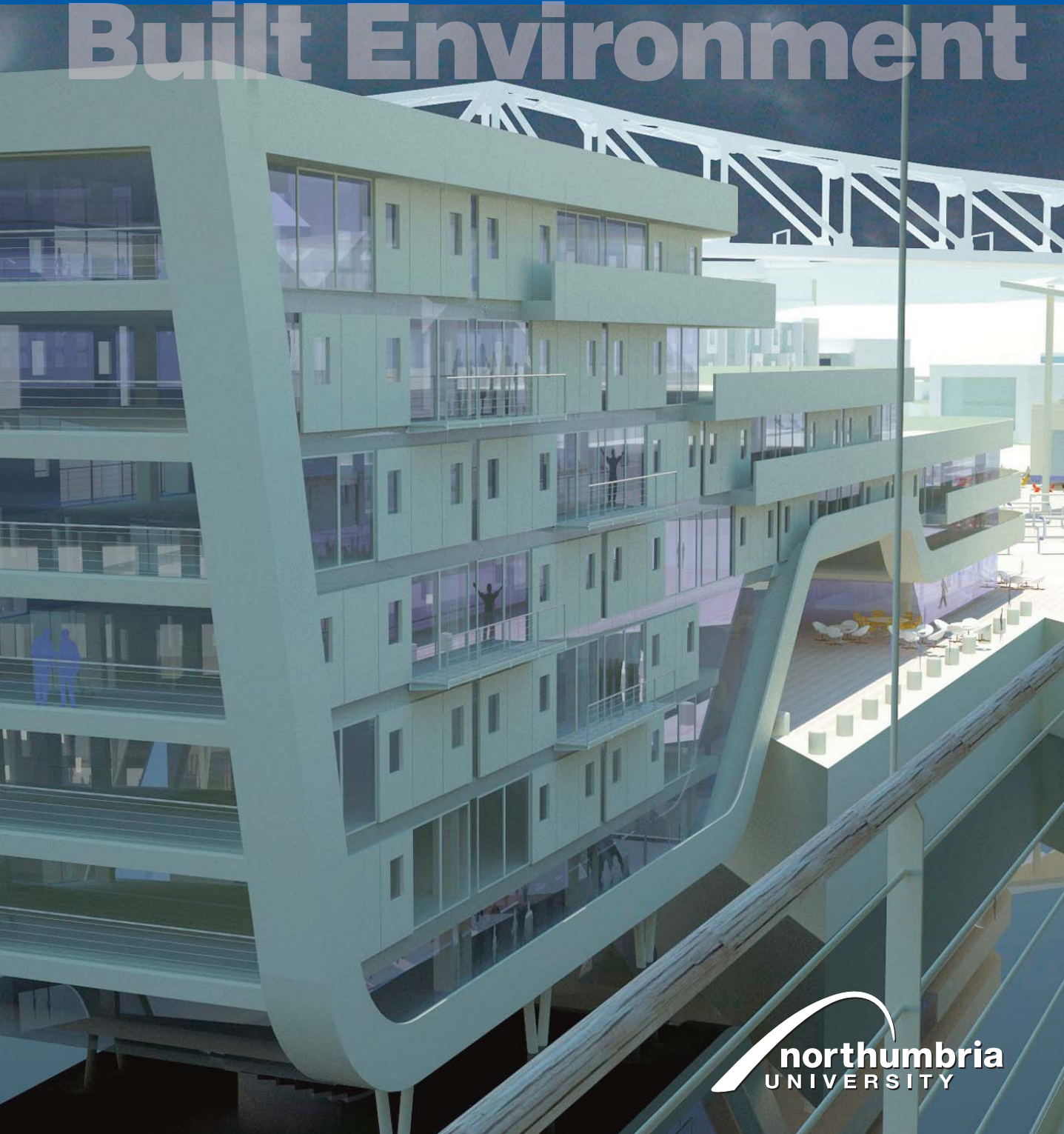


Architecture Professional Diploma

Programme Handbook

School of the

Built Environment



Introduction

The programme is intended to prepare the architectural graduate for the Part II examination in Architecture. ARB prescription for Part II exemption has been granted, and the School is working with the RIBA to gain full validation, having already been granted "Candidate Status". The School has also engaged in discussions about links with an existing Part III programme to enable progression to full registration. The School also intends to develop an MA in Architectural Studies; diplomates from Northumbria will be allowed advanced entry, and will be able to submit a dissertation to satisfy the requirements of the MA.



The Programme Team

Programme Leader

Each programme has a Programme Leader, ultimately responsible for its smooth running and organisation. The Programme Leader for the Professional Diploma in Architecture Programme is Peter Holgate.

Year Tutors

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

The Year Tutors are:

Year 1 Peter Holgate
Year 2 Paul Jones

Teaching Team

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

Name	Room	Telephone	Email
Stephen Roberts	C202	243 7981	stephen.roberts@northumbria.ac.uk
Peter Beacock	C202	227 3528	peter.beacock@northumbria.co.uk
Ben Elliot	C202	227 3004	ben.elliott@northumbria.ac.uk
David Greenwood	WJ206	227 4691	david.greenwood@northumbria.ac.uk
Peter Holgate	C202	227 3720	peter.holgate@northumbria.ac.uk
Paul Jones	C202	243 7279	p.jones@northumbria.ac.uk
Kelly Mackinnon	C202	227 4831	kelly.mackinnon@northumbria.ac.uk
Lewis Preston	C202	243 7278	lewis.preston@northumbria.ac.uk
Paul Ring	C202	243 7015	paul.ring@northumbria.ac.uk
Mohammad Radfar	WJ201	243 7149	mohammad.radfar@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 (Prog Administrator)

Guidance Tutors

You will be allocated a Guidance Tutor, a member of academic staff who has 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.

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/eLearning Portal

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

YOU MUST REGULARLY CHECK THE NOTICEBOARDS AND BLACKBOARD/eLEARNING PORTAL 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, email 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 email address by the University once you have enrolled.

Do remember that the Northumbria email 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 email account.

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, but they are also listed on the campus map located under Section 6: University Facilities.

Professional Diploma in Architecture

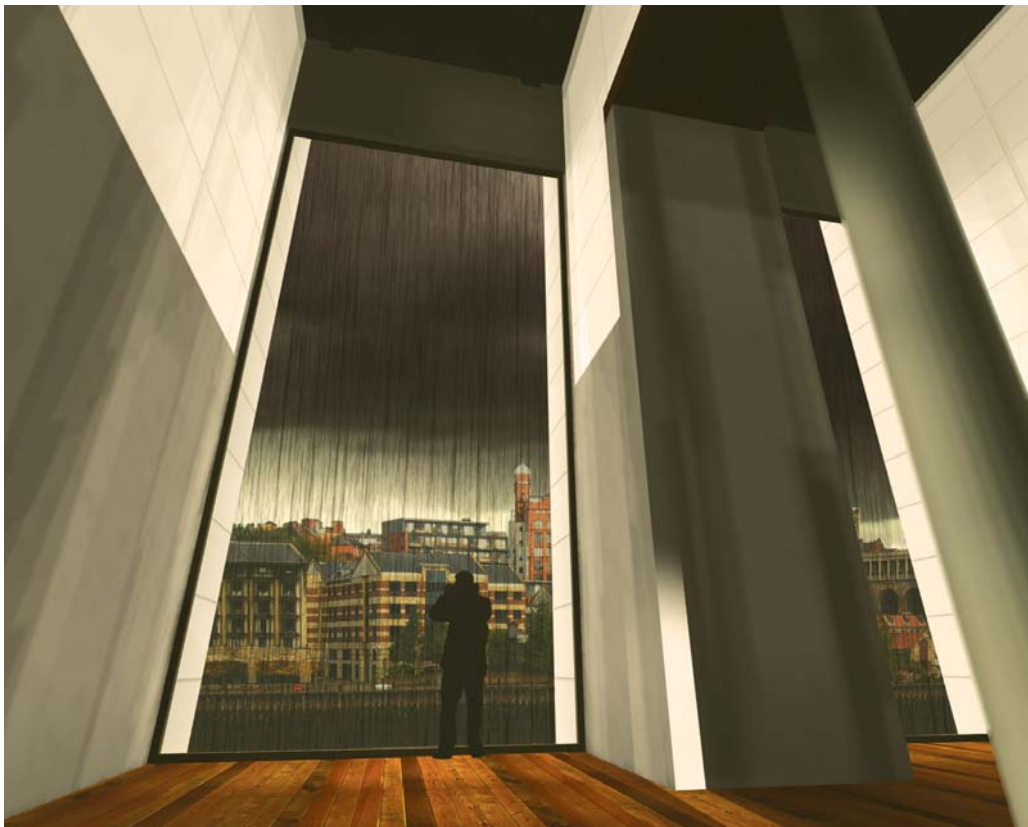
The following are extracts from the programme specification:

Educational Aims of the Programme

The programme is designed to satisfy the requirements of the RIBA and the ARB for validation and prescription at Part II level, and to fulfil the criteria of the EC architect's directive; the programme design also allows students the opportunity to develop areas of specialism. The School has been granted Candidate Status for Validation with the intention of progressing to full Validation. ARB prescription has already been granted.

The course develops the knowledge, understanding and skills of the architectural undergraduate, acknowledges the skills and abilities learned during the period of practical training, supports the self-motivation of the student, and assumes a desire to develop specialised areas of expertise. As a significant number of modules are at Level 7 (postgraduate), the development of independent learning, critical thinking, and advanced skills in the analysis, synthesis and evaluation of complex issues are fundamental to the programme philosophy.

The programme develops an understanding and ability in complex design issues, underpinned by studies in cultural practice and theory, regionalism and urban design, technology and environment, architectural communications, and management practice and law. It builds upon the undergraduate degree in Architecture by placing context at the centre of the design process. There is also the opportunity for the graduate student to draw on the expertise of the wider School of the Built Environment in the development of a specialism. Students are encouraged to maintain links with practice, and develop an appropriate dialogue in gathering and developing material for projects and assignments.



Learning Outcomes

Design is central to the programme, and students need to develop their 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 their affect upon design; and the knowledge and skills to communicate and manage this process is 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.

Knowledge and Understanding

Students will be able to:

1. Demonstrate a systematic understanding of the nature of complex design briefs in order to ensure that the design response is appropriate and transcends functional adequacy in the Built Environment (EC Directive 6, 7) (ARB/RIBA Criteria: Design) (Design Project 1, Design Project 3, Practice Management and Law)
2. Demonstrate a comprehensive understanding of the constraints within the discipline of design through appropriate formal study of related theories, technologies, properties, processes and legislative controls, and a critical awareness which recognises human wellbeing and the conservation of the global environment for future generations (EC Directive 2, 3, 8, 9,11) (ARB/RIBA Criteria: Design, Technology and Environment, Cultural Context, Management Practice and Law) (Design Project 1, Cultural Context, Advanced Technologies, Practice Management and Law, Integrated Environmental and Services Design, Design Project 3, Design Project 4)
3. Develop and elucidate an advanced level of critical understanding of the ethical, professional and social responsibilities of a design professional within a multidisciplinary environment (EC Directive 5, 6, 11) (ARB/RIBA Criteria: Design, Cultural Context, Management Practice and Law) (Design Project 1, Design Project 2, Cultural Context, Advanced Technologies, Practice Management and Law, Integrated Environmental and Services Design, Research Methods, Design Project 3)
4. Demonstrate a high level of understanding and critical awareness of the interrelationship between people, buildings and the environment, and the need to relate buildings and their contexts to human needs and scale at the local and broader context (EC Directive 4, 5) (ARB/RIBA Criteria: Design, Cultural Context, Management Practice and Law) (Design Project 1, Cultural Context, Advanced Technologies, Integrated Environmental and Services Design, Design Project 3, Management Practice and Law)
5. Express a systematic understanding of a specialist area of the discipline, which demonstrates a critical evaluation of, and new insights into current issues and problems (Student Selected Investigation)

Intellectual Skills

Students will be able to:

1. Demonstrate a high level of ability to critically appraise and develop complex design briefs and develop an original design response which is appropriate and transcends functional adequacy in the Built Environment (EC Directive 6, 7) (ARB/RIBA Criteria: Design) (Design Project 1, Design Project 3, Design Project 4)
2. Demonstrate a high level of skill, confidence and ability in proposing intuitive, creative and innovative design solutions in complex situations; (EC Directive 1, 10) (ARB/RIBA Criteria: Design) (Design Project 2, Design Project 4)
3. Exhibit skills of independent learning through research and scholarship within the discipline of architecture, to critically evaluate current issues and alternative approaches; integrate sources of information, make sound judgements and propose innovative solutions to complex problems (EC Directive 1, 2, 7, 9) (ARB/RIBA Criteria: Design; Cultural Context) (Design Project 1, Design Project 2, Cultural Context, Advanced Architectural Communication, Advanced Technologies, Applied Research Methods, Design Project 3, Design Project 4, Integrated Environmental and Services Design, Student Selected Investigation)
4. Express a critical perspective on, and a comprehensive appreciation of contemporary influences on design, through study of related theoretical and cultural issues of architecture, urban design and related disciplines (EC Directive 2, 3, 4) (ARB/RIBA Criteria: Cultural Context) (Cultural Context, Practice Management and Law, Design Project 3, Design Project 4, Integrated Environmental and Services Design, Student Selected Investigation)
5. Develop and elucidate a personal engagement with the ethical, professional and social responsibilities of a design professional within a multidisciplinary environment (EC Directive 5, 6, 11) (ARB/RIBA Criteria: Design, Cultural Context, Management Practice and Law) (Design Project 1, Cultural Context, Practice Management and Law, Design Project 3, Design Project 4, Integrated Environmental and Services Design)

6. Express a systematic and conceptual understanding of a specialist area of the discipline through the critical evaluation of current research and scholarship; and demonstrating the ability to deal with complex issues and propose appropriate solutions. (Student Selected Investigation)

Practical Skills

Students will be able to:

1. Demonstrate a high level of skill, confidence and ability in proposing intuitive, creative and innovative design solutions in complex situations (EC Directive 1, 10) (ARB/RIBA Criteria: Design) (Design Project 2, Design Project 3, Design Project 4)
2. Demonstrate a high level of ability to critically appraise and develop complex design briefs and develop an original design response, which is appropriate and transcends functional adequacy in the Built Environment (EC Directive 6, 7) (ARB/RIBA Criteria: Design) (Design Project 1, Design Project 2, Design Project 3, Design Project 4, Integrated Environmental and Services Design)
3. Express the systematic and creative application of related theories, technologies, properties, processes and legislative controls, which recognises human wellbeing and the conservation of the global environment for future generations (EC Directive 2, 3, 8, 9,11) (ARB/RIBA Criteria: Design, Technology and Environment, Cultural Context, Management Practice and Law) (Design Project 1, Design Project 2, Cultural Context, Advanced Technologies, Advanced Architectural Communication, Practice Management and Law, Design Project 3, Design Project 4, Integrated Environmental and Services Design)
4. Demonstrate an application of the broader issues of management in the design and creation of buildings (EC Directive 11) (ARB/RIBA Criteria: Management, Practice and Law) (Design Project 1, Design Project 2, Advanced Technologies, Advanced Architectural Communication, Practice Management and Law, Design Project 3, Design Project 4)
5. Evaluate, propose and use appropriate visual, verbal and written communication methods and appropriate media to represent the testing, analysis, critical appraisal and resolution of complex problems (EC Directive 1,6) (ARB/RIBA Criteria: Communication) (Design Project 1, Design Project 2, Advanced Technologies, Advanced Architectural Communication, Applied Research Methods, Practice Management and Law, Design Project 3, Design Project 4, Student Selected Investigation)

Transferable/Key Skills

Students will be able to:

1. Demonstrate a high level of skill, confidence and ability in proposing intuitive, creative and innovative design solutions in complex situations (EC Directive 1, 10) (ARB/RIBA Criteria: Design) (Design Project 2, Design Project 3, Design Project 4)
2. Exhibit the skills of independent learning through research and scholarship to critically evaluate current issues and alternative approaches; integrate sources of information, make sound judgements and propose innovative solutions to complex problems (EC Directive 1, 2, 7, 9) (ARB/RIBA Criteria: Design, Cultural Context) (Design Project 1, Design Project 2, Cultural Context, Advanced Technologies, Applied Research Methods, Design Project 3, Design Project 4, Integrated Environmental and Services Design, Student Selected Investigation)
3. Evaluate, propose and use appropriate visual, verbal and written communication methods and appropriate media to represent the testing, analysis, critical appraisal and resolution of complex design problems (EC Directive 1,6) (ARB/RIBA Criteria: Communication) (Design Project 1, Design Project 2, Cultural Context, Advanced Technologies, Advanced Architectural Communication, Applied Research Methods, Practice Management and Law, Design Project 3, Design Project 4, Student Selected Investigation)
4. Demonstrate an application of the broader issues of management (EC Directive 11) (ARB/RIBA Criteria: Management, Practice and Law) (Design Project 2, Practice Management and Law, Design Project 3, Design Project 4, Integrated Environmental and Services Design)

Learning and Teaching Strategy

The programme provides the methodology to enable students to develop their understanding of the subject, and it also progressively challenges them to critically analyse and evaluate alternative solutions to related problems and requirements. Creative application of methodologies, rather than simple knowledge transfer, and the integration of theory and practice are vital components of the Learning and Teaching Strategy. The learning and teaching methods associated with individual modules and related assessments are detailed in the individual module descriptors. Within the framework of the lecture programme, teaching and learning is encouraged to be student-centred; studio facilities are provided to encourage student interaction, and students are encouraged to develop their links with practice to allow an exchange of ideas and information.

Learning and teaching methods will include:

- Design projects, which require students to deal with 'real' contexts and briefs
- Lectures that provide knowledge transfer, but which also require students to question and evaluate their current knowledge
- Presentations from product suppliers, consultants and practitioners, to ensure the student engages with current practice and new developments
- Seminar discussions to clarify and explore issues and subjects from the lectures
- Case studies to demonstrate the integration of the disciplines studied and allow students to apply theory to practice
- Group working to reinforce the integrated nature of architectural design and to foster the sharing of experiences and collaborative learning

The teaching staff delivering modules will be suitably qualified, experienced and skilled to teach at Part II level. They will be qualified to at least Part II level in Architecture, have an appropriate Professional Qualification or a higher degree, and be either research active, engaged in high levels of design or professional activity, or experienced and professionally qualified practitioners. Staff are supported in the further acquisition of skills and knowledge by the School which has an active staff development policy. Use will be made of practitioners as visiting tutors and critics.



Assessment Strategy

The Assessment Strategy aims to reflect the range of teaching and learning practices and the breadth of subject matter, and is designed to test the learning outcomes of each module in the most appropriate way. Modules will assess the students' ability to investigate theoretical frameworks, analyse and critically evaluate core issues. Coursework includes elements of student choice to encourage a self-selected focus for study. The programme and site for the Level 7 design project and the student selected investigation are chosen by the student in negotiation with the tutor.

Formative assessment occurs throughout in both lecture-based and project modules through regular reviews where students present their work to tutors and their own peer group. Self-assessment approaches are also used, and the student will evaluate their own major design project against the ARB/RIBA criteria to ensure that they comply with the requirements.

Summative assessment of the projects is by portfolio of design work with supporting documentation. These will be assessed against declared criteria. Other modules generally are assessed by written submission. In the 'student selected investigation', imaginative approaches to communication will be encouraged, in order to assess the work against agreed learning outcomes.

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. The Postgraduate Diploma continues at Level 6 for the majority of the first year, and Level 7 in the second year. Level 7 is the level of Masters programmes.

Level 6

Level 6 is normally the final year of an undergraduate programme, but is also the level of a 'graduate diploma' and provides the academic challenge for the student to demonstrate an ability to deal with decision-making at strategic levels; identify and analyse problems; and to synthesise solutions. The University describes the outcomes of Level 6 modules as: "Critically review, consolidate and extend a systematic and coherent body of knowledge, utilising specialised skills across an area of study; critically evaluate new concepts and evidence from a range of sources; transfer and apply diagnostic and creative skills and exercise significant judgement in a range of situations and accept accountability for determining and achieving personal and/or group outcomes."

Level 7

Level 7 extends and develops Level 6, with the expectation that the student will:

"Display mastery of complex and specialised areas of knowledge and skill, employing advanced skills to conduct research or advanced technical or professional activity for related decision-making ..."

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/>

Modules

Each module on the course carries credit points.

Single module = 10 credit points Double module = 20 credit points

Triple module = 30 credit points Quadruple module = 40 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.

Postgraduate Diploma in Architecture

Year 1				
Design Project 1; Enquiry BE0992 20 credit points Level 6	Communication and Research BE1097 10 credit points Level 6	Cultural Context BE0990 20 credit points Level 6	Advanced Technologies BE0989 20 credit points Level 6	Practice Management and Law BE0994 20 credit points Level 6
Design Project 2: Realisation BE1115 30 credit points Level 6				

Year 2		
Design Project 3; Analysis and Proposal 40 credit points BE0995 Level 7	Environmental and Sustainable Design BE1098 10 credit points Level 7	Student Selected Investigation BE0997 30 credit points Level 7
Design Project 4: Realisation BE0996 40 credit points Level 7		

Part-time

First year		
Design Project 1; Enquiry BE0992 20 credit points Level 6	Advanced Research and Communication BE1097 10 credit points Level 6	Cultural Context BE0990 20 credit points Level 6
Design Project 2: Realisation BE1115 30 credit points Level 6		

Second year		
Design Project 3; Analysis and Proposal BE0995 40 credit points Level 7	OPTION MODULE* See choice 20 credit points Level 6	Practice Management and Law 20 credit points Level 6

*Students chose either
 BE0989 Advanced Technologies
 BE0994 Practice Management & Law
 BE1159 Work-based Architectural Technologies
 BE1160 Work-based Practice Management & Law

Third Year		
Design Project 4: Realisation 40 credit points Level 7	Environmental and Sustainable Design 10 credit points Level 7	Student Selected Investigation 30 credit points Level 7

Assessment Regulations

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.

Below is a summary of the University's Assessment Regulations, which are applicable to this programme.

Progression Regulations

To attain an award a student is required to progress through a number of levels of study by achieving a specified number of credits. In this programme 120 credits are required at each of the Levels 6 and 7. (ARNA Section 12).

Requirements to Gain the Award

Under the University modular system, each student must achieve a total of 240 credit points to receive the Professional Diploma. Normally, this is divided into two 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.

How the Award is Determined

The following is an extract from the University Document 'Assessment Regulations for Northumbria Awards 2008/09'

For further details of the relevant sections, consult the document, which can be found on:

<http://northumbria.ac.uk/static/worlddocuments/arna.doc>

12.17 PROFESSIONAL DIPLOMA IN ARCHITECTURE	
FHEQ level	Honours Level 7
Credit required	240 credits. 120 credits at Level 6; 120 credits at Level 7
Progression	A student will progress to Level 7 on the attainment of 120 credits at Level 6. An overall average of 40% at the first attempt is required at Level 6. Referral is subject to the regulations in section 5.1/5.2.
Award	To achieve the award a student must attain the 240 credits and obtain an overall average of 50% at Level 7 at the first attempt. Any referred modules must be passed (section 5.2). Compensation rules (section 7.2) apply to the lower level award of Graduate Diploma only. Referral is subject to the regulations in section 5.1/5.4.
Lower level award	Graduate Certificate, Graduate Diploma, Postgraduate Certificate
Distinction/ Commendation	Distinction/Commendation rules apply (section 8) determined by overall average at final level of the award.

Module Descriptors

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

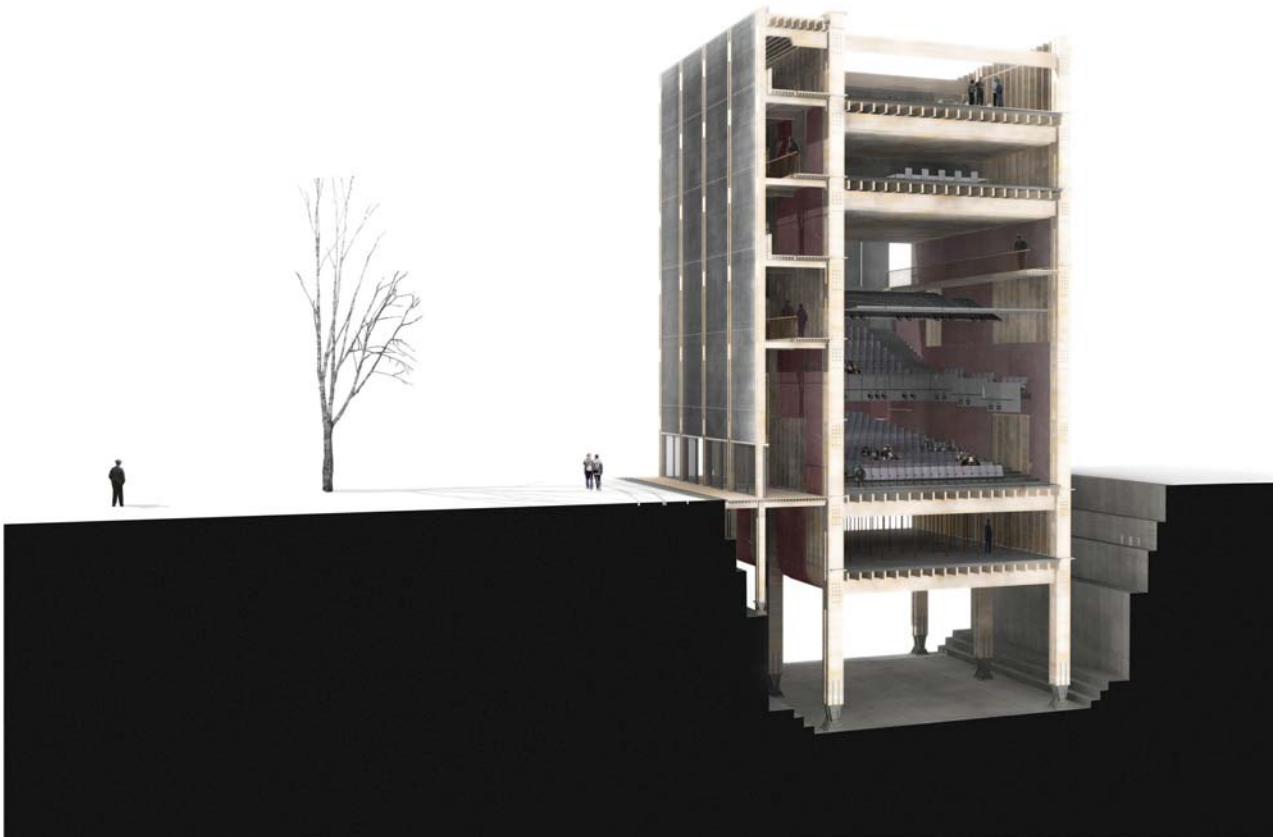
How to Obtain a Module Descriptor from the University's Website

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>



What you will study

Year 1 Design Projects provide opportunities for students to widen their inquiries into broader territories than at undergraduate level. The first semester engages the student with real-life urban and social issues, working at a variety of scales and encouraging interdisciplinary research, authentic briefs and imaginative proposals. The second semester allows students to select and research their own sites and to develop and interrogate design briefs geared towards their specialist interests. The second semester also encourages participation in design competitions, whereby students can measure their abilities against peers and practitioners.

Year 2 Design Projects are designed to show that the student satisfies the requirements of Part II of the ARB/RIBA criteria.

A year-long module enables the student to evidence abilities in the critical appraisal of site and context, develop and critique design briefs to ensure that the architectural response is appropriate, and maintain a critical dialogue between theory and practice for the duration of the final project.

In the second module, the student demonstrates the ability to produce and communicate coherent and well resolved architectural designs by showing a high level of skill and confidence in intuitive, creative and innovative design ability. The student will also demonstrate a high level skill in the appropriate use of visual, verbal and written communication methods, in order to propose imaginative solutions to complex problems. Design proposals will be supported by design, technology, and management reports that evidence compliance with, and build upon, the Part II criteria for prescription.

Cultural Context provides students with opportunities to critically engage with theories and practice of architecture, art, urbanism and related creative disciplines. It provides a platform for dialogue, analysis, evaluation and synthesis of ideas to support design activity and to foster a critical vocabulary. A lecture and seminar programme, which relates to current cultural issues will provoke related discourse within the context of the students' own design practice and inquiry. The inter-relationships of art, architecture, regionalism, cinema, literature and history will inform both the content of presentations, and the dialogue and research proposals of the student group

Advanced Technologies investigates principles and theories of construction from a critical standpoint, with respect to their successful application in architectural design. Students are encouraged to research, compare and evaluate different constructional proposals with respect to factors including aesthetics, historical development, context, sustainability, performance criteria, production and craftsmanship, legislation and codes of practice, buildability, and costs.

Environmental and Sustainable Design critically evaluates environmental services and strategies, investigates the impact of environmental tempering of buildings, and explores the technological and cultural implications of adopting energy-efficient and sustainable approaches to building design.

Architectural Research Methods develops students' skills and abilities in research methods applied to the professional and academic arenas of architecture. Key skills such as the design of research questions, critical thinking and analysis, research management, academic writing and presentation will support both written and design modules elsewhere in the programme.

Practice Management and Law gives an insight into the roles, organisations, and resources of professional practice, and examines the inter-relationship between architectural practice and the wider design team. It also provides guidance in project procurement with respect to the architect's professional duties and responsibilities.

Student Selected Investigation develops the student's knowledge, and understanding of a specialist area related to the discipline of architecture and associated fields. The student will, through independent research and critical thinking, examine the chosen subject and evaluate alternative approaches, integrate sources of information and communicate an understanding of the area.

Learning Style

The programme modules are largely evolved around student-centred learning strategies. They are predominantly project or assignment-based and rely on experiential learning. Lecture programmes are supported where possible by local and overseas field study visits to cities, buildings, and urban environments. Students are encouraged to make extensive use of the dedicated 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.