


PROGRAMME SPECIFICATION	
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1	Awarding Institution	Newcastle University
2	Teaching Institution	Newcastle University
3	Final Award	Certificate of Higher Education
4	Programme Title	INTO Newcastle University International Year One in Architecture
5	UCAS/Programme Code	2355U September 2356U January
6	Programme Accreditation	n/a
7	QAA Subject Benchmark(s)	n/a
8	FHEQ Level	4
9	Last updated	July 2020

10	Programme Aims
	<ol style="list-style-type: none"> 1. To equip international students with the English language competence they need to study Architecture (K100) and Architecture and Urban Planning (K190) at Stage 2 at Newcastle University or in another UK HEI. 2. To provide students with subject specific knowledge and skills to prepare them to study Architecture and Urban Planning at Stage 2. 3. To provide students with the intellectual development they need to be academically capable of studying at undergraduate level at Newcastle University or in another UK HEI. 4. To develop students' study skills so that they are capable of entering UK HE, whilst also helping them to become accustomed to studying in the UK. 5. To provide practical experience of university teaching methods in UK. 6. To enable students to develop confidence in communicating and present architectural concepts to an audience of native English speakers. 7. To encourage students to undertake self-evaluation to help them analyse their progress.

11	Learning Outcomes
	The programme provides opportunities for students to develop and demonstrate knowledge and understanding, qualities, skills and other attributes in the following areas.
	Knowledge and Understanding
	On completing the programme students will:
	<ul style="list-style-type: none"> A1 have increased knowledge and understanding of English grammar and vocabulary, including conventions of Academic English A2 have knowledge and understanding of the history, theory and vocabulary related to selected aspects of Architecture A3 have knowledge and understanding of Design Methods and Technologies for small scale architectural structures, including geometrical and trigonometric calculations A4 have knowledge and understanding of the wider cultural and socio-economical background and its influence upon Architecture and Urban Development A5 have an understanding of the academic culture of UK Higher Education and its expectations of independent research, self-guided studies and engagement in academic debate A6 have knowledge and understanding of the requirements for writing competent essays, case studies or reports, including the importance of structure and the conventions of referencing.
	Teaching and Learning Methods
	Asynchronous provision/recorded: lectures and task-introductions are used to introduce theoretical contents and to prepare students for their weekly task and learning schedule.

Synchronous provision/live – On Campus and Online: all modules are taught in a small- group face to face teaching format, with the same provision for On Campus and Online. Regular drop-in and surgery sessions allow students for direct contact with their tutors, and to ask questions and to raise any specific learning needs.

The virtual (synchronous FtF) design studio, tutorial sessions in small groups or individual arranged time slots, provides student with tutorials for their design projects.

An all student forum gives an opportunity for fostering a student community, to ensure On Campus and Online students to exchange study experiences and to learn from one-another.

Assessment Strategy

Knowledge and understanding is assessed primarily through written coursework and exams. Design Projects and case studies assesses students' applied knowledge.

Assessment methods and their relation to learning outcomes are specified in each individual module outline.

Intellectual Skills

On completing the programme students will have demonstrated the ability to:

- B1 manage individual and independent study
- B2 critically analyse and evaluate information in order to develop well-reasoned arguments
- B3 evaluate arguments and evidence in written and spoken texts
- B4 methodically structure and conceptualise task formulations and problems
- B5 use and interpret data effectively
- B6 debate a case orally or in writing
- B7 identify, analyse and interpret problems and tasks effectively and appropriately
- B8 understand basic technical standards and industry requirements.

Teaching and Learning Methods

These skills are effectively conveyed through practice via a combination of lectures, seminars, case studies, field visits, debates and studio based tutorials. The English for Academic Purpose module (EAP, module INU1102/INU1502) will provide students with a range of different sources and strategies to enable the critical analytical study and evaluation of texts. The Architectural Communication module (INU1109/1509) introduces modes and techniques of architectural communication and representation. Architectural Design 1 & 2 (INU1114/1514 and INU1115/1515) provides students with the opportunity to apply practically and exercise these skills. Architectural History & Theory (INU1117/1517) gives platforms for interpretation and debate.

Assessment Strategy

Assessment methods and their relation to learning outcomes are specified in each individual module outline. Case studies, presentations and design projects provide assessment of the development of intellectual skills, as do other pieces of coursework and oral presentations.

Practical Skills

On completing the programme students will have demonstrated the ability to:

- C1 develop strategies for effective note taking in lectures and seminars
- C2 read and take notes from an academic texts
- C3 write reports and essays in an academic context in understandable English following the conventions of essay or report writing
- C4 engage in discussions in seminars, workshops and tutorials
- C5 present ideas and arguments in a clear and logical manner in written and oral English
- C6 apply manual design techniques, such as sketching, drawing and model making
- C7 use computer aided drawing
- C8 apply photography and image processing for documentation and presentation
- C9 develop simple structural systems and construction details
- C10 conceptualise, and develop architectural design solutions
- C11 apply geometrical and trigonometric calculation
- C12 create scaled technical drawings for small, domestic size projects
- C13 apply and develop basic construction methods and details.

Teaching and Learning Methods
<p>All modules will use a mixture of lectures, seminars, workshops and small group work. The overlapping of practical tasks and projects with subsequent presentation foster the holistic application of practical and theoretical skills and knowledge. The Architectural Design modules (INU1114/1514 and INU1115/1515) introduce students to the open studio culture nurturing and supporting the development of practical as well as transferable skills. English language skills will be taught through the EAP module (INU1102/INU1502) mainly through small group teaching with continuous practice. All other modules will also use and reinforce practical English language skills. Field trips and study trips in the architecture modules provide the opportunity for practical application of specific manual skills (C6; C7).</p>
Assessment Strategy
<p>All modules will indirectly assess English language competence and the ability to take notes and use sources, as they all require an ability to express ideas in English. Other practical skills will be assessed through coursework, journals, portfolio, design project tasks and presentations. The Architectural Design modules (INU1114/1514 and INU1115/1515), the Architecture Technology module (INU1116/1516) and the Architectural Communication module (INU1109/1509) focusses in particular on practical skills C5 to C13 and indirectly cover the full spectrum. The EAP module (INU1102/1502) and Architecture History and Theory modules (INU1117/1517) provide direct and indirect assessment for C1 to C5.</p>
Transferable/Key Skills
<p>On completing the programme students will be able to:</p> <ul style="list-style-type: none"> D1 work as a member of a team with colleagues from other backgrounds and cultures D2 deliver appropriate oral and graphical presentations D3 effectively use IT and CAD programs D4 manage their time effectively D5 use library and other information sources effectively D6 think and work efficiently on their own when required D7 communicate effectively with native speakers D8 analyse personal strengths and weaknesses and take action accordingly D9 use effectively technical communication methods such as sketching and drawing D10 develop practical and functional solutions for design related problems and requirements
Teaching and Learning Methods
<p>Based on lectures and workshops the EAP (INU1102/1502) and Architectural History and Theory (INU1117/1517) modules provide the theoretical input for transferable skills (D1, D4, D5, D6 and D7). The practical and interactive nature of the Architectural Design modules provides the platform for consistent supervised development of all key skills, in particular D2, D3, D8, D9 and D10. In preparation of technical solutions and communication, the Architecture Technology provides for D9 and D10 with interactive seminars and small group tasks. Architectural Communication introduces D2 and D3 through workshops and seminars.</p> <p>In all modules, students will actively participate in a range of different activities including presenting and discussing opinions, ideas and research results in individual and group presentations; and carrying out interviews, deepening the students' confidence in their key skills.</p>
Assessment Strategy
<p>As working in a team, communication and presentation skills are transferrable key skills in architecture, all modules contribute to the assessment of D1, D2, D4 to D9 through small group tasks, case study research, group and individual project presentations, and design projects. The Architectural Design and Architectural Communication modules assess in particular D2, D3 and D10 as part of the design project presentations and the portfolio assignment. D9 and D10 are also covered in these assessments, particularly in the technical journal assignment in the Architecture Technology module.</p>
12 Programme Curriculum, Structure and Features

Basic structure of the programme

A two semester 120 credit programme which combines the study of English for Academic Purposes (EAP INU1102/1502, 40 credits) with an intense training of Architecture related skills and knowledge through joined up modules Architectural Design 1 (INU1114/1514 20 credits in Semester 1), Architectural Design 2 (INU1115/1515 20 credits in Semester 2), Architecture Technology (INU1116/1516, 20 credits),

Architecture History and Theory (INU1117/1517, 20 credits) provides contextual understanding and an introduction in theories.

Architectural Communication (INU1109/1509, 20 credits) introduces architectural communication and presentation techniques.

Architecture Technology (INU1116/1516) introduces structural technical aspects of architectural design including construction materials and basic construction.

Except the Architectural Design modules, all modules run over two semesters.

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

The programme is specially designed for international students to adapt their skills and abilities for studying Architecture at Stage 2 of the K100 or K190 BA courses at the School of Architecture, Planning and Landscape (SAPL), Newcastle University. Additional to the intense interactive training in EAP and Architecture related knowledge and skills, the programme offers a very personal and supportive study environment allowing students to adapt to the academic culture in the United Kingdom.

Students will experience the open studio culture of architectural education in Newcastle through a dedicated studio space. Regular visits to the School of Architecture allow students to make contact with their peers in Stage 1. Collaborative design reviews between Stage 1 (SAPL) and the International Year One provide a platform for exchange and opportunities for students to meet University staff. University staff (SAPL) provide introductory lectures to the K100 and K190 courses and an open day.

Students also have full access to all facilities including the School of Architecture workshop and the print studios with large-scale printers and scanners. A series of full day study trips provide students with the opportunity to get a better understanding for the regional and national culture and the specific natural and urban environment it will also foster team spirit and understanding amongst the students. All staff members are particularly experienced in educating international students.

Programme regulations (link to on-line version)

<https://www.ncl.ac.uk/regulations/programmeregandspec/>

13 Support for Student Learning

Generic information regarding University provision is available at the following link.

https://www.ncl.ac.uk/ltts/assets/documents/qsh_progspec_generic_info.pdf

IUP Online plus support

In-country support programme, aimed directly at students. This encompasses four main areas: enhancement workshops, designed to help students get the most out of their online programme with topics such as adapting to online learning, understanding overseas study culture; pre-departure briefings, for students who are planning to transition to a centre; engagement and transition: help with students and parent questions about transitioning to centres; onboarding for Academic English – to ensure students get to grips with technological skills in first few weeks of AE term.

Orientation – Preparing for Study

Orientation week will help students prepare for studies at INTO Newcastle University, whether you are undertaking the Flexible Learning course or the Online only course. The Orientation course will be delivered completely online, through Canvas, and will be available in advance

of induction week. Students will be asked to complete set tasks to ensure they 1) are able to use the Virtual Learning Environment (Canvas) 2. are able to use technology in the most effective way 3) understand how flexible and online learning work; 4 know what is expected of them as a student of INTO Newcastle University; 5. become familiar with the University and the City; 6. make friends with other students and become part of a Learning Community; 7. develop new learning skills; 8. understand the range of support services available to them; 9. know what to expect on arrival in the UK; 10. know the importance of Induction Week

Induction

During the first week of the first semester students attend an induction programme. New students will be given a general introduction to University life and the University's principal support services and general information about the INTO Newcastle Centre and their programme, as described in the Foundation Programme Handbook. New and continuing students will be given detailed programme information and the timetable of lectures/practicals/labs/ tutorials/etc. This will be delivered via a bespoke Canvas course for all students and will allow for some limited drop in sessions for Present-in-Person students.

Technical support

Alongside the University's NUIT helpdesk, and Canvas chat and phone support, we have a dedicated INTO help desk for student support, which covers a range of issues students might have in accessing materials, engaging or joining live seminars and/or submitting online academic tasks/assessments.

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 work.

Academic support

The initial point of contact for a student is with a tutor or module leader, or their personal tutor (see below) for more generic issues. Thereafter the Programme Manager, Deputy Programme Manager, Academic Director or Centre Director may be consulted. Issues relating to the programme may be raised at the Student-Staff 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. The personal tutor is the first point of contact used when engagement and attendance become a concern. INTO Newcastle also provides placement and progression support to help students secure appropriate destination degree programmes when progression grades have not been achieved for Newcastle programmes. This provides support students to make applications to Newcastle and elsewhere through UCAS for UG students or through PG portals. In addition the Centre makes use of the range of support services, including the Student Advice Centre, the Counselling and Wellbeing team.

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.

The INTO Centre has a SEN coordinator who works across all academic and English programmes, providing support for students and colleagues as appropriate. The SEN coordinator liaises closely with University Student Wellbeing and Disability service to ensure consistency and coherence of support provision.

Learning resources

The University Library provides access to extensive collections of print and online information resources, including textbooks, ebooks, ejournals and databases. The Philip Robinson, Walton, Law libraries and Marjorie Robinson Reading Rooms also offer a range of different study spaces as well as help and support. The University's IT Service (NUIT), supports campus-wide computing facilities.

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

Generic information regarding University provision is available at the following link.

https://www.ncl.ac.uk/ltds/assets/documents/qsh_progspec_generic_info.pdf

16 Regulation of assessment

Pass mark

Academic modules

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

English for Academic Purposes (International Year One - Architecture)

This module is internally assessed, using Newcastle's English Language Proficiency Scale (and benchmarked against IELTS). Modules will be marked on a 0-90 scale with 50 being equivalent to IELTS 5.0, 60 equivalent to IELTS 6.0, 65 equivalent to IELTS 6.5, etc. The pass mark for the English for Academic Purposes modules is 60 for the International Year One – Architecture programme. In order to progress to a Newcastle University degree programme the required mark is 65.

Satisfactory completion of International Year One requires that:

- (a) the average mark over all academic modules, taking due account of the credit value, is not less than 40%;
- (b) no single mark for any academic module is below 40%;
- (c) marks of less than 40% cannot be compensated.
- (d) the average mark for English for Academic Purposes is not less than 60 (equivalent to IELTS 6.0) with no competence (reading, writing, listening and speaking) below 55
- (e) no compensation for English for Academic Purposes is permitted.

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

Academic Marking Scheme

INTO Newcastle University employs the following marking scheme:

<40	Fail
40-49	Pass
50-59	Good
60-69	Very Good
70+	Excellent

External Examiner

An External Examiner, a distinguished member of the subject community, is appointed by the University following recommendation from the Board of Studies. The External Examiner is required to:

- i. confirm whether the standards of the University's awards meet or exceed the academic standards specified in external reference points such as the Framework for

Higher Education Qualifications, the UK Quality Code, subject benchmark statements, and, where appropriate, the requirements of professional, statutory and regulatory bodies;

- ii. confirm whether the academic standards of the University's awards are consistent with those of similar programmes in other UK higher education institutions;
- iii. report on whether the University's processes for assessment measure student achievement rigorously and fairly and are conducted in line with University policies and regulations;
- iv. identify, where appropriate, examples of exemplary practice and innovation in learning, teaching and assessment;
- v. comment on opportunities to enhance the quality of the learning experience provided to students.

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

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

The INTO Newcastle University Brochure (see <https://www.intostudy.com/en-gb/universities/newcastle-university>)

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

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.