PROGRAMME SPECIFICATION	

1	**Awarding Institution**	Newcastle University
2	**Teaching Institution**	Newcastle University
3	**Final Award**	BArch (Hons)
4	**Programme Title**	Architecture
5	**UCAS/Programme Code**	5102/2
6	**Programme Accreditation**	The Architects Registration Board (ARB) and the Royal Institute of British Architects (RIBA)
7	**QAA Subject Benchmark(s)**	Architecture
8	**FHEQ Level**	6
9	**Date written/revised**	July 2007

10 Programme Aims

The programme aims to:

- Provide students with knowledge, skills and judgement to enable them to contribute responsibly to the quality of the built environment and to the general advancement of architecture through a career within the architectural profession.
- Provide a curriculum that meets the Architects Registration Board prescription of qualifications (2003) for Part 2 and that relates to the Higher Education Qualifications Framework: Level 4.
- Provide students with opportunities for shared multidisciplinary learning with Town Planning, Landscape Architecture, Digital Architecture and Urban Design and to engage students directly with specialists from other related built environment professions.
- Provide students with opportunities to develop a specialist knowledge in Town Planning, Landscape Architecture, Digital Architecture, Architectural Theory or to engage students in academic research or study abroad.
- Develop a systematic understanding of knowledge and a critical awareness of current problems relevant to the profession of architecture and to encourage a questioning and receptive attitude which enables students to construct an informed theoretical and ethical position in relation to architectural design and its appropriate relationship to a wider social, cultural and environmental context.
- Develop a wide range of key and transferable skills with an emphasis on creativity, adaptability, independent thinking, constructive and creative dialogue with others, ingenuity and originality in problem solving and the effective exposition of ideas.
- Encourage self-direction and originality in tackling and solving problems and to promote an independent and research-led attitude to learning.
- Meet the criteria of the University Policies and QAA Codes of Practice.

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 Architects Registration Board Prescription of qualifications: ARB criteria for Part 2: 2003 (***A***).

Knowledge and Understanding

On completing the programme students should:

1 demonstrate through coherent and well resolved architectural designs a knowledge of the social, political, economic and professional context that guides building construction (***A***);
2 have an understanding of briefs and how to critically appraise them to ensure that the design response is appropriate to site and context, and for reasons such as sustainability and budget (***A***);
3 demonstrate an awareness of the regulatory requirements, including the needs of the disabled, health and safety legislation and building regulations and development control that guide building construction (***A***);
4 demonstrate a knowledge of the principles and theories associated with visual, thermal and acoustic environments (***A***);
5 demonstrate a knowledge of climatic design and the relationship between climate, built form construction, life style, energy consumption and human well-being (***A***);
6 have an understanding of building technologies, 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 (***A***);
7 understand the influences on the contemporary built environment of individual buildings, the design of cities, past and present societies and wider global issues (***A***);
8 have an understanding of the histories and theories of architecture and urban design, the history of ideas, and the related disciplines of art, cultural studies and landscape studies and its application in critical debate (***A***);
9 demonstrate a knowledge of the inter-relationship between people, buildings and the environment and an understanding of the need to relate buildings and the spaces between them to human needs and scale (***A***)

Teaching and Learning Methods

Acquisition of knowledge involves a mixture of lectures, seminars, study visits, case studies, debates and 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. Knowledge and understanding is assessed through a combination of unseen examinations and by various forms of coursework – essays, case studies, dissertations, student presentations and design project work.

Intellectual Skills

On completing the programme students should be able to:

1 articulate an appropriate philosophical approach which reveals an understanding of theory in a cultural context (***A***);
2 generate and systematically test, analyse and appraise design options, and draw conclusions which display methodological and theoretical rigour (***A***);
3 critically appraise and form considered judgements about the spatial, aesthetic, technical and social qualities of a design within the scale and scope of a wider

environment (***A***);

4 independently define and critically appraise their ideas in relation to a design and the work of others (***A***);

5 utilise architectural representations having critically appraised the most appropriate techniques available (***A***);

6 devise structural and constructional strategies for a complex building or group of buildings, employing an integrative knowledge of structural theories, construction techniques and processes and the provision of building services within a framework of the knowledge of the physical properties of building materials and components and the environmental impact of specification choices (***A***);

7 critically evaluate current research and advanced scholarship in architecture, to evaluate methodologies and architectural theories and where appropriate to develop critiques of them and propose new and original hypotheses;

Teaching and Learning Methods

Intellectual skills are mainly developed through the integrative nature of design project work. Teaching is mainly by means of studio based learning where a balance is sought between one-to-one tutorials, small group tutorials and seminars. Workshops are designed to relate to specific aspects of a project and lectures are timed to inject relevant information and stimulate different ways of thinking. As the locus of student-centred and peer learning, the studio plays a vital role in design education. The design review or crit promotes open debate discussion between students and a jury of teachers and occasionally visiting critics. Intellectual skills are also developed through theory seminars and lectures.

Assessment Strategy

Intellectual skills are assessed holistically on a continuous basis as part of the studio design project work. Students are assessed by means of juries, consisting of members of the teaching team and often an external critic. Customary practice is for students to present, explain and defend their schemes. Intellectual skills are also assessed by means of group based presentations and student-led seminar sessions.

Practical Skills

On completing the programme students should be able to:

1. recognise the impact on design of legislation, codes of practices as well as health and safety both during the construction and occupation of the project (***A***);
2. acknowledge and understand the contribution of other professionals in the design process showing an appropriate use of team working skills and recognising the importance of current methods in the construction industry (***A***);
3. demonstrate an understanding the basic principles of business management and factors related to running a design practice and how architects organise, administer and manage an architectural project, recognising current and emerging trends in the construction industry such as partnering, integrated project process, value engineering and risk management (***A***);
4. recognise the inter-relationships of individuals and organisations involved in the procurement and delivery of architectural projects, and how these are defined and effected through a variety of contractual and organisational structures (***A***);
5. demonstrate a knowledge of how cost mechanisms operate within the development of an architectural project (***A***);
6. demonstrate an awareness of the fundamental legal, professional and statutory requirements as they are relevant to building design and practice, with particular reference to matters relating to health and safety and universal design for access (***A***);
7. recognise the professional duties and responsibilities of architects, as defined in the codes and standards relating to their professional practice (***A***);

Teaching and Learning Methods

Acquisition of practical skills involves a mixture of lectures, seminars and studio based tutorials. Students are expected to augment the formal teaching sessions with directed reading and personal research.

Assessment Strategy

Assessment methods and their relation to learning outcomes are specified in each individual module outline. Knowledge and understanding is assessed through a combination of unseen examinations and in an integrative way through various forms of design project work.

Transferable/Key Skills

On completing the programme students should be able to:

1. produce documentation and reports which are clear, analytical and logical covering a range of architectural issues of culture, theory and design (***A***)
2. demonstrate an ability to use visual, verbal and written communication methods and appropriate media (including sketching, modelling, digital and electronic techniques) to represent the testing, analysis and critical appraisal of complex design proposals and their resolution to a range of professional and lay audiences (***A***);
3. work effectively as part of a team (***A***)
4. identify and manage individual learning needs so as to prepare for and maintain professional standards commensurate with qualification (***A***);
5. demonstrate self-direction and originality in tackling and solving problems, and act autonomously in planning and implementing tasks at a professional level;
6. exercise initiative and personal responsibility and continue to advance their knowledge and understanding of architecture through an independent and research-led attitude to learning.

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.

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 whilst assessed separately are an essential component of studio design culture.

12 Programme Curriculum, Structure and Features

Basic structure of the programme

The programme extends over two years full-time and is structured on a modular basis. Each year, or 'Stage' of study, consists of 120 credits, normally 60 in each semester. Each module has a credit value. 10 credits is designed to require 100 hours of student work, including taught and contact time, assessment work and 'student-centred learning'. Modules vary in size from 10 to 80 credits. Lecture based modules are usually 10 credits, whereas the design project based modules are 50 credits in Stage 1 and 80 credits in Stage 2. The content of the programme is closely related to the ARB's Criteria for Part 2 (2003) and the RIBA outline syllabus and the European Commission Architects Directive. The programme is split between core (180 credits) and related studies (60 credits). The following information gives an outline of the curriculum at each stage and structures the curriculum into the five categories indicated

in the ARB Criteria document. More detailed information is contained in the BArch Programme Handbook.

Key features of the programme (including what makes the programme distinctive)

Design

In Stage 1 the core *Design* module **ARC5022**: **Architectural Design** accounts for 50 credits divided into projects taken over the course of the two semesters. Semester 1 is concerned with urban design and is team based. The main project focuses on the study of ideas of the city, urban design analysis and the generation of design proposals for an area of Tyneside. The project involves both group and individual work and engages architecture students and urban design students in a creative dialogue. Emphasis is placed on developing an ability to 'read the city' in a variety of ways and to develop from these analyses a range of positive future scenarios for the area of study together with design proposals that would help to bring about such transformations.

Semester 2 comprises two design projects which build on contextual work carried out in the first semester of Stage 5. The first project is more theoretical in nature, individually based and tests cognitive skills. Through the design of this building, students are expected to demonstrate how their architectural ideas are developing and to outline their approach and methods. The second project covers issues related to technology and 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 tectonic (including technical and legislative issues) and material aspects of proposed designs.

In Stage 2 the project work in **ARC5018: Architectural Design** is an individually selected design thesis. The theses are wide ranging in terms of location (all over the world) and building type (from housing to concert halls) but are always developed in consultation with the staff to ensure that they generate the level of complexity and challenge, both culturally and technologically that is appropriate to meet the learning outcomes expected of Part 2 (RIBA/ARB) courses.

Cultural Context

The *Cultural Context of Architecture* is explored through two lecture courses in stage 1. **ARC5021: Architectural Theory Seminars (10 credits)** and **ARC8007: Modern Cultural Landscapes (10 credits)** both situate design practice within contemporary social, economic, political and historical debates.

In Stage 2 **ARC5004: Architectural Design Theory** (10 credits) explores diverse theories about architectural form and place making with an emphasis on how they might inform the design thesis and the students own approach to design.

Technology and Environment

Teaching related to *Technology and Environment* builds on the knowledge and skills gained in the first degree. The emphasis is on an integrated approach where knowledge of appropriate technologies supports and enriches the process of design. In Stage 1, **ARC5001: Researching Building Technology (10 credits)** is a series of lectures, discussions and presentations which explore the notion of technologies in their widest sense whilst emphasising their thoughtful and reflective integration into building design. Integrative knowledge and skills are developed through the project work of **ARC5022: Architectural Design** where tutorial inputs are multidisciplinary and where students benefit from the support of leading practitioners.

In Stage 2 **ARC5005: Architecture and Construction (10 credits)** gives an insight into construction methods, build ability, specifications, costs and procurement methods. In ARC5018 an interdisciplinary group of tutors (structures, environmental design, and architecture) supports each student as he or she develops their own design thesis. Teaching is by individual tutorials and by workshops and seminars.

Communication Skills
Communication skills are embedded in all the elements of the programme.

- Visual and oral information: All students regularly present and defend their design work at reviews where an emphasis is placed on clear exposition.
- Written information: Essays and reports are required output for most of the lecture courses. Students who did not write a dissertation in their first degree or who wish to pursue an interest in Architectural Theory write a 10000 word dissertation in **ARC5019/5023: Architectural Theory Dissertation** (40 credits)
- The development of a specialism in Information and Computing Technologies is available as an optional Special Topics route.
- Interpersonal skills, leadership and decision-making: Many of the modules require an element of group work.
- Organisational methods and skills: These are taught in **ARC5005: Architecture and Construction** (10 credits) in stage 6 and applied in the development of the Design Thesis (ARC5018).

Management Practice and Law
In Stage 2, **ARC5005: Architecture and Construction** (10 credits) develops some of the skills required for the effective management of architectural practice and the procurement of buildings. It explores professional aspects of the architect's role and highlights the increased importance of these considerations. Coverage includes: development control: building economics; management of the design process; procurement of buildings and construction projects; construction industry and the making of buildings.

Related Studies
In addition to the core curriculum there is a related studies or Special Topics programme. Students elect to take 40 credits of Special Topics in Stage 1 and 20 credits in stage 2. The Special Topics options are in Architectural History and Theory, Digital Architecture, Landscape Architecture, Urban Design, Town Planning and Linked Research. These are mostly related to Masters level programmes. The option in Town Planning is part of an RIBA/RTPI accredited route that can lead to the award of the Master of Town Planning degree by an additional special 12 month programme of study (this route saves one year of the total time normally required to achieve dual qualification as an Architect-Planner). Special Topics also include one or two semester exchange schemes with schools of architecture in Aachen, Barcelona, Bruxelles, Paris, Lausanne, and Singapore which gives students an opportunity both to experience education in a different culture and to develop their language skills.

The pattern of study is shown below:

Stage 1	**module**	**credits**	**comp**	**core**
ARC5001	Building Technology	10	Y	Y
ARC5021	Architectural Theory Seminars	10	Y	Y
ARC5022	Architectural Design	50	Y	Y
ARC8007	Modern Cultural Landscapes	10	Y	Y
	Special Topics (electives)	40		Y
	TOTAL	**120**		
Stage 2				
ARC5004	Architectural Theory	10	Y	Y
ARC5005	Architecture and Construction	10	Y	Y
ARC5018	Architectural Design	80	Y	Y

	Special Topics (electives)	20		Y
	TOTAL	**120**		
	PROGRAMME TOTAL	**240**		

Programme regulations (link to on-line version)

http://www.ncl.ac.uk/regulations/programme/2009-2010/documents/ArchitectureBArch.pdf

13 Criteria for admission

Entry qualifications

Internal candidates must normally have a 2.1 degree or better. Internal candidates with a 2.2 degree may be considered for entry on the basis of an interview. Internal candidates with a degree class of lower than a 2.2 will not be considered.

All external candidates to the degree will be considered on an individual basis.

Admissions policy/selection tools

Interview with portfolio

Non-standard Entry Requirements

Additional Requirements

Successful candidates must have been awarded RIBA Part 1 and have completed a period of appropriate work experience.

Level of English Language capability

14 Support for Student Learning

Induction

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

Study skills support

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

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

http://www.ncl.ac.uk/library/news_details.php?news_id=159 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 a lecturer or module leader, or their tutor (see below) for more generic issues. Thereafter the Degree Programme Director or Head of School may be consulted. Issues relating to the programme may be raised at the Staff-Student Committee, and/or at the Board of Studies.

Pastoral support

All students are assigned a personal tutor whose responsibility is to monitor the academic performance and overall well-being of their tutees. Details of the personal tutor system can be found at http://www.ncl.ac.uk/undergraduate/support/tutor.phtml
In addition the University offers a range of support services, including the Student Advice Centre, the Counselling and Wellbeing team, the Mature Student Support Officer, and a Childcare Support Officer, see
http://www.ncl.ac.uk/undergraduate/support/welfare/index.phtml

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

Learning resources
The University's main learning resources are provided by the Robinson and Walton Libraries (for books, journals, online resources), and Information Systems and Services, which supports campus-wide computing facilities, see
http://www.ncl.ac.uk/undergraduate/degrees/facilities/index.phtml

All new students whose first language is not English are required to take an English Language Proficiency Test. This is administered by INTO Newcastle University Centre on behalf of Newcastle University. Where appropriate, in-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. The National Student Survey is sent out every year to final-year undergraduate students, and consists of a set of questions seeking the students' views on the quality of the learning and teaching in their HEIs. Further information is at www.thestudentsurvey.com/ With reference to the outcomes of the NSS and institutional student satisfaction surveys actions are taken at all appropriate levels by the institution.

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

ARB/RIBA quarterly Validation visit and annual review

Additional mechanisms

Professional Programmes in Architecture Review and Planning: an annual cycle of meetings (January, March, June) review modules, stages and coherent subject strands

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 (http://www.ncl.ac.uk/calendar/university.regs/ugcont.pdf) and Undergraduate Examination Conventions (http://www.ncl.ac.uk/calendar/university.regs/ugexamconv.pdf). In summary, students must pass, or be deemed to have passed, 120 credits at each Stage.

Weighting of stages

Performance for the Degree is determined on the basis of marks obtained in three components from the Programme of Studies:

Modules	Weighti
ARC5018 : Stage 6 Architectural Design	65%
Special Topics	21%
Compulsory Lecture Modules – ARC5001, 8007, 5004, 5005	14%

The weighting gives the contribution of each of the components to the final mark which will be used by the External Examination Board in determining the Honours classification.

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:

- Moderate internal assessment in all aspects of the programmes. For written examinations

and non design coursework this involves a sampling of work. For Architectural Design Project work, the general quality of education in the qualifying years is judged on the basis of a representative exhibition and accompanying explanation, individual performance is only scrutinised to define the pass/fail borderline. At Stage Two, where marking affects the level of degree and exemption from Part 2, External Examiners interview and see the whole portfolio of work for every student.

- Comment on draft examination papers
- Attend the Examination Board
- Report back 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.

Annex

Mapping of Intended Learning Outcomes onto Curriculum/Modules

The following table relates the intended learning outcomes of the programme to the core curriculum:

Learning Outcomes		Module Code I=Introduced, P=Practised, A=Assessed						
		Stage 1				**Stage 2**		
		ARC5022 (50)	**ARC5001** (10)	**ARC5021** (10)	**ARC8007** (10)	**ARC5018** (80)	**ARC5004** (10)	**ARC5005** (10)
Knowledge and understanding	A1	I/P/A	I/A		I/A	I/P/A		I/P/A
	A2	P/A				I/P		
	A3	P/A				P/A		I/P/A
	A4	P/A				P/A		
	A5	P/A	I/A			P/A		
	A6	P/A	I/A			P/A		
	A7			I/A	I/A		I/A	
	A8			I/P/A	I/P/A		I/P/A	
	A9	P/A			I/A	P/A		
Cognitive / Intellectual Skills	B1		P/A	P/A	P/A			
	B2	I/P/A				I/P/A		
	B3	P/A				P/A	I/P/A	
	B4	P/A		P/A	P/A	P/A	I/P/A	
	B5	P/A				P/A		
	B6	P/A				P/A		
	B7			P/A			P/A	
Professional / Subject specific skills	C1	P/A				P/A		I/P/A
	C2							I/P/A
	C3							I/P/A
	C4							I/P/A
	C5							I/P/A
	C6	P/A				P/A		I/P/A
	C7							I/P/A
Key / transferable skills	D1		P/A	P/A	P/A	P/A	P/A	
	D2	I/P/A				P/A		
	D3	P/A	P/A	P/A				
	D4	P				P		
	D5	P/A				P/A		
	D6	P/A				P/A		