7AH Loughborough Road
18/19	Arena Design and Build	Arena Design and Build	2	Georgia Dunmore, Alicia Montero		N4 1DN, 194 Eade Rd
18/19	Midgard Ltd	Assael Architecture	4	Jacqeline Rosales, Rosita Shirazi, Sofia Yanez Perteagudo, Thet Yadana Kyaw Wan		W2 1NW, North Wharf Road
18/19	Forts Developments LTD	Atelier/ UWA Architects	2	Nabiha Qadir, Rujina Chaudhury		E10 5AB, High Road
18/19	8 Build	Bennetts Associates	4	Barbara Cellario, Wojciech Hoffman, Hannah Clarke, Shivani Bhawnani		SE1 1SZ, Union Street
18/19	Constructive Space	Burt-Jones Brewer	2	Juliana Antunes, Maryam Daoudi		EC2R 7AE, Angel Court
18/19	Lengard	Chris Dyson Architects	2	Georgiana Ilie, Anthony Kourpas		Crystal Palace Park
18/19	Andrew Reaver	CS Architects	2	Billy Nguyen, Bryan Cotta		SW19 4EE, Worple Road
18/19	Bennett Constructions Ltd	Darling Associates	2	Sarah Daoudi, Evelyn I Castelo		SW3 1JJ, Brompton Road
18/19	Collins Construction	DFMK	2	Naran Oyuntsetseg, Desire Lubwama		N1 9UZ, Pentonville Road
18/19	Mace	Diller Scofidio + Neiheiser Argyros	2	Selim Hazem Elleithy, Fillipos Divaris		SE10 0ER, Greenwich Peninsula
18/19	Yonka Marbel and Joinery Ltd	Donald Insall Associates	2	Solihah Sohail, Noor Kassem	SW1W 9BQ	Eaton Square, London
18/19	Ballymore Construction Services Limited	DP Architects, Whittam and Cox	2	Jelena Jablockina, Tim Lee		E16 2SB, Royal Wharf
18/19	Ballymore	DP Architects, Whittam and Cox Architects	2	Timothy Lee, Jelena Jablockina		Barrier Point Rd, London E16 2SB
18/19	Multiplex	Farrells Architects and Masterplanners	4	Nada Maktari, Hafsa Syed, Bradley Welch, William Howes		E16 Royal Albert Dock
18/19	Laing O'Rourke	Fletcher Priest	4	Jason Prescod, Henry Morgan, Tadas Zabulis, Ecaterina Reabov		W2 1LA, North Wharf Road
18/19	Sir Robert McAlpine	Fletcher Priest Architects	2	Silvia Galofaro, Tereza Vesela		EC2M 3YD, Bishopsgate
18/19	StoneForce	Gibson Thornley	2	Jude Raoul Jaribu, Maryam Babayeve		EC1M 6EJ, Cowcross Street
18/19	Ballymore	Glenn Howells Architects	2	Casian Ioan Podianu, Daniel Berende		E16 2SB, North Woolwich Road
18/19	Bellway	GRID Architects	2	Gazala Bhatti, Sarah Al Matrook		SW8 5AX, 46 Ponton Rd
18/19	Laing O'Rourke	Grimshaw architects llp	2	Jay Patel, Suzana Meziad		SW8 4DS, Battersea Park Road
18/19	Sahin Construction	Hasan Icoz	2	Gozde Aydemir, Gizem Bulbul		N9 7LP, Galliard Road
18/19	Lendlease	Heatherwick Studios, BDP	2	Grace Izinyon, Rachel Ann Howsen		N1C 4AG, Pancras Square
18/19	Tide Construction	HTA Design LLP	2	Kristina Veleva, Maria Motchalnik		CR0 1PJ, George Street
18/19	Canary Wharf Contractors Ltd	Kohn Pedersen Fox	2	Lucy Bambury, Martyna Varslavnaite		E14 4JD, Canary Wharf
18/19	Stone Builders	KPCL Group	2	Saima Rouf, Sania Chowdhury		IG11 9XR, Salisbury Avenue

18/19	Multiplex	Make	4	Olga Korolkova, Lydia Tryfonopoulou/ Chang Lok Him, Phong Phuong Hong	W1T 4AY, 80 Charlotte St
18/19	MI Builders	NA	1	Samanta Grudzien	NW2 7LN, 3 Phoenix Park
18/19	Quintain	PRP	2	Anna Tabacu, Alexandra Oltean	E01/2 Engineers Way
18/19	Quintain	Quintain	4	Jasmin Khalifa, Sterlin Mohammed, Anastazja jankowska, Samma Ismaeel	HA9 0EG, Wembley Park
18/19	Baks Construction Ltd	Raw Architecture	2	Adejoke Adewunmi, Zuzanna Lasota	N17, Mount Pleasant Road
18/19	Neilcott Construction Ltd	Rivington Street Studio	2	Thomas McLucas, Rowan St. John	E7 9BB, Forest Lane
18/19	RCCFS Builders	Rommel Hermidilla	2	Kelvin-Marc Tolentino, Youssef Turki	W4 1NG, Flanders Road
18/19	Greg Thabit, AG Surveying	Samuel Chisholm	2	Mariah Bondad, Cindy Hasho	W2 5DD, Artesian Road
18/19	Volker Fitzpatrick	Scott Brownrigg	2	Pietro Asti, Rajan Suri	SL6 3UD, Roxborough Way
18/19	Silverfern Builders	SJ Architects	2	Simran Dovedi, Shahida Begum	SW3 5DE, Justice Walk
18/19	Barratt London	Skidmore, Owings and Merrill	2	Mariam Jamal Eddin, Safa Husain	HA1 1BE, College Road
18/19	Henry Construction	Stride Treglown	2	Hana Alsaai, Mariame Amouche	HA9 7RH, Park Lane
18/19	Mead Building Contractors	Tasou Associates	2	Lucie Barnes, Eloise Baxter	NW1 0QG, St Pancras Way
18/19	Red Construction Group Ltd	TFA Architects	2	Angeliki Giannakodimou, Georgia Papadopolou	W1B 1LT, Park Crescent
18/19	FTSquared	Wilkinson Eyre	2	Mohammed Aissam Hachemi, Bilal El Figuigui	E1 8EP, Braham Street
18/19	Famella Building Contractors Ltd	Works Architecture Ltd	2	Edoarda Trombini, Ceyda Ozsoy	W1U 5ES, Nottingham Street
		Total No. Students	105		

Year	Contractor	Architect	No.	Students	Site Postcode	Site Address
19/20	Laing O'Rourke	AHMM architects	2	Hannah Ismail; Wiktoria Matyja	W1D 2DA	Soho Place, Oxford Street
19/20	McLaren	ALLIES AND MORRISON	2	NICOLE FRANKIEWICZ; Yael SCHREIBER	N17 9NF	Lock 17, London
19/20	Annika Properties LTD	Authorised Designs LTD	2	Sakariye Ahmed; Yahya Shire	HA2 0QQ	183 Roxeth Green Ave, South Harrow, Harrow
19/20	Annika Properties LTD	Authorised Designs LTD	2	Vinay Nath; Haseeb Qadeer	HA2 0QQ	183 Roxeth Green Avenue South House
19/20	Michael Brady Ltd.	Chris Dyson Architects	2	Jayden Tze Kit Lau; Omar Abu Wishah	E2 9PB	17 Victoria Park Square, Bethnal Green, London
19/20	M&P Dream House	Christopher Daniel	2	Calin Filip Bulzan; Andrei Mihai Dobrinescu	E14 8DG	Flat One, 28 Narrow Street, London
19/20	Godfrey Martin LTD	Colman Architects (David Liddell)	2	Rojan Keshavaz; Rauf Suleymanov	W2 2AA	Arvon Court, 44 Connaught St, Greater, St George's Fields, London
19/20	Buxton Building Constructors Limited	Dannatt Johnson Associates	2	Sonia Wedman; Dominika Sokalska	E1 8AN	John Snow House, 59 Mansell St, London
19/20	Building Dreams	e-gg Architecture	2	Chan Wen (Jason) Lai; Andrijana Sitic	SE23 3AQ	77 Canonbie Rd, Forest Hill, London
19/20	John F Hunt	Eric Parry Architects	2	Momchil Petrinski; Lilia Stefanova	W1G 0BA	74 Welbeck St, Marylebone, London
19/20	JH Contract Services Ltd – Brendan Hand	EV Architects – Mark Webster	2	Jehaan Bhojroo; Nur Alhuda Binti Ashari	E11 2EF	16 The Avenue, Wanstead, London
19/20	Watkin Jones	Falconer Chester Hall Architects	2	Hayden Ames; Angela Tice	HA9 0EG	Engineers Way, Wembley
19/20	Midgard LTD	Farrells Architects	2	Daniela Gomez; Jjie Peng	E1 8ZZ	85 Royal Mint Street, London
19/20	Morgan Sindall Construction and Infrastructure	Faulkner Browns Architects / Feilden Clegg Bradley Studio	2	Iris Spahiu; Thais Ribeiro Rodrigues	N15JU	Britannia Leisure Centre, 40 Hyde Road, London
19/20	Skanska	Fletcher Priest Architects	2	Atefeh Arefcheh; Jason Jones	SW1X 9LA	1 Sloane Street, Knightsbridge, London
19/20	Skanska	Fletcher Priest Architects	2	Mohamed Al-Khaja; Eleni Savva	SW1X 9LA	2-14 Basil Street, London
19/20	N/A	Formation Architects	2	Blessing Sulaiman; Josh Mooney	SE10	64-68 Blackheath Road, Greenwich
19/20	BCSL - Ballymore Construction Services Limited	Glenn Howell Architects	2	Andrei Bigan; Ugne Boskaite	E14 9TJ	Arrowhead Quay, Marsh Wall, London
19/20	John F Hunt	GRID Architects	2	Zaida Zekaj; Kimya Hajisabagh	NW3 3HF	100 Avenue Road, Swiss Cottage, London
19/20	Plenta Effect Limited	Hatch and Mason	2	Soraya Mohajeri; Shani Warshawsky	SE3 7UQ	15A Ulundi Rd, Greenwich, London
19/20	The Woodberry Down Partnership	Hawkins Brown	2	Saya Agha; Anna Essouissi-Coulton	N4 2SB	Woodberry Down, Finsbury Park
19/20	Lendlease Construction (Europe)	Heatherwick Studio; Bjarke Ingels Group (BIG); BDP.	2	Will Pope; Joseph Robinson	N1C 4AG	Google, UK, King's Boulevard, King's Cross, London
19/20	Canary Wharf Contractors	Herzog & de Meuron; Adamson Associates Architects	2	Emerald Sky Henley; Rbiya Bashir	E14 9GG	One Park Drive, London
19/20	Quinn Contractors	HTA Architects	2	Minaa Baig; Kuhu Arnalkar	CR0 7YB	Stockbury Rd, Croydon
19/20	Sandwood Design & Build	IPA Architects Ltd	2	Jakub Jazdzynski; Karolina Kownacka	W3 7SB	16 The Vale, Acton, London
19/20	self-built	Jakub Zucha-Wihan	2	Janka Dócs; Dora Varszegi	SW2 2QP	Trinity Rise, London
19/20	PDR Construction	John McAslan + Partners	2	Eadan Filbrandt; Jaziba Tahir	SM4 5PT	181 London Road, Morden
19/20	N/A	Jonathan Leake of Howard De Walden	2	Giovanni Musumeci; Haodong Wu	W1B 1NS	82 Portland Pl, London
19/20	N/A	Kate Jackson Architects	2	Leonardo Pelli; Benjamin Shorrock		Beaconsfield, London, HP10
19/20	MD Builders	Kevin Given	4	Maria Bahrim; Riane Oukili, Zbigniew Krzysztof Czajak; Kopal Halway	W5 4NR	114 Popes Ln, London
19/20	London Square	Lyndon Goode Architects	2	Filippo Cocca; Anna Adetiba	N7 9BQ	423 Caledonian Rd, London
19/20	SLM	McFarlane Latter	2	Maisie Spencer; Vilde Stadler Myrhaug	SW19 4PF	75 Murray Rd, London

19/20	Hira Construction	Michael Gibson - Eldridge London	2	Mathew Bailey; Daniel Smith	N6 5RN	Hampstead Heath, Highgate, London
19/20	Coniston LTD	MSMR Architects	2	Stephanie Grange; Saffron Lord	W8 4QA	The Royal Norwegian Embassy, 10 Palace Green, London W8 4QA
19/20	KJV Construction Ltd.	MW Architects	2	Sofija Stupar; Akramul Askaari	SW14 7AP	30 W Temple Sheen, London
19/20	Midgard Ltd.	PDP London	2	Wiame Azzouzi; Nicholas Wood	W1B 1LT	98 Portland Pl, London
19/20	JRL Group	PDP London	2	Youmin Ho; Julia Brodzinska	W1B 1AH	Regent's Crescent, 22 Park Crescent, Marylebone, London,
19/20	Kier Construction	Scott Tallon Walker Architects; Ryder Architecture	2	Yuen-Wah Williams; Hicham Abari	EC1A 7BE	Nuffield Health at St Bartholomew's Hospital, London
19/20	Stellar Developments (UK) Ltd	SEP Design	2	Justina Pukinskaite; Erika Boguckaite	MK9 3BB	Kiosk 51, Midsummer Arcade, Central Milton Keynes
19/20	Wates Construction Ltd	SPPARC Architecture	2	Erin Camagay; Anastasia Shepel	SE1 9DG	Borough Yards, Stoney Street, London
19/20	Canary Wharf Contractors LTD	Squire + Partners	2	Mario Priore; Vlad-Ilie Necula	SE1 7NW	Southbank Place, London
19/20	Founded Studio	Squire + Partners	2	Ruhel Ahmed; Mohammed Talat	SW9 9UH	Bellefields Rd, Brixton, London
19/20	Founded Studio	Squire + Partners	2	FAREL MARDIYUNANTO; EMIR SIRKECI	SW9 9UH	14A Bellefields Rd. Brixton, London
19/20	OSBORNE	Stiff & Trevillion architects	2	Aisha Mughal; Kenzie Rebelo	W2 2DZ	Edgware Rd, London
19/20	Mount Anvil Ltd	Stockwool	2	Sumaita Tasnim Sochi Zaman; Maik Fischer	E1 2JA	132 Cavell St, London
19/20	Mark Elliott	White Ink Architects; Powell Dobson Architects	2	Melissa Nese; Leticia Ramirez	W2 1LF	100 North Wharf Gardens Hotel, Paddington London
		Total No. Students	94			

Year	Contractor	Architect	No.	Students	Site Postcode	Site Address
20/21	10FF Homes Ltd.	Richard Dudzicki	4	Syafiqah Aziz, Changsoo Yoo, Laura Vasile, Christie Hitchcock.	SE22 9EU	29 Lacon Rd, London
20/21	Engie	3D Reid.	2	Dania Khayal, Rima Almesri.	RG14 5DS	Highfield Ave, Newbury
20/21	Galliford Try.	AHMM	4	Julia Pastor, Giorgia Bresciani, Monica Basta, Marina Beban.	W1H 7AL	Cumberland hotel, 1 Great Cumberland Pl, London
20/21	BAM Construction.	AHMM	4	Aleyna Pekshen, Iman Dagnoko, Mihna Landin Johansson, Jessica Leach	E1 7PE	Central House, 61 Whitechapel High St, London
20/21	Chase New Homes.	Alan Turner	1	Marina Ioannou.	EN7 5EY	104 Cuffley Hill, Goffs Oak, Waltham Cross
20/21	Ballymore Construction Services Ltd.	Allies & Morrison	2	Anna (Anyia) Lyubareva, Connor Martin	E14 0JU	79 Orchard Pl, London
20/21	Westbrooke Developments Ltd	Allies and Morrison	2	Gregory Brookhouse, Mina Gohary.	BN11 2FJ	Bayside Apartments, Brighton Rd, Worthing
20/21	Balfour Beatty	Apt Architects	2	Hamza Mughul, Joshua Reginaldo	EC3N	Vine St, London
20/21	Ardmore Construction & Volker Fitzpatrick	Architecture00	4	Alex Marton, Anisa Min, Rhianna Stirton, Akshay Sethi.	SE10	Peninsula Square, London
20/21	Sections contracting and Trading Ltd	ASK PLANNING	2	Zamzam Al-Rubaye, Saba Torabi	HA3 7AF	74 High St, Harrow
20/21	Balfour Beatty	Axis Architects	2	Gabrielle Dias, Vanessa Muamba	SE13 5FQ	Lewisham Gateway Phase 2, Confluence Plaza, Station Rd, London
20/21	Renovations TM	BART EYKING	4	Bodhi Horton, Louis Davis, George Sorapure, SOFIA WHILBY.	W2 3TP	50 Porchester Terrace, London
20/21	JMC Builders Company	CASEY NELSON	2	Luiza Garavelo , Meryem Geldiyeva.	USA	5 Orlando Dr, Sanford, FL 32773
20/21	Alexander Maltby.	Chris Dyson Architects	2	Sami Kassim, Laurens Koster.	E1	2 Cobb St, London
20/21	Tofalli	Code Architecture	1	Thanai Morphi		Larnaca, Cyprus
20/21	Chris Kyriacoudis	David Quigley Architects.	1	Barbara Piskor.	SW3 5HW	25 Cheyne Row, London
20/21	Alexander Maltby.	Diana Raican	4	Sami Kassim, Karolina Szymczak, Laurens Koster, Fatima Al-Gersani.		2 Cobb St, London E1
20/21	Corley and Woolley (C+W)	DP9	2	Alina Hafeez, Halima Haq	W1W 8SZ	12 Wells Mews, London
20/21	Ardmore.	EPR Architects	2	Anastasia Plahotniuc, Greta Sakenyte.	SW1A 2AW	57 Whitehall Pl, London
20/21	Watkin Jones.	Falconer Chester Hall Architects	4	Jessica Morrison, Suzy Bowtell, Joe Harding, Jess Peacock.		Kelaty, Wembley Park, London
20/21	Alpha Builders	Fereydon Abdoolahyan	1	Kacper Sehneke.	BR4 9JZ	118 The Grove, West Wickham
20/21	N/A	Fletcher Priest Architects.	1	Diana UMIAROVA	w1d 7 et	piccadilly circus london w1d 7 et
20/21	Wates	Fletcher Priest.	1	Aidan Mcmillan.	W1D 7HR	1 Sherwood St, London
20/21	Rigby & Rigby	Formation Architects	2	Alejandra Iglesias Garcia, Shkemb Shala.	SW7 1DR	15 Lancelot Pl, London
20/21	Redrow Homes Limited	Four Point Architects, Broadway Malyan, Mountford Pigott, UNIT Architects	2	Paula Fleschin, Ioana-Andreea Popescu-Argetoia	NW9 4DX	Lismore Blvd, London NW9 4DX
20/21	Mace	Grafton Architects	2	Milan Lad, Arjun Bansal	WC2A 2ES	44 Lincoln's Inn Fields, London
20/21	PJR Creative Building	Gurmeet Sian, Office Sian Architecture + Design	2	Gabriella Daza, Valentina Gonzalez Castaneda.	N17	89 Broadwater Rd, London
20/21	Hill Group	Haworth Tompkins Architects.	2	Nancy Guest, Jan Macbean	E3	Wyke Rd, Fish Island, London
20/21	AJ Morrisroe & Sons Ltd and Avondale Construction	HCL- Horden Cherry Lee and Wilkinson Eyre Architects	2	Berfin Tas, Jenan Rachid.	WC2R 3DA	Arundel Great Court, 2 Arundel St, Temple, London
20/21	Canary Wharf Contractors.	Herzog & De Meuron, Adamson Associates and Allies and Morrison	2	Glena Sabri, Feriel Siad.	E14 9GG	One Park Drive, London
20/21	Multiplex	Kohn Pedersen Fox (KPF)	1	George Darlington.	SW8 5NQ	Market Towers,1 Nine Elms Ln, Nine Elms, London SW8 5NQ

20/21	Casangular.	Leonardo Omar	3	Nasim Nikookam, Maria Lonova and Stefana Straub.		Plaza de España, Santa Cruz de Tenerife
20/21	ECOWorld London	Levitt Bernstein.	2	Laura Panaete, Iamisah Abdal		Caird St, London W10
20/21	Mace.	Lifschutz Davidson Sandilands	2	Ivan Da Costa, Karol Maranski.	EC1M 6AL	33 Charterhouse St, London
20/21	Vinci	Lifschutz Davidson Sandilands	2	Anisha Iqbal, Chloe Torres	E20 2ZQ	London Aquatics Centre, Queen Elizabeth Olympic Park, Stratford Cross, London
20/21	Hallmark Estates	Livio Venturi.	2	Laura Lita, Khushi Agarwal	NW1 8EU	25 Ferdinand St, Chalk Farm, London
20/21	Jose Manjarres	Luis Carlos Varela Villa	1	Valentina Rivera Olivares		Cra. 39 #69d-99, El Recreo, Barranquilla, Atlántico, Colombia
20/21	BMC Invest	Mariusz Magda, 3MProjekt, (Head) Architect.	2	Mateusz Gliniewicz, Betina Greca Menescal.		Opacka, Gdańsk, Poland
20/21	Nico Contractors.	Merrett Houmøller Architects.	4	Kwatchila Costa, Jude Raoul Jaribu, , Rebecca Weller, Pramila Cox-Sehmi.	W1U	74 Marylebone Ln, London
20/21	Carty Forde.	Metex Architects, Istanbul, Turkey; Donald Insall Architects, London, UK	2	Seher Defne Bayrakci, Annie May Williams	W1T	50 Newman St, London
20/21	Longwood	Michael Molloy.	1	Michael Molloy	SE9 2TE	45 Inca Dr, London
20/21	Overbury.	Piercy and Company	2	Kamiliya Kelbuganova, Brandon Clark.	W1T 4QS	80 Charlotte St., London
20/21	Shane Cochrane Buildings LTD	Pike and Partners Architects	2	Emma Hafner, Georgia Rich	W4 3TP	54 Chiswick Staithe, Hartington Rd, Chiswick, London
20/21	Yousef Lootah Contracting	Plus 971 Architects	1	Rakan Lootah		5th St - Muhaisnah - Muhaisnah 1 - Dubai - United Arab Emirates
20/21	Jasi Yosif Lootah Contracting	Plus971 Architects	1	Sarah Saedan		1 5th St - Muhaisnah Third - Muhaisnah 3 - Dubai - United Arab Emirates
20/21	Solo	Rodrigo Sucupira	1	Eduardo Sousa Barbosa		R. Davi Campista, 118 - Humaitá, Rio de Janeiro - RJ, 22261-010, Brazil
20/21	IMB Construction Limited	S – Syndicate West Architects.	2	Oliwia Biesiaga, RALUCA HAMZA	E17 6HB	56 Pasquier Rd, London E17 6HB
20/21	Situation.	Samir Idrissi L'orée du parc	1	Zahra IBEN KHAYAT ZOUGGARI		Mosquée de la Ville Verte, Rue des Flamboyants, Bouskoura, Morocco
20/21	Ian Campbell	SD Building Plans Limited	2	Hannah Ali, Aziz Nimuchwala	CR0 8AJ	Bennetts Way, Croydon
20/21	Creative London.	Snell David Architects.	2	Tilda Blomqvist, Maja Dworak-Kula	SW15 2JJ	49, 1 Brewhouse Ln, London SW15 2JJ
20/21	Tonin Thanaj, TBM Limited.	SNG Designs	3	Elton Pushimaj, Yusuf Arfaan, Arjun Bansal.		46 Hurstwood Rd, Finchley
20/21	Willmott Dixon.	Space & Place (Andre Marques and Rocío Garcia)	4	Laurynas Arbaciauskas, Miruna Maria Grigore, Hamza Can Keskin, Andreea-Laura Petrescu	AL5 2HU	Harpenden Leisure Centre, Leyton Rd, Harpenden
20/21	JTRE London.	Squire and Partners.	2	Anna Ludmann, Hasniha Thanganathan	SE1 0FD	Venues Bankside, 18 Great Guildford St, London
20/21	MEDGULF Construction	TAHPI	1	Tara Nayfe.		Aman Hospital, Building 412 PO Box: 8199, Zone 47, F Ring Rd, Doha, Qatar
20/21	MJ Rooney Construction Ltd	Tanya Rainsley, TMR Studios Ltd	2	Elifnur Ulucay, SUDE YILMAZ	SE3 9RT	53 Lee Rd, BlackHeath, London
20/21	Mcaleer & Rushe.	White Ink Architects	2	Samuel McMahon, Shakira Willingale-Haynes.	W2 1NW	1 N Wharf Rd, London
20/21	ROBERT MCALPINE	WILKINSON EYRE ARCHITECTS.	3	Katarzyna Wojciechowska, DEIVIDAS MERONCIKAS, AJVI ALLMUCA	EC2Y 9DB	21 Moorfields, London
20/21	KK Developers Ltd	Yian Stavrou	2	Evangelos Christou, Konstantinos Branias Vakirtzis	N11 2DE	46 Brownlow Rd, London
20/21						14 Greek St, London W1D 4DP
		Total No. Students	123			

Year	Contractor	Architect	No.	Students	Site Postcode	Site Address
21/22	Amirilan Management Ltd	ADAM Architecture	2	Rohit Sharma, Samuel Laoye	NW3 2TH	77 Parliament Hill, London
21/22	BAM Construct London	AHMM	2	Wizana Ahmed, Dakshesh Bhattad	E1 7PF	Central House, White Chapel, London
21/22	Henry Construction	AHMM	2	Aleksandra Burnatowska, Natalia Konstantinidou	EC1V 1JT	225 City Rd, London
21/22	HG Construction LTD	AHMM	2	Aleksandra Gorlats, Rabia Khalid	N17 9JZ	49, 51 The Hale, London
21/22	Bouygues UK	Alex Abbey	2	Maryam Syed, Husni Hussein	NW3	Maitland Park Rd, London
21/22	HG Construction LTD	Anna Wowchuk	2	Isabelle Achou, Ana Ivanschescu	E20 1GE	Celebration Ave, London
21/22	JJC Group	Bahara Designs	2	Kyhra Chae Copeland-Thompson, Mahaa Janjua	IG6 1JE	855 Cranbrook Rd, Ilford
21/22	Emilia's Crafted Pasta	Banfield Wood LLP	2	Victorino De Castro, Dominik Figurski	E14 9QG	10 George St, London
21/22	Collins Construction Ltd	Barr Gazetas	2	Param Hirani, Blendi Rexhaj	EC4N 5AT	Sherborne House, 119 Cannon St, London
21/22	D5	BDP	2	Aisha Abedin, Sara Anwar	CV1 5PH	Maurice Foss Building, Coventry
21/22	Wilmot Dixon Interiors	Bond Bryan Architects Limited	2	Yasmin Pathan, Nedal Harris Ghosheh	E17 4QH	186 Hoe St, London
21/22	Ellmer Construction LTD	EPR Architects	2	Karina Rudkovskaja, Selina Qureshi	W1G 0BA	74-77 Welbeck St, London
21/22	Lucien Cristea	Extensions Architecture	2	Ioana Macovei, Adelina Ivan	KT4 7LP	Leyfield, Worcester Park
21/22	Wates Construction	Fletcher Priest Architects	3	Azzam Hakim, Maria Alejandra Ruano Delgado, Gabrielle Troisi	W1D 7HR	1 Sherwood St, London
21/22	KpH Deconstruction Services Ltd	Fletcher Priest Architects	2	Aida Rastegar Saadi, Laura Tellez	EC2M 3TQ	Broadgate Business Centre, 155 Bishopsgate, London
21/22	Laing O'Rourke	Foster and Partners	2	Layla El Wadnakssi, Axelle Sibierski	W2 4YN	The Whiteley (Queensway), 149 Queensway, London
21/22	Sir Robert McAlpine	Foster and Partners, Adamsons and Associates (Gehry Partners), Dexter Moren Associates	2	Evelyn Cheng, Andrei Raoul Tehres	SW8 5BN	188 Kirtling St, Nine Elms, London
21/22	Thomas Sinden	Harworth Tompkins	2	Lilia Beha, Roza Hassan	E3 2ND	Wyke Rd, Monier Rd, Fish Island, London
21/22	Morgan Sindall	Haverstock	3	Aya El Jahiri, Lauren Koster, Shaena Sacatani	EN3 5PA	Salmons Brook School, Bell Ln, Enfield
21/22	Thomas Sinden	Haworth Tompkins	2	Adam El Hafedi, Amelia Gavina	E3 2PA	Roach Rd, Fish Island, London
21/22	Canary Wharf Contractors	Herzog and de Meuron, Karakusevic Carson Architects	2	Fatima Arif, Melis Aysal	E14 9RL	Lutomer House Business Centre, 100 Preston's Rd, London
21/22	Eden and Canary Wharf	HTA	2	Naciimo Cali, Judy Kader, Alicija Zdanowicz	E14	1 Charter Street, London
21/22	Farrans	Hunters Architect	4	Dillon Dupre, Aurela Trezhnjeva, Christian Thunich, Jack Morris	N19 5DQ	Cottage, 25 Bertram St, London
21/22	Hill Holdings Ltd	Hunters Architects	2	Nondita Abdul Matin, Alexndra Berculean	W7 1BA	Copley Close, Castle Bar Park, London
21/22	Hossein Efrani	HWO Architects	2	Asal Fathi, Erphan Mohammadkhani.	N3	35 Dollis Ave, London
21/22	Cord Construction	IAN Chalk Architects	2	Husna Paruk, Fani Hristova Petrova	WC2H 0EH	St Giles Circus, London
21/22	Canary Wharf Contractors	Karakusevic Carson	1	Melis Aysal	E14 9TH	Harbord Sq, London
21/22	VINCI Construction	Lifschutz Davidson Sandilands	2	Michaela Chittussi, Amar Mohammed.	E20 2AF	UCL Pool Street West Student Housing, Pool St, London
21/22	MACE	Lifschutz Davidson Sandilands.	2	Raoul Tomaselli, Assa Khalilpour	EC1M 6AL	33 Charterhouse St, London
21/22	Multiplex Global	MAKE Architects	2	Patrycja Adamczuk, Ruhsan Sadrettin	EC3V 4QT	Unit A, 1 Leadenhall St, London
21/22	Skanska	MAKE Architects	2	Isabella Torresan Testolin, Finola Simpson	EC2A 1NQ	20 Ropemaker St, London
21/22	Clancy Docwra	Marwick Architects	2	Darya Prokopets, Farah Mazloun.	E6	Nelson St, London E6

21/22	FILETURN	MATA Architects	2	Sana Esmat, Zahra Elshams	NW6 6RA	23-25 Lonsdale Rd, London
21/22	HG Construction LTD	MSMR Architects	2	Isabelle Achou, Ana Ivaschescu	E201DS	Sunrise Cl, East Village, London
21/22	Nico Contractors Ltd	ORMS	2	Zeynep Sakarya, Benjamin Leathes	SW1A 2BN	10 Spring Gardens, London
21/22	CJ O'Shea Co Ltd	Perkins + Will	2	Oliver Benson, Luke Harvey	EC2A 3NL	The Stage , 22 Hewett St, London
21/22	C Field Construction Ltd	pH+	2	Kristiana Valdmane, Magdalena Swiech	E3 3QP	5 Yeo St, London
21/22	ISG	Pilbrow and Partners	2	Edmund Alcock, Lourenco Vivieros	W8 6SN	127 Kensington High St, Greater, London
21/22	Vistry Partnerships London	Pitman Tozer Architects	2	Ana Atanasescu, Vinaya Kerai	E13 0FB	Valetta Grove Playground, London
21/22	Vistry Partnerships London	Pitman Tozer Architects	2	Ana Atanasescu, Vinaya Kerai	E13 0DN	London Rd, London
21/22	SASH Architects	SASH Architects	1	Salaheldeen Elnour	N/A	Mojo Gallery, HGVP+W9F, Khartoum, Sudan
21/22	PDCR Ltd	Scott Batty Architect	1	Saleh Shesha	AL1 5QZ	2 Barncroft Way, St Albans
21/22	Famella	SHH Architecture and Interior Design	2	Nikhil Shetty, Ekta Jadeja	NW8	17 Acacia Rd, London
21/22	Multiplex Global	Squire and Partners	2	Sarah El Abed, Nausheen Mahmood	SW1E	Westminster, SW1E
21/22	Multiplex Global	Squire and Partners	2	Faye Ayroso, Imran Haque	SW1H 0AZ	17 Broadway, London
21/22	Barratt London	TP Bennett	2	Mehak Ansari, Karen Silva Cardoso	TW3 1EH	Barratt London - Hounslow High Street Quarter, 4 Smithy Ln, London
21/22	Barratt	TP Bennett	2	Mehak Ansari, Karen Cardoso	TW3 1EH	Barratt London - Hounslow High Street Quarter, 4 Smithy Ln, London TW3 1EH
21/22	Reniam Ltd	Vorbild Architects	2	Emanuella Pellizzon, Alefiya Khedapa	SW14 8RU	22 Vicarage Rd, London
21/22	Montway Construction	Wolff Architects	2	Tsipporah Dollond, Mayra De Vasconcellos Barbosa	NW11 0JD	62 Cranbourne Gardens, London
21/22	HG Construction	Woods Bagot	7	Ariane Canet, Pablo Pimentel, Harry Mellor , Sofia Rota, Shaded Elfadi, Alexandra Mari, Abiola Olamouisi	WC2B	34 Russell St, London
21/22	N/A	Zaha Hadid Architects	2	Florentine Rockenbauer, Julie Bruland		Tianfu Residential District, Wenjiang District, Chengdu, Sichuan, China, 611137
21/22	Irek Maduzia	ZDB Architects	2	Yasmin Satter, Lotta Jacobson.	NW2 6UT	127 Olive Rd, London
		Total No. Students	110			

Year	Contractor	Architect	No.	Students	Site Postcode	Site Address
22/23	Henry Construction	AHMM	2	Anne- Elizabeth Sowah, Ann-Melody Akanji	EC1V 1JT	225 City Rd, London
22/23	Skanska	AHMM Architects	4	Francisco Padilla Fierro, Aymann Naeim , Hamza Mohamed, Andrea Betteridge	E1 6DG	Elder St, London
22/23	The McLaren Group	Allies and Morrison	2	Khadija Begum Sofia Najy Mezdagat	E1 7PH	Aldgate Place Phase 2, 35 Whitechapel High St, London
22/23	Laing O'Rourke	Allies and Morrison	2	Hannaan Eggay, Olga Christodoulido,	N1C 4AY	Plot S4, Kings Cross, Handyside Street, London
22/23	Multiplex	Allies and Morrison	,	Camila Nunez Suarez, Zsariah Thomas	SE1 6TE	Elephant and Castle, New Kent Road, London
22/23	Lendlease	Bjarke Ingles / Thomas Heatherwick	2	Nabil Musa, Harry Clark	N1C 4UR	6 King's Blvd, Kings Cross London
22/23	Inland Homes	BoonBrown	2	Jessica Scotchmer, Magdalena Perez Verdini	TW15 2DY	5 Pitcher Lane, Ashford
22/23	Nicholas Stephens Construction	Brimelow McSweeney Architects	2	Bhakti Patel, Zahra Muhith,	W1F 9PD	5-7 Carnaby Street, London
22/23	Watkin Jones	Brock Carmichael	2	Raqiya Cali, Fajer Alasfour,	SE13 7LH	Conington Road, Lewisham, London
22/23	Third Eye Builders	CAKE Architects	2	Eric Turner, Rowan Isles	E8 3BH	99C Forest Road, Hackney, London
22/23	V-Squared Design LTD	Carmody Groarke	2	Declan Slonim, Yu-Rui Hung	WCE 8JS	42 King Street London
22/23	Knight Harwood	Chapman Architects	2	Kirra Pasco, Yuan Padilla	W1U 2QL	20-27 Thayer St. / 45 - 57 Marylebone Lane, London
22/23	Willmott Dixon	Child Graddon Lewis and Allen Pyke Associates Ltd	2	Daniel Poshtovenko, Vladimir Ovsyannikov,	W2 5HG	300 Harrow Road, London
22/23	MRH Construction	Civil Construction LTD	2	Jerrell Singh, Nicole Nsubuga	IG1 2RR	155 Ilford Lane, Ilford
22/23	Knowles	Darling Associates	2	Saarah Hosseinian, Kadajah McDaniel,	SW6 3DP	20 BROOMHOUSE LANE, FULHAM, London
22/23	Osborne	David Miller Architects	2	Malak Halibi, Lisa Lal Yoruk	NW1 6TH	29 Cosway St, London
22/23	Kier - Deconstruct	E8 Architecture	2	Nyah Pinto Martins, Breno Lourenco	W1U2PX	79 Marylebone Ln, London
22/23	Wates	ECD Architects	2	Caroline Moisa, Amore Farrag	W1U 5BF	Luxborough Street, Westminster, London,
22/23	Wates Residential	EDS Architects	2	Asya Caiado, Raiyaan Rizwan	W1U 5BN	Chiltern Place, London
22/23	TC Consult	Epstein Hunter	1	Ahsan Mahmudul Shah-ree	SE13 7UT	Church Grove & Ladywell Rd, London
22/23	Laing O'Rourke	Foster and Partners	2	ABDUL MAJEED NEHLA, Maaria Khan	W2 4YN	151 Queensway, London
22/23	Laing O'Rourke	Foster and Partners	2	Kieran Edgecock, Pietro Sacchelli	W2 4YN	149 Queensway London
22/23	ROOFF	Fourpoint Architects	2	Abigail Williams, Sedef Karayel	N1 8FQ	Windsor Street, Islington, London
22/23	BW Interior Contractor	Gensler	2	Yi Shen, Danielle Elefante	W6 8BJ	201 Talgarth Road, London
22/23	BW Contractor	Gensler	2	Ritan Khan, ISLAM SAOUD	W6 8BJ	THE ARK, 201 TALGARTH ROAD, HAMMERSMITH, LONDON
22/23	BW Contractor	GENSLER ARCHITECTS	3	DAWOUD SOHAIL , Muhammad Manjra, Yi Shen	W6 8BJ	201 TALGARTH ROAD, HAMMERSMITH, LONDON,
22/23	Knight Harwood	Grid Architects	3	Maria Candelaria, Jurado Teran, Alejandra Bustamante	SW1V 3LX	Dolphin Square, Chichester St, Pimlico, London
22/23	Laing O'Rourke	Hopkins Architects	2	Mark Aoun, Soleymane Avice	W1U 8EQ	25 Baker Street, Marlybone, London
22/23	Canary Wharf Contractors	HTA	2	Rania Saidi, Eryk Karys	E14 9NJ	Harbord Square, London
22/23	Datum CCM	Jonathan Leake	2	Katerina Zhelyaskova, Shania Stephen-Paul	W1G 6HW	7 Devonshire Pl, London
22/23	Whistler	Jonathan Leake	2	Enida Xhaferaj, Grace Alejandra Ortega	W1U 4BS	Block D Ossington Building, London

22/23	Canary Wharf Contractors limited	Karakusevic Carson Architects	2	Alicja Zdanowicz, Alexandra Sturza,	E14 9PZ	38 Harbord Square, London
22/23	Lansgrove	KSR Architects & Interior Designers	2	Tala Alomar, Jessica Tofan	SW1X 0AE	66 Pont St, London
22/23	Hutton	Latitude	2	Munira Osman, Farzana Atkaer	W1G 9NH	15 Mansfield St, London
22/23	Quinn London Ltd	Matthew Lloyd Architects	2	Eunseo Lee, Gabrielle Ferreira	W1B 3DA	2 All Souls Place, London
22/23	P.J. HARTE LTD	METROPOLITON WORKSHOP,	2	ALEXANDROS GKAVRA, Joud Banna	SE17 2NX	232 Merrow St, London
22/23	Clara Bee	Mr & Mrs Green	2	Nicola Kociuba, Gabiella Abbott,	SW4 ONZ	2 Victoria Rise, Clapham, London
22/23	Joseph Piorkowski	Natalie Sully	2	Oscar Chainey, Maciej Przasyński,	W4 4NY	31 Foster Rd, Chiswick, London
22/23	MYCO	Nigel Bird Architects and Francis Architects	2	Sayyada Rezavi, Gemma Daniel	W1U 2RG	18 - 22 Wigmore Street, London
22/23	Ardmore	Parnell Design Partnership	2	Nathan Cheung, Diego Gonzalez Gallardo	W1J	12 White Horse St, London
22/23	CJ O'Shea & Co Ltd	Perkins & Will	2	Andrei Grecu, Faisal AlJalal,	EC2A 3NZ	Curtain Close, London
22/23	Mclaren Construction	Piercy & Co	2	Maisie Paterson, Lilianna Givanakis	N1C 4DF	Fenman House Retail Unit (Ground Floor), 5 Lewis Cubitt Walk, London
22/23	ISG	Piercy & Company	2	Marta Fernandes, Leonardo Ritter	EC4V 4AD	Millennium Bridge House, 2 Lambeth Hill, London
22/23	Ant Yapi UK Ltd	PLP Architecture	2	AREEBAH NAGI, Lakshmi Alekhya Seeram,	W2 3JH	117-125 Bayswater Road, London
22/23	MACE	Renzo Piano RPBW	2	Benjamin Grafham, Alicia De Oliveira Nazareth	W2 1HU	128-142 Praed Street, London
22/23	Grenville Construction	ResidentsArchitects	2	Pelin Polat, Emily Nicole Guacho Espinosa	SE1 1LB	150 Borough High Street, London
22/23	Bradley Building Services	Russian for Fish	2	Ellie Williams, Rebecca Thompson	SE1 5AD	15 Oakley Place, London
22/23	Intelligent Design	Saunders	2	Sidorela Draga, Linda Salihu,	SL5 8RD	Winkfield, Ascot
22/23	PDCR	Scott Batty Architect	2	Laura Alfararjeh, Zoe Ononye	AL1 5QZ	2 Barncroft Way, St Albans, Hertfordshire
22/23	OLIVE GREEN CONTRACTING	SHEPHERD STUDIO	1	Almannai Fahad	N/A	Block 321 Road 2124 Building 1913 2nd Floor, 232 Exhibitions Ave, المنامة Bahrain
22/23	Gilbert Ash	Sheppard Robson	2	Oliver Harris, Emma Sofia Helvin	W1H 4HB	191 Old Marylebone Rd, London
22/23	Kier	Squire & Partners	2	Mikah Cassidy, Fenn Wright,	SE1 9EA	135 Park Street, London
22/23	Claritas Group LTD	Squire and Partners	2	Ioana Zavoianu, Jameelah Hussain,	W1S 1YH	13-14 Hanover Street, London
22/23	Illmatic Ltd.	Trace Architects	1	DENIS SZCZEPANCZYK	NW3 1TU	46 Gayton Road, London
22/23	CFIELD Construction	Urban Innovations	2	Merla Elakkad, Sena Yilmaz	EC2A 4LJ	49-51 Paul St, London
		Total No. Students	109			

Year	Contractor	Architect	No.	Students	Site Postcode	Site Address
23/24	McAleer & Rushe Ltd	AHMM	2	Aarohi Pathak, Maria Boanta	W9 3RE	Woodfield Rd, Kelly Mews, London
23/24	SRM Sir Robert McAlpine	AHMM	2	Effie King , Christian Wolff.	EC2M 2QS	2 Broadgate London
23/24	Multiplex	AHMM, Heatherwick Studio, BIG Studio, Allies and Morrison, RSHP, Jonathan Tuckey Studio,	2	Edwin Zhou and Deborah De Lima.	SE1 6FY	50 London Rd, Elephant and Castle, London
23/24	Leslie Clark.	Anomaly.	4	Sneha Sachin Shenoy, Natalie Warnawski, A N D R I N E M I D T H J E L L S I V E R T S E N, Sarina Sheikmohammadi.	EC2A 3AR	Unit 111, CURTAIN HOUSE, 134-146 Curtain Rd, London
23/24	Area	Area	2	Matias Dumitru Sterian, Carlota Monjardin.	EC3M 1HD	30 Eastcheap, London
23/24	Arcus Construction.	Artefact.	3	Chee Tung Chan, Hattie Cosgrove & Meryem Haydar.	N1 1HW	28 Thornhill Rd, London
23/24	O'Shea.	Ash Sakula, BUJ Architects	2	Maame Oppong, Leticia Siles Cupe.	E9 5HB	Hepscott Rd, London
23/24	Berkeley Group	Atkins	2	Zaina Nabi, Kwawla Ahmed.	E15 3FQ	TwelveTrees Park Project Office, West Ham, London
23/24	Galliford Try.	Barr Gazetas.	2	Selen Bayraktar, Ines Idoulahiane.	WC2H 0EW	127 Charing Cross Rd, London
23/24	Faithdean	Ben Adams Architect.	2	Vanessa Yuksel, Ozlem Incedal.	WC1E 7DP	31 Alfred Pl, London
23/24	Vision Construction +Third Group Property Development.	Ben Adams Architects, Adam Camp Architects.	2	Avrora Afanaeva, Rania Chebihi-Hassani.	SE11 5EE	Graphite Square, London
23/24	DMR Property.	Bureau de Change	3	Olha Petrachkova, Nirmitt Patel, ERMIS TSOLOS	SW6 6JH	534 Fulham Palace Rd, London
23/24	DMR Property.	Bureau de Change.	3	OLHA PETRACHKOVA, Ermis Tsolos and Nirmitt Patel.	W6 9PH	34 Fulham Palace Rd, Sheperd's Bush, London
23/24	JRL Midguard	Callison RTKL	2	Neda Domnori, Veronia Abdelshehid	RG1 1NR	Station Hill Reading Garrard Street, Reading
23/24	Wates	Corstorphine & Wright (C&W).	2	Rahin Ahmed, Usman Rahman	WC1B 4AR	63 Southampton Row, London
23/24	Countryside	Countryside	2	Ceylin Sozer, Berfin Saygili.	CM23 1ER	Barker Cl, Bishop's Stortford
23/24	Knowles Construction.	Darling Associates Architects	2	Kadijah McDaniel, Saarah Hosseinian	SW6 3DP	Broomhouse Ln, London
23/24	Make One Group	E8 Architecture.	2	Melek Hussein, Raquel Baah-Robertson.	W1W 5QQ	204 Great Portland St, London
23/24	Wates	ECD Architects.	2	Mohamed Chemali, Jounaid Mungralie	W1U 5BW	20 Luxborough St, London
23/24	Purelake New Homes Ltd.	ECE Architecture	2	Labiba Ahmed, Aleeza Hafeez.	DA15 7DB	4-6 Station Rd, Sidcup
23/24	Datum CCM	Edge.	2	Sayeeda Ali, Nimrah Tariq.	W1G 9HU	29 Queen Anne St, London
23/24	General Demolition Ltd.	Foggo Associates.	2	Fathema Najem, Sevval Acar.	EC4A 1BL	5 Chancery Ln, London
23/24	MJV Design & Development.	GBP Architects	2	Samia Ar-Rumi, Yasmine HOUFANI	EC2A 4SD	140 Tabernacle St, London
23/24	BW Contractor	GENSLER ARCHITECTS	1	Yi Shen	W6 8BJ	The Ark, 201 Talgarth Rd, London
23/24	Bryen Langley.	Goldstein Heather	2	Maximillian Rider, JENS JOACHIM STORM-GRAN	SW9 6BU	20 Brixton Rd, London
23/24	Abbey Extensions & Renovations LTD	Hart Baskerville Architect	2	Nina Klodt, Aderito Baptista Tran.	NW6 6DL	34 Keslake Rd, London
23/24	Quinn.	Haworth Tompkins.	2	Elina Taraldsoey, Umay Phildius.	WC1H 0AB	Woburn Square, London
23/24	John Sisk & Sons.	Haworth Tompkins.	2	ELEANOR MCSPADDEN, NOAH HOHBACH	HA9 0FJ	Engineers Way, Wembley, London
23/24	Make One Group.	Hopkins Architects	2	Mehk Fatima Khan, Aa'ishah Boutrig.	W1H 7BG	30 Gloucester Pl, London
23/24	J. Murphy & Sons Ltd	HTA	1	NAMER NAZER	RM6 5BP	Padnall Lake Open Space, Romford, Essex
23/24	Vicente Juanes.	Julio Gómez-Perretta de Mateo.	2	Claudia Gómez-Perretta Esparza, Carin Ingrid Almcrantz	N/A	C. Mar de China, 46117, Valencia, Spain

23/24	A2ACOM LTD.	Kinsonov Architects.	2	Maxim Artemenko, MERYEM OMERSPAHIC	NW2 2ED	24 Harman Dr, London
23/24	VB Construction Ltd.	My Design And Build Ltd	2	Sana Amir Khan, Lina Miah.	E7 0HF	5, 3 Suffolk St, London
23/24	Forcia Ltd	MBA Architect.	2	Anak (Della) Wendha, Danyaal Fox.	SW10 9LP	28 The Little Boltons, London
23/24	Contractor: John Taylor and Green LTD.	N/A	3	Rachele Airaghi, Nicolas De La Flor, Angela De La Vega.	W1G 7AJ	41 Devonshire St, London
23/24	Gardiner and Theobald.	OV & CO	2	Matthew Adey, Esteban Bedoya	EC2M 2AT	9th Floor, 100 Liverpool St, London
23/24	Evoke Projects	Proctor and Shaw.	2	Antoni FERNANDEZ CANYELLES, Elena Delli Colli.	SE21 7ED	186 Court Ln, London
23/24	Shepherd Trust	PRP Architects.	2	Malak Almalkawi, Rania Elkharam	KT8 9AH	Royal Cambridge Home, 84 Hurst Rd, Molesey, East Molesey
23/24	McAleer & Rushe.	Shepherd Robson.	2	Saif SANOUFE, Bamdad Saghaf.	SE1 86W	Belvedere Rd, London
23/24	N/A	Simon Best Associates	2	VIKTORIJA VOITECHOVIC, THOMAS GILSENAN-BEST	GU59RT	Oak Farm Jesses Lane Peaslake Surrey
23/24	Berkeley Group.	Squire + Partners	3	Ayat Laymi, MALAK HUSEYNOVA, ERIN CAN ELCIN.	W2 1DU	258 Edgware Rd, London
23/24	Sir Robert McAlpine.	Stanton Williams Architects	2	Amer Inaaya, Mona ABOU DAHECH	EC1M 6PB	47-53 Charterhouse St, London
23/24	Willmott Dixon Construction LTD.	Stiff + Trevillion	4	Aniseh Hoveizav, Josephine Low, Raksey Dom, Diana Fernandes.	SE1 2UP	Tower Bridge Rd, London
23/24	Conomar.	The Manser Practice.	10	Vani Arora, Marianthi Pitikari, Moza Al-Ghurair, Ayesha Shahzad, Mufsy Rahman, Francisco Fernandes Badona, Dimitrios Atsaves, Andreas Nicou, Vanessa Kwan, Illiana Pope.	HA9 0UJ	Quintain Living - Repton Gardens, 1 Wellers Wy., Wembley Park, Wembley
23/24	The Next Sketch.	The Next Sketch	2	Kevin Cahani, Ken McParland.	SE15 3PY	35 Tresco Rd, London
23/24	Simpsons.	Tonkin Liu.	2	DAILE CERNECKYTE, UMI SAKAI-STOUTE.	YO1 7HH	York Minster, Deangate, York
23/24	Borras Construction Ltd.	Wellspring Architecture	2	Aiza Iftikha, Alnouri Ranim.	TW4 5JD	The Heathland School, Wellington Rd S, Hounslow
23/24	Borras Construction Ltd.	WRIGHT AND WRIGHT ARCHITECTS.	2	Emilia Falkiewicz, Vania Talwar.	SW1Y 5AH	10-11 Carlton House Terrace London
		Total No. Students	111			

Year	Contractor	Architect	No.	Students	Site Postcode	Site Address
24/25	N/A	Antony Leonard	2	Aristote Raffeneau, Garima Singh	CR2 7JQ	34 Crest Rd, South Croydon
24/25	N/A	Ashby Design and Griggs Homes	2	Arkel Margjeka, Deni Haxhosaj	NW3 7RP	61 Redington Rd, London
24/25	N/A	AU Architects Ltd	2	Sarah Tolba, Volodymyr Shvets	SE1 8QD	23 Ufford St, London
24/25	N/A	Bennetts Associates Architects	2	Omer Erginoglu, Samuel Kamara	SE1 0NZ	25 Lavington St, London
24/25	N/A	Brewer Smith Brewer Group	2	Soraya Benelhadj Djelloul , Jewelnar Monzer	SW11 1QE	32-34 Eckstein Road, London
24/25	N/A	Brewer Smith Brewer Group	2	Soraya Benelhadj Djelloul, Jewelnar Monzer	SW11 1AY	Burridge Gardens Community Centre, 7 Monarch Square, London
24/25	N/A	Buckley Gray Yeoman Architects	2	Selinay Uma, Dania Marfi	SW1E 5BH	Bressenden Place, Victoria, London
24/25	N/A	BUJ Architects and Ash Sakula Architects	2	Keli Prenga, Flavia Furnica	E9 5HB	3-13 Hepscott Road, London
24/25	N/A	Carl Colins Residential Architecture	2	Rivka Rabinowitz, Elif Kale	EN3 7DX	40 Cowland Ave, Enfield, London
24/25	N/A	Charlie Leadlay	3	Aryan Mahochia, Zandar Timberlake, Clevy Bento	NW3 3BT	35 Elsworth Rd, London
24/25	N/A	Child Graddon Lewis	2	Ainaz Mokhtari, Eva Apsalone	N3 2BJ	33-38 Ballards Lane, London
24/25	N/A	Cundall Architects	2	Jake Wright, Marcus Handley	CT1 2TA	1-3 Whitefriars St, Canterbury
24/25	N/A	David Byron	4	Meryem Bennani, Ramisha Din, Nadeen Elboushi, Shatha Al-Busaidi	NW1 5JX	29 Marylebone Road, London
24/25	N/A	Davidson's Homes	2	Jessica Wakeham, Owen Burrell	LE19 4DE	New Lubbesthorpe, Leicester
24/25	N/A	dMFK Architects	2	Edward Rosson Jones, Destiny Layokun	W1J 9EJ	1, Egyptian House, 170 Piccadilly, London
24/25	N/A	Foster and Partners	4	Luisa Hurtado and Anshika Jain, Julia Sampaio Castanheira, Caroline Mukane	W1S 1DG	63 New Bond St, London
24/25	N/A	Fourth Space Architects	2	Syeda Zaman, Tharsatheepa Lohanathan	SW18 4RL	Ravensbury Terrace, London
24/25	N/A	Garnett Architecture LLP	2	Danilo Pinheiro, Lisa Kristina Bugarcic	WC2E 8HN	26 King St, London
24/25	N/A	Halebrown Architects	2	Maira Shahid, Abid Husein	W1T 2RA	16 Whitfield St, London
24/25	N/A	Halebrown Architects	2	Julia Sliwinska, Mattia Philipspn	WC1B 5HA	21 Southampton Row, London
24/25	N/A	Ian Wylie Architects	2	Robert Finaru, Ahmad Sajwani	BR6 0SJ	4 Hill End, Orpington
24/25	N/A	Ingleton Wood Architects	2	Sabina Metaj, Maria-Alessandra Andrei	SG1 3FH	Lytton Way, Stevenage
24/25	N/A	Islington Council Design Team	1	Fiona Gyamfi	EC1V 4NX	308 St John St, London
24/25	N/A	KAS Architects	2	Viona Drejta, Amna Ola	SW1V 4JY	57 Sutherland St, Pimlico, London
24/25	N/A	Levitt Bernstein Architects	1	Marija Denisko	SW1V 3LH	104 Grosvenor Rd, Pimlico, London
24/25	N/A	Mae Architects, HTA Design, Hawkins Brown and BPTW	2	Ivan Zahrebeniuk, Viktoriia Mikheeva	SE17 2PE	Albany Road, London

24/25	N/A	Martin Evans Architect	2	Rivka Rabinowitz, Anmoldeep Gill	NW3 1HP	6 Strealtly Place, London
24/25	N/A	MMM Architects	2	Ruben Ratsma, Melis Eroz	SW11 4AN	22 Hester Rd, London
24/25	N/A	MSMR Architects	3	Maria Kausar, Ezra Salvane, Tianran Chen	W1B 1NT	21 Bridford Mews, 76-78 Portland Place, London
24/25	N/A	Murat Aydemir	2	Tymean Lim, Izbel Kayim	N21 1JE	5 Meadowbank, Eversley Park Rd, London
24/25	Return Property Services LTD	N/A	2	Nilsu Eken, Dilay Bakici	W1G	42-46 New Cavendish St, London
24/25	N/A	Nicholas Webb Architects	2	Kaneez Khadija Latif, Maliha Ibrahim	UB6 8DW	Western Avenue, Greenford, London
24/25	N/A	OnArchitecture	2	Enis McCallum, Ya You	TN13 2UZ	Mill Rd, Dunton Green, Sevenoaks, Kent
24/25	N/A	ORMS Architects	2	Sarah Ribeiro, Alisha Khan	SW1Y 5EW	55 Pall Mall, London
24/25	N/A	Prest Vale Architects	2	Helene Oppegaard, Sofiia Bernovska	W2 3LH	Averard Hotel, 10 Lancaster Gate, London
24/25	N/A	Proun Architect	2	Eralba Mlaci, Iris Fani	E6 1PW	7-11 Barking Road, London
24/25	N/A	Reardon Smith Architects	2	Cem Uyal,Taranvir Bansal	W1T 3EB	Freud Communications, 50 Newman St, London
24/25	N/A	Richard Grenfell	2	Salma Mazrui , Aisha Abdi	SG13 8AJ	Simon Balle School, Mangrove Rd, Hertford
24/25	N/A	Rivington Street Studio	2	Simona Alam, Ka Eunice Ng	E15 1JY	Henniker Rd, London
24/25	N/A	Scurr Architects	2	Fatemeh Ghalichehbab Vosoughi, Yoana Bozhinova	W6 8DB	169-175 Hammersmith Rd, London
24/25	N/A	SHH Architecture and Interiors	2	Ethan Coyle, Harold Ng	NW3 7DH	14 Greenaway Gardens, London
24/25	N/A	Stiff + Trevillion	2	Tiago Azevedo, Fernando Henzel Santini	W1J 8HD	50 Berkeley St, London
24/25	N/A	StudioHavn	3	Mehnaz Rahman, Lillia Mellaiani, Shih-Lin Hung, Adam Ferrari	SW1X 0HU	27 Cadogan Square, London
24/25	N/A	YOOP Architects	3	Nikita Gadzhilae, Sofia Kulinkina and Sofya Livshits	E1 0HQ	543 Commercial Rd, Ratcliff, London
24/25	N/A				SW17 0YF	Springfield University Hospital, 15 Springfield Dr, London
		Total No. Students	94			

APPENDIX 6: Complete Student Module Evaluation (SME) Reports

Academic Years 17/18 to 21/22, 23/24

(Anonymous Survey)

Profile

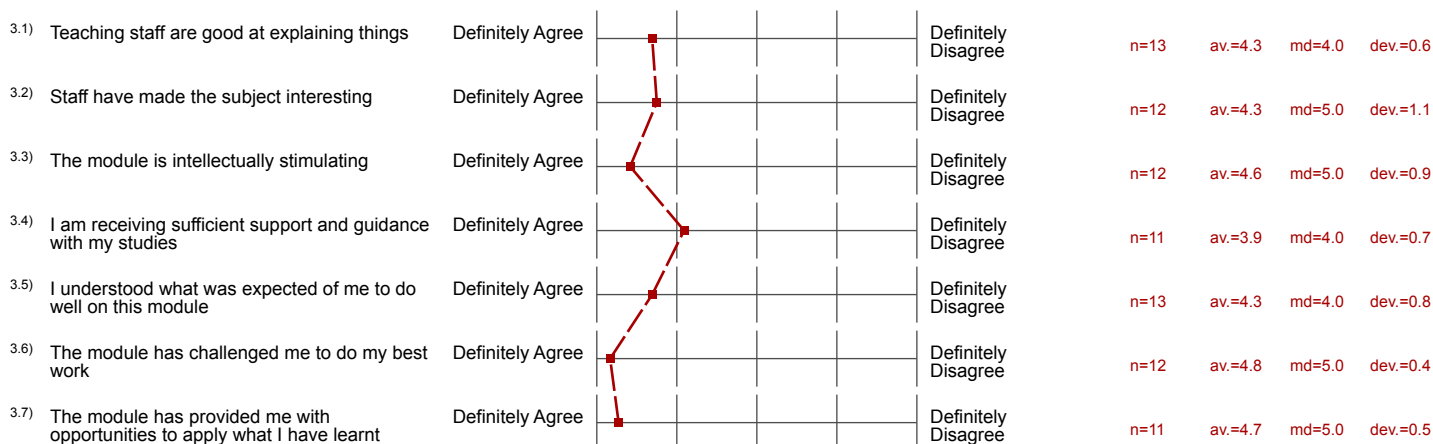
Subunit: Architecture and the Built Environment

Name of the instructor: 5ARCH011W

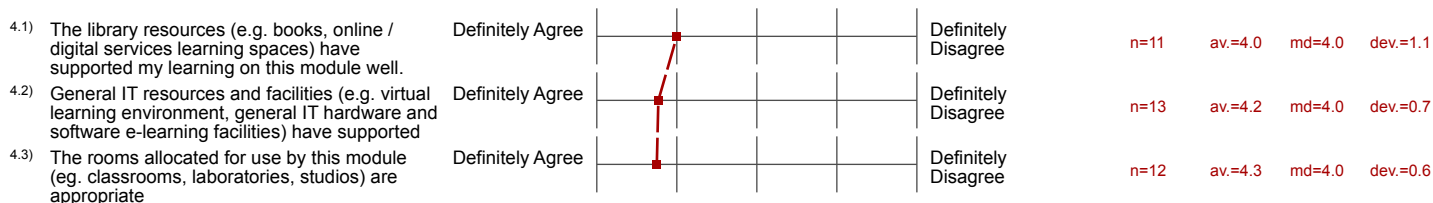
Name of the course: TS2: Site Diary
(Name of the survey)

Values used in the profile line: Mean

3. Teaching and Academic Support



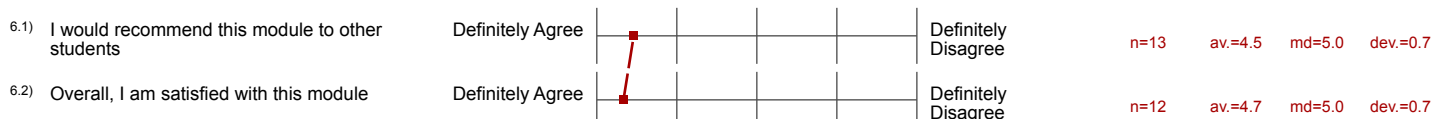
4. Resources and Learning Environment



5. Assessment



6. Overall Satisfaction



Comments Report

3. Teaching and Academic Support

3.8) Please add any comments in the box below:

Thought this module was well rounded, stimulating and very applicable to the course.	Felt supported in module but practice I worked with were too busy near finishing module to offer support e.g. drawing or another site visit.
Scott and Will are always very available and happy to help with any query. They are always stimulating us to do our best work in a fun and explorative way.	It would be good if we could have personal tutorials with the people who you brought in.
It would be beneficial if the site diary module would be longer and the students could get more technical information/knowledge. The teachers are always reachable and most of the time they have time to provide a tutorial, but before hand-in it is very hard to have a second tutorial.	34 - BEFORE SUBMISSION I WAS PUT IN HOSPITAL DUE TO AN UNEXPECTED HEALTH ISSUE; I APPLIED FOR MITIGATING CIRC. BUT THEY DIDN'T HAVE TIME TO LOOK AT MY REQUEST BEFORE SUBMISSION DATE, SO I WAS PRESSURED TO FINISH THE ASSIGNMENT ON TIME. (WHICH I THINK AFFECTED MY MARK)
Module did not integrate well with other modules. Lectures were not stimulating and gave a different look at real world practice.	

4. Resources and Learning Environment

4.4) Please add any comments in the box below:

IT SYSTEMS NEED UPDATING.	We need more space to work.
Blackboard is ever so difficult to read which is where all scheduled events were posted so I found it difficult to keep up with tutorial/lectures/briefings.	

5. Assessment

5.2) Please add any comments in the box below:

Marking criteria not clear after receiving grades	The criteria was provided on Blackboard and on a printed form as well. All of the information was clear and well structured. The site diary's brief was easy to understand and very helpful for the hand-in.
SCOTT MADE EVERYTHING CLEAR, AND I LIKED THAT HE PROVIDED US WITH SKETCHES	Myself and others were confused with our grades. Also unsure of why this table wasn't done even pairs to create a higher quality of work (rather than 2 people handing in versions of the same thing).

6. Overall Satisfaction

6.3) What did you most like about this module:

But given the opportunity to go on sites	Meeting with architects practicing outside of the university environment.
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I really enjoyed visiting sites & getting a feel for the practice & environment.	The architecture office was too busy to help with us.	17/18
It is a stimulating and fun module. Getting a first hand insight into our 'chosen' profession was interesting and enriching plus, we are maintaining contact with the architects which is a	I enjoyed site visits	
The experience of a construction site	The module is great and I have nothing to comment on about it.	
Getting an insight into the industry & the site (real life)	The amount of knowledge, information was very useful and makes my design development easier and more experiencing	
I REALLY DO THINK THAT THIS MODULE IS REALLY GOOD FOR STUDENTS BECAUSE IT OFFERS THE UNIQUE OPPORTUNITY TO GO ON SITE, AND UNDERSTAND BETTER THE CONSTRUCTION INDUSTRY. I ENJOYED THE EXPERIENCE	Visiting the site.	

6.4) What did you least like about this module:

There should have been more opportunities for individual contact / sessions.	The need to put what I learnt on site on paper. I would have preferred to continue site visits & conversations / lecture of architect.
The thing I least liked about this module was the initial 'search': quite hard and time consuming. Many practices weren't able to help us with this project.	The brief was very repetitive. Similar questions came up in different sections which left me confused.
It was very short term, while every lecture was helpful and inspirational for the design.	I WASN'T FEELING CONFIDENT WHEN SEARCHING FOR A SITE. I DIDN'T LIKE BEING REFUSED MULTIPLE TIMES.
The book book we took on architecture in practice was quite demotivating.	

Profile

Subunit: DCD - Architecture and Cities - ARCCIT

Name of the instructor: 5ARCH011W

Name of the course: TS2: Site Diary
(Name of the survey)

Values used in the profile line: Mean

3. Teaching and Academic Support

3.1) The module is intellectually stimulating.	Definitely Agree		Definitely Disagree	n=28	av.=4.1	md=4.0	dev.=0.9
3.2) Teaching staff are good at explaining things.	Definitely Agree		Definitely Disagree	n=29	av.=4.3	md=4.0	dev.=0.7
3.3) I have had opportunities to work with other students as part of this module.	Definitely Agree		Definitely Disagree	n=29	av.=4.2	md=4.0	dev.=0.8
3.4) I am receiving sufficient support and guidance with my studies.	Definitely Agree		Definitely Disagree	n=30	av.=3.8	md=4.0	dev.=0.7
3.5) The module has challenged me to do my best work.	Definitely Agree		Definitely Disagree	n=28	av.=4.0	md=4.0	dev.=0.8
3.6) The module has provided me with opportunities to apply what I have learnt.	Definitely Agree		Definitely Disagree	n=28	av.=4.5	md=5.0	dev.=0.6
3.7) I have attended all or most of the classes for this module.	Definitely Agree		Definitely Disagree	n=25	av.=4.4	md=4.0	dev.=0.6

4. Resources and Learning Environment

4.1) The library resources (e.g. books, online / digital services learning spaces) have supported my learning on this module well.	Definitely Agree		Definitely Disagree	n=25	av.=3.6	md=4.0	dev.=0.8
4.2) General IT resources and facilities (e.g. virtual learning environment, general IT hardware and software e-learning facilities) have supported	Definitely Agree		Definitely Disagree	n=26	av.=3.5	md=3.0	dev.=0.8
4.3) The rooms allocated for use by this module (eg. classrooms, laboratories, studios) are appropriate.	Definitely Agree		Definitely Disagree	n=25	av.=3.4	md=3.0	dev.=0.8
4.4) I have been encouraged to use technology to enhance my learning on this module.	Definitely Agree		Definitely Disagree	n=30	av.=3.7	md=4.0	dev.=0.9

5. Assessment

5.1) The criteria used in marking for this module was made clear in advance.	Definitely Agree		Definitely Disagree	n=29	av.=4.3	md=5.0	dev.=1.0
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6. Overall Satisfaction

6.1) Overall, I am satisfied with this module.	Definitely Agree		Definitely Disagree	n=27	av.=4.0	md=4.0	dev.=0.8
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Comments Report

3. Teaching and Academic Support

3.8) Please add any comments in the box below:

It was great to see professionals work for the first time up close. It definitely taught me a lot about the profession I'm engaging in. I wished the module spanned longer through the year.	It was a very useful module I learnt about: - communication skills - time management - structure, - made good connections
Overall, I enjoyed this module and it has helped me as a student to understand what how it is to work at construction.	The module allowed me to get an insight on an architect's role. The site enabled me to gain confidence in working with the contractor and his team. I learnt a lot about planning permission.
This module allowed me to gain my understanding between the site manager and architects within the project. I enjoyed working on-site with different members of the site team.	The site diary was an amazing idea, as it is important we understand the role of the architect on site. However, in some cases, such as drawings, too much information was asked for, also it was difficult to do this because architects a detail want to share this information, as well as the result of the time lag between responses from the architect (consulting we could not control)
Overall, was an exciting module. Was really nice and exciting to actually see the site first hand and get involved.	For my favourite project within university!
WAS ONE OF MY FAVOURITE MODULES, AS I THINK I'VE LEARNED A LOT FROM IT AND I CREATED NEW CONTACTS WITHIN THE INDUSTRY.	Really valuable experience in architect's professional relationships. Not seen anywhere else in year 2 in other universities, valued by employers
I FEEL THE MODULE IS VERY HELPFUL IN GIVING US STUDENTS AN INSIGHT INTO THE CONSTRUCTION PROCESS AND HOW A WORKING ENVIRONMENT FUNCTIONS. THE ONLY DOWNSIDE WOULD BE THE DEADLINE WHICH COINCIDES WITH THE MIDTERM.	The Site Diary was a fantastic experience, and the structure was good.
THE SITE DIARY HAS ALLOWED ME TO GAIN AN INSIGHT INTO THE DIFFERENT RELATIONSHIPS BETWEEN CLIENT - ARCHITECT - CONTRACTORS. IT IS A TASTER OF WORK IN PRACTICE.	IN REGARDS TO THE FORMATIVE ASSESSMENT I HAD PROBLEMS WITH MY PARTNER AS I HAD TO TAKE UP THE ROLE OF SEARCHING FOR A SITE ON MY OWN AND TO COMPLETE MOST OF THE ASSESSMENT ON MY OWN. I BELIEVE WE I COULD'VE (if not all)

4. Resources and Learning Environment

4.5) Please add any comments in the box below:

Drawing classes would be a nice addition to the module.	Maybe if we had lessons in studios, it would benefit us to also have quick sessions based on the time lapse drawing of the project.
I believe I could've received a slightly better mark on my site diary → I was unable to receive a tutorial due to extreme mental health problems and understand that was it was not my attention on the topic and the topic	Technical drawing classes would help with getting more ideas down better
THE LIBRARY IS LACKING OF RESOURCES (BOOKS). IS DIFFICULT TO FIND THE MAJORITY OF TITLES.	- I think it would have been better to have the lectures in a lecture hall with tables so its easier to take notes

5. Assessment

18/19

5.2) Please add any comments in the box below:

The fact that the criteria was clear allowed me to understand what should be included. However, maybe showing the difference between good and bad examples would be beneficial. The type house criteria could	The criteria was outlined in every lecture and one-to-one tutorial.
could be more useful for workings of each section	copying

6. Overall Satisfaction

6.2) What did you most like about this module:

Learning what is deemed most practical for a live project. Something that doesn't come up often (if at all) in studio	I like the interaction with the many professionals and other students from the course. It felt like teamwork.
that I get to experience the working field of an architect.	We have the opportunity to go into the real world and see the process of making a building and learning and understanding how all the processes work.
The ability to be on site and form a working relationship with the architect and builders.	I like this subject that gives us chance to visit construction sites closely
Something true to life; very close to working with real people (architects)	I liked the fact that I was able to have a real life experience on site and give my opinion on the project.
I liked being the process of the project every time I visited. I believe I have learnt more information about the technology side of the project. I also liked giving my views on the project.	I liked the fact it got me involved in the building process. It enhanced my confidence and allowed me to talk to many professions involved in making/designing a building.
Being on site understanding what it's really like to be an architect out in the office	Seeing how things apply to real world.
All technical studies problems are always welcome to help and give great ideas to develop your ideas.	Having the opportunity to visit a site/socialize with firms and become more familiar w/ the industry
Being able to see the other side to our designing work, seeing the construction process and the relationship of the architect on site first hand.	It was good to experience site
The potential	The opportunity to work with professional figures and the fact that was interesting to see how the theory was applied in real life projects.
- Learning more about how construction sites work	The new scope of material covered and professionalism in which it is conducted. Very useful knowledge outside of design

The challenging aspect and the opportunity to go on

6.3) What did you least like about this module:

what we ended up learning depended highly on the professional company that we ended up working with and for some of us it was hard to get enough information.

Having to answer strict questions from the specification, also managing and co-operating with the timings of the contractor, agreeing on a time suitable for us both.

I did not like the fact that the performance was marked with the partner and not able to send it off and get it marked individually. At sometimes the partner can be quite lazy.

→ the point that I had raised earlier regarding my partner ~~and~~

COORDINATING APPOINTMENTS WITH OTHER STUDENTS

The team-based exercise at the beginning due to lack of communication.

The lack of support to find a wife.

Profile

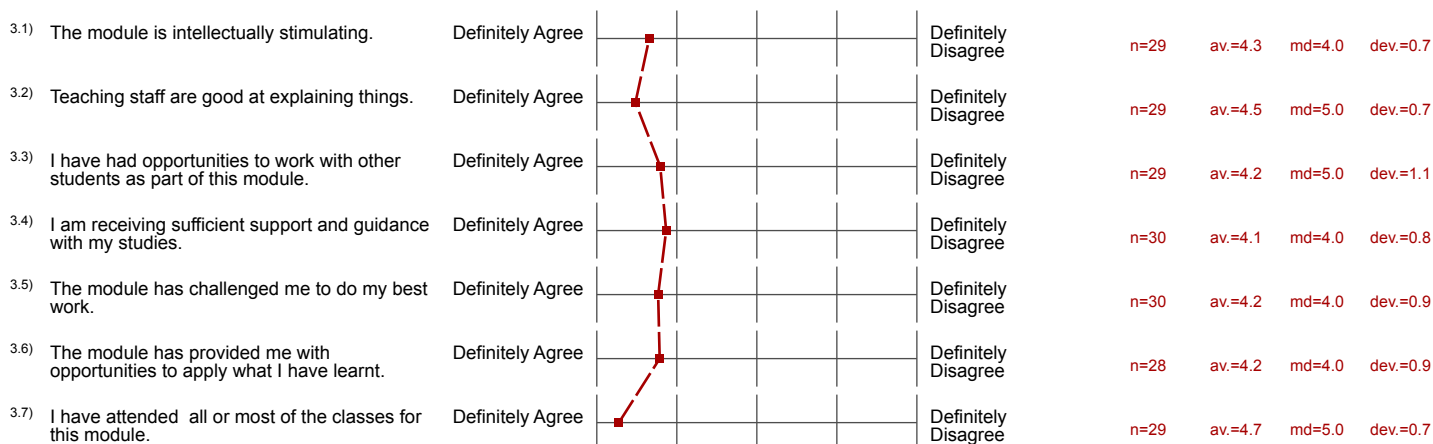
Subunit: DCD - Architecture and Cities - ARCCIT

Name of the instructor: 5ARCH011W

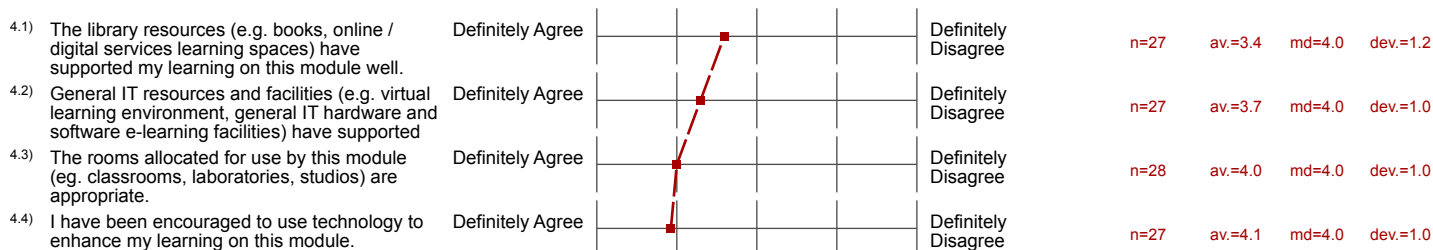
Name of the course: TS2:Site Diary
(Name of the survey)

Values used in the profile line: Mean

3. Teaching and Academic Support



4. Resources and Learning Environment



5. Assessment



6. Overall Satisfaction



Comments Report

3. Teaching and Academic Support

3.8) Please add any comments in the box below:

A GREAT PART OF THE COURSE ALLOWING US TO GET FIRST HAND EXPERIENCE ON A LIVE SITE. IT ALLOWS STUDENTS TO BE INDEPENDANT FROM THE OUTSET MEANING IT AIDS THE DEVELOPMENT OF THE INDIVIDUALS TIME KEEPING.	Have guest speakers from industry would be good (like Lewis O'Rourke) e.g. people from Structural Engineering - generally people don't have to work so hard in industry
The project is stimulating; however, working in partners is a challenge as some do more work than others	Really enjoyable module. However, runs at the same time as a lot of other things so sometimes gets left behind / disregarded.
Very Good module, giving students the opportunity to experience what its like being on a building site and how they operate on a day to day. Plus the health and	Very Good + Nice
PLEASE PROVIDE USEFUL FEEDBACK ON THE SITE DIARY MODULE. PLEASE TRY TO JUSTIFY YOUR RESPONSES IN THE BOXES. E.G. THE MODULE IS PROVIDING AN INSIGHT INTO THE	Overall it is a very informative subject. As well as a great opportunity. The TS2 lectures helped by Scott Betty and professionals taught me a lot.
What I really like is the opportunity to sign up for tutorials - so everything we have questions about, we can easily get an answer to	

4. Resources and Learning Environment

4.5) Please add any comments in the box below:

MOST OF THE WORK IS COMPLETED BY VISITING SITES. UNIQUE, FIRST-HAND EXPERIENCE THAT IS CRUCIAL.	ROOMS ALLOCATED ARE NOT APPROPRIATE
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5. Assessment

5.2) Please add any comments in the box below:

Assessment criteria has been explained a few times since the beginning. Each week we are always reminded.

6. Overall Satisfaction

6.2) What did you most like about this module:

-LEARNING ABOUT A LIVE SITE AND HOW IT DEVELOPS -SEEING THE GOOGLE BUILDING BEING CONSTRUCTED. -THE UNIQUE OPPORTUNITY TO DO SOMETHING LIKE THIS.	Being a site
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19/20

Being an architect is not just about producing drawings, through this module I have learned that	The opportunity it creates to experience, as well as general networking opportunities with professionals. Gets you to think about work and the future.
Visiting site, I really enjoyed that!	Going on site and learning more about the construction industry.
VISITING A LIVE CONSTRUCTION SITE	Learning on site during case study and collaborating with the architect
Going on to site - a real insight to what it is like how the architect is involved throughout the project & on site	Great module as you get real experience out of the classroom.
The opportunity to actually go on a building site.	We gain real experience, very informative, has opened my eyes into the construction side of building. Allowed me to think about what being an architect involves & our responsibilities. Situations we may encounter or should think about.
It was nice to experience how projects are brought to life from drawings, learned the problems that occurred during building and how designs tend to change while the building and agreement process	What I liked the most is the fact that we get to see how construction space is in real life. Also we get to work in teams, but that it is important for the future.
It has been really informative in terms of observing and documenting the life of a design building beyond designing it.	It encourages us to go into what working environment and understand and learn about how it all works
It introduces us to a new possibility, to get to know how a construction is delivered, developed, first hand.	It's different, it's correct. Hands on which enables you to learn.
It gives me a concrete idea on how a project is developed and how the role of the architect is what's	That we get to experience the construction process in real life, which is really valuable
Being given the opportunity to go on-site and seeing designs being built, understanding the role of the architect by seeing it first hand.	Being able to go on site and see a real life project was really valuable. It has given me great experience and has allowed me to understand my project better.
I got hands on real experience on site and it really gives me an idea of what's needed when designing	Being able to be in the site.

6.3) What did you least like about this module:

- <u>NO COMMENTS</u>	Would like more overall so you can have more right views. Wouldn't mind if it ran into SS2 more time is needed to find it and visit enough times.
This should be sufficient as TS2 work rather than having an EPS as well, work + deadlines become crammed - difficult to balance for some	If I had to pick one it would be waiting for comments to respond to emails. However, I enjoyed and be proud to be honest.
Group work is a bit of a pain, but it's a good experience	Runs so fast where there is a lot of work. Workload was heavy.

no comment	19/20
It's at the same time as anything else, so it's difficult to balance all the work and to complete everything on time.	I feel like the amount of knowledge and support is not enough. I would need more guidance about how or where to turn to.
Very quick. Possibly EDS and site diary could be put together after Christmas break? submissions	Finding a site is quite stressful.

20/21

Profile

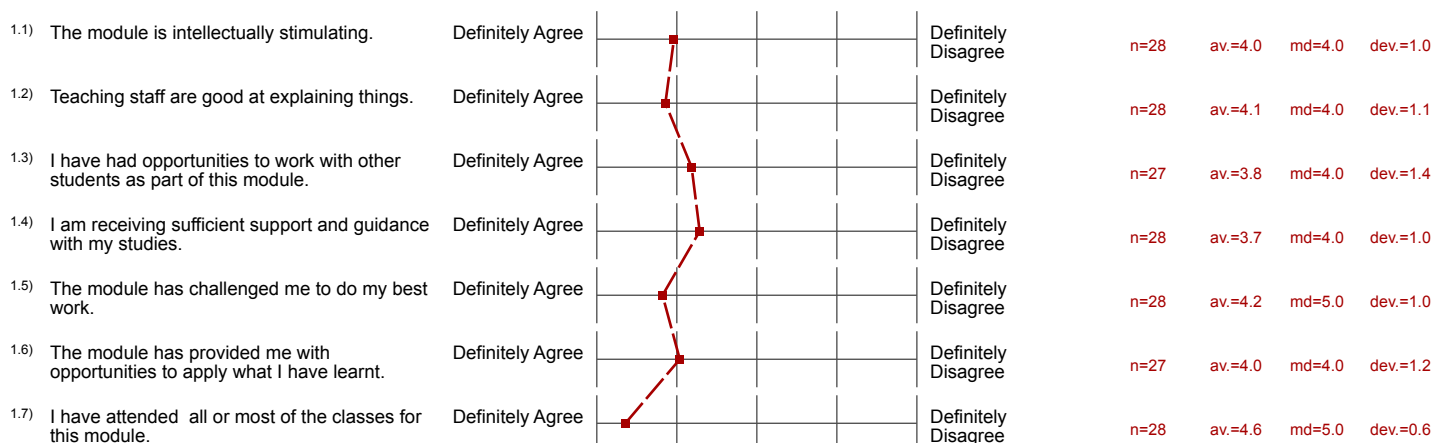
Subunit: DCD - Architecture and Cities - ARCCIT

Name of the instructor: Scott Batty

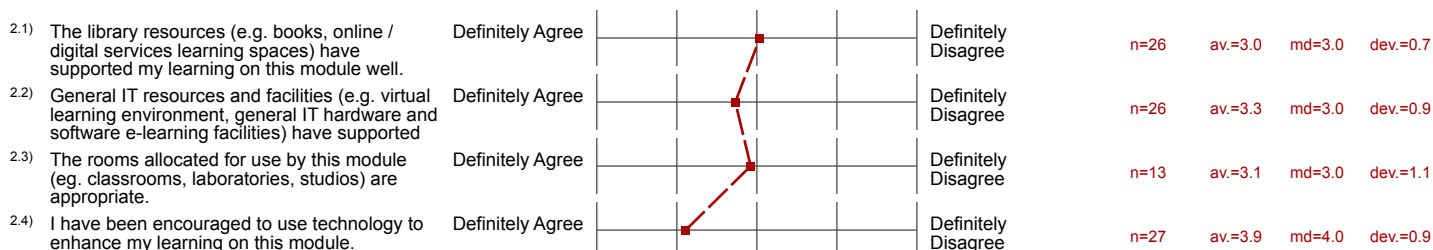
Name of the course: TS2: Site Diary (5ARCH011W.Y.2020)
(Name of the survey)

Values used in the profile line: Mean

1. Teaching and Academic Support



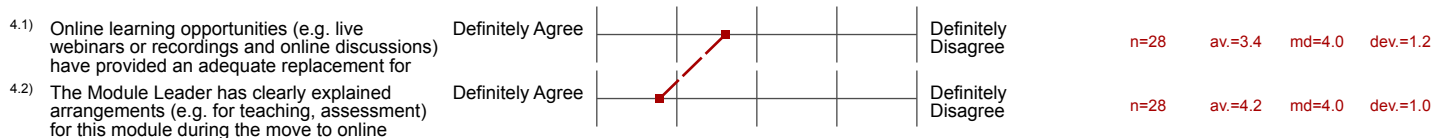
2. Resources and Learning Environment



3. Assessment



4. Move To Study Online



5. Overall Satisfaction



Profile

Subunit: DCD - Architecture and Cities - ARCCIT

Name of the instructor: Scott Batty

Name of the course: TS2: Site Diary (5ARCH011W.Y.2021)
(Name of the survey)

Values used in the profile line: Mean

1. Teaching and Academic Support

1.1) The module is intellectually stimulating.	Definitely Agree		Definitely Disagree	n=9	av.=4.7	md=5.0	dev.=0.5
1.2) Teaching staff are good at explaining things.	Definitely Agree		Definitely Disagree	n=9	av.=4.4	md=4.0	dev.=0.5
1.3) I have had opportunities to work with other students as part of this module.	Definitely Agree		Definitely Disagree	n=9	av.=4.7	md=5.0	dev.=0.5
1.4) I am receiving sufficient support and guidance with my studies.	Definitely Agree		Definitely Disagree	n=9	av.=3.9	md=4.0	dev.=1.3
1.5) The module has challenged me to do my best work.	Definitely Agree		Definitely Disagree	n=9	av.=4.2	md=4.0	dev.=1.0
1.6) The module has provided me with opportunities to apply what I have learnt.	Definitely Agree		Definitely Disagree	n=8	av.=4.4	md=4.5	dev.=0.7
1.7) I have attended all or most of the classes for this module.	Definitely Agree		Definitely Disagree	n=9	av.=4.7	md=5.0	dev.=0.5

2. Resources and Learning Environment

2.1) The library resources (e.g. books, online / digital services learning spaces) have supported my learning on this module well.	Definitely Agree		Definitely Disagree	n=9	av.=3.8	md=4.0	dev.=1.2
2.2) General IT resources and facilities (e.g. virtual learning environment, general IT hardware and software e-learning facilities) have supported	Definitely Agree		Definitely Disagree	n=8	av.=3.8	md=4.0	dev.=1.3
2.3) The rooms allocated for use by this module (eg. classrooms, laboratories, studios) are appropriate.	Definitely Agree		Definitely Disagree	n=9	av.=4.0	md=4.0	dev.=1.1
2.4) I have been encouraged to use technology to enhance my learning on this module.	Definitely Agree		Definitely Disagree	n=9	av.=4.3	md=4.0	dev.=0.7

3. Assessment

3.1) The criteria used in marking for this module was made clear in advance.	Definitely Agree		Definitely Disagree	n=9	av.=4.2	md=4.0	dev.=1.0
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4. Study Online

4.1) Online learning opportunities (e.g. live webinars or recordings and online discussions) enhance my education.	Definitely Agree		Definitely Disagree	n=8	av.=4.4	md=4.5	dev.=0.7
4.2) The arrangements for teaching, learning and assessment (including online elements) have been clearly explained.	Definitely Agree		Definitely Disagree	n=8	av.=4.5	md=4.5	dev.=0.5

5. Overall Satisfaction

5.1) Overall, I am satisfied with this module.	Definitely Agree		Definitely Disagree	n=9	av.=4.3	md=4.0	dev.=0.7
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Comments Report

1. Teaching and Academic Support

1.8) Please add any comments in the box below:

- ☒ Great lectures and interesting to hear from outside speakers especially on fire safety.
- ☒ Very interesting module. Was happy to be able to go on a live site and shadow an architect. Although site visits were done in our own time, it was nice to have what we have learnt during them count towards the module and be a valuable experience.
- ☒ none

2. Resources and Learning Environment

2.5) Please add any comments in the box below:

- ☒ It would have been nice to have the lectures recorded for future reference but unfortunately the lecture room we were in was not able to do that.
- ☒ The content available to us was helpful and being able to see others work from past years helped in understanding the project.
- ☒ none

3. Assessment

3.2) Please add any comments in the box below:

- ☒ Clear and easy to follow points which had to be answered. Clearer for me to know which parts I have completed.
- ☒ Clear marking criteria that was made available to us at the beginning of the term.
- ☒ none

4. Study Online

4.3) What one thing could we have changed that would have improved your overall experience of online teaching.

Please add any comments in the box below:

- ☒ Teaching was all on campus.
- ☒ We had in person teaching
- ☒ none i prefer in person teaching

5. Overall Satisfaction

5.2) What did you most like about this module:

- ☒ Amazing course. For the first time I experienced the other side of architecture. Very stimulating course!
- ☒ Everything.
- ☒ The ability to experience a live site and produce a document which recorded an in depth analysis of the project. I also liked how the module was only during Semester 1.
- ☒ The opportunity to follow a building under construction. A great opportunity even if I could only go to the site a few times.

5.3) What did you least like about this module:

- ☒ Lectures not being recorded
- ☒ The amount of time available to produce decent work is a bit scarce.

PS2: Site Diary (5ARCH011W)

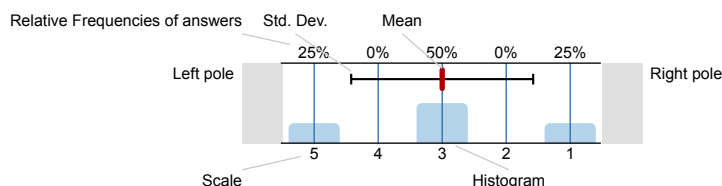
No. of responses = 41 (36.9%)



Survey Results

Legend

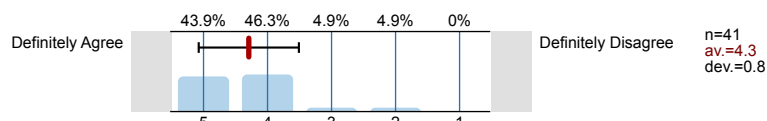
Question text



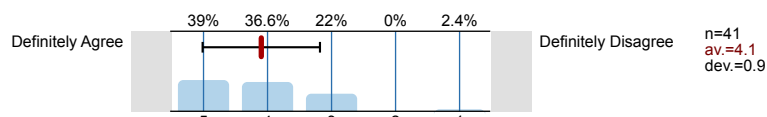
n=No. of responses
 av.=Mean
 dev.=Std. Dev.
 ab.=Abstention

1. Teaching and Academic Support

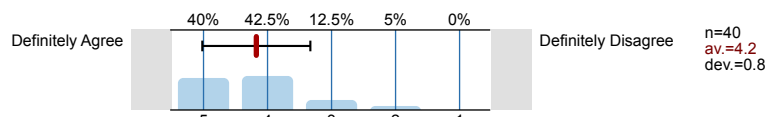
1.1) The module is intellectually stimulating.



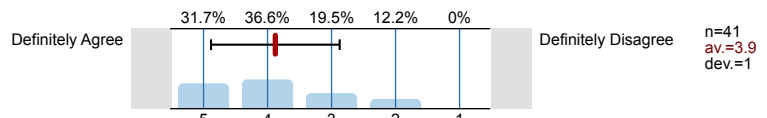
1.2) Teaching staff are good at explaining things.



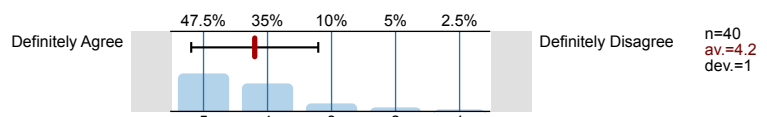
1.3) I have had opportunities to work with other students as part of this module.



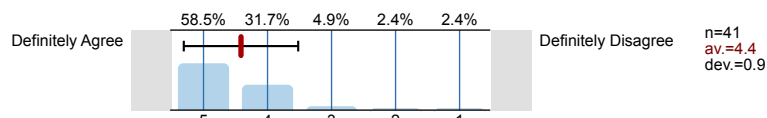
1.4) I am receiving sufficient support and guidance with my studies.



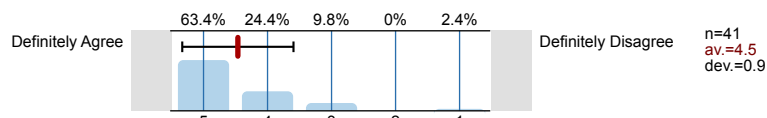
1.5) The module has challenged me to do my best work.



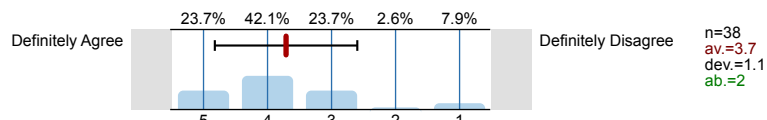
1.6) The module has provided me with opportunities to apply what I have learnt.



1.7) I have attended all or most of the classes for this module.

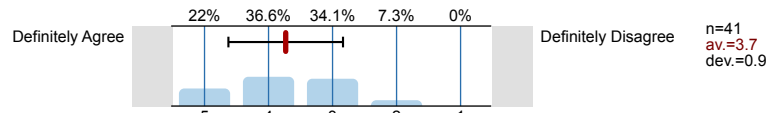


1.8) Online learning opportunities (e.g. live webinars or recordings and online discussions) enhance my education.

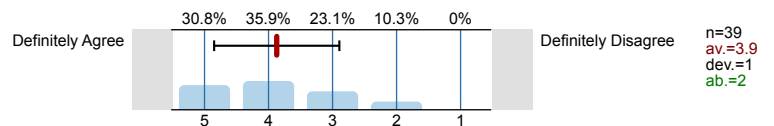


2. Resources and Learning Environment

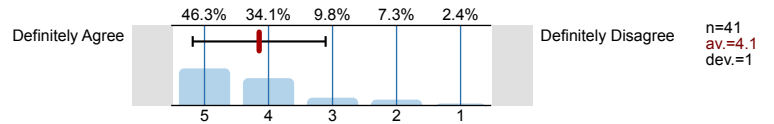
- 2.1) The library resources (e.g. books, online / digital services learning spaces) have supported my learning on this module well.



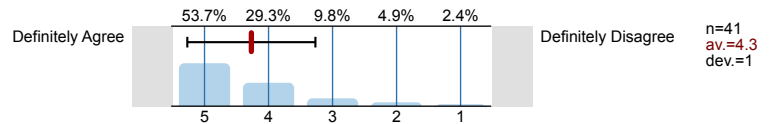
- 2.2) General IT resources and facilities (e.g. virtual learning environment, general IT hardware and software e-learning facilities) have supported my learning on this module.



- 2.3) The rooms allocated for use by this module (eg. classrooms, laboratories, studios) are appropriate.

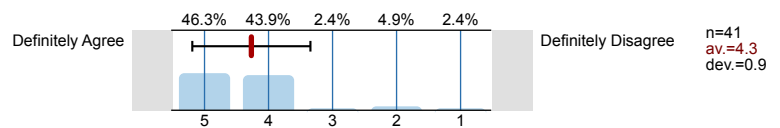


- 2.4) I have been encouraged to use technology to enhance my learning on this module.



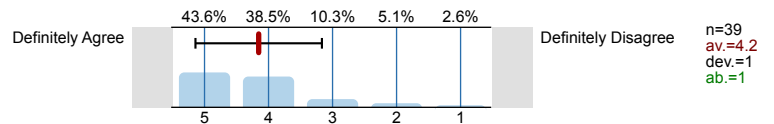
3. Assessment

- 3.1) The criteria used in marking for this module was made clear in advance.



4. Overall Satisfaction

- 4.1) Overall, I am satisfied with this module.



Profile

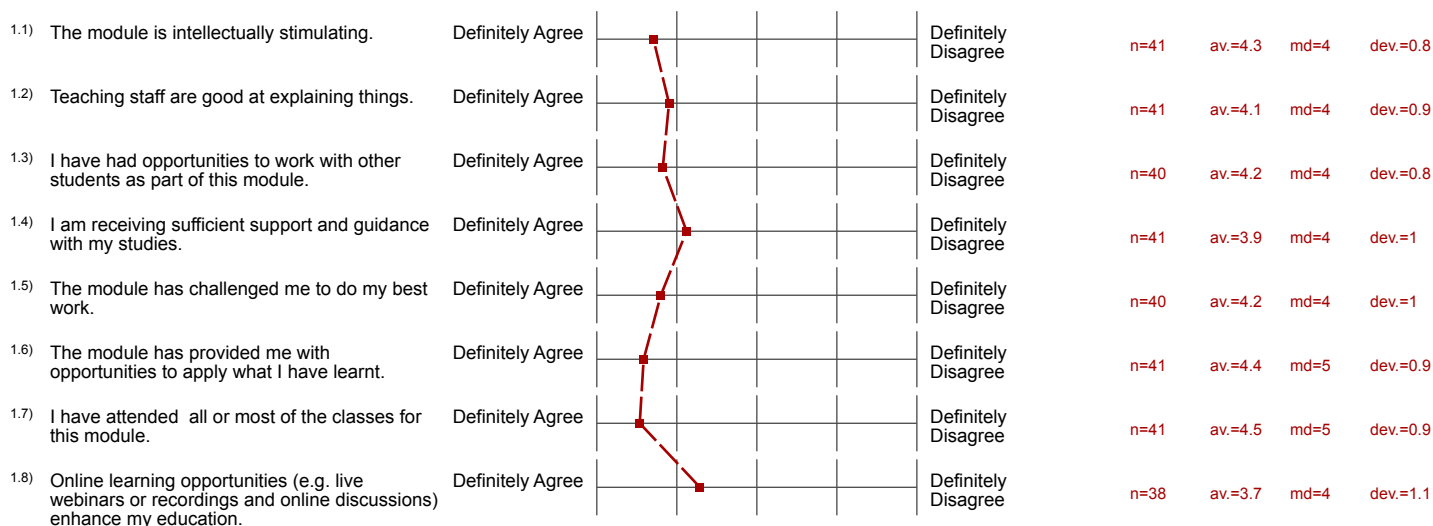
Subunit: DCD - Architecture and Cities - ARCCIT

Name of the instructor: Scott Batty

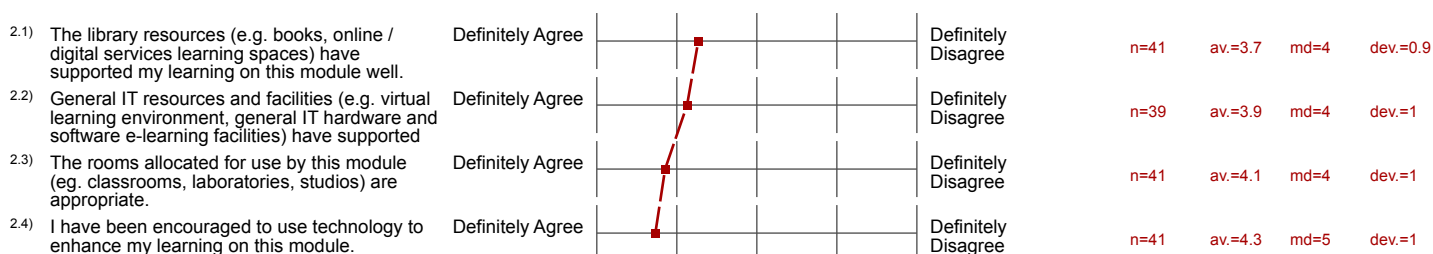
Name of the course:
(Name of the survey) PS2: Site Diary

Values used in the profile line: Mean

1. Teaching and Academic Support



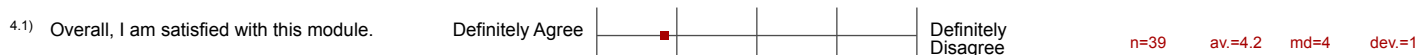
2. Resources and Learning Environment



3. Assessment



4. Overall Satisfaction



Comments Report

1. Teaching and Academic Support

1.9) Please add any comments in the box below:

- A very well run module, teaching staff have been fantastic in my opinion
- Course was very well managed
- Scott has been great at explaining and supporting me throughout this project
- The module is very good because you learn a lot about construction and ... to build a building, which we didn't know anything about. However everything I learnt was from the architect in the field, the lectures where just about ... to do the site diary. I think it would have been more beneficial if we could have learned more about construction, techniques, wall layers, etc so that we could understand better the architect on site
- This module was the best introduction one can have to be introduces to the practical and professional aspects of Architecture. I definitely learned many new and interesting things.

2. Resources and Learning Environment

2.5) Please add any comments in the box below:

- A really great learning environment with this module.
- Technology used to research on different materials and understanding of the ... a structure is made etc.

3. Assessment

3.2) Please add any comments in the box below:

- the questions were set out well and easy to understand
- This module pushed me to do my best. I appreciated the feedback more because it acknowledged my efforts more than the marks.

4. Overall Satisfaction

4.2) What did you most like about this module:

- -going on site
-learning more about the pathway
- Having the opportunity to choose your own individual site rather than it being provided as well as being able to visit and watch construction happen to see ... a building is actually built
- I enjoyed visiting a big construction site. The lectures were also delightful.
- I learned a lot about health and safety regulations overall the lectures were great
- I learnt details about ... a building is made and why we use certain materials in some areas of a building and ... new methods of construction are being used.
- I liked a lot the module focus on discovering practical issues of the construction by also providing plenty of references and new things to discover.
- I liked the exposure we got to architecture firms and contractors and knowing ... they operate.
- I like that I was able to interact with individuals in my field of study and field of work. I was able to expand my understanding on construction and architecture, and they opened my eyes and what possibilities they are in the world.
- It's unique and different from the other modules in the sense that it's largely student-led, where individuals are pushed to venture out and find sites on their own, and lead their learning.
- It gave me a chance to go into an actual site which most people at our stage of learning don't get to do. It really helped expand my knowledge other than design but right me more about the actual practice and ... an architect works. Overall I think this module the whole point of it really helped me a lot to grow and taught me a lot of stuff that I would've not known if it wasn't here. Scott was also very helpful and kind .. never be littled me when I would ask questions or made me seem and taught me a lot during the tutorials. ... was a very nice tutor and lecturer. During the tutorials .. would always help and make sure all questions were answered and you left not confused and confident. The module was very practical and real compared to design it was different and fun and

taught me a lot.

- I thought this module was most interesting in learning about the building process in ways I wouldn't have know otherwise.
- It takes the learning process on-site, offers an opportunity to network with architectural practices and constructors, and provides an experience which is not only valuable as a learning opportunity but also enhances your CV.
- Opportunity to interact and learn from professionals
- That we were able to build a real like network: connections with architects, developers and contractors through this module. Having spent time with professionals allowed us to build a connection which may be of use in the future.
- The connection to the hands-on part of the architecture career path. No matter ... good you are at this course, it is necessary to get the in-person experience of what it is actually like to build as an architect.
- The freedom given to create the site diary
- The lectures were amazings and the apporrtunity to visit and wintness a live construction site were what i liked the most.
- The module allowed me to delve deeper into a side of architecture I did not have the chance to explore before, which ended up being very insightful.
- The most I liked about this module was ... it introduced me to the reality of architecture and construction and ... I got to meet new experienced people who were kind enough to answer all my curiosities and questions. The whole experience pushed me to learn ... to approach education differently in a practical way.
- This module has enabled me to have a different view when looking at buildings, whilst designing and interpreting. I mostly enjoyed finding our own sites and visiting these sites, it was a great opportunity as we were able to meet new people whom we can have a conversation and contact easily , and very helpful in terms of education as well as taking responsibility because the module was mainly focused on self disciplinary and research
- This module is by far the most well crafted of the degree course. The real world element of the construction industry also makes it very relevant. Thotougjly enjoyed.
- Unique to this university and course, where other architecture students do not get opportunities like this. It was very interesting and thought provoking, allowing us to get a real insight to a career in this industry. It really helped us understand the construction process and the more technical side of architecture.
- We got to get some real experience on construction sites, and it was very fun and informative. Definitely one of the best and fun modules I have completed since the start of year

4.3) What did you least like about this module:

- Although I did enjoy and received a good, there was a lot more writing than I expected however everyone had the chance to create their presentation/ portfolio in their own way.
- I dislike the fact that students had to work on this module alongside other modules simultaneously, having to juggle all the workload was draining and I would have enjoyed this module a lot more without the stress of other assignments. Perhaps this module, as well as the others, could have been spaced out differently.
- I don't have any complaints.
- I felt like the criteria was little and we were not able to look into depth with some. I do believe the the module questions could've been gone over, because I was not sure ... much information to include for each point
- I liked everything about this module
- In combination with the rest of the modules really limited time for prioritizing site diary although overall a great challenge
- I wish there was more information in the lecture and more resources that should be insighted
- Learning more in class. Some case examples were given for fire safety that were very interesting. More case studies
- Less interaction
Less discussion
- More modules could be like this!
- Nothing to complain about. It was great
- Sometime the lecturer was a bit unmotivated to teach the lecture material. However, when you went for personal tutorial .. was engaging and helpful with any questions you might have.
- The least I liked about this module was ... inexperienced it made me feel and ... I had to handle the site visits with little of my partner's active implication.
- The lectures could be improved.

- The marking, and the stress of putting the portfolio together as I didn't have all the info needed to answer some questions so I feel like I was at a lower opportunity than other people.
- The only issue I had with the module was the final submission date. I think most students would have benefitted from the deadline being slightly later as we did not really get to have a break over the winter holidays as we were juggling several deadlines and studio work to be completed during that time.
- the opportunity to meet with architects and construction workers
- The time frame to complete this module as we had deadlines for other modules around this time as well
- trying to find a site in the beginning
- What I at least liked about the module was the lectures I would say, as they were quite monotonous and boring.

Rear Cover:

The image references the work of 917 students, over a 9-year period, visiting 430 building sites through the PS2 Site Diary Module (Year 2 undergraduate module, architecture course, University of Westminster).

Each 'Tower' is an academic Year (2016 to 2025) listing:

Latitude + Longitude of Building Site

Site Address

Students Following Site

Project Architect

Main Contractor

Each year students found their own active sites and contacts- reaching out to 100's of building sites, companies and architects.

Therefore, every entry in a 'Tower' represents a successful learning relationship between students and professionals, without any moneys changing hands.

The image represents a cross section through architectural education, architectural practice and the construction industry in London and Southeast England.

