	PROGRAMME SPECIFICATION (Undergraduate)	Newcastle University

1	**Awarding Institution**	Newcastle University
2	**Teaching Institution**	Newcastle University
3	**Final Award**	BA (Hons) Architecture and Urban Planning Master of Architecture and Urban Planning: (Architecture) Master of Architecture and Urban Planning: (Urban Design) Bachelor of Arts with Honours in Architecture and Urban Planning (with Placement Year)
4	**Programme Title**	- BA (Hons) Architecture and Urban Planning (after 3 years programme of study) - Master of Architecture and Urban Planning: (Architecture) after 4 years programme of study **-** Master of Architecture and Urban Planning: (Urban Design) after 5 years programme of study Architecture and Urban Planning (with Placement Year) Code: (after 4 years programme of study)
5	**UCAS/Programme Code**	BA AUP K190 M-AUP (Architecture) 1660U M-AUP (Urban Design) 1667U BA AUP (with Placement Year) Code: (1695U)
6	**Programme Accreditation**	BA AUP (Landscape) Landscape Institute - pending recognition as a cognate discipline M-AUP (Architecture) Royal Institute of British Architects (RIBA Part 1) and Architects Registration Board (ARB) after 4 years programme of study accreditation pathway in process M-AUP (Urban Design) Royal Town Planning Institute (RTPI) after 5 years programme of study
7	**QAA Subject Benchmark(s)**	Town and Country Planning (2019) and Architecture (2020)
8	**FHEQ Level**	6 BA (Hons) Architecture and Urban Planning 6 Architecture and Urban Planning (with Placement Year) 7 Master of Architecture and Urban Planning (Architecture) 7 Master of Architecture and Urban Planning (Urban Design)
9	**Last updated**	July 2025

10	**Programme Aims**

1. To provide an interdisciplinary grounding in architecture, planning, landscape architecture and urban design with a focus on the interfaces between the four disciplines.

2. To develop an understanding of urban development and the role of built environment professionals therein BA (Hons) Architecture and Urban Planning.

3. To meet the professional learning outcomes specified by: the Landscape Institute for the BA (Hons) Architecture and Urban Planning (Landscape); the Royal Town Planning Institute (RTPI) for the Master of Architecture and Urban Planning (Urban Design); the Royal Institute of British Architects (RIBA) Themes and values (T&V, 2021) and Architects Registration Board (ARB) General Criteria for Prescription of Qualifications at Part 1 and Part 2 (GC, 2011), Graduate Attributes for Part 1 (GA, 2011) and Guidance for Institutions on Fire and Life Safety Design and Environmental Sustainability (GFLS, GES, 2021) for the Master of Architecture and Urban Planning (Architecture).

4. To equip graduates with critical research skills and transferable skills, which could lead to many varied career paths in the built environment including urban designer, architect, landscape architect, community engagement enabler, design and environmental specialist and other creative industry professionals.

5. To promote collaborative, grassroots, and participatory practices with human and non human in shaping the built environment.

6. To promote climate literacy and the role of the built environment in responding to climate change.

7. To promote ethics and social purpose of the built environment professionals through progressive and alternative approaches to professional practice.

8. To provide a programme which complies with University policies and meet the requirements of the Framework for Higher Education Qualifications for level 6 programmes BA (Hons) Architecture and Urban Planning and level 7 programmes Master of Architecture and Urban Planning (Architecture) and Master of Architecture and Urban Planning (Urban Design).

9. To provide a programme which fully meets the requirements of the QAA UK Quality Code for Higher Education.

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.

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Knowledge and Understanding

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On completing the programme students should:

DESIGN (ARB GA1)
A1　Demonstrate an ability to create and present diverse architectural, landscape and urban design projects, which critically synthesise social, ecological, and environmental concerns and satisfy technical, aesthetic, and regulatory requirements (ARB GC1, GFLS, GES / RIBA T&V5)
A2　Demonstrate an adequate knowledge of landscape architecture, urban design, planning and the skills involved in the planning process (ARB GC4)
A3　Demonstrate an ability to generate integrated responses to spatial planning challenges (RTPI – 2)
A4　Demonstrate an ability to evaluate the quality of places, and understand the meaningful relationships between people and buildings, as well as non-humans and the built and natural environment (ARB GC5, GES / RTPI – SLP3 / RTPI – 10)

SOCIALLY ENGAGED PRACTICE (ARB GA5)

A5　　Demonstrate an understanding of the role and responsibilities of architects, landscape architects, urban designers, and planners in working collaboratively, promoting principles of equality, and engaging with communities in brief preparation, design and planning processes (ARB GC6/ RTPI – 9)

A6　　Demonstrate an understanding of political and ethical nature of spatial planning and reflect on effective democratic decision-making structures (RTPI – 5)

CLIMATE LITERACY (ARB GA3)

A7　　Demonstrate knowledge of strategies and technologies to provide environmental comfort in response to climate and advocating for sustainable design principles (ARB GC9, GES)

A8　　Demonstrate an ability to preserve, integrate and enhance natural habitats, which encourage biodiversity and support access to green infrastructure space for communities (RTPI – 6 / ARB GC5, GES)

A9　　Demonstrate an ability to assess relevant mitigation and adaptation approaches to climate change (RTPI – SLP4, ARB GES)

ETHICS & PROFESSIONAL PRACTICE (ARB GA5)

A10　　Demonstrate knowledge of the importance of upholding the highest social and environmental ethical and professional standards to deliver projects with integrity and accountability (RIBA T&V2 / ARB GC11, GES, GFLS / RTPI – 13)

A11　　Demonstrate an understanding of professional and statutory responsibilities, regulations, procedures and legal frameworks in planning, design and building processes and an ability to debate concept of rights in decision-making (ARB GC11,GES ,GFLS / RTPI – 1 / RTPI – 7)

A12　　Demonstrate an understanding of practice management including resource management and business skills to deliver effective planning and architectural projects (RTPI - 4 / RIBA T&V6 / ARB GC11)

Teaching and Learning Methods

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

Assessment Strategy

Assessment methods and their relation to learning outcomes are specified in each individual module outline. Knowledge and understanding are assessed through various forms of coursework – essays, case studies, reflective essays, dissertations, presentations and design project work (design portfolio).

Intellectual Skills

On completing the programme students should be able to:

RESEARCH (ARB GA4)

B1) Demonstrate knowledge of histories and theories of architecture and cities, related arts, technologies and planning to influence the quality of design and place (ARB GC2, GC3, GC4).

B2) Demonstrate an ability to critically research, analyse, evaluate, and appraise narratives and values in architecture, landscape architecture, urban design and planning (RIBA T&V4 / RTPI – 11).

B3) Make effective use of evidence and information.

B4) Critically review precedents and articulate reasoned arguments in developing briefs (ARB GC7).

Teaching and Learning Methods

The development of Intellectual skills is achieved through a combination of lectures, related structured guided learning, seminars, study visits, case studies, debates, reviews and studio-based tutorials. The dissertation provides an opportunity for students to develop further their intellectual skills through the awareness, evaluation, and application of architectural (RIBA/ARB), urban design and urban planning (RTPI), landscape knowledge driven by the social engaged approach and climate responsive focus that underpin the programmes or chosen pathway. 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. The emphasis in cognitive skill development is to learn by doing.

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, written work and course work including essays and dissertations.

Practical Skills

On completing the programme students should be able to:

ETHICAL, PROFESSIONAL AND CONSTRUCTIONAL SKILLS (ARB GA3, GA5)
C1 Demonstrate research abilities in developing design briefs for architectural, landscape and urban design projects, taking into consideration the views of experts, stakeholders and communities as well as the constraints imposed by building cost factors and building regulations. (ARB GC7, GC10, GFLS, GES)
C2 Demonstrate an understanding of detail construction, structural engineering, ethical material sourcing responding to climate change alongside with an authoritative knowledge of health and life safety to safeguard the community and the users (ARB GC8, GFLS, GES / RIBA T&V1/ RIBA T&V3)

Teaching and Learning Methods

Practical skills are subject related (architecture, landscape architecture, urban planning, and urban design) and introduced and developed through projects and design work where students work individually and in teams to propose, communicate and present ideas. Students are expected to undertake fieldwork to develop their skills. 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:

Design (ARB GA1)
D1) Demonstrate an ability to integrate the thematic areas of the syllabus in the resolution of moderately complex spatial and organisational problems;
Communication (ARB GA2)
D2) Demonstrate an ability to select and use appropriate visual, verbal, and written

communication methods (including sketching, modelling, digital and electronic techniques) to convey design ideas and proposals to both specialist and non-specialist audiences;

Socially engaged practice (ARB GA5)
D3) Demonstrate an ability to listen, include and critically engage with the views of others (including end-users, communities, and stakeholders).

Climate change (ARB GA3)
D4) Demonstrate an ability to critically analyse values and ethics in the built environment in relation to climate change.

Research (ARB GA4)
D5) Articulate an argument, orally, graphically and/or in written form, based on individual or group analysis and research;

Work independently and collaboratively (ARB GA6)
D6) Demonstrate an ability to work independently as well as collaboratively. Be able to establish clearly group contribution and reflect on own work as well as understand the need for lifelong learning.

Teaching and Learning Methods

Transferable skills are well embedded in the programme and are taught and developed in design studio, seminars, project work, and study skills group tutorials (D1, D2 and D3). In addition, the ability to work effectively in groups is developed through project work and through seminars (D6). This development of transferable skills is encouraged through course work (D3, D4 and D5) and through group activities such as project work and local fieldwork.

D6 is a particular outcome of modules on professionalism and the preparatory work for undertaking the work placement year. It is built on through the Certificate in Planning Practice undertaken as an intercalating degree for the M-AUP (Urban Design). D6 also addresses the individual learning needs and personal responsibility for further professional education for M-AUP (Architecture) and BA (Hons) Architecture and Urban Planning.

Assessment Strategy

D1 and D4 are assessed through design reviews and design portfolios. D2, D3 and D5 are assessed through design presentations, essays, seminar papers, reports and dissertation. D6 is assessed through project work (including peer evaluation of group projects). D6 is also assessed through reports and reflective essays that enable students to critically engage with their own ideas and design development.

In addition, for M-AUP (Urban Design), D6 is assessed through practice report and presentation in the Certificate in Planning Practice undertaken as an intercalating year. For M-AUP (Architecture), D4 is also assessed through specific design reviews, essays, and reports.

12	Programme Curriculum, Structure and Features
Basic structure of the programme	

BA (Hons) Architecture and Urban Planning is an unaccredited programme that extends over three years full-time. It is structured on a modular basis with 200 credits of compulsory modules out of a total of 360 credits.

Year One is closely allied with existing programmes in architecture and urban planning; as such it is a foundational year whose modules are all compulsory and offer an introduction to the disciplines of architecture and landscape architecture through Architectural Design (ARC1007) and urban planning with Planning Contexts (APL1003). The year is underpinned by an introduction to Histories of the City (APL1002) that critically examines the emergence over time of a westernised technocratic discourse that privileges a professional ideal of the planner and the architect. Introduction to Architecture (ARC1015)

develops an awareness of the history, principles and theories of architecture, and their contribution to present and past environments. Architectural Technology (ARC1013 and ARC1014) introduces construction, structural and environmental principles through the detailed analysis of architectural precedents studies. At the end of Year One, students may opt to switch to an accredited pathway (RIBA/ARB, RTPI or LI) depending on where their strength and interest lie.

Year Two develops the key building blocks of the programme with a bespoke module covering the theories of Alternative Practice in the built environment (APL2001). Students are introduced to research methods (APL2007) including creative practice research methods that draws from the visual and design skills gained in the first year. This year also offers a wide range of optional modules both in urban planning including Urban Poverty (TCP2030), Urban Infrastructure (TCP2033) or Digital Civics (TCP2031), as well as in design alongside relevant modules from other schools such as Sociology. The design modules focus on mapping as means to understand and represent relational socio-spatial and ecological characteristics of an area. Students engage in neighbourhood design through landscape infrastructure (APL2015) as well as design a small-scale building. They then focus on a moderately complex co-housing ensemble (APL2006). The Participation: Theories and Practices (APL2035) module reinforces the socially engaged practice ethos of the degree, allowing students to develop ethical approaches and methods by which communities and citizens can shape their built environment, taking human and non-human life into account; this module prepares students to Strategies into Action (TCP3028) and Alternative Practice: Co-producing Space (APL3001) in Year 3.

Year Three focuses on the dissertation (APL3007), which may draw from either humanities or social sciences research traditions. We encourage students to focus their research around their particular interest. An interdisciplinary team of staff from the department of architecture, urban planning and landscape architecture support wide-ranging dissertation topics and methods including research pertaining to the building environment within the disciplines of planning, landscape and architecture. Given the nature of the degree we also support and encourage project-based dissertations using creative practice methods. Students may continue to develop their design skills with larger scale design (landscape and urban design) in Semester 1 (APL3008) that focuses on city scale responses to climate change through the use of nature-based solutions which are introduced in Stage 2 with APL2015. In addition, Semester 2 offers two design projects:
Either a live project requiring 1:1 design and build of an urban intervention (APL3001) in collaboration with a community group to test and trial future urban visions.
Or a landscape design project (APL3011) that allows students to deepen their skills and abilities to design at the large scale for urban adaptation and resilience. Students interested in pursuing a landscape career are advised to take Materiality of Landscape (APL3012) which introduces a sustainable approach to materials sourced in landscape architectural design, and the ways that these can be used in the process of construction. These design modules can be complemented with the Climate Literacy (APL3010) module offered in Semester 1 which strengthens the climate ethos of the programme where students are expected to debate, assess, and review climate resilient strategies.

Students wishing to explore urban planning in greater depth may, through a series of modules engaging with a range of issues urban planners are grappling with. Strategies into Action allows students to make their own planning strategy on a range of subjects from active travel to community participation (TCP3028). Development management deep-dives into the processes governing development (TCP3053). Other modules critically examine urban development and processes in China and Africa (APL3004). A series of optional specialist modules are offered from the School of Geography, Business and Sociology. Semester 1 provides students the opportunity for an exchange with overseas academic partners either in a school of urban planning or architecture in Europe and beyond. **M-AUP (Urban Design): Master of Architecture and Urban Planning (Urban Design) is an accredited programme by the Royal Town Planning Institute.** It extends over five years. The programme is structured on a modular basis with 540 credits of compulsory modules.

Year One is shared with the BA in Architecture and Urban Planning and with M-AUP pathways (architecture and urban design) to foster and nurture dialogue and understanding of professionals of different disciplines from the built environment. All modules are compulsory (and core) to map on to the required ARB/ RIBA, RTPI and LI criteria for accreditation.

Year Two is shared with the BA in Architecture and Urban Planning and with M-AUP pathways (architecture and urban design) to deepen collaborative with professionals of different disciplines from the built environment. All modules are compulsory (and core) to map on to the required ARB/ RIBA, RTPI and LI criteria for accreditation.
These modules include theories of Alternative Practice (APL2001) and an introduction to Research Methods (APL2007) including creative practice research methods. The design modules focus on mapping as means to understand and represent relational socio-spatial and ecological characteristics of an area. Students engage in neighbourhood design through landscape infrastructure (APL2015) as well as design a small-scale building. They then focus on a moderately complex co-housing ensemble (APL2006). The Participation: Theories and Practices (APL2035) module reinforces the socially engaged practice ethos of the degree, allowing students to develop ethical approaches and methods by which communities and citizens can shape their built environment, taking human and non-human life into account; this module prepares students to Strategies into Action (TCP3028) and Alternative Practice: Co-producing Space (APL3001) in Year 3.

Year Three focuses on the dissertation (APL3007), which may draw from either humanities or social sciences research traditions. We encourage students to focus their research around their particular interest. An interdisciplinary team of staff from the department of architecture, urban planning and landscape architecture support wide-ranging dissertation topics and methods including research pertaining to the building environment within the disciplines of planning, landscape and architecture. Given the nature of the degree we also support and encourage project-based dissertations using creative practice methods. This year prepares students for professional practice, with design modules, theoretical / reflective and practical skills-based components that encourage students to reflect on the relationships between theory and practice. Students focus on the two main aspects of planning practice: designing planning strategies (TCP3028) and managing the development process (TCP3053). Design modules engage the students in larger scale design (landscape and urban design) with a Semester 1 project (APL3008) focusing on city scale responses to climate change through the use of nature-based solutions which are introduced in Stage 2 with APL2015. Semester 2 focuses on a live project requiring 1:1 design and build of an urban intervention (APL3001) in collaboration with a community group to test and trial future urban visions. This project consolidates and puts into practice participation theories introduced in Stage 2 (APL2035).

Stage Four consists of a year in paid professional practice (the year out is accompanied by an intercalated qualification, the Certificate in Planning Practice) and provides a focused examination of a particular specialist area of planning practice, being the choice of the student in discussion with their line manager and with the approval of the DPD.

Stage Five is shared with the students taking the Master in Urban Design (4004F/P)

Year 1-3 year consist 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. Design modules and lecture-based modules are 10 or 20 credits.
Year 4 consists of a professional practice placement, which accounts for 60 credits.
Year 5 consist 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. Design modules are of 20, 40 to 60 credits and lecture-based modules are 10 credits.

M-AUP (Architecture): Master of Architecture and Urban Planning (Architecture) is a programme applying for prescription by the Architects Registration Board (ARB) and accreditation by the Royal Institute of British of Architects (RIBA) at Part 1. It extends over four years. The programme is structured on a modular basis with 480 credits of compulsory modules.

Year One is shared with the BA in Architecture and Urban Planning and with M-AUP pathways (architecture and urban design) to foster and nurture dialogue and understanding of professionals of different disciplines from the built environment. All modules are compulsory (and core) to map on to the required ARB/ RIBA, RTPI and LI criteria for accreditation.

Year Two is shared with the BA in Architecture and Urban Planning and with M-AUP pathways (architecture and urban design) to deepen collaborative with professionals of different disciplines from the built environment. All modules are compulsory (and core) to map on to the required ARB/ RIBA, RTPI and LI criteria for accreditation.
These modules include theories of Alternative Practice (APL2001) and an introduction to Research Methods (APL2007) including creative practice research methods. The design modules focus on mapping as means to understand and represent relational socio-spatial and ecological characteristics of an area. Students engage in neighbourhood design through landscape infrastructure (APL2015) as well as design a small-scale building. They then focus on a moderately complex co-housing ensemble (APL2006). The Participation: Theories and Practices (APL2035) module reinforces the socially engaged practice ethos of the degree, allowing students to develop ethical approaches and methods by which communities and citizens can shape their built environment, taking human and non-human life into account; this module prepares students to Alternative Practice: Co-producing Space (APL3001) in Year 3.

Year Three focuses on the dissertation (APL3007), which may draw from either humanities or social sciences research traditions. We encourage students to focus their research around their particular interest. An interdisciplinary team of staff from the department of architecture, urban planning and landscape architecture support wide-ranging dissertation topics and methods including research pertaining to the building environment within the disciplines of planning, landscape and architecture. Given the nature of the degree we also support and encourage project-based dissertations using creative practice methods. This year prepares students for professional practice, with design modules, theoretical / reflective and practical skills-based components that encourage students to reflect on the relationships between theory and practice. Design modules engage the students in larger scale design (landscape and urban design) with a Semester 1 project (APL3008) focusing on city scale responses to climate change through the use of nature-based solutions which are introduced in Stage 2 with APL2015. Semester 2 focuses on a live project requiring 1:1 design and build of an urban intervention (APL3001) in collaboration with a community group to test and trial future urban visions. This project consolidates and puts into practice participation theories introduced in Stage 2 (APL2035). The Climate Literacy module (APL3009) underpins Semester 1 design module as well as strengthens the climate ethos of the programme as students are expected to debate, assess, and review climate resilient

strategies. This Climate Literacy module prepares students to the Climate Literacy: Tools for Action (ARC8091) in Year 4.

Lectures in architectural technology (ARC2016), environmental design and services (APL3017) ensure that construction, structures, atmosphere, environment, services and regulatory frameworks as well as professional practice including practice management skills are considered integrally, with meaningful reflective approach to design work achieved in Stage 2 (APL2006). As the stage progresses the emphasis shifts from tectonic intentions, construction systems, detail, environmental performance and energy conservation to strategic approaches to fire, access, servicing, ventilation, lighting and acoustics at medium-scale complexity. The knowledge and understanding lays the foundations for the yet greater complexities addressed in Stage 4.

Year 4 design and technology modules are taught alongside and in mixed studios with BA Architecture students in 3rd year. As such this year offers the choice of year-long design studios (ARC8090) with different thematic focus, site and programme yet scaffolding on the scales students have engaged with but with a specific focus towards an integrated architectural project for a public building of equivalent scale and complexity. The studio develops specialist knowledge, ways of working and skills related to the studio theme. The second climate literacy module (ARC8091) intends to deepen a climate responsive approach to design through an in-depth study of community resilient design precedents that equip students into taking position and action as architects. Technical consultancies and reviews, and lectures in architectural technology (ARC3016) timed to coincide with project phases, support the embedding of structural, environmental, and constructional thinking throughout the design process, and this integration is demonstrated in a two-part technical report. An academic portfolio (ARC8092) concludes the 4-year programme, encompassing a curated compilation of all design project work, essays, reports, and dissertation work students produce within the Master of Architecture and Urban Planning programme / M-AUP (architecture). This portfolio evidences the learning outcomes achieved towards ARB/RIBA Part 1 accreditation and is concluded with a reflective essay that highlights the interdisciplinary nature of the degree and its related ethos on socially engaged practice and climate response.

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 10, or 20 credits and design modules are of 20, 40 to 60 credits.

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, Urban Theory, Critical Spatial Practice, Socially Engaged Practice and Climate and Environmental Change and Justice. This world leading expertise is reflected in the provision of the core architectural, planning and landscape teaching, which is enhanced with practice-informed tutoring.

This innovative programme aims to promote interdisciplinarity and is driven by a social and environmental ethos. The course provides students with an insight into the professions and academic disciplines of architecture, landscape architecture, urban design, and urban planning. While gaining the core learning of the disciplines, students are introduced to practices beyond the boundaries of the professions, underpinned by the intertwined ethos of the programme focusing on Critical / Alternative (spatial) Practice and Climate Literacy. These thematic foci equip students with critical and transferable skills to engage actively in the societal and environmental challenges of the 21st of century by bringing to the fore those who live and experience spaces and places (human and non-human) as well as heightening the quality and ecology of spaces and places.

Critical / Alternative Practice
Critical / Alternative (spatial) Practice examines and questions the role of the expert since the growth of professionalism within the modern era. The programme emphasises the traditions of radical planning and radical urbanism, community planning and community architecture, as well as architecture without architects. The concept of alternative practice is inspired by the work of radical architects and planners who believe that specialised, professional ways of speaking and behaving can alienate people. They have argued that new, alternative, forms of practice are needed which engage better with people and communities, and encourage them to participate actively in the world around them. Through practical case studies, historical examples, theoretical concepts, these ideas are supported throughout the programme encouraging students to think about how architecture and cities could be developed, looking at Western history and beyond.

Optional modules reinforce this approach with design projects/ modules introducing clients / stakeholder, community groups, community of interests to develop an ability in co-producing brief, facilities, housing and public spaces. An emphasis on participation in the built environment allows students to understand approaches and methods by which communities and citizens can shape their environment. The Third Year offers the opportunity to practise theories introduced with a live project with the design of a temporary intervention to support a community group to open up or challenge future visions of space and place through urban prototyping.

Climate Literacy
Climate Literacy is intricately interconnected with the socially engaged ethos, which pervades throughout the design modules. Climate adaptation and mitigation is introduced in first year architectural projects, and include design with climate changes and considering low carbon options. In Second Year, students are expected to draw from climate emergency design guides to design a small scale housing ensemble. The Third Year asks students to design an urban strategy that mitigate climate change and is demonstrated through an integrated design proposal focusing on blue and green infrastructure.

BA (Hons) Architecture and Urban Planning
This programme offers a wide range of options including design poverty and informal housing, the politics of urban space, as well as social enterprise. These modules are supported by APL or other Schools within the University.

Architectural and Urban Design is underpinned by the leading ethos of the programme (Critical / Alternative Practice and Climate Literacy) by aiming to capture an understanding of the making of contemporary cities and buildings taking into account social issues, the role of community/communities (including excluded communities) and principles of citizen empowerment in the design process. The focus stretches from the micro-scale to neighbourhood scale and city scale. The design modules engage students in the iterative practice of drawing, modelling, space making as well as prototyping to articulate concepts and ideas relevant to spatial practice and place making. Students learn a variety of modes of representation to communicate verbally and visually with experts and non-experts.

Urban planning, poverty and informal housing is a theme that draws upon a range of modules in both planning and architecture (and within the specialist modules within the course) that try to address quick fix and/or cost-efficient ways to house vulnerable and poor communities across the planet. This pathway has a focus for students who wish to further their knowledge in planning and development in their future career.

The **social enterprise and business** strand seeks to explore new ways of co-operative community practices that have emerged in recent years in the fields of architecture, planning and the arts. As option, this is supported by modules that give students the chance to explore the inner workings of new types of creative social enterprise that are emerging in the interfaces between professional architects and planners and the community at large. This strand allows students with an interest in business to gain a sense of the way in which these forms of neo or post-professionalism have grown in the

western workplace.

Finally, the strand focusing on **sociology and political theory** in the urban space, fills another implicit narrative that intersects throughout the course. Indeed, this strand which draws upon modules within the school and outside, introduces the students to the social and political contexts in which arts, creative practice, architecture and the built form (more generally), is located. Whilst primarily theoretical, this theme has an important role in giving students a broader understanding of the way in which art and artistic practitioners are located in wider social and political movements in the western world and as well beyond in particular China and Africa.

Master of Architecture and Urban Planning (Urban Design) This integrated and RTPI accredited undergraduate master establish design skills of a wide variety of scales (from micro-scale, the neighbourhood and city scale) together with an understanding, knowledge and practice of urban planning. Students acquire an ability to engage in alternative processes that shape the built environment including citizens and communities in the place-making processes. Graduates from this RTPI accredited master carry a wide range of desirable abilities in both urban design and planning practice. Their reflective and collaborative skills instil an ability to work with a diversity of experts as well as non-experts and to continue to develop their own skills.

Master of Architecture and Urban Planning (Architecture)
This integrated and ARB/ RIBA accredited undergraduate master (accreditation pathway in process) embeds architectural design skills of a wide variety of scales (from micro-scale, the neighbourhood and city scale) together with an understanding of urban planning contexts in which design unfolds. Students acquire an ability to engage in alternative processes that shape the built environment including citizens and communities in the place-making processes. Graduates from this ARB/RIBA accredited master (accreditation pathway in process) develop an in-depth understanding of the climate challenges architects and planners have to address and are equipped with both conceptual and technical tools to take action. Their reflective and collaborative skills instil an ability to work with a diversity of experts as well as non-experts and develop life long-learning. At the end of the programme, students are able to resolve, and present through a variety of representation modes, a moderately complex architectural proposal integrating and synthesising technical knowledge alongside with the thematic underpinning the degree.

The three programmes outlined above - BA (Hons) AUP, , M-AUP (urban design) and M-AUP (architecture) provide students with a broad understanding of the disciplines of architectural design, urban design, and urban planning, thus allowing students to make an informed decision with their choice of pathway.

Students may choose to take the BA (Hons) in Architecture and Urban Planning and switch to, M-AUP (Urban Design) or M-AUP (Architecture) at the end of Stage 1. At the end of Stage 2, students taking the), M-AUP (Urban Design) and M-AUP (Architecture) can confirm their choice of design pathway or to switch as the three pathways share compulsory modules. BA (Hons) Architecture and Urban Planning students are offered a great level of optionality in urban planning as well as other schools thus allowing them to shape their own degree.

Programme regulations (link to on-line version)

Programme Regulations 25-26

Summary table of modules mapping 'Learning Outcomes' and 'Programme Curriculum Structure and Features'

Accrediting bodies: ARB (Architects Registration Board); RIBA (Royal Institute of British Architects); RTPI (Royal Town Planning Institute)

11 Learning Outcomes

A - Knowledge and Understanding

DESIGN (ARB GA1)
A1: Demonstrate an ability to create architectural and urban designs, which critically synthesise social, ecological and environmental concerns (ARB GC1, GFLS, GES/ RIBA T&V5)
A2: Demonstrate an adequate knowledge of urban design, planning and the skills involved in the planning process (ARB GC4)
A3: Demonstrate an ability to generate integrated responses to spatial planning challenges (RTPI – 2)
A4: Demonstrate an ability to evaluate the quality of places, and the meaningful relationships between people and buildings (ARB GC5, GES/ RTPI – SLP3 / RTPI – 10)

A1:	BA-AUP M-AUP (Architecture)	ARB GC1, GFLS, GES	Demonstrate an ability to create and present diverse architectural, landscape and urban design projects, which critically synthesise social, ecological, and environmental concerns and satisfy technical, aesthetic, and regulatory requirements.	ARC1007; ARC1014; APL2015; APL2006; ARC2016; APL3017; ARC8090; ARC3016; ARC8091; ARC8092
A1:	BA-AUP M-AUP (Architecture)	RIBA T&V5	Design pedagogies and architectural expression: critically evaluating aesthetic, compositional, and spatial principles to synthesise socially, ecologically and environmentally sustainable integrated studio projects.	ARC1007; APL2015; APL2006; APL3008; APL3001; ARC8090
A3:	BA-AUP M-AUP (Urban Design)	RTPI - 2	Generate integrated and well-substantiated responses to spatial planning challenges	APL1003; APL2006; APL3008; TCP3028; TCP4002; TCP4003 ARC8115; ARC8069; APL8014;
A2:	BA-AUP M-AUP (Architecture)	ARB GC4	Adequate knowledge of urban design, planning and the skills involved in the planning process	ARC1015; APL1002; APL1003; APL2001; APL2015; APL2035; APL3008; APL3009; ARC2016; APL3017; ARC3016; ARC8091

A4:	BA-AUP M-AUP (Architecture)	ARB GC5, GES	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.	ARC1007; ARC1013; ARC1014; ARC1015; APL2015; APL2006; APL2035; APL3008; APL3001; APL3009; ARC2016; APL3017; ARC8090; APL8091; ARC3016
A4:	BA-AUP M-AUP (Urban Design)	RTPI - 10	Evaluate the principles and processes of design for creating high quality places and enhancing the public realm for the benefit of all in society.	ARC1015; ARC1007; APL2015; APL2006; APL3008; APL3001; TCP8052; ARC8069; APL8014;
A4:	BA-AUP M-AUP (Urban Design)	RTPI – SLP3	Evaluate the distinctive contribution of the specialism to the making of place and the mediation of space.	APL1002; ARC1007; APL2035; APL2015; APL3001; TCP8942; TCP8052; ARC8115; ARC8069: APL8014;

SOCIALLY ENGAGED PRACTICE (ARB GA5)
A5: Demonstrate an understanding of the role of architects and planners in promoting principles of equality and engaging with communities in design and planning processes (ARB GC6/ RTPI – 9)
A6: Demonstrate an understanding of political and ethical nature of spatial planning and reflect on effective democratic decision-making structures (RTPI – 5)

A5:	BA-AUP M-AUP (Architecture)	ARB GC6	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.	ARC1007; ARC1013; APL1002; APL2001; APL2035; APL2015; APL2006; ARC2016; APL3017; ARC8090; ARC3016
A6:	BA-AUP M-AUP (Urban Design)	RTPI - 5	Explain the political and ethical nature of spatial planning and reflect on how planners work effectively within democratic decision-making structures.	APL1003; APL2001; APL2006; APL2035; TCP4004; TCP8942
A5:	BA-AUP M-AUP (Urban Design)	RTPI - 9	Explain the principles of equality and equality of opportunity in relation to spatial planning in order to positively promote the involvement of different communities, and evaluate the importance and effectiveness of community engagement in the planning process.	APL1002; ARC1007; APL2006; APL2035; APL3001; APL3008; TCP3028; ARC8069

CLIMATE LITERACY (ARB GA3)

A7: Demonstrate knowledge of environment comfort while protecting against the climate advocating for sustainable design principles (ARB GC9, GES)
A8: Demonstrate an ability to preserve, integrate and enhance natural habitats, which encourage biodiversity and support access to green infrastructure space for communities (ARB GC5, GES; RTPI – 6)
A9: Demonstrate an ability to assess relevant mitigation and adaptation approaches to climate change (ARB GES; RTPI –SLP4)

A7:	BA-AUP M-AUP (Architecture)	ARB GC9, GES	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.	ARC1007; ARC1013; ARC1014; APL2006; ARC2016; APL3017; ARC8090; ARC3016
A8:	BA-AUP M-AUP (Architecture)	ARB GC5, GES	Demonstrate an ability to preserve, integrate and enhance natural habitats, which encourage biodiversity and support access to green infrastructure space for communities.	ARC1007; ARC1013; ARC1014; ARC1015; APL2015; APL2006; APL2035; APL3008; APL3001; APL3009; ARC2016; APL3017; ARC8090; APL8091; ARC3016
A8:	BA-AUP M-AUP (Urban Design)	RTPI – 6	Explain the contribution that planning can make to the built and natural environment and in particular recognise the implications of climate change.	APL1002; APL1003; APL3008; TCP3028; TCP3053 ARC8115; ARC8069; APL8014
A9:	BA-AUP M-AUP (Architecture)	ARB GES	Demonstrate an ability to assess relevant mitigation and adaptation approaches to climate change	ARC1007; ARC1013; ARC1014; APL1003; APL2006; APL3008; APL3009; APL3001; ARC8090; ARC8091
A9:	BA-AUP M-AUP (Urban Design)	RTPI – SLP4	Assess the contribution of the specialism to the mitigation of, and adaptation to, climate change.	ARC1007; ARC1013; ARC1014; APL1002; APL1003; APL2006; APL3008; APL3001 ARC8115; ARC8069; APL8014

ETHICS & PROFESSIONAL PRACTICE (ARB GA5)

A10: Demonstrate an knowledge of the importance of upholding the highest social and environmental ethical and professional standards to deliver projects with integrity and accountability (ARB GFLS, GES / RIBA T&V2/ RTPI – 13/)
A11: Demonstrate an understanding of regulations, procedures and legal frameworks in buildings and planning processes and an ability to debate concept of rights in decision-making (ARB GC11/ RTPI – 1 / RTPI - 7)

A12: Demonstrate an understanding of practice management including resource management and business skills to deliver effective planning and architectural projects (RTPI - 4 / RIBA T&V6)

A11:	M-AUP (Architecture)	ARB GC11, GES, GFLS	Knowledge of the industries, organisations, regulations and procedures involved in translating design concepts into buildings and integrating plans into overall planning.	APL1003; APL3017;
A12:	M-AUP (Architecture)	RIBA T&V6	Business skills: developing capability in business skills relevant to working in practice and practice management.	APL3017;
A11:	M-AUP (Urban Design)	RTPI - 1	Explain and demonstrate how spatial planning operates within the context of institutional and legal frameworks.	APL1003; TCP3053; TCP3028 TCP4002; TCP4003; TCP4004; ARC8115
A12:	BA-AUP M-AUP (Urban Design)	RTPI - 4	Demonstrate how efficient resource management helps to deliver effective spatial planning.	APL1003; APL2006; TCP3028
A10:	BA-AUP M-AUP (Architecture)	RIBA T&V2 ARB GFLS, GES	Professional and communication skills to ensure projects are delivered with integrity and accountability within global, national, and professional climate targets.	APL3009; APL3017; ARC8091;
A10:	BA-AUP M-AUP (Urban Design)	RTPI - 13	Distinguish the characteristics of a professional, including the importance of upholding the highest standards of ethical behaviour and a commitment to lifelong learning and critical reflection so as to maintain and develop professional competence.	APL2001; APL2035; APL2006; APL3008; APL3001 TCP3053; TCP4002; TCP4004; ARC8069; TCP8942;
A11:	BA-AUP M-AUP (Urban Design)	RTPI - 7	Debate the concept of rights and the legal and practical implications of representing these rights in planning decision-making process.	APL1002; APL1003; APL2035; TCP3053

B – Intellectual Skills

RESEACH (including HISTORY, THEORY) (ARB GA4)
B1: Demonstrate knowledge of histories and theories of architecture, related arts and planning to influence the quality of design and place (ARB GC2/ ARB GC3)
B2: Demonstrate an ability to critically research, analyse, evaluate and appraise narratives and values in architecture and planning (RIBA T&V4 / RTPI – 11)
B3: Make effective use of evidence and information.
B4: Articulate reasoned arguments in developing briefs (ARB GC7)

B1:	BA-AUP M-AUP (Architecture)	ARB GC2	Knowledge of the histories and theories of architecture and the related arts, technologies and human sciences.	APL1002; ARC1013, ARC1015; ARC1007; APL2001; APL2035; APL2015; APL2006; APL3007; APL3009; APL3001; APL3008; APL8090; APL8091;
B1:	BA-AUP M-AUP (Architecture)	ARB GC3	Knowledge of the fine arts as an influence on the quality of architectural design.	ARC1007; ARC1015; APL1002; APL2001; APL2015; APL2006; APL2035; APL3001; ARC8090;
B4:	BA-AUP M-AUP (Architecture)	ARB GC7	Understanding of the methods of investigation and preparation of the brief for a design project.	ARC1007; ARC1013; ARC1014; APL2015; APL2006; APL2035; APL3008; APL3001; ARC2016; APL3017; ARC8090; ARC3016; ARC8091
B2:	BA-AUP M-AUP (Architecture)	RIBA T&V4	Knowledge of histories, theories and methodologies: critically analysing and researching narratives and culture, environmental, and social values in architecture to understand and extend architectural pedagogy.	APL1002; ARC1015; APL2001; APL2007; APL2035; APL3007 ARC8052
B2:	BA-AUP M-AUP (Urban Design)	RTPI - 11	Demonstrate effective research, analytical, evaluative and appraisal skills and the ability to reach appropriate, evidence-based decisions.	ARC1007; APL2001; APL2007; APL3007; APL2015; APL2006; APL2035; APL3001; TCP3028 TCP4002; TCP4003; ARC8115; ARC8069; APL8014;
B3:				APL1002; APL1003; ARC1015; APL2001; APL2007; APL3007; APL3009; APL3010; TCP4002; ARC8091; TCP8942;

C – Practical Skills

ETHICAL, PROFESSIONAL AND CONSTRUCTIONAL SKILLS (ARB GA3, GA5)
C1: Demonstrate research abilities in developing briefs for architectural and urban design projects, taking into consideration the views of experts, stakeholders and communities as well as constraints imposed by cost factors and building regulations. (ARB GC7 / ARB GC10, GFLS, GES)
C2: Demonstrate an understanding of detail construction, structural engineering, ethical material sourcing responding to climate change alongside with an authoritative knowledge of health and life safety to safeguard the community and the users (ARB GC8, GFLS, GES / RIBA T&V1/ RIBA T&V3)

C1:	BA-AUP M-AUP (Architecture)	ARB GC7	Understanding of the methods of investigation and preparation of the brief for a design project.	ARC1007; ARC1013; ARC1014; APL2015; APL2006; APL2035; APL3008; APL3001; ARC2016; APL3017; ARC8090; ARC3016; ARC8091
C1:	M-AUP (Architecture)	ARB GC10, GFLS, GES	The necessary design skills to meet building users' requirements within the constraints imposed by cost factors and building regulations.	ARC1014; ARC2016; APL3017; ARC8090; ARC3016
C2:	BA-AUP M-AUP (Architecture)	ARB GC8, GFLS, GES	Understanding of the structural design, constructional and engineering problems associated with building design.	ARC1007; ARC1013; ARC1014; APL2015; APL2006; APL3001; ARC2016; APL3017; ARC8090; ARC3016; ARC8091
C2:	BA-AUP M-AUP (Architecture)	RIBA T&V1	Health and life safety: demonstrating authoritative knowledge of salutatory frameworks to safeguard the community and end user.	ARC1007; ARC1013; ARC1014; APL2006; ARC2009; ARC2010; ARC3013; ARC8090
C2:	BA-AUP M-AUP (Architecture)	RIBA T&V3	Structures, construction, and resources: demonstrating climate literacy, responsible specification, and ethical sourcing to enhance well-being minimise embodied carbon, waste, and pollution and reduce demands on energy and water.	ARC1007; ARC1013; ARC1014; APL2006; APL3001; ARC2009; ARC2010; ARC3013; ARC8091; ARC8090

D – Transferable Key Skills

Design

D1) Demonstrate an ability to integrate the thematic areas of the syllabus in the resolution of moderately complex spatial and organisational problems;

ARC1007; APL2015; APL2006; APL3008; APL3001; ARC8090 (GA1)
ARC8115; ARC8069; APL8014

Design representation

D2) Demonstrate an ability to select and use appropriate visual, verbal and written communication methods (including sketching, modelling, digital and electronic techniques) to convey design ideas and proposals to both specialist and non-specialist audiences;

ARC1007; APL2015; APL2006; APL2035; APL3008; APL3001; ARC8090; ARC3016; ARC8092 (GA2)
ARC8115; ARC8069; APL8014

Socially engaged practice

D3) Demonstrate an ability to listen, include and critically engage with the views of others.

ARC1007; APL2006; APL2035; ARC8090 (GA5)
APL2015; APL3008; ; APL3001; TCP3028; ARC8069; TCP4004; TCP8942

Technology and climate response

D4) Demonstrate an ability to critically analyse values and ethics in the built environment.

ARC1007; ARC1013; ARC1014; APL2006; ARC2016; APL3017; ARC8090; ARC3016; ARC8091 (GA3)
APL1003; APL3001 APL3008; APL3009; ARC8069; ARC8115

Research

D5) Articulate an argument, orally, graphically and/or in written form, based on individual analysis and research;

ARC1007; ARC1015; APL1002; APL2015; APL2006; APL2007; APL2035; APL3007; APL3008; APL3009; APL3001; ARC8090; ARC8092 (GA4)
APL1003; APL2001; TCP3028: TCP4002; TCP4003; APL8014; ARC8069; ARC8115;

Work independently and collaboratively

D6) Demonstrate an ability to work independently as well as collaboratively. Be able to establish clearly their contribution to a group and reflect on their own work as well as understand the need for lifelong learning.

ARC1007; APL2015, APL2006, APL2007; APL2035, APL3007; APL3008, APL3001, APL3017, ARC8092 (GA6)
APL1002; APL1003; ARC1015; APL2001; ARC8090; ARC8115; ARC8069; APL8014; TCP3028, TCP3053; TCP4002;
TCP4004; TCP8052; TCP8942

12 Programme Curriculum, Structure and Features

DESIGN SKILLS			
BA-AUP M-AUP (Architecture)	ARB –GA1	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;	ARC1007; APL2015; APL2006; APL3008; APL3001; ARC8090 (GA1)
VISUAL, ORAL, WRITTEN COMMUNICATION SKILLS			
BA-AUP M-AUP (Architecture)	ARB –GA2	ability to apply a range of communication methods and media to present design proposals clearly and effectively;	ARC1007; APL2015; APL2006; APL2035; APL3008; APL3001; ARC8090; ARC3016; ARC8092 (GA2)
BA-AUP M-AUP (RTPI)	RTPI - 12	Recognise the role of communication skills in the planning process and the importance of working in an inter-disciplinary context, and be able to demonstrate negotiation, mediation, advocacy and leadership skills.	APL1003; APL2015; APL2006; APL3001; APL3008; TCP3028; TCP3053 TCP4002; TCP4003; TCP4004; ARC8115; ARC8069; APL8014;
BA-AUP M-AUP (RTPI)	RTPI – SPLO1	Engage in theoretical, practical and ethical debate at the forefront of the area of the specialism in the context of spatial planning	APL1002; APL2001; APL2006; APL2015; APL3001; APL3008 TCP8942; TCP8052; ARC8115; ARC8069; APL8014;

CRITICAL SKILLS			
BA-AUP M-AUP (Architecture)	ARB –GA4	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;	ARC1007; ARC1015; APL1002; APL2015; APL2006; APL2007; APL2035; APL3007; APL3008; APL3009; APL3001; ARC8090; ARC8092 (GA4)
BA-AUP M-AUP (Architecture)	RIBA GA1	Apply analytical techniques and problem-solving skills to different types of architectural questions, understanding a complex body of knowledge, some at the current boundaries of the discipline.	ARC1007; ARC1015; APL1002; APL2001; APL2015; APL2006; APL2035; APL3001; APL3008; ARC8090;
BA-AUP M-AUP (Architecture)	ARB –GA6	ability to identify individual learning needs and understand the personal responsibility required for further professional education.	ARC1007; APL2015, APL2006, APL2007; APL2035, APL3007; APL3008, APL3001, APL3017, ARC8092 (GA6)

BA-AUP M-AUP (Architecture)	RIBA GA2	Use of the principles of collaborative and interdisciplinary work to critically evaluate evidence, arguments, assumptions, to reach sound judgments, communicated creatively and effectively.	ARC1007; APL2015; APL2006; APL2007; APL2035; APL3007, APL3008; APL3009, APL3001; ARC8090; ARC8091

TECHNICAL SKILLS			
BA-AUP M-AUP (Architecture)	ARB –GA3	understanding of the alternative materials, processes and techniques that apply to architectural design and building construction;	ARC1007; ARC1013; ARC1014; APL2006; ARC2016; APL3017; ARC8090; ARC3016; ARC8091 (GA3)
BA-AUP M-AUP (Architecture)	ARB –GA5	knowledge of the context of the architect and the construction industry, and the professional qualities needed for decision making in complex and unpredictable circumstances;	ARC1007; APL2006; APL2035; ARC8090 (GA5)
BA-AUP M-AUP (Architecture)	RIBA GA3	Demonstrate ethical design proposals in the context of the climate emergency with an understanding of the relevant building physics informing zero carbon design standards.	ARC1007; ARC1014; ARC2016; APL3017; ARC3016; ARC8091;
BA-AUP M-AUP (RTPI)	RTPI - 8	Evaluate different development strategies and the practical application of development finance; assess the implications for generating added value for the community	APL1003; TCP3028; ARC8115; ARC8069;

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* *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/undergraduate/degrees/#subject 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.