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I would like to take the opportunity to welcome back returning students from our own BA programme and to extend a very warm welcome to those students who are joining us for the first time having completed their undergraduate studies elsewhere. It is always a pleasure to integrate a new group into our learning community and I sincerely hope that you find your MArch studies challenging, stimulating, and also enjoyable. Our MArch admissions process aims to ensure that our Part 2 student cohort represents a vibrant mixture of backgrounds, experiences, and skills and this is one of the most important qualities of our MArch learning environment. Please take full advantage of this diversity by immersing yourselves within the studio and help engender a vibrant culture.

We recognise that the decision to undertake a further two years of study in Architecture represents a substantial personal and financial commitment for all of our students and we are determined to ensure that your MArch studies provide you with best possible foundation to succeed in your future career(s). We are proud of the excellent employment rate of our MArch graduates and of the significant contributions that our alumni continue to make both to the study and practice of architecture worldwide. We believe that the reason some of the UK’s best-known practices return to us year after year seeking to employ our graduating students is because they value the independence, reflexivity, and criticality that we seek to foster in our students. We therefore want you to take full advantage of being based in a leading Russell Group, research-intensive university and a school where you will have opportunities to develop skills, knowledge, and experience that include, but also extend well beyond the delivery of the prescribed professional curriculum. Across the two years of the MArch you will have opportunities to supplement your developing professional and practical skills by working with staff on leading-edge research projects, to develop your critical writing skills, to gain experience abroad, or to develop a specialism in a related discipline, or to work on our programme of award-winning live design-build projects.

As staff, it is our role and responsibility to facilitate and support these expansive educational ambitions through the development of research-informed teaching and to deliver the curriculum in a challenging and engaging way. As MArch students, you should see yourselves not as the passive recipients of knowledge, but rather as active participants in the wider development of our learning community. You are the ‘engine’ of the school and the quality of the learning and social experience for students across all of our design programmes will depend on your personal engagement and contribution to the broader life of the School.

I wish you all a successful and productive year!

Welcome
Professor Graham Farmer - Director of Architecture
At Newcastle, we see ourselves as a community of students, scholars and practitioners who are committed to architecture and urban design as diverse and wide-ranging fields of investigation and practice. We understand design to be a collective cultural endeavour that involves the acquisition and exercise of complex knowledges and skills. These, we believe, are best realised through a dynamic approach to education, which sees it not as the transmission of a set of truths but as an ongoing process of inquiry in which staff and students are both participants. Our efforts are always directed toward fostering an academic environment that values this openness, while encouraging the pursuit of design, in all its aspects, at the highest level.

Design is central to architectural education. Through the BA and the MArch, we have devised a sequence of projects which are organised to test and extend your skills. These projects involve ‘learning-by-doing’: learning to design by designing. This is the most effective way to find out how to do architecture. It means that, inevitably, you will sometimes feel out of your depth. This is not a reason for concern – it shows that you’re learning. Indeed, if you don’t feel out of your depth sometimes then you’re probably not learning enough. This situation is creative – it’s usually where the most imaginative ideas emerge. Your design tutors and your year staff are here to help you through the questions and the problems.

There is no single right way to design and every student’s response to a brief will be different. Your response will depend on your concerns, your values, on the things that interest you, on what you’ve already learnt. No two designers have the same attitudes and prioritise issues in the same way, which is why no two designs are the same. We will not pretend that there’s a recipe for learning architecture – there isn’t one – but instead we aim to help you draw on your experiences and ideas to become the kind of architect that you want to be. This is difficult, and it will require you to really take charge of your learning yourself, beyond what you get from the studio and the lecture theatre.

We want you to refine your own attitudes to architecture. In this way, your intellectual and creative development are fundamentally linked to your personal development. For this reason, it is incumbent on you to read beyond the projects and the assignments that you are set. You need to develop the library of ideas in your mind by appreciating other designs, by studying art, product design, philosophy, history, material properties and performance, lighting and energy. You can do this with the help of the library but you should also think in a hands-on way by making things and become adept at looking around you: looking hard at how spaces work, what kind of atmospheres they have, how they’re built, what the cultural codes are by which they come to establish certain meanings.

We can help you with this. We want you to think for yourself, not just recycle what we say. So please ask questions of your teachers, tell us when you don’t understand, challenge us back when we challenge you, and help us to help you.
Foundation & Suspended Dance Floor
Base substrate: Concrete / Floor slab
Rigid Insulation
Damp proof Membrane
Screed: Concrete Floor Finish
Raised Timber Beams:
40mm x 20mm Timber Batons
Plywood
Timber Floor Boards

2 Waffle Slab Floor & Suspended Dance Floor
Waffle Slab Reinforced Concrete Build Up
Rigid Insulation
Damp proof Membrane
40mm x 20mm Timber Batons
Plywood
Timber Floor Boards

3 Dance Studio Roof Lighting
Concrete Ceiling Finish
Rigid Insulation
Re-inforced Concrete Slab
Damp Proof Membrane
Powder Coat Alluminium Flashing
4 Polycarbonate Roof
2 Layers of Polycarbonate Roof Finish

Above - Harrison Avery
Introduction to MArch
Ivan Márquez Muñoz - MArch Degree Programme Director

Our MArch programme is designed to help you develop your critical and creative thinking and stretch the boundaries of your imagination. The MArch places a strong emphasis on developing an independent approach to design and we want to encourage you to really test and discover what architecture means to you and what you might want to do with your degree. We aim to provide you with a supportive and intellectually stimulating environment in which we encourage you to pursue your own design research agendas.

The programme comprises two years of study, first year (Stage 5) and second year (Stage 6). This coming year we will be changing the way we deliver the programme, by introducing vertical studios across both years of the MArch. This means that every studio will comprise a mixture of both Stage 5 and Stage 6 students working together throughout the year. This integrated studio structure provides a well-defined intellectual framework for projects, with weekly design tutorials supported by frequent seminars, lectures, specialist technical consultancies and exhibitions. There will be critic-led reviews with panels of expert academics and practitioners invited from across the country, as well as cross-year reviews to broaden the range of discussions.

At the beginning of Stage 5, you will be asked to choose from one of the several vertical studios, with distinct briefs which pose specific challenges formulated by their respective tutors. Set in different UK and/or overseas locations, and approaching design in very different ways, Stage 5 comprises two semester-long projects that build one on the other to form an in-depth critical study and re-imagining of a particular urban context: the first semester's project approaches architectural design from the wider scale of the urban context; and the second semester's project, gravitates towards the building scale with a focus on details, tectonics, materials, construction, environmental and atmospheric considerations.

Stage 6 builds on this by synthesising your knowledge and ideas into a design thesis, which sets out your architectural position as a designer at the end of your formal design education. On graduation, this provides an excellent basis for careers in architectural practice or elsewhere. While most of our graduates do go into architectural practice, we know that many of you want to pursue other careers too. Therefore, the emphasis throughout the programme is on developing your independent critical and creative thinking, which we know are transferable skills that employers both within and outside of architecture value.

Our curriculum is designed to help you define the kind of architect you want to be and tailor your portfolio towards the practices in which you want to work or areas in which you want to demonstrate your expertise. To this end, we offer a primary route through the degree with guided research into a topic or topics that interest you - whether theoretical or technical - leading you through a written dissertation or linked research into a final design thesis. This process encourages you to focus your thinking and your resulting portfolio. Alternatively, you will have the option to choose from various optional routes, which offer specialisations in urban planning and urban design. The credits obtained through these modules may also be carried over toward an additional Masters level qualification.

With all this in mind, I wish you a productive and enjoyable two years here at Newcastle.
Newcastle University’s Student Charter undertakes to provide you with access to ‘high standards of teaching, support, advice & guidance’. As part of this commitment, all students are issued with a programme handbook which introduces how your course is organised and taught, what you will study and when, the skills you can expect to learn, and how your work will be assessed. It gives an overview of University regulations, assessment policies, and appeals and complaints procedures, the sources of guidance and support available to you, and who to contact if you have questions or if something goes wrong.

This programme handbook provides key information and helps you locate further details about the MArch. It includes information about the programme's professional accreditation, as well as timetables, module guides, and inspiration for the year ahead. It is a valuable resource to help you make the most of your learning experience, introducing the School's facilities, our approach to teaching architecture, how to engage with design tutorials and reviews, and the studio as an important learning environment. It explains what you can expect from us, and what we expect from you. It should be read in conjunction with any separate handouts and briefing documents that will be issued throughout the year, with more specific details about each one of the two stages that comprise the MArch (Stage 5 and Stage 6).

Please read your handbook thoroughly and retain it for future reference.

**Other Key Sources of Information**

- **The Student Charter**, with a Statement of Student Rights and Responsibilities, explains the University's expectations and what you can expect in return ([http://www.newcastle.ac.uk/pre-arrival/regulations/#studentcharter](http://www.newcastle.ac.uk/pre-arrival/regulations/#studentcharter)).

- **University Regulations** are the framework of rules and procedures within which all degree programmes operate ([http://www.ncl.ac.uk/regulations/docs/2019/](http://www.ncl.ac.uk/regulations/docs/2019/)).

- **MArch Programme Specifications & Regulations** set out the structure of teaching, learning and assessment on your degree, and provide an approved list of modules and assessment procedures ([https://www.ncl.ac.uk/regulations/programme/2019-2020/sapl.php](https://www.ncl.ac.uk/regulations/programme/2019-2020/sapl.php)).

- **For Current Students pages** on our website contain School policies, guides to our facilities, wellbeing support & mentoring scheme, & details of upcoming events & deadlines ([http://www.ncl.ac.uk/apl/students/](http://www.ncl.ac.uk/apl/students/)).

- **The Module Catalogue** provides an outline of each module's aims, syllabus, teaching methods and assessments ([http://www.ncl.ac.uk/module-catalogue/](http://www.ncl.ac.uk/module-catalogue/)).

- **Blackboard** is used to share essential module information and resources, including project briefs and schedules, supporting materials for lectures and other activities, assessment questions, submission guidelines, and reading lists ([https://blackboard.ncl.ac.uk](https://blackboard.ncl.ac.uk)).

Additionally, the following services will be important for support with all aspects of University life, & to help you to keep track of your studies:

- **The Student Advice Centre** at the Students’ Union provides information & specialist support in all aspects of student life ([http://www.nusu.co.uk/sac](http://www.nusu.co.uk/sac)).

- **Student Services** at King’s Gate offers advice about academic matters, fees & finance, housing, wellbeing, careers, & visas ([http://www.ncl.ac.uk/studentsservices](http://www.ncl.ac.uk/studentsservices)).

- **Student Self-Service Portal (S3P)** allows you to register, update details, pay fees, report absences, view results & more ([https://s3p.ncl.ac.uk/login/index.aspx](https://s3p.ncl.ac.uk/login/index.aspx)).
Programme Overview

The route to becoming an architect

The School of Architecture, Planning and Landscape offers a seamless route to qualification as an architect, comprising two university-based degrees and two periods of study in practice, fully accredited to give exemption from RIBA/ARB Part I, II, and III examinations. Building on your Part I studies in Newcastle or elsewhere and a year or more of professional experience, MArch (Stages 5-6) fosters advanced skills from urban to detail scale, stretching your design imagination, technical ingenuity and critical thinking to the limits of architectural research and practice – and beyond. It allows you to choose from a range of study routes that help you develop areas of specialisation, and offers opportunities to study abroad for one or two semesters at leading schools in Europe, Singapore and Australia. Once you complete your MArch studies, the year-long Diploma in Professional Practice (Stage 7) supports you to hone your professional skills in practice and to take your final examinations to become a registered architect.

MArch (RIBA/ARB Part II)

The Masters of Architecture programme is centred on comprehensive studios that offer an integrative approach to architectural design. Hence in your first year you will be asked to take 80 credits worth of studio projects which challenge your design imagination across all scales, tackling issues ranging from urban, historical, political and social context to technology, construction, materials and detailing.

During the first semester of Stage 5 (ARC8050), the emphasis is on the urban fabric. We will immerse ourselves in an urban context with a week-long guided field trip accompanied by lectures, seminars, films, readings, presentations, and exhibitions to understand that city’s physical, historical, and cultural fabric. You will work in groups to develop strategies that respond to particular urban issues, and individually to propose interventions. In the second semester (ARC8052) we will investigate building fabric: construction, materials, atmosphere, and environment, and how technical strategies and details can embody the ideas which drive the building design as a whole.

These themes – urban fabric and building fabric – relate specifically to areas of the ARB/RIBA Prescribed Syllabus at Part 2. In addition, these studios – designed as mini-thesis projects – will push you to develop and sharpen key communication and presentation skills – verbal, written and graphic – and will provide various opportunities for collaborative learning.

In this first year of MArch, we will help you to explore new design approaches, push the boundaries of your imagination and strengthen your skills in representing your ideas. But, more than that, we will encourage you to develop your designs with a proper appreciation of their broader intellectual, physical and social contexts. To this end, the design modules are accompanied by a series of lecture, seminar and research modules that allow you to develop skills for analysing and for imagining architecture in its cultural contexts.

The first of these is Tools for Thinking about Architecture (ARC8051), which runs parallel to the semester 1 design studio and will expose you to
To develop a broader context of architectural inquiry. Tools for Thinking about Architecture will also prepare you for one of two **research routes** that you can take in your second and third semesters:

**Dissertation:** a self-selected individual research project that culminates in a 10,000 word illustrated document (20+20 credits), or **linked research:** participation in an ongoing research project as part of a group, overseen by a member of staff (20+20 credits). We expect that the projects you embark on will, implicitly or explicitly, inform your design work in both stages of the degree, and possibly your choice of thesis project as you begin to articulate your own interests and shape your specialisms. Alternatively, if you would like to pursue a **specialist route** that opens up an **accelerated path** towards an MSc in **Urban Planning** or MA in **Urban Design**, you would take Tools for Thinking about Architecture (ARC8051) in semester 1 followed by 40 credits worth of specialist modules.

In your second year (Stage 6), you will be asked to undertake a comprehensive thesis project (ARC8060) that draws on the range of experiences and skills you have cultivated over the course of your architectural education so far. This is a year-long endeavour and we recommend that you keep it in mind as you engage in the varied activities – readings, seminars, projects and so on – of your first year. Consider attending Stage 6 reviews and pin-ups to get a sense of what lies ahead. Go beyond the readings assigned, explore the things you really find exciting. Strike up conversations with your tutors, engage in discussions with your friends, attend lectures and ask questions to presenters.

The thesis begins with a speculative primer project to help you to develop ideas and interests that will guide your work through the year. Building on your work in your second semester of Stage 5, you will be asked to develop a technical specialism as an integrated part of your thesis project, and to include a substantial technical report as part of your final submission.

During Stage 6, you will also take two modules alongside your thesis, which are designed to support you in covering all of the prescribed criteria for accreditation at Part 2 level. **Architecture and Construction** (ARC8061) helps you develop some of the skills required for the effective management of architectural practice and the procurement of buildings, comprising lectures and a written report related to your thesis project.

You will also attend lectures and seminars to support preparation of your **Academic Portfolio** (ARC8067), a comprehensive documentation of all the assessable work you will have produced within the MArch programme.

Although this 10-credit module runs only through the final year, because it is a curated record of your entire body of work, you will need to think about it from your very first day. As you file your materials for each project, make sure to annotate them, keep a running diary/blog/journal about your work, so that compiling and editing it does not become a daunting task to be faced at the last minute. Archiving your work carefully, revisiting and reflecting upon it on a regular basis, assessing the relationship between different components of your education, threading together lines of interest, will contribute to your formation as a designer in unexpected ways. It will also leave you with a well-considered, critically reflective portfolio that future employers would be delighted to see.
Study options for MArch students

1. Self-initiated research culminating in a dissertation

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<td>ARC8067 Academic Portfolio (10)</td>
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<td>ARC8052</td>
<td>ARC8061 Professional Practice (10)</td>
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2. Group research under the direction of a principal investigator from staff

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3. Urban Design

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4. Urban Planning

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### Stage 5 (year 1)

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### Stage 6 (year 2)

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5. **Semester 2 Abroad**

- **ARC8050**  
  Architectural Design (40)

- **ARC8051**  
  Tools for Thinking (20)

- **ARC5020**  
  Second semester exchange programme with all credits obtained from the host institution

- **ARC8060 Design Thesis (80)**
  - ARC8067 Academic Portfolio (10)
  - ARC8061 Professional Practice (10)

- **ARC8064**  
  Thesis Research Document (20)
Professional Accreditation

The MArch is validated by the RIBA (http://www.architecture.com) and ARB (http://www.arb.org.uk) for Part 2 of the prescribed professional architecture qualification. See (http://www.arb.org.uk/wp-content/uploads/2016/05/ARB_Criteria_pt2.pdf) for the General Criteria Graduate Attributes expected.

The MArch modules are designed to satisfy these criteria but it is incumbent on you to ensure that you fulfill the criteria in your chosen studios and modules. You will be asked to map your projects against the criteria for your portfolio submissions and at the beginning of each year you will meet with your studio tutor to check where you might need to concentrate your efforts with respect to satisfying the professional criteria and graduate attributes. This gives you a good understanding of the responsibilities and characteristics of being a professional architect.

Contact Hours

Approximately 8 hours per week of design studio during the semester, plus other activities such as lectures or seminars, depending on the study route chosen. There will be other points of contact available throughout the delivered modules and students should check individual module information on Blackboard for the exact contact session length for each week.

Attendance

The Student Charter states that as part of your commitment to your studies you are expected to 'be on campus or at your placement whenever required by your programme, and actively participate in all sessions specified for your programme'. Students who attend all of their classes tend to do better in their assessments. Students who don’t attend classes may be deemed to be making unsatisfactory progress and withdrawn. Students must therefore keep their school informed of any absence and submit a Student Notice of Absence Form through the S3P system. Students should also submit sick notes if appropriate. See https://www.ncl.ac.uk/students/progress/Regulations/SPS/Attendance/index.htm for more information.

Students should record their attendance by swiping their SMART card at every class. Card readers installed in all classrooms scan the microchip in your SMART card so close contact with the reader is required: remove cards from wallets and purses (to avoid the reader scanning any other contactless cards you may carry) and have them ready before arriving at class.

Five things you need to know to successfully record your attendance:

1. Swipe your card EVERY TIME you enter a room which has a scanner – place your card against the card reader and watch for the green light flashing.
2. Make sure you always carry your card
3. Attend your timetabled classes to avoid being marked as absent
4. Remember you only need to swipe ONCE if classes follow each other in the same room
5. Thirty minutes before your class and up to thirty minutes before the end is your time to scan.

Further information can be found on posters displayed in building foyers and located next to card readers and at https://www.ncl.ac.uk/timetable/Recordingyourattendance.pdf

Please note:

1. Only scan your own card. If you are found to be scanning another student’s card, for any reason, this will be treated as misconduct and can result in disciplinary action. 
2. Always carry your smart card. If you forget it, or have lost it, you will be marked as absent. Remember to bring it next time or get a replacement from the Library or Student Services as soon as possible.
3. The card reader's green light will flash to indicate a successful swipe, place your card against the lower part of the front face of the reader so that the green light is visible. Always scan your card as you arrive for class, not on the way out.

If you lose your SMART card, refer to http://www.ncl.ac.uk/itservice/smartcards/newreplacementcards for instructions on obtaining new, guest or replacement lost & stolen smartcards.
Communication

Communication with students either individually or by group will usually be by email. All students should therefore check their university email, which can be accessed remotely, on a regular basis and at least daily.

Mode of Course Delivery

Architecture is necessarily multi-disciplinary and so the course is delivered in various formats, including lectures, tutorials, seminars, workshops, field trips, project reviews, symposia. The exact format changes from week to week depending on the module, so students should check individual module information on Blackboard for the exact contact session format for each week.

Accompanying the design studio in every year is a series of lecture courses that support the projects and help you to develop your architectural knowledge and imagination. These encompass, for example, architectural technology, history, theory and professional practice.

You are expected to attend all lectures: they are not optional. Various course materials will be made available to you by module leaders, including handouts and powerpoint files, but these are supplementary. They are no substitute for the lectures themselves. It should go without saying that you are expected to make notes in lectures. You should also draw in lectures – recording key images and other visual information. As well as being a useful memory aid, this helps develop your sketching abilities.

As a matter of courtesy to the lecturer and to your colleagues, you are asked to turn off your mobile phone in lectures. Please do not text. It is horribly distracting when trying to present and when trying to listen.

We encourage you to get involved in lectures, to ask questions and promote intelligent debate. All modules included in this guide are owned by the School of Architecture, Planning & Landscape and offered for year 2019/20. For up-to-date information for each module's reading lists, please check Blackboard.

Disclaimer

Please note that this handbook refers exclusively to the modules delivered in 2019/2020 and changes to the programme might be introduced in 2020/2021. The University will use all reasonable endeavours to deliver modules in accordance with the descriptions set out in this handbook. Every effort has been made to ensure the accuracy of the information; however, the University reserves the right to introduce changes to the information given including the addition, withdrawal or restructuring of modules if it considers such action to be necessary.

Normal deadline for feedback on submitted coursework

Within 20 working days from 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 or programmes. Double-marked modules such as Dissertation and Linked Research will take longer.

Normal deadline for feedback on examinations

Whole class feedback will usually be provided within 20 days from 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. Please refer to https://www.ncl.ac.uk/ltds/assets/documents/qsh-assmt-assessedwork-policy.pdf for further details on assessment and feedback.

Student Feedback Mechanisms

At the end of the module you will be asked to fill out a Module Evaluation Questionnaire. This will give you the opportunity to anonymously comment on the standard of the teaching you received. The results of these questionnaires will be analysed and reported to the Degree Programme Director, Director of Architecture and School Management Team. Any recommendations for change will then be implemented for the following academic year.

The School also hosts Student Voice Committee meetings each term. If you wish to make a comment on a module for discussion at such a meeting please see your Student Representative. If you do not know who this is please contact the School Reception. If you have a more pressing or sensitive query about a module please contact your Degree Programme Director.
Assessment methods and criteria

Design projects, essays, coursework, seminars, poster presentations, reports, dissertation. 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/). The module guide gives assessment criteria for each module.

Assessment Resits

The format of resits will be determined by the Board of Examiners. Further details on teaching activities can be found in the module outline form: as per the link in the paragraph above.

Academic guidance and support - Personal Tutor

A Personal Tutor – as distinct from a design or project tutor – is your personal link with the School and the University. You will be introduced to your Tutor during induction week.

You can ask your Personal Tutor for information, guidance and help regarding any aspect of your studies or University life. They may not always have answers to-hand, but can usually put you quickly in contact with others who do. There may be a temptation to see a Tutor as someone who you turn to only when you experience a significant problem or personal issue. Whilst you are encouraged to do exactly this, their main role is to support your academic and personal development.

Your Personal Tutor will keep track of your academic performance and can help you to reflect on your way of working and how it might be improved. They can offer advice when you have a choice of studios, when you’re considering where to apply for jobs, or if you’re considering other careers. As an informal first point of contact for discussing your experience of teaching or feedback, they can help you to understand what is expected of you and how to get the most out of the course, and they can talk through concerns you might want to raise with another member of Academic Staff, with the Head of School, or with the University. They can guide you through programme regulations and procedures, and explain what you need to do to progress. And they can help you to get assistance with problems relating to accommodation, health, finance, and anything else that affects your quality of life.

You should meet your Tutor at the beginning of each semester, as well as at other times through the year, and whenever requested to do so. You’ll receive invitations to meetings via e-portfolio ([https://portfolio.ncl.ac.uk](https://portfolio.ncl.ac.uk)), and should record any meetings that you arrange there, too. Notes can be included as a reminder of discussions and to record personal development, but that’s optional, and these remain entirely confidential to you and your tutor. Some tutors may suggest meeting as a group or offer regular drop-in sessions. For more details, see [http://www.ncl.ac.uk/ltds/student/tutoring/studentinfo](http://www.ncl.ac.uk/ltds/student/tutoring/studentinfo)

The School also has a Senior Tutor, Carlos Calderon ([carlos.calderon@ncl.ac.uk](mailto:carlos.calderon@ncl.ac.uk)), who is responsible for overseeing personal tutoring and pastoral support. The Degree Programme Director and Year Coordinators are also available for advice and help - please see the contact list at the end of this handbook.

Complaints Procedure & Academic Appeals

We encourage you to raise any concerns directly with us as soon as possible. But, if that doesn’t resolve the problem, or it’s a matter beyond our control, the University has a formal procedure for addressing complaints about any aspect of its provision, its staff or students. For further information, see [https://www.ncl.ac.uk/students/progress/Regulations/Procedures/complaints.htm](https://www.ncl.ac.uk/students/progress/Regulations/Procedures/complaints.htm)

Under the University’s Academic Appeals Procedure, students can appeal against decisions of the Board of Examiners (except those relating to assessment irregularities), the PEC Committee and sanctions imposed under Unsatisfactory Progress procedures. See [https://www.ncl.ac.uk/students/progress/Regulations/Procedures/appeals.htm](https://www.ncl.ac.uk/students/progress/Regulations/Procedures/appeals.htm)

There are only a few possible grounds for appealing a Board of Examiners’ decision: You were adversely affected by illness or other relevant factors, of which you were previously unaware, or which for a good cause you were unable to disclose to the examiners in advance.

Procedural irregularity on the part of the examiners.

Bias or prejudice on the part of the examiner or examiners.

Impartial advice on the complaints and appeals procedures may be sought from the Student Progress Service. Assistance with submitting an appeal may be sought from the appropriate officer of the Students’ Union, from the Student Advice Centre, or from a Personal Tutor.
Penalties for late submission

Late submission without an extension in place will result in a capped mark (maximum of 50% for late submissions within 7 days of the deadline). Work submitted after 7 days or non-submission of work will receive a mark of 0%. For further information, please refer to the Policy on Assessment and Feedback at Newcastle University [https://www.ncl.ac.uk/ltds/assets/documents/qsh-assmt-assessedwork-policy.pdf](https://www.ncl.ac.uk/ltds/assets/documents/qsh-assmt-assessedwork-policy.pdf).

Assessment Irregularities and Plagiarism

Plagiarism is the use of another person’s ideas, words or work, either verbatim or in substance, without specific acknowledgement. It is the most common of various forms of assessment irregularity which trigger disciplinary procedures and may result in sanctions. These include marking penalties, repeating work or even termination of studies, depending on severity. For further details, please see [https://www.ncl.ac.uk/students/progress/Regulations/Procedures/assessment.htm](https://www.ncl.ac.uk/students/progress/Regulations/Procedures/assessment.htm).

Plagiarism may occur in essays, projects, reports, presentations, or other work, and may involve unacknowledged use of images, drawings, videos & designs, not just text. The material used might be taken from a book, journal, exhibition, or any online source. The inclusion of a source in a bibliography is not of itself a sufficient attribution of another’s work. Plagiarism is easy to detect. Your markers are skilled at recognising unacknowledged quotations and images, and the University requires all submissions to be evaluated by ‘Turnitin’, sophisticated software that checks for plagiarism. If you are at all unsure what constitutes plagiarism, see: [https://www.ncl.ac.uk/right-cite/](https://www.ncl.ac.uk/right-cite/)

Self-plagiarism (presenting identical work for more than one assessment) and collusion (the submission by two or more students of the same or similar work) are also forbidden, and readily detectable via Turnitin.

Additional Costs: study trips

In Stage 5 a study trip will take place, with a duration of around five days, as a result of which you might expect additional costs. Attendance to the trip is not mandatory for Stage 6 students, but they will be welcome to join the trip. Each vertical studio will propose their own destination (UK and/or overseas), which will be announced at the beginning of the semester. Once all studios announce their respective destinations, we will ask you to arrange and book your own travel and accommodation.

The University will financially contribute to this study trip (only to Stage 5 students; those Stage 6 students willing to attend would have to self-fund it) with a rate that will vary depending on whether the destination of the trip is UK or overseas. Some of you may be required to apply for a visa to enter some of the non-UK destinations proposed by the studios (most likely to continental Europe – Schengen area). If that ends up being your case once studios are allocated, please get in touch with our Learning & Teaching Assistant, Stephanie Haskell (Steph.Haskell@newcastle.ac.uk), who will be able to contact the Visa Team to provide you with an official letter of support and additional information as necessary.
Intended Programme Aims and Learning Outcomes

**Programme Aims:**

The programme aims 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. Promote an understanding of the context of the architect and the construction industry, including the architect’s role in the processes of procurement and building production, and under legislation;

6. Develop problem solving skills, professional judgment, and ability to take the initiative and make appropriate decisions in complex and unpredictable circumstances; and

7. Develop an ability to identify individual learning needs and understand the personal responsibility required to prepare for qualification as an architect;

Provide a programme which complies with University policies and procedures, satisfies the requirements of the Framework for Higher Education Qualifications for a Level 7 award, satisfies the requirements of the QAA Benchmark statement for Architecture and meets the requirements of the Architects Registration Board and the Royal Institute of British Architects for professional accreditation for Part 2, as well as the European Commission’s Architects Directive.

**Learning Outcomes:**

The MArch 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 Architects Registration Board prescription of qualifications (2011), Article 46 of the EC Professional Qualifications Directive [2005/36/EC] and the QAA benchmark statements for Architecture (2010). For a more detailed explanation of Intended Learning Outcomes, Teaching and Assessment, please refer to our programme specifications at https://www.ncl.ac.uk/regulations/docs/2019/ Also, for further details about the programme regulations please refer to https://www.ncl.ac.uk/regulations/programme/2019-2020/sapl.php

A. Knowledge and Understanding

In general, upon completing the programme students will have demonstrated:

- A systematic understanding of knowledge, and a critical awareness of current problems and new insights which is at, or informed by, the forefront of the academic discipline or professional practice of architecture.

- A comprehensive understanding of techniques applicable to research or advanced scholarship in Architecture.

- An ability to be original in the application of knowledge, together with a practical understanding of how established techniques of research and enquiry are used to create, interpret and apply knowledge within the discipline of architecture.

In particular, students will have demonstrated:

A1) Knowledge of urban design, planning and the skills involved in the planning process (ARB / RIBA General Criteria GC4).

A2) Understanding of the relationship between people and buildings, and between buildings and their environment, and the need to relate buildings and the spaces between them to human needs and scale (GC5).
A3) 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 (GC6).

A4) 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 (GC9).

A5) Knowledge of the industries, organisations, regulations and procedures involved in translating design concepts into buildings and integrating plans into overall planning (GC11).

**Teaching and Learning Methods**

Acquisition of knowledge and understanding is achieved through a combination of lectures, seminars, study visits, case studies, debates, reviews and studio based tutorials. Students are expected to augment the formal teaching sessions and readings with independent observation, analysis and reading.

**Assessment Strategy**

Assessment methods and their relation to learning outcomes are specified in each individual module outline. Intellectual skills are generally assessed in an integrative way through various forms of design project work and through written work including essays and dissertations.

**B. Intellectual Skills**

On completing the programme students should be able to demonstrate:

B1) Knowledge of the histories and theories of architecture and the related arts, technologies and human sciences (GC2).

B2) Knowledge of the fine arts as an influence on the quality of architectural design (GC3).

B3) Understanding of the methods of investigation and preparation of the brief for a design project (GC7).

**Teaching and Learning Methods**

The development of intellectual skills is achieved through a combination of lectures, seminars, study visits, case studies, debates, reviews and studio based tutorials. Studio design projects and personal research projects such as the dissertation and the design thesis provide opportunities for students to develop their intellectual skills through the awareness, evaluation and application of architectural knowledge. Students are expected to augment the formal teaching sessions and readings with independent observation, analysis and reading and through informal discussion and debate with their peers.

**Assessment Strategy**

Assessment methods and their relation to learning outcomes are specified in each individual module outline. Intellectual skills are generally assessed in an integrative way through various forms of design project work and through written work including essays and dissertations.

**C. Practical Skills**

On completing the programme students should be able to demonstrate:

C1) Ability to create architectural designs that satisfy both aesthetic and technical requirements (GC1).

C2) Understanding of the structural design, constructional and engineering problems associated with building design (GC8).

C3) The necessary design skills to meet building users’ requirements within the constraints imposed by cost factors and building regulations. (GC10)

**Teaching and Learning Methods**

The development of Practical skills is achieved mainly through the integrative environment of the design studio projects and through student reviews and presentations. Lectures in professional practice help students to contextualise practical skills within the context of architectural practice. Students are expected to augment the formal teaching sessions and readings with independent observation, analysis and reading.

**Assessment Strategy**

Assessment methods and their relation to learning
outcomes are specified in each individual module outline. Practical skills are mainly assessed in an integrative way through various forms of design project work and through written essays / submissions.

D. Transferable/Key Skills

On completing the programme students should be able to:

D1) Communicate effectively through the use of visual, verbal and written methods and through appropriate media including sketching, modelling, digital and electronic techniques

D2) Work effectively as part of a team

D3) Identify and manage individual learning needs so as to prepare for and maintain professional standards commensurate with qualification

D4) Demonstrate self-direction, originality and creativity in tackling and solving problems

D5) Exercise initiative and personal responsibility

Teaching and Learning Methods

Verbal communication skills are developed through student participation in design reviews, student presentations and seminars. Graphic communication skills are developed through iterative application in design project work. Computer based skills including CAD modelling are developed through the project work. Writing skills are developed though the production of reports and essays. Team working skills are developed through participation in design projects and self-direction and initiative are encouraged through an emphasis on student-centred learning where appropriate.

Assessment Strategy

Key and transferable skills, particularly those requiring verbal and graphic communication, are usually assessed holistically as part of the design project work. Writing skills are assessed through essays, dissertations and unseen examinations. The skills of personal time management, self-direction and independent learning are an essential component of studio design culture.
How assessment works

The mark for each module will be returned to the board of examiners and disclosed to students using the following scale:

<table>
<thead>
<tr>
<th>Marking scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-49</td>
</tr>
<tr>
<td>50-59</td>
</tr>
<tr>
<td>60-69</td>
</tr>
<tr>
<td>70 or above</td>
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</tbody>
</table>

Additionally, you can refer below to the description of the levels of attainment for the different types of assessed work in the MArch programme:

<table>
<thead>
<tr>
<th>MARKING SYSTEM</th>
<th>TYPE OF ASSESSED WORK</th>
<th>DESIGN PROJECT WORK</th>
<th>EXAMS</th>
<th>COURSEWORK / ESSAYS</th>
<th>DISSERTATIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Distinction</td>
<td>70-100%</td>
<td>Excellent in most areas of work. Clearly demonstrates originality, creativity, imagination, synthesis and critical thinking throughout</td>
<td>Excellent overall. Perceptive and focused use of a good depth of material, Demonstrates original ideas or critical insight. Clear structure of argument.</td>
<td>Excellent overall. Demonstrates a breadth of intensity of accessed data or literature plus original or critical contributions or findings.</td>
<td>Excellent overall. Identification with professional and/or scholarly research approach. Shows clear evidence of originality and critical thinking and a level of operation at the forefront of architectural knowledge.</td>
</tr>
<tr>
<td>Merit</td>
<td>60-69%</td>
<td>Very good in most areas of work. Demonstrates a broad understanding of architecture with some evidence of critical thinking. Very good level of design resolution and communication skills.</td>
<td>Very good overall. Perceptive understanding of the issues plus a coherent well-read and sophisticated response though lacking originality. No factual errors.</td>
<td>Very good overall. Thorough, clear treatment shows a broad understanding of arguments, contribution and context. Some original or critical insight. Effective use of data/literature.</td>
<td>Very good overall with some traces of original and critical thought. Sets a good and coherent argument in an appropriate context. Presented well.</td>
</tr>
<tr>
<td>Pass</td>
<td>50-59%</td>
<td>Good in most areas of work. Demonstrates a strong understanding of architecture. Generally competent with a solid level of resolution and communication skills.</td>
<td>A good and &quot;correct&quot; answer based largely on lecture and reading material. Little detail or originality but presented in an adequate framework.</td>
<td>Good overall. Complete but pedestrian treatment of wide literature or database or adequate treatment of incomplete data or literature but without an original or critical insight.</td>
<td>Good overall. Complete but pedestrian, that is, lacking in originality, imagination or criticism – mostly descriptive with little or no analysis</td>
</tr>
<tr>
<td>Fail</td>
<td>40-49%</td>
<td>Basic level of achievement and understanding of architecture overall or an uneven performance combining some good and incomplete areas of work. Not fully resolved or communicated.</td>
<td>Basic. Based entirely on curriculum material but unstructured and with significant errors. Concepts are disordered or flawed. Basic presentation.</td>
<td>Basic approach to a narrow selection of material that does not go beyond curriculum. Lacking in breadth or background or flawed in arguments.</td>
<td>Basic overall. Arguments / discussions poorly resourced. Little sign of analytical technique or depth.</td>
</tr>
<tr>
<td></td>
<td>30-39%</td>
<td>Some signs of competence but outweighed by otherwise shallow, unresolved or incomplete work.</td>
<td>Errors of concept and scope or poor in knowledge, structure and expression (as in a highly farsighted answer with third qualities).</td>
<td>Little effort. Shallow and poorly presented. Lacking in conclusions or conclusions incorrect.</td>
<td>Superficial write-up conveying little of the context or value of the research. Poor in knowledge, structure and expression.</td>
</tr>
<tr>
<td></td>
<td>0-29%</td>
<td>Significantly incomplete work. Little evidence of basic competence or imagination. Shows little understanding of the subject.</td>
<td>Significant inability to engage with the question or an answer to an imaginary question. Marks compiled from zero up, offer in increments of five for each contribution of note</td>
<td>No adherence to project/essay outline or title. No understanding as to what was required.</td>
<td>Superficial, of very little value, and significantly incomplete.</td>
</tr>
</tbody>
</table>

Please note the following modules will be marked non-anonymously: ARC8050, ARC8052, ARC8053, ARC8058, ARC8060, ARC8062, ARC8064, ARC8067, ARC8068. Please refer to Newcastle University's Policy on Assessment and Feedback for further details https://www.ncl.ac.uk/ltds/assets/documents/qsh-asmt-assessedwork-policy.pdf
Feedback on design is primarily oral rather than written, and best understood not as a discrete activity that takes place only at set times through the year, but as an ongoing dialogue between you, your tutor, your peers and invited reviewers. While it may be tempting to focus on the more formal feedback offered at reviews – a focus that the ‘tick-list’ approach to education tends to encourage – the majority of feedback on projects occurs in weekly tutorials and informally in the everyday culture of the studio, as you discuss your work with colleagues, exchange design ideas, and learn from each others’ differing approaches.

It follows that ‘formative’ feedback during projects is much more important than ‘summative’ feedback on final, marked submissions. This emphasis on immediate, personalised feedback is a particular feature of design-based courses and key to the process of learning-by-doing in studio. It allows you to discuss and respond to issues and opportunities as they arise in projects, and it gets you into the habit of critically reflecting on your work as you design. Most of this won’t be explicitly signposted as ‘feedback’ – and it’s easy to forget that’s what it is – but if you’re engaged in studio, you’ll find you’re giving and receiving feedback most of the time.

Taking Ownership of Your Feedback

Because design is an open-ended process, one that is dependent on your critical judgement in pursuing your own interests, feedback will tend to be in the form of advice and ideas for you to consider, rather than a list telling you exactly what to do. Critics will usually pose questions and tease out issues or opportunities rather than provide solutions, and may offer conflicting views on your work and how to improve it. This might be frustrating at times, but it’s a prompt for you to take ownership of your own project, to clarify your ‘thesis’ position, and to reflect on how consistently your design decisions flow from it. Following any discussion about your work, it’s useful to summarise the key points for yourself (in simple drawings as well as notes) and to reflect on which you agree with, or disagree with – and, most importantly, why.

At certain points in projects, usually after interim and final reviews, oral feedback will be supplemented by written feedback. This will give an indication of your progress against the marking criteria of the brief you’ve been set, and may include an indicative process grade. This should help you to understand the key strengths and weaknesses of the project, and what areas you need to prioritise. But it’s no substitute for oral feedback, and can only ever capture fragments of what will have been much richer discussions on the day. While written feedback should be taken seriously, it should also be considered critically in relation to all the other conversations you’ve had about your work at tutorials and in studio; by reviewing your notes from earlier discussions, you may find references that help you to resolve an issue that has emerged since.

Tutorials

For each design project, you will join a tutor group or ‘studio’ led by an academic or visiting practitioner (or a tutor team) who will meet you for tutorials usually once a week. Depending on the project and stage, tutorials will take place individually in slots lasting 20-30 minutes, or as longer group sessions. They may be held at your desk, in a studio pod, or in one of the School’s Gallery spaces. These may be supplemented on other days by ‘roaming’ tutorials, workshops on specific aspects of projects, or meetings with external consultants. You should attend all studio activities, especially tutorials, even if you feel you’re behind; if you’re stuck, your tutor will be able to help.

Tutorial time is limited, so it’s important to be wellprepared, and to arrive punctually. Take some time beforehand to reflect on what you’ve done that week, how you will explain new developments and what key things you want to discuss with your tutors. You may find there’s a quick drawing you could add to summarise your ideas. Bring all of your work, carefully arranged in a logical order so that you’re able to refer to particular drawings, models, inspirational images, texts etc when you need to. If you’re relying on a laptop, make sure it’s powered up and the files are loaded ready. Often your tutors will suggest that you look up a particular book, building, or architect’s work, or encourage you to try working in a particular way. You may in the end decide to focus your efforts elsewhere – that’s fine – but you should first follow up their suggestions to see if you find them helpful.
Reviews

'Reviews' (sometimes called 'crits') are events at which you pin-up your design work on the wall and present it to your peers and tutors for feedback. Interim and final reviews are the staging points of your architectural education. Typically, a small group of your peers will be in attendance along with 2 or 3 members of staff. The review is an opportunity for you to practise and learn how to present your work confidently. It is good practice for presenting your designs to clients and public meetings. It also helps you learn how to be convincing under questioning. You shouldn’t think of a review as an ordeal, but rather as an opportunity to celebrate what you’ve done.

With rare exceptions, you are expected to attend your group’s reviews all day, not just your own review. There is an important reason for this: you can learn at least as much from following other people’s reviews as you can from your own; from observing how others present their work and from listening to discussions about others’ work. Moreover, it’s important that you support your colleagues by being there, just as they will support you. In student-led reviews you will be asked to take a lead role. Even in tutor-led reviews, we expect your participation. Try to engage with every project and ask sensible questions. Please do not whisper (or send messages) in the back row – it’s very distracting, especially for the student presenting, and it’s not appropriate in a professional context.

How to Present Your Work

Project briefs will usually set-out a list of submission requirements. You should, obviously, address these. But remember that the brief requirements are there ‘for the guidance of the wise and for the strict adherence of fools’. Which is to say: if you can think of better ways of presenting the necessary information, or ways which are more appropriate to the specifics of your project, then you should consider doing so. Remember that the requirements stated in the brief are the minimum. To these should normally be added: ‘storytelling drawings’ (diagrams, sketches, collages, models etc which convey your driving ideas); annotated images of precedent (buildings, artworks, other things which have inspired you); and a collection of your process work (development studies including sketches, draft layouts etc, which can be bound and left at the foot of the presentation, plus study models).

Before the review, you should prepare a brief verbal presentation of your ideas. We also recommend that you do a dry run with your friends. Always begin by stating succinctly your distinctive approach to the problem (for example: ‘a peaceful courtyard at the centre’, ‘a commentary on the privatisation of “pseudo-public space”’, ‘a shed punctured by infrastructure’, ‘an exploration of brickwork vaults’ etc). Take your audience through the key ideas. Then, briefly, take them through the organisation of the project. Remember that your audience can read architectural drawings so you don’t need to explain every detail of the plan or section. But do talk about the qualities of the spaces you want to make – their atmosphere and mood.

The planning of a verbal presentation can provide a good test for your drawn and modelled presentation. If you find that there are things you want to say which aren’t clear from the drawings, then you need to add drawings which cover them. If there are drawings you don’t plan to talk about, ask yourself whether you need them. It can sometimes be useful to try scaling the size of the images on the wall to their respective importance in your verbal presentation. In particular, don’t spend a long time talking about a tiny image.

Be strategic with your time and resources: If you’re short of time, try to make all the images you need, no matter how provisional they might be. This is always better than making a handful of time-consuming images and leaving lots of gaps in the presentation. Don’t feel that all the images have to be hugely laboured. Good ‘thumbnail’ sketches, or scanned pages from your sketchbook, or photos of process models, or images you’ve borrowed from elsewhere, or collages, for example, can be useful and very quick. Model photographs can do multiple jobs for you: manipulated to convey atmosphere, labelled-up as diagrams, collaged-into to make perspectives etc. Don’t be afraid to experiment with the size of drawings: a flowing freehand sketch can look good enlarged, and a plan or section appears more intricately detailed when it’s drawn larger and then shrunk down.

While architectural culture sometimes celebrates ‘all-nighters’ just before a review, and while the camaraderie in studio that night can be enjoyable in an oddly masochistic way, it’s wise to avoid ‘all-nighters’ if you can. They’re not healthy in the long run and it’s difficult to put in your best performance at the review without enough sleep. Plan to finish your work the night before and have a good night’s rest so you’re ready to describe your ideas clearly.
Engaging with Feedback

The feedback at reviews is primarily given in verbal form. The opportunity to have 20-30 minutes response from 2/3 professional critics – usually more than once in a project – is far more feedback than most other students in the University receive on their work. It might seem difficult to present your project and listen to feedback at the same time, but you will need to learn this vital skill for dealing with clients and other consultants in professional life (a client will never give you a feedback sheet!). That said, it is wise to volunteer to take notes for a colleague and to ask a colleague to take notes for you so that you have a record of the event. You will also be given a supplementary ‘feedback sheet’ after the review (whose format varies according to the project and the stage of the project). This will usually be available on the next few working days (although some may take up to 20 days to allow time for moderation). Try to listen to verbal (and written) criticism in a rounded and realistic way. Avoid fixating on the negative or listening only to the positive.

Just because it’s called ‘criticism’ doesn’t mean that a review is solely about being negative. Criticism should be a balanced conversation about the outcome of your endeavours. Try not to be too defensive when dealing with questions (it’s a trait which won’t be well-received by future clients). That said, if you’re convinced that your position is right, then don’t give-in immediately but instead defend the work calmly and clearly. It’s not always easy to strike the right balance between defence and assertiveness but it’s important to try. Again, this is useful practice for professional life.

Interim reviews are also good opportunities for eliciting additional input. Rather than limiting yourself to answering questions, you can and should consider posing questions to the reviewers, asking them to help you sort-out dilemmas you may be facing, requesting recommendations for further readings or precedents. Sometimes reviews will be challenging. Your critics’ aim is not to be confrontational but instead to test your thinking. Often with the richest and most sophisticated work, there are difficult architectural ideas to be tested so the questioning may be difficult. This is an opportunity to demonstrate how thoroughly you’ve thought your work through.

We are interested in your views on review dynamics and we welcome your feedback. We hope that your reviews are valuable and that you find them to be constructive learning experiences.
Personal Circumstances Affecting Your Studies

Sometimes things happen that are beyond our control. If you experience any health or personal problems that start to affect your studies, you need to let someone know. Your first port of call should normally be your Personal Tutor. It may be that a simple email notification is sufficient, but a personal meeting can always be arranged. Your Tutor can then outline an appropriate course of action with you and, if appropriate, put you in contact with relevant support services, such as Student Wellbeing (http://www.ncl.ac.uk/students/wellbeing/about/student/)

We also have our own in-School Student Wellbeing and Support Manager, Kelly Weightman (kelly.weightman@ncl.ac.uk +44 (0) 191 208 8818). It may be that you would prefer to discuss matters discreetly with them, rather than with your Tutor or another member of Academic Staff. They are always happy to meet to discuss personal issues and help you access support, doing so, if necessary, in complete confidence.

If health or other personal issues prevent you from attending lectures or tutorials, even if only for a day or two, you should log this by filling out an Absence Request Form on S3P. If these issues are unavoidable and occur at a crucial time in the year or are prolonged and affect your ability to study to your full potential, then you should complete a Personal Extenuating Circumstances (PEC) Form as soon as feasible (also via S3P). This notifies the School PEC Committee, which will then consider if any adjustments are necessary to ensure you are not unfairly disadvantaged. The Committee comprises a small group of senior staff and all cases are considered in strictest confidence.

For the PEC Form you need to provide details about your circumstances, how they are affecting your studies, and what adjustment you think is most appropriate, such as: a short extension (up to 2 weeks); deferral of assessment to the next normal occasion (usually August); re-sit as of first occasion (without a capped mark); or a PEC support rating at the Board of Examiners. PEC support cannot change a mark, but it might mean you are considered for a higher degree classification. The Form must be accompanied by evidence to support your request. For more information, see https://www.ncl.ac.uk/students/progress/Regulations/Procedures/change/PEC.htm and guidance issued by the School https://www.ncl.ac.uk/apl/students/pec/

Sometimes circumstances change more significantly, and you may decide that you want to suspend studies (usually for a year) or transfer degree programmes. If you are considering either of these scenarios, you should first contact your Personal Tutor or Programme Director to discuss your options. You can also seek confidential advice from Student Wellbeing and the Careers Service. For details and forms, see https://www.ncl.ac.uk/students/progress/Regulations/Procedures/change/.
Please note you can refer to the Term & Semester dates set by the University at [https://www.ncl.ac.uk/regulations/docs/term-dates/#currentandfutureyears](https://www.ncl.ac.uk/regulations/docs/term-dates/#currentandfutureyears)
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ARC8050 Architectural design

Credit Value: 40; Semester: 1

Module Aims

The module offers a range of challenges that aim to expand on the core skills acquired during Part 1 of the professional qualification in Architecture with a specific emphasis on developing a critical understanding of urban environments. It also prepares students for the independent research and design that the final year thesis project will require.

In relation to the general programme aims noted on page 19, the aims of the module are to develop:

- An ability to generate complex design proposals showing understanding of current architectural and urban design issues, originality in the application of subject knowledge and, where appropriate, to test new hypotheses and speculations;

- An ability to evaluate and apply a comprehensive range of visual, oral and written media to test, analyse, critically appraise and explain design proposals;

- An ability to evaluate materials, processes and techniques that apply to complex urban and architectural designs and building construction, and to integrate these into practicable design proposals;

- Problem solving skills, professional judgment, and ability to take the initiative and make appropriate decisions in complex and unpredictable circumstances;

- An ability to identify individual learning needs and understand the personal responsibility required to prepare for qualification as an architect.

The module is a semester-long design studio with a particular emphasis on the urban environment. The module commences with a week of intensive Design Charrettes run by local and international practitioners. The Charrettes are convened as vertical studios which bring together students from all design programmes to work together on practical design challenges.

Although the theme and content of individual briefs changes regularly, Semester 1 projects are focussed on the urban scale, tackling issues of master planning and urban design, and response to context. The module aims to build upon the foundations of Part 1 by developing a critical awareness of a range of contemporary urban and architectural issues and by encouraging students to research, develop, test, and articulate their own particular architectural standpoint.

Students are able to choose from several briefs that address different urban issues/themes. Design projects also seek to develop critical reading and debating skills, graphic skills and to encourage an imaginative approach to design and its representation. Design projects will involve both group and individual work and will engage students in a creative dialogue with staff and their peers.

Module Learning Outcomes

In relation to the programme learning outcomes noted on pages 19-21, upon completing the ARC8050 module students will have demonstrated:
A1) Knowledge of urban design, planning and the skills involved in the planning process (ARB / RIBA General Criteria GC4).

A2) Understanding of the relationship between people and buildings, and between buildings and their environment, and the need to relate buildings and the spaces between them to human needs and scale (GC5).

A3) 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 (GC6).

B1) Knowledge of the histories and theories of architecture and the related arts, technologies and human sciences (GC2).

B2) Knowledge of the fine arts as an influence on the quality of architectural design (GC3).

B3) Understanding of the methods of investigation and preparation of the brief for a design project (GC7).

B4) Ability to create architectural designs that satisfy both aesthetic and technical requirements (GC1).

D1) Communicate effectively through the use of visual, verbal and written methods and through appropriate media including sketching, modelling, digital and electronic techniques.

D2) Work effectively as part of a team.

D3) Identify and manage individual learning needs so as to prepare for and maintain professional standards commensurate with qualification.

D4) Demonstrate self-direction, originality and creativity in tackling and solving problems.

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ARC8050 studio days will be all day on Thursday and/or Friday each week all semester.

Please refer to the separate calendar on page 32 for details of reviews.
Assessment information

• Projects must be presented for assessment at the appointed time. Non-submissions must be accompanied by a written explanation to the Module Leader.

• The project will be presented in exhibition form for review and later as a portfolio. Assessment will take into consideration both presentations, moderated across studios.

• Students present their projects at various points in the semester to receive interim feedback. These presentations provide students an opportunity to articulate their design approach and how it meets the assessment criteria for the module. Students will receive summative feedback after the final review which may be acted upon before the final grading in the portfolio review.

• Each project is evaluated against a clearly described set of criteria outlined in the project descriptions. The assessment criteria for each project commonly require an understanding of an ability to apply:
  - a particular body of knowledge (related to the project)
  - a particular range of skills and techniques (introduced in the project)

• Students choose from one of several studios at the beginning of the module. These studios change every year and each studio has a different emphasis and approach to deliver the above Learning Outcomes. This will be reflected in the weightings attached to the assessment criteria, as well as one criterion developed for the studio itself. These criteria, which are agreed with the module coordinator at the beginning of the year, are shown at the outset to help the student choose studio, and will be used throughout the module as the basis of the interim and final review feedback sheets.

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<td>Portfolio submission</td>
<td>Initial assessment will be made at the final review and verified at the review of the portfolio submission. The portfolio should include sufficient drawings, diagrams, images and annotations to explain intentions, describe proposals and address all requirements set out in the project brief.</td>
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* you are required to submit both the digital and hard-copy by the specified time indicated on Blackboard
ARC8052 Architectural design
Credit Value: 40; Semester: 2

Module Aims

The module offers a range of challenges that aim to expand on the core skills acquired during Part 1 of the professional qualification in Architecture with a specific emphasis on the integration of Technology into the Design process, developing a critical understanding of the tectonics (theory and praxis) of individual buildings. It also prepares students for the independent research and design that the final year thesis project will require. In relation to the general programme aims noted on page 19, the aims of the module are to develop:

- An ability to generate complex design proposals showing understanding of current architectural and urban design issues, originality in the application of subject knowledge and, where appropriate, to test new hypotheses and speculations;

- An ability to evaluate and apply a comprehensive range of visual, oral and written media to test, analyse, critically appraise and explain design proposals;

- An ability to evaluate materials, processes and techniques that apply to complex urban and architectural designs and building construction, and to integrate these into practicable design proposals;

- Problem solving skills, professional judgment, and ability to take the initiative and make appropriate decisions in complex and unpredictable circumstances;

- An ability to identify individual learning needs and understand the personal responsibility required to prepare for qualification as an architect.

The module is a semester-long design studio with projects that explore a material, environmental and practical imagination. Students are encouraged to engage with materiality and making, and through the design of technical strategies and architectural details demonstrate how these inform wider architectural ideas, whether formal, tectonic or theoretical. The design project integrates an awareness of issues related to technology and the environment. This project engages students with some of the key design skills and knowledge that are necessary for the successful design of a major building project.

These skills extend to the detailed declaration of the technical and material aspects of proposed designs, which are presented as part of the project submission and collected in a separate technical report. A lecture series runs alongside the design studio to introduce theoretical and practical approaches to materials, technologies and environment.

Module Learning Outcomes

In relation to the programme learning outcomes noted on pages 19-21, upon completing the ARC8052 module students will have demonstrated:
A1) Knowledge of urban design, planning and the skills involved in the planning process (ARB / RIBA General Criteria GC4).

A2) Understanding of the relationship between people and buildings, and between buildings and their environment, and the need to relate buildings and the spaces between them to human needs and scale (GC5).

A3) 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 (GC6).

A4) 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 (GC9).

B1) Knowledge of the histories and theories of architecture and the related arts, technologies and human sciences (GC2).

B2) Knowledge of the fine arts as an influence on the quality of architectural design (GC3).

B3) Understanding of the methods of investigation and preparation of the brief for a design project (GC7).

C1) Ability to create architectural designs that satisfy both aesthetic and technical requirements (GC1).

C2) Understanding of the structural design, constructional and engineering problems associated with building design (GC8).

C3) The necessary design skills to meet building users’ requirements within the constraints imposed by cost factors and building regulations. (GC10)

D1) Communicate effectively through the use of visual, verbal and written methods and through appropriate media including sketching, modelling, digital and electronic techniques

D2) Work effectively as part of a team

D3) Identify and manage individual learning needs so as to prepare for and maintain professional standards commensurate with qualification

D4) Demonstrate self-direction, originality and creativity in tackling and solving problems

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Matt Ozga-Lawn | 6019 | matthew.ozga-lawn@ncl.ac.uk

ARC8052 studio days will be all day on Thursday and/or Friday each week all semester. The Technology lecture series will be on Wednesday mornings until the Easter break.

Please refer to the separate timetable on page 32 for details of reviews.
Assessment Details

Portfolio submission: The portfolio will be a drawing-based document that demonstrates the level of development that each project attains, satisfying all design & technical requirements set out in the brief. It should include sufficient drawings, diagrams, images and annotations to explain intentions, describe proposals and address all requirements set out in the project brief, from both Design & Technology points of view.

Hand In Date: 70% noon, Friday 22nd May 2020

Report submission: The report will be a written-based document (2,500 words), which can include drawings, diagrams, images and other media, reflecting upon the content of the main portfolio. It will offer students the chance to expand on a particular tech question relevant to their studio (e.g. on materiality, structural design, construction techniques, etc.). It offers the opportunity for the student to argue the case for their major design project and reflect on their particular tech enquiry.

Hand In Date: 30% noon, Friday 22nd May 2020

Assessment Information

- Projects must be presented for assessment at the appointed time. Non-submissions must be accompanied by a written explanation to the Module Leader.

- The project will be presented in exhibition form for review and as a portfolio. Assessment will take into consideration both presentations as an integrated design submission, moderated across studios.

- Students present their projects at various points in the semester to receive interim feedback. These presentations provide students an opportunity to articulate their design approach and how it meets the assessment criteria for the module. Students will receive summative feedback after the final review which may be acted upon before the final grading in the portfolio review.

- Each project is evaluated against a clearly described set of criteria outlined in the project descriptions. The assessment criteria for each project commonly require an understanding of an ability to apply:
  - a particular body of knowledge (related to the project)
  - a particular range of skills and techniques (introduced in the project)

- Students choose from one of several studios at the beginning of the module. These studios change very year and each studio has a different emphasis and approach to deliver the Learning Outcomes.

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<td>Report submission</td>
<td>The report will be a written-based document (2,500 words), which can include drawings, diagrams, images and other media, reflecting upon the content of the main portfolio. It will offer students the chance to expand on a particular tech question relevant to their studio (e.g. on materiality, structural design, construction techniques, etc.). It offers the opportunity for the student to argue the case for their major design project and reflect on their particular tech enquiry.</td>
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PLEASE NOTE - each component of the submission must be passed in order to pass the module.

* you are required to submit both the digital and hard-copy by the specified time indicated on Blackboard
Module Aims

This module introduces students to a broad range of topics in architectural research and the tools with which to carry out critical inquiry. It serves as a primer that prepares students to undertake advanced individual and group research in a chosen area of specialization in subsequent semesters.

The main aims of the module are:

- To broaden students’ understanding of the social, cultural, political and economic context of architecture as a professional discipline and a field of scholarly inquiry;
- To familiarize students with theories and research methods for the critical examination of the built environment;
- To stimulate intellectual enquiry into the origin and development of architectural ideas and their contextual relationship;
- To explore productive ways of working with theoretical concepts in architectural design;
- To develop a positive critical attitude in the designer to both their own creative work and that of others.

Twice weekly lectures and twice weekly seminars focusing on a range of research themes including:

- Technology, Tectonics, and Material Culture;
- Landscape Ecology and Urban Form;
- Media, Image and information;
- Philosophy, Ideology and Criticism;
- History, Interpretation and Memory;
- Habitat, Identity and the Everyday.

A series of workshop sessions designed to develop reading, writing, and research methodology skills.

Module Learning Outcomes

In relation to the programme learning outcomes noted on pages 19-21, upon completing the ARC8051 module students will have demonstrated:

B1) Knowledge of the histories and theories of architecture and the related arts, technologies and human sciences (GC2).
   Including a knowledge of, and ability to evaluate and / or apply:
   a) the cultural, social and intellectual histories, theories and technologies that influence the design of buildings;
   b) the influence of history and theory on the spatial, social, and technological aspects of architecture;
   c) appropriate theoretical concepts to studio design projects, demonstrating a reflective and critical approach.

B2) Knowledge of the fine arts as an influence on the quality of architectural design (GC3).
   Including a knowledge of, and ability to evaluate:
   a) how the theories, practices and technologies of the arts influence architectural design;
   b) the creative application of the fine arts and their relevance and architecture;
   c) the creative application of such work to studio design projects, in terms of their conceptualisation and representation.

Students should be able to appreciate the relationship between architectural research and practice, developing an awareness of how other disciplines (such as geography, history, anthropology, sociology, cultural studies) address spatial questions. Additionally, students should recognise the broader (social, cultural, political and economic) context of architecture and its implications for architectural thinking and production. They should also have a working knowledge of how to source and use ideas in architectural research.

At the end of the module students should:

- Be capable of identifying research questions about the built environment, design a course of inquiry, conduct a basic literature search, and provide a critical review (i.e. individual problem solving skills);
- Have a basic understanding of different interdisciplinary techniques for analyzing the built environment and use them as necessary;
- Develop organizational skills working both as an individual and in a group;
- Convey ideas about the built environment succinctly and persuasively, using verbal, visual and written modes of communication.
Module Leader  | Telephone  | Email
Matt Ozga-Lawn   | 6019       | matthew.ozga-lawn@ncl.ac.uk

Other Contributors  | Telephone  | Email
Various members of staff.

Lectures  | Times  | Weeks  | Venues
Monday    | 11-1pm  | 6-15   | DAYSH.1.29
Wednesday | 11-1pm  | 6-15   | DAYSH.1.29

Seminars  | Times  | Weeks*  | Venues
Monday    | 10-11am | 6-15   | BSTC.2.39
Wednesday | 10-11am | 6-15   | BSTC.2.39

For further information, please refer to the module brief handed out at the beginning of the semester

Workshops  | Times  | Weeks*  | Venues

Please refer to the module brief for specific details about Workshops.

* university timetable week numbers.

Assessment Information

As a primer for the research modules to be taken in subsequent semesters (Dissertation or Linked Research), the review is intended to encourage the student to conduct a survey of key readings within a chosen area of research.

General Assessment Criteria includes:

Degree of knowledge and understanding of the ideas, themes and topics elaborated in the theoretical material considered;

Depth and persuasiveness of the analysis, reflection, interpretation of that material;

Quality of the lines of enquiry, questions and architectural implications drawn from explorations;

Level of the communication of complex ideas in verbal, visual and written form.

Assessment  | Word Length  | Hand In Date*
Essay 1     | 4,000 (hard copy + digital) | noon, Friday 24th January 2020

* you are required to submit both the digital and hard-copy by the specified time indicated on Blackboard
Module Aims

The main aims of the module are:

To develop an understanding of architecture as an academic discipline;

To increase awareness of the socio-economic, technological and ideological factors which influence the design of buildings and their surroundings;

To demonstrate architectural scholarship through a high standard of literacy and visual presentation in accordance with the conventional 'apparatus' of academic research and writing;

To encourage the pursuit of a particular and personal line of enquiry into the nature of architecture in its broader cultural context.

The syllabus - and therefore the subject of examination - comprises student-selected research topics in architecture and related subjects.

Module Learning Outcomes

In relation to the programme learning outcomes noted on pages 19-21, upon completing the ARC8053 module students will have demonstrated:

B1) Knowledge of the histories and theories of architecture and the related arts, technologies and human sciences (GC2).

Including a knowledge of, and ability to evaluate and/or apply:

a) the cultural, social and intellectual histories, theories and technologies that influence the design of buildings;

b) the influence of history and theory on the spatial, social, and technological aspects of architecture;

c) appropriate theoretical concepts to studio design projects, demonstrating a reflective and critical approach.

An independent and demonstrable understanding of a selected research topic related to architecture, within a specific cultural context;

An ability to identify a topic of interest in the field of architecture; to formulate a thesis, a strategy and vehicle for enquiry;

Assessment Information

All research proposals are marked by the dissertation tutor and module leader + another internal reader acting as third reader in case of significant variance of marks (or where module leader and dissertation tutors are the same person). Marks are agreed by all readers together at a separate M.Arch. Dissertation Meeting and tabled at the Departmental Examination Board.

Assessment Criteria:

1. Evidence of systematic independent research.
2. A focused analysis/description of the subject matter.
3. A proper substantiation of arguments, including the competent usage of academic writing conventions.
4. The ability to communicate ideas effectively in clear, concise English.
5. High quality visual presentation.

<table>
<thead>
<tr>
<th>Module Leader</th>
<th>Telephone</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prof Graham Farmer</td>
<td>5623</td>
<td><a href="mailto:graham.farmer@ncl.ac.uk">graham.farmer@ncl.ac.uk</a></td>
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<tr>
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<td>Dissertation 1</td>
<td>3,500</td>
<td>noon, Friday 29th May 2020</td>
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* you are required to submit both the digital and hard-copy by the specified time indicated on Blackboard
The Language of Myth-Making: A Reading of the Glucksman Gallery
Tom Goodby

Tom Goodby’s dissertation examined the power of myth making through the written word and the network of mutually supporting power structures that exist within the field of architecture. By using Pierre Bourdieu’s theoretical framework and applying it to the field of architectural cultural production it sought to demonstrate the power of these networks within the profession and its discourse.

Gooby’s dissertation offers a close reading of the Glucksman Gallery in Cork by the Irish architectural practice O’Donnell + Tuomey and its depictions within the professional discourse. By examining both publications by O’Donnell + Tuomey and other publicity and criticism that appeared in a range of venues, he highlighted how several agents within the field of architecture have used their social and cultural capital to construct myths—consciously or unconsciously—around the practice and the building. Notably, these myths have the power to inform the reputation accorded to the architects and position a practice within the architectural canon. The motivation of the dissertation was to expose the “hidden” mechanisms involved in producing the perception of an architectural practice that has acquired significant cultural capital within the field of restricted architectural production.
**Module Aims**

Linked Research Projects allows students to participate in an ongoing research project under the supervision of our staff members. Linked Research comprises two sequential modules to be taken in the second semester of Stage 5 (ARC8058) and the first semester of Stage 6 (ARC 8068).

The main aims of the module are:

- To enable students to engage in a research activity with experienced researchers in the School;
- To foster greater awareness of research and its importance in architecture;
- To develop a range of research skills and knowledge;
- Potential to link to final design project.

**Module Learning Outcomes**

In relation to the programme learning outcomes noted on pages 19-21, upon completing the ARC8058 module students will have demonstrated:

- **B1) Knowledge of the histories and theories of architecture and the related arts, technologies and human sciences (GC2).** Including a knowledge of, and ability to evaluate and apply:
  a) the cultural, social and intellectual histories, theories and technologies that influence the design of buildings;
  b) the influence of history and theory on the spatial, social, and technological aspects of architecture;
  c) appropriate theoretical concepts to studio design projects, demonstrating a reflective and critical approach.
- **D2) Work effectively as part of a team**
- **D4) Demonstrate self-direction, originality and creativity in tackling and solving problems**
- **D5) Exercise initiative and personal responsibility**
  An independent and demonstrable understanding of a selected research topic related to architecture, within a specific cultural context;

**Knowledge outcomes:**
- Knowledge of generic research skills and methods relevant to architecture and specific skills relating to the topic;
- Knowledge of the specific subject area.

**Skills outcomes:**
- Understanding of research approaches and specific research skills appropriate to the topic;
- An ability to contribute to a research project and conduct research within an established framework, including how to work effectively as part of a team in group research projects;
- Learn how to formulate research questions, make funding applications and present research reports.

**Assessment Information**

An ability to carry out research and research related activities;
Demonstrate knowledge of methodological approaches;
Produce an appropriate research report and/or equivalents (exhibition/ video/ software/ designed objects).
Co-operation and group working is encouraged in some options. Assessments are likely to include individual and group work.

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<thead>
<tr>
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<tbody>
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<tr>
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<tr>
<td>Project Work 1</td>
<td>To be arranged with individual project leaders.</td>
<td>noon, Friday 29th May 2020</td>
</tr>
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</table>

* you are required to submit both the digital and hard-copy by the specified time indicated on Blackboard
Above • Testing Ground, photo by Neil Denham
The international student exchange programme has been negotiated to enable Stage 5 MArch students to carry out programmes of study at partner schools of architecture in Europe.

Eligibility

To be eligible to participate in the programme students must be a national/passport holder of an Erasmus participating country. Students must also have the agreement of their academic school. The deadline for applying for exchanges, which will take place in Semester 2, is at the end of October. Further details on application process will be available during Induction.

Language Requirements: Some of our partner institutions, particularly in Northern Europe, offer a number of courses in English, so fluency in a language is not always necessary. If you will be studying in the host country’s language, it is expected that you have a satisfactory knowledge of the language. For more information about the Erasmus Exchange, funding, tuition fees and accommodation please email: erasmus@ncl.ac.uk or see https://www.ncl.ac.uk/mobility/go-abroad/europe/

The Erasmus Programme is an EU funded programme which encourages students in higher education to spend part of their studies in another European country. Exchanges can be for a semester (1 or 2) depending on the agreement with the host institution and approval by the DPD at Newcastle University. Students taking part in an exchange will be expected to carry out the programmes of study offered by the host institution. Students select a design project or design projects and associated lecture modules from the programme of study on offer. In total this programme must add up to a full-time student workload for one semester and should be equivalent to 60 University of Newcastle credits (30 ECTS).

Providing the work is to a passing standard, it will be accepted as equivalent to the Stage 5 work it replaces. A provisional mark will be calculated as the weighted average from the module marks obtained at the partner institution. This mark would need to be confirmed in an academic and design portfolio review carried out at Newcastle. The international schools involved in this agreement are:

- Brussels, Belgium
  Department of Architecture, Isa St Lu
  URL: www.st-luc-brussels-archi.be

- Paris, France
  Ecole d’Architecture de Paris Malakuaqis
  URL: paris-malaquais.archi.fr

- Aachen, Germany
  Faculte d'Architecture, RWTH Aachen
  URL: arch.rwth-aachen.de/en

- Torino, Italy
  Politecnico di Torino
  http://international.polito.it

- Barcelona, Spain
  Escola Tecnica Superior d’Arquitectura del Valles, Universitat Politecnica de Cataluna
  URL: etsav.upc.es/en

- Stockholm, Sweden
  KTH, School of Architecture and the Built Environment
  URL: www.kth.se/en/abe/inst/arch

Co-ordinator: Josep-Maria Garcia Fuentes
Telephone: 5856
Email: josep.garciafuentes@ncl.ac.uk
The Non-EU Exchange Programme gives undergraduate students the opportunity to spend a period of study at one of our non-European partner institutions as part of their degree programme.

Eligibility

To be eligible to participate in the programme students must be an undergraduate student and must also have completed one year of their degree programme before they can participate. Students must also have the agreement of their academic school to be able to participate. The deadline for applying for exchanges, which will take place in Semester 2, is at the end of October. Further details on application process will be available during Induction.

Funding: The Non-EU Exchange Programme is self-funded. Students who participate in the Non-EU Exchange Programme for one semester only, and have to continue paying rent on their Newcastle accommodation whilst they are studying overseas, are eligible to apply for a small rent rebate, to assist with these costs. This assistance can only be applied for on completion of the exchange period overseas.

For more information about the International Exchanges, language requirements, tuition fees, accommodation fees and contact details please email: studyabroad@ncl.ac.uk or go to https://www.ncl.ac.uk/mobility/go-abroad/outside-europe/

(Note: MArch qualifies because in terms of funding it is counted as the second part of an integrated five-year undergraduate programme).

International Exchange (Outside of Europe)

Non-EU exchange programmes count towards your degree

You must remember, however:

To graduate from Newcastle University as planned, you must comply with our regulations throughout your degree programme, whether you are studying on campus in Newcastle or overseas. At all times, you need to have the approval of your academic school or you will not be able to apply to participate.

You must speak to your programme leader in your school as soon as you are considering participating in the programme. You must get your course selections approved by your programme leader when you are at the application stage.

Agree your course selection with your academic school before you travel abroad. Also, have some reserve course selections to allow for some courses being full etc. You can find information on the courses available by looking an the partner institution’s website. The international schools involved in this agreement are:

Sydney, Australia
Faculty of Architecture, Design and Planning,
The University of Sydney Australia
URL: sydney.edu.au/architecture

Singapore
National University of Singapore
URL: www.arch.nus.edu.sg

Co-ordinator Telephone Email
Josep-Maria Garcia Fuentes 5856 josep.garciafuentes@ncl.ac.uk
### Stage 6 Timetable

#### Semester 1

<table>
<thead>
<tr>
<th>Time</th>
<th>Mon</th>
<th>Tue</th>
<th>Wed</th>
<th>Thu</th>
<th>Fri</th>
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<tbody>
<tr>
<td>09:00</td>
<td>TCP8090 Principles &amp; Practice of Urban Design (lectures)</td>
<td>ARC8061 Arch. &amp; Construction</td>
<td>TCP8090 Principles &amp; Practice of Urban Design (blog meetings every 2 weeks)</td>
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<td>ARC8060 Architectural Design (Note: tutorials will take place only on one day, either Thursday or Friday, not both. The day in particular TBC by each studio tutor)</td>
</tr>
<tr>
<td>10:00</td>
<td>TCP8902 Reflexive Practitioner</td>
<td>TCP8001 Planning Frameworks</td>
<td>TCP8090 Principles &amp; Practice of Urban Design (blog meetings every 2 weeks)</td>
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<tr>
<td>11:00</td>
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<td>TCP8001 Planning Frameworks</td>
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<td>16:00</td>
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#### Semester 2

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<tr>
<th>Time</th>
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<tbody>
<tr>
<td>09:00</td>
<td>ARC8061 Arch. &amp; Construction (week 30 only)</td>
<td>TCP8090 Principles &amp; Practice of Urban Design (lectures)</td>
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Please note you can refer to the Term & Semester dates set by the University at [https://www.ncl.ac.uk/regulations/docs/term-dates/#currentandfutureyears](https://www.ncl.ac.uk/regulations/docs/term-dates/#currentandfutureyears)
<table>
<thead>
<tr>
<th>Week Commencing</th>
<th>(Timetable Week)</th>
<th>Events</th>
<th>Studio</th>
<th>Deadlines</th>
<th>Other Modules</th>
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<tr>
<td>SEM. 1 23.09.19</td>
<td>(04)</td>
<td>Induction Week</td>
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<td>30.09.19</td>
<td>(05)</td>
<td>Charrette Week</td>
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<td>(08)</td>
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</table>
Aims

The Design Thesis is an opportunity for students to develop their design skills to an advanced level by addressing the resolution of a complex building project. The Thesis addresses both the development of core skills expected of an architecture student at this stage in their learning, as well as providing the opportunity for them to explore and research in greater depth those particular aspects of architecture which are of special interest to them.

The Design Thesis is a comprehensive research-led architectural proposition. Students are required to research, select and define independently an individual architectural design thesis project by way of a declared Line of Enquiry, Thematic Framework, Functional Programme, Theoretical & Physical Context, Technological interest and set of Precedent studies. Students are then required to fully design and detail the project by way of a convincing and rigorous architectural design proposition to a high level of resolution/presentation.

The module is taught through a lecture series, individual/group tutorials and regular design reviews. The students are given the choice of a range of thematic studios run by a studio leader. Once the studio has been selected, the students will work on individual thesis projects within a theoretical framework established jointly by the studio. Thesis projects run the whole academic year, and typically start with a short primer project designed to explore initial ideas.

Regular reviews are held throughout the year with internal staff and external critics to monitor brief development, inception, outline design, technical/engineering studies, detailed and final proposals. Individual and group technology/engineering tutorials are arranged with specialist practitioners at appropriate design stages.
Learning Outcomes

At the end of the module students should be able to demonstrate knowledge and understanding of:

The social, political, economic and professional context that influences the profession of architecture and the role of the architect in society;

Architectural briefs of diverse scales and types and how to develop and critically appraise them in relation to sites, context, client/user requirements, sustainability and budget;

The regulatory requirements that guide building construction, as well as a critical awareness of the financial factors implied in building types, specification choices and the impact of these on architectural design;

Building technologies, structural design, environmental design and construction methods in relation to: human well-being, the welfare of future generations, the natural world and the consideration of a sustainable environment;

The relationship between people and buildings, and between buildings and their environment and an understanding of the need to relate buildings and the spaces between them to human needs and scale.

At the end of the module students should be able to demonstrate the ability to:

Articulate an appropriate philosophical approach which reveals an understanding of histories, theories and technologies that influence the design of buildings;

Generate and systematically test, analyse and appraise design options that apply theoretical concepts to studio design projects, as well as drawing conclusions which display methodological and theoretical rigour;

Develop a conceptual and critical approach to architectural design that integrates and critically appraise the aesthetic aspects, the technical requirements and the needs of the user within the scale and scope of a wider environment;

Evaluate and apply a comprehensive range of visual, oral and written media to test, analyse, critically appraise and explain design proposals;

Devise structural and constructional strategies for a complex building or group of buildings, employing an integrative knowledge of structural principles, construction techniques and processes and the provision of building services within a framework of the knowledge of the physical properties and characteristics of building materials and components and the environmental impact of specification choices;

Produce documentation and reports which are clear, analytical and logical covering a range of architectural issues of culture, theory and design;

Identify and manage individual learning needs and understand the personal responsibility required to prepare for qualification as an architect;
Utilise self-direction and originality in tackling and solving problems, and take the initiative and make appropriate decisions in complex and unpredictable circumstances; Exercise initiative and personal responsibility and continue to advance their knowledge and understanding of architecture through an independent and research-led attitude to learning.

<table>
<thead>
<tr>
<th>Module Leader</th>
<th>Telephone</th>
<th>Email</th>
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</thead>
<tbody>
<tr>
<td>Matt Ozga-Lawn</td>
<td>6019</td>
<td><a href="mailto:matthew.ozga-lawn@ncl.ac.uk">matthew.ozga-lawn@ncl.ac.uk</a></td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Other Contributors</th>
<th>Telephone</th>
<th>Email</th>
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</thead>
<tbody>
<tr>
<td>Prof Rachel Armstrong</td>
<td>5752</td>
<td><a href="mailto:rachel.armstrong3@ncl.ac.uk">rachel.armstrong3@ncl.ac.uk</a></td>
</tr>
<tr>
<td>Elizabeth Baldwin Gray</td>
<td>6019</td>
<td><a href="mailto:elizabeth.baldwin.gray@ncl.ac.uk">elizabeth.baldwin.gray@ncl.ac.uk</a></td>
</tr>
<tr>
<td>Daniel Burn</td>
<td>-</td>
<td><a href="mailto:d.burn@faulknerbrowns.com">d.burn@faulknerbrowns.com</a></td>
</tr>
<tr>
<td>Dr Nathaniel Coleman</td>
<td>5686</td>
<td><a href="mailto:nathaniel.coleman@ncl.ac.uk">nathaniel.coleman@ncl.ac.uk</a></td>
</tr>
<tr>
<td>James Craig</td>
<td>6019</td>
<td><a href="mailto:james.craig@ncl.ac.uk">james.craig@ncl.ac.uk</a></td>
</tr>
<tr>
<td>Dr Christos Kakalis</td>
<td>4847</td>
<td><a href="mailto:christos.kakalis@ncl.ac.uk">christos.kakalis@ncl.ac.uk</a></td>
</tr>
<tr>
<td>Ivan Márquez Muñoz</td>
<td>4857</td>
<td><a href="mailto:ivan.marquez-munoz@ncl.ac.uk">ivan.marquez-munoz@ncl.ac.uk</a></td>
</tr>
<tr>
<td>Dr Juliet Odgers</td>
<td>4497</td>
<td><a href="mailto:juliet.odgers@ncl.ac.uk">juliet.odgers@ncl.ac.uk</a></td>
</tr>
</tbody>
</table>

ARC8060 studio days will be all day on Thursday and/or Friday each week all semester.

Please refer to the separate timetable on page 50 for details of reviews.

**Assessment Information**

The module is assessed holistically integrating all learning outcomes of the module into a final design presentation.

The whole year's work is required to be presented in an exhibition for review by internal and external examiners at the end of Semester 2. A rigorous process of moderation is applied subsequent to both internal and external exams requiring all examiners to reach consensus prior to returning marks to the exam board.

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Pin Up Date</th>
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<tbody>
<tr>
<td>Integrated design submission, including a technical report, with exhibition of year’s work and oral presentation/exam (30 mins in length)</td>
<td>5pm, Wednesday 27th May 2020</td>
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</table>
Aims

The module aims to develop students' skills, understanding, and critical awareness of the organizations and procedures involved in translating design concepts into buildings. The lecture course is based closely on the ARB (Architects Registration Board) Practice, Management and Law syllabus and covers the five subject areas: Professionalism; Clients, users and delivery of services; Legal framework and processes; Practice and management; and Building procurement.

The module examines the social, economic, commercial and legal framework within which architecture, property development and construction take place. By exploring changing models of practice, the module aims to convey the evolving status and role of the architect as a player in the rapidly changing UK property and construction markets. Central to this is an examination of the architect's role in translating demand-driven building needs to the construction supply side. Practical and theoretical issues in design management, architectural practice, building economics, construction contracts, procurement and property development will be explored and examined.

Learning Outcomes

At the end of the module, students will demonstrate an understanding of the context of the architect and the construction industry, including the architect's role in the processes of procurement and building production, and under legislation. In particular, students will have knowledge of:

- The fundamental legal, professional and statutory responsibilities of the architect;
- The organizations, regulations and procedures involved in the negotiation and approval of architectural designs, including land law, development control, building regulations and health and safety legislation;
- The professional inter-relationships of individuals and organizations involved in procuring and delivering architectural projects, and how these are defined through contractual and organizational structures;
- The basic management theories and business principles related to running both an architect's practice and architectural projects, recognizing current and emerging trends in the construction industry.

The cost control mechanisms which operate during the development of a project.

- The ability to:
  - Exercise skills in personal communication and management in a practice environment;
  - Apply and synthesize appropriate knowledge about architectural practice within the relevant commercial legislative and regulatory framework (e.g. in demonstrating problem-solving skills, professional judgement and the ability to take the initiative and make appropriate decisions in complex and unpredictable circumstances);
  - Achieve these goals with related time-management skills.

<table>
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<tr>
<th>Lectures</th>
<th>Times</th>
<th>Weeks</th>
<th>Venues</th>
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<tr>
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<td>6-15, 19</td>
<td>BSTC.G.33</td>
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<tr>
<td>Monday</td>
<td>10am-12noon</td>
<td>30</td>
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Assessment Information

The assessment is split into two parts. The first assessment, which will be submitted at the end of the teaching period in Semester 1, will be in the form of a 1000 word report or an equivalent presentation (group or otherwise), which examines a key professional practice issue from an exemplar project (i.e. not the student's design project) of the student's choice. This will serve as a taster for the second assessment, which focuses on applying professional practice concepts to students' design projects. It will account for 30% of the final mark for the module and the feedback students receive from this assessment, will assist them in preparing for the second assessment.

The second assessment is a 2000 word professional practice report (in the form of a case study on a particular project or otherwise), which will allow students to demonstrate their knowledge of professional practice in relation to their design thesis (or other appropriate project undertaken during the course of their MArch studies). It will also offer more scope for them to achieve the learning outcomes for the module and the ARB/RIBA criteria. It facilitates a better integration of professional practice teaching with design (as is usually the case in practice) by applying and critiquing the principles covered in the lectures to their design projects.

The key skills developed are written communication in assessed work, problem solving, professional skills and the ability for independent management of learning and time. The module prepares students for working in practice following completion of the MArch degree and prepares them for the further study required to take the RIBA Part 3 professional practice examination.

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<td>4pm, Friday 13th December 2019</td>
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<td>Submission 2</td>
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<td>4pm, Tuesday 28th April 2020</td>
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Module Leader

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<tr>
<td>Dr John Kamara</td>
<td><a href="mailto:john.kamara@ncl.ac.uk">john.kamara@ncl.ac.uk</a></td>
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Other Contributors

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<tr>
<td>Peter Churchill</td>
<td><a href="mailto:roundhay125@googlemail.com">roundhay125@googlemail.com</a></td>
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**Module Aims**

The Academic Portfolio module requires students to curate the outcomes of all the academic and design work undertaken during the two year MArch programme and present it as an integrated and edited academic portfolio appropriate for ARB/RIBA accreditation at Part 2 level.

The portfolio may incorporate various forms of presentation (drawings, installations, printed books/reports, models, photographs, films, digital material, etc.) and any other evidence of work that has been assessed as part of the programme leading to the award of Part 2. This work will include design project work, extracts of essays, reports, and dissertations, along with relevant project briefs, essay questions, and module outlines.

Students are encouraged to think of the Academic Portfolio as an architectural monograph – a beautifully edited and presented ‘book’ which as a standalone document would tell the story of their individual learning experiences and outputs as an MArch student.

Combined with the Stage 6 induction interviews and design review process, and involving a series of interim portfolio submissions, the module encourages students to reflect on their work – both in terms of their own personal development and any gaps that may need addressing as they progress through the year. A symposium on contemporary architectural practice helps students critically to locate their portfolio of work in relation to current discourses within and beyond the profession.

The aims of the Academic Portfolio are to:

- Review all work assessed for the MArch degree;
- Understand the interrelationship between the diverse knowledge and skills gained;
- Encourage the student to take a more conscious and active role in their educational development;
- Help the student reflect critically on their own design methodology and outputs;
- Map academic, design and technical outputs from all modules against the ARB / RIBA Part 2 criteria;
- Develop the student’s ability to locate their body of work and final thesis proposition within the fields of contemporary architectural research and practice, and in relation to ideas and issues beyond the discipline;
- Provide a comprehensive, graphically rich document which can supplement design portfolios in job interviews after graduation;
- Improve work that was, in the context of the module in which it was produced, assessed to be weak or below pass standard either by being incomplete or having failed to address key module objectives. (Such improvement is deemed to be new work and is assessed within the Academic Portfolio module, and does not imply a retroactive re-assessment of any other, already-completed modules);
- Demonstrate student achievement to ARB/RIBA Part 2 level in the two year MArch degree programme as a whole, in each of its modules, and in all project components of modules.

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**Module Leader**

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Module Learning Outcomes

At the end of the module students should be able to:

Demonstrate an understanding of how best to convey and interrelate the full and diverse range of issues (theoretical, cultural, ethical, technical, etc.) involved in an architectural project and how each are addressed in the design response;

Conceptually and critically locate their work, and the work of others, in relation to historic and contemporary design discourses;

Demonstrate an appreciation of how to present the work for scrutiny by peers, employers, the media, the public, etc;

Reflect upon and illustrate how their work achieves full coverage of the ARB/RIBA Prescription Criteria;

Organise and construct a large body of representational material in such a way as to demonstrate lucidly, powerfully and persuasively the development and design of complex architectural and urban projects, as well as the ideas/themes that thread through them (This does not necessarily have to be done chronologically and could be achieved thematically);

Demonstrate a high level of skill and judgement in the presentation of work produced in diverse media;

Deploy appropriate software to integrate analytic and descriptive text with images in report or book formats and in such a way as to facilitate conventional or web publication.

Lectures Times Weeks Venues
Monday TBC TBC TBC

For further information, please refer to the schedule handed out at the beginning of each semester.

Other Activities Times Weeks Venues

For further information, please refer to the schedule handed out at the beginning of each semester.

Assessment Information

1500-word reflective text on contemporary architectural practice;

The portfolios will be assessed on evidence of critical and comprehensive engagement with professional ARB/RIBA criteria and graphic presentation quality. Emphasis is placed upon the eloquence of the total presentation, as well as upon the appropriateness of the use of specific representational forms and the skill demonstrated in their deployment.

Academic portfolios will be assessed and moderated by committee of internal staff members.

Assessment Hand In Date*
Reflective text noon, Friday 20th March 2020
Portfolio noon, Friday 5th June 2020

* you are required to submit both the digital and hard-copy by the specified time indicated on Blackboard
**ARC8062 Dissertation in Architecture**

Credit Value: 20; Semester: 1

**Aims**

To develop an understanding of architecture as an academic discipline.

To increase awareness of the socio-economic, technological and ideological factors that influence the design of buildings and their surroundings.

To demonstrate architectural scholarship through a high standard of literacy and visual presentation in accordance with the research and writing.

To encourage the pursuit of a particular and personal line of enquiry into the nature of architecture in its broader cultural context.

The syllabus – and therefore the subject and scope of examination – comprises student-selected research topics in architecture and related subject areas.

The student is expected to produce a 10,000 word dissertation under the supervision of a staff member during Stages 5 and 6.

**Learning Outcomes**

**Skills Outcomes:**

The ability to identify a topic of interest related to architecture; to formulate a thesis, a strategy and vehicle for enquiry; to plan and execute a programme of independent study and, with tutorial advice, to produce an academically respectable dissertation on an appropriate theme within the resource and time constraints of the course of study.

**Knowledge Outcomes:**

An independent and demonstrable understanding of a selected research topic related to architecture, within a specific cultural context.

**Assessment Information**

All dissertations are marked by the dissertation tutor and module leader and another internal reader acting as third reader in case of significant variance of marks (or where module leader and dissertation tutors are the same person). Marks are agreed by all readers together at a separate M.Arch. Dissertation Meeting and tabled at the Departmental Examination Board.'

1. Evidence of systematic independent research.
2. A focused analysis/ description of the subject matter.
3. A proper substantiation of arguments, including the competent usage of academic writing conventions.
4. The ability to communicate ideas effectively in clear, concise English.
5. High quality visual presentation.

**Assessment Criteria:**

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<tr>
<th>Module Leader</th>
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<tbody>
<tr>
<td>Prof Graham Farmer</td>
<td>5623</td>
<td><a href="mailto:graham.farmer@ncl.ac.uk">graham.farmer@ncl.ac.uk</a></td>
</tr>
<tr>
<td>Assessment</td>
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* you are required to submit both the digital and hard-copy by the specified time indicated on Blackboard
ARC8068 **Linked Research Project**

Credit Value: 20; Semester: 1

Linked Research Projects allows students to participate in an ongoing research project under the supervision of our staff members. Linked Research comprises two sequential modules to be taken in the second semester of Stage 5 (ARC8058) and the first semester of Stage 6 (ARC 8068).

**Aims**

- To enable students to engage in a research activity with experienced researchers in the School;
- To foster greater awareness of research and its importance in architecture;
- To develop a range of research skills and knowledge.
- Potential to link to final design project.

**Learning Outcomes**

**Skills outcomes:**

- Understanding of research approaches and specific research skills appropriate to the topic;
- An ability to contribute to a research project and conduct research within an established framework, including how to work effectively as part of a team in group research projects;
- Learn how to formulate research questions, make funding applications and present research reports.

**Knowledge outcomes:**

- Knowledge of generic research skills and methods relevant to architecture and specific skills relating to the topic;
- Knowledge of the specific subject area.

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<tbody>
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<td>5623</td>
<td><a href="mailto:graham.farmer@ncl.ac.uk">graham.farmer@ncl.ac.uk</a></td>
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</table>

**Assessment Criteria:**

- An ability to carry out research and research related activities;
- Demonstrate knowledge of methodological approaches;
- Produce an appropriate research report and/or equivalents (exhibition/ video/ software/ designed objects);
- Co-operation and group working is encouraged in some options. Assessments are likely to include individual and group work.

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<th>Assessment</th>
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<tbody>
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<td>Coursework</td>
<td>To be arranged with individual project leaders</td>
<td>noon, Friday 24th January 2020</td>
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</table>

* you are required to submit both the digital and hard-copy by the specified time indicated on Blackboard
Above - Testing Ground, photo by Neil Denham
**Aims**

The Thesis Research Document is an opportunity to undertake research to inform the development of the design thesis (ARC8060). The material covered and research approach will vary according to a student’s particular interests, but it is expected that the document will explore in detail architectural themes and/or methods relevant to the thesis.

The aims of the module are to:

- 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;
- Develop problem solving skills, professional judgment, and ability to take the initiative and make appropriate decisions in complex and unpredictable circumstances;
- Develop an ability to identify individual learning needs;
- Allow the detailed investigation and research into a range of cultural, technological, regulatory and professional issues, to declare this research, to relate it to the specifics of the architectural ‘problem-at-hand’, and to utilise it in the subsequent development of the design thesis.

<table>
<thead>
<tr>
<th>Module Leader</th>
<th>Telephone</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prof Graham Farmer</td>
<td>5623</td>
<td><a href="mailto:graham.farmer@ncl.ac.uk">graham.farmer@ncl.ac.uk</a></td>
</tr>
</tbody>
</table>
Learning Outcomes

Skills Outcomes:

Advanced understanding of the cultural, technological and professional aspects of architecture.
An understanding of architectural research which demonstrates methodological and theoretical rigour.

Ambition and originality referenced within a wider understanding of architectural knowledge.

Enhanced knowledge and understanding of architecture gained through research and investigation into a design problem in a manner that is well founded, critical and appropriate to context.

Knowledge Outcomes:

An ability to produce documentation that is well founded, clearly presented and which is analytical and articulate and covers an appropriate range of architectural issues.

To independently define, and critically appraise, their ideas in relation to a design and to the work of others.

To produce documentation which is clear, analytical and logical covering a range of architectural issues of culture, theory and design; to communicate ideas and concepts effectively in drawn, written and verbal formats.

Assessment Information

All dissertations are marked by the dissertation tutor and module leader and another internal reader acting as third reader in case of significant variance of marks (or where module leader and dissertation tutors are the same person). Marks are agreed by all readers together at a separate MArch Dissertation Meeting and tabled at the Departmental Examination Board.

Assessment Criteria:

1. Evidence of systematic independent research.
2. A focused analysis/description of the subject matter.
3. A proper substantiation of arguments, including the competent usage of academic writing conventions.
4. The ability to communicate ideas effectively in clear, concise English.
5. High quality visual presentation.

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Word Length</th>
<th>Hand In Date*</th>
</tr>
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<tbody>
<tr>
<td>Report 1</td>
<td>5,000, fully illustrated</td>
<td>noon, Friday 24th January 2020</td>
</tr>
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* you are required to submit both the digital and hard-copy by the specified time indicated on Blackboard
A key feature of the MArch curriculum is the opportunity it provides students to specialise in a related discipline or body of knowledge. In addition to the core curriculum there are opportunities for developing specialisms by taking a prescribed sequence of modules.

The credits obtained through these modules may also be carried over toward an additional Masters level qualification or dual qualification or they may simply be taken to inform an area in which the student may wish to specialise in a future career in architecture.

The current options for an accelerated route towards a dual Masters degree are Urban Planning and Urban Design. The option in Urban Planning is part of an RIBA/RTPI accredited route that can lead to accelerated entry on to the MSc Urban Planning degree. Following a further period of study, the option in Urban Design can lead to an MA in Urban Design.
Students interested in Urban Design can select the Urban Design Accelerated route which consists of a number of modules from the MA in Urban Design; these modules can be carried over as credits if in the future they chose to further their studies in Urban Design by studying the MA in Urban Design.

Students in this route can undertake 40 credits from the MA in Urban Design in the 2nd and 3rd semester of their MArch programme (in semester 1 students will undertake ARC8051 Tools for Thinking).

In Semester 2 students will take ARC8065 Cities and Cultures (20 credits) which is a design module based around a field trip to a European city (cities vary). In semester 3 this route includes the key theoretical Urban Design modules to help deepen their understanding of urban design including classic and contemporary writing and practice issues: TCP8052 Urban Design Seminars (10 credits) and TCP8090 Principles and Practice of Urban Design (10 credits).

These modules give students a solid grounding in the discipline of urban design which can complement their understanding of the urban field as well as significant new and relevant skills and knowledge that will amplify their portfolio. Some of these are: an in-depth understanding of physical and socioeconomic context, visioning for larger scale sites and working with complex social issues and stakeholder agendas, community engagement, multidisciplinary work, theory into practice, design process, etc.

After completion of their MArch programme, students who have chosen this accelerated route can opt to continue onto the MA in Urban Design; students are eligible to carry over these 40 credits and will need to complete another 140 credits towards the full MA including the design thesis for the MA in Urban Design worth 60 credits. The carried over modules significantly reduce the workload and time commitment in the MA which would allow students to work whilst continuing to study, something that has been found helpful to candidates in the past.

Schedule of Modules

In common with other programme routes all students in semester 1 of stage 5 will complete the module Tools for Thinking about Architecture (ARC8051) which introduces students to a broad range of topics in architectural research and the tools with which to carry out critical inquiry.
TCP8052 (10) Urban Design Seminars

Seminars focus on the work of some of the major writers on urban space and urban design, allowing students to develop an in-depth knowledge of key theories and to improve their capacity for critical debate. The module involves intensive reading, producing summary pieces in response, individual seminar presentations, and extensive discussion of the texts and the issues they raise.

TCP8090 (10) Principles & Practice of Urban Design

The module sets the work of urban designers within the broad context of the development processes involved in the creation of the built environment. The aim is to familiarise future urban designers with how they fit in amongst the multiple disciplines involved in effecting change in the urban environment. Interactive lectures and workshop activities introduce theoretical as well as practical issues, with contributions from specialist practitioners from across the field.

ARC8065 (20) Cities and Culture (European Study Visit)

This is an urban design project set in another European city. It helps students to develop skills in urban design at various scales whilst dealing with a variety of design themes ranging from community participation (collaborative working within a multidisciplinary team), ecological or landscape urbanism. During a 5-day study trip, students have the opportunity to map out the locality, its social as well as its physical fabric, using innovative ways to engage with communities across social and linguistic barriers. They then proceed to develop a brief in conjunction with local actors and work in groups to propose design interventions, supported by design tutorials. Students are encouraged to link theory and design through a series of seminars and presentations based on key texts that underpin the design theme explored. The module culminates in a final presentation and a publication of the student groups that is shared with local institutions and actors involved.

Once the MArch studies have been completed, candidates can take the following compulsory modules to attain dual qualification:

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<td>ARC8069</td>
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<td>Housing Alternatives</td>
<td>2</td>
</tr>
<tr>
<td>ARC8117</td>
<td></td>
<td>Design Thesis</td>
<td>2 and 3</td>
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For more information on these modules, please consult the Module Catalogue and the MAUD course handbook. For further insight on the MA in Urban Design please visit the students' blog: www.nclurbandesign.org
Specialist/Accelerated Route: Urban Planning

Degree Programme Director & Module Leader: Dr. Cat Button

Students interested in Urban Planning can select the Urban Planning Accelerated route, which consists of a number of modules from the MSc in Urban Planning; these modules can be carried over as credits if in the future they chose to further their studies by enrolling in the MSc in Urban Planning.

Schedule of Modules

In common with other programme routes, all students in semester 1 of Stage 5 will complete the module Tools for Thinking about Architecture (ARC8051) which introduces students to a broad range of topics in architectural research and the tools with which to carry out critical inquiry. architectural research and the tools with which to carry out critical inquiry.

Candidates who have taken the following modules as part of their MArch studies are eligible for the accelerated route:

TCP8939 (10) Planning, Power and People

This module introduces students to key ideas, debates and shifts in planning theory through addressing the idea of power in the planning process. It considers the ways in which different theories of planning (and policies based on them) engage (or not) with ideas of power and ascribe different roles to planning professionals and citizens alike.

The module asks students to 'think through' theory and will help generate (especially when taken in conjunction with other modules on SAPL's masters programmes) a reflective understanding of the ideas that underpin planning systems and planning practice. It will also engender a theoretical and practical understanding of the need to engage with power inequalities in and through the planning process.

TCP7023 (10) Economics of Development

This module allows students to develop a detailed theoretical and practical understanding of the economics of the development process. On completion, students will be able to apply a broad variety of economic techniques to the planning and development process, thus providing them with an enhanced understanding of both the market for development and the policy environment within which it operates.

TCP 8001 (10) Planning Frameworks

Planning Frameworks introduces the UK planning system and the governance structure within which it operates. It considers the systems evolution, its operation, the stakeholders that have an interest in the system and their rights, and contemporary issues about how the system may develop and change. Planning Frameworks 1 provides a framework on which a detailed knowledge can be built.

TCP8902 (10) The Reflexive Practitioner

The Reflexive Practitioner is a module which links planning practice to theoretical and practical concepts of ethics and professionalism in a real-world context. In this module students learn about differences between reflection and reflexion, between morals and ethics, between the right and the good as applied in a variety of circumstances.

Students who have completed the MArch will be granted admission to the MSc Urban Planning on consideration of previous modules studied as part of the MArch; and may be granted up to 40 credits worth of Credit Transfer if MSc Urban Planning compulsory modules have been previously studied, and passed, as part of the MArch. Students must register for the MSc Urban Planning in the year immediately following completion of the MArch.

Students admitted to MSc Urban Planning from the MArch as above, will have their final classification for this award calculated using all 180 credits of MSc Urban Planning modules studied. As such, the grades achieved in the MSc Urban Planning modules studied as part of the MArch (which are to be used as accredited prior learning on the MSc Urban Planning) will be used in the calculation for classification of the MSc Urban Planning.

The period of study for full-time mode for the MArch shall be 1 year starting in September. All candidates shall take the following compulsory modules:
In addition, all candidates shall take further optional modules following an identified pathway: Development, Global Development, Regeneration, Conservation, Green Infrastructure and Landscape Planning.

<table>
<thead>
<tr>
<th>Code</th>
<th>Descriptive title</th>
<th>Total Credits</th>
<th>Credits</th>
<th>Credits</th>
<th>Credits</th>
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<td>Sem 3</td>
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<td>TCP7021</td>
<td>Project I: Spatial Strategies</td>
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<td>TCP8034</td>
<td>Planning and Sustainability</td>
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<td>TCP8911</td>
<td>Research Design</td>
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<td>LAW8147</td>
<td>Introduction to Planning Law</td>
<td>10</td>
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<td>Core</td>
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</tr>
</tbody>
</table>


For more accurate and up to date information about this option, please contact the Learning and Teaching Assistant, Vicky Young, Vicky.young1@ncl.ac.uk in order to consult the MSc in Urban Planning Degree Programme Handbook.
Mapping of ARB/RIBA General Criteria against course modules (Part 2)

Master of Architecture (MArch)

- **GC1 Ability to create architectural designs that satisfy both aesthetic and technical requirements**
  The graduate will have the ability to:
  - prepare and present building design projects of diverse scale, complexity, and type in a variety of contexts, using a range of media, and in response to a brief;
  - understand the constructional and structural systems, the environmental strategies and the regulatory requirements that apply to the design and construction of a comprehensive design project;
  - develop a conceptual and critical approach to architectural design that integrates and satisfies the aesthetic aspects of a building and the technical requirements of its construction and the needs of the user.

- **GC2 Adequate knowledge of the histories and theories of architecture and the related arts, technologies and human sciences**
  The graduate will have adequate knowledge of:
  - the differing cultural, social, intellectual histories and theories and technologies that influence the conceptual design of buildings;
  - building design projects which reflect the influence of history and theory on the spatial, social, and technological aspects of architecture;
  - the application of appropriate theoretical approaches to studio design projects, demonstrating a reflective and critical appreciation of architectural culture.

- **GC3 Knowledge of the fine arts as an influence on the quality of architectural design**
  The graduate will have knowledge of:
  - the theories, practices and technologies of the arts and arts production, and the relationship of these to architectural design;
  - the cultural relevance and impact of such work on architecture projects;
  - the creative application of such work to studio design projects, both in terms of their conceptualisation and representation.

- **GC4 Adequate knowledge of urban design, planning and the skills involved in the planning process**
  The graduate will have adequate knowledge of:
  - theories of urban design and the future planning of communities;
  - the influence on the contemporary built environment of the design and development of cities, past and present;
  - contemporary planning policy and development control legislation, including social, environmental and economic aspects, and the relevance of these to design development.

- **GC5 Understanding of the relationship between people and buildings, and between buildings and their environment, and the need to relate buildings and the spaces between them to human needs and scale**
  The graduate will have an understanding of:
  - strategies for developing natural landscapes and civic spaces, and the need to reflectively consider appropriate scale in design proposals at local, regional and global levels;
  - the impact of architectural design projects on the surrounding built environment, realised within relevant precepts of sustainable design;
  - climatic design and the relationship between climate, form and construction, building users, and energy consumption.

- **GC6 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**
  The graduate will have an understanding of:
  - the nature of professionalism and the duties and responsibilities of architects to clients, building users, constructors, co-professionals and society as a whole;
  - the role of the architect within the design team and construction industry, recognising the importance of current methods and trends in the construction of the built environment;
  - the potential impact of building projects on existing and proposed communities.

- **GC7 Understanding of the methods of investigation and preparation of the brief for a design project**
  The graduate will have an understanding of:
  - critically reviewing precedents relevant to the function, organisation, and technological strategy of design projects;
  - appraising and preparing building briefs of diverse scales and types to define user requirements, and their appropriateness to site and context;
  - the contributions of architects and co-professionals to the formulation of the brief, and the methods of investigation used in its preparation.
The graduate will have adequate knowledge of:
- understand the cost control mechanisms which operate during the development of a project;

The graduate will have understanding of:
- the theories, practices and technologies of the arts and arts production, and the relationship of these to architectural design;
- develop a conceptual and critical approach to architectural design that integrates and satisfies the aesthetic aspects of a building and the technical and functional needs of the user;
- critically examine the financial factors implied in varying building types, constructional systems, and specification choices;
- prepare designs that will meet building users’ requirements and comply with UK legislation and health and safety requirements;
- the contributions of architects and co-professionals to the formulation of the brief, and the methods of investigation used in its preparation.

The graduate will have an understanding of:
- the role of the architect within the design team and construction industry, recognising the importance of current methods and procedures involved in the design and development of buildings;
- the relationship between climate, form and construction, building users, and energy consumption;
- the impact of architectural design projects on the surrounding built environment, realised within relevant precepts of sustainable design;
- the creative application of such work to studio design projects, both in terms of their conceptualisation and representation.

The graduate will have the ability to:
- critically examine the financial factors implied in varying building types, constructional systems, and specification choices;
- prepare and present building design projects of diverse scale, complexity, and type in a variety of contexts, using a range of media, and in response to a defined brief;
- understand the constructional and structural systems, the environmental strategies and the regulatory requirements that apply to the fundamental legal, professional and statutory responsibilities of the architect, and the organisations, regulations and procedures involved in translating design concepts into buildings and integrating plans into overall planning ends in the construction industry.
- take account of social factors and the relevance of these to the technical and functional needs of the user.

Mapping of RIBA General Criteria against emerging trends in the construction industry.
### Master of Architecture (MArch)

<table>
<thead>
<tr>
<th>No.</th>
<th>Criteria</th>
<th>Mapping</th>
</tr>
</thead>
<tbody>
<tr>
<td>GC8</td>
<td>Understanding of the structural design, constructional and engineering problems associated with building design</td>
<td><em>The graduate will have an understanding of:</em>&lt;br&gt;the investigation and critical appraisal of alternative structural, constructional and material systems relevant to architectural design; strategies for building construction, and ability to integrate knowledge of structural theories and construction techniques; the physical properties and characteristics of building materials, components and systems, and the environmental impact of specification choices.</td>
</tr>
<tr>
<td>GC9</td>
<td>Adequate 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</td>
<td><em>The graduate will have an adequate knowledge of:</em>&lt;br&gt;principles associated with designing optimum visual, thermal and acoustic environments; alternative systems for environmental comfort realised within relevant precepts of sustainable design, and ability to critically appraise these; strategies for building services in a design project, and ability to integrate an understanding of environmental theories and techniques.</td>
</tr>
<tr>
<td>GC10</td>
<td>The necessary design skills to meet building users' requirements within the constraints imposed by cost factors and building regulations</td>
<td><em>The graduate will have skills to:</em>&lt;br&gt;critically examine the financial factors implied in varying building types, constructional systems, and specification choices, and the impact of these on architectural design; understand the cost control mechanisms which operate during the development of a project; prepare designs that will meet building users' requirements and comply with UK legislation and health and safety requirements, both during construction and occupation.</td>
</tr>
<tr>
<td>GC11</td>
<td>Adequate knowledge of the industries, organisations, regulations and procedures involved in translating design concepts into buildings and integrating plans into overall planning</td>
<td><em>The graduate will have adequate knowledge of:</em>&lt;br&gt;the fundamental legal, professional and statutory responsibilities of the architect, and the organisations, regulations and procedures involved in the negotiation and approval of architectural designs, including land law, development control, building regulations and health and safety legislation the professional inter-relationships of individuals and organisations involved in procuring and delivering architectural projects, and how these are defined through contractual and organisational structures the basic management theories and business principles related to running both an architect's practice and architectural projects, recognising current and emerging trends in the construction industry.</td>
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<tr>
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<tr>
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</table>

- GC6 Understanding of the profession of architecture and the role of the architect in society, in particular in preparing briefs.
- GC7 Understanding of the methods of investigation and preparation of the brief for a design project.
- GC8 Understanding of the physical, cultural, and economic contexts of urban design.
- GC9 Understanding of the relationship between people and buildings, and between buildings and their environment, and the needs of the user.
- GC10 Understanding of the influence of history and theory on the spatial, social, and technological aspects of architecture.
- GC11 Understanding of the differing cultural, social, intellectual histories and theories and technologies that influence the conceptual design of buildings.
- GC12 Understanding of the potential impact of building projects on existing and proposed communities.
- GC13 Understanding of the role of the architect within the design team and construction industry, recognising the importance of current methods and trends in the construction industry.
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(Lunch 12.30 - 13.30)