	PROGRAMME SPECIFICATION	Newcastle University

1	**Awarding Institution**	Newcastle University
2	**Teaching Institution**	Newcastle University
3	**Final Award**	CertAP
4	**Programme Title**	Graduate Certificate in Architectural Practice
5	**Programme Code**	5101U
6	**Programme Accreditation**	N/A
7	**QAA Subject Benchmark(s)**	Architecture
8	**FHEQ Level**	6
9	**Date written/revised**	December 2010

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10   Programme Aims

1. To introduce students to the professional realities of the architect and architecture within the construction industry
2. To broaden their knowledge of the process of building, or materials, products and systems, and the responsibilities of various parties in the procurement of a project
3. To initiate students in aspects of team working and personal relationships necessary to achieve appropriate results for the benefit of the client and society as a whole
4. To prepare them in aspects of architectural practice which will be relevant to the BArch Programme
5. To develop students' practical knowledge of the procedural, legal and contractual aspects of professional architectural practice
6. To develop skills in the management and administration of the implementation of construction projects
7. To increase knowledge in the management of the design process within architectural practice
8. To develop students' understanding of their own development achievements and continuing educational needs, through self assessment

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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 (subject) (X).

Knowledge and Understanding

On completing the programme students should:

A1   Develop an understanding of the procedural, legal and contractual and commercial aspects of professional architectural practice
A2   Develop an understanding of the process of building, materials, products and systems and the responsibilities of various parties in the procurement of a project
A3   Have increased understanding of the management of the design process within architectural practice
A4   Acquire knowledge of architectural practice that will prepare them for the next stage in their architectural education

Teaching and Learning Methods
Lectures, seminars, supervised and/or self-directed work-based learning (students spend the majority of their time working in an approved architectural practice or engaged in approved activities that enhance their understanding of architectural practice) and independent research.

Assessment Strategy
Submitted essays, multiple-choice class tests, record of professional experience and/or architectural practice related activities, self appraisal of professional development , and confidential reports from work-based mentors (where appropriate)

Intellectual Skills
On completing the programme students should be able to: B1   Present an analytical assessment of their professional development and progress B2   Apply a working knowledge of the principles of relevant building regulations (e.g. health and safety, design for disability), techniques and processes in the practice of architecture B3   Apply theoretical knowledge to practical problems

Teaching and Learning Methods
Lectures, seminars, supervised and/or self-directed work-based learning (students spend the majority of their time working in an approved architectural practice or engaged in approved activities that enhance their understanding of architectural practice) and independent research

Assessment Strategy
Submitted essays, record of professional experience and/or portfolio of architectural practice related activities, self appraisal of professional development, confidential reports from work-based mentors (where appropriate), and other approved forms of assessment (e.g. multiple choice class tests).

Practical Skills
On completing the programme students should be able to: C1   Better contribute to architectural practice C2   Work as part of a team C3   Acquire relevant skills for the next stage in their architectural education

Teaching and Learning Methods
Lectures, seminars, supervised and/or self-directed work-based learning (students spend the majority of their time working in an approved architectural practice or engaged in approved activities that enhance their understanding of architectural practice) and independent research

Assessment Strategy
Practical skills and not independently assessed, but they form part of the assessment of knowledge and intellectual skills

Transferable/Key Skills
On completing the programme students should be able to: D1   Appraise their professional development and progress D2   Assess situations and communicate information, ideas, problems and solutions D3   Interact effectively and in a professional manner within a project team
Teaching and Learning Methods
Lectures, seminars, work-based learning (students spend the majority of their time working in an approved architectural practice or engaged in approved activities that enhance their understanding of architectural practice) and independent research
Assessment Strategy
Transferable/key skills and not independently assessed, but they form part of the assessment of knowledge and intellectual skills

12   Programme Curriculum, Structure and Features
Basic structure of the programme
The programme extends over one academic year part-time and is structured on a modular basis. During this time students are required to attend the University for three seminars (6 days in total). The assessment consists of 3 modules, collectively worth a total of 60 credits – where each 10 credits involve 100 hours of student time. All candidates take the following compulsory modules: ARC4010 Architecture in Practice – 20 credits ARC4011 Professional Development – 20 credits ARC4012 Work-Based Learning – 20 credits
Key features of the programme (including what makes the programme distinctive)
The programme is a means by which the academic content of the BA(Hons) in Architectural Studies (RIBA/ARB Part 1) programme is integrated with the practical experience of the graduate. Although it is not professionally accredited, the content and record of practical experience of graduates (where appropriate) contributes to the final (Part 3) education and requirements for registration as an Architect in the UK. For students who are not employed in practice, this course provides adequate preparation for entry into the Part 2 course at Newcastle (and elsewhere).
Programme regulations (link to on-line version)
http://www.ncl.ac.uk/regulations/programme/

13   Criteria for admission
Entry qualifications Candidates must   - hold exemption from the RIBA Part 1 examination   - be employed in an approved architectural practice or related organisation; OR   - be involved in an approved scheme (and/or activities approved by the programme director) designed to enhance their practical experience of architecture and the construction industry

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-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 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 University 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 stages* are subject to review by student questionnaires. Informal student evaluation is also obtained at the Student-Staff 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 students' views on the quality of the learning and teaching. 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.
*With the exception of intercalating years and the final stages of undergraduate programmes.

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
Although not an accredited programme, the Certificate in Architectural Practice is usually included in the periodic reviews (after every 4 years) by the RIBA (Royal Institution of British Architects). The report from these validation visits are used to review, where appropriate, the quality and standard of teaching and learning

Additional mechanisms
Employers of students on the course can also send written feedback on the quality and standard of teaching and learning

16	**Regulation of assessment**

Pass mark
The pass mark is 40 (Undergraduate programmes)

Course requirements
Progression is subject to the University's Undergraduate Progress Regulations and Undergraduate Examination Conventions.

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: http://www.ncl.ac.uk/undergraduate/

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

Module	Type	Intended Learning Outcomes			
		A	B	C	D
ARC4010	Compulsory,	1-4	2		2
ARC4011	Compulsory,		1	1, 3	1-3
ARC4012	Compulsory,	1-4	1-3	1-3	1-3