| | | |
|---|---|---|
| **PROGRAMME SPECIFICATION** | | Newcastle University |

| 1 | **Awarding Institution** | Newcastle University |
|---|---|---|
| 2 | **Teaching Institution** | Newcastle University |
| 3 | **Final Award** | MA, Diploma, Certificate |
| 4 | **Programme Title** | Local and Regional Development |
| 5 | **UCAS/Programme Code** | 4028/3391/3027 |
| 6 | **Programme Accreditation** | Institution of Economic Development (IED) |
| 7 | **QAA Subject Benchmark(s)** | N/A |
| 8 | **FHEQ Level** | M |
| 9 | **Date written/revised** | 19 February 2002 (Revised January 2007) |

| **10** | **Programme Aims** |
|---|---|

1. To provide learning opportunities to enable course participants to acquire the knowledge and understanding, skills and attributes necessary to undertake research in contemporary local and regional development theory, policy and practice.

2. To provide learning opportunities that develop the course participants' skills to understand and analyse local and regional development, governance and policy in an international context.

3. 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.

4. To contribute to the University's objectives by increasing the number of graduate students and enhancing their key skills and employability, diversifying the teaching portfolio and developing alternative modes of delivery, responding to the CPD agenda and both shaping and responding to national, regional and local development agendas.

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

6. 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).

| **11** | **Learning Outcomes** |
|---|---|

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

| **Knowledge and Understanding** |
|---|

On completing the programme students should:
A1. An advanced knowledge and understanding of contemporary local and regional

development theory.

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

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

A4. An advanced knowledge and understanding of contemporary local and regional development practice in an international context.

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

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

## Teaching and Learning Methods

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 Local and Regional development issues from international case studies (A4) (in the module *Local and Regional Development and Governance*) 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 *Local and Regional Perspectives on the Knowledge Society* 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.

## Intellectual Skills

On completing the programme students should be able to:

B1. The ability critically to engage with contemporary local and regional development theory.

B2. The ability to address critically the development, potential and problems of contemporary approaches to local and regional development policy.

B3. The ability to engage critically with current issues and debates in the institutional structures and politics of local and regional governance.

B4. The ability critically to assess the value, applicability and transferability of local

and regional development and governance practice in an international context.
B5. The ability critically to assess the value and limitations of analytical methods, techniques and data sources in local and regional development, policy and practice.
B6. The ability to solve problems.

**Teaching and Learning Methods**

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 (*Local and 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 Local and Regional development issue (e.g. Local and 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.

**Practical Skills**

On completing the programme students should be able to:
C1. An understanding of the principles, applications and limitations of the main analytical techniques in local and 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 local and 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 local and regional development and advanced experience of some of these techniques.
C6. Practical experience of local and regional development theory, policy and practice through the analysis of case studies and field study visits.

**Teaching and Learning Methods**

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 *Local and Regional*

*Development and Governance* students are divided into groups, given a specific local and regional development issue (e.g. the ending of EU Local and Regional policy funding) and tasked to undertake a project based upon making a case for continued policy 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.

**Transferable/Key Skills**

On completing the programme students should be able to:
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 Methods**

Key skills (D1-7) are formally taught in specific modules (*Introduction to Information Skills, Dissertation Preparation and Local 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 *Local and 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 local and regional development issues (e.g. the Local and 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 *Developing Local and Regional Strategies* is assessed by means of a group project based upon an analysis and development of a local and regional strategy. 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. |

| **12      Programme Curriculum, Structure and Features** |
| --- |
| **Basic structure of the programme** |
| 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 local and regional development for CPD purposes and to meet demand from students seeking to further their postgraduate studies in the local and regional development area to Masters and PhD level. Individual modules (e.g. Local and Regional Development and Governance) could be organised in the timetable as blocks in order to provide stand alone courses for the external CPD market.<br><br>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.<br><br>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).<br><br>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 local and 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 *Local and Regional Development Theory and Practice* and *Local and Regional Governance*). A further 1*10 credit module can be chosen from a list of approved options (see regulations), including an approved optional module from elsewhere in the Faculty. 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 *Local and Regional Perspectives on the Knowledge Society* and 1*10 credit *Local and 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 *Local and Regional Development and Governance* 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 *Local and Regional Development Theory and Policy* (A1-3, A6, B1-3, B6) and *Local and Regional Governance* (A3, A6, B3, B6). Each of these modules develop subject specific and practical skills (C3-4, C6), including interpretation, analysis, synthesis and presentation of Local and 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 *Local and Regional Perspectives on the Knowledge Society* (A1-4, A6, B1-4, B6). The ways in which local and regional development and governance interact in the European context is examined in *Local and Regional Development and Governance*. 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 *Local and 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 local and regional development. Both courses focus strongly upon subject specific and practical skills in local and 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.

**Key features of the programme (including what makes the programme distinctive)**

The key features include:
— the international focus of local and regional development.
— the connection between concepts and theory and policy and practice

| |
|---|
| **Programme regulations (link to on-line version)**<br>http://www.ncl.ac.uk/regulations/ |

| **13      Criteria for admission** |
|---|

*Entry qualifications*
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).

*Admissions policy/selection tools*
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.

*Non-standard Entry Requirements*
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.

*Additional Requirements*


*Level of English Language capability*
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.

| **14      Support for Student Learning** |
|---|

*Induction*
During the first week of the first semester students attend an induction programme. New students will be given a general introduction to University life and the University's principle support services and general information about the School and their programme, as described in the Degree Programme Handbook. New and continuing students will be given detailed programme information and the timetable of lectures/practicals/labs/ tutorials/etc. The International Office offers an additional induction programme for overseas students (see http://www.ncl.ac.uk/international/coming_to_newcastle/orientation.phtml)

*Study skills support*
Students will learn a range of Personal Transferable Skills, including Study Skills, as outlined in the Programme Specification. Some of this material, e.g. time management is covered in the appropriate Induction Programme. Students are explicitly tutored on their approach to both group and individual projects.

*Academic support*
The initial point of contact for a student is with a lecturer or module leader, or their tutor (see below) for more generic issues. Thereafter the Degree Programme Director or Head of

School may be consulted. Issues relating to the programme may be raised at the Staff-Student Committee, and/or at the Board of Studies.

*Pastoral support*
All students are assigned a personal tutor whose responsibility is to monitor the academic performance and overall well-being of their tutees. Details of the personal tutor system can be found at http://www.ncl.ac.uk/undergraduate/support/tutor.phtml
In addition the University offers a range of support services, including the Student Advice Centre, the Counselling and Wellbeing team, the Mature Student Support Officer, and a Childcare Support Officer, see http://www.ncl.ac.uk/undergraduate/support/welfare.phtml

*Support for students with disabilities*
The University's Disability Support Service provides help and advice for disabled students at the University - and those thinking of coming to Newcastle. It provides individuals with: advice about the University's facilities, services and the accessibility of campus; details about the technical support available; guidance in study skills and advice on financial support arrangements; a resources room with equipment and software to assist students in their studies. For further details see http://www.ncl.ac.uk/disability-support/

*Learning resources*
The University's main learning resources are provided by the Robinson and Walton Libraries (for books, journals, online resources), and Information Systems and Services, which supports campus-wide computing facilities, see
http://www.ncl.ac.uk/undergraduate/support/acfacilities.phtml

All new students whose first language is not English are required to take an English Language test in the Language Centre. Where appropriate, in-sessional language training can be provided. The Language Centre houses a range of resources for learning other languages which may be particularly appropriate for those interested in an Erasmus exchange. See http://www.ncl.ac.uk/undergraduate/support/facilities/langcen.phtml

| 15 | Methods for evaluating and improving the quality and standards of teaching and learning |
|---|---|

*Module reviews*
All modules are subject to review by questionnaires which are considered by the Board of Studies. Changes to, or the introduction of new, modules are considered at the School Teaching and Learning Committee and at the Board of Studies. Student opinion is sought at the Staff-Student Committee and/or the Board of Studies. New modules and major changes to existing modules are subject to approval by the Faculty Teaching and Learning Committee.

*Programme reviews*
The Board of Studies conducts an Annual Monitoring and Review of the degree programme and reports to Faculty Teaching and Learning Committee.

*External Examiner reports*
External Examiner reports are considered by the Board of Studies. The Board responds to these reports through Faculty Teaching and Learning Committee. External Examiner reports are shared with institutional student representatives, through the Staff-Student Committee.

*Student evaluations*
All modules, and the degree programme, are subject to review by student questionnaires. Informal student evaluation is also obtained at the Staff-Student Committee, and the Board of Studies. The National Student Survey is sent out every year to final-year undergraduate students, and consists of a set of questions seeking the students' views on the quality of the learning and teaching in their HEIs. Further information is at www.thestudentsurvey.com/ With reference to the outcomes of the NSS and institutional student satisfaction surveys actions are taken at all appropriate levels by the institution.

*Mechanisms for gaining student feedback*
Feedback is channelled via the Staff-Student Committee and the Board of Studies.

*Faculty and University Review Mechanisms*
The programme is subject to the University's Internal Subject Review process, see
http://www.ncl.ac.uk/aqss/qsh/internal_subject_review/index.php

*Accreditation reports*


*Additional mechanisms*


**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.

| 16 | Regulation of assessment |
|---|---|

*Pass mark*
The pass mark is 40 (Undergraduate programmes)
The pass mark is 50 (Postgraduate programmes)

*Course requirements*
Progression is subject to the University's Undergraduate Progress Regulations (http://www.ncl.ac.uk/calendar/university.regs/ugcont.pdf) and Undergraduate Examination Conventions (http://www.ncl.ac.uk/calendar/university.regs/ugexamconv.pdf). In summary, students must pass, or be deemed to have passed, 120 credits at each Stage. Limited compensation up to 40 credits and down to a mark of 35 is possible at each Stage and there are resit opportunities, with certain restrictions.

Progression is subject to the University's Masters Degree Progress Regulations, Taught and Research (http://www.ncl.ac.uk/calendar/university.regs/tpmdepr.pdf) and Examination Conventions for Taught Masters Degrees (http://www.ncl.ac.uk/calendar/university.regs/tpmdeprexamconv.pdf). Limited compensation up to 40 credits of the taught element and down to a mark of 40 is possible and there are reassessment opportunities, with certain restrictions.

*Weighting of stages*
The marks from Stages ??? will contribute to the final classification of the degree
The weighting of marks contributing to the degree for Stages ??? is ?:?

*Common Marking Scheme*
The University employs a common marking scheme, which is specified in the Undergraduate Examination Conventions, namely

| | **Honours** | **Non-honours** |
|---|---|---|
| <40 | Fail | Failing |
| 40-49 | Third Class | Basic |
| 50-59 | Second Class, Second Division | Good |
| 60-69 | Second Class, First Division | Very Good |
| 70+ | First Class | Excellent |

The University employs a common marking scheme, which is specified in the Taught Postgraduate Examination Conventions, namely:

| **Summary description applicable to postgraduate Masters programmes** | | **Summary description applicable to postgraduate Certificate and Diploma programmes** | |
|---|---|---|---|
| <50 | Fail | <50 | Fail |
| 50-59 | Pass | 50 or above | Pass |
| 60-69 | Pass with Merit | | |
| 70 or above | Pass with Distinction | | |

*Role of the External Examiner*
An External Examiner, a distinguished member of the subject community, is appointed by Faculty Teaching and Learning Committee, after recommendation from the Board of Studies. The External Examiner is expected to:
        See and approve examination papers

Moderate examination and coursework marking
Attend the Board of Examiners
Report to the University on the standards of the programme

(i) Assessment rules and degree classification are set out in the degree regulations attached.

(ii) Role of the external examiners

A MA Local and 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 Local and Regional Development Board of Examiners will be held in October. 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 Local and Regional Development Board of Examiners.

---

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

The University Prospectus (see http://www.ncl.ac.uk/undergraduate/)

The School Brochure (contact enquiries@ncl.ac.uk)

The University Regulations (see http://www.ncl.ac.uk/calendar/university.regs/)

The Degree Programme Handbook

---

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

---

## 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 reasonably 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.

**Mapping of Intended Learning Outcomes onto Curriculum/Modules**

| Intended Learning Outcome | Module codes (Comp/Core in Bold) |
|---|---|
| A1 | **GEO8002, GEO8004, GEO8007, GEO9089,** GEO8008, GEO8009 |
| A2 | **GEO8002, GEO8004, GEO8007, GEO9089,** GEO8008, GEO8009 |
| A3 | **GEO8002, GEO8018, GEO8004, GEO8007, GEO9089,** GEO8008, GEO8009 |
| A4 | **GEO8004, GEO8007, GEO9089,** |
| B1 | **GEO8002, GEO8004, GEO8007, GEO9089,** |
| B2 | **GEO8002, GEO8004, GEO8007, GEO9089,** |
| B3 | **GEO8002, GEO8018, GEO8004, GEO8007, GEO9089,** GEO8008, GEO8009 |
| B4 | **GEO8018, GEO8004, GEO8007, GEO9089,** GEO8008, GEO8009 |
| C1 | **GEO8007, HSS8003, GEO9089,** |
| C2 | **GEO8007, GEO9089,** |
| C3 | **GEO8002, GEO8018, GEO8004, GEO8007, HSS8003, GEO9089,** GEO8008, GEO8009 |
| C4 | **GEO8002, GEO8018, GEO8004, GEO8007, HSS8003, HSS8002, GEO9089,** GEO8008, GEO8009 |
| D1 | **GEO8002, GEO8018, GEO8004, GEO8007, HSS8003, HSS8002, GEO9089,** GEO8008, GEO8009 |
| D2 | **GEO8002, GEO8018, GEO8004, GEO8007, HSS8003, HSS8002, GEO9089,** GEO8008, GEO8009 |
| D3 | **GEO8002, GEO8018, GEO8004, GEO8007, HSS8003, HSS8002, GEO9089,** GEO8008, GEO8009 |
| D4 | **GEO8002, GEO8018, GEO8004, HSS8003, HSS8002, GEO9089,** GEO8008, GEO8009 |

* Plus additional 10 Credit Approved Option.