PROGRAMME SPECIFICATION

1	**Awarding Institution**	Newcastle University
2	**Teaching Institution**	Newcastle University
3	**Final Award**	BA Honours
4	**Programme Title**	Architectural Studies
5	**UCAS/Programme Code**	K100
6	**Programme Accreditation**	Royal Institute of British Architects (RIBA) and the Architects Registration Board (ARB)
7	**QAA Subject Benchmark(s)**	Architecture
8	**FHEQ Level**	6
9	**Date written/revised**	July 2009

10   Programme Aims

The main objectives of the programme are that at RIBA Part 1 the student will be able to demonstrate, through coherent architectural designs and/or academic portfolio:

1 A broad and well-balanced grounding in the disciplines which inform architectural studies: design – technology and environment – cultural context – communication skills – management practice and law, enriched by inputs from research and practice

2 An understanding of the interdependence of these thematic areas of the syllabus

3 The ability to meet the criteria of the Architects' Registration Board: Prescription of Qualifications, the Royal Institute of British Architects validation criteria and the Framework for Higher Education Qualifications

4 The ability to produce coherent moderately complex architectural designs that integrate social, aesthetic and technical requirements in appropriate response to a broad range of contexts and client and user needs

5 The ability to produce coherent moderately complex architectural designs that demonstrate the integration of structure, building materials and constructional elements, and that demonstrate an understanding of the integrative relationship between climate, service systems and energy

6 An awareness of the experiential and tectonic qualities of architecture with a view to creating humane, functional and well-crafted buildings and places

7 A critical and responsive attitude to views and ideas, within an evolving personal ethical and aesthetic framework in relation to architectural design, and its cultural, professional and construction industry context

8 A wide range of transferable skills with an emphasis on adaptability and initiative; creative and logical thinking; graphic, written and oral communication skills, effective individual and collaborative working practices; articulacy in analysis, research and synthesis; abilities in numeracy and computer software applications; together with the ability to critically integrate the themes of the syllabus in the resolution of moderately complex spatial and organisational challenges and problems

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 Architecture. (The programme intended learning outcomes have reference to the Architects Registration Board Prescription of Qualifications for Part 1 courses in architecture in the United Kingdom, (September 2003) as also adopted and approved by the Royal Institute of British Architects, and the Framework for Higher Education Qualifications.)

Knowledge and Understanding

On completing the programme students should:

A1 demonstrate coherent architectural designs – up to a moderately complex set of specific requirements - that integrate a knowledge and understanding of the ways that analysis, research, context, budget, brief development, and the needs and aspirations of clients and users inform a design proposal

A2 demonstrate coherent architectural designs – up to a moderately complex set of specific requirements - that integrate a knowledge and understanding of the regulatory frameworks, and health and safety considerations that guide design and building construction

A3 demonstrate coherent architectural designs – up to a moderately complex set of specific requirements - that show a familiarity and identification with histories, principles and theories of architecture – in varied physical, artistic and cultural contexts – and the ways these histories, principles and theories of architecture inform the design process

A4 demonstrate within coherent architectural designs – up to a moderately complex set of specific requirements - and academic portfolio, knowledge and understanding of the principles of building technologies, environmental design and construction methods in relation to: human well-being – the welfare of future generations – the natural world – consideration of a sustainable environment – use of materials – process of assembly – structural principles

A5 demonstrate within coherent architectural designs – up to a moderately complex set of specific requirements - and academic portfolio, knowledge and understanding of the impact on design of legislation, codes of practice and health and safety, both during the construction and occupation of a project

A6 demonstrate within coherent architectural designs – up to a moderately complex set of specific requirements - and academic portfolio, the knowledge and understanding of the influences on the contemporary built environment of individual buildings, the design of cities, past and present societies and wider global issues

A7 demonstrate within coherent architectural designs – up to a moderately complex set of specific requirements - and academic portfolio, knowledge and understanding of the histories, principles and theories of architecture and urban design, the history of ideas, and the related disciplines of art, cultural studies and landscape studies

A8 demonstrate within coherent architectural designs – up to a moderately complex set of specific requirements - and academic portfolio, knowledge and understanding of appropriate visual, verbal and written communication methods to convey and critically appraise design ideas and proposals

A9 demonstrate within coherent architectural designs – up to a moderately complex set of specific requirements – knowledge and understanding of the conventions of architectural representation from two-dimensional and three-dimensional graphics to computer generated and physical models

A10 demonstrate within an academic portfolio an awareness of the principles of business management and how a small business operates

A11 demonstrate within architectural designs and academic portfolio a knowledge and understanding of how buildings are designed and built in the context of architectural and professional practice and the framework of the construction industry within which it operates

Teaching and Learning Methods

Studio-based teaching, lectures and tutorials are used throughout all stages. In the later stages of the course there is increased emphasis on personal information retrieval research and analysis in all elements of the course. In the later stages students are also introduced to peer group and self-assessment techniques

The **design** project is the primary vehicle for teaching architectural design (A1 to A3 as well as aspects of A4 to A11) where theoretical teaching and practical application complement one another. A Studio base teaching is the main teaching method. Lectures are also given in order to inject relevant information and stimulate different way of understanding and thinking. On-line information and knowledge are also provided.

Cultural and social context-related learning (A6 and A7) also involve a mixture of lectures, videos and workshops.

Learning on **environmental and technological issues** (A4 and A5) also involves a mixture of lectures, videos, workshops and study visits. Internet based materials are also provided for on-line teaching on these topics.

Communication-related knowledge (A8 and A9) relies on a series of activities. Verbal communication knowledge and skills are introduced in workshops. Knowledge on graphic communication is introduced through lectures and workshops and the provision of internet based materials

Management and practice-related knowledge (A10 and A11) is also acquired through lectures

Assessment Strategy

Design Project work (A1 to A3 as well as aspects of A4 to A11) is generally assessed on a continuous basis by means of juries consisting of members of the teaching team and often an external critic.

Knowledge and understanding related to **cultural and social contexts** (A6 and A7) is assessed by a range of methods: coursework, unseen written exams, essays, multiple choice exam and dissertation.

Similarly, knowledge and understanding on **environmental and technological issues** (A4 and A5) and on **management and practice** (A10 and A11) is assessed by coursework and unseen written examinations (in addition to the design work).

Communication-related knowledge (A8 and A9) is assessed through case-study and design presentations to the peer group and presentation of project work

Intellectual Skills

On completing the programme students should be able to:

B1 identify an evolving personal ethical framework for decision making

B2 show an ability to conceptualise, develop and resolve coherent architectural designs in varying contexts and conditions - up to a moderately complex sets of specific requirements - with related skills in analysis, research, and synthesis

B3 identify, assimilate and comprehend a wide range of different types of information, and to relate this to other material, including its practical application, and the resolution of coherent architectural designs

B4 show an ability to articulate an argument, orally, graphically and/or in written form, to support coherent architectural designs, and analysis and research within the academic portfolio

B5 demonstrate these cognitive-intellectual skills individually and/or in work as part of a team

B6 apply and integrate knowledge of the principles of building technologies, environmental design and construction methods within moderately complex architectural designs and academic portfolio, in relation to: human well-being, the welfare of future generations – the natural world – consideration of a sustainable environment – use of materials – process of assembly – structural principles

B7 select and apply appropriate techniques (sketching, modelling, digital and electronic) to appraise performance of the principles of building technologies, environmental design and construction methods

B8 demonstrate an ability to form considered judgements about the spatial, aesthetic, technical and social qualities of design within the scope and scale of a wider environment

B9 reflect upon, and relate their ideas, to a design and to the work of others

B10 demonstrate – within moderately complex coherent architectural designs and academic portfolio – the ability to use visual, verbal and written communication methods and appropriate media (including sketching, modelling, digital and electronic techniques) to clearly and effectively convey and critically appraise design ideas and proposals

B11 demonstrate – within moderately complex coherent architectural designs and academic portfolio – the ability to use the conventions of architectural representations, from two-dimensional and three-dimensional graphics to computer generated and physical models

B12 show the ability to listen, and critically respond to, the views of others

B13 manage and appraise their own working practices, whether working independently or collaboratively

Teaching and Learning Methods

For skills which are directly **design**-related (B1 to B5) the design project is the primary vehicle for teaching and learning. The studio teaching is the main teaching method with a balance between small group tutorials and reviews. Independent learning is also guided and student and group presentations are common during all stages of the course. Skills which are related to the area of **environment and technology** (B6 and B7) are also taught involving analysis and evaluation of case studies and project applications. Students are expected to augment the formal teaching sessions with independent observation, analysis and reading. **Cultural context** related skills (B8 and B9) are taught by using a mixture of lectures, videos and workshops. Communication skills (B10 to B12) are taught in a variety of ways and occasions. **Verbal communication** skills are introduced in workshops. **Graphic communication** skills are introduced through lectures and workshops and the provision of internet based materials. **Professional practice** related skills (B13) are taught through a mixture of lectures seminars videos and study visits

Assessment Strategy

Skills B1 to B5 are assessed continuously through studio project work. Customary practice is for students to present explain and defend their schemes in front of a jury. Self-assessment exercises are also introduced in later stages. Skills B6 and B7 are assessed by design, coursework and unseen written examinations. Skills B8 and B9 are assessed by a range of methods: coursework, unseen written exams, essays, multiple choice exam and dissertation. On top of this they also are revealed in the students' design schemes. Skills B10 to B12 are assessed through case-study presentations to the peer group and presentation of project work. Skill B13 is primarily assessed by unseen written examinations.

Practical Skills

On completing the programme students should be able to:

C1 demonstrate through a coherent portfolio of work, the ability to create moderately complex architectural designs that integrate social, aesthetic and technical requirements

C2 demonstrate through a coherent portfolio of work, the ability to create moderately complex architectural designs that demonstrate the integration of structure, building materials and constructional elements

C3 demonstrate through a coherent portfolio of work, the ability to create moderately complex architectural designs that show an understanding of the integrative relationship between

climate, service systems and energy

C4 demonstrate through a coherent portfolio of work, the ability to createmoderately complex architectural designs that show an understanding of the histories, principles and theories of architecture and urban design

C5 recognise through a coherent portfolio of work, the impact on design of legislation, codes of practice and health both during the construction and occupation of a project

C6 show an awareness of the principles of management and how a small architectural business operates

C7 show a knowledge and understanding of how buildings are designed and built in the context of architectural and professional practice, and the framework of the construction industry within which it operates

C8 demonstrate an understanding of the interdisciplinary nature of architectural and professional practice and the construction industry

C9 demonstrate an ability to work individually or collaboratively

Teaching and Learning Methods

The design project is the primary vehicle for teaching **architectural design** (C1 to C4). The studio teaching is the main teaching method with a balance between small group tutorials and reviews. Independent learning is also guided both as an individual and a team experience (C9) and student and group presentations are common during all stages of the course
For the **professional practice** skills (C5 to C8) teaching involves a mixture of lectures seminars videos and study visits. Students are expected to augment the formal teaching sessions with independent observation analysis and reading

Assessment Strategy

The ability to apply knowledge to design (C1 to C4 and C9) is assessed continuously through studio project work both individual and group-based. Customary practice is for students to present explain and defend their schemes in front of a jury. Self-assessment exercises are also introduced in later stages.
C5 to C8 are assessed by unseen written examinations and through the design project work

Transferable/Key Skills

On completing the programme students should be able to:

D1 demonstrate the ability to creatively and logically integrate the thematic areas of the syllabus in the resolution of moderately complex spatial and organisational problems

D2 demonstrate the ability to select and use appropriate visual, verbal and written communication methods and media (including sketching, modelling, digital and electronic techniques) to convey information, arguments, design ideas and proposals to both specialist and non-specialist audiences

D3 manage and appraise their own working practices, whether working independently or collaboratively, to initiate a culture of lifelong learning

D4 show an ability to articulate an argument, orally, graphically and/or in written form, based on personal analysis and research

D5 demonstrate the ability to employ relevant mathematical techniques and computer software to develop and communicate ideas and concepts

D6 show the ability to listen, and critically respond to, the views of others

Teaching and Learning Methods

D1 is embedded in all activities carried out in the course, especially within the design projects. Similarly D3 and D6 are also part of design, though formal lectures and seminars on learning skills laying the basis for continual professional development are provided. Communication and presentation skills such as D2 and D4 are achieved through workshops, oral

presentations, critiques, seminars, case study reports, essays and studio project presentations. Additionally informal and formal discussion with staff and practitioners forms an integral part of the development process for studio design projects. The strategy also involves the development of the students' IT skills from the beginning of the course progressively from image manipulation to CAD and 3D modelling and simulation applications. This is done by introductory lectures and tutorials and by incorporation of computer support sessions in studios. Students are also encouraged to heavily use on-line course information and to interact in discussion groups and virtual studios. Numeracy skills (D5) are developed by formal lectures on basic techniques of application and reinforced by provision of tutorials incorporating worked examples and computer simulation

Assessment Strategy

D1, D3 and D6 are not independently assessed, but proficiency in them is clearly demonstrable within the many design assignments students are asked to produce. Communication, presentation and IT skills (D2 and D4) are assessed through the presentation of studio project and its review and critique. Assessment of oral presentations and seminar case studies is also carried out, whilst IT skills are also assessed by means of course work activities. On-line assessment of students' usage of course contents and information are also monitored using Blackboard facilities. Numeracy skills (D5) are assessed by coursework exercises and examinations involving numerical calculations and computer-based exercises.

12   Programme Curriculum, Structure and Features

Basic structure of the programme

The programme extends over three years full-time and is structured on a modular basis. Each year consists of modules which count for 120 credits, where each 10 credits require 100 hours of student work, including taught and contact time, assessment work and 'student-centred learning'. Modules vary in size. Lecture based modules are mainly 10 credits, whereas the design project based modules weight for 70 credits in Stage 1 and Stage 3, and 60 credits in Stage 2.

Stage 1	module	credits	comp	core
ARC1011	Architectural History 1.1	10	Y	Y
ARC1012	Principles and Theories of Architecture	10	Y	Y
ARC1013	Architectural Technology 1.1	10	Y	Y
ARC1014	Architectural Technology 1.2	10	Y	Y
ARC1016	Professional Studies	20	Y	Y
ARC1001	Architectural Design 1.1	60	Y	Y
Stage 2				
ARC2010	Environmental Design and Services	10	Y	Y
ARC2011	Twentieth Century Architecture	10	Y	Y
ARC2013	The Place of Houses	5	Y	Y
ARC2009	Architectural Technology 2	20	Y	Y
ARC2012	History of the Designed Landscape	5	Y	Y
ARC2001	Architectural Design 2.1	60	Y	Y
ARC2020	Dissertation Studies	10	Y	Y
Stage 3				
ARC3014	Professional Practice and Management	10	Y	Y
ARC3015	Principles and Theories of Architecture	10	Y	Y
ARC3013	Building Construction and Materials	10	Y	Y
ARC3001	Architectural Design 3.1	60	Y	Y
ARC3060	Dissertation Studies	30	Y	Y

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

The content of the programme is closely related to the ARB Prescription of Qualifications as adopted and approved by the RIBA. Design projects form the central core of the curriculum [individual and group work]. Parallel lecture courses and independent study projects (e.g. Dissertation) aim to broaden the knowledge base that inform students' design decisions, as

well as their awareness of wider cultural and technological issues. Lecture courses are co-ordinated, both in terms of content and timing, so as to support the design programme without compromising their own subject integrity. "Strategic" lectures/seminars set out the principles upon which each subject is based. These are supplemented as required by "tactical" lectures/seminars/visits/exercises, which frequently link directly with the studio projects. This is a highly integrated approach to teaching and learning that relies on effective teamwork and all modules are deemed to be core.

The following outline descriptions show coverage in relation to the RIBA Outline Syllabus, the ARB Prescription of Qualifications and the Subject Benchmark Statement. More detailed information is contained in the Stage 1,2 and 3 Handbooks

Architectural Design

Teaching and teaming

This is the main method of teaching and learning in which students 'learn by doing' in a situation and environment which, to some extent, simulates practice.

The proportion of student time and effort devoted to design project is equally distributed across the degree, with the Architectural Design modules (ARC1001 at Stage 1, ARC2001 at Stage 2, and ARC3001 at Stage 3) weighing 60 credits at each stage.

Teaching is predominantly structured around a continuous sequence of studio-based projects, designed to develop architectural knowledge and skill as well as design judgement. The learning experience is cumulative and the level of complexity builds over the three-year period, as students progressively acquire greater fluency in techniques and depth of understanding.

- **Stage 1** begins with projects and interventions that reveal the nature of architectural design as multivalent and complex. This overview sketches in a conceptual framework in order to explain the relevance of further teaching. A series of projects then focus on: intervention within specific contexts – natural and manmade; the implications of detailed decisions about materials and construction; and 3D manipulation of interior space and light to meet specific functional requirements. A final project demands an interior appropriate to a set of specific activities as well as a considered response to a setting of strong visual, climatic and cultural and social character.

- **Stage 2** opens with 'sketch-book' exercises that develop skills of urban investigation, recording and interpretation as preparation for the following European study visit. This is followed by the design for dwelling and community often in a live-client dialogue. Semester 2 offers two specialised projects. In the first part of the Semester, a tectonic project developing particularly an approach to design integrating the conceptual development of the space and its physical materiality. In the second part of the Semester, a project focused on landscape design and the integration of Architecture and Landscape. Several inter-related themes are developed throughout the stage and include: responding to location (urban and rural); defining the thresholds between private and public space; the integration of environmental strategies; appreciation of tectonic qualities of architecture; learning from exemplary precedents.

- **Stage 3** consists of two specialised projects in Semester 1, and one holistic project in Semester 2. The first Semester projects are compulsory and address a number of issues including: the development of an environmental strategy; the implications of designing in relation to existing buildings; the creation of appropriate private, semi public and public spaces; the consideration of the tectonic and processes of construction, and group work. In the project of Semester 2, which forms the climax to the three year studio experience, the student has the opportunity of choosing one of four programmes of a related scale and complexity where the agenda, in contrast to the first project, is an urban one. Projects are located within the area of Newcastle and Gateshead, and the briefs give large opportunities to the students to develop personal and original work.

Formal Taught Programme

RIBA/ARB require students to complete two years of practical training, one of which is normally undertaken between Stages 3 and 5 of the accredited route. This work experience reinforces basic professional skills acquired in the first three stages of the course and gives students direct involvement in their chosen profession prior to conferral of formal admission qualifications. The basic information skills are introduced under four categories: cultural context; technology and environment; communication; and management practice and law.

The Cultural Context of Design

A broad overview is followed by closer scrutiny of particular aspects.

- At **Stage 1**, a series of lectures (ARC1011) offers a chronological overview of Western architectural history, from a predominantly European standpoint. Another course (ARC1012) introduces principles and theories of architecture and is divided into two parts. The first introduces students to issues of sustainability and human well-being, relating architecture and the city. The second part – elements of architecture – enables an understanding of how principles and theories of architecture have influenced contemporary and past environments.

- Following these overviews, **Stage 2** explores specific aspects in greater depth. One lecture series (ARC2011) traces the major currents in architectural thinking that have shaped buildings in the 20th century. Another (ARC2013) makes strong connections into concurrent design studio activity and aims to develop a critical understanding of the varied nature of dwelling. A further module (ARC2012) draws on the wider strengths of the School in introducing students to the history of the designed landscape. A further 5 credits in this Stage are devoted to individual research, guided by teaching about research methods, towards the 5,000 word dissertation. The dissertation is completed during **Stage 3** (ARC3060). Individually directed learning is also a feature of (ARC3014), which exercises analytical, critical and presentational skills in relation to the understanding of a student selected building.

Technology and Environment

Technological issues are addressed in a sequence that is designed to support and inform studio-based activity.

- The **Stage 1** lecture series, Architectural Technology (ARC1013 and ARC1014) introduces the various aspects of the physical performance of buildings, the principles involved in achieving this performance and analyses specific case studies. It combines three inter-related topics, environmental design and structural design with building construction and materials. The emphasis is on domestic construction in a contemporary UK context, but includes some teaching about 19th century buildings. The sequence relates to the scale of the studio design projects.

- At **Stage 2**, environmental design is taught as a discrete module (ARC2010) whilst the teaching of building construction and structures are considered integrally (ARC2009); again with strong links to studio projects. As the stage progresses the emphasis shifts to the public realm and projects of a median-scale complexity. The knowledge and understanding thereby acquired serves Stage 2 and lays the foundations for the yet greater complexities addressed in Stage 3.

- The first project of **Stage 3**, demands a thorough investigation of structure, construction and environmental design. A parallel lecture series (ARC3013) informs design decisions taken in the studio.

Communication

Most skills are introduced, in an explicit and complementary way, during Stage 1 and are then augmented and developed within the body of the three-year curriculum. In Stage 1, the teaching is partly developed in the Professional Studies module (ARC1016), and partly integrated with the Design work. In Stage 2 and 3, the teaching is completely integrated with the Design teaching.

- At **Stage 1**, visual and representational skills are introduced through a series of workshops which feed directly into the design projects. The aim is to gradually expand the ways in which students can use two and three-dimensional techniques (actual and virtual) to test, refine and explain their ideas.). ARC1016 is devoted to the teaching of both, 'analogic' drawing skills and IT skills (document production, numerical modelling and CAD). All of these are employed in studio-based applications.

- At **Stage 2** visual, representational and oral skills are developed through the projects themselves. Literary skills, introduced at Stage 1 are augmented through the teaching that accompanies the dissertation

- All skills are further refined at **Stage 3**. Oral skills are most closely monitored at this Stage. During the teaching sessions that mark key stages in a project, each student takes responsibility for summarising and reporting the discussion of another's work. Analytical

graphic skills and oral/visual presentation skills are developed through precedent studies.

Management Practice and Law
- Professional studies command an increasing proportion of the syllabus over the three years. The Professional Studies module at Stage 1 (ARC1016) introduces skills that enable effective working, individually and in groups.
- At Stage 2 skills and awareness are developed through the design projects themselves.
- At Stage 3, a lecture course (ARC3014) introduces the professional aspects of the architect's role and serves as a primer for the first year of practical training. Coverage introduces office management; working relationships within the industry; the Planning System and Development Control; cost control and issues of health and safety. The second project in ARC3001 introduces the implications of interdisciplinary working.

Programme regulations (link to on-line version)
~~http://www.ncl.ac.uk/regulations/programme/~~
http://www.ncl.ac.uk/regulations/programme/2009-2010/documents/ArchitecturalStudiesBAHonours_002.pdf

13	Criteria for admission

Entry qualifications
GCSEs required:
We require candidates to have obtained at least grade B at GCSE in Maths if they have not taken it at AS or A level. Grade B at GCSE in English is required unless candidates have taken relevant art or humanities subjects at AS or A level or are undertaking key skills qualifications.

A-Level Subjects and Grades:
We require A2 Level Art or Design (except in very exceptional circumstances). The grades that we usually ask for are AAA from 18 units; excluding General Studies. These may include combinations of A Levels and 12 unit or 6 unit Vocational A Levels.

Alternative entry qualifications:
With regard to Scottish applicants, we accept Highers, as well as Advanced Highers, and the offer made will usually depend on the number of Highers being taken, but typical entrance requirements are usually in the region of AAABB. Candidates taking the IB qualification will usually be asked for 36 points with Art at 6+. We welcome applications from mature students, students who have taken Access courses and those with qualifications other than the ones described above. We normally invite such students to discuss their qualifications with the School direct, and welcome enquiries.

Admissions policy/selection tools
- Students who are studying A level Art or Design and are predicted grades AAA are usually made a straight offer and are invited to visit the School.
- Students who have not taken A2 level Art or Design are offered an interview and portfolio review if their UCAS form shows outstanding potential in other ways such as relevant work experience, other art or design courses studied and/or a high grade in Art or Design at GCSE/AS. Students whose academic progress is unusual will also be interviewed if the UCAS form shows a similar level of outstanding potential.
- Overseas students are made offers in accordance with the A2 Level standard stated above or equivalent. Those overseas students who do not take A Levels may be invited to an interview or to send a portfolio for review before an offer is made.
- All mature students are considered in accordance with the A2 Level standard stated above or equivalent. Where non traditional qualifications have been taken candidates will usually be invited to attend an interview or to send a portfolio for review.
- Students are rejected before interview if their academic standard is below an acceptable threshold and they would be unlikely to get near the standard offer.

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, Director of Architecture and 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

Careers support
As a vocational programme, we have extensive 'in-house' expertise and knowledge about architecture as a career and about other potential careers in the construction industry. Events and sessions on careers are regularly organised – jointly by the School and the University's Careers Service – both during induction and later on in the academic year

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
A large collection of recommended reading titles is available in the Robinson Library together with architectural texts and journals and a dedicated SAPL workroom.
Well equipped workshop and studios are available to students, with a combination of PCs, drawing boards and light model-making areas

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 a Stage questionnaire and a Stage Focus Group, 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

Additional mechanisms

| **16** | **Regulation of assessment** |

Pass mark
The pass mark is 40

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. Limited
compensation up to 40 credits and down to a mark of 35 is possible at each Stage and there
are resit opportunities, with certain restrictions.

Weighting of stages
For students due to graduate from 2009-10 the Degree is determined on the basis of marks
obtained in four components of studies in the Second and the Third Stages of the Programme.
The weighting of marks contributing to the degree is as follows:

Modules	Weighting
Stage 2 Architectural Design project work	0.10
Stage 3 Architectural Design project work	0.50
BA Dissertation	0.16
Modules in History, Principles and Theories, Architectural Technology, Environmental Design, Landscape and Professional Practice from Stages 2 and 3.	0.24

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

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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

Annex

Mapping of Intended Learning Outcomes onto Curriculum/Modules

Module	Type	Intended Learning Outcomes			
		A	**B**	**C**	**D**
ARC1001	Core/comp	1 to 9	1,2,3,4,5,6,8,9, 10,11,12	1 to 9	1,2,3,4,6
ARC1011	Core/comp	3,6,7	1,9,13		2,3,4
ARC1012	Core/comp	3,6,7	1,9,13		2,3,4
ARC1013	Core/comp	1,2,3,4,5,6,7	7,8,11	5,6,7,8,9	2,3,5,6
ARC1014	Core/comp	1,2,3,4,5,6,7	7,8,11	5,6,7,8,9	2,3,5,6
ARC1016	Core/comp	8,9	10,11		2,3,6
ARC2001	Core/comp	1 to 9	1 to 12	1 to 9	1 to 6
ARC2009	Core/comp	1 to 9	1,2,3,6,7,10,11	1 to 8	1,2,3,5
ARC2010	Core/comp	1 to 9	1,7,8,10,11,13	5,6,7,8	3,4,5
ARC2011	Core/comp	3,6,7	1,10,11,13		2,3,4
ARC2013	Core/comp	3,6,7	1,8,13	7	2,3,4
ARC2020	Core/comp	6,7	1,9,10,11,13		2,3,4
ARC2012	Core/comp	3,6,7		7	3
ARC3001	Core/comp	1 to 9	1 to 12	1 to 9	1 to 6
ARC3013	Core/comp	1,2,3,4,5,6,7	1	5,6,7,8	2,3,4
ARC3014	Core/comp	10,11	9,13	5,6,7,8	1,3,6
ARC3015	Core/comp	3,6,7,8	1,8,9,10,11,12,13		2,3,4