PROGRAMME SPECIFICATION	

1	**Awarding Institution**	Newcastle University
2	**Teaching Institution**	Newcastle University
3	**Final Award**	MSc
4	**Programme Title**	Tropical Coastal Management
5	**UCAS/Programme Code**	5067
6	**Programme Accreditation**	none
7	**QAA Subject Benchmark(s)**	Environmental Studies (ES3)
8	**FHEQ Level**	7
9	**Date written/revised**	September 2007

10 Programme Aims

1. To equip specialists working or intending to work in coastal zones of tropical countries with a knowledge and understanding of the disciplines underpinning coastal environments, the principles of integrated coastal management and an holistic overview of coastal management issues, together with a range of key academic, practical and transferable skills.
2. To promote informed dialogue between individuals from diverse backgrounds including: biologists, economists, engineers, lawyers, managers, planners, politicians, scientists and other professionals working on coastal issues through multi-disciplinary education that adopts an interdisciplinary approach.
3. To provide a programme that addresses the many complex challenges faced by coastal managers through promoting a dynamic environment for well-motivated people from a range of geographic, professional and academic backgrounds.
4. To stimulate a critical approach to the natural and social science elements underpinning coastal management and apply its findings to management issues.
5. To offer a curriculum enhanced by interaction with an active research and consultancy environment, which will encourage thinking in a critical and constructive manner, awareness of new developments, technologies and approaches, and the ability to apply knowledge and skills to solving real coastal management issues and problems.
6. To engender an environment within which course participants benefit from each other's expertise and enjoy their learning experience.
7. Graduates in Tropical Coastal Management will be equipped to act as knowledgeable individuals, team leaders or as members of multidisciplinary teams working in coastal management. They will have gained a broad overview of the problems and issues of coastal management, the benefits of adopting an interdisciplinary approach, a wide range of transferable skills, and the ability to integrate diverse inputs into coherent management plans.

11 Learning Outcomes

1. Mastering an interdisciplinary approach to the study of integrated coastal management that encompasses both landward (such as communities socio-economically dependent on marine resources) and seaward (for example, sustainable coral reefs) concerns.
2. The principles, theory and practice of integrated coastal management.

3. Knowledge of biodiversity, economic goods and services, physical and biological processes, developing technologies and functions of tropical coastal ecosystems that provide the resource base for coastal communities.
4. Understanding and use of social science methodologies to project appraisal and environmental management.
5. The role of governance in coastal management focussing on advances in law and policy for addressing the development, management and use of coastal resources at local, national and international levels.
6. A broad portfolio of subject-specific knowledge and understanding related to coastal management, drawn from various modules on, coastal production systems, coastal governance, environmental politics, integrated coastal management, marine resource mapping and evaluation, environmental impact assessment, sustainable world aquaculture, remote sensing, fisheries management and research skills.
7. Applications of multi-disciplinary and interdisciplinary approaches to advancing tropical coastal management, drawing as appropriate from the natural and social sciences and where possible, based on real life case studies

Knowledge and Understanding

On completing the programme students should have:

A1 appreciated interdisciplinary approaches to the study of integrated coastal management that encompasses both landward (e.g. communities socio-economically dependent on marine resources) and seaward (e.g. sustainable ecosystem exploitation) concerns.
A2 grasped the principles, theory and practice of integrated coastal management.
A3 gained knowledge of biodiversity, economic goods and services, physical and biological processes, developing technologies and functions of tropical coastal ecosystems that provide the resource base for coastal communities.
A4 increased understanding and ability to use social science methodologies for project appraisal and environmental management.
A5 comprehended roles of governance in coastal management focussing on advances in law and policy for addressing the development, management and use of coastal resources at local, national and international levels.
A6 gained a broad portfolio of subject-specific knowledge and understanding related to coastal management, drawn from modules on coastal production systems, coastal governance, integrated coastal management, marine environmental research, and a selection of environmental impact assessment, remote-sensing resource assessment, sustainable world aquaculture, and fisheries management.
A7 Applications of multi-disciplinary and interdisciplinary approaches to advancing tropical coastal management, drawing as appropriate from the natural and social sciences and where possible, based on real life case studies

Teaching and Learning Methods

Knowledge and understanding (A1 to A7) are developed mainly through lectures/seminars/tutorials/ fieldwork, case-histories, case studies and development and practice of research skills. A3 is further developed in a scientific literature study in which learning is reviewed by peer assessment, formative and summative assessment. A1 to A7 are supplemented by active participatory exercises involving role-playing, seminars, teamwork and communication to solve problems and facilitate learning by experience. A6 is facilitated chiefly by internal and external staff through core and optional modules using a variety of methods including lectures, participatory exercises, interactive seminars, guided self-study and workshops. A reflective learning logbook allows students to consider the wider relevance of their learning in the workplace (A7).

Assessment Strategy

Knowledge and understanding (A1 to A7) is summatively assessed by unseen written examination and written reports, including the literature review as part of the research project.

Formative assessment is by individual tutoring, feedback on written work (at various stages) and individual and group feedback in participatory exercises and case studies.

Intellectual Skills

On completing the programme students should be:

B1 Aware of and able to identify, access and make critical use of sources of information on the economic, environmental, legal, political, social, scientific, technological and other aspects of coastal management.
B2 Capable of data exploration, numerical analysis and application of statistical methods to field, survey and experimental data related to coastal management - ability to make decisions from data, interpret published results in a meaningful way and formulate useful inferences.
B3 Able to design, plan (including contingency planning) and execute independent field studies with coastal management applications.
B4 Able to synthesise and present data and able to produce professional quality reports suitable for international, national and local agencies.
B5 Capable of dissemination key information and communication with specialists and/or non-specialists on a range of coastal issues.

Teaching and Learning Methods

Subject specific skills B1 and B2 are introduced, applied and reinforced in several modules allowing practical applications to be learned and practised in different situations. B3 and B4 are introduced through case studies and research project proposals, and developed in the project, which is individually supervised before and after the research proposal has been evaluated and approved. B5 is demonstrated in a number of modules and applied in fieldwork. A number of modules develop aspects of experimental and survey design and report preparation as part of lectures/seminars, case studies and group-led field exercises.

Assessment Strategy

Subject-specific skills (B1 and B2) are assessed by practical reports, essays and literature reviews. B3 and B4 are mainly assessed as part of the research project, including separate evaluations of the study plan, literature review and research paper. Aspects of experiment/survey design and presentation (B3 and B4) are also assessed in optional modules by practical reports and literature reviews. B5 is assessed through a number of modules including the research project.

Practical Skills

On completing the programme students should be able to:

C1 Synthesise, summarise and integrate existing information and critically assess different sources of information.
C2 Collect new data and information and incorporate with existing knowledge - present this information in different formats to make clear to those targeted.
C3 Design and implement information-gathering strategies in an efficient and cost-effective way.
C4 Apply knowledge and understanding of coastal management to familiar and unfamiliar problems such as identifying and resolving stakeholder conflicts

Teaching and Learning Methods

These skills are challenged through literature reviews (C1) introduced at the start of the programme and form a major part of the research project. C2 and C3 are developed in the research project, during field exercises and in several optional modules with data gathering and data mining exercises. Students develop cognitive skills (C4) through problem-solving

exercises and case studies from real-life environmental projects.

Assessment Strategy

Synthesis, critical use and understanding of information (C1) is assessed by written reports of independent exercises including the research project. C2 and C3 are assessed by written reports in the research project and one other compulsory module. C4 is assessed by practical and case study reports and the reflective learning logbook.

Transferable/Key Skills

On completing the programme students should:
D1 Have effective verbal and written communication appropriate to the intended audience
D2 Be able to use numerical skills, including survey and experimental design, data collection, data handling, analysis and presentation using a range of packages.
D3 Be capable of making critical and effective use of IT including internet resources, reference managers and other software packages as a means of communication and source of information.
D4 Possess independent study skills, self-organisation and time-management.
D5 Have teamwork and interpersonal skills, including identification of individual and collective goals and responsibilities, management of meetings and schedules, recognition and respect for the views of others, conflict resolution and building consensus.

Teaching and Learning Methods

Key skills (D1 to D5) are introduced in the Marine Environmental Research Skills module via hands-on exercises and accompanying workbooks. The application of these skills is also assessed in a variety of modules, different situations and intended audiences. Numerical skills (D2) are developed using a series of exercises. Independent study (D4) is promoted in library research projects and the final research project, whereas teamwork (D5) is practised in independent group exercises in several modules.

Assessment Strategy

Communication skills (D1) are assessed by oral presentations and written reports in a number of modules. Numerical, IT and independent study skills (D2 to D4) are assessed by practical reports, literature reviews and the research paper. Teamwork skills (D5) are assessed by individual reports on group work and by group reports supplemented by *viva voce* assessment of organisation and interpersonal skills.

12 Programme Curriculum, Structure and Features

Basic structure of the programme

The MSc and postgraduate Diploma are normally one year programmes, consisting of modules totalling 180 and 120 credits worth of study respectively. Common to both are taught modules totalling 100 credits which provide structured learning over 22 weeks from September to March. Examinations take place in the January exams period. The taught component comprises compulsory (80 credits) and optional (20/40 credits) modules. At registration, a tutor will discuss the choice of optional modules with each of the students. At the discretion of the Degree Programme Director and within timetabling constraints, students can also substitute other modules from throughout the University for the optional modules. The MSc research project carries a value of 80 credits and the Diploma project a value of 30 credits. See Annex for list of modules and specific knowledge, understanding and skills outcomes.

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

A distinguishing and defining feature of this MSc is that it is taught by a multi-disciplinary team that aims for and repeatedly adopts an interdisciplinary approach to integrated coastal

management with due consideration given to economic, ecological and social aspects from both a landward and seaward viewpoint.

Programme regulations (link to on-line version)

http://www.ncl.ac.uk/regulations/programme/2007-2008/programme/5067.php

13 Criteria for admission

Entry qualifications

Normally undergraduate honours degree or equivalent in a discipline relevant to the programme (e.g. biology/zoology/botany, marine science, oceanography, environmental science, geography, earth science) at a university recognised by NARIC/International Office

Admissions policy/selection tools

DP selection: applicants meeting entry qualification and additional requirements can register for MSc, non-standard entry into Diploma

Non-standard Entry Requirements

Extensive work experience (e.g. >1 year) in a tropical or sub-tropical country relevant to the programme (e.g. marine environmental research, government planning, environmental impact work, work for NGO or international agency), entry at Diploma level

Additional Requirements

(1) Minimum 3-6 months relevant tropical work experience (duration dependant on qualifications and references), normally work in the tropics with an agency/NGO/department/institute/group related to tropical coastal management (e.g. protected area management, environmental monitoring, resource assessment, research, consultancy) or an aspect of it (e.g. mapping, planning, environmental education development) (2) Appropriate rationale for taking programme (e.g. qualification need for professional reasons, intended career in environmental science or with NGOs and/or government agencies and/or companies) (3) Good typically academic reference and possible validation of work experience

Level of English Language capability

Minimum IELTS6.5 or equivalent

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, the University's principal support services and general information about the School and programme. 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/arrival/jan/index.phtml)

Study skills support
Students will learn a range of Personal Transferable Skills, including Study Skills, as outlined in the Programme Specification. Students are explicitly taught approaches to both group and individual projects. Numeracy support is available through specific modules and otherwise through Maths Aid. Further details are available at: http://www.ncl.ac.uk/library/news_details.php?news_id=159 Help with academic writing is

available from the Writing Centre. Details can be obtained from Alicia.Cresswell@ncl.ac.uk

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/index.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/degrees/facilities/index.phtml

All new students whose first language is not English are required to take an English Language Proficiency Test. This is administered by INTO Newcastle University Centre on behalf of Newcastle University. Where appropriate, in-sessional language training can be provided. The INTO Newcastle University Centre houses a range of resources which may be particularly appropriate for those interested in an Erasmus exchange. See
http://ncl.ac.uk/langcen/index.htm

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

Not applicable

Additional mechanisms

There is informal discussion throughout the year with teachers, module leaders and the Degree Programme Director and several cases in recent years of changes in assessment and deadlines in response to student needs.

16 Regulation of assessment

Pass mark
The pass mark is 50 (Postgraduate programmes)

Course requirements

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

Not applicable

Common Marking Scheme

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

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 and MSc TCM prospectus at the web site http://www.ncl.ac.uk/marine/postgrad/taught/tropical.htm

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.

Annex

Mapping of Intended Learning Outcomes onto Curriculum/Modules

		Intended Learning Outcomes			
Module	**Type**	**A**	**B**	**C**	**D**
MST8001	Compulsory	3, 7	1, 4	1	1, 3
MST8002	Compulsory	1-7	1	1, 4	4-5
MST8004	Compulsory	1-7	1	1, 4	1, 3-4
MST8006	Compulsory	3, 6-7,	2-4, 5	1, 3	1-5
MST8005	Compulsory	6-7	1-5	1-4	1-5
MST8003	Optional	1, 3, 6	1, 4	1, 3	1-4
MST8007	Optional	3, 5-7	1-2, 4	1, 3-4	1-4
MST8008	Optional*	6	1, 4-5	1, 3	1, 3-4
BIO8000	Optional	3, 6-7	1-2, 4	1-3	1-3
BIO8004	Optional	5-7	1-4	1-4	1, 3-5

* for students not achieving Diploma but not MSc grade in the taught programme (90 credits)