

PROGRAMME SPECIFICATION



1	Awarding Institution	Newcastle University
2	Teaching Institution	Newcastle University
3	Final Award	Postgraduate Diploma/MA
4	Programme Title	Heritage Management
5	UCAS/Programme Code	Diploma 3412; MA 4077
6	Programme Accreditation	Accreditation by the Creative & Cultural Industries Sector Skills Council will be applied for in due course
7	QAA Subject Benchmark(s)	N/A
8	FHEQ Level	Masters
9	Date written/revised	December 2007

10 Programme Aims

- 1 To provide students with a range of learning opportunities (in relation to analytical, key, research and subject-specific skills) within the field of Heritage Management
- 2 To provide a curriculum that is responsive to the professional requirements and skills needs of Heritage Management nationally and internationally, and that meets the requirements of the Creative and Cultural Skills Sector Skills Council and the Museums Association
- 3 To enable students to develop their capacity to learn in preparation for, or as part, of continuing professional development (CPD) and lifelong learning
- 4 To provide access to Higher Education and appropriate professional qualifications to students from diverse backgrounds including those with disabilities
- 5 To provide students with the opportunity to gain the skills and knowledge; required to work in Heritage Management on graduation
- 6 To enable students to undertake discreet pieces of independent research at postgraduate level through various activities and assignments
- 7 To enable students to undertake a sustained piece of independent and original research at postgraduate level through the production of a dissertation
- 8 To ensure that the programme meets the requirements of an M level qualification as defined by the Framework for Higher Education Qualifications
- 9 To ensure that the programme conforms to University policies and to QAA codes of practice
- 10 To ensure that the programme conforms to the University's policy and to the QAA code of practice on placements

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 will have a knowledge and understanding of:

- A1 The various forms that heritage can take
- A2 The different values ascribed to heritage
- A3 History of heritage management in different geographical contexts
- A4 Economics of heritage management, including regeneration and tourism
- A5 Key philosophical principles and theoretical and conceptual approaches of heritage management
- A6 International conventions, national legislation, along with associated regulations, policy and Advocacy

A7 Key practices and processes relating to heritage management, including environmental impact assessments and sustainable development
A8 The detailed knowledge that comes from carrying out a sustained piece of independent research on a focused topic

Teaching and Learning Methods

A1-7 will be acquired through lectures, seminars, study visits, group learning, and independent tutorials in the taught modules, as well as through the independent preparation students will engage in for the lectures, seminars, practicals and for the submission of assessed work. The lectures will be done by university staff and visiting specialist practitioners in the heritage management field. The study visits will ensure students relate theoretical knowledge to specific practical examples. Students will be prepared for the dissertation. The students will also undertake an eight-week placement at a heritage institution with the opportunity to develop their knowledge and understanding of heritage management

A8 will be provided for through the in-depth knowledge of specialised topics provided by the taught modules, and through the guidance and support provided by dissertation supervision sessions. The dissertation provides students with the opportunity to develop a deeper knowledge and understanding of a particular aspect of heritage management and its relationship to theoretical aspects of the profession and relevant disciplines

Assessment Strategy

The Heritage Management 1 and 2 assignments will be designed to provide students with the opportunity to relate theoretical and practical constructs to real life situations and to reflect the kind of work that they will have to do in the workplace (e.g. writing reports, policy documents, management briefings, implementation plans etc) (**A1-7**). Further, these will encourage students to develop both detailed knowledge of specialised areas, and an integrated view of problems and issues in the discipline.

The placement assessment, which consists of (i) an analysis of the student's role in the placement organisation in relation to their key skills and (ii) an analysis of the performance of their host organisation, provide the students with the opportunity to explain their understanding of a particular organization and to reflect on the increase of their own knowledge and understanding of the sector. The dissertation (**A8**) provides an extended opportunity for students to reveal their in-depth knowledge and understanding of one particular facet of the programme.

Intellectual Skills

On completing the programme students should have:

B1 A systematic understanding of knowledge, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, cutting-edge heritage management research and practice

B2 Synthesis and critical reflection of different theories, concepts, arguments and sources of evidence

B3 High-level decision-making in complex and unpredictable situations

B4 Independent learning and the ability to problem solve and to make sound judgements at an advanced level

B5 Originality and maturity in the application of knowledge and concepts

B6 Mastery of data collection and analysis

Teaching and Learning Methods

B1– 6 are modelled and illustrated in lectures and seminar discussion, and through lecturer feedback on submitted work. They are developed further through seminar work, written work, practical exercises and self-directed learning where students extend their cognitive skills in relation to real and topical Heritage Management issues in the heritage sector.

Specific problems set in assignments and exercises, as well as the dissertation, also develop these skills as do the group work sessions, which require students to search for book, journal, or web-based information and for them to discuss such new information in the light of lectures

and for them to come to a critical standpoint on any given topic. Feedback on individual and group presentations allows staff to supplement and illustrate their teaching and provides students with further opportunities to learn **B1 and 2** and **B4–6** are further developed through submitted work and the dissertation.

Assessment Strategy

The written and oral assignments enable students to develop their data gathering, evaluation, analytical, decision-making, problem solving and evidence interpretation skills set within the wider academic framework of the programme (**B1– 6**). All assignments require students to explain the reasoning behind their work and to link it to the theory relating to any given practice (e.g. construction of a heritage management plan).

Practical Skills

On completing the programme students will have:

- C1 Mastery of search and library skills, critical methodologies and theories, and tools for research in heritage management
- C2 Ability to deal with complex heritage management issues and problems in terms of the theoretical and conceptual debates currently at the forefront of academic work in heritage management and the ability to make sound judgements
- C3 Mastery of the methods and skills required to collect and interpret data relevant to research in heritage management and be able to demonstrate self-direction and originality in tackling and solving problems
- C4 Mastery of a variety of skills according to their individual needs, e.g. data collection and management, use of IT to assist data handling and analysis etc
- C5 Developed an in-depth understanding of their dissertation topic

Teaching and Learning Methods

The background frameworks for **C1–4** are taught in the ICS 8001 (*Issues and Ideas*), ICS 8002 (*Management*) and ICS 8003 (*Communication and Interpretation*), compulsory modules undertaken by all ICCHS Masters programme students during Semester 1. Building on the compulsory modules, *Heritage Management 1* (ICS 8024) and *Heritage Management 2* (ICS 8025) will provide students with in-depth knowledge regarding **C1–B4**.

All the modules encompass a wide range of teaching and learning methods designed around the specific nature of the programmes, individual modules, and to achieve the intended learning outcomes. These include: lectures and seminars; one-to-one tutorials to follow up any problems identified during assessment; study visits; practical sessions; and group project work.

Many of the lectures are presented by specialist practitioners in the field, which will ensure that the students are exposed to new developments and challenges facing the heritage management sector at different levels of staffing and in different operational areas of their operations. The study visits will be used to encourage students to relate theoretical knowledge gained in the lectures to specific practical examples. They also facilitate additional contact between students and professionals working in the field. The eight-week placement provides students with the opportunity to develop their knowledge and understanding of heritage management

C5 is covered by research training lectures, tutorials, guided reading, feedback on outline proposals, and the continuous supervision provided to students to complete their dissertations

Assessment Strategy

All modules require independent research to be carried out by the students, which is assessed through a variety of means (essays, dissertation, oral presentations, practical exercises). In all these forms of assessment, the skills listed in **C1–5** will all be tested to some degree, culminating in the assessment of the dissertation, in which all of them will be expected to be displayed with some degree of mastery.

The progression from assignments written for specific modules to the dissertation will provide an element of formative assessment, primarily through the feedback process. In addition, students are encouraged to reflect on their own (voluntary or otherwise) experience in the sector and on case studies provided by lecturers when answering assignments. Finally, the

work placement provides the students with a major opportunity to acquire subject-specific/professional skills and is assessed through a specially designed workbook. **C5** is specifically assessed through the presentation of the dissertation

Transferable/Key Skills

On completing the programme students will have acquired and developed the following skills:

- D1 Oral communication;
- D2 Written communication
- D3 Independent learning
- D4 Planning and organisation
- D5 Teamwork
- D6 Computer literacy, including the use of specialised software if appropriate.

Teaching and Learning Methods

Students practise and develop their oral communication (**D1**) by presenting their findings from group work orally to the whole cohort either as groups or individually in each module.

During induction week and/or Research and Professional Development Week and in the specific modules students are introduced in lectures and seminars to the variety of ways of writing (**D2**) required for their professional careers (e.g. news releases, management briefings, policy documents, general reports, implementation plans). These are then subsequently practised throughout the rest of the module/programme and evaluated in all submitted work.

D3–4 are fostered and developed gradually through the progression from seminar and practical exercises to more extended submitted work, and finally through the dissertation, all of which require keeping to programme deadlines and by planning and organizing their written work.

D5 is practiced through the programme through group work. **D6** is developed through all the modules and is also fostered through independent research and submission of work

Assessment Strategy

D1-6 are assessed through all submitted work (including presentations), and particularly the dissertation, which requires the students to have developed these skills to a high level. The assignments are designed to support the students obtaining transferable skills for a wide range of types of writing required in the profession, e.g. news releases, reports and policy documents.

Interpersonal/oral communication is assessed formatively throughout the programme during individual and group feedback sessions. All students deliver a summatively assessed presentation related to the Communication and Interpretation module.

Teamworking is assessed formatively through group work throughout the programme. At present there is no summative assessment of teamworking.

Planning and organisation (**D4**) and Independent Learning (**D3**) is assessed formatively throughout the programme through the student's ability to meet deadlines and successfully complete the programme. It is assessed summatively in written assignments (e.g. reports).

Basic computer literacy (**D6**) is formatively assessed through all written assignments that are all required to be word-processed. More complex computer literacy (e.g. Excel) is assessed in specific assignments and, when relevant, in the dissertation.

12 Programme Curriculum, Structure and Features

Basic structure of the programme

All ICCHS MA programmes consist of ten taught units, a two-unit work placement, and six

research units, the latter forming the dissertation. Each single unit is worth 10 credits - with the full degree programme comprising 180 credits. Successful completion of the first twelve non-research units provides the necessary credits for a Diploma. The majority of the taught modules are 20 credits (two 10-credit units).

With the exception of most of the specialist option modules in Museum Studies, the taught modules are delivered intensively over two teaching weeks, making access to the programme easier for part-time students or museum/art museum and gallery/heritage professionals wishing to attend for a single module. As a result, full-time students will meet part-timers throughout the year and museum/art museum and gallery /heritage professionals who may be attending for single modules. For full-time students, the gaps between teaching weeks are filled by self-directed learning and by completing assessed work, carrying out practical projects, attending guest lectures or seminars, occasional extra visits, and reading materials supplied in advance of the next teaching week. The specialist option modules in Museum Studies tend to be taught less intensively over a four week period, reflecting the high input from museum professionals who have other commitments over the period of teaching.

All students receive a module handbook before the start of each module, which contain full details of lectures, lecturers, practical work, visits, and assessed work, including assignment information. These handbooks also contain a list of aims and learning outcomes for the module, and a bibliography. Extra support material is provided through the computer-based 'managed learning environment' *Blackboard*.

In the first Semester all students, regardless of their specialist MA programme take three, 20 credit, compulsory modules:

- [a] issues and ideas
- [b] management
- [c] communication and interpretation

These modules draw on theoretical and practical examples from across the whole of the museum/art museum and gallery/heritage sector and ensure that all students are provided with a broad understanding of the sector at the beginning of the Third Millennium. Examples are drawn from local, national and international case studies and discussion is frequently enhanced by the previous experience of students.

The Dissertation Students complete their dissertation after the taught and work placement modules have been completed. Dissertations are presented in the form of a 15,000-18,000 - word piece of work, including footnotes and appendices but excluding bibliography. Dissertations frequently require close liaison with a heritage organisation, site, art museum, gallery, or museum and should address a genuine need or problem. Students are encouraged to think about potential topics as early as possible and discuss topics in detail with staff at the beginning of Semester 2.

Once a topic has been agreed students produce a research proposal of no more than 300 words. This short paper details their aims and objectives and the methods that they will employ to achieve them. Once agreed, a second, more detailed proposal that explains their aims and research methodologies, is required. Full guidance on the dissertation and research techniques is given during the Research and Professional Development Week.

The Masters Degree dissertation must be an original piece of work and not simply a synthesis of existing knowledge. It requires the gathering and analysis of new data, the development of original arguments and the presentation of conclusions and recommendations. To be successful the dissertation requires careful planning and preparation

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

Study Visits These provide students with an insight into the workings of many different types of sites, galleries, and museums and different management structures. They provide students with the opportunity to be right up-to-date with developments that are taking place in the museum/art museum and gallery/heritage sector. The visits are viewed as one of the most important parts of the programme. Students are encouraged to make use of the visit check list

(provided separately) and to make notes. All visits are followed-up with a de-briefing session. Visits relate to the learning outcomes of a particular module while also supporting the overall aims of the MA programmes. Students are also encouraged to visit as many other museums, galleries, and heritage sites as possible so that they can begin to relate information and ideas presented in lectures and seminars to the real world.

The Work Placement In order to make sure students make the most of their work placement all placements are arranged through the ICCHS placement co-ordinator. Students discuss the type of placement most suited to them with the co-ordinator before the end of Semester 1 in order to make sure that they can be matched with an appropriate organisation. Work placements usually commence in late April and last for eight weeks. Some students link their work placement with a dissertation topic. Most students chose to follow their work placements in their home country, but some have a particular preference to work elsewhere and ICCHS staff then use their considerable overseas contacts to facilitate such work placements.

The work placement is assessed by completion of a work placement booklet. This serves three main functions. First, it helps students to make the most of their work placement by identifying issues and possible shortcomings as they arise. Second, it can be used to explain to potential employers what they did during, and what they got out of, their work placement. Third, it is important to have a record of the tasks that students carried out and what they achieved in order to take advantage of the National Vocational Qualifications structure

Programme regulations (link to on-line version)

<http://www.ncl.ac.uk/regulations/programme/>

13 Criteria for admission

Entry qualifications

[a] Candidates should hold a first degree in any relevant subject.

[b] Candidates should preferably have some experience of working in the heritage/museum/gallery sector. This includes any voluntary work undertaken.

[c] Candidates without a first degree in a relevant subject may have some other suitable qualification (for example, a teaching qualification and/or Certificate in HEI, validated by a reputable higher education institution) and proven competence in the field of museums, galleries or heritage education and/or interpretation

Admissions policy/selection tools

We actively encourage applications from overseas and from those employed in the sector who require CPD support. All overseas students have to satisfy the University's language requirements.

All applications are seen by the Admissions Tutor and where deemed appropriate another member of staff. All borderline or unusual applicants are contacted by letter, email, or phone and further information solicited. Where appropriate and possible borderline applicants are invited for interview. All applicants are offered the chance to meet with staff. All applicants are encouraged to obtain as much experience in the sector as possible prior to their arrival. On occasion applicants are encouraged to defer for a year to gain such experience. Open Days have been introduced to provide applicants with the chance to see ICCHS facilities and staff, and for ICCHS staff to meet prospective students.

In the past all applicants were interviewed. This has become impossible due to the number of applications (and, in particular, the number of overseas applications). We have monitored this situation carefully and have found no concerns regarding student progress: students accepted through the (robust) 'distance method' have proved just as successful in their completion of the programmes and in their obtaining jobs as when all students were interviewed. Interviews are presently reserved for unusual or borderline applications. We will continue to monitor the progress of those students not called for interview and modify the process if necessary.

Non-standard Entry Requirements

Following university policy on this, ICCHS would welcome applications from people who may not have an undergraduate degree, but who can demonstrate considerable work experience

in art museums or galleries. Where this occurs concessions for the recognition of prior experience are sought through the Dean of Post-Graduate Studies.

Additional Requirements

There are no additional requirements however applicants who have no relevant work experience will be encouraged to obtain some before registering on the programme

Level of English Language capability

If English is not an applicant's first language then the applicant needs to provide evidence of his/her proficiency in written and spoken English. The normal minimum requirement for admission to one of the programmes is an overall band score of 6.5 (with a minimum of 6 in each sub-section) on the British Council IELTS test, or 5.75 on the TOEFL test

14 Support for Student Learning

Welcome Week

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. Students will be introduced to key regional colleagues who will provide significant inputs into the programmes (e.g. staff from Tyne and Wear Museums). New and continuing students will also 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

As all students are graduates (or professionals with considerable experience) most come armed with a good range of study skills. The induction week includes familiarization sessions on, for example, the libraries and computing facilities, and staff are always ready to help students where particular needs are expressed or identified.

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.

Staff operate an essentially 'open door' policy throughout the year and all students are encouraged to discuss any academic issues or concerns as soon as they arise – usually with the relevant module leader in the first instance. Where a student's assessed work is in need of support, staff (usually the first marker) set up individual tutorial sessions to address the issue as quickly as possible

Pastoral support

All students are assigned a personal tutor whose responsibility is to monitor the academic performance and overall well-being of their tutees. Part-time and overseas students are allocated to specialized tutors. Details of the personal tutor system can be found at <http://www.ncl.ac.uk/teachingexcellence/support/pgtutor.htm>

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/postgraduate/support/>

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 region Newcastle has ready access to first-class gallery and art museum resources, both in the city itself and within the wider region. These include the Baltic Centre for Contemporary Art, the Hatton Gallery, Laing Art Gallery, Shipley Art Gallery, the Biscuit Factory, Cornucopia Gallery, Northern Gallery for Contemporary Art, Sunderland Museum and Winter Gardens, The Sunderland University Gallery, Reg Vardy Art Gallery, The Glass Centre, Durham Cathedral and Castle (both inscribed by UNESCO and on its World Heritage List), Durham Art Gallery, Darlington Arts Centre and the Bowes Museum. It is also home to the several artist-run organizations such as Vane, Isis, Waygood and Side Photographic Gallery. Newcastle and environs has a thriving, lively and eclectic arts scene with diverse educational and festival activities organized regularly and annually. Many of these sites are open as visitor attractions and all are used as examples in the programme

New developments such as the expansion of Newcastle's Globe and Waygood Galleries, and the construction of Middlesbrough Institute for Modern Art also offer possibilities for the development of learning resources. Further a field, yet within easy traveling time, is Edinburgh, another World Heritage site with a wide range of art museums and galleries. In short, the region is an ideal laboratory for the programmes and extensive use throughout the year is made of these art museums, galleries and artist-led initiatives.

Libraries The Robinson Library holds art museum and gallery studies and education literature within the University and students have access to the library held by Museums, Libraries, and Archives – North East (MLA NE). In many cases books will be duplicated to give a greater degree of access.

INTO All new students whose first language is not English are required to take an English Language test in the Language Centre. Where appropriate, in-session 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/langcen/index.htm>

The Writing Development Centre This is a new student support service based in the Learning Zone, King's Road Centre. The Centre offers advice, guidance and tuition for students who wish to improve their writing skills for study or employment purposes. If you have problems planning and structuring assignments, using reading sources in your writing without plagiarism, writing CVs and cover letters or simply using grammar and punctuation accurately, please visit the Centre to book an appointment. A drop-in service is also available. A timetable will be displayed outside the Centre in the Learning Zone

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/agss/qsh/internal_subject_review/index.php

Accreditation reports

Accreditation by the Creative & Cultural Industries Sector Skills Council will be applied for in due course.

Additional mechanisms

16 Regulation of assessment

Course requirements

To qualify for the Masters degree and Postgraduate Diploma students must complete all course requirements and must overall obtain 50% or more for all assessed work. All taught modules must be completed successfully for the Postgraduate Diploma. All taught modules, plus the research dissertation module should be completed successfully for the MA.

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

Final marks are calculated by taking an average of all module marks which are weighted according to the credit value of each of the modules. This means that two thirds of the overall mark will come from the taught modules (including ICS 8015 – Work Placement) and a third comes from the dissertation mark (ICS 8099).

Common Level Descriptors

A distinction level mark (70%-100%) will be given to work that displays depth of knowledge and mastery of skills appropriate to that module (or modules). The work will be clearly presented with well-structured, sharply focused arguments and will explore the limits of knowledge in the area under investigation. It will demonstrate critical analysis, independence of mind, initiative and intellectual rigour. In terms of the MA dissertation, work may also demonstrate originality and an ability to extend the research further through doctoral study, or convey ideas that might be publishable. Examiners will use the mark range 70-79% for a good distinction level and 80-100% for publishable work.

A merit level mark (60%-69%) will be awarded for well written and informed work that indicates awareness of recent developments in the area under investigation. The work will be well organised, showing a thorough understanding of the subject, and evidence of additional self-study. There should be no significant deficiencies, although some points may be discussed without being argued through fully.

A pass level mark (50%-59%) will be awarded for work that displays competence and general understanding of the subject. It contains relevant information but lacks the sophistication and

incisiveness of work at higher grades, and shows limited evidence of additional, independent study. There may be insufficient discussion and conclusions.

NB. The Diploma level pass mark is 50%+; the Diploma cannot be awarded with merit or with distinction.

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

Masters programmes

<50	Fail
50-59	Pass
60-69	Pass with Merit
70 or above	Pass with Distinction

Postgraduate Certificate and Diploma programmes

<50	Fail
50 or above	Pass

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

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

The University Prospectus (see <http://www.ncl.ac.uk/postgraduate/>)

The School Brochure

The University Regulations (see <http://www.ncl.ac.uk/regulations/docs/>)

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.

Mapping of Intended Learning Outcomes onto Curriculum/Modules

Module	Type	Intended Learning Outcomes			
		A	B	C	D
ICS8001	Comp		1-6	1-5	1-6
ICS8002	Comp		1-6	1-5	1-6
ICS8003	Comp		1-6	1-5	1-6
ICS8024	Comp	1-6	1-6	1-5	1-6
ICS8025	Comp	1-6	1-6	1-5	1-6
ICS8015	Comp		1-6	1-5	1-6
ICS8099	Opt		1-6	1-5	1-6