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<tr><td></td><td>PROGRAMME SPECIFICATION</td><td>Newcastle University</td></tr>
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1	**Awarding Institution**	Newcastle University
2	**Teaching Institution**	Newcastle University
3	**Final Award**	CertAP
4	**Programme Title**	Certificate in Architectural Practice
5	**Programme Code**	5101U
6	**Programme Accreditation**	N/A
7	**QAA Subject Benchmark(s)**	Architecture
8	**FHEQ Level**	H
9	**Date written/revised**	December 2008

10 Programme Aims
1. To introduce students to the professional realities of the architect and architecture within the construction industry
2. To test their ability to respond to the specific and real challenges found in practice
3. To broaden their knowledge of the process of building, or materials, products and systems, and the responsibilities of various parties in the procurement of a project
4. To initiate students in aspects of team working and personal relationships necessary to achieve appropriate results for the benefit of the client and society as a whole
5. To prepare them in aspects of architectural practice which will be relevant to the BArch Programme
6. To develop students' practical knowledge of the procedural, legal and contractual aspects of professional architectural practice
7. To develop skills in the management and administration of the implementation of construction projects
8. To increase knowledge in the management of the design process within architectural practice
9. To develop students' understanding of their own development achievements and continuing educational needs, through self assessment

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

Knowledge and Understanding
On completing the programme students should:
A1 Develop an understanding of the procedural, legal and contractual and commercial aspects of professional architectural practice
A2 Develop an understanding of the process of building, materials, products and systems and the responsibilities of various parties in the procurement of a project
A3 Have increased understanding of the management of the design process within architectural practice
A4 Acquire knowledge of architectural practice that will prepare them for the next stage in their architectural education

Teaching and Learning Methods
Lectures, seminars, supervised work-based learning (students spend the majority of their time working in an approved architectural practice) and independent research

Assessment Strategy
Submitted essays, multiple-choice class tests, record of professional experience, self appraisal of professional experience, and confidential reports from work-based mentors

Intellectual Skills
On completing the programme students should be able to:
B1   Present an analytical assessment of their professional development and progress
B2   Apply a working knowledge of the principles of health and safety, design for disability, briefing, time management and specification writing
B3   Apply theoretical knowledge to practical problems

Teaching and Learning Methods
Lectures, seminars, supervised work-based learning (students spend the majority of their time working in an approved architectural practice) and independent research

Assessment Strategy
Submitted essays, multiple-choice class tests, record of professional experience, self appraisal of professional experience, and confidential reports from work-based mentors

Practical Skills
On completing the programme students should be able to:
C1   Better contribute to architectural practice
C2   Work as part of a team
C3   Acquire relevant skills for the next stage in their architectural education

Teaching and Learning Methods
Lectures, seminars, supervised work-based learning (students spend the majority of their time working in an approved architectural practice) and independent research

Assessment Strategy
Not independently assessed

Transferable/Key Skills
On completing the programme students should be able to:
D1   Appraise their professional development and progress
D2   Assess situations and communicate information, ideas, problems and solutions
D3   Interact effectively and in a professional manner within a project team

Teaching and Learning Methods
Lectures, seminars, work-based learning (students spend the majority of their time working in an approved architectural practice) and independent research

Assessment Strategy
Not independently assessed

12   Programme Curriculum, Structure and Features
Basic structure of the programme
The programme extends over a minimum of 12 months part-time and is structured on a modular basis. During this time students are required to attend the University for three seminars (6 days in total). The assessment consists of 3 modules, collectively worth a total of 60 credits – where each 10 credits involve 100 hours of student time. All candidates take the following core modules: ARC4010 Professional Practice Assignments – 30 credits ARC4011 Self Assessment Essay – 10 credits ARC4012 Work Placement – 20 credits
Key features of the programme (including what makes the programme distinctive)
The programme is a means by which the academic content of the BA(Hons) in Architectural Studies (RIBA/ARB Part 1) programme is integrated with the practical experience of the graduate. Although it is not professionally accredited, the content and record of practical experience of graduates contributes to the final (Part 3) education and requirements for registration as an Architect in the UK.

Programme regulations (link to on-line version)
http://www.ncl.ac.uk/regulations/

13   Criteria for admission
Entry qualifications Candidates must • hold exemption from the RIBA Part 1 examination • be employed in an approved architectural practice or related organisation

14   Support for Student Learning
Induction During the first week of the first semester students attend an induction programme. New students will be given a general introduction to University life and the University's principle support services and general information about the School and their programme, as described in the Degree Programme Handbook. New and continuing students will be given detailed programme information and the timetable of lectures/practicals/labs/ tutorials/etc. The International Office offers an additional induction programme for overseas students (see http://www.ncl.ac.uk/international/arrival/jan/index.phtml *Study skills support* Students will learn a range of Personal Transferable Skills, including Study Skills, as outlined in the Programme Specification. Some of this material, e.g. time management is covered in the appropriate Induction Programme. Students are explicitly tutored on their approach to both group and individual projects. Numeracy support is available through Maths Aid. Help with academic writing is available from the Writing Centre. Details can be obtained from Alicia.Cresswell@ncl.ac.uk *Academic support* The initial point of contact for a student is with the Degree Programme Director, Professional Studies Adviser, or their tutor (see below) for more generic issues. Thereafter the Head of School may be consulted. Issues relating to the programme may be raised at the Staff-Student Committee, and/or at the Board of Studies. *Pastoral support* All students are assigned a personal tutor whose responsibility is to monitor the academic performance and overall well-being of their tutees. In addition the University offers a range of support services, including the Student Advice Centre, the Counselling and Wellbeing team, the Mature Student Support Officer, and a Childcare Support Officer. *Support for students with disabilities* The University's Disability Support Service provides help and advice for disabled students at the University - and those thinking of coming to Newcastle. It provides individuals with: advice about the University's facilities, services and the accessibility of campus; details about the technical support available; guidance in study skills and advice on financial support arrangements; a resources room with equipment and software to assist students in their studies. For further details see http://www.ncl.ac.uk/disability-support/ *Learning resources* The University's main learning resources are provided by the Robinson and Walton Libraries (for books, journals, online resources), and Information Systems and Services, which supports campus-wide computing facilities. All new students whose first language is not English are required to take an English Language Proficiency Test. This is administered by INTO Newcastle University Centre on behalf of Newcastle University. Where appropriate, in-sessional language training can be provided. The INTO Newcastle University Centre houses a range of resources which may be

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

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

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

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

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

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

Mechanisms for gaining student feedback
Feedback is channelled via the Staff-Student Committee and the Board of Studies.

Faculty and University Review Mechanisms
The programme is subject to the University's Internal Subject Review process, see
http://www.ncl.ac.uk/aqss/qsh/internal_subject_review/index.php

Accreditation reports
Although not an accredited programme, the Certificate in Architectural Practice is usually included in the periodic reviews (after every 4 years) by the RIBA (Royal Institution of British Architects). Te report from these validation visits are used to review, where appropriate, the quality and standard of teaching and learning

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

16	Regulation of assessment

Pass mark
The pass mark is 40 (Undergraduate programmes)

Course requirements
Progression is subject to the University's Undergraduate Progress Regulations and Undergraduate Examination Conventions.

Common Marking Scheme
The University employs a common marking scheme, which is specified in the Undergraduate Examination Conventions, namely

	Modules used for degree classification (DC)	**Modules not used for degree classification**
<40	Fail	Failing
40-49	Third Class	Basic
50-59	Second Class, Second Division	Good
60-69	Second Class, First Division	Very Good
70+	First Class	Excellent

Role of the External Examiner
An External Examiner, a distinguished member of the subject community, is appointed by Faculty Teaching and Learning Committee, after recommendation from the Board of Studies. The External Examiner is expected to:
- See and approve examination papers
- Moderate examination and coursework marking
- Attend the Board of Examiners
- Report to the University on the standards of the programme

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

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

The School Brochure (contact enquiries@ncl.ac.uk)

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

The Degree Programme Handbook

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

Mapping of Intended Learning Outcomes onto Curriculum/Modules

Module	Type	Intended Learning Outcomes			
		A	B	C	D
ARC4010	Compulsory, Core	1-4	2		2
ARC4011	Compulsory, Core		1	1, 3	1-3
ARC4012	Compulsory, Core	1-4	1-3	1-3	1-3