MSc Advanced Architectural Design:
Architecture and Cities (1 year)
Architecture and Cities (2 year)
Property Development

DEGREE PROGRAMME HANDBOOK

2019 - 2020
SEMESTER DATES

SEMESTER 1:  Monday 23 September 2019 - Friday 24 January 2020
SEMESTER 2:  Monday 27 January 2020 - Friday 12 June 2020

TERM DATES

Autumn: Monday 23 September 2019 - Friday 13 December 2019
Spring:  Monday 6 January 2020 - Friday 27 March 2020
Summer:  Monday 27 April 2020 - Friday 12 June 2020

Image on front cover: Guojun Deng, thesis design project, Literacy Centre at the Metro Centre, Gateshead, 2018/19
Foreword

I would like to extend a warm welcome to all MSc Advanced Architectural Design students who are joining the School of Architecture, Planning and Landscape this year.

The design-based programmes at Newcastle have a long and distinguished history during which they have developed a national and international reputation for teaching and research. Alumni of the school continue to make significant contributions to the discipline and practice of Architecture, Planning, and Landscape Architecture and our graduates play prominent roles in leading practices worldwide. We can be rightly proud of the tradition of the school – but we are not complacent.

Our programmes continue to evolve and each New Year brings with it improvements to them, including the MSc Advanced Architectural Design, which ran for the first time in the 2018-19 academic session. Our MSc Advanced Architectural Design consolidated three of our existing PGT programmes and their teaching provision into a single programme with defined pathways. This enabled us to offer students a balance of shared and specialist PGT teaching across all of the pathways. For the first time in 2018-19 we introduced a specialist pathway in property development, which offered design as part of the course. The Architecture and Cities two year pathway uniquely shares teaching with stage 5 of the March degree.

For the past few years, graduate design students have been housed in the APL Graduate Studios in the Building Science Building, which has proved very successful in offering opportunities for cross-PGT Design programme interaction. In response to the growth of the School, a new facility has been constructed adjacent to Building Science, which includes a state of the art workshop.

Students on the MSc Advanced Architectural Design course will benefit from the strong culture in the School of integrating theory and practices, supported by academics in Architecture, Planning, and Landscape who each year produce a number of significant publications – books, articles and papers – and contribute to conferences all over the world. Consequently, notable in the School is the research informed teaching that is delivered in challenging and engaging ways. The ongoing developments in the curricular and extra-curricular provision of the School ensures that graduates are well prepared to continue to make positive contributions within their chosen careers.

Newcastle University is a highly regarded civic university and we see ourselves as a civic School – with disciplines that are socially minded outward looking, engaged and seeking to make a difference locally, regionally and nationally. During the course of the year you will have the opportunity to work with individuals and groups from outside the University and on tasks and projects that will help foster and develop a sense of social and environmental responsibility and an awareness of the contribution that architecture can make within civil society. As students, you form the heart of the School – and the quality of your experience over the coming year will depend on you engaging with, and contributing to the development of our knowledge community and being active participants in the broader life of the School. I wish you all an enjoyable, successful and productive year!

Graham Farmer
Director of Architecture
September 2019
Contents

1. INTRODUCTION ...................................................................................................... 8
2. UNIVERSITY’S STUDENT CHARTER ................................................................ 8
3. ARCHITECTURE AND CITIES (1 YEAR) .......................................................... 11
   3.1 PROGRAMME AIMS .................................................................................. 11
   3.2 THE STRUCTURE OF THE PROGRAMME ................................................. 13
   3.3 TEACHING .............................................................................................. 14
   3.4 PROGRAMME CONTENT ......................................................................... 14
4. ARCHITECTURE AND CITIES (2 YEAR) .......................................................... 16
   4.1 PROGRAMME AIMS ................................................................................ 16
   4.2 THE STRUCTURE OF THE PROGRAMME ................................................. 19
   4.3 TEACHING .............................................................................................. 20
   4.4 PROGRAMME CONTENT ......................................................................... 20
5. PROPERTY DEVELOPMENT .............................................................................. 22
   5.1 PROGRAMME AIMS ................................................................................ 22
   5.2 THE STRUCTURE OF THE PROGRAMME ................................................. 23
   5.3 TEACHING .............................................................................................. 24
   5.4 PROGRAMME CONTENT ......................................................................... 24
6. EXTERNAL EXAMINER ...................................................................................... 25
7. FURTHER KEY INFORMATION FOR STUDENTS ........................................... 26
Addresses and Telephone Numbers

Newcastle University
Internet: http://www.ncl.ac.uk
Tel: 0191 208 6000

Head of School
Prof. Adam Sharr
Ground Floor, Architecture Building
Tel: 0191 208 6810
E-mail: adam.sharr@ncl.ac.uk

Director of Architecture Programmes
Prof. Graham Farmer
Second, Architecture Building
Tel: 0191 208 5623
E-mail: graham.farmer@newcastle.ac.uk

Degree Programme Director
Dr. Martin Beattie
Second Floor, Architecture Building
Tel: 0191 208 6032
E-mail: martin.beattie@ncl.ac.uk

Architecture and Cities pathway leader
Dr. Martin Beattie
Second Floor, Architecture Building
Tel: 0191 208 6032
E-mail: martin.beattie@ncl.ac.uk

Property Development pathway leader
Dr. Raymond Abdulai
Claremont Tower
Tel: 0191 208 2581
Email: raymond.abdulai@ncl.ac.uk

Learning and Teaching Assistant
Nicola Rutherford
General Office, Architecture Building
Tel: 0191 208 6509
E-mail: nicola.rutherford@ncl.ac.uk

School Manager
Jill Mawson,
Fourth Floor, Daysh Building
Tel: 0191 208 7634
E-mail: jill.mawson@ncl.ac.uk

Full details of all School staff are available on the APL website http://www.ncl.ac.uk/apl/staff/

Communications with students either individually or by group will usually be by email. All students should therefore check their email, which can be accessed remotely, on a regular basis.
Xiaoli Tian, final thesis design, Art gallery, Ouseburn Valley, 2016/17
1. INTRODUCTION

This Degree Programme Handbook outlines the general aims for the MSc Advanced Architectural Design programme and lists the modules of the programme.

The Degree Programme Handbook should be read in conjunction with a number of other documents:

- The Newcastle University Regulations. These describe the University frameworks of regulations relating to issues of assessment and progress and general provisions for programmes. Please see https://www.ncl.ac.uk/regulations/docs/

- The specific regulations for the MSc Advanced Architectural Design consist primarily of a list of the modules which constitute that degree programme. The degree programme regulations can be found at:

- The School’s ‘Postgraduate Common Handbook’ for generic issues related to academic work, assessment, management and tutorial arrangements; student comments, feedback and grievances; issues relating to progress, attendance and conduct; the facilities of the School and University; health and safety and welfare issues. This will be provided to you at the start of term but can also be accessed via http://www.ncl.ac.uk/apl/students/handbooks/

- Module guides and module outline forms http://www.ncl.ac.uk/module-catalogue/

Module Hand-outs, provided by the individual Module Leaders, will give further detail on the timing and nature of lectures and other learning activities, assessment questions/topics and detailed submission times/dates and reading lists. (Please also see http://www.ncl.ac.uk/module-catalogue/).

Please note that changes to the Programme structure and module descriptions, which can be made to improve the quality of the Programme, may take some time to be consistently reflected in all the above documentation. In such cases, please consult the module leader and/or the Degree Programme Director for the most updated version of the documentation.

2. UNIVERSITY’S STUDENT CHARTER

The University's Student Charter is available on the internet at http://www.ncl.ac.uk/pre-arrival/regulations/#studentcharter. It is also provided to all students as part of the Student Guide. In the Student Charter, the University undertakes to provide you with access to ‘high standards of teaching, support, advice and guidance’.

The Student Charter requires that students are provided with a ‘programme handbook which details any professional requirements, contact hours, mode of course delivery, assessment criteria, examination arrangements and regulations, academic guidance and support, and appeals and complaints procedures.’ The purpose of this summary is to help you locate further details about this key information in your handbooks (please note that information will be found within this handbook and the Postgraduate Common Handbook).
Your handbook also contains a range of other valuable information, so you should read it thoroughly and retain a copy for future reference.

**Summary of programme commitments**

| **Average number of contact hours for this stage / programme:** | This will depend on the selection of modules chosen by each student (note: students should check individual module information on Blackboard for the exact contact session length for each week - see https://my.ncl.ac.uk/students/). |
| **Mode of delivery:** | Lectures, seminars, workshops, field visits, tutorials and other activities (students should check individual module information on Blackboard for the exact contact session format for each week). |
| **Normal notice period for changes to the timetable, including rescheduled classes:** | See PG Common Handbook. |
| **Normal notice period for changes to the curriculum or assessment:** | See PG Common Handbook. |
| **Normal deadline for feedback on submitted work (coursework):** | Within 20 working days of the submission date, including non-term/semester periods but excluding closure periods and Bank Holidays. Students should check specific information provided for modules taken in other schools. |
| **Normal deadline for feedback on examinations:** | Whole class feedback will usually be provided within 20 days of the end of the exam period. When this date falls within the summer holiday, then exam feedback will be provided by the start of the next semester/term. Students should check specific information provided for modules taken in other schools. |
| **Professional Accreditation:** | None. |
| **Assessment methods and criteria:** | Essay, coursework, seminar, poster presentation, report, dissertation, design project, exams. These vary by module and should be checked via Blackboard or the module catalogue: [http://www.ncl.ac.uk/module-catalogue/](http://www.ncl.ac.uk/module-catalogue/). Please also see standards template at the end of this handbook. |
| **Academic guidance and support:** | Martin Beattie as Degree Programme Director martin.beattie@ncl.ac.uk. |
Hilda Youseff, Design thesis project, mental rehabilitation centre, 2017/18

Manjie Yang, Nursery, Design thesis project, Westgate Road, Newcastle, 2018/19
3. ARCHITECTURE AND CITIES (1 YEAR)

3.1 PROGRAMME AIMS

Information on degree programmes is set out in programme specifications, approved by the University. Most of the relevant information from the specification is set out in this handbook. The full programme specification can be consulted on request.

The overall aims of the Architecture and Cities (1 year) pathway are to:

1. Develop the ability to generate complex design proposals showing understanding of current architectural issues, originality in the application of subject knowledge and, where appropriate, to test new hypotheses and speculations;
2. Develop the ability to evaluate and apply a comprehensive range of visual, oral and written media to test, analyse, critically appraise and explain design proposals;
3. Develop an ability to evaluate materials, processes and techniques that apply to complex architectural designs and building construction, and to integrate these into practicable design proposals;
4. Develop a critical understanding of how knowledge is advanced through research to produce clear, logically argued and original written work relating to architectural culture, theory and design;
5. Develop problem solving skills, professional judgment, and ability to take the initiative and make appropriate decisions in complex and unpredictable circumstances;
6. Develop an ability to identify individual learning needs
7. Meet the criteria for Postgraduate Diploma and level 7 qualifications as laid down in the FHEQ, as well as complying with University policy and the QAA Quality Code.

The intended learning outcomes of the programme are as follows:

A Knowledge and Understanding

On completing the programme students should:

1. Demonstrate understanding and critical thinking of selected aspects of architecture and cities as a form of action concerned with managing and creating space and place.
2. Demonstrate an understanding of the conflicts and complexities of the interplay between the various actors and agencies taking part in architecture and cities, and a systematic, research driven approach to addressing issues and problems of the design of space and place.
3. Demonstrate a critical understanding of architectural theory and make appropriate connections between theory and practice.
4. Demonstrate depth of knowledge and understanding of the role of architectural design in the built environment.
5. Demonstrate an advanced knowledge of the inter-relationship between people, buildings, landscape and the environment and an understanding of the need to relate buildings and the spaces between them to human needs and scale.

B Intellectual

On completing the programme students should be able to:

1. Define and critically analyse problems effectively and appropriately drawing on current research and knowledge
2. Effectively collect, synthesise and utilise evidence and information
3. Articulate reasoned arguments, drawing on a range of information sources
4. Apply research skills and experience in the context of the school’s research interests
5. Show an ability to critically analyse the socio-spatial context of buildings

Hala Almalkawi, master planning project, Newcastle, 2016/17
C Practical skills

On completing the programme students should be able to:

1. An ability to deal with complex issues both systematically and creatively, make sound judgments and communicate conclusions and ideas to a range of audiences
2. Self-direction and originality in tackling and solving problems and the ability to act autonomously and at a professional level
3. Recognition of the importance of continuing to advance their knowledge, understanding and skills

D Key (transferable) skills

On completing the programme students should be able to:

1. Utilize a range of disciplinary theories and approaches in complex problem solving and decision making
2. Communicate effectively through the use of visual, verbal and written methods and through appropriate media including sketching, modelling, digital and electronic techniques
3. Work effectively in groups and as individuals
4. Identify and manage individual learning needs
5. Demonstrate self-direction, originality and creativity in tackling and solving problems
6. Exercise initiative and personal responsibility
7. Demonstrate academic writing skills

3.2. THE STRUCTURE OF THE PROGRAMME

The MSc Advanced Architectural Design Architecture and Cities (1 year) pathway is a 180 credit, 12 month programme. 20 credits represent 200 hours of total student time. This may include 20 hours of staff contact - although there is variation between modules. It will also include time for assessment, and for 'self-organised' study. Self-organised, or self-directed, study can include reading, writing and note making, photography and sketching, site visits, watching and reviewing DVDs or other media, self-organised group discussions with fellow students or even simply THINKING!

The programme aims to build both core knowledge and skills.

All students shall take the following compulsory modules.

<table>
<thead>
<tr>
<th>Code</th>
<th>Descriptive title</th>
<th>Total Credits</th>
<th>Credits Sem 1</th>
<th>Credits Sem 2</th>
<th>Credits Sem 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARC8115</td>
<td>Design Studio</td>
<td>40</td>
<td>40</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ARC8120</td>
<td>Design Research Methods</td>
<td>20</td>
<td>20</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ARC8116</td>
<td>Architecture &amp; Cities Specialist Studio</td>
<td>40</td>
<td></td>
<td>40</td>
<td></td>
</tr>
<tr>
<td>ARC8048</td>
<td>Cities and Buildings: Contemporary Issues</td>
<td>20</td>
<td></td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>ARC8117</td>
<td>Design Thesis or Dissertation</td>
<td>60</td>
<td></td>
<td></td>
<td>60</td>
</tr>
</tbody>
</table>

The above modules are core which means they must be passed in order for the University to award the MSc Advanced Architectural Design.

The Architecture and Cities pathway focuses on understanding the role of architectural design in the built environment. This includes the need to relate buildings, and the spaces...
between them, to human needs. The course involves conducting detailed studies of particular urban communities, concentrating on determining strategies of appropriate development for specific urban sites.

In each of the course’s three semesters, projects presuppose devising community based urban design frameworks for selected sites that consider the surrounding context. Reasonably complex building designs are supported by holistic design frameworks that articulate the potential character and quality of the environment initiated by the proposed project. Central to the course is the problematic of public space within an increasingly privatised built environment, which is supported by close readings of theoretical texts from a range of perspectives. You also develop understanding of architecture within the urban context, particularly in relation to notions of identity, community, and culture. The thesis, undertaken in the final semester, is a major design project undertaken individually that provides you with an opportunity to elaborate significantly on these themes.

3.3  **TEACHING**

3.3.1  **Lectures/Seminars/Workshops**

Modules involving the development of knowledge, concepts and skills in relation to specific subjects normally take the form of lectures and a wide variety of other learning activities. These include seminar discussions, workshops (short practical exercises designed to develop a particular skill), as well as self-directed learning through library studies, etc.

Some modules, or parts of modules, will be taught by academics from different disciplines. This is not only a way of producing teaching efficiencies but also an integral part of a modularised academic community and in most instances is employed to intentionally foster inter-disciplinary learning.

3.3.2  **Design Thesis**

Students taking the Architecture and Cities (1 year) pathway will complete a Design Thesis. The choice of topic for the Design Thesis rests with the student, although seeking advice from the thesis co-ordinator and other subject staff is encouraged.

3.4.  **PROGRAMME CONTENT**

For further information on these modules please see the University's official Module Outline Forms, which can be viewed through the following link: [http://www.ncl.ac.uk/module-catalogue/](http://www.ncl.ac.uk/module-catalogue/).

In general, module leaders will provide much more detailed information on modules upon the commencement of a module.
Mohamed Elghoneimy, Edinburgh project, 2016/17
4. ARCHITECTURE AND CITIES (2 YEAR)

4.1 PROGRAMME AIMS

Information on degree programmes is set out in programme specifications, approved by the University. Most of the relevant information from the specification is set out in this handbook. The full programme specification can be consulted on request.

The overall aims of the Architecture and Cities (2 year) pathway are to:

1. Develop the ability to generate complex design proposals showing understanding of current architectural issues, originality in the application of subject knowledge and, where appropriate, to test new hypotheses and speculations;
2. Develop the ability to evaluate and apply a comprehensive range of visual, oral and written media to test, analyse, critically appraise and explain design proposals;
3. Develop an ability to evaluate materials, processes and techniques that apply to complex architectural designs and building construction, and to integrate these into practicable design proposals;
4. Develop a critical understanding of how knowledge is advanced through research to produce clear, logically argued and original written work relating to architectural culture, theory and design;
5. Develop problem solving skills, professional judgment, and ability to take the initiative and make appropriate decisions in complex and unpredictable circumstances;
6. Develop an ability to identify individual learning needs
7. To meet the criteria for Postgraduate Diploma and level 7 qualifications as laid down in the FHEQ, as well as complying with University policy and the QAA Quality Code.

The intended learning outcomes of the programme are as follows:

A Knowledge and Understanding

On completing the programme students should:

1. Demonstrate understanding and critical thinking of selected aspects of architecture and cities as a form of action concerned with managing and creating space and place.
2. Demonstrate an understanding of the conflicts and complexities of the interplay between the various actors and agencies taking part in architecture and cities, and a systematic, research driven approach to addressing issues and problems of the design of space and place.
3. Demonstrate a critical understanding of architectural theory and make appropriate connections between theory and practice.
4. Demonstrate depth of knowledge and understanding of the role of architectural design in the built environment.
5. Demonstrate an advanced knowledge of the inter-relationship between people, buildings, landscape and the environment and an understanding of the need to relate buildings and the spaces between them to human needs and scale.
6. Knowledge of urban design, planning and the skills involved in the planning process
7. Understanding of the profession of architecture and the role of the architect in society, in particular in preparing briefs that take account of social factors
8. Knowledge of physical problems and technologies and the function of buildings so as to provide them with internal conditions of comfort and protection against the climate
B Intellectual

On completing the programme students should be able to:

1. Define and critically analyse problems effectively and appropriately drawing on current research and knowledge
2. Effectively collect, synthesise and utilise evidence and information
3. Articulate reasoned arguments, drawing on a range of information sources
4. Apply research skills and experience in the context of the school’s research interests
5. Show an ability to critically analyse the socio-spatial context of buildings
6. Understand the histories and theories of architecture and the related arts, technologies and human sciences
7. Understand the methods of investigation and preparation of the brief for a design project

C Practical skills

On completing the programme students should be able to:

1. Deal with complex issues both systematically and creatively, make sound judgments and communicate conclusions and ideas to a range of audiences
2. Use self-direction and originality in tackling and solving problems and the ability to act autonomously and at a professional level
3. Recognize the importance of continuing to advance their knowledge, understanding and skills
4. Create architectural designs that satisfy both aesthetic and technical requirements
5. Understand structural design, constructional and engineering problems associated with building design
6. Have the necessary design skills to meet building users’ requirements within the constraints imposed by cost factors and building regulations.

D Key (transferable) skills

On completing the programme students should be able to:

D1. Utilize a range of disciplinary theories and approaches in complex problem solving and decision making
D2. Communicate effectively through the use of visual, verbal and written methods and through appropriate media including sketching, modelling, digital and electronic techniques
D3. Work effectively in groups and as individuals
D4. Identify and manage individual learning needs
D5. Demonstrate self-direction, originality and creativity in tackling and solving problems
D6. Exercise initiative and personal responsibility
D7. Demonstrate academic writing skills
4.2 THE STRUCTURE OF THE PROGRAMME

The MSc Advanced Architectural Design Architecture and Cities (2 year) pathway is a 180 credit, 12 month programme. 20 credits represent 200 hours of total student time. This may include 36 hours of staff contact - although there is variation between modules. It will also include time for assessment, and for 'self-organised' study. Self-organised, or self-directed, study can include reading, writing and note making, photography and sketching, site visits, watching and reviewing DVDs or other media, self-organised group discussions with fellow students or even simply THINKING!

The programme aims to build both core knowledge and skills.

All students shall take the following compulsory modules in year one:

<table>
<thead>
<tr>
<th>Code</th>
<th>Descriptive title</th>
<th>Total Credits</th>
<th>Credits Sem 1</th>
<th>Credits Sem 2</th>
<th>Credits Sem 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARC8120</td>
<td>Design Research Methods</td>
<td>20</td>
<td>20</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ARC8115</td>
<td>Design Studio</td>
<td>40</td>
<td>40</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ARC8116</td>
<td>Architecture &amp; Cities Specialist Studio</td>
<td>40</td>
<td>40</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ARC8048</td>
<td>Cities and Buildings: Contemporary Issues</td>
<td>20</td>
<td>20</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Progression to year two of the programme is determined by interview with the DPD of the MArch and DPD of the Architecture and Cities (two year programme). Progression to year two is normally dependent on achieving a mark of 60% or higher in ARC8116. Students who fail to meet this threshold will be eligible to continue to the Architecture and Cities (one year programme) and complete ARC8117 during semester 3.

All candidates shall take the following modules on year two:

<table>
<thead>
<tr>
<th>Code</th>
<th>Descriptive title</th>
<th>Total Credits</th>
<th>Credits Sem 1</th>
<th>Credits Sem 2</th>
<th>Credits Sem 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARC8050</td>
<td>Architectural Design</td>
<td>40</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>ARC8051</td>
<td>Tools for Thinking about Architecture</td>
<td>20</td>
<td>20</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ARC8052</td>
<td>Architectural Design</td>
<td>40</td>
<td>40</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ARC8053 OR ARC8058</td>
<td>Dissertation in Architecture or Linked Research Project</td>
<td>20</td>
<td>20</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The above modules are core which means they must be passed in order for the University to award the MSc Advanced Architectural Design.

The first year of Architecture and Cities provides an unprecedented underpinning for the second year, in which students share teaching with the Stage 5 of the MArch course. As part of this, students continue to explore the notion of the urban realm, with the first semester focusing on masterplanning and generating ideas from their research of the city the studio is set in. In the second semester, students are asked to focus on the detail of the project, both technically and atmospherically. Here, students will learn about the technical components, along with the structural, mechanical and environmental elements, which buildings need to function and remain sustainable.
4.3 TEACHING

4.3.1 Lectures/Seminars/Workshops

Modules involving the development of knowledge, concepts and skills in relation to specific subjects normally take the form of lectures and a wide variety of other learning activities. These include seminar discussions, workshops (short practical exercises designed to develop a particular skill), as well as self-directed learning through library studies, etc.

Some modules, or parts of modules, will be taught by academics from different disciplines. This is not only a way of producing teaching efficiencies but also an integral part of a modularised academic community and in most instances is employed to intentionally foster inter-disciplinary learning.

4.4 PROGRAMME CONTENT

For further information on these modules please see the University's official Module Outline Forms, which can be viewed through the following link; http://www.ncl.ac.uk/module-catalogue/.

In general, module leaders will provide much more detailed information on modules upon the commencement of a module.

Sanghee Yoon, thesis design project, Centre for Cancer Care, Newcastle, 2018/19
5. PROPERTY DEVELOPMENT

5.1 PROGRAMME AIMS

Information on degree programmes is set out in programme specifications, approved by the University. Most of the relevant information from the specification is set out in this handbook. The full programme specification can be consulted on request.

The overall aims of the Property Development pathway are to:

1. Develop the ability to generate complex design proposals showing understanding of current issues in property development, originality in the application of subject knowledge and, where appropriate, to test new hypotheses and speculations.
2. Develop the ability to evaluate and apply a comprehensive range of visual, oral and written media to test, analyse, critically appraise and explain design proposals.
3. Develop an ability to evaluate materials, processes and techniques that apply to property development and building construction, and to integrate these into practicable design proposals.
4. Develop a critical understanding of how knowledge is advanced through research to produce clear, logically argued and original written work relating to architectural culture, theory and design.
5. Develop problem solving skills, professional judgment, and ability to take the initiative and make appropriate decisions in complex and unpredictable circumstances.
6. Develop an ability to identify individual learning needs.
7. To meet the criteria for Postgraduate Diploma and level 7 qualifications as laid down in the FHEQ, as well as complying with University policy and the QAA Quality Code.

The intended learning outcomes of the programme are as follows:

A Knowledge and Understanding

On completing the programme students should:

1. Demonstrate understanding and critical thinking of selected aspects of property development and architecture as a form of action concerned with managing and creating space and place.
2. Demonstrate an understanding of the conflicts and complexities of the interplay between the various actors taking part in property development and architecture, and a systematic, research driven approach to addressing issues and problems of the design of space and place.
3. Demonstrate a critical understanding of property development theory and make appropriate connections between theory and practice.
4. Demonstrate depth of knowledge and understanding of the role of property development in the built environment.
5. Demonstrate an advanced knowledge of the inter-relationship between people, buildings, landscape and the environment and an understanding of the need to relate buildings and the spaces between them to human needs and scale.

B Intellectual

On completing the programme students should be able to:

1. Define and critically analyse problems effectively and appropriately drawing on current research and knowledge.
2. Effectively collect, synthesise and utilise evidence and information.
3. Articulate reasoned arguments, drawing on a range of information sources.
4. Apply research skills and experience in the context of the school’s research interests.
5. Acquire and use methods to analyse the development potential of building designs.

C Practical skills

On completing the programme students should be able to:

1. Prepare and present building property development projects of diverse scale, complexity, and type in a variety of contexts, using a range of media, and in response to a brief.
2. Critically examine the financial factors implied in various building types, constructional systems, and specification choices, and the impact of these on property development.
3. Understand the cost control mechanisms which operate during the development of a project.
4. Prepare designs that will meet building users’ requirements and comply with UK legislation, appropriate performance standards and health and safety requirements.

D Key (transferable) skills

On completing the programme students should be able to:

1. Utilize a range of disciplinary theories and approaches in complex problem solving and decision making.
2. Communicate effectively through the use of visual, verbal and written methods and through appropriate media including sketching, modelling, digital and electronic techniques.
3. Work effectively in groups and as individuals.
4. Identify and manage individual learning needs.
5. Demonstrate self-direction, originality and creativity in tackling and solving problems.
6. Exercise initiative and personal responsibility.
7. Demonstrate academic writing skills.

5.2 THE STRUCTURE OF THE PROGRAMME

The MSc Advanced Architectural Design Property Development pathway is a 180 credit, 12 month programme. 20 credits represent 200 hours of total student time. This may include 36 hours of staff contact - although there is variation between modules. It will also include time for assessment, and for 'self-organised' study. Self-organised, or self-directed, study can include reading, writing and note making, photography and sketching, site visits, watching and reviewing DVDs or other media, self-organised group discussions with fellow students or even simply THINKING!

The programme aims to build both core knowledge and skills.

All students shall take the following compulsory modules.

<table>
<thead>
<tr>
<th>Code</th>
<th>Descriptive title</th>
<th>Total Credits</th>
<th>Credits Sem 1</th>
<th>Credits Sem 2</th>
<th>Credits Sem 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARC8118</td>
<td>Development Finance</td>
<td>20</td>
<td>20</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ARC8120</td>
<td>Design Research Methods</td>
<td>20</td>
<td>20</td>
<td></td>
<td></td>
</tr>
<tr>
<td>LAW8147</td>
<td>Introduction to Planning Law</td>
<td>10</td>
<td>10</td>
<td></td>
<td></td>
</tr>
<tr>
<td>TCP8001</td>
<td>Planning Frameworks</td>
<td>10</td>
<td>10</td>
<td></td>
<td></td>
</tr>
<tr>
<td>TCP8950</td>
<td>Valuation and Appraisal for Planning</td>
<td>10</td>
<td></td>
<td>10</td>
<td></td>
</tr>
</tbody>
</table>
The above modules are core which means they must be passed in order for the University to award the MSc Advanced Architectural Design.

The Property Development pathway is a unique property and development programme specifically set up for designers. Architects bring distinctive skills to property development: an ability to rapidly test plots for their potential and devise innovative solutions for making the most of sites. However, designers rarely lead such developments and sometimes lack the knowledge and skills to do so. This programme addresses this by offering students an introduction to Valuation, Mapping, Planning Law, Development Economics, Accounting and Finance alongside design studios focused on site development. It concludes with an individual Dissertation or Design Research Project. This programme will suit those with a degree in architecture who are keen to use their distinctive design abilities and broaden their practice into property and development.

5.3  **TEACHING**

5.3.1  **Lectures/Seminars/Workshops**

Modules involving the development of knowledge, concepts and skills in relation to specific subjects normally take the form of lectures and a wide variety of other learning activities. These include seminar discussions, workshops (short practical exercises designed to develop a particular skill), as well as self-directed learning through library studies, etc.

Some modules, or parts of modules, will be taught by academics from different disciplines. This is not only a way of producing teaching efficiencies but also an integral part of a modularised academic community and in most instances is employed to intentionally foster inter-disciplinary learning.

5.3.2  **Design Thesis or Dissertation**

Students taking the computation pathway will complete either a Design Thesis or Dissertation. The choice of topic for the Design Thesis or Dissertation rests with the student, although seeking advice from the thesis co-ordinator and other subject staff is encouraged.

All candidates are allocated a dissertation tutor who will offer advice on the proposal, methodology and data collection, but who is not expected to offer an unofficial assessment of a final draft before submission. It is the responsibility of the student to arrange appointments with the tutor and to seek the tutor’s advice.

5.4  **PROGRAMME CONTENT**

For further information on these modules please see the University’s official Module Outline Forms, which can be viewed through the following link; [http://www.ncl.ac.uk/module-catalogue/](http://www.ncl.ac.uk/module-catalogue/).

In general, module leaders will provide much more detailed information on modules upon the commencement of a module.
6. EXTERNAL EXAMINER

The External Examiner for the MSc Advanced Architectural Design programme is:

To be confirmed.

In order to help ensure the quality of the education it provides and the maintenance of the standards of its awards, the University places significant reliance on its external examiners by:

- Requiring them to provide independent and impartial advice, as well as informative comments on the University's standards and on student achievement in relation to those standards;
- Drawing upon their professional advice and expertise and giving full and serious consideration to their reports.

It is inappropriate for students to make direct contact with an External Examiner, in particular regarding their individual performance in assessments, and it is important to note that alternative mechanisms are available to students, such as making an appeal or complaint. Please refer to the PG Common Handbook for more information.

Students can engage formally with the quality management process through which the University considers and responds to External Examiners through course representatives on Boards of Studies, Staff-Student Committees, and Faculty Teaching, Learning and Student Experience Committees.

You may be asked to meet with an External Examiner. Such meetings are an opportunity for External Examiners to evaluate the student experience and to provide general feedback on the degree programme. A selection of candidates may also be required for viva voce examinations where the viva is a formal part of the assessment process.

For further information please visit the following link to the University's Policy for External Examiners of Taught Programmes: https://www.ncl.ac.uk/ltds/assets/documents/qsh-extexam-handbook.pdf
FURTHER KEY INFORMATION FOR STUDENTS

For further key information on the following listed items please refer to the PGT Common Handbook which can be found on the school web-site at http://www.ncl.ac.uk/pl/about/students/ or you can obtain a hard copy from your Programme Secretary.

- Staff in the School of Architecture, Planning and Landscape
- The Student Charter
- Communication with Students
- Student Self Service Portal (S3P)
- Ensuring the Quality of Your Degree

Some General Academic Issues
- Marking Scales
- Standards of Postgraduate Taught Programmes
- Changes to the Curriculum or Assessment
- Timetable Changes

Learning Resources and Support
- Blackboard
- English Language Support at Newcastle University
- Writing Development Centre
- Maths-Aid
- Recording your Attendance at Class
- Modules and Module Choices

Assessment
- General Principles of Modular Assessment
- Forms of Assessment
- Examinations
- Submission of Coursework
- Non Anonymous Marking
- Late or Non-Submission of Coursework
- Word Limits
- Moderation and Scaling Policy
- Disclosure of Marks
- Feedback on Assessments
- Reassessment
- Retention and Return of Assessed Work

Management, Tutorial Arrangements and Student Support
- The Personal Tutorial System
- Degree Programme Director
- Senior Tutor
- Procedures for changing tutors
- APL Student Wellbeing Manager
- Personal Extenuating Circumstances (PEC)
- Student Wellbeing Service
- Student Advice Centre
- Students with Disabilities
- Personal Development Planning

Student Comments, Feedback and Grievances
- Student Representation on Committee’s
- Module Evaluation
- External Surveys
• Grievance Procedure
• Student Complaints and Appeals

**Recognition of Prior Learning, Progress, Attendance and Conduct**
• Recognition of Prior Learning
• General Provisions Governing Progress
• Satisfactory Progress
• Evidence of Failure to Make Satisfactory Progress
• Change of Circumstances
• Student Attendance & Monitoring
• Student Conduct and Discipline
• Dignity at Work and Study
• Assessment Irregularities

**Facilities and Resources in the School and University**
• Library Facilities
• Computing Facilities
• Kofi Bar
• Planning Student Space
• Workshop
• ArchiPrint
• Accommodation and Access

**Health and Safety**
• Emergencies
• Safety and Behaviour on Fieldwork
• Situations Requiring Particular Care
• Field Courses Abroad
• Safety in Design Studios
• Accidents
• Smoking

**Other Useful Information**
• Exchanges
• Visas
• Equal Opportunities
## APPENDIX A

### Standards Template for MSc Advanced Architectural Design

<table>
<thead>
<tr>
<th>Knowledge and understanding of:</th>
<th>Pass</th>
<th>Merit</th>
<th>Distinction</th>
</tr>
</thead>
<tbody>
<tr>
<td>Architecture, landscape and town planning at an advanced level</td>
<td>A good knowledge and understanding of architecture, landscape and town planning</td>
<td>A very good knowledge and understanding of architecture, landscape and town planning at an advanced level</td>
<td>An excellent knowledge and understanding of architecture, landscape and town planning at an advanced level</td>
</tr>
<tr>
<td>A good knowledge and understanding of the concepts, methods and techniques used to advance scholarship in architecture, landscape and town planning</td>
<td>A very good knowledge and understanding of the concepts, methods and techniques used to advance scholarship in architecture, landscape and town planning</td>
<td>An excellent knowledge and understanding of the concepts, methods and techniques used to advance scholarship in architecture, landscape and town planning</td>
<td></td>
</tr>
<tr>
<td>A good knowledge and understanding of how such concepts, methods and techniques are applied to create and interpret knowledge in architecture, landscape and town planning</td>
<td>A very good knowledge and understanding of how such concepts, methods and techniques are applied to create and interpret knowledge in architecture, landscape and town planning</td>
<td>An excellent knowledge and understanding of how such concepts, methods and techniques are applied to create and interpret knowledge in architecture, landscape and town planning</td>
<td></td>
</tr>
<tr>
<td>A good knowledge and understanding of architecture, its wider and immediate contexts, core bodies of knowledge, principles and applications</td>
<td>A very good knowledge and understanding of architecture, its wider and immediate contexts, core bodies of knowledge, principles and applications</td>
<td>An excellent knowledge and understanding of architecture, its wider and immediate contexts, core bodies of knowledge, principles and applications</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Skills and abilities:</th>
<th>Pass</th>
<th>Merit</th>
<th>Distinction</th>
</tr>
</thead>
<tbody>
<tr>
<td>A good ability to critically evaluate current research an advanced scholarship in architecture, landscape and town planning</td>
<td>A very good ability to critically evaluate current research an advanced scholarship in architecture, landscape and town planning</td>
<td>An excellent ability to critically evaluate current research an advanced scholarship in architecture, landscape and town planning</td>
<td></td>
</tr>
<tr>
<td>A good ability to apply the above in original ways in their own research or advanced scholarship</td>
<td>A very good ability to apply the above in original ways in their own research or advanced scholarship</td>
<td>An excellent ability to apply the above in original ways in their own research or advanced scholarship</td>
<td></td>
</tr>
<tr>
<td>Ability to produce good architectural designs that integrate complex requirements Demonstrates in architectural designs and related studies a good ability to employ critical thinking, analytical, synthesis and presentation skills</td>
<td>Ability to produce very good architectural designs that integrate complex requirements Demonstrates in architectural designs and related studies a very good ability to employ critical thinking, analytical, synthesis and presentation skills</td>
<td>Ability to produce excellent architectural designs that integrate complex requirements. Demonstrates in architectural designs and related studies an excellent ability to employ critical thinking, analysis, synthesis and presentation skills.</td>
<td></td>
</tr>
</tbody>
</table>

### Key skills:

All graduates will have gained a range of key skills including ways of thinking (imaginative and logical) and ways of testing and communicating ideas (visual, verbal, written and numerical), interpersonal communication, planning and organising, problem solving, initiative, adaptability, numeracy and computer literacy. They are able to employ a wide range of techniques (specifically physical and virtual drawing and modelling) in order to initiate, develop and communicate three dimensional design ideas. They will also have acquired the experience of working both independently and in teams and of taking responsibility for their own independent learning ability and intellectual development required for life-long learning.
### APPENDIX B

**SCHOOL OF ARCHITECTURE, PLANNING & LANDSCAPE**

**DESCRIPTION OF LEVELS OF ATTAINMENT: POSTGRADUATE & DIPLOMA PLANNING PROGRAMMES: STUDENTS 2018/19 ENTRY**

<table>
<thead>
<tr>
<th>CLASS OR GRADE</th>
<th>MARK RANGE</th>
<th>EXAMS</th>
<th>PROJECTS/ ESSAYS/ REPORTS</th>
<th>DISSERTATION</th>
<th>DESIGN PROJECT WORK</th>
</tr>
</thead>
<tbody>
<tr>
<td>DISTINCTION</td>
<td>80+</td>
<td>Make exemplary connections between the different areas of the curriculum with originality. Synthesise, integrate and critique a wide range of evidence and information sources.</td>
<td>Demonstrates an exemplary understanding of the subject at a factual and conceptual level and includes original or imaginative insight and approaches.</td>
<td>Exemplary work. Demonstrates original or imaginative insights. Potentially publishable material.</td>
<td>Demonstrate originality and flair in the treatment and exposition of the subject matter. Exemplary work individually and/or in groups, demonstrating high levels of initiative and autonomy.</td>
</tr>
<tr>
<td>DISTINCTION</td>
<td>79 - 70</td>
<td>Excellent, perceptive understanding of the issues plus a coherent well-read and stylish treatment, displaying some originality.</td>
<td>Knowledge and understanding of the subject matter, coverage, internal consistency, organisation and style of presentation are excellent. Selection, interpretation, comparison, evaluation and integration of material from sources demonstrate ability to analyse critically and synthesise.</td>
<td>Excellent work. Identification with academic research approach. Thorough understanding of the subject and its context with evidence of critical thought and analysis.</td>
<td>Able to formulate innovative course of action as responses to a variety of design problems. Communicate effectively through graphic and/or electronic means.</td>
</tr>
<tr>
<td>MERIT</td>
<td>69 - 60</td>
<td>Very good, perceptive understanding of the issues plus a coherent well-read and stylistic treatment though with less originality than a Distinction.</td>
<td>Demonstrates a very good understanding of the main arguments, concepts and context. The coverage, internal structure, organisation and style are very good. Material from sources is carefully and critically selected.</td>
<td>Thorough, well-researched, demonstrating a very good understanding of the subject and its context. Lacks the sharpness of analytical edge found with Distinction.</td>
<td>Good/ very good and competent throughout, occasionally transcended. Confident resolution of the problems/issues.</td>
</tr>
<tr>
<td>PASS</td>
<td>59 - 50</td>
<td>Good work but based on a narrower range of material when compared to a Merit. Presented in a good framework with some originality.</td>
<td>The main issues and concepts are understood and described. Knowledge, coverage, internal consistency, organisation and style are good.</td>
<td>Research basis is good but the topic has not been explored or lacks the degree of critical or original element evident in a Merit.</td>
<td>Generally good with adequate resolution of problems/issues. May contain some flaws or be partly unfinished.</td>
</tr>
<tr>
<td>FAIL</td>
<td>49 - 40</td>
<td>Unstructured and with increasing error component. Concepts are disordered or flawed.</td>
<td>Insufficient evidence of understanding of main issues and concepts. Weaknesses in coverage of contents and sources, internal consistency and organisation of arguments. Use of sources inadequate.</td>
<td>Material insufficient to sustain dissertation. Poorly structured or organised. No consistent thread of argument or original and critical insights.</td>
<td>Shallow, flawed or incomplete work.</td>
</tr>
<tr>
<td>FAIL</td>
<td>39 - 0</td>
<td>Fundamental errors of concept and scope or poor in knowledge, structure and expression.</td>
<td>Very limited knowledge of the main issues and concepts. Very limited use of sources and problems of relevance. Errors of fact or interpretation.</td>
<td>Very limited source material, inadequate structure of argument and little demonstration of critical analysis.</td>
<td>Little evidence of basic competence or imagination or very incomplete. Shows little grasp of the subject.</td>
</tr>
</tbody>
</table>

**NOTE:** These descriptions are to be read in conjunction with the Module Outlines.  
http://www.ncl.ac.uk/module-catalogue/