Newcastle University

SCHOOL OF ARCHITECTURE, PLANNING AND LANDSCAPE

Master of Arts in Landscape Architecture Studies

DEGREE PROGRAMME HANDBOOK

2020 - 2021

SEMESTER DATES

SEMESTER 1: Monday 28 September 2020 - Friday 29 January 2021

SEMESTER 2: Monday 1 February 2021 - Friday 18 June 2021

SEMESTER 3: Monday 21 June 2021 – Friday 17 September 2021

TERM DATES

Autumn: Monday 28 September 2020 - Friday 18 December 2020

Spring: Monday 11 January 2021 - Friday 26 March 2021

Summer: Monday 26 April 2021 - Friday 18 June 2021

Foreword

I would like to extend a warm welcome to all who are joining the School of Architecture, Planning and Landscape to undertake the MA in Landscape Architecture Studies.

The MA in Landscape Architecture Studies is a one-year taught masters-level programme which provides opportunities for students to develop and demonstrate systematic knowledge and understanding of landscape architecture and its interface with planning and architecture. Students will develop the capacity for critical thinking about the design of place and space and gain skills to enable them to deal with complex aspects of landscape design and planning in a creative and innovative way. Through studio-based design projects, students will refine their design skills and develop the ability to critically compare and analyse landscape projects and styles.

The programme has been designed for those who wish to build upon a first qualification in landscape architecture or a cognate qualification in environmental art and design, garden design etc. It has been particularly designed with international students in mind, so it diverges from the (British) Landscape Institute's recommendations for accredited degrees (there is, for example, less emphasis upon learning about plant materials, since most students are unlikely to practice landscape architecture in the United Kingdom). The programme, which includes lectures, workshops, seminars and tutorials, alongside studio practice and critical reviews, is intended for those who wish to develop their critical thinking in tandem with their individual practice.

The concept of 'place-making' links the various teaching, research and consultancy activities carried out within the School. Closely engaged with our city and region, we also seek to engage with the rest of the country, with Europe and with other parts of the globe. The MA in Landscape Architecture Studies is delivered by a team which includes academics who are research-active and have produced significant numbers of publications - books, articles and papers – and have contributed to conferences all over the world. We also have significant links with practice, both locally and further afield and we seek to involve practitioners in the delivery of the programme.

Last year the Landscape Architecture programmes moved into new studios on the 5th floor of the refurbished Henry Daysh Building. However, in response to the Covid-19 emergency, special arrangements have been made for distanced studio working and teaching and you will be advised of these as the year progresses. Please see the section on Mode of Delivery that follows.

This year also sees the relaunch of the two-year Master of Landscape Architecture programme, which is a 'conversion' degree for students who do not have a first degree in landscape architecture. It has candidate accreditation with the Landscape Institute, the professional body for British landscape architects. It is possible to transfer from the MALAS to the MLA at the end of Stage 1 Semester 2, if certain optional modules have been taken.

Newcastle University is a world-class civic university and as a School we share this vision. We see ourselves as a civic school – with disciplines that are outward looking, engaged and seeking to make a difference locally, regionally and nationally. As students, you form the heart of the school – and the quality of your experience over the coming year will depend on you being active participants in the broader life of the school.

Welcome to Newcastle and success with your studies!

Dr Ian Thompson
Reader in Landscape Architecture
Programme Director MA in Landscape Architecture Studies

Mode of Course Delivery

Due to the Covid-19 pandemic, in the 2020/2021 academic year Newcastle University will adopt a model of Flexible Learning, throughout all programmes. This combines online activities with programme specific present-in-person (PIP) activities for students who are returning to Newcastle and have access to campus. This year, there is significantly emphasis on online learning, teaching and assessment activities; and an equally significant reduction of PIP on-campus learning, teaching and assessment activities. The delivery of PIP activities depends on the progress of the pandemic and may, in certain circumstances, be undeliverable.

The safety and welfare of every individual is the top priority at Newcastle University and teaching arrangements must protect staff and students. Therefore, to maintain physical distancing, Newcastle University believes it is essential that the majority of teaching in 2020/2021 is delivered in non-synchronous, online mode (recorded lectures, for example) alongside synchronous online activity (such as studio tutorials) Access to campus facilities and PIP sessions has been carefully planned to give maximum possible benefit to students whilst maintaining the safety of all.

These arrangements future proof the teaching provision against the potential impact of further periods of heightened restrictions during the academic year and enable students who are unable to be resident in Newcastle during the academic year to engage with our academic provision. For further information, please consult the University's advice for students about the 2020/2021 academic year: https://www.ncl.ac.uk/wellbeing/coronavirus-updatedinformation/current-students/undergraduate-masters/2020-21/

In the particular case of the MALAS programme, in the 2020/2021 academic year all lectures, seminars and tutorials will be delivered online. Lectures will be delivered non-synchronously (unless a particular online lecture has to be delivered "live", in which case this will be announced in advance by your module leader), whereas seminars and tutorials will be synchronous online activities.

We plan that MALAS students will have at their disposal a present-in-person (PIP) day every week, with access to the on-campus facilities, such as studio space and workshop. As capacity will be significantly reduced due to social distancing, this MALAS PIP day has to be coordinated with other programmes and stages in our school, meaning that it will always take place on the same day of the week (Fridays). You will have an allocated desk, which should not be swapped without prior permission. You must make yourself aware of the cleaning regimes for individual desk spaces, and other health and safety requirements and act accordingly. Please note that, as local COVID conditions change a more restrictive regime may become necessary and, of course, when we eventually move out to the pandemic decisively, freer access will be restored.

Please note that attendance to any PIP day is NOT mandatory and all core activities of every module in 2020/2021 can be followed 100% remotely. PIP days are conceived as opportunities for students to access the facilities and engage with staff in mentoring or general advice. If conditions become more restrictive, the mentoring or general advice aspect ill not take place in person. Due to the Covid-19 pandemic, not all MALAS staff will be available on PIP days, therefore these are not planned as casual studio tutorials but for general support and advice.

In addition to the above, other different PIP activities may be proposed throughout the year by your tutors (where possible), such as organised outdoor walks and/or site visits. These would be subject to social distancing and announced in due course.

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Full details of all School staff are available on the APL website http://www.ncl.ac.uk/apl/staff/

Communications with students either individually or by group will usually be by email. All students should therefore check their email, which can be accessed remotely, on a regular basis.

1. INTRODUCTION

This Degree Programme Handbook outlines the MA in Landscape Architecture Studies and lists the modules included in the programme.

The Degree Programme Handbook should be read in conjunction with a number of other documents:

- The Newcastle University Regulations. These describe the University and Faculty-wide frameworks of regulations relating to issues of assessment and progress and general provisions for programmes. Please see https://www.ncl.ac.uk/regulations/docs/2020/

- The programme specifications for the MA Landscape Architecture Studies https://www.ncl.ac.uk/regulations/programme/2020-2021/sapl.php four digit code: 4151F

- The specific regulations for the MA in Landscape Architecture Studies. These specific regulations consist primarily of a list of the modules which constitute that degree programme and can be found at https://www.ncl.ac.uk/regulations/programme/2020-2021/sapl.php

- The School's 'Postgraduate Common Handbook' for generic issues related to academic work, assessment, management and tutorial arrangements; student comments, feedback and grievances; issues relating to progress, attendance and conduct; the facilities of the School and University; health and safety and welfare issues. This will be provided to you at the start of term but can also be accessed via https://www.ncl.ac.uk/apl/

- Module guides and module outline forms found at http://www.ncl.ac.uk/module-catalogue/

Module hand-outs, provided by the individual Module Leaders, will give further detail on the timing and nature of lectures and other learning activities, assessment questions/topics and detailed submission times/dates and reading lists. (Please also see http://www.ncl.ac.uk/module-catalogue/).

Please note that changes to the Programme structure and module descriptions, which can be made to improve the quality of the Programme, may take some time to be consistently reflected in all the above documentation. In such cases, please consult the Module Leader and/or the Degree Programme Director for the most updated version of the documentation.

2. UNIVERSITY'S STUDENT CHARTER

The University's Student Charter is available on the internet at https://www.ncl.ac.uk/pre-arrival/regulations/#studentcharter. It is also provided to all students as part of the Student Guide. In the Student Charter, the University undertakes to provide you with access to 'high standards of teaching, support, advice and guidance'.

The Student Charter requires that students are provided with a 'programme handbook which details any professional requirements, contact hours, mode of course delivery, assessment criteria, examination arrangements and regulations, academic guidance and support, and appeals and complaints procedures'. The purpose of this summary is to help you locate further details about this key information in your handbooks (please note that information will be found within this handbook and the Postgraduate Common Handbook).

Your handbook also contains a range of other valuable information, so you should read it thoroughly and retain a copy for future reference.

Your attention is also drawn to the Student Charter Supplementary Statement of Student Rights and Responsibilities. Further information on this can be found at
https://www.ncl.ac.uk/pre-arrival/regulations/#studentcharter

Summary of programme commitments

Average number of contact hours for this stage / programme:	Depends on the optional modules selected alongside the compulsory ones. (note: students should check individual module information on Canvas for the exact contact session length for each week - see https://my.ncl.ac.uk/students/).
Mode of delivery:	Lectures, seminars, workshops, field visits, design tutorials and other activities (students should check individual module information on Canvas for the exact contact session format for each week).
Normal notice period for changes to the timetable, including rescheduled classes:	See PG Common Handbook.
Normal notice period for changes to the curriculum or assessment:	See PG Common Handbook.
Normal deadline for feedback on submitted work (coursework):	20 working days after the submission date, including non-term/semester periods but excluding closure periods and Bank Holidays. Students should check specific information provided for modules taken in other schools.
Normal deadline for feedback on examinations:	Whole class feedback will usually be provided within 20 days from the end of the exam period. When this date falls within the summer holiday, then exam feedback will be provided by the start of the next semester/term. Students should check specific information provided for modules taken in other schools.
Professional Accreditation:	None.

Assessment methods and criteria:	Essay, coursework, seminar, poster presentation, design crit/reviews, report, dissertation and exams. These vary by module and should be checked via Canvas or the module catalogue: http://www.ncl.ac.uk/module-catalogue/ Please also see standards template at the end of this handbook
Academic guidance and support:	Ian Thompson as Degree Programme Director i.h.thompson@ncl.ac.uk

3.   PROGRAMME AIMS

Information on degree programmes is set out in programme specifications, approved by the University. Most of the relevant information from the specification is set out in this handbook. The full programme specification can be consulted on request.

The overall aims of the MA in Landscape Architecture Studies is to educate students in the theories, methods and practice of landscape architecture. The programme is therefore concerned with the student's development through:

1.   The acquisition of knowledge and understanding of theories, concepts and information relating to landscape architecture and its context.

2.   The development of skills in literacy, design and communication.

3.   The development of the skills and understanding required to make informed decisions and recommendations relating to future change in the environment.

4.   The development of skills and experience in working individually and collectively to achieve specified tasks in the study, design and planning of landscapes, both urban and rural.

5.   The development of skills and experience in independent learning and in the in-depth study of specialised areas of landscape architecture.

6.   To provide a programme which satisfies the requirements of level 7 of the FHEQ and complies with University policies and procedures.

7.   To equip graduates for advanced practice in landscape-related disciplines.

A.   Learning Outcomes

The programme provides opportunities for students to develop and demonstrate systematic knowledge and understanding of landscape architecture and its interface with planning and architecture. Students will develop the capacity for critical thinking about the design of place and space and gain skills to enable them to deal with complex aspects of landscape design and planning in a creative and innovative way.   Through studio based design projects, students will refine their design skills and develop the ability to critically compare and analyse landscape projects and styles in a range of country contexts. The programme outcomes have references to the benchmark statements for Planning, Architecture and Landscape. On completing the programme students should:

A1.	Demonstrate understanding and critical thinking about landscape architecture as a form of action concerned with creating and managing space and place.

A2.	Demonstrate an understanding of the complexities of landscape issues and problems and be able to integrate knowledge and skills from different areas of the curriculum.

A3.	Have acquired knowledge and understanding of the way landscape has been conceptualised and theorised at different times and in different places, informed by relevant research findings and relevant practice.

A4.	Have gained insight into the philosophies, ideologies and critical positions which underpin different approaches to landscape.

**B.	Intellectual Skills**

On completing the programme students should be able to:

B1.	Define and critically analyse problems effectively and appropriately drawing on current research and knowledge.

B2.	Effectively collect, synthesise and utilise evidence and information.

B3.	Synthesize effective design solutions to problems given in the form of design briefs.

B4.	Articulate reasoned arguments, drawing on a range of information sources.

B5.	Develop research skills and experience in the context of the school's research interests.

**C.	Practical Skills**

On completing the programme students should be able to:

C1.	Respond creatively to complex landscape architectural briefs, generating well-considered design proposals that show understanding of context.

C2.	Develop an ability to evaluate materials (both hard and soft), processes and techniques that apply to complex landscape architectural projects and integrate these into feasible design proposals.

C3.	Present work effectively in a variety of media.

C4.	Present design ideas orally.

**D.	Transferable Skills**

On completing the programme students should be able to:

D1.	Effectively and fluently communicate information, ideas, principles and arguments.

D2.	Develop personal self-management skills such as setting priorities and time management.

4.   THE STRUCTURE OF THE PROGRAMME

The programme is available for study in full-time module only.

Semester 1 (Sept-Jan)	Semester 2 (Jan-June)	Semester 3 (June-Sept)
APL8005 Advanced Landscape Architecture Studio I (20)	APL8006 Advanced Landscape Architecture Studio II (20)	APL8007 Landscape Architecture Design Thesis (60)
APL8008 History of Landscape Architecture (10)	APL8000 Conceptualising Landscape (20)	
Option (10)	Option (10)	
Option (10)	Option (10)	
Option (10)		

Note: Credits are indicated in brackets.

The period of study for full-time mode shall be 1 year starting in September.

The programme comprises modules to a credit value of 180.

All candidates shall take the following compulsory modules:

Code	Descriptive title	Total Credits	Credits Sem 1	Credits Sem 2	Credits Sem 3
APL8005	Advanced Landscape Design 1	20	20		
APL8006	Advanced Landscape Design 2	20		20	
APL8000	Conceptualising Landscape	20	20		
APL8008	History of the Designed Landscape	10		10	
APL8007	MALAS Design Thesis	60			60

All candidates shall take further optional modules to a value of 50 credits from the below list. Please see Module Options booklet for further information.

Code	Descriptive title	Total Credits	Credits Sem 1	Credits Sem 2	Credits Sem 3
ARC8048	Cities and Buildings: Contemporary Issues in Urban Design	20		20	
APL8009	Architecture Studio 3: Landscape Construction^	20		20	
TCP8001	Planning Frameworks	10	10		
TCP8003	Engaging with Information Sources in Planning	10		10	
TCP8034	Planning and Sustainability	10	10		
TCP8096	Green Infrastructure and Landscape Planning 1^	10	10		
TCP8097	Green Infrastructure and Landscape Planning 2 (Project)^*	10		10	

TCP8902	The Reflexive Practitioner	10	10		
TCP8921	Globalisation and Social Justice	10	10		

5. PROGRAMME CONTENT

The University's official Module Outline Forms can be viewed through at the following link; http://www.ncl.ac.uk/module-catalogue/ or https://apps.ncl.ac.uk/mofs. The text below summarises some of the key aims of modules. Generally, much more information on modules will be provided by module leaders upon the commencement of a module.

6. TEACHING AND ASSESSMENT

Details on the specific teaching methods used in each module, plus the module assessment, can be found on the module outline forms and additional documentation provided by the module leader (module hand-outs, assessment brief etc.). Further details on submission, assessment and feedback policies can be found in the Postgraduate Common Handbook. Please also refer to your Learning and Teaching Assistant should you have any further questions not answered in these handbooks.

6.1 LECTURES/SEMINARS/WORKSHOPS

Modules involving the teaching of knowledge, concepts and skills in relation to specific subjects normally take the form of lectures and a wide variety of other learning activities. These include seminar discussions, workshops (short practical exercises designed to develop a particular skill) as well as self- directed learning through library studies, etc.

Some modules, or parts of modules, will be taught to students from different disciplines. This is not only a way of producing teaching efficiencies but also an integral part of a modularised academic community and in some instances is deliberately used to foster inter-disciplinary learning.

6.2 STUDIO PRACTICE

Studio modules provide a framework for the development of self-directed, informed and critical practice. Students will be supported by studio-based tutorials and critical reviews.

6.3 DISSERTATION/DESIGN THESIS

On the MA in Landscape Architecture Studies, student complete a design thesis rather than a written thesis. Please refer to the module outline for APL8007 for further details.

7. CONSEQUENCES OF FAILURE AND REASSESSMENT

A student has the right to one reassessment for each taught module failed at the first attempt provided that: a) for a student on a 180 credit master's programme or a postgraduate diploma programme, no more than 40 credits of the taught element failed at the first attempt; b) for a student on a Postgraduate Certificate programme, no more than 20 credits of the programme is failed at the first attempt.

A Master's or Postgraduate Diploma student who fails more than 40 credits, or a Postgraduate Certificate student who fails more than 20 credits, at the first attempt of the taught element of the programme will not normally be permitted to continue or be reassessed without the support of the chair of the board of examiners.

For purposes of the Regulations, APL 8007 Design Thesis is considered to be a Dissertation and the following regulation applies.

Resubmission of Dissertation. A Masters student has the right to one resubmission of their dissertation provided they have failed no more than 40 credits of the taught element of the programme at the first attempt. A student who fails more than 40 credits of the taught element of the programme at the first attempt will not normally be permitted to resubmit their dissertation without the support of the chair of the board of examiners. Resubmission should be within a defined period agreed by the board of examiners, normally within 3 months of the board of examiners' decision.

For further information please visit the Postgraduate Taught Examination Conventions 2020/21 link below:
https://www.ncl.ac.uk/regulations/docs/2020/

8.   EXTERNAL EXAMINER

The External Examiner for the MA Landscape Architecture Studies programme is:

John Stuart-Murray from the University of Edinburgh.

In order to help ensure the quality of the education it provides and the maintenance of the standards of its awards, the University places significant reliance on its external examiners by:

- Requiring them to provide independent and impartial advice, as well as informative comment on the University's standards and on student achievement in relation to those standards;
- Drawing upon their professional advice and expertise and giving full and serious consideration to their reports.

It is inappropriate for students to make direct contact with an External Examiner, in particular regarding their individual performance in assessments, and that alternative mechanisms are available such as an appeal or complaint. Please refer to the PG Common Handbook for more information.

Students can engage formally with the quality management process through which the University considers and responds to External Examiners through course representatives on Boards of Studies, Staff-Student Committees, and Faculty Teaching, Learning and Student Experience Committees.

You may be asked to meet with an External Examiner, such meetings are an opportunity for External Examiners to evaluate the student experience and to provide general feedback on the degree programme. Also, a selection of candidates may be required for viva voce examinations where the viva is a formal part of the assessment process.

For further information please visit the following link to the University's Policy for External Examiners of Taught Programmes https://www.ncl.ac.uk/ltds/assets/documents/qsh-extexam-policy.pdf

9.   FURTHER KEY INFORMATION FOR STUDENTS

For further key information on the following listed items please refer to the PGT Common Handbook which can be found on the school web-site at https://www.ncl.ac.uk/apl/students/#degree information or you can obtain a hard copy from your Learning and Teaching Assistant.

- Staff in the School of Architecture, Planning and Landscape
- The Student Charter
- Communication with Students
- Student Self Service Portal (S3P)
- Ensuring the Quality of Your Degree

Some General Academic Issues
- Marking Scales
- Standards of Postgraduate Taught Programmes
- Changes to the Curriculum or Assessment
- Timetable Changes

Learning Resources and Support
- Canvas
- English Language Support at Newcastle University
- Writing Development Centre
- Maths-Aid
- Recording your Attendance at Class
- Modules and Module Choices

Assessment
- General Principles of Modular Assessment
- Forms of Assessment
- Examinations
- Submission of Coursework
- Non Anonymous Marking
- Late or Non-Submission of Coursework
- Word Limits
- Moderation and Scaling Policy
- Disclosure of Marks
- Feedback on Assessments
- Reassessment
- Retention and Return of Assessed Work

Management, Tutorial Arrangements and Student Support
- The Personal Tutorial System
- Degree Programme Director
- Senior Tutor
- Procedures for changing tutors
- APL Student Wellbeing Manager
- Personal Extenuating Circumstances (PEC)
- Student Wellbeing Service
- Student Advice Centre
- Students with Disabilities
- Personal Development Planning

Student Comments, Feedback and Grievances
- Student Representation on Committee's
- Module Evaluation
- External Surveys
- Grievance Procedure
- Student Complaints and Appeals

Recognition of Prior Learning, Progress, Attendance and Conduct
- Recognition of Prior Learning
- General Provisions Governing Progress
- Satisfactory Progress
- Evidence of Failure to Make Satisfactory Progress
- Change of Circumstances
- Student Attendance & Monitoring
- Student Conduct and Discipline
- Dignity at Work and Study
- Assessment Irregularities

Facilities and Resources in the School and University
- Library Facilities
- Computing Facilities
- Kofi Bar
- Planning Student Space
- Workshop
- ArchiPrint
- Accommodation and Access

Health and Safety
- Emergencies
- Safety and Behaviour on Fieldwork
- Situations Requiring Particular Care
- Field Courses Abroad
- Safety in Design Studios
- Accidents
- Smoking

Other Useful Information
- Exchanges
- Visas
- Equal Opportunities

APPENDIX A - Standards Template for MA Landscape Architecture Studies

	Pass	**Merit**	**Distinction**
Knowledge and understanding of:	A good knowledge and understanding of landscape concepts, theories and issues at an advanced level.	A very good knowledge and understanding of landscape concepts, theories and issues at an advanced level.	An excellent knowledge and understanding of landscape concepts, theories and issues at an advanced level.
	A good knowledge and understanding of the concepts, methods, practices and techniques used to advance scholarship in landscape studies.	A very good knowledge and understanding of the concepts, methods, practices and techniques used to advance scholarship in landscape studies.	An excellent knowledge and understanding of the concepts, methods, practices and techniques used to advance scholarship in landscape studies.
	A good knowledge and understanding of how such concepts, methods, practices and techniques are applied to create and interpret knowledge in landscape studies.	A very good knowledge and understanding of how such concepts, methods. Practices and techniques are applied to create and interpret knowledge in landscape studies.	An excellent knowledge and understanding of how such concepts, methods, practices and techniques are applied to create and interpret knowledge in landscape studies.
Skills and abilities:	A good ability to critically evaluate current research, creative practice and advanced scholarship in landscape studies.	A very good ability to critically evaluate current research, creative practice and advanced scholarship landscape studies.	An excellent ability to critically evaluate current research, creative practice and advanced scholarship in landscape studies.
	A good ability to apply the above in original ways in their own research, practice and advanced scholarship.	A very good ability to apply the above in original ways in their own research, practice and advanced scholarship.	An excellent ability to apply the above in original ways in their own research, practice and advanced scholarship.
Key skills:	On completing the programme students should be able to: - Communicate ideas effectively and fluently, through appropriate media. - Demonstrate originality and creativity in response to complex briefs. - Set personal targets and manage time effectively. - Exercise initiative, self-motivation and personal responsibility. - Demonstrate critical and analytical skills.		

APPENDIX B - Description of Levels of Attainment: Postgraduate Programmes

CLASS OR GRADE	MARK RANGE	EXAMS	PROJECTS/ ESSAYS/ REPORTS	DISSERTATION	DESIGN PROJECT WORK
DISTINCTION	80+	Make exemplary connections between the different areas of the curriculum with originality. Synthesise, integrate and critique a wide range of evidence and information sources.	Demonstrates an exemplary understanding of the subject at a factual and conceptual level and includes original or imaginative insight and approaches.	Exemplary work. Demonstrates original or imaginative insights. Potentially publishable material.	Demonstrate originality and flair in the treatment and exposition of the subject matter. Exemplary work individually and / or in groups, demonstrating high levels of initiative and autonomy.
DISTINCTION	79 70	Excellent, perceptive understanding of the issues plus a coherent well-read and stylish treatment, displaying some originality.	Knowledge and understanding of the subject matter, coverage, internal consistency, organisation and style of presentation are excellent. Selection, interpretation, comparison, evaluation and integration of material from sources demonstrate ability to analyse critically and synthesise.	Excellent work. Identification with academic research approach. Thorough understanding of the subject and its context with evidence of critical thought and analysis.	Able to formulate innovative course of action as responses to a variety of design problems. Communicate effectively through graphic and/ or electronic means.
MERIT	69 60	Very good, perceptive understanding of the issues plus a coherent well-read and stylish treatment though with less originality than a Distinction.	Demonstrates a very good understanding of the main arguments, concepts and context. The coverage, internal structure, organisation and style are very good. Material from sources is carefully and critically selected.	Thorough, well-researched, demonstrating a very good understanding of the subject and its context. Larks the sharpness of analytical edge found with Distinction.	Good/ very good and competent throughout, occasionally transcended. Confident resolution of the problems/issues.
PASS	59 50	Good work but based on a narrower range of material when compared to a Merit. Presented in a good framework with some originality.	The main issues and concepts are understood and described. Knowledge, coverage, internal consistency, organisation and style are good.	Research basis is good but the topic has not been explored or lacks the degree of critical or original element evident in a Merit.	Generally good with adequate resolution of problems/ issues. May contain some flaws or be partly unfinished.

FAIL	49	Unstructured and with increasing error component. Concepts are disordered or flawed.	Insufficient evidence of understanding of main issues and concepts. Weaknesses in coverage of contents and sources, internal consistency and organisation of arguments. Use of sources inadequate.	Material insufficient to sustain dissertation. Poorly structured or organised. No consistent thread of argument or original and critical insights.	Shallow, flawed or incomplete work.
	40				
FAIL	39	Fundamental errors of concept and scope or poor in knowledge, structure and expression.	Very limited knowledge of the main issues and concepts. Very limited use of sources and problems of relevance. Errors of fact or interpretation.	Very limited source material, inadequate structure of argument and little demonstration of critical analysis.	Little evidence of basic competence or imagination or very incomplete. Shows little grasp of the subject.
	0				

NOTE: These descriptions are to be read in conjunction with the Module Outlines.
http://www.ncl.ac.uk/module-catalogue/