PROGRAMME SPECIFICATION		Newcastle University

1	**Awarding Institution**	Newcastle University
2	**Teaching Institution**	Newcastle University
3	**Final Award**	International Foundation Certificate
4	**Programme Title**	INTO Newcastle Foundation Certificate - Pathway in Architecture
5	**UCAS/Programme Code**	2995F
6	**Programme Accreditation**	n/a
7	**QAA Subject Benchmark(s)**	n/a
8	**FHEQ Level**	Level 3
9	**Date written/revised**	June 2011

10   Programme Aims
To provide a programme which: 1. equips international students with the English language competence they need to study at Certificate level at Newcastle University or in another UK HEI 2. provides students with the intellectual development they need to be academically capable of studying architecture at degree level at Newcastle University or in another UK HEI 3. builds up students' study skills so that they are capable of entering UK HE, whilst also helping them to get accustomed to student life in the UK 4. provides practical experience of British university teaching methods 5. provides sufficient appreciation of British life, institutions and culture for both studying and living in the UK 6. enables students to develop confidence in communicating with native speakers 7. encourages students to undertake self-evaluation to help them assess their progress 8   provides students with subject specific knowledge to prepare them to study Architecture.

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
On completing the programme students should: A1   have a basic knowledge and understanding of many aspects of British institutions and culture A2   understand aspects of architecture including the cultural background and practice of architecture and architectural design A3   have an in-depth understanding of a chosen project topic A4   have an appreciation of the culture of UK higher education and its expectations of students A5   have an understanding of English grammar and vocabulary, including the conventions of academic English A6   understand the basic requirements for writing a competent essay or report
Teaching and Learning Methods
Knowledge and understanding is primarily taught through lectures supported by reading, seminar discussion, tutorials and visits to architectural sites. Visual and spatial awareness will be encouraged, and a range of design development and communication methodologies explored. English is primarily taught in smaller classes and reinforced through practice. The final project involves a large element of student research. Sketching and measured drawing will be developed together with model making, computer aided design and architectural representation.

Assessment Strategy
Knowledge and understanding is assessed primarily through written coursework and tests, but also through presentations and the project. The Architecture modules will be assessed by the submission of a sketchbook and descriptive record of the visits undertaken in Architecture 1, and a portfolio of the design undertaken in Architecture 2 to include sketches, site appraisal information, precedent studies, concept and design development, and final design presentation drawings (including photographic records of models at all stages).

Intellectual Skills
On completing the programme students should be able to:

B1   Use and interpret data
B2   Evaluate arguments and evidence in written/spoken texts
B3   Read academic texts with some degree of analytical skill
B4   Argue a case orally or in writing
B5   Understand the design process and the importance of context, site investigation and precedent

Teaching and Learning Methods
These skills are best taught and learned through practice, although the Study Skills module will provide students with advice on what is expected of UK students and strategies for developing these skills. The final project in particular reinforces B1-B4.

Assessment Strategy
The final project provides a key piece of assessment of the development of intellectual skills, as do other pieces of coursework and oral presentations. The Study Skills module will assess B1 and B2 in particular.

Practical Skills
On completing the programme students should be able to:

C1   Develop strategies for effective note taking in lectures and seminars
C2   Read and take notes from an academic text
C3   Take part in a discussion in a seminar or tutorial context
C4   Write an essay or report in an academic context in understandable English following the conventions of essay or report writing.
C5   Present ideas and arguments in a clear and logical manner in written and oral English
C6   Apply proper referencing and other aspects of good academic practice.
C7   Demonstrate skills in sketching, drawing, modelling and graphic presentation

Teaching and Learning Methods
The Study Skills module and the project will deliver C1, but the lessons learned will be reinforced in all the other modules. The English language skills will be taught through the English for Academic Purposes module largely through small group teaching with plenty of practice. However, every other module will also use and reinforce these skills. Not only will students be taught how to develop these skills, but the academic modules will provide opportunities to put these skills into practice. C6 will be taught through the Project, Study Skills and in some of the EAP modules. C7 will be taught in the two Architecture modules.

Assessment Strategy
English language competency will be tested directly on an IELTS equivalent basis in the English for Academic Purposes module using a mixture of tests and coursework and covering reading, writing, speaking and listening. Other modules will indirectly assess English language competence and the ability to take notes and use sources, as they all require an ability to express ideas in English. Architectural skills will be assessed through the submission of a sketchbook and descriptive record of the visits undertaken in Architecture 1, and a portfolio of the design undertaken in Architecture 2.

Transferable/Key Skills
On completing the programme students should be able to:

D1   work as a member of a team with colleagues from other backgrounds and cultures
D2   make oral presentations

D3   use IT skills effectively
D4   manage their time effectively
D5   use library and information sources effectively
D6   think and work effectively on their own when required
D7   communicate effectively with native speakers
D8   analyse their own strengths and weaknesses and take action accordingly.
D9   sketch, draw, make models and present information graphically

Teaching and Learning Methods

The Study Skills module's lectures will introduce students to these key skills and provide guidance on techniques, with practice occurring largely in the other modules and in small group teaching on the Study Skills module. The Architectural skills will be taught via practical projects.

Assessment Strategy

Some groupwork is required and students' success in working in teams will therefore be assessed via the quality of the end product. Several assessed oral presentations are built into the module. D3-D6 will be assessed via coursework assessment and in particular through the project. The Study Skills module will also assess teamwork and essay writing. D7 will be facilitated through the Study Skills module which requires attendance of an undergraduate module. It will also be developed through the EAP modules and through extra-curricular activities. D8 will be developed particularly via the Study Skills module and the Project. D9 will be assessed in the two Architecture modules.

12   Programme Curriculum, Structure and Features

Basic structure of the programme

A one year 120 credit programme which combines the study of English for Academic Purposes (20 or 40 credits depending on level on entry) with the study of ICT and Study Skills, an Introduction to British Institutions & Culture, two Architecture modules and a final project, with options in Maths for Business, Introduction to Sociology and Introduction to Business.

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

The combination of English for Academic Purposes, Study Skills and academic content in an environment designed to support international students and bring them up to the standard required for entry to an undergraduate programme.

Programme regulations (link to on-line version)

http://www.ncl.ac.uk/regulations/programme/2011-2012/documents/INTO_Found_Cert_Architecture.pdf

13   Criteria for admission

Entry qualifications
Completion of twelve years of schooling (or the local equivalent to the same standard) with good grades.
Admissions policy/selection tools
Candidates will be selected according to their ability to complete the programme successfully and gain entry to their chosen programme and will be counselled accordingly.
Prospective candidates are required to produce and submit a portfolio of work which includes:

• Between 6-12 sketch drawings
• A measured plan of a room where they live drawn accurately to scale.
• A short description in 300-500 words of a building they know and like, explaining why they like it

Non-standard Entry Requirements
Will be considered on their merits

Additional Requirements n/a *Level of English Language capability* IELTS 5.0 or equivalent with a minimum of 5.0 in all subskills

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 principal support services and general information about the INTO Newcastle Centre and their programme, as described in the Degree Programme Handbook. New students will be given detailed programme information and the timetable of lectures/practicals/ tutorials/etc. The International Office offers an additional induction programme for overseas students (see http://www.ncl.ac.uk/international/coming_to_newcastle/orientation.phtml)

Study skills support

Students will learn a range of Personal Transferable Skills, including Study Skills, as outlined in the Programme Specification. Students are explicitly tutored on their approach to both group and individual projects.

Academic support

The initial point of contact for a student is with a lecturer or module leader, or their Personal Tutor (see below) for more generic issues. Thereafter the Programme Manager or Academic Director 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. Personal Tutors will support students to make applications to Newcastle and elsewhere through UCAS.

INTO Newcastle also employs a Welfare Officer who is available to offer help and guide students to the range of support services offered by Newcastle University. These include 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.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/support/acfacilities.phtml

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 Cross-Faculty Teaching, Learning and Student Experience Committee.

Programme reviews
The Board of Studies conducts an Annual Monitoring and Review of the programme and reports to the Cross-Faculty Teaching, Learning and Student Experience Committee. The FTLSEC takes an overview of all programmes within the Faculty and reports any Faculty or institutional issues to the University Teaching and Learning Committee.

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

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

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

Faculty and University Review Mechanisms
The programme is subject to the University's Internal Subject Review process. Every five years degree programmes in each subject area are subject to periodic review. This involves both the detailed consideration of a range of documentation, and a two-day review visit by a review team which includes an external subject specialist in addition to University and Faculty representatives. Following the review a report is produced, which forms the basis for a decision by University Teaching and Learning Committee on whether the programmes reviewed should be re-approved for a further five year period. See
http://www.ncl.ac.uk/quilt/resources/monitoring/internal.htm

Accreditation reports
n/a

Additional mechanisms
n/a

16	Regulation of assessment

Pass mark
Academic modules
Modules will be marked on a 0-100 scale. The pass mark for academic modules is 40. The following forms of assessment may be used: class tests, seen and unseen examinations, coursework, oral tests, presentations, portfolio and group-work.

English for Academic Purposes
These modules are internally assessed, using Newcastle's English Language Proficiency Scale (and benchmarked against IELTS). Modules will be marked on a 0-90 scale with 50 being equivalent to IELTS 5.0, 60 equivalent to IELTS 6.0, 6.5 equivalent to IELTS 6.5, etc. The pass mark for the English for Academic Purposes modules is 60.

Satisfactory completion of the Foundation Certificate requires that:
   (a) the average mark over all academic modules, taking due account of the credit value, is not less than 40;

(b) no single mark for any academic module is below 35;
(c) marks of less than 40 are compensated in academic modules, provided the total credit value of these modules does not exceed 20;
(d) the average mark for English for Academic Purposes is not less than 60 (equivalent to IELTS 6.0) with no competence (reading, writing, listening and speaking) below 55
(e) no compensation for English for academic Purposes is permitted

A student who fails a module will be able to have <u>one</u> further attempt to achieve a pass for that module. Students will not be permitted to proceed to a degree programme at Newcastle University carrying a failure in any module.

Performance higher than a basic pass (in both academic modules and English for Academic Purposes) will be required for entry into Newcastle University degree programmes as specified in the progression requirements for specific degree programmes.

Marking Scheme
INTO Newcastle University employs the following marking scheme:

80%+	Outstanding
70-79%	Excellent
60 -69%	Very good
50-59%	Good
40-49%	Fair
< 40 %	Fail

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

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

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

The INTO Newcastle University Brochure (see http://www.intohigher.com/uk/en-gb/our-centres/into-newcastle-university.aspx)

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

The Foundation Certificate Programme Handbook

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

Mapping of Intended Learning Outcomes onto Curriculum/Modules

Module	Type	Intended Learning Outcomes			
		A	**B**	**C**	**D**
INU0101	Comp	5, 6	2, 3	1, 4	2, 7
INU0102	Comp	5, 6	2, 3	1, 4	2, 7
INU0104	Comp	2	1, 2, 5	2, 3, 4, 5, 7	1, 2, 3, 9
INU0105	Comp	2,3	1, 2, 5	2, 3, 4, 5, 7	1, 2, 3, 9
INU0107	Comp	4, 6	1, 2, 3, 4	1, 2, 3, 4, 5, 6	3, 4, 5, 6, 7, 8
INU0108	Comp	1	1, 2, 3	2, 3, 4, 5	1, 6
INU0110	Option	1, 2, 3	1	2, 3, 4, 5	1, 6
INU0111	Option		1, 5	4, 5	
INU0113	Option	2, 3	1, 3	2, 3, 4, 5	6