1	Awarding Institution	University of Newcastle upon Tyne

2	Teaching Institution	As above

3	Final Award	MA Architecture and Planning Studies

4	Programme title	As above

5	Programme Accredited by:	N/A

6	UCAS Code	N/A

7	QAA Subject Benchmarking Group(s)	None as yet

8	Date of production/revision	October 2004

9 Programme Aims:
1. to provide a flexible programme enabling students to develop their own interests in town planning and/or architecture
2. to develop both transferable and professional skills
3. to develop research skills
4. to enable students to develop depth of knowledge and/or skills in particular areas of town planning and/or architecture, underpinned by current and relevant research
5. to meet the criteria for Masters level qualifications as laid down in the QAA's National Qualifications Framework
6. to comply with University policy and QAA Codes of Practice

10(a) Programme Intended Learning Outcomes:

A Knowledge and understanding
1. Demonstrate understanding and critical thinking of selected aspects of town planning and/or architecture as a form of action concerned with managing and creating space and place
2. Demonstrate an understanding of the complexities of town planning and/or architecture issues and problems and be able to integrate different areas of the curriculum
3. Demonstrate an understanding of theory and make appropriate connections between theory and practice.
4. Demonstrate depth of knowledge in selected areas of town planning and/or architecture

B Subject-specific/ professional skills
1. Develop skills appropriate to the students' selection of modules.

C   Cognitive skills
  1. Define and analyse problems effectively and appropriately
  2. Make effective use of evidence and information
  3. Articulate reasoned arguments
  4. Develop research skills and experience in the context of the school's research interests

D   Key (transferable) skills
  1. Effectively and fluently communicate information, ideas, principles and arguments
  2. Develop personal self-management skills such as setting priorities and time management

10(b) Programme Intended   Teaching and Learning
Learning Outcomes: Methods and Strategies

A   Knowledge and understanding

The primary means of conveying knowledge and understanding is through lectures (A 1-4). The general use of 2 hour teaching blocks enables these lectures to be interactive and often in workshop mode. In addition there is a strong emphasis on presentations through seminar presentations either singly or in groups. (A1, 3, & 4). Throughout the programmes the students are expected to supplement their classroom work with independent reading. The programme is mostly supported with material on Blackboard. In attaining A2 & 4 students undertake independent research with appropriate supervision from staff

B   Subject-specific/ professional skills

Subject specific skills are introduced and developed as appropriate depending upon the chosen programme (B1).

C   Cognitive skills

Cognitive skills are developed through, depending on student choices, research projects (C1 & 4); supervisions (C1, 3 & 4); group project work (C2); and teaching of statistical packages (C2). Students are expected to undertake independent research having framed their own research questions. The emphasis in cognitive skill development is to learn by doing.

C   Key (transferable) skills

Transferable skills are well embedded in the programme and are taught and developed in, depending on student choices, seminars, project work, and training in statistical packages (D1 & 2). In addition the ability to work effectively in groups is developed through project work and seminars. This development of transferable skills is encouraged through course work (D1 & 2) and through group activities such as project work and field trips.

10(c) Programme Intended   Assessment Strategy
**   Learning Outcomes: and Methods**

A   Knowledge and understanding

Knowledge and understanding of subject are tested in a variety of ways. Generally these are assessed through course work or written examination (A1–4). In most cases there is one major assessment (coursework or examination) per module. This is sometimes supported by a minor assessment (e.g. presentation). Course work tests ability to research and reflect on material often gained largely in private study while examinations test ability to bring together material from the whole module in succinct arguments.

B   Subject-specific/professional skills

These skills are tested as relevant in, for example, project work presentations and coursework.

C   Cognitive skills

Cognitive skills C1–4 are largely assessed through course work including essays and reports (C1 & 2), the production of a research outline and dissertation (C4) (MA students only), and, depending on student choices, through project work based on field work (C4); group presentations (C2); seminar papers (C3). C3 is also tested by written examination.

D   Key (transferable) skills

Assessed by examination, essay writing, report writing, seminar papers, application of statistical tests to problems, dissertation.

11   Programme Curriculum, Structure, and Features:

The MA Architecture and Planning Studies is a 180 credit, 12 month programme. It can be undertaken on a part-time basis over a minimum of 24 months.

The programme aims to allow students to develop their own interests with town planning and/or architecture from the range of postgraduate possibilities offered in the School and to develop specialist knowledge and skills in selected area(s) of study, emphasised by the inclusion of a 60 credit dissertation.

Thus there are only two compulsory modules in the MA programme, the dissertation and a module which aims, amongst other things, to develop the research skills necessary for undertaking a substantial piece of research.

Students thereafter a wide choice of modules they can choose from across the School, subject to Degree Programme Director approval, including lecture based courses and

project-based modules. Appropriate modules can also be selected from outside the School.

Compulsory Modules

Code   Credits Descriptive title
TCP899   (60)   Dissertation   (MA only)
TCP911   (10)   Evaluation, Analysis and Research

12   Criteria for Admission:

a) applicants who hold an Honours degree from this or another recognised University or awarding body;
b) holders of other relevant qualifications (by agreement with the Dean of Postgraduate Studies)

For candidates in category (a) an interview is not required but applicants are encouraged to visit the School. Candidates in category (b) would be interviewed wherever possible.

13   Support for Students and their Learning:

Induction

At the start of their studies students are inducted into the University, the School, their programme and the city. This is combined with social events for students to get to know each other and staff.

Study skills support

This is not considered to be usually necessary at this level. Support is given on a case by case basis.

Academic support

Academic staff encourage all students to make appointments to discuss their work or to discuss via e mail. MA students are expected to meet with their dissertation supervisor on a fortnightly basis to discuss progress. Certain other elements of the programme e.g. projects are run with intensive contact between staff and students.

Pastoral support

The personal tutor system is carried out by year co-ordinators who meet with all their students at least twice a year. The first meeting in semester 1 focuses on settling in and the second on talking through semester 1 results and issues arising

at that stage in semester 2 and to reflect on future choices. In addition academic staff encourage students to talk through their problems whether personal or academic. Students are referred to the Student Counselling Service where appropriate.

Support for Special Needs

The University and the School is committed to developing an environment in which students with disabilities can pursue their intellectual and personal development with appropriate central and departmental support services. It is the policy of the University that all applicants for programmes of study are considered first and foremost on grounds of academic and individual merit and, in respect of applicants who are disabled, every possible effort is made to overcome any factors which might prevent them from undertaking a programme of study or research for which the have been approved under normal admissions arrangements. This policy is made clear to potential applicants in the university Prospectuses and reinforced in the documents "Newcastle and You" which are given to all students at registration.

The University has a Disability Unit that is a centre offering advice, guidance and support for students with disabilities and specific learning difficulties such as dyslexia. The unit is headed by the Disability Officer and has a Dyslexia Adviser, a Co-ordinator for Deaf Students and a Technical Support Adviser. The unit has a technical resources room with specialist equipment for the use of students and for assessment purposes. The Disability Unit also provides advice and guidance to all university staff to promote effective disability awareness and support for students.

Learning resources

APL library materials are effectively and coherently managed by the Robinson Library.

Student computer services are provided by UCS through the campus wide provision of clusters of networked PCs or workstations.

English Language Support

The flexible nature of the programme enables students to undertake credit-bearing English language course as part of their studies.

14   Methods for evaluating and improving the quality and standards of teaching and learning:

Modules and programmes are kept under review through a series of mechanisms:
  a) Reflections of module leaders and meetings of teaching staff/ programme management team

    b) Student evaluation a summary of which, included proposed changes, is presented to the Board of Studies. Results of student evaluations are reported and displayed in studios.
    c) Staff Student Committee
    d) Year group meetings
    e) External examiner reports.
    f) Faculty & University reviews

15   Regulation of Assessment

Pass Marks

50% for all modules

Course Requirements

All modules must be passed. One resubmission per module is allowed.

Qualification award

The final degree award of MA Architecture and Planning Studies is based on a simple percentage, weighted on credits. It maybe passed with Distinction or Merit.

Mark	Degree category
70%+	Distinction
60-69%	Merit
50-59%	Pass
less than 50%	Fail

Role of the External Examiner

An external examiners is appointed by the Faculty Teaching and Learning Committee. The role of the examiner is to act as a moderator of standards, attend the Examination Board and to report to the University.

16   Indicators of Quality and Standards:

RAE Grade 5 (2001)
TQA 21 points (1997)
High employability on previous MA Planning Studies qualification as evidenced by e.g. 1st destination statistics

This specification provides a concise summary of the main features of the programme and of the learning outcomes that a typical student might reasonably be expected to achieve if she/he takes full advantage of the learning opportunities provided. The accuracy of the information contained is reviewed by the University and may be checked by the Quality Assurance Agency for Higher Education.

In addition, information relating to the course is provided in:

The University Prospectus

The Departmental Prospectus

The University and Degree Programme Regulations

The Degree Programme Handbook

QAA Subject Review Report