

**PROGRAMME SPECIFICATION****Newcastle  
University**

<b>1</b>	<b>Awarding Institution</b>	Newcastle University
<b>2</b>	<b>Teaching Institution</b>	Newcastle University
<b>3</b>	<b>Final Award</b>	MA Postgraduate Diploma Certificate
<b>4</b>	<b>Programme Title</b>	Urban Design (MA/Diploma) Introduction to Urban Design Theory & Methods of Urban Design Urban Design Implementation Research/Design Studies in Urban Design
<b>5</b>	<b>UCAS/Programme Code</b>	4004; 3359; 3009; 3010; 3011; 3012
<b>6</b>	<b>Programme Accreditation</b>	N/A
<b>7</b>	<b>QAA Subject Benchmark(s)</b>	
<b>8</b>	<b>FHEQ Level</b>	7
<b>9</b>	<b>Date written/revised</b>	June 2007

**10 Programme Aims**MA and Diploma routes

1A To equip students with a broad understanding of the field of urban design. To enable them to grasp the theoretical foundations of the discipline; the linkages between theory and practice; and to develop advanced design skills.

Certificates

1B To equip students with an understanding of a particular aspect of urban design knowledge and/or skills as set out in the individual certificate course.

All routes

- 2 To develop both professional and transferable skills
- 3 To develop research skills
- 4 To develop an understanding of the values and ethics of working as a professional in the field of urban design
- 5 To enable students to develop depth of knowledge and/or skills in particular areas of urban design, underpinned by current and relevant research
- 6 To meet the criteria for Postgraduate, Certificate, Diploma and Masters level qualifications as laid down in the QAA's National Qualifications Framework
- 7 To comply with University policy 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.

### **Knowledge and Understanding**

#### MA and Diploma routes

- A1 Demonstrate knowledge and understanding of urban design as a field of study which balances the disciplines of environmental design and the social sciences in the creation of the built environment.
- A2 Demonstrate understanding of key ideas in and approaches to urban design as a form of action concerned with design and management of the built environment
- A3 Demonstrate an understanding of the physical, social cultural, environmental, economic and regulatory contexts of urban design.
- A4 Demonstrate an understanding of the development processes involved in urban design; patterns of development; the development industry; and planning processes.
- A5 Demonstrate an understanding of diversity issues in urban design stakeholder involvement, communication and the design process.
- A6 Demonstrate an understanding of concepts and theories of sustainability in the creation of the built environment.
- A7 Demonstrate an understanding of the history of urban form.
- A8 Demonstrate an understanding of the outputs and products of urban design; project design; design policies; design codes; frameworks; design guidance; and master-plans.
- A9 Demonstrate a critical understanding of values, ethics and professionalism in urban design.

#### Certificate Routes

- A1 Demonstrate knowledge and understanding of a specific issue of urban design as defined by the individual certificate and as a field of study which balances the disciplines of environmental design and the social sciences in the creation of the built environment.
- A2 Demonstrate understanding of key ideas in and approaches to urban design as a form of action concerned with design and management of the built environment in relation to a specific issue of urban design as defined by the individual certificate.
- A3 Demonstrate an understanding of the physical, social cultural, environmental, economic and regulatory contexts of urban design in relation to a specific issue of urban design as defined by the individual certificate.
- A4 Demonstrate an understanding of the development processes involved in urban design; patterns of development; the development industry; and planning processes in relation to a specific issue of urban design as defined by the individual certificate.
- A5 Demonstrate an understanding of diversity issues in urban design stakeholder involvement, communication and the design process in relation to

a specific issue of urban design as defined by the individual certificate

A6 Demonstrate an understanding of concepts and theories of sustainability in the creation of the built environment in relation to a specific issue of urban design as defined by the individual certificate.

A7 Demonstrate an understanding of the history of urban form in relation to a specific issue of urban design as defined by the individual certificate.

A8 Demonstrate an understanding of the outputs and products of urban design; project design; design policies; design codes; frameworks; design guidance; and master-plans in relation to a specific issue of urban design as defined by the individual certificate.

A9 Demonstrate a critical understanding of values, ethics and professionalism in urban design in relation to a specific issue of urban design as defined by the individual certificate.

#### Teaching and Learning Methods

Outcome	Teaching method	
A1/A11	Lectures; tutorials	Enabling and encouragement Independent reading; provision of exemplar material
A2/12	Lectures; seminars	Independent reading; provision of exemplar material
A3/13	Lectures; seminars	Independent reading
A4/14	Design projects	Tutorials
A5/15	Lectures; seminars	Independent reading
A6/16	Lectures; seminars; design projects	Independent reading; provision of exemplar material
A7/17	Lectures	Independent reading
A8/18	Design projects	Provision of exemplar material; tutorials
A9/19	Lectures	Independent reading
A10	Design thesis, or dissertation	Independent reading; tutorials; and design review (for thesis only)

#### Assessment Strategy

Outcome	Assessed	Method
A1/11	Yes	Project design work reviews and accompanying supporting work; essays; seminar presentations; design thesis or dissertation
A2/12	Yes	Essays; seminar presentations
A3/13	Yes	Essays; seminar presentations
A4/14	Yes	Project design work reviews
A5/15	Yes	Essays; seminar presentations
A6/16	Yes	Essays; project design
A7/17	Yes	Projects
A8/18	Yes	Projects
A9/19	Yes	Projects
A10	Yes	Design thesis, or dissertation

#### Intellectual Skills

On completing the programme students should be able to:

### MA and Diploma Routes

B1 Define and analyse problems effectively and appropriately in the field of urban design

B2 Make effective use of evidence and information

B3 Articulate reasoned arguments

B4 Develop research skills and experience in the context of urban design

### Certificate 1

B5 Define and analyse problems effectively and appropriately in relation to a specific topic within the field of urban design

B6 Make effective use of evidence and information in relation a specific topic within the field of urban design

B7 Articulate reasoned arguments in relation to a specific topic within the field of urban design

### Certificate 2

B5 Define and analyse problems effectively and appropriately in relation to a specific topic within the field of urban design

B6 Make effective use of evidence and information in relation a specific topic within the field of urban design

B7 Articulate reasoned arguments in relation to a specific topic within the field of urban design

### Certificate 3

B5 Define and analyse problems effectively and appropriately in relation to a specific topic within the field of urban design

B6 Make effective use of evidence and information in relation a specific topic within the field of urban design

B7 Articulate reasoned arguments in relation to a specific topic within the field of urban design

### Certificate 4

B4 Develop research skills and experience in the context of urban design

B5 Define and analyse problems effectively and appropriately in relation to a specific topic within the field of urban design

B6 Make effective use of evidence and information in relation a specific topic within the field of urban design

B7 Articulate reasoned arguments in relation to a specific topic within the field of urban design

### Assessment Strategy

Outcome	Method of assessment
B1/5	Essays; seminar presentations; design review
B2/6	Essays; seminar presentations; design review; design thesis, or dissertation
B3/7	Essays; seminar presentations; design review; design thesis, or dissertation
B4	Design thesis, or dissertation

### **Practical Skills**

On completing the programme students should be able to:

#### MA and Diploma Routes

C1 Formulate and propose cogent policies, strategies and course of action as responses to urban design problems

C2 Evaluate and effectively utilise a variety of urban design outputs and products.

C3 Develop advanced graphic communication skills.

#### Certificate 1

C1 Formulate and propose cogent policies, strategies and course of action as responses to urban design problems

C2 Evaluate and effectively utilise a variety of urban design outputs and products

#### Certificate 2

C1 Formulate and propose cogent policies, strategies and course of action as responses to urban design problem

C3 Develop advanced graphic communication skills.

#### Certificate 3

C1 Formulate and propose cogent policies, strategies and course of action as responses to urban design problems

#### Certificate 4

C2 Evaluate and effectively utilise a variety of urban design outputs and products.

C3 Develop advanced graphic communication skills.

### **Teaching and Learning Methods**

Outcome	Teaching method	Enabling and encouragement
C1	Lectures; seminars; design project group and individual tutorials	Independent reading; independent site visits; provision of relevant exemplar material

C2	Lectures, design project group and individual tutorials	Independent reading; engagement with professional practitioners through design review process; provision of exemplar materials
C3	Lectures, design project group and individual tutorials	Engagement with professional practitioners through design review process; provision of exemplar material.

#### **Assessment Strategy**

Outcome	Method of assessment
C1	Design review
C2	Design review
C3	Design review

#### **Transferable/Key Skills**

On completing the programme students should be able to:

#### All courses

- D1 Effectively and fluently communicate information, ideas, principles and arguments; through graphic (both manual and IT) written and oral means.
- D2 Work effectively individually and in groups
- D3 Develop personal self-management skills such as setting priorities and time management

#### **Teaching and Learning Methods**

Outcome	Teaching method	Enabling and encouragement
D1	Lectures; design projects	Provision of exemplar material; individual tutorials.
D2	Group and individual design projects	Individual and group tutorials
D3	Tutorials	Extra individual tutorials as necessary

#### **Assessment Strategy**

Outcome	Method of assessment
D1	Design review
D2	Design review
D3	Not formally assessed

#### **12 Programme Curriculum, Structure and Features**

##### **Basic structure of the programme**

The MA Urban Design is a 180 credit, 12 month programme. The Postgraduate Diploma has the same taught components but omits the dissertation. Both can be undertaken on a part-time basis over a minimum of

24 or 21 months for MA and Postgraduate Diploma respectively.

The programme aims to both build core knowledge and skills in urban design. The MA includes a 60 credit design thesis; or dissertation. This allows the student to focus and develop key design skills, or to develop a more theoretical perspective on a particular aspect of urban design dependant on the student's abilities and requirements.

The majority of the programme consists of a series of compulsory modules. There are three 10 credit lecture series and a 10 credit seminar series which develop knowledge of the key ideas and approaches to urban design; the context for urban design; development processes and the history of urban form. 50 credits worth of projects develop key skills in analysing issues in urban design; the design process and the outputs and products of urban design. There are a further 20 credits of design skill development and 10 credits of evaluation, assessment and research which is specifically designed to form the foundation of a 60 credit design thesis, or dissertation for MA candidates, or a 10 credit special study for postgraduate diploma candidates.

Four certificate courses are also offered drawn for the modules above:

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

**Programme regulations (link to on-line version)**

<http://www.ncl.ac.uk/regulations/programme/>

### **13 Criteria for admission**

#### *Entry qualifications*

Undergraduate honours degree in cognate subject with a 2:1 or above pass, or equivalent qualification

#### *Admissions policy/selection tools*

All admissions are processed though E2R

#### *Non-standard Entry Requirements*

Candidates who do not meet the standard entry qualification, but can demonstrate an equivalent knowledge and skill base acquired through employment may be considered.

#### *Additional Requirements*

Candidates must submit a portfolio of design work with their application

#### *Level of English Language capability*

IELTS 6.5 or equivalent

### **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](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](mailto: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.

## **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/](http://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](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 (Undergraduate programmes)

The pass mark is 50 (Postgraduate 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. 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.

Progression is subject to the University's Masters Degree Progress Regulations, Taught and Research (<http://www.ncl.ac.uk/calendar/university.regs/tpmdepr.pdf>) and Examination Conventions for Taught Masters Degrees

(<http://www.ncl.ac.uk/calendar/university.regs/tpmdeprexamconv.pdf>). Limited compensation up to 40 credits of the taught element and down to a mark of 40 is possible and there are reassessment opportunities, with certain restrictions.

*Weighting of stages*

The marks from Stages ??? will contribute to the final classification of the degree

The weighting of marks contributing to the degree for Stages ??? is ?:?

#### *Common Marking Scheme*

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

	<b>Modules used for degree classification (DC)</b>	<b>Modules not used for degree classification</b>
<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

The University employs a common marking scheme, which is specified in the Taught Postgraduate Examination Conventions, namely:

<b>Summary description applicable to postgraduate Masters programmes</b>	<b>Summary description applicable to postgraduate Certificate and Diploma programmes</b>
--	--

<50	Fail	<50	Fail
50-59	Pass	50 or above	Pass
60-69	Pass with Merit		
70 or above	Pass with Distinction		

#### *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/postgraduate/>)

The School Brochure

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

Either

Intended Learning Outcome	Module codes (Compulsory in Bold)
A1	<b>ABC1001</b> , XYZ2002
A2	
A3	
A4	
B1	
B2	
B3	
B4	
C1	
C2	
C3	
C4	
D1	
D2	
D3	
D4	

Or

Module	Type	Intended Learning Outcomes			
		A	B	C	D
XYZ1001	Compulsory	1	1, 2, 3	4	2, 3