

PROGRAMME SPECIFICATION

1	Awarding Institution	Newcastle University
2	Teaching Institution	Newcastle University
3	Final Award	MA Postgraduate Diploma Certificate
4	Programme Title	Urban Design (MA/Diploma) Introduction to Urban Design Theory & Methods of Urban Design Urban Design Implementation Research/Design Studies in Urban Design
5	UCAS/Programme Code	4004; 3359; 3009; 3010; 3011; 3012
6	Programme Accreditation	N/A
7	QAA Subject Benchmark(s)	N/A
8	FHEQ Level	7
9	Date written/revised	April 2014

10 Programme AimsMA 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.
- 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

Certificates are no longer available on this topic.

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 UnderstandingMA 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.

Teaching and Learning Methods

Outcome	Teaching method	Enabling and encouragement
A1/A11	Lectures; tutorials	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		
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Assessment Strategy		
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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	
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Practical Skills		
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On completing the programme students should be able to:		
<u>MA and Diploma Routes</u>		
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.		
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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.
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Assessment Strategy		
Outcome	Method of assessment	
C1	Design review	
C2	Design review	
C3	Design review	
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Transferable/Key Skills		
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On completing the programme students should be able to:		
<u>All courses</u>		
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 time management, independent learning and reflexive thought		

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, explicit pieces of writing	Extra individual tutorials as necessary
Assessment Strategy		
Outcome	Method of assessment	
D1	Design review	
D2	Design review	
D3	Reflexive written assessments	

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 exclusive of 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 split on a 10-50 ratio between semesters 2 and 3;. This allows the student to focus and develop key design skills rooted in urban design theory and applied to a site of their choice through a self-led design project.

The majority of the programme consists of a series of compulsory modules:

A 10xcredit lecture series and a 10xcredit seminar series both on classic and contemporary issues of theory and practice in the discipline

2x40 credit design projects incorporating learning of key skills and process as well as how to translate theory into practice in some real-life scenario projects with a strong focus on communities.

A further 20xcredit design project based in another European city public space and its contextual meaning as well as processes of community participation and action in regeneration.

For MAUD candidates, a 60xcredit design thesis split into a literature and site finding part for 10xcredits in semester 2 and a design development part x50 credits with interim and final reviews in semester 3.

Candidates wishing to obtain RTP1 accreditation will be required to take, and pass, TCP8902 The Reflexive Practitioner in place of TCP8052 Urban Design Seminars (another module may be substituted instead of TCP8052 with the approval of the DPD)

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 through 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 an electronic-only portfolio of design work with their application: design work should be as explicitly relevant to Urban Design as possible. The portfolio needs to be in English and the format needs to be easily accessible in high quality resolution.

Level of English Language capability

IELTS 6.5 or equivalent

14 Support for Student Learning

The Student Services portal provides links to key services and other information and is available at: <http://www.ncl.ac.uk/students/>

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.

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 and help with academic writing is available from the Writing Development Centre (further information is available from the Robinson Library).

Academic and Pastoral support

Each undergraduate and taught postgraduate student will be assigned a personal tutor.* A personal tutor is one part of a wider network of advice and guidance available to students to support their personal and general academic development. The module leader acts as the first point of contact for subject-specific academic advice. Thereafter the Degree Programme Director or Head of School may be consulted. Issues relating to the programme may be raised at the Student-Staff Committee, and/or at the Board of Studies. Within the academic unit, students may also receive additional academic and pastoral advice from a range of other student-facing staff including degree programme directors, dissertation/project supervisors, and administrative support staff.

*Arrangements may vary for students taking special types of provision.

The University also offers a wide range of institutional services and support upon which students can call, such as the Writing Development Centre, Careers Service and Student Wellbeing Service. This includes one-to-one counselling and guidance or group sessions / workshops on a range of topics, such as emotional issues e.g. stress and anxiety, student finance and budgeting, disability matters etc. There is specialist support available for students with dyslexia and mental health issues. Furthermore, the Student Union operates a Student Advice Centre, which can provide advocacy and support to students on a range of topics including housing, debt, legal issues etc.

Support for students with disabilities

The University's Disability Support team 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.

Learning resources

The University's main learning resources are provided by the Robinson and Walton Libraries (for books, journals, online resources), and Information Systems and Services, which supports campus-wide computing facilities.

All new students whose first language is not English are required to take an English Language Proficiency Test. This is administered by INTO Newcastle University Centre on behalf of Newcastle University. Where appropriate, in-session 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 Board of Studies and/or the School Teaching and Learning Committee. Student opinion is sought at the Student-Staff Committee and/or the Board of Studies. New modules and major changes to existing modules are subject to approval by the Faculty Learning, Teaching and Student Experience Committee.

Programme reviews

The Board of Studies conducts an Annual Monitoring and Review of the degree programme and reports to Faculty Learning, Teaching and Student Experience Committee. The FLTSEC takes an overview of all programmes within the Faculty and reports any Faculty or institutional issues to the Faculty Learning, Teaching and Student Experience Committee.

External Examiner reports

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

Student evaluations

All modules, and the degree programme, are subject to review by student questionnaires. Informal student evaluation is also obtained at the Student-Staff Committee, and the Board of Studies. The results from student surveys are considered as part of the Annual Monitoring and Review of the programme and any arising actions are captured at programme and School / institutional level and reported to the appropriate body.

Mechanisms for gaining student feedback

Feedback is channelled via the Student-Staff Committee and the Board of Studies.

Faculty and University Review Mechanisms

Every six years degree programmes in each subject area undergo periodic review. This involves both the detailed consideration of a range of documentation, and a review visit by a review team (normally one day in duration) which includes an external subject specialist and a student representative. Following the review a report is produced, which forms the basis for a decision by University Learning, Teaching and Student Experience Committee on whether the programmes reviewed should be re-approved for a further six year period.

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 Masters Degree Progress Regulations, Taught and Research and Examination Conventions for Taught Masters Degrees. There are reassessment opportunities, with certain restrictions. Limited compensation up to 40 credits of the taught element and down to a mark of 40% is possible for candidates who commenced their programme in 2013/14 or earlier. For students starting their programme in 2014/15 or later, no compensation is possible.

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

	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

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

Summary description applicable to postgraduate Masters programmes

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

Summary description applicable to postgraduate Certificate and Diploma programmes

<50	Fail
50 or above	Pass

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: <http://www.ncl.ac.uk/postgraduate/>

The School Brochure <http://www.ncl.ac.uk/marketing/services/print/publications/ordering/>

Degree Programme and University Regulations: <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	ARC8046, ARC8069, ARC8065 , TCP8090, ARC8052, ARC8096, ARC8096
A2	ARC8046, ARC8069, ARC8065, ARC8097
A3	ARC8046, ARC8069, ARC8065 , TCP8090, ARC8052, ARC8096, ARC8096
A4	ARC8046, ARC8069
A5	ARC8046, ARC8069, ARC8065, ARC8097
A6	TCP8091, ARC8069, ARC8065, ARC8046
A7	ARC8046, ARC8052
A8	ARC8046, ARC8069
A9	TCP8091, ARC8046, ARC8065, ARC8069, ARC8097
B1	ARC8046, TCP8090, ARC8065, ARC8069, ARC8096, ARC8097
B2	TCP8091, ARC8046, ARC8065, ARC8069, ARC 8096, ARC8097
B3	ARC8052, TCP8090, ARC8046, ARC8065, ARC8069, ARC8096, ARC8097
B4	TCP8090, ARC8054, ARC8065, ARC8096, ARC8069, ARC8097
C1	ARC8046, ARC8096, ARC8069, ARC8065
C2	ARC8065, ARC8046, ARC8069, ARC8097
C3	ARC8046, ARC8065, ARC8069, ARC8096
C4	TCP8091 ARC8064, ARC8065 ARC8069 ARC8096 ARC8097
D1	ARC8046, ARC8069, ARC8065 , TCP8090, ARC8052, ARC8096, ARC8096
D2	ARC8046, ARC8069, ARC8065 , TCP8090, ARC8052, ARC8096, ARC8096
D3	ARC8046, ARC8069, ARC8065 , TCP8090, ARC8052, ARC8096, ARC8096