

1	Awarding Institution	University of Newcastle upon Tyne
2	Teaching Institution	As above
3	Final Award	MA Urban Design Postgraduate Diploma Urban Design
4	Programme title	As above
5	Programme Accredited by:	N/A
6	UCAS Code	N/A
7	QAA Subject Benchmarking Group(s)	None as yet
8	Date of production/revision	November 2004

9 Programme Aims:

1. to equip students with a broad understanding of the field of urban design. To enable them to grasp the theoretical foundations of the discipline; the linkages between theory and practice; and to develop advanced design skills.
2. to develop both transferable and professional skills
3. to develop research skills
4. to develop an understanding of the values and ethics of working as a professional
5. to enable students to develop depth of knowledge and/or skills in particular areas of urban design, underpinned by current and relevant research
6. to meet the criteria for Postgraduate Diploma and Masters level qualifications as laid down in the QAA's National Qualifications Framework
7. to comply with University policy and QAA Codes of Practice

10(a) Programme Intended Learning Outcomes:

A Knowledge and understanding

1. Demonstrate an understanding of urban design as a field of study which balances the disciplines of environmental design and the social sciences in the creation of the built environment.
2. Demonstrate understanding of key ideas in and approaches to urban design as a form of action concerned with design and management of the built environment
3. Demonstrate an understanding of the physical, social cultural, environmental, economic and regulatory contexts of urban design.
4. Demonstrate an understanding of the development processes involved in urban design; patterns of development; the development industry; and planning processes.

5. Demonstrate an understanding of diversity issues in urban design stakeholder involvement, communication and the design process.
6. Demonstrate an understanding of concepts and theories of sustainability in the creation of the built environment.
7. Demonstrate an understanding of the history of urban form.
8. Demonstrate an understanding of the outputs and products of urban design; project design; design policies; design codes; frameworks; design guidance; and master-plans.
9. Demonstrate a critical understanding of values, ethics and professionalism in urban design.
10. Demonstrate depth of knowledge in selected areas of urban design

B Subject-specific/professional skills

1. Formulate and propose cogent policies, strategies and course of action as responses to urban design problems
2. Evaluate and effectively utilise a variety of urban design outputs and products.
3. Develop advanced graphic communication skills.

C Cognitive skills

1. Define and analyse problems effectively and appropriately
2. Make effective use of evidence and information
3. Articulate reasoned arguments
4. Develop research skills and experience in the context of the school's research interests

D Key (transferable) skills

1. Effectively and fluently communicate information, ideas, principles and arguments; through graphic (both manual and IT) written and oral means.
2. Work effectively individually and in groups
3. Develop personal self-management skills such as setting priorities and time management

10(b) Programme Intended Learning Outcomes:

Teaching and Learning Methods and Strategies

A Knowledge and understanding

Knowledge and understanding is conveyed through projects, lectures and a seminar series (A 1-10). The projects are taught through a series of individual and group tutorials and critiques. Throughout the programmes the students are expected to supplement their classroom work with independent reading. The programme is mostly supported with material on Blackboard. In addition MA students undertake independent research with appropriate supervision from staff

B Subject-specific/professional skills

Subject specific skills are introduced and developed through project work where students work in teams and individually to problem solve and present ideas for action (B1 & B2). Students undertake field-work and are often involved in 'live' projects to develop their skills. They also undertake specific graphic skill development (B3).

C Cognitive skills

Cognitive skills are developed through research projects (C1 & 4); supervisions (C1, 3 & 4); group project work (C2); and teaching of statistical packages (C2). MA students are expected to undertake independent research having framed their own research questions. The emphasis in cognitive skill development is to learn by doing.

D Key (transferable) skills

Transferable skills are well embedded in the programme and are taught and developed in project work, seminar and design skills training. (D1, 2 & 3). In addition the ability to work effectively in groups is developed through project work and seminars. This development of transferable skills is encouraged through course work (D1, 2 & 3) and through group activities such as project work and field trips.

**10(c) Programme Intended
Learning Outcomes:**

**Assessment Strategy
and Methods**

A Knowledge and understanding

Knowledge and understanding of subject are tested in a variety of ways. Generally these are assessed through course work or written examination (A1–8). In most cases there is one major assessment (coursework or examination) per module. This is sometimes supported by a minor assessment (e.g. presentation). Course work tests ability to research and reflect on material often gained largely in private study while examinations test ability to bring together material from the whole module in succinct arguments.

B Subject-specific/professional skills

These skills are tested in project work presentations and coursework.

C Cognitive skills

Cognitive skills C1–4 are largely assessed through course work including essays and reports (C1 & 2), the production of a research outline and dissertation (C4) (MSc students only), project work based on field work (C4); group presentations (C2); seminar papers (C3). C3 is also tested by written examination.

D Key (transferable) skills

Assessed by examination, essay writing, report writing, seminar papers, application of statistical tests to problems, dissertation. D2 is assessed through project work (including peer evaluation of group projects) and group presentations.

11 Programme Curriculum, Structure, and Features:

The MA Urban Design is a 180 credit, 12 month programme. The Postgraduate Diploma has the same taught components but omits the dissertation. Both can be undertaken on a part-time basis over a minimum of 24 or 21 months for MA and Postgraduate Diploma respectively.

The programme aims to both build core knowledge and skills in urban design. The MA includes a 60 credit design thesis; or dissertation. This allows the student to focus and develop key design skills, or to develop a more theoretical perspective on a particular aspect of urban design dependant on the student's abilities and requirements.

The majority of the programme consists of a series of compulsory modules. There are three 10 credit lecture series and a 10 credit seminar series which develop knowledge of the key ideas and approaches to urban design; the context for urban design; development processes and the history of urban form. 50 credits worth of projects develop key skills in analysing issues in urban design; the design process and the outputs and products of urban design. There are a further 20 credits of design skill development and 10 credits of evaluation, assessment and research which is specifically designed to form the foundation of a 60 credit design thesis, or dissertation for MA candidates, or a 10 credit special study for postgraduate diploma candidates.

The MA

Compulsory Modules

Code	Credits	Descriptive title
TCP703	(10)	Urban Design Project 1
TCP832	(10)	Communications
TCP852	(10)	Urban Design Seminars
TCP903	(10)	Advanced CAD
TCP891	(10)	Principles and Practice of Urban Design
TCP911	(10)	Evaluation Assessment and Research
ARC807	(10)	Competing Conceptions of Design
ARC863	(20)	Urban Design Project 2
ARC865	(20)	European Study Visit: Cities and Culture
ARC840	(10)	Cities and Buildings Contemporary Issues in Urban Design
TCP899/ARC898	(60)	Dissertation/Design Thesis (MA candidates only)
TCP854	(10)	Special Study (Diploma candidates only)

Optional Modules

Students are able to take up to substitute up to 40 credits of optional modules with agreement of the degree programme director.

12 Criteria for Admission:

- a) applicants who hold an Honours degree from this or another recognised University or awarding body in a relevant subject.
- b) holders of other relevant qualifications (by agreement with the Dean of Postgraduate Studies)

For candidates in category (a) an interview is not required but applicants are encouraged to visit the School. Candidates in category (b) would be interviewed wherever possible.

13 Support for Students and their Learning:

Induction

At the start of their studies students are inducted into the University, the School, their programme and the city. This is combined with social events for students to get to know each other and staff.

Study skills support

This is not considered to be usually necessary at this level. Support is given on a case by case basis.

Academic support

Academic staff encourage all students to make appointments to discuss their work or to discuss via e mail. MA students are expected to meet with their design thesis /dissertation supervisor at regularly to discuss progress and to attend all interim and other critiques as arranged. Certain other elements of the programme e.g. projects are run with intensive contact between staff and students.

Pastoral support

The personal tutor system is carried out by the degree programme director. A weekly group meeting is held to discuss all issues pertinent to the course after which students are able to meet with the programme director individually. In addition all academic staff encourage students to talk through their problems whether personal or academic. Students are referred to the Student Counselling Service where appropriate.

The University and the School is committed to developing an environment in which students with disabilities can pursue their intellectual and personal development with appropriate central and departmental support services. It is the policy of the University that all applicants for programmes of study are considered first and foremost on grounds of academic and individual merit and, in respect of applicants who are disabled, every possible effort is made to overcome any factors which might prevent them from undertaking a programme of study or research for which they have been approved under normal admissions arrangements. This policy is made clear to potential applicants in the university Prospectuses.

The University has a Disability Support Service that is a centre offering advice, guidance and support for students with disabilities and specific learning difficulties such as dyslexia. The Service is headed by the Disability Officer and has a Dyslexia Adviser, a Co-ordinator for Deaf Students and a Technical Support Adviser. The Service has a technical resources room with specialist equipment for the use of students and for assessment purposes. The Disability Support Service also provides advice and guidance to all university staff to promote effective disability awareness and support for students.

Learning resources

APL library materials are effectively and coherently managed by the Robinson Library.

Student computer services are provided by UCS through the campus wide provision of clusters of networked PCs or workstations.

14 Methods for evaluating and improving the quality and standards of teaching and learning:

Modules and programmes are kept under review through a series of mechanisms:

- a) Reflections of module leaders and meetings of teaching staff/ programme management team
- b) Student evaluation a summary of which, included proposed changes, is presented to the Board of Studies. Results of student evaluations are reported and displayed in studios.
- c) Staff Student Committee
- d) Year group meetings
- e) External examiner reports. As is common practice on RTPI accredited programmes there are two external examiners, one academic, one practitioner.
- f) Faculty & University reviews
- g) Professional accreditation.
- h) Annual Planning Advisory Group composed of regional practitioners.

15 Regulation of Assessment*Pass Marks*

50% for all modules

Course Requirements

All modules must be passed. One resubmission per module is allowed.

Qualification award

The final degree award of MA Urban Design is based on a simple percentage, weighted on credits. It may be passed with Distinction or Merit.

Mark	Degree category
70%+	Distinction
60-69%	Merit
50-59%	Pass
less than 50%	Fail

The Postgraduate Diploma in Urban Design is pass or fail.

Role of the External Examiner

An external examiner is appointed by the Faculty Teaching and Learning Committee. A distinguished academic, the role of the examiner is to act as a moderator of standards, attend the Examination Board and to report to the University.

16 Indicators of Quality and Standards:

RAE Grade 5 (2001)
TQA 21 points (1997)

This specification provides a concise summary of the main features of the programme and of the learning outcomes that a typical student might reasonably be expected to achieve if she/he takes full advantage of the learning opportunities provided. The accuracy of the information contained is reviewed by the University and may be checked by the Quality Assurance Agency for Higher Education.

In addition, information relating to the course is provided in:

The University Prospectus

The Departmental Prospectus

The University and Degree Programme Regulations

The Degree Programme Handbook

QAA Subject Review Report