

PHASE 2
Newcastle University Programme Specification

1	Awarding Institution	University of Newcastle upon Tyne
2	Teaching Institution	As above
3	Final Award	MA, Diploma, Certificate
4	Programme Title	Regional Development
5	Programme Accredited	Institution of Economic Development (IED)
6	UCAS	N/A
7	QAA Subject Benchmarking Group(s)	N/A
8	Date of production/revision	19 February 2002
<p>9. Programme Aims</p> <p>To provide learning opportunities to enable course participants to acquire the knowledge and understanding, skills and attributes necessary to undertake research in contemporary regional development theory, policy and practice.</p> <p>To provide learning opportunities that develop the course participants' skills to understand and analyse regional development, governance and policy in the European context.</p> <p>To provide the theoretical, policy and practical skills to enable the student to produce an MA dissertation and, where appropriate, successfully to enhance their CPD activity or pursue further postgraduate study for a PhD.</p> <p>To contribute to the University's objectives by increasing the number of graduate students and enhancing their key skills and employability, diversifying the teaching</p>		

portfolio and developing alternative modes of delivery, responding to the CPD agenda and both shaping and responding to national and regional development agendas.

To produce course graduates with enhanced research capabilities to resume or pursue careers in regional development and associated areas in the public, private and voluntary/community sectors.

To provide a qualification which fully meets the learning outcomes at Level 4 in the national qualifications framework and the standards for accreditation of the Institution for Economic Development (IED).

10. Intended learning outcomes

A Knowledge and understanding

The programme provides opportunities for the students to develop and demonstrate:

A1. An advanced knowledge and understanding of contemporary regional development theory.

A2. An advanced knowledge and understanding of contemporary regional policies and their inter-relations to regional development theories.

A3. An advanced knowledge and understanding of contemporary regional governance, and its inter-relations to regional development theory and policy.

A4. An advanced knowledge and understanding of contemporary regional development practice in the European context.

A5. An understanding of the principles, applications and limitations of the main analytical methodologies, techniques and data sources in regional development.

A6. An awareness of the role of regional development practitioners and professionals in regional development, governance, policy and practice.

Teaching and learning strategy

The primary means of imparting knowledge and understanding (A1-6) is a combination of lectures, a variety of different seminar modes, and the utilisation of external (practitioner) speakers and field study visits (A 1-3, A6). Each seminar mode is interactive and student-focused, including discussion of taught and read material (A1-3), individual and/or group (research-based) projects (A1-3), case study analyses (A4) and practical projects (A5), external (practitioner) speakers (A1-3) and field study visits (A1-3, A6). Throughout the taught components of the course, students are encouraged and expected to engage in independent reading and are supported in this by the provision of extensive and prioritised reading lists. Students are enabled to learn through their active participation in the different modes of course seminar. For example, students are given the opportunity to analyse regional development issues from European case studies (A4) (in the module *Regional*

Development and Governance in Europe) and to compare and contrast them with local examples (field study visits).

Assessment strategy

Knowledge and understanding are assessed by a range of approaches, chosen accurately to assess student abilities, comprising coursework based upon individual and group (research-based) projects (A1-3), case study analysis reports (A4), individual and group practical projects (A5) and Select Committee-style evidence reports (A6). For example, the module *Regional Information Society and the E-Economy* is assessed through a group project based upon a critique and reformulation of current policy initiatives in this area. Some, or all, of A1-6 (depending upon the topic) are also examined by means of a dissertation and presentation and possibly (at the discretion of the external examiner) by *viva voce* examination.

B Cognitive Skills

The programme provides opportunities for the students to develop and demonstrate:

- B1. The ability critically to engage with contemporary regional development theory.
- B2. The ability to address critically the development, potential and problems of contemporary approaches to regional development policy.
- B3. The ability to engage critically with current issues and debates in the institutional structures and politics of regional governance.
- B4. The ability critically to assess the value, applicability and transferability of regional development and governance practice in the European context.
- B5. The ability critically to assess the value and limitations of analytical methods, techniques and data sources in regional development, policy and practice.
- B6. The ability to solve problems.

Teaching and learning strategy

Cognitive skills are developed through discussion groups and individual/group (research-based) projects (B1, B3), analysis of case studies (B2, B4) and practical projects (B5, B6). For example, one specific module (*Regional Development: Methods, Analysis, Statistics*) requires students to identify relevant indicators, analytical approaches and data sources and to utilise them in their interpretation of a specific regional development issue (e.g. regional inward investment performance). All the cognitive skills (B1-6) are exercised significantly at an advanced level during the preparation and execution of the dissertation project, supported by the *Dissertation Preparation* module, and research supervision for individual students. Attendance at CURDS seminars, involving both external and internal speakers, provides an additional opportunity to acquire and practice relevant skills (B1-4).

Assessment strategy

Cognitive skills are assessed using coursework based upon individual and/or group (research-based) projects (B1-3), case study analysis reports (B4) and individual and/or group practical projects (B5-6). For example, the module *Labour Markets*,

Skills and Training is assessed through a practical project based upon the analysis of graduate labour market survey data. Problem solving (B6) is assessed as part of this coursework rather than independently. Some, or all, of B1-6 (depending upon the topic) are also examined by means of a dissertation and presentation and possibly (at the discretion of the external examiner) by *viva voce* examination.

C Subject Specific/Practical Skills

The programme provides opportunities for the students to develop and demonstrate:

C1. An understanding of the principles, applications and limitations of the main analytical techniques in regional development and an advanced understanding of some of these techniques.

C2. The ability critically to assess the quality of the analytical data generated by these techniques.

C3. The ability to synthesise and present regional development data and to interpret and analyse its significance.

C4. The ability critically to select and access relevant and appropriate information and data resources within the Robinson library and other on-line sources.

C5. Practical experience of the main analytical techniques in regional development and advanced experience of some of these techniques.

C6. Practical experience of regional development theory, policy and practice through the analysis of case studies and field study visits.

Teaching and learning strategy

Subject specific and practical skills are taught and students are enabled to learn through involvement in individual and group practical projects and supporting seminars (C1-5), engagement in seminars and resource-based learning (e.g. library tutorials) (C4) and interaction with external (practitioner) speakers and participation in field study visits (C6). For example, in the module *Regional Development and Governance in Europe* students are divided into groups, given a specific regional development issue (e.g. the ending of EU regional policy funding) and tasked to undertake a project based upon making a case for continued EU support. The group has to acquire, develop and utilise subject specific and practical skills (C1-6) to deliver the project. Such learning is reinforced and further developed as students apply their new skills – involving the appraisal and presentation of the resulting data – in their dissertation projects (C1-6) under the guidance of their research supervisor.

Assessment strategy

Subject specific and practical skills are assessed by means of individual and group practical projects (C1-5), case study analysis reports (C6) and individual and group field study visit reports (C6). For example, the module *Introduction to Information Skills* is assessed through the production of a detailed bibliography. Some, or all, of A1-6 (depending upon the topic) are also examined by means of a dissertation and presentation and possibly (at the discretion of the external examiner) by *viva voce* examination.

D Key Skills

The programme provides opportunities for the students to develop and demonstrate:

- D1. The ability to communicate by means of well prepared, clear and confident (oral) presentations and concise, well written documents.
- D2. The ability to use the library and information sources skillfully and appropriately.
- D3. The ability to use IT resources (e.g. word processing, spreadsheets, databases, PowerPoint, SPSS, NUDIST) appropriately.
- D4. The ability to construct a personal research bibliography and use Endnote.
- D5. The ability to plan, organise and prioritise work activities and manage time effectively.
- D6. The ability to work independently and in groups with initiative.
- D7. The ability to solve problems.

Teaching and learning strategy

Key skills (D1-7) are formally taught in specific modules (*Introduction to Information Skills, Dissertation Preparation and Regional Development: Methods, Analysis, Statistics*). To promote learning, students are encouraged to acquire, develop and utilise key skills in seminars involving individual and group (research-based) projects – with both oral presentations and written projects (D1, D3, D6) – and individual and group practical project requiring information search, analysis and interpretation (D2, D3, D6). For example, in the module *Regional Development Theory and Policy* mock House of Commons Select Committees will be utilised and student groups will give both (cross-examined) oral and written evidence on regional development issues (e.g. the regional implications of national energy policy). Planning, organisation and prioritisation and effective time management (D5) are promoted by means of a strictly enforced coursework submission timetable. Participation in external speaker-based seminars and field study visits encourage the learning and practice of key communication skills (D1). Opportunities for the students to develop key skills exist in each of the components of the research dissertation and associated supervision: identification of issue and construction of research plan (D5, D7), literature review and method development (D2, D4, D6-7), primary and secondary research (D1-3, D5-7) and analysis and final write-up (D1-7).

Assessment strategy

Key skills are not independently assessed. However, all the key skills (D1-7) are indirectly assessed by the main modes of coursework utilised to assess the other learning outcomes (A-C inclusive) (individual and group (research-based) and practical projects, case study analysis reports, evidence reports). For example, the module *Universities and Regional Development* is partly assessed by means of a PowerPoint presentation based upon a strategy developed by the group for University-region engagement. Some, or all, of A1-6 (depending upon the topic) are also examined by means of a dissertation and presentation and possibly (at the discretion of the external examiner) by *viva voce* examination.

11 Programme Features, Curriculum and Structure

This is a one-year full-time or two-year part time modular MA programme. It consists of two stages: a taught component and a (supervised) research dissertation. This programme has been designed to provide a specialist postgraduate course to meet demand from the economic development practitioner community for advanced courses in regional development for CPD purposes and to meet demand from students seeking to further their postgraduate studies in the regional development area to Masters and PhD level. Individual modules (e.g. Universities and Regional Development, Regional Development and Governance in Europe) will be organised in the timetable as blocks in order to provide stand alone courses for the external CPD market.

In the full-time programme, the student shall pursue a programme of full-time study comprising modules to a credit value of 180 studied over a period of 12 months in Semester 1, Semester 2 and the research semester of a single academic year. A full-time candidate shall study taught modules to a credit value of not more than 70 and not less than 50 in each of the first two semesters, such that the total credit value of the modules studied in Semester 1 and Semester 2 shall be 120. The research semester will comprise the completion of a 60 credit research dissertation. The student will need to have gained the 120 credits of taught modules before being allowed to proceed to the 60 credit research dissertation.

In the part-time programme, the student shall pursue a programme of part-time study, in two stages, comprising modules to a credit value of 180 studied over a period of 24 months in Semester 1, Semester 2 and the research semester of Year 2. Before proceeding from Stage 1 to Stage 2 a part-time student must satisfy the examiners in the assessment specified for each module of that Stage. The student will need to have gained the 120 credits of taught modules before being allowed to proceed to the 60 credit research dissertation. It is proposed that the part-time programme commences first (2002-04) to be joined by the full-time programme a year later (2003-2004).

Certificates (60 credits) or Diplomas (120 credits) will be available for both the full-time and part-time programmes in cases where students have undertaken the requisite credits and want to exit the programme with their participation accredited. Students may re-enter the programme subject to achieving a satisfactory performance and the Board of Examiners decision upon the surrender of their previously accredited modules (i.e. a student re-entering the programme with a Certificate must surrender this before continuing to Diploma or Masters level).

The taught component of the course comprises 100 compulsory credits (3*20 credit,

4*10 credit) taught by the Centre for Urban and Regional Development Studies (CURDS) and 20 compulsory credits (2*10) taught at Faculty (FLESS) level. The research dissertation (60 credits) is supervised within CURDS. This highly integrated mix of Departmental and Faculty teaching, in both discipline-specific and multi-disciplinary contexts, is an innovative feature of the course. Further innovative features of the course are the inclusion of external practitioner speakers and the external field study visits. These elements provide a close linkage between the course programme content and the 'real world' of contemporary practitioner and case study practice.

Curriculum and Structure

Through high quality research-led teaching at Masters level the curriculum provides learning opportunities to enable graduates to acquire the knowledge and understanding, skills and aptitudes necessary to undertake research in contemporary regional development theory, policy and practice. The development of subject-specific and multi-disciplinary knowledge takes place in parallel throughout Years 1 and 2, Semester 1 and 2 across Departmental and FLESS modules which are all compulsory.

The programme is proposed to begin on a part-time basis in 2002-03. In Year 1, Semester 1 and 2 students complete 1*10 credit FLESS module (*Introduction to Information Skills*) and the CURDS compulsory modules (2*20 credit *Regional Development Theory and Practice* and *Regional Governance*). A further 1*10 credit module can be chosen from a list of approved options (see regulations), including the CURDS optional module *Universities and Regional Development*. Total taught credits in Year 1, Semester 1 equals 60.

In Year 2, Semester 1 and 2, students complete the 1*10 credit FLESS module (*Dissertation Preparation*) and the CURDS compulsory modules (1*20 credit *Regional Information Society and the E-Economy* and 1*10 credit *Regional Development: Methods, Analysis, Statistics*). A further 20 credits can be chosen from a list of approved options (see regulations), including the CURDS optional modules *Regional Development and Governance in Europe* and *Labour Markets, Skills and Training*. Total taught credits in Year 2, Semester 2 equals 60. The Research Dissertation (60 credits) is completed in the research semester of Year 2.

Across Years 1 and 2 (subject to availability, module splits between semesters and timetabling), approved options (up to 30 credits in total) may be taken from MA modules within the existing MA provision in Politics (e.g. POL803 Integration in Europe), Sociology and Social Policy (e.g. Social Divisions and Inequality), Architecture, Planning and Landscape (e.g. TCP905 Urban Policy and Infrastructure Networks) and (existing) MBA/(proposed) Master of Public Administration programmes in the School of Management (e.g. Human Resource Management). The full list of approved options is listed in the regulations.

The teaching of all learning outcomes is evident throughout Year 1, Semester 1 and

2. From the outset, the main focus is the core CURDS modules. Here, students are provided with a thorough knowledge and the development of cognitive skills in contemporary *Regional Development Theory and Policy* (A1-3, A6, B1-3, B6) and *Regional Governance* (A3, A6, B3, B6). In addition, the module *Universities and Regional Development* (A1-4, A6, B1-4, B6) provides the opportunity for students to explore a specialist area that inter-relates with the main core modules. Each of these modules develop subject specific and practical skills (C3-4, C6), including interpretation, analysis, synthesis and presentation of regional development data, accessing relevant information and data sources, and practical experience of case studies and field study visits. Each of these modules develop the practice of key skills (D1-7), including (oral/written) communication, IT, group working, time management and problem solving. The development and practice of cognitive, subject specific/practical and key skills are provided in *Introduction to Information Skills* (B6, C4, D1-7), including problem solving, selecting and accessing information sources, (oral/written) communication, IT, group working and time management. Such skills are taught early for continued application and development across the subject specific modules for the duration of the course. A variety of teaching and assessment formats are utilised to allow students to demonstrate the achievement of learning outcomes.

The learning outcomes of the programme are further developed and reinforced across Year 2, Semester 1 and 2. Students deepen their knowledge and cognitive skills by undertaking the core CURDS module *Regional Information Society and the E-Economy* (A1-4, A6, B1-4, B6). The ways in which regional development and governance interact in the European context is examined in *Regional Development and Governance in Europe*. Students utilise case studies to develop and practice knowledge and cognitive skills (A1-4, A6, B1-4, B6). Both of these modules provide opportunities for students to practice subject specific/practical and key skills (C3-4, C6, D1-7). The emphasis upon developing knowledge and relevant skills then shifts toward two modules that are relatively more practical skills oriented. In *Regional Development: Methods, Analysis, Statistics* and *Labour Markets, Skills and Training* students develop and practice knowledge and cognitive skills (A1-5, B1-6), especially their knowledge of theory, understanding of the principles, applications and limitations of the main analytical methodologies, techniques and data sources in regional development. Both courses focus strongly upon subject specific and practical skills in regional development (C1-6) including the understanding of analytical techniques, analysis, synthesis and presentation of data and the selection and access of data sources. All key skills (D1-7) are also developed and practiced in these modules. The module *Dissertation Preparation* provides the students with the cognitive, subject specific and practical and key skills to develop the dissertation research proposal and plan (B6, C1, C3-4, D1-7).

The research semester of Year 2 comprises the completion of a supervised research dissertation. This major project enables the development, practice and progression of all learning outcomes (A1-6, B1-6, C1-6 and D1-7) (depending upon topic) delivered in the taught element of the programme.

12 Criteria for Admission

The normal entry requirement will be at least a good second class honours degree in a relevant social science (e.g. economics, geography, management, planning, politics, sociology).

Applicants for whom English is not a first language must provide evidence of a satisfactory command of English by means of a TOEFL score of 575 or greater, or by an IELTS score of 6.5 or greater.

Alternative entry qualifications and non-standard entrants

Applicants who hold non-standard qualifications, and/or have an appropriate level of relevant experience, will be encouraged to apply and considered on an individual basis.

Admissions policy

Upon receipt of a completed application form, UK-based applicants will be expected to visit the Centre for Urban and Regional Development Studies (CURDS) for an Open Day and Interview. Normally, offers of places to suitably qualified candidates will take place following interview and are conditional upon the applicant having achieved the normal entry requirement and the receipt of two references. Any funding awards made on a competitive basis will be awarded taking in to account existing (or expected) qualifications, references and interview performance.

Normally, applicants not based in the UK will have the requirement to attend an Open Day and Interview waived.

13. Support for students and their learning

Induction

CURDS provides a formal induction session to all new postgraduates covering the organisation of postgraduate affairs, the research groupings in the Centre, research facilities in the Centre, Department of Geography and University and the rights and responsibilities of postgraduates. The induction meeting will be led by the Director of Postgraduate Studies and MA Degree Programme Director.

There will also be an induction at inter-Faculty level for the students from all the MA/MSc programmes where the Postgraduate Sub-Dean, Director of the Postgraduate Research Training Programme and all the module leaders of the generic modules to be delivered at inter-Faculty level will be present. This will complement the CURDS Induction, and serve to introduce the students to the inter-Faculty part of their programmes and also to each other and to the idea of a multi-

disciplinary learning environment.

Study skills support

Support is provided through a range of sources including Personal Tutors (at CURDS and Faculty levels), Research Dissertation Supervisor, FLESS Liaison Librarian and Computing Services.

Academic support

The MA Degree Programme Director will be responsible for the administration and management of the course. This responsibility will include ensuring coherence and continuity within the Departmental delivered modules and between Departmental and inter-Faculty modules. The Degree Programme Director will be available to all students for advice and discussion of any academic issues arising. All Departmental module leaders will be available for advice and discussion of academic issues arising. Full specification and detail of the MA Programme will be set out in the Degree Programme Handbook.

The Director of the Postgraduate Research Training Programme will have overall responsibility for ensuring coherence and continuity in the inter-Faculty delivered modules and also for their administration and management. All students will have access to the Director and all the module leaders for advice and discussion of academic issues arising.

Under the tutor system, each student will be allocated a specific member of staff for academic advice and guidance. Formal meetings will be held each semester and students will have personal and e-mail access to a Tutor at any time if required. All postgraduates are provided with the Postgraduate Handbook on entry in to the Department of Geography that provides information and guidance on a range of academic issues.

Each student will be assigned a Research Dissertation Supervisor to provide personal supervision and guidance on production of the Research Dissertation.

Pastoral support

Under the tutor system, each student will be allocated a specific member of staff for pastoral advice and guidance. Formal meetings will be held each semester and students will have personal and e-mail access to a Tutor at any time if required. All postgraduates are provided with the Postgraduate Handbook on entry in to the Department that provides information and guidance on a range of pastoral issues.

The MA Degree Programme Director will be available to all students for advice and discussion of any pastoral issues arising.

The Director of the Postgraduate Research Training Programme and the module leaders will be available to discuss pastoral issues arising from the inter-Faculty delivered modules. The overall responsibility for pastoral issues, however, will lie with

the MA Degree Programme Director.

CURDS has a Seminar Room in Claremont Bridge that will be refurbished and equipped with full IT and audio-visual equipment by the commencement of the course in September 2002. The LESS Faculty Postgraduate Training Room provides an ideal environment for the teaching of the inter-Faculty delivered modules. The room has comfortable chairs and kitchen facilities for refreshments and can be used by the students for social, as well as self-organised academic, events such as reading groups and seminars.

Support for special needs

The CURDS Seminar Room and LESS Faculty Postgraduate Training Room is accessible for wheel-chair users, and there is access to a purpose-built toilet. Any further special needs will be accommodated by those delivering the course modules.

Learning resources

Full-time MA students are provided with the same facilities as doctoral students. Each is allocated desk space and has full access to a networked, dedicated postgraduate cluster. Further University clusters are available including the Brae cluster within the adjacent Daysh building. Photocopying facilities and telephone access are provided for all postgraduates. Part-time MA students have access to a collective space with shared desks and the same IT facilities as the full-time MA students.

The CURDS Seminar Room can accommodate up to 35 students to engage in group discussion and teamwork exercises. There are also overhead and PowerPoint facilities available. Additional meeting rooms are available for teaching in CURDS. The LESS Faculty Postgraduate Training Room has space for up to seventy students and within the Department of Geography a well-equipped Conference Room is available.

The Robinson Library provides an extensive range of appropriate books and journals and CURDS has its own specialist information and library holdings relevant to the course content.

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

Mechanisms for review and evaluation of teaching, learning, assessment, the curriculum and output standards

- Student opinion is gathered by means of student questionnaires that are issued on completion of the programme.
- Module questionnaires will be issued to all students on completion of each module. Summaries of the module and programme questionnaires will be

considered at the MA Regional Development Board of Studies and the Inter-Faculty Board of Studies, although the latter will be particularly concerned with evaluations arising from the shared and generic components of the linked Masters programmes.

- Feedback from past graduates.
- Feedback from employers of past graduates.
- Feedback from the Institution of Economic Development (IED) accreditation body.
- External examiner reports (A report following consideration of the comments of the external examiner appointed to oversee the faculty generic modules will be forwarded annually to the MA Regional Development Board of Studies)
- Taught Programme Review.
- Internal Subject Review.
- Consideration of annual programme monitoring statistics.

Mechanisms for gaining student feedback on the quality of teaching and their learning experience

- Staff-Student Consultative Committee.
- Student representation on Boards of Studies.
- Student evaluation questionnaires.

Committees Responsible for Monitoring and Evaluating Quality and Standards

There will be separate but linked forums at Inter-faculty and Department level for evaluating and improving the quality and standards of teaching and learning.

Inter –Faculty Level

- A separate Board of Studies will monitor and evaluate quality and standards of the shared and generic modules on the MA programme which are delivered in common across the faculty. This Board will be chaired by the Postgraduate Sub-Dean, and its members will include the Director of the Postgraduate Training Programme, DPD's of all the linked Masters programmes, module leaders of the five generic modules, and all teachers on these modules delivered at an inter-faculty level. Overall responsibility for assuring quality and standards of the MA programme will lie with the MA Regional Development Research Board of Studies.
- A Board of Examiners will also exist to consider issues related to examinations and marks for the 2 modules delivered at an inter-faculty level to all linked Masters programmes. The Board will be chaired by the Postgraduate Sub-Dean, and its members will include the Director of the Postgraduate Training Programme, the module leaders of the 2 generic modules, and the DPD's of all the linked Master's programmes. An external examiner will also be appointed for the 2 modules delivered at an inter-faculty level, who will also report on the standard of, and coherence between, the generically- taught modules.
- This Board of Examiners will meet before the meeting of the MA Regional Development Board of Examiners who will consider the marks from the inter-faculty Board alongside the marks from the subject- specific modules. Overall responsibility for the award of the degree will lie with the MA Regional

Development Board of Examiners.

Departmental Committees.

- A MA Regional Development Research Board of Studies including representatives from the Inter-Faculty Board of Studies, the Degree Programme Director, Director of Postgraduate Studies, Head of Department, module leaders, and an elected student member.
- A MA Regional Development Examination Board which will include one representative from the generic Board of examiners and an External Examiner appointed to oversee the MA Regional Development.
- Department of Geography Staff-Student Consultative Committee including a MA student representative
- Department of Geography Teaching and Learning Committee
- Department of Geography representation (staff and students) on Faculty Postgraduate Committee

15. Regulation of Assessment

- (i) Assessment rules and degree classification are set out in the degree regulations attached.
- (ii) Role of the external examiners

A MA Regional Development external examiner will be appointed by FTC to oversee the degree and its constituent modules, and provide guidance on content and standards. He/she will attend the June Board of Examiners and will be concerned with acting as a moderator, and reporting to the University on the maintenance and comparability of standards of the MA programme.

An external examiner has been appointed to oversee the generic modules that are being delivered to all of the linked Masters programmes. The role of this external examiner is to moderate these modules.

- (iii) Board of Examiners

The MA Regional Development Board of Examiners will be held in June. It will be Chaired by the MA Programme Director and its members will include the Director of Postgraduate Studies, module leaders, a representative from the Inter-Faculty Board of Examiners and the Head of Department.

An inter- Faculty Board will be held in June. It will be chaired by the Postgraduate Sub-Dean, and its members will include the Director of the Postgraduate Training

Programme, the module leaders of the 2 generic modules, and the DPD's of all the linked Master's programmes. This board will report back to the MA Regional Development Board of Examiners.

16. Indicators of Quality and Standards

The proposed course will run for the first time in 2002-03. Indicators of quality and standards will therefore be available for 2003-04.

This programme specification provides a concise summary of the main features of the programme and of the learning outcomes that a typical student might reasonable be expected to achieve if s/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.

Once approved, full details of the proposed course will be provided for both the University and Departmental Postgraduate Prospectus and the University and Degree Programme Regulations.