



**SCHOOL OF ARCHITECTURE,  
PLANNING AND LANDSCAPE**



**MSc in Advanced Landscape Planning and Management**

**DEGREE PROGRAMME HANDBOOK**

**2023 - 2024**

## Foreword

I would like to extend a warm welcome to all who are joining the School of Architecture, Planning and Landscape to undertake the MSc in Advanced Landscape Planning and Management (ALPM).

MSc ALPM is an innovative one-year taught masters-level programme, carefully designed to support you in developing the knowledge, values and fundamentals of landscape planners and managers. We aim to nurture advanced understanding, founded in strong practical skills, of landscape planning and management's interface with pressing societal challenges such as climate change, species loss, rapid urbanisation, resource management, social/ecological justice and health and wellbeing. Landscape transcends disciplines. At Newcastle we spotlight interdisciplinary working, with planners, geographers, ecologists, natural scientists, artists – alongside coproduction with non-academic stakeholders responsible for managing landscapes. Past and present collaborations include governmental authorities (regional to international), national parks, the Environment Agency, SSSI's, heritage organisations (English Heritage, Historic Scotland, The National Trust), forestry agencies, think tanks, and community groups.

Landscape is gaining traction on international agendas. The programme will develop your understanding of legislation, planning and industry standards relevant to the activities and environments that are the subject-matter of the discipline. And it will advance your academic skills in research philosophies, design, and empirical data collection in relation to landscape problems. As such, ALPM can open up diverse and rewarding career paths for those interested in, for example, nature-based or 'green' jobs, landscape conservation, or, further academic study (i.e., PhD). We have robust relationships with the Landscape Institute (LI), Royal Town Planning Institute (RTPI) and the Chartered Institute of Ecology and Environmental Management (CIEEM). We are actively pursuing candidate accreditation with the LI through their Landscape Planning and Management pathway.

MSc ALPM welcomes students from diverse first qualification backgrounds, especially those with strong spatial, environmental, and social foundations. It has been designed with international students in mind, recognising calls in policy and practice to think at the 'landscape scale' and in response to the transboundary, global challenges society faces. Thus, while our team delivers the University's commitments to engage with our city and extraordinary regional landscapes (3 national parks, numerous world heritage sites, 2 heritage coasts, numerous national trails, post-industrial landscapes, renaturing agricultural land), we are also active in research and practice across the UK, with Europe, and other parts of the globe. This directly informs our teaching, which takes place through lectures, workshops, seminars, tutorials, and UK and international fieldwork (see module details). Our activities are further strengthened through our internationally recognised Newcastle University Centre for Research Excellence in Landscape.

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 School.

Welcome to Newcastle and success with your studies!

Dr Charlotte Veal  
Degree Programme Director  
Co-Director of The Landscape Collaboratory

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## **SECTION A: INTRODUCTORY INFORMATION**

### **1. WELCOME MESSAGE & KEY CONTACTS**

This is your degree programme handbook. Your degree programme handbook is to support you in finding all the important information you will need to support your learning in the School of Architecture Planning and Landscape. This table provides you with the location of some essential information to help you access this quickly. Remember your University induction will also be able to support you in understanding aspects of your University experience.

The content of this handbook does not cover every situation that might come up, so please ask a member of School staff if you need help or information. Your contacts are your Personal Tutor, the Degree Programme Director (DPD) for your particular degree programme, your Lecturers and the Professional Services colleagues in the School Office. There is always plenty of help available.

Firstly, Welcome to the School of Architecture, Planning and Landscape. We hope that your time here will be both successful and enjoyable.

Your School team are here to support you with any further information you may need.

This section is a table of key contacts and roles with your school.

<b>Role</b>	<b>Role Description</b>	<b>Contact details</b>
Director of Architecture	Dr. Samuel Austin	E-mail: <a href="mailto:Samuel.austin@newcastle.ac.uk">Samuel.austin@newcastle.ac.uk</a>
Degree Programme Director	Dr. Charlotte Veal	Tel: 0191 208 6070 E-mail: <a href="mailto:Charlotte.Veal@newcastle.ac.uk">Charlotte.Veal@newcastle.ac.uk</a>
Learning and Teaching Assistant	Nicola Rutherford	Tel: 0191 208 6509 E-mail: <a href="mailto:nicola.rutherford@ncl.ac.uk">nicola.rutherford@ncl.ac.uk</a>
School Manager	Jill Mawson	Tel: 0191 208 7634 E-mail: <a href="mailto:jill.mawson@ncl.ac.uk">jill.mawson@ncl.ac.uk</a>

Above all, I hope that you will enjoy your time at Newcastle, not only in your academic work, but also in all the other activities and opportunities available to you.

Dr. Paola Gazzola  
Head of School

## 2. SUMMARY OF PROGRAMME COMMITMENTS

The University's Student Charter, explained more below, requires that students are provided with a 'programme handbook which outlines 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 handbook.

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 <a href="https://canvas.ncl.ac.uk/login/">https://canvas.ncl.ac.uk/login/</a> ).
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). Some of these will be delivered online.
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:	Typically this includes essay, coursework, seminar, poster presentation, reflexive diary, report, dissertation and exams. These vary by module and should be checked via Canvas or the module catalogue: <a href="http://www.ncl.ac.uk/module-catalogue/">http://www.ncl.ac.uk/module-catalogue/</a>  <a href="#">Please also see standards template at the end of this handbook</a>
Academic guidance and support:	Charlotte Veal as Degree Programme Director <a href="mailto:Charlotte.Veal@newcastle.ac.uk">Charlotte.Veal@newcastle.ac.uk</a>



### **3. KEYS DATES**

You can find the University key dates on the [term date webpages](#).

The postgraduate academic year is organised within the general framework of three terms/three semesters, with a dissertation undertaken wholly or in part during the Semester 3 period June to August.

### **4. UNIVERSITY TIMETABLES**

Your timetable and supporting information can be found at [your university timetable webpages](#).

Your timetabled teaching can take place between 09.00 and 18.30, Monday to Thursday, and 09.00 and 17.30 on Friday

The easiest and quickest way to access your own personal up-to-date timetable is using the [university app](#).

Check your timetable daily as this can be subject to change in the first few weeks. Contact your school office using the who we are webpages for any issues with your personal timetable.

### **5. THE STUDENT CHARTER AND THE NEWCASTLE OFFER**

Newcastle University and the School aim to provide a high standard of teaching and a rich academic environment in which to learn and study. To this end, you will find that much of a staff member's time, particularly during term-time, is devoted to all aspects of teaching. You should, however, be aware of the other academic activities – both research and outside engagement – that staff members undertake, and which make calls upon their time.

The [Student Charter](#) clarifies exactly what you can expect from the University during your time on campus and, in turn, what is expected of you.

In summary, you can expect to:

- Receive support to develop as an independent, self-directed learner and critical thinker;
- Receive timely and relevant information about what is expected of you and the support available to you;
- Be given reasonable notice of changes to your programme of study, timetable or curriculum, where these are known in advance;
- Have contact with academic colleagues at a level that is appropriate to your stage and programme of study;
- Have access to a Personal Tutor;
- Have access to appropriate tools and facilities for your study;
- Receive fair and consistent treatment, in line with University regulations, policies and procedures.

As a Newcastle University student, you are expected to:

- Take responsibility for your own study and learning and to make the best use of the information presented to you;
- Attend and participate in all timetabled sessions and scheduled remote sessions;
- Submit all assignments by the advertised deadlines and collect your feedback when this is returned to you;
- Undertake sufficient private study;
- Familiarise yourself with all student procedures and information provided by the University;
- Seek help promptly if you are encountering problems and let your personal tutor know if you are experiencing any difficult personal circumstances that could affect your study;
- Work with your student representatives to ensure that you make staff aware of any problems or things that could be improved within the School;
- Complete feedback forms such as module evaluation forms and surveys to help the School and University improve.

As a University student, you are expected to maintain the highest levels of behaviour and consideration toward other students, staff and members of the wider community. All members of the University community are expected to:

- Treat others with courtesy, fairness and dignity;
- Express opinions in a mature, respectful and constructive way;
- Demonstrate courtesy and respect in all verbal and written communications, including via email and social media.
- Comply with UK laws (and for our overseas campuses, the laws of the country in which your campus is based);
- Respect the needs of our diverse community and promote an inclusive environment that challenges all forms of discrimination, harassment, intimidation and victimisation;
- Observe a general duty of care to others, the University and any relevant professional body;
- Treat facilities with care and respect both on campus and in the community. This includes observing the University's rules for the use of IT facilities;
- Behave responsibly on campus, in University accommodation and in the community.

To register at the University, you must accept the following declaration as part of the online registration process. 'I hereby promise to conform to the discipline of the University and to all statutes, [regulations and rules](#) in force for the time being in so far as they concern me'. The Student Discipline procedure can be accessed via the [the student progress and regulations webpages](#).

The Statement of the Taught Postgraduate Offer provides additional explanation about what the University offers postgraduate taught students, our philosophy and commitment. The statement is available in the [Taught Postgraduate Offer document](#).

(note you must be logged on to read this).

## 6. STUDENT ATTENDANCE / ENGAGEMENT

The University wishes to support you to the completion of your programme of study and we know that good engagement with your programme plays an important part in successful outcomes. It is important that you adhere to the regulations and terms of the [Student Charter](#) and interact with learning activities and attend all timetabled sessions provided in a punctual manner. The University also has an obligation to monitor the engagement of international students resident in the UK and to report to UK Visas and Immigration, any student who is not engaging with their studies.

You can learn more about how the University monitors attendance and engagement and how you should notify us if you are absent in the [Attendance and Engagement webpages](#).

If you are struggling and need support with your attendance, please contact your tutor or supervisor.

## 7. STUDENT SELF SERVICE PORTAL (S3P) & UNIVERSITY APP

S3P is your Student Self Service Portal, use this system if you want to;

- Register on your programme of study
- Keep details (addresses, etc.) up to date
- Pay fees online
- View and print documentation to confirm your student status (e.g. for council tax purposes)
- Confirm module choices for the next academic year
- Report an absence to your School
- Submit a Personal Extenuating Circumstance (PEC) form.

Further detail is available on the [S3P webpages](#) can log on through the [S3P login site](#).

**Remember that S3P does not use your campus log-in details. You will need your campus username and a DIFFERENT password.**

The University App:

The goal of the University App is to give you access to timely, context-specific information and services you require, all in one place, on any device.

Guidance on how to download the app can be on [the University App webpages](#)



## **SECTION B: DEGREE PROGRAMME AND MODULE INFORMATION**

### **1. OVERVIEW AND IMPORTANT DEFINITIONS**

This table includes key words and definitions of words that might be seen within programmes

<b>Key Word</b>	<b>Definitions</b>
<b>Module</b>	An element within a programme of study. The size of the module (relative to the programme as a whole) is measured with reference to your learning time. The normal undergraduate academic year is 120 credits, and the normal postgraduate year is 180 credits. Your total study time is expected to total 100 hours for each 10-credit module.
<b>Compulsory modules</b>	Modules that you must take in order to fulfil the requirements of the Degree Programme.
<b>Core modules</b>	The modules which you must PASS to be allowed to proceed
<b>Optional modules</b>	The modules which you choose to take because they suit your interests and career aspirations.
<b>Aims</b>	Each programme will have a set of aims that explains the overall goals of the programme. These aims will relate to programme structure, student outcomes, placements (where relevant), and accrediting bodies (where relevant). Modules will also have a set of aims that explains the primary objectives of each specific module
<b>Learning outcomes</b>	Each programme will have a set of learning outcomes that specifies the skills and knowledge that students are expected to develop over the course of the programme. Modules will also have specific skills outcomes and knowledge outcomes that specify what you will learn and what skills you will develop on each module.
<b>Degree programme regulations</b>	Explain which modules can be taken, programme-specific progression rules (i.e., how to ensure that you advance to the next stage), and programme-specific degree classification rules (i.e., how your final degree classification will be determined). All degree programme regulations can be found on the <a href="#">regulation webpages</a> :
<b>Degree programme specifications</b>	The specifications for each degree programme contain information on the aims, learning outcomes, teaching and learning methods and assessment strategies specific to each programme. All degree programme specifications are available at <a href="#">programme regulation webpages</a> :
<b>Present-in-person (PIP)</b>	On campus activities.
<b>Face-to-face</b>	Synchronous activities in which students and/or lecturers are interacting at the same time. These maybe online or present-in-person sessions on campus.
<b>Synchronous</b>	Learning, teaching and assessment activity that happens at the same time for all involved.
<b>Non-synchronous.</b>	Learning, teaching and assessment activity that can be undertaken by those involved at different times



## **2. DEGREE PROGRAMME AIMS, SPECIFICATIONS AND REGULATIONS**

Landscape planners and managers are responsible for the development care and maintenance of the land (rural, urban and coastal) past and present. They ensure that our landscapes - ranging from the micro to the macro - meet the needs and aspirations, in sustainable and socially responsible ways, for present and future owners, communities and users. The overall aim of the one-year programme is to develop student's critical and practical skills for the effective planning and management of the natural and designed landscape in relation to some of the key challenges facing contemporary society: climate change, species loss, rapid urbanisation, resource management, social justice, and health and wellbeing.

The overall objective is to educate students in the theories, methods and practice of landscape planning and management. The programme is therefore concerned with the student's development through:

1. The acquisition of advanced knowledge and understanding of theories, concepts and information relating to landscape planning and management and its context at various scales and across multiple temporalities.
2. The development of advanced skills in literacy, planning, solutions/stratagem and communication.
3. The development of the advanced academic and professional skills and understanding required to make informed decisions and recommendations relating to future change in the environment.
4. The development of advanced skills and experience in working individually and collectively to achieve specified tasks in the study, planning and management of landscapes, both urban, peri-urban rural, coastal, and brownfield-to-green field etc.

5. The development of advanced skills and experience in independent learning and in the in-depth study of specialised areas of landscape planning and management.
6. To provide a programme which satisfies the requirements of Level 7 of the FHEQ.
7. To provide a programme which complies with prevailing University policies and QAA codes of practice.
8. To equip graduates for advanced practice in landscape-related disciplines and professions.

### **Learning Outcomes**

The programme provides opportunities for students to develop and demonstrate knowledge and understanding, qualities, skills and other attributes in the following areas.

On completing the programme students should:

#### **A. Knowledge and understanding**

1. Demonstrate advanced understanding and critical thinking about landscape planning and management as a form of action concerned with long-term care and stewardship of landscapes from micro- to macro- scale, and in relation to time.
2. Demonstrate an advanced understanding of the complexities of landscape issues and problems and be able to integrate knowledge and skills from different areas of the curriculum
3. Have acquired advanced 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.
4. 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:

1. Define and critically analyse problems effectively and appropriately drawing on current research and knowledge.
2. Effectively collect, synthesise and utilise evidence and information.
3. Synthesize effective planning and management solutions to problems given in the form of module briefs.
4. Articulate reasoned arguments, drawing on a range of information sources.
5. 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:

1. Respond critically and creatively to complex site-specific landscape planning and management briefs, generating well-considered proposals and solutions that show understanding of context, scale and temporality.
2. Develop an ability to evaluate materials (both hard and soft), processes and techniques that apply to complex landscape planning and management issues and integrate these into feasible proposals and/or strategy.
3. Present work effectively in a variety of media (including written, oral, diagrammatical, creative).
4. Research skills for understanding and engaging with complex idea and a range of stakeholders and for conduction detailed assessments (e.g. environment and visual assessments).

#### **D. Transferable Skills**

On completing the programme students should be able to:

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

### 3. MODULES AND MODULE CHOICES

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

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:

<b>Semester 1 (Sept-Jan)</b>	<b>Semester 2 (Jan-June)</b>	<b>Semester 3 (June-Sept)</b>
APL8004 Conceptualising Landscape (10)	APL8008 Landscape Histories (10)	APL8018 Landscape Planning and Management Dissertation (50)
TCP8911 Research Design (10)	TCP8097 Green Infrastructure and Landscape Planning 2 (10)	
APL8011 Landscape Professional and Practice, Planning and Law (20)	TCP8956 Environmental Assessment (10)	
APL8020 Design with Plants and Ecological Greenspace Management (20)	SCX8001 Facing up to Climate Change: Tackling Climate Change through solution focused multi-disciplinary collaboration (10)	
TCP8096 Green Infrastructure and Landscape Planning 1 (10)	Optional (20)	

Note: Credits are indicated in brackets.

All candidates shall take further optional modules to a value of 20 credits from the below list:

<b>Code</b>	<b>Descriptive title</b>	<b>Credits Sem 2</b>
APL8017	Landscape Planning and Management Field Course: Barcelona	20
APL8006	Landscape Architecture Studio 2	20
TCP8955	Critical Perspectives on Heritage Practices	10
CEG8514	Climate Change: Vulnerability, Impacts and Adaptation	10

It is strongly recommended you take APL8017 or APL8006.

With the approval of the Degree Programme Director and depending upon the academic background of the candidate, alternative optional modules to those listed above may be selected.

## **4. TEACHING AND CONTACT HOURS**

### **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.

### **Studio Practice**

Studio modules provide a framework for the development of self-directed, informed and critical practice. If students take the optional module Landscape Architecture Studio 2, they will be supported by studio-based tutorials and critical reviews.

### **Dissertation**

On the MSc in Advanced Landscape Planning and Management, students complete a major piece of independent written work of 12,500 words on a subject relevant to landscape planning and/or management. The module is supported in Semester 1 by TCP8911 Research Design. Students will be assigned a tutor, providing expert academic, research and/or professional advice to support progress.

### **Fieldwork**

MSc ALPM foreground field-led learning. Across various modules, you will engage in landscape-led fieldwork that include city, peri-urban, rural and coastal settings. While many of these activities are included as part of the programme, others are optional and will incur additional costs.

## **5. GRADUATE FRAMEWORK**

The University has created the Graduate Framework to help you identify and develop the key skills and attributes that can shape your future and use as evidence in future job applications.

We want you to develop the skills to support you when you graduate. [Visit the graduate framework webpages](#) to find out more. You can also get these formally recognised through our [NCL+Award](#)

## **6. 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.

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](#)

## **8. EXTERNAL EXAMINER**

The External Examiner for the Master of Science in Advanced Landscape Planning and Management programme is:

### **Dr. Andrew Butler - Swedish University of Agricultural Sciences**

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/mediav8/educational-policy-and-governance-service/files/qsh-extexam-studentinfo.pdf>

## **FURTHER KEY INFORMATION FOR STUDENTS**

For further key information on the following listed items please refer to the [PGT Common Handbook](#)

### Student Support

- Personal Tutoring
- Peer Mentoring
- Other Sources of Support in Your School
- Student Services (King's Gate)

### Circumstances Affecting Your Studies

- If You Are Ill or Away from the University for Personal Reasons
- Personal Extenuating Circumstances
- Change of Circumstances (Transfer, Suspend Studies or Withdraw)
- Complaints and Appeals

### Assessment and Feedback

- Coursework Submission
- Plagiarism
- Late Submission of Assessed Work
- Examinations
- Feedback on Assignments
- Marking Criteria
- Marking and Moderation Processes
- How Assessment Affects Your Progress
- Assessment Irregularities and Disciplinary Procedures

### Student Representation and Feedback

- Stage Evaluations and module feedback
- National Surveys
- Academic Student Representation

### Ensuring the Quality of Your Degree

- Mechanisms for Ensuring the Quality of Your Degree

### Health and Wellbeing

- Student Welfare and Counselling Service
- Disability Service
- Student Financial Support Service
- Hate Crime and Sexual Violence Prevention and Survivor Support Service
- Chaplaincy and Pastoral Care Service
- Student Advice Centre
- Sport and Fitness

### Resources

- Tools for Study and Revision
- University Library
- Newcastle University IT Service (NUIT)
- Academic Skills Kit (ASK)
- Academic Skills Team
- Maths-Aid
- INTO Newcastle In-Sessional Academic English Skills
- Careers Service



- Copyright and Intellectual Property
- Health and Safety

Additional University Contact Information

- International Office
- Language Resource Centre
- Nightline

## **APPENDIX A - STANDARDS TEMPLATE FOR MA LANDSCAPE ARCHITECTURE STUDIES**

	<b>Pass</b>	<b>Merit</b>	<b>Distinction</b>
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 in 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: <ul style="list-style-type: none"> <li>- Communicate ideas effectively and fluently, through appropriate media.</li> <li>- Demonstrate originality and creativity in response to complex briefs.</li> <li>- Set personal targets and manage time effectively.</li> <li>- Exercise initiative, self-motivation and personal responsibility.</li> <li>- Demonstrate critical and analytical skills.</li> </ul>		

## **APPENDIX B - DESCRIPTION OF LEVELS OF ATTAINMENT: POSTGRADUATE PROGRAMMES**

<b>CLASS OR GRADE</b>	<b>MARK RANGE</b>	<b>EXAMS</b>	<b>PROJECTS/ ESSAYS/ REPORTS</b>	<b>DISSERTATION</b>	<b>DESIGN PROJECT WORK</b>
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. Lacks 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 40	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.
FAIL	39 0	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.

NOTE: These descriptions are to be read in conjunction with the [Module Outlines](#).