PROGRAMME SPECIFICATION	

1	Awarding Institution	Newcastle University
2	Teaching Institution	Newcastle University
3	Final Award	BA Honours
4	Programme Title	Architectural Studies
5	UCAS/Programme Code	K100
6	Programme Accreditation	Royal Institute of British Architects (RIBA) and the Architects Registration Board (ARB)
7	QAA Subject Benchmark(s)	Architecture
8	FHEQ Level	6
9	Date written/revised	October 2011

10	Programme Aims

The programme aims to ensure that all students graduate with the following attributes:

Ability to generate design proposals using understanding of a body of knowledge, some at the current boundaries of professional practice and the academic discipline of architecture;

Ability to apply a range of communication methods and media to present design proposals clearly and effectively;

Understanding of the alternative materials, processes and techniques that apply to architectural design and building construction;

Ability to evaluate evidence, arguments and assumptions in order to make and present sound judgments within a structured discourse relating to architectural culture, theory and design;

Knowledge of the context of the architect and the construction industry, and the professional qualities needed for decision making in complex and unpredictable circumstances; and

Ability to identify individual learning needs and understand the personal responsibility required for further professional education.

In addition, the programme will:

Comply with University policies and procedures, satisfy the requirements of the QAA Benchmark statement for Architecture and meet the requirements of the Architects Registration Board and the Royal Institute of British Architects for professional accreditation for Part 1, as well as the European Commission's Architects Directive

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 Architects Registration Board prescription of qualifications (2011), Article 46 of the EC Professional Qualifications Directive [2005/36/EC] and the QAA benchmark statements for Architecture (2010).

Knowledge and Understanding

In general, upon completing the programme students will have demonstrated:

a systematic understanding of key aspects of Architecture, including acquisition of coherent and detailed knowledge, at least some of which is at, or informed by, the forefront of defined aspects of the discipline
an ability to deploy accurately established techniques of analysis and enquiry within the discipline of Architecture
conceptual understanding that enables the student:
to devise and sustain arguments, and/or to solve problems, using ideas and techniques, some of which are at the forefront of the discipline
to describe and comment upon particular aspects of current research, or equivalent advanced scholarship, in the discipline of Architecture
an appreciation of the uncertainty, ambiguity and limits of knowledge

In particular, students will have demonstrated:

A1) Knowledge of urban design, planning and the skills involved in the planning process (ARB / RIBA General Criteria GC4).

Including a knowledge of:

theories of urban design and the planning of communities;
the influence of the design and development of cities, past and present on the contemporary built environment;
current planning policy and development control legislation, including social, environmental and economic aspects, and the relevance of these to design development.

A2) Understanding of the relationship between people and buildings, and between

buildings and their environment, and the need to relate buildings and the spaces between them to human needs and scale (GC5).

Including an understanding of:

the needs and aspirations of building users;
the impact of buildings on the environment, and the precepts of sustainable design;
the way in which buildings fit into their local context.

A3) Understanding of the profession of architecture and the role of the architect in society, in particular in preparing briefs that take account of social factors (GC6).

Including an understanding of:

the nature of professionalism and the duties and responsibilities of architects to clients, building users, constructors, co-professionals and the wider society;
the role of the architect within the design team and construction industry, recognising the importance of current methods and trends in the construction of the built environment;
the potential impact of building projects on existing and proposed communities.

A4) Knowledge of physical problems and technologies and the function of buildings so as to provide them with internal conditions of comfort and protection against the climate (GC9).

Including knowledge of:

principles associated with designing optimum visual, thermal and acoustic environments;
systems for environmental comfort realized within relevant precepts of sustainable design;
strategies for building services, and ability to integrate these in a design project.

A5) Knowledge of the industries, organisations, regulations and procedures involved in translating design concepts into buildings and integrating plans into overall planning (GC11).

Including knowledge of:

the fundamental legal, professional and statutory responsibilities of the architect, and the organisations, regulations and procedures involved in the negotiation and approval of architectural designs, including land law, development control, building regulations and health and safety legislation;
the professional inter-relationships of individuals and organisations involved in

procuring and delivering architectural projects, and how these are defined through contractual and organisational structures;
the basic management theories and business principles related to running both an architect's practice and architectural projects, recognising current and emerging trends in the construction industry.

Teaching and Learning Methods

Acquisition of knowledge and understanding is achieved through a combination of lectures, seminars, study visits, case studies, debates, reviews and studio based tutorials. Students are expected to augment the formal teaching sessions and readings with independent observation, research, analysis and reading.

Assessment Strategy

Assessment methods and their relation to learning outcomes are specified in each individual module outline. Knowledge and understanding is assessed through a combination of unseen examinations and by various forms of coursework – essays, case studies, dissertations, student presentations and design project work.

Intellectual Skills

In general, upon completing the programme students will have demonstrated:

ability to manage their own learning, and to make use of scholarly reviews and primary sources (for example, refereed research articles and/or original materials appropriate to the discipline of Architecture).
apply the methods and techniques that they have learned to review, consolidate, extend and apply their knowledge and understanding, and to initiate and carry out projects
critically evaluate arguments, assumptions, abstract concepts and data (that may be incomplete), to make judgements, and to frame appropriate questions to achieve a solution - or identify a range of solutions - to a problem
an ability to communicate information, ideas, problems and solutions to both specialist and non-specialist audiences.

In particular, students will have demonstrated:

B1) Knowledge of the histories and theories of architecture and the related arts, technologies and human sciences (GC2).

Including a knowledge of, and ability to evaluate and / or apply:

the cultural, social and intellectual histories, theories and technologies that influence the design of buildings;
the influence of history and theory on the spatial, social, and technological aspects of architecture;

appropriate theoretical concepts to studio design projects, demonstrating a reflective and critical approach.

B2) Knowledge of the fine arts as an influence on the quality of architectural design (GC3).

Including a knowledge of, and ability to evaluate:

how the theories, practices and technologies of the arts influence architectural design;
the creative application of the fine arts and their relevance and architecture;
the creative application of such work to studio design projects, in terms of their conceptualisation and representation.

B3) Understanding of the methods of investigation and preparation of the brief for a design project (GC7).

Including the knowledge and skills to:

critically review precedents relevant to the function, organisation and technological strategy of design proposals;
appraise and prepare building briefs of diverse scales and types, to define client and user requirements and their appropriateness to site and context;
recognize the contributions of architects and co-professionals to the formulation of the brief, and the methods of investigation used in its preparation.

Teaching and Learning Methods

The development of Intellectual skills is achieved through a combination of lectures, seminars, study visits, case studies, debates, reviews and studio based tutorials. Studio design projects and personal research projects such as the dissertation and the design thesis provide opportunities for students to develop their intellectual skills through the awareness, evaluation and application of architectural knowledge. Students are expected to augment the formal teaching sessions and readings with independent observation, analysis and reading and through informal discussion and debate with their peers.

Assessment Strategy

Assessment methods and their relation to learning outcomes are specified in each individual module outline. Intellectual skills are generally assessed in an integrative way through various forms of design project work and through written work and course work including essays and dissertations.

Practical Skills

In general, upon completing the programme students will have demonstrated:

the qualities and transferable skills necessary for employment requiring:
the exercise of initiative and personal responsibility
decision-making in complex and unpredictable contexts
the learning ability needed to undertake appropriate further training of a professional or equivalent nature.

In particular, students will have demonstrated:

C1) Ability to create architectural designs that satisfy both aesthetic and technical requirements (GC1).

Including the ability to:

prepare and present building design projects of diverse scale, complexity, and type in a variety of contexts, using a range of media, and in response to a brief;
understand the constructional and structural systems, the environmental strategies and the regulatory requirements that apply to the design and construction of a comprehensive design project;
develop a conceptual and critical approach to architectural design that integrates and satisfies the aesthetic aspects of a building and the technical requirements of its construction and the needs of the user.

C2) Understanding of the structural design, constructional and engineering problems associated with building design (GC8).

Including the ability to:

investigate, critically appraise and select alternative structural, constructional and material systems relevant to architectural design;
appraise strategies for building construction, and the ability to integrate knowledge of structural principles and construction techniques;
appraise the physical properties and characteristics of building materials, components and systems, and the environmental impact of specification choices.

C3) The necessary design skills to meet building users' requirements within the constraints imposed by cost factors and building regulations (GC10).

Including the skills to:

critically examine the financial factors implied in varying building types, constructional systems, and specification choices, and the impact of these on architectural design;
understand the cost control mechanisms which operate during the development of a project;
prepare designs that will meet building users' requirements and comply with UK legislation, appropriate performance standards and health and safety requirements.

Teaching and Learning Methods
The development of Practical skills is achieved mainly through the integrative environment of the design studio projects and through student reviews and presentations. Lectures in professional practice help students to contextualise practical skills within the context of architectural practice. Students are expected to augment the formal teaching sessions and readings with independent observation, analysis and reading.
Assessment Strategy
Assessment methods and their relation to learning outcomes are specified in each individual module outline. Practical skills are mainly assessed in an integrative way through various forms of design project work and through course work written essays / submissions.
Transferable/Key Skills
On completing the programme students should be able to demonstrate the following skills and ability: D1) Creatively and logically integrate the thematic areas of the syllabus in the resolution of moderately complex spatial and organisational problems D2) Select and use appropriate visual, verbal and written communication methods and media (including sketching, modelling, digital and electronic techniques) to convey information, arguments, design ideas and proposals to both specialist and non-specialist audiences D3) Manage and appraise their own working practices, whether working independently or collaboratively, to initiate a culture of lifelong learning D4) Articulate an argument, orally, graphically and/or in written form, based on personal analysis and research D5) Employ relevant mathematical techniques and computer software to develop and communicate ideas and concepts D6) Listen, and critically respond to, the views of others
Teaching and Learning Methods
D1 is embedded in all activities carried out in the course, especially within the design projects. Similarly D3 and D6 are also part of design, though formal lectures and seminars on learning skills laying the basis for continual professional development are provided. Communication and presentation skills such as D2 and D4 are achieved

through workshops, oral presentations, critiques, seminars, case study reports, essays and studio project presentations. Additionally informal and formal discussion with staff and practitioners forms an integral part of the development process for studio design projects. The strategy also involves the development of the students' IT skills from the beginning of the course progressively from image manipulation to CAD and 3D modelling and simulation applications. This is done by introductory lectures and tutorials and by incorporation of computer support sessions in studios. Students are also encouraged to heavily use on-line course information and to interact in discussion groups and virtual studios. Numeracy skills D5 are developed by formal lectures on basic techniques of application and reinforced by provision of tutorials incorporating worked examples and computer simulation

Assessment Strategy

D1, D3 and D6 are not independently assessed, but proficiency in them is demonstrable within the many design assignments students are asked to produce. Communication, presentation and IT skills (D2 and D4) are assessed through the presentation of studio projects, there review and critique, together with the submission of an academic portfolio. Assessment of oral presentations and seminar case studies is undertaken, whilst IT skills are also assessed by means of course work activities. On-line assessment of students' usage of course contents and information are also monitored using Blackboard facilities. Numeracy skills (D5) are assessed in various coursework exercises and examinations involving numerical calculations and computer-based exercises.

12 Programme Curriculum, Structure and Features

Basic structure of the programme

The programme extends over three years full-time and is structured on a modular basis. Each year consists of modules which count for 120 credits, where each 10 credits require 100 hours of student work, including taught and contact time, assessment work and 'student-centred learning'. Modules vary in size. Lecture based modules are mainly 10 credits, whereas the design project based modules weight for 60 credits at each stage.

Stage 1	module	credits	compulsory	core
ARC1001	Architectural Design 1.1	60	Y	Y
ARC1011	Architectural History 1.1	10	Y	Y
ARC1012	Principles and Theories of Architecture	10	Y	Y
ARC1013	Architectural Technology 1.1	10	Y	Y
ARC1014	Architectural Technology 1.2	10	Y	Y
ARC1016	Professional Studies	20	Y	Y

Stage 2				
ARC2001	Architectural Design 2.1	60	Y	Y
ARC2009	Architectural Technology 2	20	Y	Y
ARC2010	Environmental Design and Services	10	Y	Y
ARC2011	Twentieth Century Architecture	10	Y	Y
ARC2020	Dissertation Studies	10	Y	Y
ARC2023	The Place of Houses	10	Y	Y
Stage 3				
ARC3001	Architectural Design 3.1	60	Y	Y
ARC3013	Architectural Technology	10	Y	Y
ARC3014	Professional Practice and Management	10	Y	Y
ARC3015	Principles and Theories of Architecture	10	Y	Y
ARC3060	Dissertation Studies	30	Y	Y

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

The School of Architecture, Planning and Landscape has established an International reputation for its research into Architectural History and Theory and Architectural Humanities. The BA structure and curriculum aims to build on these strengths, employing research-informed teaching alongside practitioner-informed tutoring. Thus the programme seeks to encourage both the fostering of an independent, research-led attitude towards design, whilst also providing opportunities for students to work collaboratively on occasions in much the same way that they might in architectural practice. Overall, the programme aims to develop graduates who are able to make a positive contribution to architectural practice underpinned by a theoretically informed and reflective approach to design.

Whilst design projects form the central core of the curriculum, parallel lecture courses and independent study projects (e.g. Dissertation) aim to broaden the knowledge base that inform students' design decisions, as well as their awareness of wider issues. Lecture courses are co-ordinated, both in terms of content and timing, so as to support the design programme without compromising their own subject integrity. 'Strategic' lectures/seminars set out the principles upon which each subject is based and these are then supplemented as required by 'tactical' lectures/seminars/visits/exercises, which frequently link directly with the studio projects. This is a highly integrated approach to teaching and learning that relies on effective teamwork. All design and non-design modules are deemed to be core.

Design Modules (broadly ARB / RIBA Graduate Attribute GA1) :

These provide a method of teaching and learning in which students 'learn by doing' in a situation and environment which, to some extent, simulates practice.

The proportion of student time and effort devoted to design project is equally distributed across the degree, with the Architectural Design modules (ARC1001 at Stage 1, ARC2001 at Stage 2, and ARC3001 at Stage 3) accounting for 60 credits at

each Stage.

Teaching is predominantly structured around a continuous sequence of studio-based projects, designed to develop architectural knowledge and skill as well as design judgement. The learning experience is cumulative and the level of complexity builds over the three-year period, as students progressively acquire greater fluency in techniques and depth of understanding.

The year commences with a one week BA Charette project that asks students from each year group to work together in groups to make architectural interventions on the University campus.

Stage 1 begins with projects and interventions that, whilst they are essentially simply in terms of form, reveal the nature of architectural design as multivalent and complex. A series of projects then build in scale and complexity and along the way students are asked to focus on a number of diverse factors including: interventions within specific contexts – natural and manmade; the implications of detailed decisions about materials and construction; the manipulation of interior space and light to meet specific functional requirements. The final project demands an interior appropriate to a set of specific activities as well as a considered response to a setting of strong visual, climatic and cultural and social character.

Stage 2 encourages the development of a personal reflective Learning Journal, which students are asked to keep throughout the Stage, and which is submitted as part of their academic portfolio at the end of the year. A series of workshops and lectures supports this endeavour. The Semester 1 design projects concentrate on the private realm and develop particular issues around the nature of 'home' and 'the house', whilst in Semester 2 the public realm becomes the focus with projects addressing various aspects of community and ownership. Several inter-related themes are developed throughout the stage and include: response to location; thresholds between private and public space; the integration of environmental strategies; appreciation of tectonic qualities of architecture.

Stage 3 includes a Semester 1 project that focuses on Urban Design, materiality and volumetric design that then becomes the vehicle for a subsequent Architectural Technology Submission. In Semester 2 students are offered the choice of a series of 'Graduation' Projects that, whilst very different in terms of programme, provide an equivalence in terms of scale and complexity. They all tend to encourage students to develop various aspects of the given brief and to pursue a wide variety of solutions and issues.

Non-Design Modules:

Cultural and Theoretical Context of Design (broadly ARB / RIBA Graduate Attribute GA4)

A broad overview is followed by closer scrutiny of particular aspects.

At Stage 1, ARC1011 [Architectural History 1.1] offers an overview of Western architectural history, from a predominantly European standpoint, whilst ARC1012 [Principles and Theories of Architecture] introduces principles and theories of architecture and is divided into two parts. The first introduces students to issues of sustainability and human well-being, relating architecture and the city. The second part – elements of architecture – enables an understanding of how principles and theories of architecture have influenced contemporary and past environments.

Following these overviews, Stage 2 explores specific aspects in greater depth. ARC2011 [Twentieth Century Architecture] traces the major currents in architectural thinking that have shaped buildings in the 20th century. ARC2023 [The Place of Houses] makes strong connections into concurrent design studio activity and aims to develop a critical understanding of the varied nature of dwelling.

ARC2020 [Dissertation Studies] demands that students devote time to individual research, guided by teaching about research methods, to produce an abstract that will lead eventually to the 8,000 word dissertation which is completed during Stage 3 as ARC3060.

Technology and Environment (broadly ARB / RIBA Graduate Attribute GA3)

Technological issues are addressed in a sequence that is designed to support and inform studio-based activity.

Two Stage 1 lecture series, ARC1013 and ARC1014 [Architectural Technology] introduce the various aspects of the physical performance of buildings, the principles involved in achieving this performance and analyses specific case studies. It combines three inter-related topics, environmental design and structural design with building construction and materials. The emphasis is on domestic construction in a contemporary UK context, and the sequence relates to the scale of the studio design projects.

At Stage 2 ARC2010 [Environmental Design and Services] and ARC2009 [Architectural Technology 2] ensure that environmental design, services, construction and structures are considered integrally, again with strong links to studio projects. As the stage progresses the emphasis shifts to the public realm and projects of a medium-scale complexity. The knowledge and understanding lays the foundations for the yet greater complexities addressed in Stage 3.

ARC3013 [Architectural Technology] introduces the concept of material and constructional ‘value’ and addresses issues of recycling, construction reduction and building and material re-use, alongside constructional detailing, structural design and environmental assessment methodologies. The module integrates closely with the main Semester 1 design project in Stage 3.

Communication (broadly ARB / RIBA Graduate Attribute GA2)

Most skills are introduced, in an explicit and complementary way, during Stage 1 and are then augmented and developed within the body of the three-year curriculum. In Stage 1, the teaching is partly developed in the ARC1016 module [Professional Studies], and partly integrated with the Design work. In Stage 2 and 3, the teaching is completely integrated with the Design studio.

At Stage 1, visual and representational skills are introduced through a series of workshops which feed directly into the design projects. The aim is to gradually expand the ways in which students can use two and three-dimensional techniques (actual and virtual) to test, refine and explain their ideas. ARC1016 [Professional Studies] is devoted to the teaching of both traditional drawing skills and IT skills (document production, numerical modelling and CAD). All of these are employed in studio-based applications.

At Stage 2 visual, representational and oral skills are developed through a series of dedicated 'Communications' workshops and in the design projects themselves. Literary skills, introduced at Stage 1 are augmented through the teaching that accompanies ARC2020 [Dissertation Studies].

All skills are further refined at Stage 3. Analytical graphic skills and oral/visual presentation skills are most closely monitored at this Stage. During the teaching sessions that mark key stages in a project, each student takes responsibility for summarising and reporting the discussion of another's work.

Management Practice and Law (broadly ARB / RIBA Graduate Attribute GA5)

Professional studies commands an increasing proportion of the syllabus over the three years. The ARC1016 [Professional Studies] module at Stage 1 introduces skills that enable effective working, individually and in groups.

At Stage 2 skills and awareness are developed through the design projects themselves.

At Stage 3, ARC3014 [Professional Practice and Management] introduces the professional aspects of the architect's role and serves as a primer for the first year of practical training. This module introduces office management; working relationships within the industry; the Planning System and Development Control; cost control and issues of health and safety. Individually directed learning is also a feature of ARC3014 [Professional Practice and Management], which exercises analytical, critical and presentational skills in relation to the understanding of a student selected building. The second project in ARC3001 [Architectural Design] introduces the implications of interdisciplinary working.

Continuing Professional Development [broadly ARB / RIBA Graduate Attribute GA6]

To some extent this echoes the pattern of study outlined above for Management

Practice and Law. In addition, students are asked to undertake a self-reflective exercise in connection with the portfolio application at the end of Stage 2 and 3 in which they are asked to both reflect on their learning experience to-date and also to identify areas for future personal development. Regular interviews take place with Personal Tutors to assist students in identifying areas for future personal development.

Programme regulations (link to on-line version)

http://www.ncl.ac.uk/regulations/programme/2011-2012/documents/ArchitecturalStudiesBAHonours_001.pdf

13 Criteria for admission

Entry qualifications

GCSEs required:
We require candidates to have obtained at least grade B at GCSE in Maths if they have not taken it at AS or A level. Grade B at GCSE in English is required unless candidates have taken relevant art or humanities subjects at AS or A level or are undertaking key skills qualifications.

A-Level Subjects and Grades:
We require A2 Level Art or Design (except in very exceptional circumstances). The grades that we usually ask for are AAA from 18 units; excluding General Studies. These may include combinations of A Levels and 12 unit or 6 unit Vocational A Levels.

Alternative entry qualifications:
With regard to Scottish applicants, we accept Highers, as well as Advanced Highers, and the offer made will usually depend on the number of Highers being taken, but typical entrance requirements are usually in the region of AAABB. Candidates taking the IB qualification will usually be asked for 36 points with Art at 6+. We welcome applications from mature students, students who have taken Access courses and those with qualifications other than the ones described above. We normally invite such students to discuss their qualifications with the School direct, and welcome enquiries.

Admissions policy/selection tools
Students who are studying A level Art or Design and are predicted grades AAA are usually made a straight offer and are invited to visit the School.
Students who have not taken A2 level Art or Design are offered an interview and portfolio review if their UCAS form shows outstanding potential in other ways such as relevant work experience, other art or design courses studied and/or a high grade in Art or Design at GCSE/AS. Students whose academic progress is unusual will also be interviewed if the UCAS form shows a similar level of outstanding potential.
Overseas students are made offers in accordance with the A2 Level standard stated above or equivalent. Those overseas students who do not take A Levels may be

invited to an interview or to send a portfolio for review before an offer is made.
All mature students are considered in accordance with the A2 Level standard stated above or equivalent. Where non traditional qualifications have been taken candidates will usually be invited to attend an interview or to send a portfolio for review.
Students are rejected before interview if their academic standard is below an acceptable threshold and they would be unlikely to get near the standard offer.

Non-standard Entry Requirements
Any student with a non standard background will be interviewed or required to send a portfolio for review if outstanding potential is suggested by their UCAS form. The offers made will reflect the qualification these individuals are undertaking

Level of English Language capability
International applicants are expected to have a minimum 6.5 IELTS level of English language proficiency

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/about/download.htm

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/ Help with academic writing is available from the Writing Centre. Details can be obtained from 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, Director of Architecture and 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/quilt/resources/engagement/tutoring.htm
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/students/wellbeing/

Careers support
As a vocational programme, we have extensive 'in-house' expertise and knowledge about architecture as a career and about other potential careers in the construction industry. Events and sessions on careers are regularly organised – jointly by the School and the University's Careers Service – both during induction and later on in the academic year

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/iss/
A large collection of recommended reading titles is available in the Robinson Library together with architectural texts and journals and a dedicated SAPL workroom.
Well equipped workshop and studios are available to students, with a combination of PCs, drawing boards and light model-making areas

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. See http://ncl.ac.uk/langcen/index.htm

The Writing Development Centre can also provide assistance to students who want to develop their academic writing skills in a supportive environment. See
http://www.ncl.ac.uk/students/wdc/

15	Methods for evaluating and improving the quality and standards of teaching

and learning
Module reviews All modules are subject to review by a Stage questionnaire, 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/ 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/quilt/resources/monitoring/internal.htm Accreditation reports This programme is officially accredited by the Royal Institute of British Architects (RIBA). As such, the Programme and School are subject to a full accreditation visit every four years, with an interim visit every two years. Accreditation reports are produced as a result of these visits. Please see http://www.architecture.com/ Annual returns are also made to the Architects Registration Board; please see http://www.arb.org.uk/

16 Regulation of assessment

Pass mark
The pass mark is 40

Course requirements
Progression is subject to the University's Undergraduate Progress Regulations (http://www.ncl.ac.uk/regulations/docs/UGProgress1112.pdf) and Undergraduate Examination Conventions (http://www.ncl.ac.uk/regulations/docs/UGExamConv1112.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.

Weighting of stages
For students due to graduate from 2009-10 the Degree is determined on the basis of marks obtained in four components of studies in the Second and the Third Stages of the Programme.
The weighting of marks contributing to the degree is as follows:

Modules	Weighting
Stage 2 Architectural Design project work	0.10
Stage 3 Architectural Design project work	0.50
BA Dissertation	0.16
Modules in History, Principles and Theories, Architectural Technology, Environmental Design, Landscape and Professional Practice from Stages 2 and 3.	0.24

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

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

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

The School Brochure (contact enquiries@ncl.ac.uk)

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.

Annex

Mapping of Intended Learning Outcomes onto Curriculum/Modules

		Intended Learning Outcomes
A1	A	ARC1012; ARC2023; ARC3014; ARC3015
	B	ARC1011; ARC1012; ARC2011; ARC2023; ARC3015
	C	ARC1013; ARC1014; ARC2009; ARC2010; ARC3013; ARC3014
A2	A	ARC1001; ARC1013; ARC1014; ARC2001; ARC2009; ARC2010; ARC2023; ARC3001; ARC3013; ARC3014
	B	ARC1013; ARC1014; ARC2001; ARC2009; ARC2010; ARC3001; ARC3013;
	C	ARC1001; ARC2001; ARC2023; ARC3001
A3	A	ARC1016; ARC3013; ARC3014
	B	ARC3013; ARC3014
	C	ARC1001; ARC2001; ARC3001
A4	A	ARC1001; ARC1013; ARC1014;ARC2001; ARC2010; ARC3001
	B	ARC1001; ARC1013; ARC1014; ARC2001; ARC2010;

		ARC3001
	C	ARC2001; ARC2010; ARC3001
A5	A	ARC3014
	B	ARC3014
	C	ARC3014
B1	A	ARC1011; ARC1012; ARC2011; ARC2023; ARC3013; ARC3015
	B	ARC1011; ARC1012; ARC2011; ARC2023; ARC3015
	C	ARC1001; ARC2001; ARC3001
B2	A	ARC1011; ARC1012; ARC2011; ARC2001; ARC3015; ARC3001
	B	ARC1001; ARC2001; ARC3001
	C	ARC1001; ARC2001; ARC3001
B3	A	ARC1001; ARC2001; ARC3001
	B	ARC1001; ARC2001; ARC3001
	C	ARC1001; ARC2001; ARC3001; ARC3014
C1	A	ARC1001; ARC2001; ARC3001
	B	ARC1001; ARC2001; ARC3001
	C	ARC1001; ARC2001; ARC3001
C2	A	ARC1013; ARC1014; ARC2001; ARC2009; ARC2010; ARC3001; ARC3013
	B	ARC1013; ARC1014; ARC2001; ARC2009; ARC2010; ARC3001; ARC3013
	C	ARC1013; ARC1014; ARC2001; ARC2009; ARC2010; ARC3001; ARC3013
C3	A	ARC3014;
	B	ARC3014
	C	ARC1001; ARC1013; ARC1014; ARC2001; ARC2010; ARC3001; ARC3013; ARC3014
D	1	ARC1001; ARC2001; ARC2009; ARC3001; ARC3014
	2	ARC1001; ARC1011; ARC1012; ARC1013; ARC1014; ARC1016; ARC2001; ARC2009; ARC2010; ARC2011; ARC2020; ARC2023; ARC3001; ARC3013; ARC3015
	3	ARC1001; ARC1011; ARC1012; ARC1013; ARC1014; ARC1016; ARC2001; ARC2009; ARC2010; ARC2011; ARC2020; ARC2023; ARC3001; ARC3013; ARC3015; ARC3014
	4	ARC1001; ARC1011; ARC1012; ARC2001; ARC2010; ARC2011; ARC2020; ARC2023; ARC3001; ARC3013; ARC3015;
	5	ARC1013; ARC1014; ARC2001; ARC2009; ARC2010; ARC3001;
	6	ARC1001; ARC1013; ARC1014; ARC2001; ARC3001; ARC3014