

**PROGRAMME SPECIFICATION**

<b>1</b>	<b>Awarding Institution</b>	Newcastle University
<b>2</b>	<b>Teaching Institution</b>	Newcastle University
<b>3</b>	<b>Final Award</b>	Postgraduate Diploma
<b>4</b>	<b>Programme Title</b>	Architectural Practice and Management
<b>5</b>	<b>UCAS/Programme Code</b>	3360P
<b>6</b>	<b>Programme Accreditation</b>	The Royal Institute of British Architects (RIBA) and the Architect's Registration Board (ARB)
<b>7</b>	<b>QAA Subject Benchmark(s)</b>	Architecture
<b>8</b>	<b>FHEQ Level</b>	7
<b>9</b>	<b>Date written/revised</b>	July 2007

**10 Programme Aims**

1. To prepare students for employment as architects, able to take full responsibility as practising professionals and to understand their obligations to clients, society and the profession of which they will be a member
2. To enable students to attain the professional standards required to register with the Architects Registration Board (ARB) as defined by the Royal Institute of British Architects (RIBA) Outline Syllabus: Part 3
3. To provide an understanding of the role of the architectural profession as a part of the property and the construction industry in contemporary society
4. To develop a thorough understanding of the processes and players involved in the procurement, design, construction and management of the built environment
5. To develop knowledge and skill across the full range of architectural expertise – from commissioning and design to the realisation and occupancy of buildings
6. To develop ability in the organisation, administration and management of an architectural practice; the process of architectural design and the process of construction
7. To provide an understanding of the legal framework and its application to the construction industry
8. To impart an ethical and competent approach to the practice as an architect. To emphasise the responsibilities and liabilities involved in practice
9. To develop professional judgement and an awareness of the legal obligations and professional responsibilities of an architect
10. To enhance a wide range of transferable skills with an emphasis on practice pertinent skills - team working, report writing and inter-personal skills

**11 Learning Outcomes**

The programme provides opportunities for students to develop and demonstrate knowledge and understanding, qualities, skills and other attributes in the following areas. The programme outcomes have references to the benchmark statements for (subject) (X).

**Knowledge and Understanding**

On completing the programme students should have:

- A1 An understanding of the role of the architect in society and in relation to the construction industry – its technologies, processes, participants and working practices
- A2 An enhanced understanding of the regulatory framework and systems within which architecture is shaped and their relationship to wider social and ethical concerns
- A3 An understanding of professional conduct and the concept of 'professionalism'

A4	An understanding of the social and economic context of property development
A5	An understanding of the impact of statutory instruments for health, safety and comfort, both during the construction and subsequent occupation of a project
A6	An understanding of the options for the procurement of buildings and design services
A7	An awareness of the economic implications of architectural design decisions, the determinants of building costs and the process of cost management
A8	An awareness of the managerial and administrative aspects of the architect's role from inception to completion of a building project including the use of technical information, standards and specifications
A9	An understanding of planning and development legislation
A10	An understanding of the contractual, management and financial aspects of the construction process
A11	An understanding of the cost and value of design and of the transaction process involved in procuring buildings
A12	An awareness of the legal, management and financial aspects of professional practice and business administration
A13	An awareness of the use of IT in architectural practice for design, administration, planning and programming
<b>Teaching and Learning Methods</b>	
Teaching involves a mixture of lectures, seminars, videos, workshops, case studies and project applications. Students augment the formal teaching sessions with practice experience, independent research, observation, analysis and reading	
<b>Assessment Strategy</b>	
Assessed through case-study, presentations, essays, Practical Training Record, self assessment, unseen written examination and oral examination.	
<b>Intellectual Skills</b>	
On completing the programme students should be able to:	
B1	Engage effectively in the processes involved in brief development, design and construction of a building
B2	Analyse the appropriate use of building contracts in relation to time, cost and quality criteria
B3	Develop and articulate a reasoned argument to support a particular position or proposal in relation to an aspect of practice management
<b>Teaching and Learning Methods</b>	
Teaching involves a mixture of lectures, seminars, videos, workshops, case studies and project applications. Students augment the formal teaching sessions with practice experience, independent research, observation, analysis and reading	
<b>Assessment Strategy</b>	
Assessed through case-study, presentations, essays, Practical Training Record, self assessment, unseen written examination and oral examination.	
<b>Practical Skills</b>	
On completing the programme students should be able to:	
C1	Work effectively in the social economic and commercial context of architectural practice
C2	Work within the duties and obligation of professional codes
C3	Communicate effectively and collaborate with others involved in the procurement and design of buildings
C4	Communicate effectively and collaborate with others involved both internally and externally in the management of an architectural business unit
C5	Manage the programme and information flow for a building project in a formal quality management context
C6	Administer building contracts using standard forms and procedures
<b>Teaching and Learning Methods</b>	
Teaching involves a mixture of lectures, seminars, videos, workshops, case studies and project applications. Students augment the formal teaching sessions with practice experience, independent research, observation, analysis and reading	

<b>Assessment Strategy</b>
Assessed through case-study, presentations, essays, Practical Training Record, self assessment, unseen written examination and oral examination.
<b>Transferable/Key Skills</b>
On completing the programme students should be able to: D1 Select and use the appropriate media to evaluate data and to develop and communicate information, ideas, problems and solution to both specialist and non-specialist audiences including: a. Clear, logically structured reports, essays and extended pieces of written work b. Clear and coherent oral presentation, response to questioning and in debate c. Clear, coherent and appropriate graphic presentation D2 Work independently, in a self-directed manner, reflecting critically on their own work and on the work of others and seeking and making effective use of feedback D3 Structure a coherent argument, based on personal research, in oral and written format D4 Interact effectively and in a professional manner within a project team D5 Manage their own time and work to deadline D6 Critically reflect on their own performance and write a self-assessment document D7 Identify the factors that create value and cost in design and construction
<b>Teaching and Learning Methods</b>
Teaching involves a mixture of lectures, seminars, videos, workshops, case studies and project applications. Students augment the formal teaching sessions with practice experience, independent research, observation, analysis and reading
<b>Assessment Strategy</b>
Not independently assessed

<b>12 Programme Curriculum, Structure and Features</b>
<b>Basic structure of the programme</b>
The programme extends over a minimum of 18 months part-time and is structured on a modular basis. During this time students are required to attend the University for three seminars (7 days in total). The assessment consists of 4 modules, collectively worth a total of 120 credits – where each 10 credits involve 100 hours of student time. All candidates take the following core modules:  ARC7064 Work Placement – 30 credits ARC7065 Case Study – 30 credits ARC7066 The Context and Management of Practice – 30 credits ARC7067 The Management of Architecture and Construction – 30 credits
<b>Key features of the programme (including what makes the programme distinctive)</b>
The content of the programme is closely related to the RIBA's Outline Syllabus for Part 3  The curriculum is grouped in the following five areas with the detailed content following the RIBA Outline Syllabus. <ul style="list-style-type: none"> <li>• The context for practice</li> <li>• The management of architecture</li> <li>• The management of construction</li> <li>• Practice management and business administration</li> <li>• Transferable skills</li> </ul>
<b>Programme regulations (link to on-line version)</b>
<a href="http://www.ncl.ac.uk/regulations/programme/">http://www.ncl.ac.uk/regulations/programme/</a>

<b>13 Criteria for admission</b>
<i>Entry qualifications</i>

Candidates must

- hold exemption from the RIBA Part 2 examination and
- have completed a minimum of 12 months practical training and
- be employed in an approved architectural practice or related organisation

## **14 Support for Student Learning**

### *Induction*

During the first week of the first semester students attend an induction programme. New students will be given a general introduction to University life and the University's principle support services and general information about the School and their programme, as described in the Degree Programme Handbook. New and continuing students will be given detailed programme information and the timetable of lectures/practicals/labs/ tutorials/etc. The International Office offers an additional induction programme for overseas students (see <http://www.ncl.ac.uk/international/arrival/jan/index.phtml>)

### *Study skills support*

Students will learn a range of Personal Transferable Skills, including Study Skills, as outlined in the Programme Specification. Some of this material, e.g. time management is covered in the appropriate Induction Programme. Students are explicitly tutored on their approach to both group and individual projects.

Numeracy support is available through Maths Aid. Further details are available at:

[http://www.ncl.ac.uk/library/news\\_details.php?news\\_id=159](http://www.ncl.ac.uk/library/news_details.php?news_id=159) Help with academic writing is available from the Writing Centre. Details can be obtained from [Alicia.Cresswell@ncl.ac.uk](mailto:Alicia.Cresswell@ncl.ac.uk)

### *Academic support*

The initial point of contact for a student is with the Degree Programme Director, Professional Studies Adviser or their tutor (see below) for more generic issues. Thereafter the Head of School may be consulted. Issues relating to the programme may be raised at the Staff-Student Committee, and/or at the Board of Studies.

### *Pastoral support*

All students are assigned a personal tutor whose responsibility is to monitor the academic performance and overall well-being of their tutees. Details of the personal tutor system can be found at <http://www.ncl.ac.uk/undergraduate/support/tutor.phtml>

In addition the University offers a range of support services, including the Student Advice Centre, the Counselling and Wellbeing team, the Mature Student Support Officer, and a Childcare Support Officer, see

<http://www.ncl.ac.uk/undergraduate/support/welfare/index.phtml>

### *Support for students with disabilities*

The University's Disability Support Service provides help and advice for disabled students at the University - and those thinking of coming to Newcastle. It provides individuals with: advice about the University's facilities, services and the accessibility of campus; details about the technical support available; guidance in study skills and advice on financial support arrangements; a resources room with equipment and software to assist students in their studies. For further details see <http://www.ncl.ac.uk/disability-support/>

### *Learning resources*

The University's main learning resources are provided by the Robinson and Walton Libraries (for books, journals, online resources), and Information Systems and Services, which supports campus-wide computing facilities, see

<http://www.ncl.ac.uk/undergraduate/degrees/facilities/index.phtml>

All new students whose first language is not English are required to take an English Language Proficiency Test. This is administered by INTO Newcastle University Centre on behalf of Newcastle University. Where appropriate, in-session language training can be provided. The INTO Newcastle University Centre houses a range of resources which may be

particularly appropriate for those interested in an Erasmus exchange. See <http://ncl.ac.uk/langcen/index.htm>

## **15 Methods for evaluating and improving the quality and standards of teaching and learning**

### *Module reviews*

All modules are subject to review by questionnaires which are considered by the Board of Studies. Changes to, or the introduction of new, modules are considered at the School Teaching and Learning Committee and at the Board of Studies. Student opinion is sought at the Staff-Student Committee and/or the Board of Studies. New modules and major changes to existing modules are subject to approval by the Faculty Teaching and Learning Committee.

### *Programme reviews*

The Board of Studies conducts an Annual Monitoring and Review of the degree programme and reports to Faculty Teaching and Learning Committee.

### *External Examiner reports*

External Examiner reports are considered by the Board of Studies. The Board responds to these reports through Faculty Teaching and Learning Committee. External Examiner reports are shared with institutional student representatives, through the Staff-Student Committee.

### *Student evaluations*

All modules, and the degree programme, are subject to review by student questionnaires. Informal student evaluation is also obtained at the Staff-Student Committee, and the Board of Studies.

### *Mechanisms for gaining student feedback*

Feedback is channelled via the Staff-Student Committee and the Board of Studies.

### *Faculty and University Review Mechanisms*

The programme is subject to the University's Internal Subject Review process, see [http://www.ncl.ac.uk/aqss/qsh/internal\\_subject\\_review/index.php](http://www.ncl.ac.uk/aqss/qsh/internal_subject_review/index.php)

### *Accreditation reports*

As a professionally accredited programme, the Diploma in Architectural Practice and Management is subject to periodic reviews (after every 4 years) by the RIBA (Royal Institution of British Architects). The report from these validation visits are used to review, where appropriate, the quality and standard of teaching and learning

### *Additional mechanisms*

Employers of students on the course can also send written feedback on the quality and standard of teaching and learning.

## **16 Regulation of assessment**

### *Pass mark*

The pass mark is 50

### *Course requirements*

Progression is subject to the University's Masters Degree Progress Regulations, Taught and Research (<http://www.ncl.ac.uk/calendar/university.regs/tpmdepr.pdf>) and Examination Conventions for Taught Masters Degrees (<http://www.ncl.ac.uk/calendar/university.regs/tpmdeprexamconv.pdf>). Limited compensation up to 40 credits of the taught element and down to a mark of 40 is possible and there are reassessment opportunities, with certain restrictions.

- Candidates must pass all modules in order to be awarded the Diploma
- Candidates must pass ARC7064 (Work Placement) and ARC7065 (Case Study) in order to

proceed to the written/viva voce examinations for ARC7066 and ARC7067

- Candidates must have completed a minimum 24 months of practical experience, 12 of which must be post Part 2 qualification (RIBA/ARB), prior to sitting the examinations for ARC7066 and ARC7067

The University employs a common marking scheme, which is specified in the Taught Postgraduate Examination Conventions, namely:

**Summary description applicable to postgraduate Masters programmes**

**Summary description applicable to postgraduate Certificate and Diploma programmes**

<50	Fail	<50	Fail
50-59	Pass	50 or above	Pass
60-69	Pass with Merit		
70 or above	Pass with Distinction		

*Role of the External Examiner*

An External Examiner, a distinguished member of the subject community, is appointed by Faculty Teaching and Learning Committee, after recommendation from the Board of Studies. The External Examiner is expected to:

- See and approve examination papers
- Moderate examination and coursework marking
- Attend the Board of Examiners
- Report to the University on the standards of the programme

*Role of the Professional Examiners*

To comply with requirements of the RIBA and ARB (Architects Registration Board), professional examiners, who are experienced practicing Architects in the UK, are appointed by the Degree Programme Director, in consultation with the RIBA and subject to the approval of the Board of Studies. Their role is to:

- Moderate internal assessment in all aspects of the programmes.
- Prepare and mark examination papers
- Mark the Case Study (ARC7065), and the Personal Appraisal (part of ARC7064)
- Review and assess the quality of practical experience as described in the PEDR
- Conduct the viva voce exam with an internal examiner
- Attend the Examination Board
- Report back to the University

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

The University Prospectus (see <http://www.ncl.ac.uk/undergraduate/>)

The School Brochure

The University Regulations (see <http://www.ncl.ac.uk/regulations/docs/> )

The Degree Programme Handbook

Please note. 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.

## Mapping of Intended Learning Outcomes onto Curriculum/Modules

Module	Type	Intended Learning Outcomes			
		A	B	C	D
ARC7064	Compulsory, Core	1-13	1-3	1-6	1-7
ARC7065	Compulsory, Core	1-13	1-3	1-6	1-7
ARC7066	Compulsory Core	1-7, 12, 13	3	1,2, 3, 4	1-7
ARC7067	Compulsory Core	3, 5-11	2	3, 5, 6	1-7