PROGRAMME SPECIFICATION (Taught Postgraduate)	

1	**Awarding Institution**	Newcastle University
2	**Teaching Institution**	Newcastle University
3	**Final Award**	MSc
4	**Programme Title**	Advanced Architectural Design: Architecture and Cities (1 year)
5	**Programme Code**	5383F
6	**Programme Accreditation**	n/a
7	**QAA Subject Benchmark(s)**	n/a
8	**FHEQ Level**	7
9	**Last updated**	

10 Programme Aims

1. Develop the ability to generate complex design proposals showing understanding of current architectural issues, originality in the application of subject knowledge and, where appropriate, to test new hypotheses and speculations;
2. Develop the ability to evaluate and apply a comprehensive range of visual, oral and written media to test, analyse, critically appraise and explain design proposals;
3. Develop an ability to evaluate materials, processes and techniques that apply to complex architectural designs and building construction, and to integrate these into practicable design proposals;
4. Develop a critical understanding of how knowledge is advanced through research to produce clear, logically argued and original written work relating to architectural culture, theory and design;
5. Develop problem solving skills, professional judgment, and ability to take the initiative and make appropriate decisions in complex and unpredictable circumstances;
6. Develop an ability to identify individual learning needs;
7. To meet the criteria for Postgraduate Diploma and level 7 qualifications as laid down in the FHEQ, as well as complying with University policy and the QAA Quality Code.

11 Learning Outcomes

The programme provides opportunities for students to develop and demonstrate knowledge and understanding, qualities, skills in all areas of Advanced Architectural Design.

Knowledge and Understanding

On completing the route students should:

A1. Demonstrate understanding and critical thinking of selected aspects of architecture and cities as a form of action concerned with managing and creating space and place.
A2. Demonstrate an understanding of the conflicts and complexities of the interplay between the various actors and agencies taking part in architecture and cities, and a systematic, research driven approach to addressing issues and problems of the design of space and place.
A3. Demonstrate a critical understanding of architectural theory and make appropriate connections between theory and practice.

A4. Demonstrate depth of knowledge and understanding of the role of architectural design in the built environment.
A5 Demonstrate an advanced knowledge of the inter-relationship between people, buildings, landscape and the environment and an understanding of the need to relate buildings and the spaces between them to human needs and scale.

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, 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

On completing the route students should be able to:

B1. Define and critically analyse problems effectively and appropriately drawing on current research and knowledge
B2. Effectively collect, synthesise and utilise evidence and information
B3. Articulate reasoned arguments, drawing on a range of information sources
B4. Apply research skills and experience in the context of the school's research interests
B5. Show an ability to critically analyse the socio-spatial context of buildings

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 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.

Practical Skills

On completing the route students should be able to:

C1. An ability to deal with complex issues both systematically and creatively, make sound judgments and communicate conclusions and ideas to a range of audiences
C2. Self-direction and originality in tackling and solving problems and the ability to act autonomously and at a professional level
C3. Recognition of the importance of continuing to advance their knowledge, understanding and skills

Teaching and Learning Methods

The development of practical skills is developed through lectures, seminars, and workshops, together with the integrative environment of the design studio through student reviews and presentations. 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 written essays / submissions.

Transferable/Key Skills

On completing the programme students should be able to:

D1. Utilize a range of disciplinary theories and approaches in complex problem solving and decision making
D2. Communicate effectively through the use of visual, verbal and written methods and through appropriate media including sketching, modelling, digital and electronic techniques
D3. Work effectively in groups and as individuals
D4. Identify and manage individual learning needs
D5. Demonstrate self-direction, originality and creativity in tackling and solving problems
D6. Exercise initiative and personal responsibility
D7. Demonstrate academic writing skills

Teaching and Learning Methods

Formal teaching of key skills is through the lectures and seminars of the design research methods module. Verbal communication skills are developed through student participation in design reviews, student presentations and seminars. Visual communication skills are developed through iterative application in design project work. Computer based skills including CAD modelling are developed through the project work. Writing skills are developed though the production of reports and essays. Team working skills are developed through participation in design projects, and self-direction and initiative are encouraged through an emphasis on student centred learning where appropriate. The design thesis project or dissertation also plays an important role in the development of key skills for example through the design and planning of the research, literature search and review and conducting the research and reporting the results.

Assessment Strategy

Key and transferable skills, particularly those requiring verbal and graphic communication, are usually assessed holistically as part of the design project work. Writing skills are assessed through essays, dissertations and unseen examinations. The skills of personal time management, self-direction and independent learning are an essential component of studio design culture.

12 Programme Curriculum, Structure and Features

Basic structure of the programme

The programme consists of the University standard postgraduate requirement of 180 credits, which comprise 120 credits of taught modules and 60 credits of individual research project.

Students who do not complete the individual research project, but successfully complete 120 credits of taught modules will be awarded a Postgraduate Diploma.

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

The Architecture & Cities (one year) route focusses on the interface between architecture, cities and urban design in the creation of sustainable and successful places. This diverse course deals with these complex aspects in a creative and innovative ways. The course focuses on understanding the role of architectural design in the built environment. This includes the need to relate buildings, and the spaces between them, to human needs.

The route encourages students to develop a deeper understanding of varieties of identity in cities. Students conduct detailed studies of particular urban communities, concentrating on determining strategies of appropriate development for specific urban sites. In each of the three semesters of the course, developing projects presuppose devising community based urban design frameworks for selected sites that broadly consider the surrounding context. In each semester, holistic design frameworks articulating the potential character and quality of the environment initiated by the proposed project support reasonably complex building designs.

The course challenges students' preconceived notions of architecture, urban design and the city, as well as their ingrained habits of architectural conceptualization and representation. In the course, individual buildings are considered as component parts of cities, rather than as isolated objects within it. As such, tendencies to over-emphasise buildings as spectacular image, interesting form, or virtuosic technological novelty are counter-balanced by the urban, social, and tectonic qualities of projects. Within the expanded field of the city, urban buildings are emphasised as socio-cultural elements rather than primarily as abstract objects of aesthetic (or visual) appreciation.

Programme regulations (link to on-line version)

Programme Regulations 25-26

13 Support for Student Learning

Generic information regarding University provision is available here.

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

Generic information regarding University provision is available here.

Accreditation reports
N/A

Additional mechanisms
N/A

15 Regulation of assessment

Generic information regarding University provision is available here.
.

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

The University Prospectus: http://www.ncl.ac.uk/postgraduate/courses/

Degree Programme and University Regulations: 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.