

BA (Hons) Architecture
Programme Handbook

School of the

Built Environment



What is the Built Environment?



People

Buildings are for people and they have an enormous impact on our daily lives. They are for home, work, leisure and function. They can be inspiring or depressing but whichever way we look at it, buildings are the fabric of the society which inhabits them. Working in the Built Environment you will play a part in delivering a unique and innovative product for this society.

History

Buildings last a long time, especially if they are well built and designed. They give an identity to a location and there are countless examples of this across the globe. You will learn how architecture and building technology has evolved since the past and how time has given us the rich built environment we have today.



Teamwork

Working as a team is essential to the development, design and construction of successful buildings. This is one of the most important skills you will learn, and you will have lots of practice of this in the School of the Built Environment. You will also have the opportunity to work in one of the most creative and dynamic of businesses with likeminded individuals who want to create great buildings.

Sustainability

The built environment produces lots of pollution. It will be your job to make sure new buildings produce much less for the future as well as working on the old buildings to clean them up. There is a world out there that needs your help to survive.



The Future

– is in your hands. You will be developing, designing and constructing the buildings of the future. Take this responsibility seriously; study the interplay of architecture, society, culture and the economy to build buildings which will stand the test of time.

The Programme Team

Programme Leader

Each programme has a Programme Leader, ultimately responsible for its smooth running and organisation. The Programme Leader for the Architecture programme is Paul Jones.

Year Tutors

The role of year tutors is to co-ordinate the teaching, coursework, visiting speakers, attendance etc and generally ensure the smooth running of the course.

The Year Tutors are:

Year 1	Kelly McKinnon
Year 2	Sebastian Messer
Year 3	Ben Elliott

Guidance Tutor

You will be allocated a Guidance Tutor, a member of academic staff who had the duty of providing you with advice on academic, procedural and (where desired and appropriate) personal matters. Where possible, you will retain the same Guidance Tutor throughout your time at Northumbria.

You will be expected to consult with your guidance Tutor during induction week, and regularly thereafter, including whenever modular or progression results are available, and whenever option choices have to be made.

You may in addition ask for a meeting with your Guidance Tutor at any time.

Teaching Team

The main staff you will come across from the School are as follows:-

Name	Room	Tel	Email
Peter Beacock	C202	227 3528	peter.beacock@northumbria.ac.uk
Ben Elliott	C202	227 3004	b.elliott@northumbria.ac.uk
Bob Giddings	B302	227 4742	bob.giddings@northumbria.ac.uk
Peter Holgate	C202	227 3720	peter.holgate@northumbria.ac.uk
Lawrence Hughes	B304	227 4914	lawrence.hughes@northumbria.ac.uk
Richard Humphrey	A221	243 7932	richard.humphrey@northumbria.ac.uk
Tim Howarth	A204	227 4419	tim.howarth@northumbria.ac.uk
Paul Jones	C202	243 7279	p.jones@northumbria.ac.uk
Oliver Jones	WJ201	243 4787	oliver.g.f.jones@northumbria.ac.uk
Kelly McKinnon	C202	227 4831	kelly.mckinnon@northumbria.ac.uk
Sebastian Messer	C202	243 7741	sebastian.messer@northumbria.ac.uk
Lewis Preston	C202	243 7278	lewis.preston@northumbria.ac.uk
Mohammad Radfar	WJ201	243 7149	mohammad.radfar@northumbria.ac.uk
Paul Ring	C202	243 7015	paul.ring@northumbria.ac.uk
Stephen Roberts	C202	243 7891	stephen.roberts@northumbria.ac.uk
Kevin Thomas	A202	227 4743	kevin.thomas@northumbria.ac.uk
Emine Thompson	A201	227 4867	emine.thompson@northumbria.ac.uk
Chris Underwood	WJ205	227 3533	chris.underwood@northumbria.ac.uk

Programme Administration

Duncan Attwell	B201	2437346	duncan.attwell@northumbria.ac.uk (Senior Administrator)
Hazel Fiddes	B201	2274460	hazel.fiddes@northumbria.ac.uk (Programme Administrator)

How to contact Tutors

Appointments

Academic staff teach on many modules/Programmes and it is advisable to make an appointment if you wish to see them. Occasionally you may be able to have an immediate appointment, but don't be disappointed if you are asked to return at a mutually convenient time. Please contact staff to cancel if you are unable to make the arranged appointment.

The Programme Leader normally allocates time during the week when he will be available, but please feel free to see them at any time if the situation is urgent.

Notice Board and Blackboard

The main point of contact for staff with students is the Programme notice board or via Blackboard announcements. This could be timetable changes, assessment information or personal messages.

YOU MUST REGULARLY CHECK THE NOTICEBOARDS AND BLACKBOARD ANNOUNCEMENTS.

It is particularly important to check notices at the start of the semester when timetable changes are more likely and towards the assessment period when important information will be displayed.



Email

While the telephone usually gives immediate access, e-mail is used extensively throughout the University and is a very effective method of two-way communication between students and staff. You should automatically be allocated an e-mail address by the University once you have enrolled.

Do remember that the Northumbria e-mail address will be the one that is used to make contact with you so do make sure that you check it regularly, particularly if you use a personal e-mail account. You must regularly delete old e-mails from your University e-mail account, otherwise your inbox will become full and you will stop receiving e-mails.

Room Locations

Much of your teaching will take place in Ellison Building but you may be required to go to other parts of the University for classes. The building/room abbreviations will be explained when you receive your timetable.

Programme Structures

In line with other academic institutions, the University operates a unitised system of programmes. Each undergraduate degree is made up of three academic levels – levels 4, 5 and 6.

Level 4

Level 4 modules introduce the student to a range of formation studies to ensure a basic knowledge and understanding of the main programme subject areas to underpin the whole academic programme along with an insight into the structure of the industry and the professions operating within the Built Environment. Project activity aims to provide the bridge and link between all discrete subject areas to examine the holistic dimension of the building process from inception to completion.

Level 5

Level 5 modules extend the factual knowledge and understanding in each of the main subject areas and are intended to increase a students ability to take responsibility for their own learning.

Level 6 – Final Year

This consolidates Levels 4 and 5 and provides the final academic challenge for the student as demonstrated by an ability to deal with decision making at strategic levels; identification and analysis of problems; to synthesise solutions. A major focus of activity will be the modules devoted to the Dissertation and to the final year Project where opportunities will be provided for each student to demonstrate their full range of personal transferable skills.

Modules

Each module on the course carries credit points.

Single module = 10 credit points

Double module = 20 credit points

Triple module = 30 credit points

Each 10 credits represents 100 hours of student work load which on average equates to about 6–7 hours per week of lectures, seminars, preparation, revision, assessment etc. Staff contact time will be approx 10–15 hours per week. Your own self managed study time should amount to approx 30-35 hours per week.

Educational Aims of The Programme

The programme is studied in the wider context of the natural and built environments and is informed by current and prospective professional practice as well as research and academic debate. There is a vocational focus which aims to equip graduates with those personal and professional skills that are necessary for employment, whilst broadening understanding of the changing needs of society, the concept of sustainable development of the built environment, the maintenance of appropriate ethical standards and the regulatory framework within which work is conducted.

The programme aims to develop a range of student's abilities to enable them to:

- work collaboratively within an interdisciplinary environment
- evaluate and apply acquisition methodologies
- be independent thinkers and learners
- demonstrate the appropriate use of IT
- challenge routine and influence change
- evaluate data and solve problems
- manage information
- communicate effectively

The programme prepares the graduate for a wide range of opportunities in a rapidly changing professional context. Consequently, this is a degree course that offers a combination of architectural design and the study of management. It offers a balanced education on the principles and practice of architectural design and management that is underpinned by cultural and historical context, technology and environment, and the theory of management. This proposal continues to aim to achieve the objectives set out first in the 1994 HEFCE report on architecture and the 1992 Burton report on architectural education to "equip students



for a wider role within a changing building industry", and "provide an education in architecture for less specialised careers". The educational philosophy is in accordance with the principle of promoting "degrees with particular emphasis on design, technology and basic management skills", as recommended by the CIC in 1993, and is in line with thinking, which encourages variation in courses. The programme is prescribed by the ARB and validated by the RIBA until 2008, so honours graduates are exempt from part I of the professional examinations and progress to further study towards an architectural qualification if they so wish. Consequently the design of the programme has incorporated the requirements of the "Prescription of qualifications: ARB Criteria (May 2002)" which have also been adopted and approved by the RIBA, the QAA Benchmarking Document, and the EC Architect's Directive (1985).

The programme aims to:

- develop the ability to design buildings and spaces with an awareness of context, through research, reflection, iteration and the application of specific knowledge.
- develop an open-minded, rational and analytical approach to the solution of design problems.
- develop an understanding of architectural activity within broader context of the built environment through the acquisition of personal and general management skills.
- promote the academic, personal and professional development of all students and foster their ability to become reflective practitioners and lifelong learners .
- equip the graduate with an appropriate level of knowledge, practical and transferable skills to progress to the next stage of their architectural education, or roles within the built environment and related professional areas.

This will be achieved through the following objectives, to:

- demonstrate a rational, analytical and enquiring approach to the solution of design problems, which recognises sustainable issues, and environmental and technological constraints and opportunities.
- show skills and confidence in their intuitive, creative and innovative abilities.
- exercise visual sensitivity relative to understanding the nature of requirements that transcend functional adequacy in the built environment.
- understand the constraints within the discipline of design through appropriate formal study of related theory and technologies.
- express a critical perspective on design through a background of related historical visual and cultural studies, and an appreciation of contemporary influences on design.
- form an understanding and personal engagement with ethical, professional and social responsibilities when designing for the built environment.
- recognise that the practice of design is an economic, cultural and humanising force that stretches beyond national boundaries, through a balanced programme of activities outside the University.
- communicate design outcomes using appropriate visual, verbal and computer based means.
- be able to research, formulate and respond to programmes or briefs that are appropriate to specific contexts and circumstances.
- demonstrate an application of the broader issues of management to in the design and creation of buildings through reflection and application to projects.
- analyse problems, and use innovation, logical and lateral thinking in their solution.
- be flexible and adaptable in the approach to and development of an issue, problem or opportunity.

Aims and Objectives

Design is a complex process that involves the application of implicit as well as explicit knowledge and intuitive as well as rational thinking. It requires a sophisticated interaction of art, technology, human, organisational and practice-based knowledge and skills by the individual both in a personal and an interactive team context. The programme curriculum is designed to facilitate the development of these attributes in the students and through this support their learning, employability and future development. The essential character of the programme is derived from its experiential and holistic approach, strong emphasis being placed upon information retrieval, communication and personal enquiry.

The modules are largely evolved around student centred learning strategies. They are predominantly project or assignment based, and rely on experiential learning. Lectures are supported where possible by field study visits to sites, buildings under construction, and completed buildings and urban environments. Students are encouraged to make extensive use of design studios, workshops, and computing laboratories to develop knowledge, skills, techniques and understanding. The interaction of the student body in this respect is regarded as a critically important factor in the learning process. The development of practical skills and techniques in the early modules includes workshops, seminars and demonstrations followed by hands on experience through assignment work. The intention is that students begin to plan and apply techniques and use facilities to develop and communicate ideas as appropriately as possible and as a fully integrated working practice within the design process.

Students are introduced to the different levels and complexities of design problem solving on an incremental basis. This enables them to consolidate and develop a confidence in their learning outcomes, and later to develop an individual approach to

their design investigations. Peer group critiques are used to review projects, encourage synergy and teamwork and prompt students to present and share the value of their work. Design projects are supported by a concurrent series of lectures and seminars in theoretical and contextual studies to increase students' understanding of the relationship between the subject matter and design practice. Type and timing of assignment work within the supporting modules is designed to integrate with, and emphasise the holistic nature of design. This structure ensures that students gradually develop an appreciation of the integrative nature of key knowledge disciplines to the design process. While some lectures impart theoretical and academic knowledge, other sessions are specially devised to encourage a design based approach to the acquisition, application and interpretation of theoretical principles. This is achieved by involving the student in active participation and debate.

Students are encouraged to become student members of the RIBA, and local RIBA, Northern Architecture and related events are publicised within the School.

The management programme introduces students to the business context in which designers operate, and they are given specific preparation at level six through the professional practice element of the architectural and design project management module. In levels five and six senior staff from the practices involved in studio projects give presentations about their offices, and the case study element of the research paper in level six encourages students to visit and interview at least one architectural practice. Students are counselled about employment opportunities, alternative professional routes and progression to part II courses. A year-out programme is being developed and it is intended to develop a Part 2 programme in the school.

Programme Learning Outcomes

Design is central to the programme, and students need to develop a knowledge and understanding of design as a process, an intellectual skill, and a practical activity. An understanding of the cultural context, technology and environmental issues, and how they affect design, and the knowledge and skills to communicate and manage this process are the key to the student's successful development of design competence and design flair. Learning outcomes are therefore expressed within the headings of knowledge and understanding, intellectual, practical and transferable skills, as aspects of design, cultural context, technology and environment, communication and management.

Knowledge and Understanding

Design

- The way that analysis, research, context, budget, preparation and development of a brief inform a design proposal.
- Architectural histories and theories, of physical, artistic and cultural contexts, and their use in informing the design process.
- The impact on design of regulatory frameworks, the needs and aspirations of clients or users, the roles of those who collaborate in the making process and the impact of the design upon the wider community.
- The impact of environment, structure and technologies on design.

Technology and Environment

- The principles of building technologies, structure, environmental design and construction methods, in relation to human well-being, a sustainable environment, the properties and meanings of materials and their use, and process of

assembly, together with the regulatory frameworks, and health & safety considerations that guide design and building construction.

Cultural Context

- Awareness of the influences on the contemporary built environment of individual buildings, the design of cities, past and present societies and wider global issues.
- Knowledge of the histories and theories of architecture and urban design, the history of ideas, and the related disciplines of art, cultural studies and landscape studies.

Management

- An awareness of the principles of business management and how a small business operates.
- A knowledge of how buildings are designed and built in the context of architectural and professional practice and the framework of the construction industry within which it operates.

Intellectual Skills

Design

- Form considered judgements about the spatial, aesthetic, technical and social qualities of a design within the scope and scale of a wider environment.
- Reflect upon, and relate their ideas to, a design and to the work of others.
- Be able to conceptualise, investigate and develop the design of three-dimensional objects and spaces.
- Be able to conceive architectural designs on a specific site within the broader landscape and context of urban planning.
- Be able to research, formulate and respond to programmes or briefs that are appropriate to specific contexts and circumstances.
- Be flexible and adaptable in the approach to and development of an issue, problem or opportunity.

Cultural Context

- An ability to respond to a broad constituency of interests and to the social and ethical concerns of the subject, and be able to listen, and critically respond to, the views of others and appreciate the importance of communication and dialogue in the development and discussion of design ideas.

Management

- Identify, analyse and evaluate leadership and team-working styles.

Practical Skills

Design

- Demonstrate coherent architectural designs, that integrate social, aesthetic and technical requirements, demonstrate the integrative relationship of structure, building materials and constructional elements and the integrative relationship between climate, service systems and energy supply.
- Work as part of a team.

Communication

- Demonstrate skills in using appropriate manual visual communication methods (including sketching, and modelling techniques in a variety of media) to convey and evaluate design ideas and proposals.
- Demonstrate skills in using two and three dimensional electronic communication methods of conveying design ideas.
- Use verbal and written communication methods to clearly describe and critically appraise design ideas and proposals.
- Understand and use the conventions of architectural representations from two-dimensional and three-dimensional graphics to computer generated and physical models.
- Develop an ability to listen and engage in informed dialogue.

Transferable/Key Skills

Design

- Manage and appraise their own working practices, whether working independently or collaboratively, thereby developing the practices of reflection and of lifelong learning.

Communication

- Listen, and critically respond to, the views of others.
- An ability to listen and engage in informed dialogue.
- An ability select and use appropriate visual, graphic, written, verbal, digital and electronic means to communicate effectively to the intended interest group.

Management

- Manage time and work to deadlines.
- Analyse problems, and use innovation, logical and lateral thinking in their solution.
- Be flexible and adaptable in the approach to and development of an issue, problem or opportunity.

Learning resources and Assessment Strategies

Delivery of the programme will be enhanced by a range of learning materials such as workbooks, web-based resources and the internet. In levels 5 and 6, projects are developed with nationally recognised local practices, so that students have the opportunity to gain from structured contact with practitioners during tutorials and reviews. Senior members of staff from the practices are involved in the development, teaching, review and feedback of these studio projects. In the first year, the students' teaching programme is shared in both construction, environmental, and structural, and management modules, some of which will be in interdisciplinary

groups. As the students move into level 6, there is an increasing emphasis on taking responsibility for their own learning, as evidenced by contemporary influences in architectural design, the research paper in project management, and their approach to the design projects.

The aim of the assessment strategy will be to offer the students a variety of methods to test their knowledge and understanding; intellectual, practical and transferable skills; and to prepare them for practice. Formative assessment involves reflective logbooks, self and peer group critiques, staff feedback in seminars, tutorials and interim reviews, experimentation in workshops and laboratories and practical exercises with live buildings. 50% of the summative assessment will be based on the development of a portfolio resulting from the studio projects (BE1113), (BE0441), (BE BE1056), (BE1114), (BE0886), (BE0623). Throughout the course, assignments in supporting modules are related to studio projects (BE0939), (BE0884), (BE0828), (BE0823), (BE0625), (BE0970), (BE0969), (BE0488), (BE0888), (BE0889), (BE0911). Research, analytical and communication skills are demonstrated in the research paper (BE0889), seminar papers and presentations, (BE0884) and (BE0823), and unseen examinations (BE0441), (BE0625), and (BE0970).

The RIBA/ARB Criteria

The curriculum is designed to meet the academic requirements for exemption from part I of RIBA examinations and to satisfy the ARB criteria for the prescription of qualifications. By the end of level six, students are able to show in their design and academic portfolios that they satisfy the RIBA/ARB criteria. These are:

Design

Students will demonstrate coherent architectural designs that integrate a knowledge of:

- The ways that analysis, research, context, budget, preparation and

development of a brief inform a design proposal

- The regulatory frameworks, and health & safety considerations that guide design and building construction
- Architectural histories and theories, of physical, artistic and cultural contexts, and their use in informing the design process

And ability to:

- Work as part of a team

Technology and Environment

Students will demonstrate, within coherent architectural designs and academic portfolio, the ability to integrate knowledge of:

- The principles of building technologies, environmental design and construction methods, in relation to:
 - human well-being
 - the welfare of future generations
 - the natural world
 - consideration of a sustainable environment
 - use of materials
 - process of assembly
 - structural principles
 - The impact on design of legislation, codes of practice and health and safety both during the construction and occupation of a project

Cultural Context

Students will demonstrate within coherent architectural design and academic portfolio awareness of:

- The influences on the contemporary built environment of individual buildings, the design of cities, past and present societies and wider global issues

Knowledge of:

- The histories and theories of architecture and urban design, the history of ideas, and the related disciplines of art, cultural studies and landscape studies

And ability to:

- Form considered judgements about the spatial, aesthetic, technical and social qualities of a design within the scope and scale of a wider environment
- Reflect upon, and relate their ideas to, a design and to the work of others

Communication

Students will demonstrate within coherent architectural designs and academic portfolio ability to:

- Use visual, verbal and written communication methods and appropriate media (including sketching, modelling, digital and electronic techniques) to clearly and effectively convey and critically appraise design ideas and proposals
- Use the conventions of architectural representations from two-dimensional and three-dimensional graphics to computer generated and physical models
- Listen, and critically respond to, the views of others

Management Practice and Law

At Part 1 students will demonstrate within an academic portfolio an awareness of:

- The principles of business management and how a small business operates

A knowledge of:

- How buildings are designed and built in the context of architectural and professional practice and the framework of the construction industry within which it operates

And ability to:

- Manage and appraise their own working practices, whether working independently or collaboratively

These criteria were extracted from The ARB document " criteria. For further details refer to the ARB website:

<http://www.arb.org.uk/education/arb-criteria/contents.shtml> and the RIBA website:

<http://www.riba.org/fileLibrary/pdf/CriteriaforValidation1.pdf>

Year structure and approach

Extracts from Programme Specification: BA Architecture

The programme is project-led and most learning takes place in design studios. This enables a highly creative approach to design within realistic parameters, and helps to acquire the essential skills and techniques. The projects will be supported by lectures, seminars, tutorials, group work, CAD based learning, practical events in workshops and laboratories, field study visits, directed and independent learning. Throughout the course, projects are designed to have input from clients, engage with the development of briefs and relate to real sites. Students experience an interdisciplinary environment in which there will be opportunities to work alongside students of interior design and other built environment disciplines.

First Year (level 4)

First year is about the development of awareness of issues, knowledge of simple technologies and the acquisition of fundamental skills.

The projects are designed to develop a preliminary insight into the process of design through a series of individual and group exercises, which encourage experimentation with space and form, and the investigation of context, precedent, programme, and environmental and technological constraints and opportunities, together with an increasing ability to communicate these ideas. There is preparation throughout the year to work with a real client on a real site during the final project.

Studio based studies are supported by modules which introduce concepts of sustainability, and environmental, structural and constructional technologies, and cultural influences on

design. Communication skills are practised in design projects and supported by a module in visual communications (which includes drawing, computer aided drafting and model making), and team working, verbal and written skills within the management module. An appreciation of management is introduced through the use of the management portfolio, where students are able to reflect on personal responses to projects and relate these to the principles introduced in the supporting management module.

At the end of the first year the students should have a preliminary insight and introduction into the process of design, should have demonstrated a successful application of their developing knowledge and skills to a simple building problem on a real site. This approach gives the student the confidence to tackle the more complex design problems in level 5. There is the opportunity for those students who are not satisfactorily developing in design, to transfer to a more appropriate programme within the school, subject to the approval of the relevant programme leader.

Second Year (level 5)

In second year students are concerned with larger scale, more complex design problems, with an emphasis on place, context and meaning, as well as the application of more sophisticated technologies to create successful design solutions.

Design projects are central to the programme, with the students working with briefs for buildings with a variety of spaces on urban sites with historical and cultural issues to address, and physical and spatial constraints. Studies involve site and spatial analysis, planning and organisation, and the demonstration of an understanding and imaginative application of material, structure, constructional and environmental knowledge. Interior spaces will be developed in cooperation with interior design students, and one project address issues of building reuse. Students will engage with client and briefing issues,

and continue to demonstrate their developing understanding of personal, team working and management skills through the management portfolio. Communication skills are developed within the design project modules. Modules in historical and cultural influences on architecture, technologies, spatial and structural studies and lighting design support projects, and module assignments are designed to be relevant and underpin project work. The management theme is developed by a module, which addresses issues at a more intellectual viewpoint through the investigation of teamwork, motivation and leadership. By the end of second year students will be able to present both the process and the outcomes of their design investigations using appropriate visual, oral and written skills, reflect upon the results, and will have developed confidence in their ability to address complex design issues. Those students whose design skills have not developed to the appropriate levels, but whose performance in other areas indicates that they are have the academic potential to achieve an honours degree, may transfer to a one year completion award BA(Hons) Architectural and Management Studies.

Third Year (level 6)

The final year is designed to encourage exploration, enjoy programme, and demonstrate how complex cultural, technological and environmental issues can be integrated in realising imaginative solutions to significant public buildings. This is achieved through two major projects. The first project is set in an open landscape. It provides a flexible platform for looking at narrative as well as form and function in analysing and expressing an aesthetic response. The final project is specifically urban. Although the objectives are the same as the first, the environment presents a different set of constraints and

opportunities, and gives the opportunity to explore some of the issues of place and process, involving a broader urban context than that immediately surrounding the site. There is also the opportunity to take part in a national competition with a short group project. Each project examines an aspect of technology in detail as part of the design process. This is closely linked with the environmental and technical design module. As well as specific analysis, the objective is to understand how technology is integrated with the design process and how it both affects and is affected by it. The first project concentrates on constructional technologies, the second environmental and sustainable issues, and the last investigates and demonstrates the integration of environmental services, construction and structure. These are supported by modules on contemporary influences on architectural design and architectural and design project management, where constraints and processes in the realisation of buildings are examined in preparation for practice. The students have an opportunity to deepen their understanding by preparing a research paper on an issue related to the practice of architecture.

There is a national requirement that all programmes of study have a publicly available 'Programme Specification'. The Programme Specification provides an account of the 'Learning Outcomes' of a programme of study (broadly – the student's capabilities of the programme) and how these are to be achieved in a structured way by progression through the programme. This section of the handbook is based on the Programme Specification for your programme. The full and definitive version can be found at <http://allertonavenue.campus.unn.ac.uk:8080/programmespecs/>.

Programme Structure

The grid structures for each year are shown below.

First Year Structure (Level 4)							
Semester 1	Space and Design Investigations BE0441	Constructional Environmental and Structural Technologies BE0823	Architectural & Design Projects 1 BE1113	Human Comfort: Environment Awareness BE0828 (10 credits)	Management: Principles, Practice and Communications BE0884	An Introduction to Architectural History and Theory BE1057	Introduction to Architectural Communication BE1056
Semester 2	(20 credits)	(20 credits)	(30 credits)		(20 credits)	(10 credits)	(10 credits)

Second Year Structure (Level 5)						
Semester 1	Historical and Contemporary Influences on Architectural Design BE0970	Architectural & Design Projects 2 BE1114	Spatial and Structural Design BE0625	Architectural Design Projects BE0886	Architectural Technology Applications BE0939	Communicating Architecture BE0969
Semester 2	(20 credits)	(30 credits)	(10 credits)	(30 credits)	(20 credits)	(10 credits)

Year 3 (Final Year)					
Semester 1	Contemporary Influences on Architecture BE0488	Constructional and Structural Design BE0888	Architectural and Design Project Management BE0889	Environment and Systems Integration BE0911	Architectural Design BE0623
Semester 2	(10 credits)	(20 credits)	(20 credits)	(10 credits)	(60 credits)

Assessment Regulations For Northumbria Awards

The Assessment Regulations for Northumbria Awards (ARNA) are the standard regulations which apply to all of the University's academic programmes. Any variations to ARNA have to be approved for a particular programme.

For full details please go to the <http://northumbria.ac.uk/sd/central/ar/lts/assess/>

Compensation

Failure in modules may be compensated at the discretion of the Examination Board and subject to Professional Body requirements. Compensation is only applied provided the level average has been met and is only permitted where a module mark of at least 30% has been attained. Up to 20 credits may be compensated at both level 4 and level 5.

Non Compensatable Modules

The ARB and RIBA have a requirement that all modules covering aspects of the syllabus described in their "Prescription of Qualifications" must be passed. On the advice of the RIBA, this is interpreted as meaning that all modules in final year (level 6) must be passed, and in second year (level 5) all design modules and others that are not revisited in final year. Details of all non-compensatable modules are given below;

Year/level	Module No.	Module Title	Credits
2nd Year (level 5)	BE 0114	Architectural & Design Projects 2	30
	BE 0886	Architectural Design Projects	30
	BE 0970	Historical and Contemporary Influences on Architectural Design	20
3rd year (level 6)	BE 0623	Architectural Design	60
	BE 0888	Constructional and Structural Design	20
	BE 0889	Architectural and Design Project Management	20
	BE 0488	Contemporary Influences on Architecture	10
	BE 0911	Environment and Systems Integration	10

Requirements to Gain the Award

Under the University modular system, each student must achieve a total of 360 credit points to receive an honours degree. Normally, this is divided into 3 academic years, each year equal to 120 credit points. Each year is then divided into two semesters, with the equivalent of 60 points of study each semester. In some cases subjects are taught in multiple modules, and some single modules are taught across both semesters.

Full details of the requirements to progress through the award are given in ARNA Section 4 see web link above.

Module Descriptors

Module Descriptors give information about each module (subject) delivered on your programme.

How to Obtain a Module Descriptor from the University's Website
First, open up Internet Explorer or Netscape Navigator and log into the Northumbria University website at <http://northumbria.ac.uk/>.

Click on:

1. Students
2. My Northumbria
3. Module Search
4. Type in module code
5. Click on 'Go'

Or alternatively, type the following address into your browser:

<http://sits.unn.ac.uk/live/webserv/mod.php>

