

**PROGRAMME SPECIFICATION**

<b>1</b>	<b>Awarding Institution</b>	Newcastle University
<b>2</b>	<b>Teaching Institution</b>	Newcastle University
<b>3</b>	<b>Final Award</b>	Graduate Diploma
<b>4</b>	<b>Programme Title</b>	INTO Newcastle University International Graduate Diploma in Architecture and Landscape Architecture
<b>5</b>	<b>Programme Code</b>	2997U (Sept) 2998U (Jan)
<b>6</b>	<b>Programme Accreditation</b>	n/a
<b>7</b>	<b>QAA Subject Benchmark(s)</b>	n/a
<b>8</b>	<b>FHEQ Level</b>	6
<b>9</b>	<b>Date written/revised</b>	July 2020

**10 Programme Aims**

To provide a programme which:

1. equips international students with the English language competence they need to study Architecture and Planning Studies, and Urban Design, at postgraduate level at Newcastle University or in another UK HEI
2. provides students with subject specific skills and knowledge to prepare them to study on the provided PGT progression routes at the School of Architecture, Planning and Landscape (SAPL)
3. provides students with the intellectual development they need to be academically capable of studying subjects at postgraduate level at Newcastle University or in another UK HEI
4. builds up students' study and research skills, whilst supporting these students in adapting to the academic culture at Newcastle University and UK HEI
5. provides opportunities for exchange and contact with tutors and peers of the prospective progression routes at SAPL
6. introduces students to a comprehensive and contextual approach towards architecture and the built environment
7. enables students to develop confidence in debating, presenting and communicating architectural contents and concepts with native speakers
8. encourages 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, skills and other attributes at Honours level.

**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 requirements for academic writing and research methods, including conventions of referencing
- A3 the academic culture of UK higher education and its expectations of independent research and academic debate
- A4 have knowledge and understanding for the methodologies for writing competent essays and case studies

A5 have an enhanced theoretical knowledge and technical vocabulary related to selected aspects of architecture and urban development  
A6 have a developed knowledge and understanding for analysing urban contexts and architectural settings  
A7 have a developed understanding and awareness of cultural and socio-economic contexts and their influences upon architecture and urban development

#### **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 presentations, also through design projects and the development of a portfolio. 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 collect and evaluate relevant information and data, and apply appropriate research methods  
B2 critically develop, evaluate and debate arguments, orally and in writing  
B3 confidently analyse subjected related academic texts and arguments, and develop well-reasoned arguments  
B4 apply principles of the methodical design process in larger scale contexts  
B5 analyse and interpret comprehensive design project briefs  
B6 make informed decisions and to take initiative in their studies

#### **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. Research related tasks are supported by small group and one to one tutorials.

The EAP (English for Academic Purposes) module (INU3103/3503) introduces students to a range of relevant sources and advanced strategies appropriate for studies on postgraduate taught (PGT) level. The Professional Studies module (INU3116/3516) introduces methods and structures for research and essay writing. The academic subject modules Contextualised Design for Built Environments (INU3114/3514) and Design in Urban Context (INU3115/3515) provide the platform for practical application for all intellectual skills, in particular B4 to B6. The Architecture, Culture & History module (ACH, INU3119/3519) provides students with opportunities to practise B1 to B3.

#### **Assessment Strategy**

A case study, an extended essay and the project presentations are the main assessments of the development of intellectual skills. Writing tasks in the EAP module and presentations and debates in ACH module complement the assessment of

#### **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 academic texts  
 C3 engage in academic discussions in seminars or tutorial context  
 C4 well-informed and competent pieces of academic writing in coherent English following conventions of essay or report writing, and correct referencing  
 C5 present ideas and arguments in a clear and logical manner in written and oral English  
 C6 demonstrate advanced skills in observing, recording and graphical presentation  
 C7 develop larger scale design proposals under application of advanced manual and CAD design techniques  
 C8 curate and edit practical projects and research outcomes into a comprehensive graphically well-arranged architectural portfolio or research journal

**Teaching and Learning Methods**

The English for Academic Purposes (EAP) module (INU3103/3503) delivers C1, C2, C4 with a particular focus on C5 largely through small group teaching with plenty of practice. The Professional Studies (PS) module (INU3116/3516) delivers mainly C3, C4, C5 through interactive seminars, discussions and research supervision. The Architecture, Culture & History (ACH) module (INU3119/3519) will also deliver C1 to C3. C6, C7, C8 are primarily taught in the particle modules (INU3114/3504 INU3115/3515) through discussions, presentations and design studio tutorials. All modules on this course are closely joined up in view to academic subject contents, hence all practical skills will be reinforced to a degree on all modules.

**Assessment Strategy**

English language competency (C1, C2, C3, C4, C5) will be tested directly on an IELTS equivalent basis in the EAP module using a mixture of tests and coursework and covering reading, writing, speaking and listening. All other modules indirectly assess English language competence. Architecture and design related skills (C6, C7, C8) are assessed through two comprehensive projects, with the option to focus on a specific aspect of architectural design, urban design or landscape (module INU3114/3514 and module 3115/3515). Communication and oral presentation skills (C5, C6) are assessed through project presentations and reviews. Academic writing and research (C4, C5) is assessed through case studies and an extended essay in the PS module and ACH module.

**Transferable/Key Skills**

On completing the programme students should be competent in:  
 D1 work as a member of a team with colleagues from other backgrounds and cultures  
 D2 deliver competent oral and well-arranged graphical presentations  
 D3 methodical research, sourcing and evaluating relevant academic materials  
 D4 application of industry standard software and CAD programs  
 D5 organise their studies independently and manage their time effectively  
 D6 communicating effectively with native speakers  
 D7 document and analyse more complex contexts  
 D8 analyse personal strengths and weaknesses and take action accordingly  
 D9 application of modes of visual and technical communication  
 D10 develop solutions for design related problems and requirements

**Teaching and Learning Methods**

All modules contribute to D1 as a key skill for most design and planning related subjects and as an essential skill for developing complex design solutions. Similarly D5 is essential for PGT studies, all modules support students for independent, self-guided studies. D2, D3, D7 will be introduced in the PS module through lectures and seminars. The EAP provides for D5 and supports D2, D3, D5, D8 with interactive small group seminars and supervisory one to one tutorials. The practical and interactive nature of the Contextualised Design for Built Environments (INU3114/3514) and Design in Urban Context (INU3115/3515) modules provide the platform for consistent supervised development of all key skills, in particular D2, D4, D6, D7, D8, D9 and D10. Teaching methods in these modules are studio based tutoring with introductory

lectures supported by roaming tutorials, group discussions and interim reviews. The ACH modules contribute to C3, C5, C6 and C7 with lectures, interactive seminars and field studies.

### **Assessment Strategy**

As working in a team, advanced communication and presentation skills are transferrable key skills in architecture, all modules contribute to the assessment of D1, D2, D6 to D9 through small group tasks, case study research, group and individual project presentations, and design projects. The two architectural and urban design modules (INU3114/3514) and Design in Urban Context (INU3115/3515) assess in particular D2, D4, D7, D9 and D10 as part of the design project presentations and D2 and D9 in the portfolio assignment. An extended essay in the PS module assesses D3 and D7, ACH assesses D2, D3 with a case study project and presentations. English Language, listening, reading, speaking and writing are assessed through short tests in the EAP 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 (EAP INU3103/3503, 40 credits) with an intense training of Architecture and Urban Design related skills and knowledge through joined up modules Contextualised Design for Built Environments (INU3114/3514) and Design in Urban Context (INU3115/3515) modules (20 + 20 credits).

Architecture History and Theory (INU3119/3519, 20 credits) provides contextual understanding and the theoretical background.

Architectural Communication (INU3116/3506, 20 credits) introduces research methods, general study skills.

Except the Contextualised Design for Built Environments (INU3114/3514) and Design in Urban Context (INU3115/3515), 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 related PGT course at the School of Architecture, Planning and Landscape (SAPL) at 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 at Newcastle University through a dedicated studio space. Regular visits to the School of Architecture allow students to make contact with their peers on PGT level. Collaborative design reviews between Stage 5 (SAPL) and the Graduate Diploma provide a platform for exchange and opportunities for students to meet University staff. University staff (SAPL) provide introductory lectures to the available 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. All architectural subject tutors are qualified architects.

### **Programme regulations (link to on-line version)**

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

## **13 Support for Student Learning**

### *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'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.

### **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](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 Graduate Diploma 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 postgraduate degree programme at Newcastle University carrying a failure in any module.

#### *Progression criteria*

In order to progress from the Graduate Diploma to the following Masters programmes in the School of Architecture, Planning and Landscape:

Design routes

Architecture, Master of Architecture (MArch)

Advanced Architectural Design MSc (MSAAD)

with the following routes

- Computation
- Sustainable Buildings and Environments
- Property Development
- Architecture and Cities

Landscape Architecture Studies MA (MALAS)

Urban Design MA (MAUD)

Students must achieve a minimum of 65 in EAP and an overall academic average of 55%.

They must achieve an average of 60% in Contextualised Design for Built Environments (INU3114/3514) and Design in Urban Context (INU3115/3515).

For Master of Architecture (MArch) students require 70% average in these two modules.

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

*Weighting of stages*

N/A

Marking scale applicable to Graduate Diploma and Graduate Certificate programmes

0-39	Fail
40-59	Pass
60-69	Pass with Merit
70+	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 (<https://www.ncl.ac.uk/postgraduate/courses/degrees/architecture-grad-dip-ipc/#profile>)

The INTO Newcastle University Brochure (see <http://www.intohigher.com/uk/en-gb/our-centres/into-newcastle-university.aspx>)

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.

