

PROGRAMME SPECIFICATION

1	Awarding Institution	Newcastle University
2	Teaching Institution	Newcastle University
3	Final Award	International Foundation Certificate
4	Programme Title	INTO Newcastle Foundation Certificate - Pathway in Architecture
5	UCAS/Programme Code	2995F September 2995J January
6	Programme Accreditation	n/a
7	QAA Subject Benchmark(s)	n/a
8	FHEQ Level	FE3 of NQF
9	Date written/revised	July 2020

10 Programme Aims

To provide a programme which:

1. equips international students with the English language competence they need to study at undergraduate level at Newcastle University or in another UK HEI
2. provides students with the intellectual development they need to be academically capable of studying architecture at degree level at Newcastle University or in another UK HEI
3. develops students' subject related skills and knowledge for studies in stage 1 in architecture on accredited (K100) and non-accredited (K190) architecture courses
4. develops students' general design skills and a contextual understanding of architecture
5. enables students to process, transform and communicate information
6. provides an oversight on the specific cultural developments and achievements of the United Kingdom in their historical context
7. supports students to integrate into the universities' student community

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 should:

- A1 have an improved knowledge and understanding of English grammar and vocabulary, including conventions of Academic English
- A2 have knowledge and understanding of the historical contexts and traditions in UK and Europe and the related vocabulary to explain
- A3 have knowledge and understanding of the principal aspects of the architectural design process
- A4 have basic knowledge and understanding of how to analyse architectural settings
- A5 have an understanding of the academic culture of UK Higher Education and its expectations of independent research and academic debate
- A6 have knowledge and understanding of the requirements for writing a competent case studies or reports, including the importance of structure and the conventions of referencing

Teaching and Learning Methods

Knowledge and understanding is primarily taught through lectures supported by reading, seminar discussion, tutorials and field trips. English is primarily taught in smaller groups and reinforced through practice. Practical skills and design are taught through practical studio tutorials, encouraging an open studio culture and the exchange and discussion amongst students. Short introductory lectures provide for theoretical contents. A series of study trips

enhances students' knowledge and understanding in real contexts.

Assessment Strategy

Knowledge and understanding is assessed primarily through projects, written coursework, presentations, examinations and a portfolio, including the submission of sketchbooks. Assessment methods and their relation to learning outcomes are specified in each individual module outline.

Intellectual Skills

On completing the programme students should be able to:
B1 use and interpret data
B2 evaluate arguments and evidence in written/spoken texts
B3 read academic texts with some degree of analytical skill
B4 debate a case orally or in writing
B5 apply basic principles of the methodical design process in architecture
B6 analyse and interpret small domestic scale contexts

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

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

Practical Skills

On completing the programme students should be able to:
C1 develop strategies for effective note taking in lectures and seminars
C2 read and take notes from an academic texts
C3 engage in discussions, seminars or a tutorial context
C4 write essays or reports in an academic context in understandable English following the conventions of essay or report writing, and apply proper referencing rules
C5 develop conceptual ideas and process these into architectural design solutions
C6 demonstrate skills in sketching, drawing, modelling and graphic presentation
C7 curate and edit practical projects into an architectural portfolio

Teaching and Learning Methods

The English for Academic Purposes (EAP) module (INU0123/0523) and the Architecture. Culture & History (ACH) module (INU0125/0525) will deliver C1 and C2, but the lessons learned will be reinforced in all the other modules. The English language skills will be taught through the EAP module largely through small group teaching with plenty of practice. However, every other module will also use and reinforce these skills. Not only will students be taught how to develop these skills, but the academic modules will provide opportunities to put these skills into practice. C3 and C5 will be taught in the Architecture modules (INU0104/0504 INU0105/0505), C4 taught in the ACH module (INU0125/0525) through case studies and precedent studies. C6 and C7 will be delivered in Architectural Communication (INU0124/0524). Architecture 1 & 2 modules also provide for C6 and C7.

Assessment Strategy

English language competency (C1, C2, C3, C4) will be tested directly on an IELTS equivalent basis in the English for Academic Purposes module using a mixture of tests and coursework and covering reading, writing, speaking and listening. All other modules will indirectly assess English language competence. Architectural skills (C5) will be assessed through design project work. Practical representation and communication skills (C6, C7) will be assessed through course- and project work, sketchbooks and the portfolio in the Architectural Communication module.

Transferable/Key Skills

On completing the programme students should be able to:
D1 work as a member of a team with colleagues from other backgrounds and cultures
D2 make oral presentations
D3 use IT skills effectively
D4 manage their time effectively
D5 use library and information sources effectively
D6 think and work effectively on their own when required
D7 communicate effectively with native speakers
D8 analyse their own strengths and weaknesses and take action accordingly
D9 sketch, draw, make models and present information graphically

Teaching and Learning Methods

All modules contribute to the development of transferrable skills. D1 and D2 is introduced and developed through interactive group tasks in EAP as well as Architecture 1 & 2 modules. The Architecture Communication module introduces to D3 through seminars and the portfolio development. Architecture, Culture & History introduces to D5 through excursions to libraries, through lectures and seminars. D6 is practiced in all modules, particularly when students work individually on their design projects in Architecture 1 & 2 modules, support is provided through roaming one-to-one tutorials. Generally, as communication and presentation is a key skill in design related subjects, all modules provide extensive opportunities to develop D2, D7 and D8. Jointly conducted interim reviews (Architecture and EAP modules) provide students with a platform for critical reflection (D8). Practical seminars and field trips provide for the introduction of sketching and drawing techniques (D9) (Architectural Communication) and application (Architecture 1& 2 modules, observation and recording occurs also in Architecture, Culture & History module).

Assessment Strategy

Group projects in most of the modules assess student's ability to effectively work in a team (D1). All modules contribute to assess D2, D4 and D6 through research based writing and outcome and project presentations. The Architectural Design modules assess D6, D7, D8 as part of design project presentations, jointly assessed with EAP. D3 and D9 is assessed through the portfolio assignment and sketchbook submission in the Architectural Communication module. D9 is indirectly assessed in design projects (Architecture modules). D5 is assessed through written tasks and case studies in the Architecture, culture & History module.

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 (INU0123/0523) with 40 credits, with the study of architecture related contents in the academic modules, described as follows.

Practical application forms the core of the Architecture 1 & 2 modules (S1 INU0104/0504 and S2 INU0105/0505) with 20 + 20 credits. Theoretical and historical contexts are explored in the Architecture, Culture & History module (INU0125/0525). Introduction of skills, methods and techniques occur within the Architectural Communication module (INU0124/0524) with 20 credits.

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 (K100) or Architecture and Urban Planning (K190) in Stage 1 (1st year) at the School of Architecture, Newcastle University. Students also have the opportunity to choose other institutions through the UCAS system. Students achieving the progression requirements will receive an unconditional offer at the School of Architecture.

Additional to the intense interactive training in EAP and Architecture related knowledge and skills, the programme offers a personal and supportive study environment allowing students to adapt to the academic culture in the United Kingdom.

Students will experience the studio culture of architectural education in Newcastle through a dedicated studio space. Regular visits to the School of Architecture will allow students to make contact with their peers at university. Students have full access to all facilities including the School of Architecture workshop. A series of one-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.

Programme regulations (link to on-line version)

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

13 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/>

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

Students are provided with a dedicated architecture studio with extended access from 8am to 8pm from Monday to Saturday. The studio provides all necessary equipment for practical skill training including photography studio equipment. A computer cluster provides the necessary IT programs. Students are also provided with a welcome package including basic model making and drawing equipment as well as a range of skill training related books. The School of Architecture workshop is also fully accessible. Students will receive an introduction to the workshop early in the semester, when appropriate.

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

Large scale printing and scanning is available and accessible 24hrs at the School of Architecture building.

14 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

Accreditation reports

n/a

Additional mechanisms

n/a

15 Regulation of assessment

Pass mark

The pass mark is 40

The pass mark for English for Academic Purposes modules is 65

Course requirements

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

Satisfactory completion of the Foundation programme 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 35;
- (c) marks of 35-39 in academic modules can be compensated, provided the total credit value of these modules does not exceed 40;
- (d) the mark for English for Academic Purposes is not less than 65 (equivalent to IELTS 6.5) with no competence (reading, writing, listening and speaking) below 60
- (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.

Progression criteria

In order to progress from Foundation to Stage 1 of the following undergraduate programmes in the School of Architecture, Planning and Landscape:

- BA Architecture (K100)
- BA Urban Planning (K190)

Students must achieve a minimum of 65 in EAP and an overall academic average of 60%. For the BA Architecture (K100) an average of 60% in the two Architectural Design modules is required.

Please refer to the entry requirements for specific degree programmes for further information (see <http://www.ncl.ac.uk/undergraduate/>)

Weighting of stages

N/A

Marking scale applicable to Diploma programme

0-39
40-59
60-69
70+

Fail
Pass
Pass with Merit
Pass with Distinction

External Examiner

An External Examiner, a distinguished member of the subject community, is appointed by Faculty Teaching, Learning and Student Experience 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 INTO Newcastle University Brochure (see <http://www.into.uk.com/newcastle/home>)

The University Regulations (see <http://www.ncl.ac.uk/calendar/university.regs/>)

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.