

PROGRAMME SPECIFICATION

1	Awarding Institution	Newcastle University
2	Teaching Institution	Newcastle University
3	Final Award	Master of Arts Architecture, Planning and Landscape (Design)
4	Programme Title	Master of Arts Architecture, Planning and Landscape (Design) Diploma in Architecture, Planning and Landscape (Design)
5	Programme Code	4111F
6	Programme Accreditation	N/A
7	QAA Subject Benchmark(s)	N/A
8	FHEQ Level	7 (m)
9	Last updated	16/01/12

10 Programme Aims

1. to provide a framework for developing integrated approaches to the design of place and space
2. to provide a flexible programme enabling students to develop critical thinking around their own interests with an emphasis on the *interface* between planning, architectural and landscape design in the creation of sustainable and successful places.
3. to develop both transferable and professional skills to an advanced level
4. to develop skills in design, undertaking and management of robust, cutting edge research in planning and design of place and space.
5. to enable students to develop depth of knowledge and/or skills in particular areas of town planning and/or architecture and/or landscape design, underpinned by current leading research
6. to meet the criteria for Postgraduate 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 systematic knowledge and understanding of the interface between planning, architecture and landscape. Students will develop the capacity for critical thinking about the design of place and space and gain skills to enable them to deal with complex aspects of planning, landscape design and architecture in a creative and innovative way. Through studio based design workshops students will both refine their design skills and critically compare and analyse architectural or landscape styles in a range of country contexts. International students will particularly engage in a critical analysis of the globalisation of design. The programme outcomes have references to the benchmark statements for Planning, Architecture and Landscape

Knowledge and Understanding
<p>On completing the programme students should:</p> <p>A1. Demonstrate understanding and critical thinking of selected aspects of town planning, architecture and/or landscape as a form of action concerned with managing and creating space and place</p> <p>A2. Demonstrate an understanding of the conflicts and complexities of the interplay between town planning, architecture and landscape, and a systematic, research driven approach to addressing issues and problems of the design of space and place</p> <p>A3. Demonstrate a critical understanding of theory and make appropriate connections between theory and practice.</p> <p>A4. Demonstrate depth of knowledge and understanding of the role of architectural or landscape design in the built environment.</p> <p>A5 Demonstrate an advanced knowledge of the inter-relationship between people, buildings, landscape and the environment and an understanding of the need to relate buildings and the spaces between them to human needs and scale</p>
Teaching and Learning Methods
<p>The primary method of delivering knowledge is through lectures (A1- A4). These are supplemented and students are enabled through students seminars and independent study. Architectural design or landscape design knowledge and understanding (A5) is imparted through both lectures and studio teaching in 2 X 20 credit Design Studio modules and ARC 8079 Design Thesis</p>
Assessment Strategy
<p>All Knowledge and Understanding outcomes are assessed. A1 – A4 are assessed primarily through written essays and further assessed through group project reports, depending on the student's choice of modules.</p> <p>A5 is assessed through the output of 2 X 20 credit design studio modules and ARC 8079 Design Thesis</p>
Intellectual Skills
<p>B1. Define and critically analyse problems effectively and appropriately drawing on current research and knowledge</p> <p>B2. Effectively collect, synthesise and utilise evidence and information</p> <p>B3. Articulate reasoned arguments, drawing on a range of information sources</p> <p>B4. Develop research skills and experience in the context of the school's research interests</p> <p>B5 Develop an ability to critically analyse the socio-spatial context of a building or landscape</p>
Teaching and Learning Methods
<p>B1 – B3 are taught through lecture based modules and, depending on the student's choice of modules, through a group planning project.</p> <p>B4 is delivered through research training lectures and through dissertation / design thesis tutorials and workshops</p> <p>B5 is delivered through 2 X20 credit design studio practical projects and through several lectured based modules depending on students choice</p>

Assessment Strategy
<p>B1 – B3 are assessed primarily through sole assessment of written essays and reports. These may be supplemented with students seminar presentations</p> <p>B4 is assessed through submission of a sole authored dissertation or design thesis proposal and a 15,000 word dissertation or a final design thesis</p> <p>B5 is assessed through the output of 2 X20 credit design studio practical projects and through written essays or seminars for lectured based modules depending on students choice</p>
Practical Skills
<p>C1. Develop skills for practical application within Planning, Landscape and / or Architecture appropriate to the students' selection of modules, NOTE: this is limited to that appropriate to a non accredited Programme. i.e. The Programme does not aim to equip the student to practice either Architecture, Landscape or Planning at a professional level.</p>
Teaching and Learning Methods
<p>C1 in relation to Architecture this is delivered through 2 X20 credit Design Studio projects and ARC 8079 Design Thesis</p> <p>C1 In relation to Planning this is delivered through the selection of optional modules (depending on choice) These are supplemented with visiting practitioner presentations and student seminars</p> <p>C1 In relation to Landscape this is delivered through 2 x 20 credit modules</p>
Assessment Strategy
<p>C1 in relation to Architecture is assessed through the output of 2X 20 credit design studio modules and ARC 8079</p> <p>C1 in relation to planning is assessed through the production of group project reports equivalent to 4,000 – 5,000 words per student - Depending on module choice</p> <p>C1 in relation to Landscape this is assessed through the output of 2 x 20 credit modules and mainly illustrated essays, reflective diaries and presentations – dependant on module choice, and ARC 8079</p>
Transferable/Key Skills
<p>D1. Effectively and fluently communicate information, ideas, principles and arguments</p> <p>D2. Develop personal self-management skills such as setting priorities and time management</p>
Teaching and Learning Methods
<p>D1 Ability to communicate effectively is learned through lectures, individual projects, student led group seminars, group spatial strategy project, and is facilitated through increasing degrees of group work and seminars</p> <p>D2 Is learned particularly through workshops on time management and study skills and the requirement for self directed study.</p>

Assessment Strategy

D1 is assessed through the submission of a range of different written essays and reports and through student seminar presentations (Depending of choice of module)
D2 is assessed through the final design thesis **ARC 8079 Design Thesis (core)**

12 Programme Curriculum, Structure and Features

Basic structure of the programme

The programme consists of the University standard postgraduate requirement of 180 credits. Of these, 100 are **core and compulsory**:

For those with an architecture background:

ARC8077 (20) Approaches to Architectural Design 1, & ARC8078 (20) Approaches to Architectural Design 2 and ARC 8079 Design Thesis

For those with a landscape background:

APL 8005 Advanced Landscape Design Studio 1 (20) and APL 8006 Advanced Landscape Design Studio 2 (20)

ARC 8079 Design Thesis (60)

The remaining 80 credits should be made up from optional modules. A range of potential modules is given below. Most modules run every year but there may be changes. There are also some suggested module selections for those wishing to focus on landscape, architecture, planning or international development. These suggested 'routes' will be discussed in induction week

Semester 1

TCP 8935 Asian Cities (20; 10 +10 – must be taken across both semesters)***

APL 8004 Conceptualising Landscape (10 credits)

APL 8000 Conceptualising Landscape (20 credits)

TCP 8001 Planning Frameworks (10 credits)

TCP 8936 Regulatory Frameworks in Developing Countries (20 credits across 2 semester)

TCP 7024 Conservation and the City (10 credits)

TCP 8921 Globalisation and Social Justice (10 credits)

TCP 8096 Issue in Landscape Planning and Sustainability (10)

TCP 8910 Sustainable Development (20 credits)

TCP 8052 Urban Design Seminars (10)

TCP 8091 Principles and Practice of Urban Design (10)

TCP 8902 Reflexive Practitioner

TCP 8934 Cities, Security and Resilience (20; 10 +10 – must be taken across both semesters)

Semester 2

TCP 8935 Asian Cities (10 +10 – must be taken across both semesters)

TCP 8010 Planning Theory (10 credits)

TCP 8929 Stakeholders and Participation (10)

ARC 8040 Cities and Buildings: Contemporary Issues in Urban Design (10 credits)

TCP 8937 Spatial Strategies (20 credits or 10 credits) – field trip to Amsterdam

TCP 8912 Conservation and the City - Project ** (10)

TCP 8920 Globalisation and Social Justice – Project (10) ** - field trip to Delhi

TCP 8097 Issue in Landscape Planning and Sustainability – Project (10)*

TCP 7023 Economics of Development (10)

TCP 8926 Housing and Settlements (20)

TCP 8934 Cities, Security and Resilience (20; 10 +10 – must be taken across both semesters)***

TCP 8936 Planning and regulatory frameworks (20; 10 +10 – must be taken across both semesters)***

This is not a complete list and other modules may be selected at the approval of the DPD and module leader

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

This programme is made particularly distinctive by its flexibility and diversity. While it has a strong element of architectural and /or landscape design studio study, it also allows students to select from a rich menu of design and non design modules which will help them understand the socio-economic context within which architecture, planning and landscape sit. Many of these are specifically designed to place planning, landscape and architecture in a global context. Thus, the Programme is specifically of value for international students seeking high quality design studio teaching but who may be from a background or a professional context which makes a RIBA accredited programme unnecessary.

Programme regulations (link to on-line version)

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

13 Criteria for admission

Entry qualifications

Candidates should hold a good first degree in Architecture or Landscape Design/Architecture. Normally a 2:1 Upper Second Class or equivalent degree will be the minimum entry requirement.

We actively encourage applications from overseas and domestic students. All overseas students have to satisfy the University's language requirements. Those who apply with a IELTS score of less than 6.5 will be issued a conditional offer, subject to successful attendance of a pre-sessional programme in English.

Admissions policy/selection tools

Students are required to submit a portfolio to ascertain the level of design ability and may be invited for an interview. All applications and portfolios are seen by the DPD and, where deemed appropriate, another member of staff.

Non-standard Entry Requirements

Applications from students without an appropriate degree but who can demonstrate a high degree of design ability and other relevant knowledge from work experience may be considered on an individual case basis

Additional Requirements

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 50

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.

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, following recommendation from the Board of Studies. The External Examiner is expected to:

- i. See and approve assessment papers
- ii. Moderate examination and coursework marking
- iii. Attend the Board of Examiners
- iv. 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.

Intended Learning Outcome	Module codes (Compulsory in Bold)
A1	ARC8077; ARC8078 ; TCP 8001; TCP7021; TCP8920/8921; TCP7024/8912; TCP8096/8097; TCP 8926; TCP 8927; TCP 8928; ARC 8065; ARC 8004; ARC 8007; APL8001; APL8001; APL8002, TCP8935; TCP8936;TCP8934;TCP8929;ARC8040;TCP8937
A2	TCP 8010; TCP 8905; TCP 8910; TCP8936; TCP8934; TCP8929; 8928;TCP7023;TCP8920/8921; TCP7024/8912; TCP8096/8097; APL8001; APL8001; APL8002; ARC8040
A3	TCP 8001; TCP 8928; TCP 8925; TCP 8902; TCP 8052; TCP 8099 ; TCP8935; TCP8936; TCP8934; TCP8929; ARC8040
A4	TCP 7021; ARC8077 & ARC8078 ; ARC 8065; ARC 8004; ARC 8007; ARC8040; TCP8937
A5	ARC8077 & ARC8078 ; ARC 8065; ARC 8004; ARC 8007; ARC 8079 ; TCP8935 ARC8040
B1	TCP 8010;TCP 8910; TCP 8925; TCP 8926; TCP 8928; ARC8077 & ARC8078 ; ARC 8065; TCP 8091; TCP 8052; APL8001; APL8001; APL8002; TCP8934; TCP8929; ARC8040
B2	TCP 8925; TCP 8926; TCP 8928; TCP 8025; TCP8935; TCP8936; TCP8934;
B3	TCP 8010; TCP 8902; TCP8920/8921; TCP7024/8912; TCP8096/8097; TCP8935; TCP8936; TCP8934; TCP8929; ARC8040
B4	TCP 8079; TCP8099 ; TCP8936
B 5	ARC8077 & ARC8078 ; ARC 8065; ARC 8098 ; TCP8935; ARC8040
C1	TCP 7021; TCP8937; TCP8910;TCP 8925, TCP 8926; TCP 8928; ARC 8065 ARC8077 & ARC8078 ; TCP 8055; APL8000; APL8001; APL8002; ARC 8098
D1	All
D2	All