

PROGRAMME SPECIFICATION



1	Awarding Institution	Newcastle University
2	Teaching Institution	Newcastle University
3	Final Award	Graduate Diploma
4	Programme Title	International Pre-Master's in Architecture and Landscape Architecture (Newcastle University International Study Centre)
5	Programme Code	2997U (Sept) 2998U (Jan)
6	Programme Accreditation	n/a
7	QAA Subject Benchmark(s)	n/a
8	FHEQ Level	6
9	Date written/revised	January 2025

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

Lectures and task-introductions are used to introduce theoretical contents and to prepare students for their weekly task and learning schedule.

All modules are taught in a small-group teaching. 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

Roaming tutorial sessions in small groups or individual arranged tutorials provide students with feedback and guidance for their design projects.

Regular cross pathways activities such as student-lead seminars, upside-down lectures and study trips provide opportunities for peer-learning and fosters a student community across all architecture pathways.

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 (INU3102/3502) introduces students to a range of relevant sources and advanced strategies appropriate for studies on postgraduate taught (PGT) level. The Academic Research Methods module (INU3130/3530) 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 Social & Cultural Studies module (INU3112/3512) 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 Social & Cultural Studies module complement the assessment of

Practical Skills
<p>On completing the programme students should be able to:</p> <p>C1 develop strategies for effective note taking in lectures and seminars</p> <p>C2 read and take notes from academic texts</p> <p>C3 engage in academic discussions in seminars or tutorial context</p> <p>C4 well-informed and competent pieces of academic writing in coherent English following conventions of essay or report writing, and correct referencing</p> <p>C5 present ideas and arguments in a clear and logical manner in written and oral English</p> <p>C6 demonstrate advanced skills in observing, recording and graphical presentation</p> <p>C7 develop larger scale design proposals under application of advanced manual and CAD design techniques</p> <p>C8 curate and edit practical projects and research outcomes into a comprehensive graphically well-arranged architectural portfolio or research journal</p>
Teaching and Learning Methods
<p>The English for Academic Purposes (EAP) module (INU3102/3502) delivers C1, C2, C4 with a particular focus on C5 largely through small group teaching with plenty of practice.</p> <p>The Academic Research Methods module (INU3130/3530) delivers mainly C3, C4, C5 through interactive seminars, discussions and research supervision.</p> <p>The Social & Cultural Studies module (INU3112/3512) will also deliver C1 to C3.</p> <p>C6, C7, C8 are primarily taught in the particle modules (INU3114/3504 INU3115/3515) through discussions, presentations and design studio tutorials.</p> <p>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.</p>
Assessment Strategy
<p>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 Academic Research Methods module and Social & Cultural Studies module.</p>

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

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 essay in the Academic Research Methods module assesses D3 and D7, Social & Cultural Studies 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 INU3102/3502, 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), as well as providing contextual understanding and the theoretical background. Academic Research Methods (INU3130/3530, 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 Pre-Master's 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

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 Newcastle University International Study Centre and their programme, as described in the Student Handbook (available on Canvas). 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 Newcastle University International Study Centre 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. The Newcastle University International Study Centre 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 Newcastle University International Study 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/ltids/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 Pre-Master's 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 Pre-Master's 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 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 Newcastle University International Study Centre 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.

Annex

Mapping of Intended Learning Outcomes onto Curriculum/Modules

Module		Type	Intended Learning Outcomes			
			A	B	C	D
INU3102 INU3502	EAP	Core	1, 2, 3, 4	1, 2, 3	1, 2, 4, 5	1, 5, 6, 8
INU3130 INU3530	Academic Research Methods	Comp	3, 4, 5	1, 2, 3	1, 2, 3, 4, 5,	2, 3, 6, 5, 7
INU3114 INU3514	Contextualised Design for Built Environments	Core	4, 5, 6, 7	4, 5, 6	3, 4, 6, 7, 8	1, 2, 4, 5, 7, 9, 10
INU3115 INU3515	Design in Urban Context	Core	4, 5, 6, 7	4, 5, 6	3, 4, 6, 7, 8	2, 4, 5, 7, 9, 10
INU3112 INU3512	Social & Cultural Studies	Comp	5, 6, 7	1, 2, 3	1, 2, 3, 4, 5	2, 3, 6, 7