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Foreword

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Sometimes when we browse through a student’s sketchbook, we are amazed at the quality of its content; not just the sketches, but the vibrant creativity and complexity of thought - the sheer potential of a student. Similarly, design models, particularly experimental models, can reveal such energetic imagination that it inspires fellow students and tutors alike.

The relationship between students and tutors is highly symbiotic; students need engaging and inspiring tutors with expertise; however, tutors derive their inspiration not necessarily from their excitement about architecture, but far more from the potential and talent of students reaching beyond expectations. Although each year is different, this year’s students continued to surprise with inspiring designs and the quality of their output.

However, I want to take an honest stance, admitting that things do not always turn out as hoped, for students and tutors alike. Sometimes students may feel overwhelmed by the study experience abroad, challenged not just by the novelty of a multitude of subject-related skills and knowledge, but also in acquiring the skill and confidence to communicate in a foreign language. As a teaching team, one of our most vital responsibilities is to recognise and empathise with the individual skill-set and background of each student, supporting them in their new environment and facilitating the discovery and development of their individual talents.
Another challenge is in preparing students for the independent, critical and explorative character of architectural studies: free exploration; allowance for trial and error; the acceptance of imperfection whilst developing; documenting and presenting development work without feelings of embarrassment - this approach sometimes conflicts with methods that students were accustomed to in their previous educational experience.

Therefore, what our yearbook aims to document and celebrate is not just the impressive outcomes, but also the process and narrative behind these outcomes, the individual developmental journey of our students. It is fully inclusive with every student represented, in no particular order, and regardless of grade achievements. Education in general, but particularly on our architecture programme, is part of a way-finding process. For those who felt overwhelmed at times, it is important to remember that there is value in every attempt, every trial, and that nothing is wasted.

Still, our students this year achieved superlative attainments hardly met before on our programme. On Foundation, we saw students excelling to a quality comparable to a very high first year standard. International Year One faced the challenge of a series of new themes and projects, and students adapted very well with exciting creative responses. On Graduate Diploma, students surprised us with the highest architectural standard achieved since the pathway was
established - three projects met the demanding design requirement for the RIBA accredited MArch.

I congratulate all of our students on their achievements, the experiences they have gained, the risks they have taken and overcome, and the many who reached beyond expected requirements. I hope that what they have gained on our programme will inspire them for the future. I thank the students for the opportunity to contribute to their professional and personal development. I also want to thank the teaching team for their relentless commitment and dedication to support the students on their journey.

architectural education is a way-finding process, of an independent, critical and explorative character
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International Foundation in Architecture

Module Leader
Ray Verrall

The International Foundation in Architecture provides a highly explorative introduction to the subject, allowing a great degree of playfulness and individuality. Upon successful completion, students may gain direct entry to Newcastle University to continue the subject at degree level.

Semester one introduces students to the foundational language and elements of architectural design through lectures, study trips, design projects, tutorials and seminars. The conveyed content is designed to stimulate and strengthen personal interests in architecture, develop both general and architectural design skills, and promote a comprehensive understanding of architecture and its contexts.

Semester two affords students the opportunity to holistically evidence all of the cognitive and technical skills they have developed during the course. Through a small-scale architectural design project, students engage with real-world site analysis approaches, learning to consider the environmental, social and cultural implications of architectural place-making. The principles of basic construction methods are introduced, and students gain an appreciation for materiality and how small buildings are physically made. Workshops and tutorials provide guidance and support as they continue to develop their personal design language and refine their communication and presentation skills.

Throughout the course, students are required to critically analyse, research, record and reflect upon their new architectural knowledge as it develops. The primary means for documenting this process is through the consistent use of sketchbooks and accumulation of process work. At the end of the course, having worked through a variety of tasks and projects, students produce a final portfolio which demonstrates the general skills and knowledge required for further study.
Project #1 – “Reveal/Conceal”

Buildings consist of many different layers (material, social, historical, etc.) which contribute to its identity. A building’s envelope particularly helps to either reveal or conceal this identity. Materially, some layers are very thin and fragile, while some have greater thickness and depth. Some layers are transparent or translucent, others are opaque. It is the combination and juxtaposition of such qualities which helps make architecture so visually diverse.

In this project, students are tasked to produce a visually stimulating, abstract composition inspired by the materiality and skin of a particular building. They can use any combination of materials and craft techniques they feel are appropriate. Although many find it challenging, this first design project ultimately helps the students to work more creatively, and increases their sensitivity to the richness of surface and materiality.

Project #2 – “Solid/Void”

The architectural design process very often involves a qualitative exploration of volume. This project introduces students to the key considerations of such an exercise, focusing on the potential spatial qualities inherent in both simple and complex abstract forms. Through model-making and orthographic representation, students learn to explore and understand this vital aspect of architecture.
In considering the factors which influence the ambience of a space, students are encouraged to explore a range of reciprocal qualities such as light/shadow, rough/smooth, wide/narrow, open/restricted and high/low. A balanced arrangement of such qualities helps create ambience, generating interesting and stimulating rhythms, perceptions of harmony or tension which can trigger our emotions and imagination.

Project #3 – “Trace/Place”

Architecture requires a considered understanding of its context. Good architecture of any scale should enrich an individual’s experience of the immediate surroundings in which it is located, and must form a specific and developed dialogue with the sense of place.

For this final project, students are required to design a small and temporary structure which responds to the physical and social traces of a site. Through both subjective and objective approaches, a chosen site is analysed and explored, revealing unique qualities and prompting a specific response. Students develop this initial response into a design concept, and eventually into a small architectural proposal, represented through orthographic drawing and model-making.

in semester two, students have the opportunity to observe construction processes on real building sites
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Sketchbook

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Reveal/Conceal
Bryllian Lie: Reveal/Conceal

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Buddhivithyea Vuth
Yiwei Wang
Yinghe Yi
Peng Yin
Ren You
Shu Zhang
International Year One in Architecture

Module Leader
Emily Scullion

The International Year One in Architecture focuses on enhancing architectural design skills and theoretical knowledge, with a particular emphasis on contextualisation. Upon successful completion, students may gain direct entry to year two of an undergraduate degree at Newcastle University - principally the ARB accredited and RIBA validated degree programme.

The initial weeks of the programme comprise a series of design tasks which introduce students to the iterative cycle of the design process based on investigation, analysis, synthesis and practical realisation, whilst encouraging students to get to know one another and to foster an open studio culture. For tutors it provides an opportunity to identify individual students’ strengths and weaknesses acquired from their prior experiences. This information is used to tailor much of the early teaching with a focus on the consolidation and refinement of core skills such as sketching, drawing and model-making.

Throughout semester one, students are supported in making individual and informed design decisions by means of one-to-one tutorials. They are also taught how to effectively communicate and present their development and design proposals to an audience of fellow students and professionals.

By the end of the semester, students can methodically analyse and interpret complex design briefs, research and analyse user requirements, and apply specific regulations and technical standards.

Semester two aims to further develop design skills and deepen understanding by means of a comprehensive, yet still small-scale, design project. Students are required to demonstrate a practical understanding of materials and construction methods, and are introduced to CAD software.

By the end of the academic year, students will have accomplished an architectural design project from sketch design to technical detail.
Students are required to critically analyse, research, record and reflect upon their new architectural knowledge throughout the course of the academic year. This is documented mainly through the use of sketchbooks, and culminates in a portfolio which demonstrates competencies required for further study. Students are assisted in this task, receiving input on specialist graphics software.

Project #1 - “The Chair + the Figure”

The first design project involves the study of human scale and proportion to provide an introductory understanding of how the human form serves as a basis for architectural design.

The project involves both team work and individual work and comprises two key stages; the first stage requires students to undertake a measured survey of a static object in order to produce a technical drawing to scale; the second stage requires students to design and construct a chair at full scale using only cardboard. Students are encouraged to explore their creativity through a fast paced design charrette where the focus is on the design process rather than the final outcome.
Project #2 - "Intervention"

The second design project requires students to design a small inhabited "Intervention" within an urban setting, requiring demonstration of creativity and an ability to communicate ideas using sketches, drawings and physical models. The intervention is required to accommodate a particular activity and occupy the territory between the scale of furniture and architecture. The project further explores themes of interiors and human inhabitation of space studied in the previous project.

Project #3 - "Start-Up Residence"

The challenge of this full semester-long design project is to rediscover and reinterpret the traditional form of a terraced house to meet the requirements of the 21st Century. Students are required to design a live/work terraced house for an artist client on a site in the Ouseburn valley as part of a larger masterplan for a community of artists who are starting out in their career.

The siting of the house demands consideration of daylighting, wind, aspect, privacy, outlook and surveillance, whilst the mixed use programme presents challenges with the division of public and private space.
**Intervention (Design project No.2)**

Druvy Lane currently uses for rubbish collection. The main activities around this space are nightclubs and restaurants. And these are the major facts that ground strown with rubbish, especially beer bottles. No one wants to cross this lane. The lane is cold and humid, giving people uneasiness. All stores, windows were blocked and rusted iron stairs which are unused.

---

**The movement of up and down space**

**The movement of front and back space**

**Initial space restrictions**

**Considering that sloped roof can receive more sunlight.**

**Wood – reducing echo**

**Glass – light receiving**

---

Shu Zhang  Intervention
Start Up Residence
For a Musician
Observational Sketches

There are lots of trees around
① is on the east side of the site that serve as a good resting point
② is located on the south side of the site (directly facing the site), it can block sunlight in the summer and let sunlight in in winter

There are also lots of plants, providing a comfortable, bio-diversified atmosphere
③ ④ Monthly are dandelions
⑤ ⑥ There are also some more other plants
⑦ ⑧ Show the surrounding houses have responded to the slope with their roof

Creative Response

Night & Day

Chapter 1 — The Start

Chapter 2 — Coming Alive

Chapter 3 — Twilight

Chapter 4 — Into the Countryside

This is my creative response to the site, this come along with some songs and sound effects I put together, hoping to stimulate the sound my client might heard around the area from day to night: sound of birds, dogs running, people cycling, people drinking in the bar … The sound can be a good source of inspiration to my client. Therefore my design hope to facilitate the interaction of sound and my client.

The house is constructed in timber structure
① Pier foundation is used, gravels are used to fill up the hollow in the empty space
Ren You  Start-Up Residence
Chi Ming Ng  Start-Up Residence
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Zijian Zheng
International Graduate Diploma in Architecture

Module Leader
Smajo Beso

The International Graduate Diploma in Architecture aims to prepare international students for postgraduate architectural studies at Newcastle University or, should they wish, elsewhere in the UK.

Students come from an array of different educational backgrounds, both design and non-design related. As a result, much of the semester one teaching focuses on improvement and refinement of core architectural skills by means of small design projects encompassing architecture, urban and landscape design disciplines.

Semester two provides an opportunity to consolidate and expand on acquired skills and knowledge through a comprehensive design project. Students are encouraged to experiment, explore and develop their own architectural design philosophy by applying an interdisciplinary, holistic approach towards urban design.

Project #1 - “The Baltic-Sage Link”

This project introduces students to the idea of designing an architectural journey between two landmark buildings on the Gateshead Quayside - The Sage Gateshead and The Baltic Centre for Contemporary Art. The challenge for students is to develop an inspiring public space proposal which improves not just the functionality but also addresses the specific qualities of the context.

Project #2 - “Manors Bicycle Hub”

This design project – a bicycle interchange - is intended to foster a holistic and contextual design approach including environmental, infrastructural and sociological considerations. It encourages students to make well-informed, research-driven and context based design decisions.
Yuan Ma  The Baltic-Sage Link
As well as undertaking their respective programme of study, all students are encouraged to establish and pursue their own independent architectural and creative interests.

In order to assist with such, each programme runs various study trips throughout the academic year - many of which are cross-pathway and foster dialogue between different groups of students.

This year students undertook visits to West Yorkshire (Hepworth Gallery and Yorkshire Sculpture Park), Kielder Forest Park (Art and Architecture Trail), Middlesbrough and Peterlee (MIMA, Middlehaven and Apollo Pavilion), and local trips in and around Newcastle.

The trips are always met with enthusiasm and are often referred to in final reviews as a source of inspiration, as well as informing output in supporting modules.

Additionally, many students choose to take advantage of Newcastle’s convenient location to visit the vibrant seaside towns of Whitley Bay and Tynemouth - known for their beaches, surf, fish and chips and real ale - as well as the Northumberland National Park - home to an array of flora and fauna, historic hill forts and the 188-km-long Hadrian’s Wall.

Independent of the architecture pathways, INTO Newcastle University runs a social programme throughout the academic year. Destinations include Alton Towers, Alnwick (castle and gardens), Liverpool, and the Lake District. Students are encouraged to attend these as they look to balance their studies with leisure pursuits.

The following images document some of the study trips undertaken within the architecture programme during the course of the 2017/18 academic year.
top - Exploring crossover of cultures at the Literary and Philosophical Society of Newcastle

bottom - On a guided tour of the Grade I listed Tyne Theatre and Opera House
top - Apollo Pavilion, Peterlee

bottom - Visit to FaulknerBrowns Architects to observe professional design processes in action
The growth of our architecture programme means that we have an ever increasing family of alumni. Around 400 students have now completed either our International Foundation, International Year One or Graduate Diploma pathways. Many of our first cohort of Foundation students are now in permanent, full-time employment within architectural practice.

In addition to those students who progress to Newcastle University, a number of students accept offers on architecture and planning degree programmes at various other UK institutions including the Architectural Association, Manchester School of Architecture (University of Manchester), the University of Westminster, the University of Sheffield and the Welsh School of Architecture (Cardiff University). This is testimony to both the quality of student output and the support provided by the INTO Newcastle University Student Progress Team.

Many of our 2014/15 Foundation alumni graduated from Newcastle University this summer, achieving some excellent results, including First Class degrees.

Three of those students who achieved First Class degrees are featured on the following pages, responding to our invitation to share some personal reflection about their educational journey, and samples of their recent work.

We are so proud of all our alumni, and wish them the very best with their future careers and studies.
Hong Ching Wah
Hong Kong

BA (Hons) Architecture: First Class

I chose to study at INTO Newcastle not only because it is one of the few schools having an independent Foundation in Architecture course, but also because of Newcastle University’s renowned reputation as an architecture school.

The Foundation course was carefully designed to trigger creativity and develop an ability to accomplish the realisation of ideas. The first part of the course was about exploring the basics of architecture and how to present architectural ideas through the various media of drawings, collages and models. We learned to identify our own styles of architectural representation and what kind of architecture we would like to pursue in our future path becoming an architect.

As an international student, INTO was a paramount stepping stone for me in terms of offering a pleasant environment to become familiar with a foreign country, and providing a compelling introduction to architectural studies. Teachers were all willing to help us by setting off our thinking into different perspectives.

Crits and presentations were always the challenges for me, but INTO provided a relieving and encouraging atmosphere for us to build up confidence and presentation skills. I am currently undertaking my year-out in Hong Kong, but I look forward to further study and coming back to the UK again.
Applying to INTO Newcastle University was the most spontaneous, wonderful decision of my life. Back in 2013, I could only imagine myself studying at university in my home town, Kazan, living with all the luxuries of having family next to me. Although thanks to my mum, I got an opportunity to apply to a UK university. Only being able to look at it on my laptop screen, I loved the look of Newcastle University and the opportunities it seemed to offer me. However, coming here far exceeded my expectations.

Starting my architectural education at INTO made my life at university so much easier. We were gradually immersed in the architectural environment and explained the principal architectural elements.

Starting from very basic drawing and model-making, throughout the year we were introduced to more complicated and exciting ideas behind architecture of any scale. Small groups of about fifteen people made the experience more intimate and family-like. In particular, constant support from my tutor made me confident in what I was doing and why I was doing it. I will never forget my year at INTO, and will always be grateful for the people I got to spend it with.

Today, I am a graduate. Four years of architecture had its ups and downs, but I would lie if I said it was not the best time of my life. The next step for me is to discover exactly what I want to do as a professional. This year I will be starting my year-out work experience at my favourite architectural practice, Herzog & de Meuron, and I am very excited to get to know them better.

One piece of advice I would give to new students is, whether or not you decide that architecture is the thing you want to do for life, you will meet amazing people that will help you along and make it worth all the effort. Good luck!
INTO’s Foundation in Architecture course provides a solid base for learning the core values of architecture in a way that is easy for international students to understand.

The lectures focus more on explaining theoretical and abstract ideas while the design tutorials guide students to apply those ideas to paper. Modules are all closely linked, helping to solidify the concepts learned in lectures by putting them into use.

The course also provides an English for Academic Purposes module specifically designed for international students to strengthen their listening, speaking, reading and writing skills. Ultimately, the course equipped me with the basics of ‘how to think like an architect’ and that reassured my decision about the choice of my undergraduate degree.

Following the recent completion of my degree, I am now preparing to begin a year-out placement working in Hong Kong, before returning to Newcastle to continue my further studies at masters level.
Staff Profiles
Smajo Beso

Smajo joined the programme in 2016 following several years’ experience in local architectural and urban design practice, and as a design tutor at Newcastle University’s School of Architecture, Planning and Landscape. Smajo’s native country is Bosnia. He witnessed the dramatic destruction of cultural identity and architectural heritage during the Bosnian war (a subject he is exploring further through doctoral research). These unforgettable memories bestowed Smajo with a deeper understanding of the meaning of architecture. He is leading the Graduate Diploma design modules.

David Broadbent

David studied Modern History at the University of Oxford, and later gained a Post-graduate Diploma in Law. His career has encompassed a wide range of disciplines including Intellectual Property, IT, multimedia and digital design, as well as illustration for Disney and Warner Bros. He was a consultant and lead designer for River Path Associates before becoming an English teacher, initially for the Chinese ICT Learning Centre in Newcastle and then later at Newcastle College. David joined INTO in 2012 and now leads the Architecture, Culture, History and Theory modules.

Jane Carradice

Jane joined INTO Newcastle University in 2007 and holds an MA in Applied Linguistics and TESOL and a PGCE in Further Education. For the past six years, she has focused exclusively on teaching English for Academic Purposes (EAP) for Architecture on the International Foundation, International Year One and Graduate Diploma pathways. Prior to joining INTO, Jane taught Contract Law at the University of Bordeaux, France, and English in Japan. Her interests include creative writing, drawing, and Newcastle United Football Club.
Jed studied International Business studies and Spanish at Northumbria University and later gained a Cert Ed in Further Education, a PGCE in Mentoring and Coaching (FE), a PGCert (TEAP) and a Cert Ed ESOL (English for Speakers of Other Languages). He has worked at INTO delivering EAP (English for Academic Purposes) on a number of programmes for six years, the last two for the architecture department. Prior to this, Jed worked in Further Education for twelve years, specialising in ESOL.

Siân is a qualified architect with several years’ experience in architectural practice and estate management. At university, she researched the effects of the built environment on health and well-being, and has transferred this passion for learning to both her professional practice and her teaching, where she enjoys encouraging and developing the creative enthusiasm of her students. Siân joined INTO in 2018 and leads design modules for the International Foundation in Architecture. She is also an active member of local professional groups including The Young Architectural Practitioner’s Forum (YAPF).

Daniel is a qualified architect whose practice and research predominantly concerns the design of educational spaces for young people. Most recently, this has led to him undertaking a collaborative doctoral research project investigating how children interact with museum, archive and reading spaces. He teaches Architectural Communication at INTO and Newcastle University’s School of Architecture, Planning and Landscape, and has delivered lectures and workshops in south-east Asia. In 2016, Daniel joined the RIBA Validation Panel and has since sat on visiting boards to UK and international universities.
Andrew Hutchings

Andrew holds a Diploma in English Language Teaching to Adults (DELTA) and has over 25 years experience in higher education. He has taught English for Academic Purposes (EAP) at various institutions, including the universities of Duisburg-Essen (Germany), Northumbria, Durham, Frankfurt-Applied Sciences (Germany), Otemae (Japan), Portsmouth and Newcastle. Andrew has a keen interest in teaching English for Specific Academic Purposes, namely Architecture, and has been a member of our growing team since 2016.

Thomas Kern

Thomas has rich experience as a practicing architect in Germany and the UK, with a wide range of realised projects. He takes a holistic approach to teaching and supporting students, understanding that architecture is a social process based on mutual understanding, collaboration, cultural awareness, respect and empathy. From 2009 onwards, Thomas had an increasing commitment at Newcastle University’s School of Architecture, Planning and Landscape. In 2012, he joined INTO, developing and leading the architecture programme.

Jonny Laing

Jonny has over a decade of experience teaching both EAP and Professional Studies at INTO Newcastle University, and holds an MA in Applied Linguistics and TESOL, and a Diploma in English Language Teaching to Adults (DELTA). Before training as an EAP teacher, he completed an undergraduate degree in Music (University of Leeds), and an MA in Music Composition (Birmingham Conservatoire, UCE), and worked as a musician and composer. His current teaching context leads him to explore possible overlaps between sound and architecture. Both inside and outside work, Jonny is interested in the symbiotic relationship between creativity and effort.
Emily Scullion

Emily is a qualified architect with experience working in both Ireland and an award-winning practice in the north-east of England. Her final university project focused on celebrating working-class culture, for which she achieved a grade of distinction. She joined INTO in 2017 and leads the design modules for International Year One. Emily is also a self-employed consultant. She has particular interests in high-end residential projects and in encouraging equality and diversity in architectural practice, including a greater acknowledgment of the role of women in architecture.

Natasha Thewlis

Natasha is a qualified EAP tutor with over 15 years’ teaching experience working for INTO Newcastle, various UK summer schools, and abroad in Brno, Czech Republic. Before training as an English teacher, she completed a Bachelor of Arts degree majoring in Spanish and Italian. At INTO, she has taught a wide range of students from business and science to architecture. In addition to her teaching, Natasha is also Deputy Programme Manager of the Architecture programme. Outside of work, Natasha enjoys swimming and spending time in her allotment.

Ray Verrall

Ray is a qualified architect with over a decade of experience in London and Glasgow practices and through private commissions. Before training as an architect, he gained a Fine Art degree, and this background underpins his conceptual approach to both design and teaching. He has taught design studios and been a visiting critic at both Cardiff University and Newcastle University, which led to him joining INTO in 2014 as design module leader for the International Foundation in Architecture. In addition to teaching and occasional practice, Ray is pursuing doctoral research into the history of architectural education and professionalisation in the UK.
The staff involved with the three architecture pathways would like to express their appreciation to the following individuals for their contribution throughout the academic year:

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Cover Image
Jiwoo Kim
Trace/Place design project

Printing & Binding
Statex Colour Print
www.statex.co.uk
“It has been a privilege to be the External Examiner for the Architecture pathways at INTO Newcastle University for the past four years. The quality of work I have seen has been of a very high standard and I have particularly enjoyed reviewing the sketchbooks at all levels and seeing some quite exceptional drawings.

I have also been highly impressed by the passion and dedication of the architecture team staff. They are committed to providing the very best possible education and care for their students.”

Dr Jenny Russell
External Examiner