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**QUEEN'S
UNIVERSITY
BELFAST**

International Foundation Programme in Architecture

Student Programme Handbook January Intake 2021-22

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1 PROGRAMME OVERVIEW

- 1.1 The International Foundation Programme in Architecture (IFPA) is aimed at international students who will normally have completed a minimum of 12 years of school education and who do not yet meet the English language or academic requirements for direct entry into the first year of undergraduate study in the University. It provides students with the opportunity to develop the necessary English language and foundational academic knowledge and skills to progress to Year One undergraduate degree programmes in Architecture, and related subject areas, at Queen's University Belfast.
- 1.2 The programme is delivered in a university environment with the pastoral and language support that is necessary to ensure well-being and success, and where the study programme is focused on preparation for university study.
- 1.3 Students study four modules, an English Language and Study Skills (ELSS) module plus three academic modules. Each module is worth 30 credits. Students must attain a total of 120 credits for successful completion of the programme. The English Language and Study Skills module is designed to integrate with and provide support for the three academic modules. An outline of the programme is shown in Table 1-1.
- 1.4 To gain entry to the International Foundation Programme in Architecture, students must have an acceptable English language qualification equivalent to IELTS 5.0 or higher with at least IELTS 5.0 in writing and no less than 4.5 in all other sub-skills. Students who have met the academic entrance requirements but who do not meet the English language requirement may be accepted on to the Extended International Foundation Programme in Architecture. The Extended International Foundation Programme in Architecture commences with a concentrated period of Academic English (AE). This may be one or two terms in duration, depending on English Language ability on entry, and is designed to bring a student to a level equivalent to IELTS 5.0 or higher with at least IELTS 5.0 in writing and no less than 4.5 in all other component sub-skills. Students following the extended programme must achieve this level in order to continue and undertake the remainder of the IFPA. Academic English (AE) does not carry credit and is assessed on a Pass/Fail basis only. However, it is a formal requirement of the course and must be completed satisfactorily.

Module	Category	Credits	Progression Routes	Progression Requirements
IFYF001 English Language and Study Skills (ELSS)	Compulsory	30	1. Architecture (BSc Hons) 2. Environmental Planning and Development (BSc Hons) 3. Geography (BSc Hons)	Architecture <u>Academic Modules:</u> ABB (GCSE Mathematics, Grade C or equivalent) <u>ELSS:</u> Minimum of 60% overall (Grade B, equivalent to IELTS 6.5) with minimum of 50% (Grade C, equivalent to IELTS 6.0) in Speaking and Listening and 40% (Grade D, equivalent to IELTS 5.5) in reading and writing Environmental Planning, and Development <u>Academic Modules:</u> BBC (GCSE Mathematics, Grade C or equivalent) <u>ELSS:</u> Minimum of 60% overall (Grade B, equivalent to IELTS 6.5) with minimum of 40% (Grade D equivalent to IELTS 5.5) in all components Geography <u>Academic Modules:</u> BBC (GCSE Mathematics, Grade C or equivalent) <u>ELSS:</u> Minimum of 60% overall (Grade B, equivalent to IELTS 6.5) with minimum of 40% (Grade D equivalent to IELTS 5.5) in all components
IFYF017 Practical Skills for Art Portfolio	Compulsory for Architecture Optional for Environmental Planning and Development Optional for Geography	30		
IFYF018 Principles of Architectural Design and Practice	Compulsory for Architecture Optional for Environmental Planning and Development Optional for Geography	30		
IFYF019 Foundation Mathematics	Optional	30		
IFYF004 Foundation Politics and International Relations	Optional	30		

Table 1-1 Outline Structure of the International Foundation Programme in Architecture

2 EDUCATIONAL AIMS OF THE PROGRAMME

- 2.1 Provide students with a high quality education and learning experience at pre-undergraduate foundation level.
- 2.2 Prepare students for entry to Year One of the BSc (Hons) degree in Architecture at Queen's University Belfast, or related degree.
- 2.3 Enhance the subject knowledge, learning skills and English language proficiency of students to enable them to communicate and study effectively and confidently at undergraduate level.
- 2.4 Assist international students to become accustomed to student life in the UK and to provide practical experience of the learning, teaching and assessment methods found in Queen's University Belfast and in other UK universities.
- 2.5 Cultivate a commitment to good practice in academic work.
- 2.6 Equip students with the skills required to solve typical Architectural and Planning problems.
- 2.7 Motivate students and enhance learning by teaching the various architecture related subjects within the context of practical applications.
- 2.8 Provide active and interactive learning experiences through a range of projects, assignments and workshops in order to engage students and promote independent learning.
- 2.9 Develop practical skills in architectural representation through drawing and model-making.
- 2.10 Develop an understanding of surveying theory, techniques and practices.
- 2.11 Provide opportunities for students to develop their intellectual abilities, including problem solving skills and logical and critical thinking.
- 2.12 Actively promote the development of key transferable skills essential for employment, including communication, team working, time and resource management and presentation skills.
- 2.13 Develop an understanding of the role of the professional architect, the business environment within which architects work, and the social and environmental impact of the decisions that architects make.
- 2.14 Provide a qualification to facilitate alternative progression routes for those students who either (i) do not meet the entry criteria for progression to undergraduate degree programmes at Queen's University Belfast, or (ii) who wish to follow a undergraduate course at another university.
- 2.15 Appendix A summarises the skills that will be developed and learning outcomes attained by studying on the International Foundation Programme in Architecture.

3 STRUCTURE AND MODULES

- 3.1 The International Foundation Programme in Architecture is delivered over a minimum of 24 teaching weeks.
- 3.2 Students study a total of four modules, three academic subject modules and an English Language and Study Skills module.
- 3.3 English Language and Study Skills (IFYF001) is a compulsory module for all students who study on International Foundation Programme in Architecture. Students must then select a total of three academic modules from those listed in Table 3-1.
- 3.4 Students wishing to progress into BSc Architecture at Queen's must select the following two academic modules: Practical Skills for Art Portfolio (IFYF017) and Principles of Architectural Design and Practice (IFYF018). Students may then select either Foundation Politics and International Relations (IFYF004) or Foundation Maths (IFYF019) as their third academic module.
- 3.5 Students wishing to progress into BSc Environmental Planning and Development or BSc Geography may select any three of the four available academic modules listed in Table 3-1.
- 3.6 The timetabled contact time is (on average) a minimum of 12 hours per week for the three academic modules (4 hours per academic module) and (an average of) 8 hours per week for the English Language and Study Skills module.
- 3.7 APPENDIX D gives detailed information on the delivery, content, learning outcomes and assessment of each of the modules listed in Table 3-1. The module lecturer will further describe and clarify module information and the form and structure of assessments during their teaching sessions.

Code	Title	Credits	Duration	Core	Optional
IFYF001	English Language and Study Skills (ELSS)	30	24 weeks	✓	
IFYF017	Practical Skills for Art Portfolio	30	24 weeks	✓ (Architecture)	✓ (Environmental Planning and Development/ Geography)
IFYF018	Principles of Architectural Design and Practice	30	24 weeks	✓ (Architecture)	✓ (Environmental Planning and Development/ Geography)
IFY F019	Foundation Mathematics	30	24 weeks		✓
IFY F004	Foundation Politics and International Relations	30	24 weeks		✓

Table 3-1 IFPA Modules

4 MODULE ASSESSMENT

Formative Assessment

- 4.1 Formative Assessments are any homework or class based exercises which do not count towards your final grade, but which aim to help you monitor your learning and improve your skills in particular areas, or to give you practice for a Summative Assessment.
- 4.2 You will be given feedback on formative coursework that will assist you with your learning. You may be given guidance grades on your performance according to Table 4-1.

Equivalent Percentage Score	Performance Descriptor	Indicative Grade
80+	Outstanding	A*
70+	Excellent	A
60 - 69	Very Good	B
50 - 59	Good	C
40 - 49	Adequate	D
35 - 39	Marginal Fail	E
0 - 34	Unsatisfactory/Poor	F

Table 4-1 Formative Assessment Guidance Marking Scale

Summative Assessment

- 4.3 Summative assessments are those that contribute to the final score of a module. Each subject module will have summative assessments by examination and/or by continuous (coursework) assessment.
- 4.4 The tables in APPENDIX B give the weighted contribution of examination and coursework (continuous) assessments to the overall score for each module listed in Table 3-1. The module lecturer will further describe and clarify the form(s) of continuous assessment and contribution for each module.

Continuous (Coursework) Assessment

- 4.5 Continuous assessment may take different forms e.g. essays, written class tests, design assignments, drawings or plans, group work, presentations, portfolios or oral tests. There may be one or more continuous assessment component for any module.
- 4.6 Under normal procedures, students can expect to receive a provisional grade and an overview of their performance in a summative assessed coursework. The grades in Table 4-1 will be used to give an indication of your performance. Numerical marks can only be released after they are approved at the end-of-year examination board by the external examiners.

- 4.7 Coursework submitted for summative assessment will be retained by teaching staff for the purposes of internal moderation and external review. Students may instead receive feedback from their module lecturer.

Assessment Submission Regulations

- 4.8 Students must submit coursework assignments, in the format stipulated by their module lecturer, on or before the submission deadline. A cover sheet must be attached (an example is shown in APPENDIX C). The cover sheet also includes a declaration on plagiarism which must be signed (plagiarism is a serious form of academic misconduct and is defined in the Policy handbook – ACADEMIC MISCONDUCT section). If the cover sheet is not attached, the submission process will be considered incomplete and late submission penalties (see 4.14) will accrue.
- 4.9 Turnitinuk.com is a plagiarism detection service which provides detailed reports on the degree and sources of similarity between a submitted document and an extensive database of sources such as journals, books, etc., and other students' work. Turnitin helps students maintain academic integrity and allows lecturers to identify where plagiarism has occurred. You will be guided through the process of setting up an account on Turnitin during the ELSS module.
- 4.10 In addition to any hardcopy submission, students must also submit an electronic copy of reports and other documents created on a word-processor (e.g. MS Word) to the Turnitin plagiarism detection service on or before the submission deadline indicated by the module lecturer. It is important that you submit your coursework to the correct class assignment. The submission process is considered incomplete until the electronic copy has been submitted to Turnitin and late submission penalties (see 4.14) will accrue.
- 4.11 Please be aware that full submission is considered incomplete and late submission penalties (see 4.14) will accrue until both a hardcopy (if required) is submitted and an electronic version (if required) is submitted to Turnitin.
- 4.12 Please note individual teachers may have different requirements. Students should take note of any amendments to assessment submission communicated by the Programme Manager, Academic Support, or individual teachers.
- 4.13 You must present work for assessment which has been written by yourself in your own words and which is the result of your own intellectual endeavour. Evidence of academic misconduct in coursework will be treated seriously and may result in you receiving no credit for your work. Serious and/or persistent evidence of impropriety may result in the discontinuation of your programme of study. Each instance of academic misconduct will be recorded on your academic record and may accrue into the duration of your undergraduate degree (see Policy handbook – ACADEMIC MISCONDUCT section).

Late Submission Penalties

- 4.14 Assessed coursework submitted after a deadline will be penalised at the rate of 5% (of the total marks available for the coursework) for each working day after the deadline date, up to a maximum of five working days, after which a mark of zero will be awarded. For example, day one will incur a penalty of minus 5%; day two will incur a penalty of minus 10% etc. Where the assessed work element accounts for a certain proportion of the module mark, the 5% penalty will apply to the assessed element only and not to the overall module mark.

- 4.15 Each continuous assessment will have a specific marking scheme and maximum mark attainable. The application of a late submission penalty is applied as a proportion of the maximum marks for that piece of coursework. Table 4-2 gives an example of the penalty applied and the subsequent mark awarded where the coursework is scored from 100 marks and awarded 70 marks if submitted by the deadline. Table 4-3 gives an example of the penalty applied and the subsequent mark awarded where the coursework is scored from 20 marks and awarded 14 marks if submitted by the deadline.
- 4.16 A coursework assessment mark may be subsequently scaled to the relevant contribution of the continuous assessment to the final module score e.g. an assessment may be scored from 100 marks, but only represent 10% of the final module grade. In the example shown in Table 4-2, if the coursework is submitted 2 days late and therefore 60 marks are awarded after the late penalty is applied, the coursework would contribute 6% to final score for the module, rather than 7% if it had been submitted on time.

Coursework Maximum Score: 100		Assessed Score: 70
Days Late	Penalty Applied	Mark Awarded
0	none	70
1	-5	65
2	-10	60
3	-15	55
4	-20	50
5	-25	45
>5	full	0

Table 4-2 Example late submission penalty application for coursework scored out of 100

Coursework Maximum Score: 20		Assessed Score: 14
Days Late	Penalty Applied*	Mark Awarded
0	none	14
1	-1	13
2	-2	12
3	-3	11
4	-4	10
5	-5	9
>5	Full	0
* 5% of maximum mark of 20 marks is 1 mark		

Table 4-3 Example late submission penalty application for coursework scored out of 20

- 4.17 Exemptions shall be granted only if there are exceptional circumstances (see Policy Handbook - EXCEPTIONAL CIRCUMSTANCES section), and where the student has made a case in writing to the Programme Manager within three working days of the deadline for submission or where a concession has been agreed on the grounds of a student's disability.

Examination Assessment

- 4.18 There will be a 1-week formal examination session at the end of semester 1 during which modules studied during semester 1 will be examined.
- 4.19 There will be a 2-week formal examination session at the end of semester 2 during which modules studied during semester 2 will be examined and the English Language and Study Skills (ELSS) module will be examined.
- 4.20 You are not allowed to take into the examination room any unauthorised book, manuscript, notes or any means whereby you may improperly obtain assistance in your work. All bags, cases or other receptacles should be left in a designated location and not taken to your desk. Small handbags and pencil cases may be left on the floor by the desk. Exceptions to these regulations, for particular examination papers, may be approved by INTO Queen's University Belfast. Details will be printed at the head of the examination question paper. For instance, you may be issued with formula booklets which must be returned at the end of the examination.
- 4.21 Mobile telephones are not permitted in the examination room.
- 4.22 You must only use an approved calculator in continuous assessment exercises and examinations. The use of personal organisers, wearable computing smartphone-type devices, electronic dictionaries or any other electronic device with the capacity for the storage and retrieval of text information is not permitted.
- 4.23 You must sit in the place allocated to you.
- 4.24 You must not use any means to communicate with any other candidate or with other persons either inside or outside the examinations room.
- 4.25 You must not indulge in any behaviour which may disturb or distract other candidates or which may disrupt the progress of an examination. Chiming watches and alarm clocks must be switched off.
- 4.26 You must not use any means to obtain directly or indirectly, assistance in your work or give, or attempt to give, directly or indirectly, any assistance to any other candidate.
- 4.27 The impersonation of examination candidates is prohibited and you must not allow yourself to be impersonated.
- 4.28 You must not remove from the examination room any examination papers, answer books or other items of examination stationery.
- 4.29 You are required to hand your scripts, including any rough work, to the invigilator and to remain seated and in silence until dismissed by the invigilator.
- 4.30 You are not permitted to smoke in an examination room.
- 4.31 No food should be brought into the examination room.

- 4.32 You must obey the instructions of invigilators at all times.
- 4.33 Any suspected breach of the foregoing regulations will be investigated by the Academic Director or his/her nominee. The student(s) concerned will normally be permitted to complete the sequence of examinations. The outcomes of the investigation will be reported to the Board of Examiners which will decide on appropriate action. Confirmed cases of serious misconduct will normally result in failure. Students will be informed in writing of the decision taken by the Board.
- 4.34 Information regarding any online examinations will be made available by Academic Support if applicable.

External Examiners

- 4.35 The External Examiner system enables INTO Queen's to ensure that it awards qualifications at an appropriate standard and that student performance is judged appropriately. The External Examiner does not carry out marking of assessed work but they may make recommendations if they think any awarded marks do match the marking criteria for a module. The External Examiner has the opportunity to see and comment on all examination papers, examination scripts and other assessed work. They sit on examination boards and their views are taken very seriously. At the end of the academic year, the External Examiner provides a report on the programme and INTO provides a response to any issues raised. Where the External Examiner has raised issues with INTO Queen's, the Academic Director provides a response. You are entitled to see the report for your programme and should ask your Programme Manager how this will be made available. You should not contact the External Examiner directly.

Module	External Examiner name and institution
IFYF001 - English Language and Study Skills (ELSS)	Ms Louise Greener, Durham University
IFY F017 - Practical Skills for Art Portfolio IFY F018 - Principles of Architectural Design and Practice	Ms Orla McKeever, University College Cork
IFY F004 - Foundation Politics and International Relations	TBC
IFYF019 - Foundation Mathematics	Dr Bozidar Butorac, King's College London

Table 4-4 External Examiners and their respective institutions

5 AWARD CRITERIA AND CLASSIFICATION

- 5.1 Successful completion of the International Foundation Programme in Architecture will result in the award of an International Foundation Certificate in Architecture from Queen's University Belfast. This will list all modules taken and grades attained.

- 5.2 In order to be successfully awarded the International Foundation Certificate in Architecture students must accumulate 120 CATS points, comprised of 90 CATS points attained through passing 3 academic subject modules of 30 CATS points each, and 30 CATS points awarded for passing the English Language and Study Skills (ELSS) module. Note that these criteria mean you must PASS ALL MODULES i.e. you CANNOT FAIL any module if the award is to be given. Only a transcript of your grades will be provided in the case where you are not awarded an International Foundation Certificate.
- 5.3 Candidates must achieve a minimum passing mark of 40% to be awarded the 30 CATS points for an academic subject module.
- 5.4 Candidates must achieve a minimum of 50% overall (equivalent to IELTS 6.0) with a minimum of 40% (equivalent to IELTS 5.5) in each sub-skill (Reading, Writing, Speaking Listening) to be awarded the 30 CATS points for the English Language and Study Skills module.

Resit Examinations

- 5.5 A student who fails a module at the first sitting shall be permitted one further attempt to achieve a pass for that module. The module resit exam will normally be retaken at the next available opportunity. The mark available for resit academic modules will be CAPPED at the module PASS mark of 40% except where special circumstances apply and have been deemed to be exceptional by the Examination Board. Please refer to see Policy handbook – EXCEPTIONAL CIRCUMSTANCES section, for more information.
- 5.6 In the case where a student has failed multiple modules, whilst the student will be offered the opportunity to resit all failed modules, the Examination Board may advise the student if it is not in their best interest to resit the modules.

6 PROGRESSION CRITERIA

- 6.1 Holders of an International Foundation Certificate in Architecture may progress to Year One of an undergraduate degree programme at Queen's University Belfast only if they have achieved, as a minimum requirement, the level of performance in both academic modules and English Language and Study Skills, as summarised in .
- 6.2 Please note that for each progression degree there are specific academic grade and subject requirements, and specific ELSS average score (English Language and Study Skills) and subskill scores. There may also be conditions on performance in certain core subjects from high school
- 6.3 Table 6-1 lists all degree pathways that have been designated by Queen's University Belfast. Queen's University Belfast is also responsible for setting the criteria for progression to each pathway. Other progression options may be added during the academic year 2020-21. The INTO Queen's University Progression Officer can advise you on all options and criteria.

- 6.4 Holders of the International Foundation Certificate in Architecture who do not meet the specified progression requirements for entry to Year One of their chosen undergraduate degree programme, will be advised of other progression options at Queen's and other institutions by the INTO Queen's University Progression Officer and the INTO Placement Officer.

INTERNATIONAL FOUNDATION IN ARCHITECTURE (120 CREDITS)		
Modules	Leading to undergraduate degrees in areas such as	
<u>Academic Modules:</u> IFYF017 Practical Skills for Art Portfolio (30 credits) IFYF018 Principles of Architectural Design and Practice (30 credits) IFYF019 Foundation Mathematics (30 credits) IFYF004 Foundation Politics and International Relations (30 credits) <u>English Language and Study Skills Module:</u> IFYF001 English Language and Study Skills (30 credits)	1. Architecture (BSc Hons) 2. Environmental Planning (BSc Hons) 3. Geography (BSc Hons)	<u>Academic Module Requirements</u> 1. BSc Architecture – ABB (GCSE Mathematics, Grade C or equivalent) 2. BSc Planning, Environment and Development – BBC (GCSE Mathematics, Grade C or equivalent) 3. BSc Geography – BBC (GCSE Mathematics, Grade C or equivalent) <u>English Language and Study Skills</u> 1. BSc Architecture - Minimum of 60% overall (Grade B, equivalent to IELTS 6.5) with minimum of 50% (Grade C, equivalent to IELTS 6.0) in Speaking and Listening and 40% (Grade D, equivalent to IELTS 5.5) in reading and writing 2. BSc Environmental Planning and Development - Minimum of 60% overall (Grade B, equivalent to IELTS 6.5) with minimum of 40% (Grade D equivalent to IELTS 5.5) in all components 3. BSc Geography - Minimum of 60% overall (Grade B, equivalent to IELTS 6.5) with minimum of 40% (Grade D equivalent to IELTS 5.5) in all components

Table 6-1 Designated Degree Progression Routes and Requirements

- 6.5 Students on the extended (4 term or 5 term) IFPA programme will also have satisfactorily completed Academic English (AE). The student must have completed AE with a minimum of 50% overall (IELTS 5.0) with at least 50% (IELTS 5.0) in writing and no other sub-skill less than 45% (IELTS 4.5) before progressing to study the English Language and Study Skills and academic subject modules on the IFPA programme.

7 ACADEMIC CALENDAR

Semester Dates

- 7.1 The 2021-22 academic year for students beginning their academic studies on the International Foundation Programme in Architecture is organised across 2 semesters. The beginning and end dates of the semesters are given in Table 7.1.

2022	Pathway (JANUARY)
W/C	
10-Jan	Induction
17-Jan	S1-W1
24-Jan	S1-W2
31-Jan	S1-W3
07-Feb	S1-W4
14-Feb	Reading Week
21-Feb	S1-W5
28-Feb	S1-W6
07-Mar	S1-W7
14-Mar	S1-W8
21-Mar	S1-W9
28-Mar	S1-W10
04-Apr	S1-W11
11-Apr	Easter
18-Apr	Easter
25-Apr	Exams
02-May	S2-W1
09-May	S2-W2
16-May	S2-W3
23-May	S2-W4
30-May	S2-W5
06-Jun	S2-W6
13-Jun	S2-W7
20-Jun	S2-W8
27-Jun	S2-W9
04-Jul	S2-W10
11-Jul	S2-W11
18-Jul	Exams
25-Jul	Exams
01-Aug	Internal Boards
08-Aug	External Boards
15-Aug	Progression
22-Aug	Results Release**
29-Aug	Resit exams
05-Sep	Resit Results**

Table 7-1 Academic Calendar 2021-22

Progress reports are sent out mid semester 1, and early in semester 2. Students complete evaluations on the quality of the modules and the programme near the end of semester 2.

Term Dates and Attendance

- 7.2 Whilst the academic calendar of INTO Queen's and Queen's University Belfast currently operates according to the 2 semester structure shown in Table 7.1, the enrolment and attendance terminology used for INTO programmes still refers to a traditional "3 term" academic year. Term start and end dates in Table 7.2 are determined by both holiday periods and by semester dates.
- 7.3 Students are expected to attend INTO Queen's University Belfast between the beginning and end dates of each term in Table 7.2 *inclusively* i.e. students are expected to be present for classes and assessment or examination sessions from the first day of the beginning of each term and to attend for classes and assessment or examination sessions until the last day of each term, unless there is a set vacation period in the middle of a term. Authorisation will NOT be given to any student requesting late arrival after the start-of-term dates or early departure before the end-of-term dates, as given in Table 7.2 EXCEPT in the case of exceptional circumstances - the availability or pre-booking of cheaper flights is NOT specified as an exceptional circumstance.

		From	To	
Semester 1	Induction week	10 January 2022	14 January 2022	Term 1
	Teaching – 4 weeks	17 January 2022	11 February 2022	
	Reading week (no classes)	14 February 2022	18 February 2022	
	Teaching – 4 weeks	21 February 2022	18 March 2022	Term 2
	Teaching – 3 weeks	21 March 2022	8 April 2022	
	Interim Break	11 April 2022	22 April 2022	
	Semester 1 Exams	25 April 2022	29 April 2022	
	Teaching – 6 weeks	2 May 2022	10 June 2022	
Semester 2	Teaching – 5 weeks	13 June 2022	15 July 2022	Term 3
	Semester 2 Exams	18 July 2022	29 July 2022	
	Exam Boards	1 August 2022	12 August 2022	
	Progression	15 August 2022	19 August 2022	
	Results Release	22 August 2022	26 August 2022	
	Re-sit Exams	29 August 2022	2 September 2022	
	Re-sit Results Release	5 September 2022	9 September 2022	

Table 7-2 Semester and Key Dates 2021-22

- 7.4 National holidays are called “Bank and Public Holidays”. The Centre will be closed on the dates of the Bank and Public holidays listed in Table 7-3 below.

Bank and Public Holiday	Date
St Patrick’s Day	Thursday 17 March 2022
Good Friday	Friday 15 April 2022
Easter Monday	Monday 18 April 2022
Early May Bank Holiday	Monday 2 May 2022
July Holidays	Tuesday 12 and Wednesday 13 July 2022

Table 7-1 Bank and Public Holidays 2021-22

8 ACADEMIC TUTORIALS

- 8.1 As an INTO student you will be allocated a personal Academic Tutor for the duration of your programme. Your Academic Tutor will meet with you a number of times each semester, either individually or as part of a small group of tutees, to advise and guide you.
- 8.2 It is intended that your tutorial sessions will help you:
- Become a more effective, independent and confident self-directed learner.
 - Understand how you are learning and relate your learning to a wider context.
 - Articulate your personal goals and evaluate progress towards your achievement.
 - Encourage a positive attitude to learning throughout life
- 8.3 The aim is to help you to begin your studies, to reflect on and learn from feedback you receive, and to become more aware of your own learning style, strengths and weaknesses. Your tutor will discuss your progress and to give you any help or advice on matters relating to your studies or preparing for your university programme.
- 8.4 The tutorials are not a confidential discussion. In order to support you and give you the best possible advice your tutor may need to share information with other relevant members of staff such as the Programme Manager or the Welfare Officer.
- 8.5 Your tutor will contact you with times and dates of meetings.
- 8.6 Table 8-1 and Table 8-2 outline an example schedule, showing the number and timings of academic tutorial meetings. It is important that you attend all scheduled meetings with your tutor.

Week 1-2	Overview of the tutorials process
Week 2-4	First group meeting with tutor
Week 6-8	First individual meeting with tutor – Post Progress Report/Test

Table 8-1 Semester 1 Academic Tutorial Schedule

Week 1-2	Second individual meeting with tutor – Post EOS1 exams
Week 5-8	Third individual meeting with tutor – Progress/Progression

Table 8-2 Semester 2 Academic Tutorial Schedule

- 8.7 If you have any problems with the process, please contact your tutor or the Programme Manager.

9 STAFF CONTACT DETAILS

Title	Name	Role	email
Mrs	Nuala Corr	Centre Director	n.corr@qub.ac.uk
Mr	Liam O'Hagan	Academic Director	l.ohagan@qub.ac.uk
Mrs	Sarah Prince	Programme Manager	s.prince@qub.ac.uk
Dr	Jane Rogers	Art and Architecture teacher	j.rogers@qub.ac.uk
Mr	Matthew Deighan	Politics and International Relations Teacher	matthew.deighan@qub.ac.uk
Dr	Erell Bonnot	Mathematics teacher	e.bonnot@qub.ac.uk
Mr	Glenn McSpadden	Mathematics teacher	g.mcspadden@qub.ac.uk
Dr	Philip Gillespie	Maths teacher	p.gillespie@qub.ac.uk
Dr	Marina McLoughlin	ELSS teacher	m.mcloughlin@qub.ac.uk
Ms	Julie McEvoy	ELSS teacher	j.mcevoy@qub.ac.uk
Dr	David Bandy	Academic Support Manager	d.bandy@qub.ac.uk
Ms	Tsvety Donovan	Attendance Officer	t.donova@qub.ac.uk
Ms	Aine McComb	Head of Student Services	a.mccomb@qub.ac.uk
Ms	Beverley Quinn	Student Services Coordinator	beverley.quinn@qub.ac.uk
Ms	Katriona Doran	Student Support Officer	katriona.doran@qub.ac.uk
Ms	Cherri Li	Chinese Language Support Officer	cherry.li@qub.ac.uk
Ms	Ciara Murray	Queen's Progression Officer	ciara.murray@qub.ac.uk

Table 9-1 Staff Contact Details

10 GENERAL INFORMATION

- 10.1 The programme is subject to the University General Regulations <http://www.qub.ac.uk/directorates/AcademicAffairs/GeneralRegulations/>
- 10.2 The information in this section is taken from the QUB International student's handbook. Further information can be obtained from the International Office at Queen's University Belfast.

Access to University Services

- 10.3 Students have access to the INTO Queen's Student Support Services as well as the University Health and Counselling Services, Students' Union, University Careers Service and Student Support Services. Students have access to all University libraries, University open access computer facilities and other resources at the INTO Centre.

Library Information

- 10.4 The University has a number of major libraries which registered students may use. As well as this, the individual schools and institutes have their own collections. Most of the books and pamphlets in the Library can be borrowed, but some categories of material are not available on loan.
- 10.5 In addition to its traditional libraries, the University also has its purpose built interdisciplinary McClay Library specifically designed to meet the needs of undergraduate students. In addition to providing multiple copies of recommended textbooks and course reading, a large number of the study places are equipped with PCs. The computing facilities enable students to use computer-based learning materials; commonly used software such as word processing, spreadsheets and database packages; bibliographic databases; electronic journals and other full-text material; access to the Library's CD-ROM network; and access to the Internet.
- 10.6 All books and journals in all branches of the Library are included in the Library's computer catalogue. There are dedicated terminals in all the branches and the catalogue is also accessible over the campus network. The Library also makes available a range of electronic information services for the retrieval of bibliographic, statistical and other data.
- 10.7 The University has six libraries, the opening hours of which are generally between 8.30am and 10.00 pm during the week and extended hours during the examination period. For further information please visit: www.qub.ac.uk/lib/

Computing Facilities

- 10.8 All international students will have access to email. You will be given your username and password to access your account when you register. This service is free. You can use any of the Student Computer Centres around the University to access the Internet. Assistance on using the Internet is provided at Orientation and daily in the Computer Centres.

- 10.9 Central computing facilities for students are provided in Student Computer Centres. There are thirteen Student Computer Centres with a total of 660 PCs all of which operate Windows NT. The majority of the Centres are within easy access of the central campus with 240 PCs in the Seamus Heaney Library. All students have access to e-mail and the Internet and have their own filestore account on the campus network. In addition to these central facilities, many schools have their own computing facilities. The University extensively uses email and the Web to communicate with, and provide information to, students. All Elms Village accommodation has internet access.
- 10.10 Computer Based Learning (CBL) materials are available on all the systems in the Student Computer Centres to help students become familiar with the core IT products. They include Introduction to PCs, Windows, Word, Excel, Access and PowerPoint.
- 10.11 During semester the Student Computer Centres are normally open from 9.00 am to 9.30 pm or 11.30 pm from Monday to Friday, with a number open on Saturday and Sunday.

Equipment and facilities for disabled students

- 10.12 The University has developed specialised Assistive Technology provisions for students with disabilities over recent years. The main facilities are as follows:
- 10.13 A dedicated equipment facility located in one of the Student Computer Centres. Students can make use of up-to-date technology (including CCTVs, scanners with synthesised speech and Braille printing options and associated PC hardware and software).
- 10.14 In the University's network of seven Student Computer Centres located throughout the campus over 600 work stations are available to any member of the academic community. Specialised software is available at all these locations to enlarge text and graphics on all existing installed packages. Specific software facilities are also available for use by those with visual impairment and dyslexia who have typing, spelling and reading difficulties.
- 10.15 IT provisions for deaf and hard of hearing students are housed in a new "Hearing Enhancement Technology Room", sited at the centre of the campus. Facilities include the following: a desktop PC, offering access to email, the Internet and standard applications; a laptop PC which can be borrowed, offering standard applications and the package HI LINC (designed to let deaf and hard of hearing students receive information in lectures simultaneously with other hearing students); printing and photocopying facilities; a minicom; an amplified handset; hearing-aid related supplies including batteries and a spare Phonic Ear Personal FM; a portable loop; and a monitor and video unit (suitable for playing and recording subtitled videos). A stock of video materials for use as courseware is also being developed.

APPENDIX A Skills and Learning Outcomes

On successful completion of the International Foundation Programme in Architecture or the Extended International Foundation Programme in Architecture, students will be able to:

- Demonstrate an understanding of key concepts, theories, principles and processes involved in architecture;
- Demonstrate an understanding of the techniques, methods, materials, product and practices, including the regulatory framework, codes and standards, employed in architecture;
- Demonstrate an understanding of the context in which architecture operates including, the legal, social, economic, cultural, technological, physical, environmental and global influences;
- Demonstrate an understanding of the industry, professions and allied industries, and linkages between elements of the discipline, and between the discipline and related disciplines.
- Demonstrate an understanding of the key concepts, theories, principles and processes involved in architectural engineering
- Demonstrate an awareness/knowledge of mathematical facts, principles and statistical techniques relevant to a variety of discipline areas and use them to solve real life problems.
- Analyse and combine information from a variety of sources and apply to theoretical and practical and situations in Architecture.
- Engage with academic texts using effective reading and note-taking strategies; produce academic writing that is accurate at both discourse and sentence level; understand policies and expectations related to academic integrity; listen and react to lectures & other types of classroom discourse; participate confidently in seminars, presentations and classroom discussions

Learning Outcomes: Cognitive Skills

	On the completion of this course successful students will be able to:	Teaching/Learning Methods and Strategies	Methods of Assessment
1	Interpret criteria and specifications and plan their implementation	Cognitive skills are developed throughout the programme by teaching staff working with students posing problems aimed at exercising and developing knowledge in each unit. Throughout the programme, elements of applied work form a focus for the development of cognitive skills. As well as taking part in lectures and seminars, students also form learning groups which meet regularly under guidance to discuss progress and problems. Independent enquiry, critical evaluation and interpretation, abstraction and assimilation are key elements in all modules and are further reinforced in the Study Skills component of the English Language and Study Skills module. Students' cognitive skills are developed through lectures, seminars, tutorials, workshops, group-work,	Self-assessment and reflection are developed by formative feedback particularly on tutorial presentations. Assessment of cognitive skills, both summative and formative, occurs in the form of course assignments, oral presentations, project work and examinations. Students will be assessed through formative and summative examinations, class tests
2	Identify, analyse and solve a range of design and build problems using appropriate techniques and principles		
3	Formulate solutions to problems through the synthesis of ideas from a range of sources		
4	Assess the site and contextual considerations in the design and build process in specific situations and conditions		
5	Assess and analyse problems that involve a degree of complexity, taking account of conflicting priorities and the wider impacts and limitations in decision-making.		

		presentations, report writing and design exercises.	
Learning Outcomes: Transferable Professional / Practical Skills			
	On the completion of this course successful students will be able to:	Teaching/Learning Methods and Strategies	Methods of Assessment
1	Manage time and resources, prioritise and work to deadlines.	Transferable skills development permeates the teaching and learning on the International Foundation programme. Successful completion of projects and coursework across modules requires students to gather additional information from a range of sources, select and assimilate relevant information and to complete tasks within deadlines. ICT skills are consolidated throughout the course as an aid to report writing, visual presentation, literature searching and data handling. Although not formally assessed, qualities such as self-reliance, good time management, team-working and the ability to undertake independent study are fostered and encouraged throughout the course. Students' transferable skills are developed through lectures, workshops, individual project work, team-working exercises, and design exercises.	Assessment of coursework requires students to use a range of media (e.g. essays, portfolios, drawings, PowerPoint or similar presentations) to demonstrate their learning. Students will be assessed through formative and summative examinations, class tests and coursework.
2	Work and learn independently.		
3	Interact professionally with peers, staff and others, including appropriate written and oral skills.		
4	Communicate effectively in writing, verbally and through graphical media.		
5	Evaluate qualitative and quantitative data.		
6	Use online computer sources for information retrieval and critically appraise the information and sources.		
7	Develop and implement sustainable practices with an understanding of the impact on climate change.		

Learning Outcomes: Knowledge and Understanding			
	On the completion of this course successful students will be able to:	Teaching/Learning Methods and Strategies	Methods of Assessment
1	Understand the key concepts, theories, principles and processes involved in architecture.	<p>Throughout the programme emphasis is placed on the integration of language learning, study skill development and the acquisition and/or re-orientation of subject knowledge.</p> <p>Supported through lectures, seminars, tutorials, workshops, group-work, presentations, report writing and design exercises.</p>	<p>Summative assessment of subject-specific skills is an integral part of all subject modules and includes end-of-term exams, lab reports, class tests, presentations, assignments and project-work.</p> <p>Formative assessment of student learning occurs both in tutorial and small-group activities. Up-to-date subject-related literature is integrated into the curriculum, and the ability to communicate, debate and critique the literature is developed within the ELSS module and assessed in written and oral presentations both in the subject modules and in the ELSS module.</p> <p>Students will be assessed through formative and summative examinations, class tests and coursework.</p>
2	Apply the techniques, methods, materials, product and practices, including the regulatory framework, codes and standards, employed in architecture.		
3	Understand the context in which architecture operates including, the legal, social, economic, cultural, technological, physical, environmental and global influences.		
4	Show an awareness of the industry, professions and allied industries, and linkages between elements of the discipline, and between the discipline and related disciplines.		
5	Understand the responsibility that architects have in addressing climate change and the framework of design thinking to address this important environmental issue.		

Learning Outcomes: Subject Specific Skills			
	On the completion of this course successful students will be able to	Teaching/Learning Methods and Strategies	Methods of Assessment
1	Demonstrate key personal, professional and practical skills required to become an architect, along with an understanding of the context in which these skills must be used.	Supported through lectures, seminars, tutorials, workshops, group-work, presentations, report writing and design exercises.	Students will be assessed through formative and summative examinations, class tests and coursework.
2	Complete experimental practical and field work using relevant test and measurement apparatus.		
3	Produce architectural representations by hand drawn methods.		
4	Utilise project management techniques applied to specific problems		

APPENDIX B Module Assessments

BSc Architecture

Module Title	Module Code	Level/ stage	Credits	Availability		Approx. Duration	Pre-requisite	Module Type		Assessment	
				S1	S2			Core	Option	Coursework %	Examination %
English Language and Study Skills	IFYF001	FDN	30	√	√	24 weeks	none	√		40	60
Practical Skills for Art Portfolio	IFYF017	FDN	30	√	√	24 weeks	none	√		100	
Principles of Architectural Design and Practice	IFYF018	FDN	30	√	√	24 weeks	none	√		100	
Foundation Politics and International Relations	IFY F004	FDN	30	√	√	24 weeks	none		√	40	60
Foundation Mathematics	IFYF019	FDN	30	√	√	24 weeks	none		√	40	60

BSc Planning, Environment and Development/ BSc Geography

Module Title	Module Code	Level/ stage	Credits	Availability		Approx. Duration	Pre-requisite	Module Type		Assessment	
				S1	S2			Core	Option	Coursework %	Examination %
English Language and Study Skills	IFYF001	FDN	30	√	√	24 weeks	none	√		40	60
Practical Skills for Art Portfolio	IFYF017	FDN	30	√	√	24 weeks	none		√	100	
Principles of Architectural Design and Practice	IFYF018	FDN	30	√	√	24 weeks	none		√	100	
Foundation Politics and International Relations	IFY F004	FDN	30	√	√	24 weeks	none		√	40	60
Foundation Mathematics	IFYF019	FDN	30	√	√	24 weeks	none		√	40	60

APPENDIX C Continuous Assessment Assignment Cover Sheet



Assessment Cover Sheet

Student Name	
Student ID	
Subject	
Programme	
Lecturer/Tutor	
Date Submitted	
OFFICE USE ONLY Date Received	

Please keep an electronic copy of your assessment.

Plagiarism and Collusion

All forms of plagiarism and unauthorized collusion are regarded seriously by INTO Queen's and could result in penalties including failure and possible disciplinary actions.

Plagiarism: using another person's ideas, designs, words or works without appropriate acknowledgement.

Collusion: another person assisting in the production of an assessment submission without the express requirement, or consent or knowledge of the assessor.

DECLARATION

I declare that all material in this assessment is my own work and that I have given fully documented references to the work of others.

Signed: _____ Date: _____

STUDENT RECEIPT

Student Name	
Student ID	
Subject	
Programme	
Lecturer/Tutor	
Date Submitted	
OFFICE USE ONLY Date Received	

APPENDIX D Module Specifications

IFYF001 English Language and Study Skills (30 CATS)

Career	Undergraduate
Credit	30 CATS
Course Components	Lecture Required Seminar Required
Enrolment	September and January intake
Contact Teaching Methods	Lectures -24 hours Seminars/Tutorials -78 hours
Assessment	Coursework – 40% Examination – 60%
Prerequisites	IELTS 5.0 (or equivalent) or higher, with a minimum of IELTS 5.0 (or equivalent) in writing and a minimum of IELTS 4.5 (or equivalent) in all other sub-skills or a Pass in English for University Study (EUS) (for students on the Extended International Foundation Programme)
Co-requisites	None
Compulsory elements	None
Course Content	
<p>Academic Writing Skills</p> <ul style="list-style-type: none"> • Analysis of elements of academic texts and the process of writing • Writing academic texts of genre appropriate to programme pathway (e.g. extended essay, report, data response) • Incorporating sources and referencing appropriately • Competent use of a good range of sentence and grammatical structures and vocabulary; register and style appropriate to task • Drafting, editing and error correction • Exam skills <p>Academic Reading Skills</p> <ul style="list-style-type: none"> • Reading programme pathway specific academic texts; identifying key points and details • Note-taking and summary-writing • Dealing with unfamiliar vocabulary • Incorporating material into written work and oral presentations/seminar discussions • Exam skills 	

Listening and Note-taking Skills

- Listening to programme pathway specific mini-lectures and extracts; identifying key points and details
- Note-taking and review/summary skills
- Dealing with unfamiliar vocabulary
- Exam skills

Seminar and Presentation Skills

- Planning, organising, structuring and delivering an oral presentation
- Using PowerPoint with appropriate visual aids
- Participating actively in seminar discussions
- Exam skills

Independent Learning and Study Skills

- Effective time management
- Active learning strategies
- Preparation for study in a UK institution
- General exam skills

Tutorials

- House rules
- Organisational skills
- Group and individual meetings with tutors

ICT

- Using the Microsoft Office suite to support requirements of subjects
- Creating and editing files (e.g. Word documents, spreadsheets, PowerPoint presentations, databases) to meet subject requirements
- Using search engines to locate appropriate material to support learning and subject requirements

Learning Outcomes

On successful completion of this module, students should be able to:

Overall

Demonstration of English language ability at a level equivalent to at least IELTS 6.0 or 6.5 (50% or 60%), depending on progression requirement, with a minimum of IELTS 5.5 equivalent (40%) in all language components/sub-skills (reading, writing, speaking and listening).

Academic Writing Skills

- Use a satisfactory range of sentence and grammatical structures and vocabulary; register and style appropriate to task at this level.
- Organise, structure, revise, edit and proof-read an academic text.
- Incorporate in-text citation and bibliographical referencing adhering to academic conventions.
- Understand the issue of plagiarism and how this can be avoided.

Academic Reading Skills

- Read and understand academic texts appropriate to the subject discipline.
- Use appropriate reading strategies.
- Evaluate and think critically about a range of source materials.
- Expand and practice academic vocabulary.

Lecture and Note-taking Skills

- Follow the structure of an academic lecture, identify main points and key information.
- Demonstrate effective note-taking skills and ability to synthesise in a verbal or written summary.

Seminar and Presentation Skills;**Tutorials**

Develop spoken grammar and vocabulary with regard to both academic and social situations.

Prepare and deliver an oral presentation suitable for an undergraduate study environment.

Actively engage in seminar, tutorial and group discussions.

Be aware of levels of formality in spoken English.

Independent Learning and Study Skills

- Effectively manage time.
- Recognise learning requirements and engage in active learning strategies to meet these.
- Develop understanding of Western culture for living and studying in the UK.
- Develop systematic independent learning skills through self-study tasks conducted at home and in class.

ICT

- Use Microsoft Office to create and edit a range of files and documents to support and meet the requirements of the programme pathway subjects.
- Use search engines to locate appropriate material to support learning

Skills

- Develop note-taking skills: recognising explicit discourse markers that signal key and specific information, e.g.: definition, exemplification, comparison and contrast
- Demonstrate some basic summarising skills – e.g. give an outline of appropriately adapted texts, or summarize and paraphrase simple/adapted texts
- Use a reasonable range of skills and strategies for writing academic texts
- Complete increasingly complex coursework using the writing process, adapting in response to feedback
- Develop skills in planning and time management, strategies for revision and exams, and working effectively as part a group

Supplementary Notes

English Language & Study Skills module closely supports the content-based academic modules by support providing an opportunity for the English and the academic module teachers to prepare students for content-based lectures and to follow up on relevant language development and skills

IFYF019 Foundation Mathematics (30 CATS)

Career	Undergraduate
Credit	30 CATS
Course Components	Lecture Required Seminar Required
Enrolment	September and January intake
Contact Teaching Methods	Lectures – 48 hours Seminar/Tutorial –48 hours
Assessment	Coursework – 40% Examination – 60%
Prerequisites	None
Co-requisites	None
Compulsory elements	None
Course Content	
<ul style="list-style-type: none"> • Algebra and Functions • Linear Equations • Quadratic Equations • Cubic Equations • Matrix Algebra • Functions and Graph Transformations • Sequences and Series • Differentiation and Applications • Trigonometric Functions • Integration and Applications • Introduction to Statistics • Correlation, Regression and Time Series Analysis • Set Theory, Probability and Distributions 	

Learning Outcomes
<p>On successful completion of this module, students should be able to:</p> <ol style="list-style-type: none"> 1. Recognise, recall and apply specific mathematical facts, principles and techniques. 2. Select, organise and present relevant information clearly and logically. 3. Select and apply appropriate mathematical and statistical techniques to solving real life problems. 4. Apply mathematical techniques to problems from a variety of relevant discipline areas. 5. Present and interpret data in tables, diagrams and graphs, using generic and specific software packages. 6. Carry out appropriate calculations using a formula booklet, a calculator and/or computer software where appropriate. 7. Discuss and interpret results obtained, including an estimate of accuracy. 8. Develop concepts in probability and statistics and their application to real world data.
Skills
<ul style="list-style-type: none"> • Study independently and make personal notes for problem-solving and revision purposes. • Source and retrieve information from a variety of original and derived locations, such as textbooks, the internet, field studies, etc. • Select and employ problem-solving skills (description, formulation, solution/analysis, interpretation). • Use and apply information technology.
Supplementary Notes

IFYF004 Politics and International Relations (30 CATS)

Career	Undergraduate
Credit	30 CATS
Course Components	Lecture Required Seminar Required
Enrolment	September and January intake
Contact Teaching Methods	Lectures & Seminar/Tutorial – 96 hours
Assessment	Coursework – 40% Examination – 60%
Prerequisites	None
Co-requisites	None
Compulsory elements	None

Course Content

Introducing Politics and International Relations:

Basic Frameworks of IR

Globalization and Global Politics

Introducing Politics and International Relations: International history and international relations 1900-1990

- Introduction, origins and definitions
- The Historical Context
- The First World War
- The Second World War
- The Cold War

Introducing Politics and International Relations: International history and international relations from 1990

- End of the Cold-War
- The Disintegration of the USSR
- Post Cold-War Era
- Europe- work in progress
- 9\11 and the War on Terror
- Global trends and the World Economic Crisis

Theories of World Politics:

- Realism, Liberalism, Marxism, Gender, Post-colonialism
- Realism in International Relations: State, sovereignty and security

- Liberalism in International Relations: law, organisations and cooperation
- Marxism in International Relations: economy, class and exploitation

International Issues

- The state and nation in IR
- Regionalism and Integration
- Identity, culture and challenges to the West
- The nature of war and its evolution
- Concepts of security and traditional approaches
- Nuclear proliferation and disarmament
- Terrorism
- International law
- History and structure of the United Nations
- UN interventions and policy
- Human Rights and Humanitarian Intervention in World Politics
- Poverty and Development
- International environmental issues

Learning Outcomes

On successful completion of this module, students should be able to:

- Understand the key theories in International Relations
- Understand some of the key events in international history from the twentieth century through to the modern day
- Appreciate the importance of different actors on the international stages, e.g. the state and international organisations
- Apply international relations theory to different scenarios in world affairs
- Have an awareness of how globalisation impacts upon and influences the issues in international relations
- Apply their knowledge and understanding to help analyse issues in international relations
- Apply and practice generic ICT skills in the context of the study of Politics and International Relations

Skills

Students should develop:

- An understanding of the main theory and practice in international relations
- An ability to analyse and interpret information from a variety of sources
- A degree of independence in the planning and organisation of their studies
- Written communication skills such as essay writing
- Confidence in participating in and presenting group work

Supplementary Notes

IFYF017 Practical Skills for Art Portfolio (30 CATS)

Career	Undergraduate
Credit	30 CATS
Course Components	Seminar Required
Enrolment	September and January intake
Contact Teaching Methods	Seminar/Tutorial –96 hours
Assessment	Coursework – 100%
Prerequisites	None
Co-requisites	None
Compulsory elements	None
Course Content	
<ol style="list-style-type: none"> 1. Freehand sketches (pencil drawings) – drawing from reality 2. Colour drawings using different style of painting 3. Modelling techniques 4. Photography (nature, architecture, landscape, urban settings) 5. Building an Art Portfolio (structure and design) 	
Supplementary Notes	
<p>An essential requirement to apply for Higher Education courses in Architecture is to have basic artistic and design skills that enable students to engage actively in creative thinking, practice and learning programmes. Most UK institutions require the submission of art portfolio as evidence on the level of skills each applicant has upon applying to the course. Applicants are interviewed to present their art work and reflect upon their knowledge and practice of artistic skills. This module is designed to support students applying to a course in art, architecture, or design in Higher Education Institutions in the UK. This module offers support to students but does not guarantee successful admission onto relevant undergraduate courses.</p>	

Learning Outcomes
<p>On successful completion of this module, students should be able to:</p> <ol style="list-style-type: none"> 1. Demonstrate the ability to communicate subject skills in clear, grammatically correct and well-structured English 2. Demonstrate an understanding of different stylistic media in art and design connected to Architecture 3. Demonstrate practical experience in undertaking the basic representation of 3 D elements of space, materials and objects 4. Demonstrate the ability to communicate their interpretation of reality (objects, nature, and architecture) through a range of media representations 5. Demonstrate the ability to communicate specific interest in Architecture through photography, paintings and detailing
Skills
<ul style="list-style-type: none"> • Students are encouraged to develop a preferable drawing/painting style that could include one or more of the following media: • Freehand pencil, charcoal or pen sketches of objects or places, drawn from direct observation, but not copied from photographs. • Freehand colour drawings or sketches using watercolour, pastels, or acrylics, drawn from direct observation or imagination, but not copied from photographs. • Painting in various media • Ceramics • Printmaking • Photographs of models, including joinery work

IFYF018 Principles of Architectural Design and Practice (30 CATS)

Career	Undergraduate
Credit	30 CATS
Course Components	Seminar Required
Enrolment	September and January intake
Contact Teaching Methods	Seminar/Tutorial – 96 hours
Assessment	Coursework – 100%
Prerequisites	None
Co-requisites	None
Compulsory elements	None
Course Content	
<ol style="list-style-type: none"> 1. The professional requirements to become an architect 2. Elements of architecture design: units, modules and grid 3. 3-Dimensional Architecture: volume, form, void and space 4. Project: Exploring creative processes of design 5. Review: Report of contemporary architectural practice 	
Supplementary Notes	
Applicants who are interested in starting their architectural education in the UK are normally required to have a fair understanding of, and reflect upon their knowledge of, the built environment, architecture, buildings and design.	
Learning Outcomes	
<ol style="list-style-type: none"> 1. On successful completion of this module, students should be able to: 2. Demonstrate understanding of the professional requirements for architects in the UK 3. Demonstrate practical design skills in relation to buildings, spaces and urban space 4. Demonstrate the ability to reflect on the role of architecture in shaping the contemporary city 5. Demonstrate the ability to communicate subject skills in clear, grammatically correct and well-structured English 	

Skills

- use a range of sources to assist independent learning and the selection and proper management of information drawn from these sources, e.g. textbooks, academic articles, internet, etc.
- Present well-designed and accurate drawings and illustrations
- Apply photography and model-building skills in the context of the study of architecture
- Communicate information clearly and effectively