

PROGRAMME SPECIFICATION



1	Awarding Institution	Newcastle University
2	Teaching Institution	Newcastle University
3	Final Award	MSc
4	Programme Title	Hydrology and Climate Change
5	UCAS/Programme Code	5040
6	Programme Accreditation	CIWEM, RICS
7	QAA Subject Benchmark(s)	Engineering
8	FHEQ Level	7
9	Last updated	July 2010

10 Programme Aims

- 1 To provide opportunities for candidates with first degrees in a range of scientific and engineering disciplines to enhance their knowledge of the water environment and its management in the context of climate change, through theoretical, practical and computational (informatics) training;
- 2 To provide a quantitative training very relevant to the needs of the water industry;
- 3 To offer experience in the planning and execution of an extended research project;
- 4 To provide experience of dissertation writing and other presentational skills;
- 5 To match the QAA Frameworks for Higher Education Qualifications descriptor for masters degrees (7).

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. The programme outcomes have references to the benchmark statements for Engineering (E).

Knowledge and Understanding

On completing the programme students should have:

- A1 A sound scientific understanding in key subject areas such as hydrology, hydraulics, water quality, climate change, data collection, computational techniques and information systems;
- A2 An advanced knowledge and understanding of selected components of the natural water environment and water infrastructure, and their management;
- A3 Where appropriate, mathematical methods, computational modelling and hydroinformatic techniques, ensuring a quantitative training;
- A4 An understanding of the meaning of "sustainability" in the context of climate change and environmental water management;
- A5 Knowledge of specific examples of water management schemes.

Teaching and Learning Methods

Acquisition of A1 and A2 is through a combination of lectures, tutorials, example classes, laboratory activities and coursework.

Outcome A3 is achieved by lectures, tutorials and, where appropriate, hands-on computer exercises.

Acquisition of A4 and A5 is partly by lecture and tutorial and partly by case studies and field visits.

Assessment Strategy

Assessment occurs through tutorial examples and coursework. The primary means of assessing factual knowledge is the closed book examination. This is supported by assessed written coursework.

In-depth individual learning frequently forms part of the project, which is assessed by dissertation, poster, oral presentation and viva voce examination.

Intellectual Skills

On completing the programme students should be able to:

- B1 Select and apply appropriate mathematical methods for modelling and analysing relevant problems;
- B2 Use scientific principles in the development of engineering and environmental solutions to practical problems in the water environment and water infrastructure operation;
- B3 Use scientific principles in the modelling and analysis of the water environment and of water infrastructure operation;
- B4 Select and apply appropriate computer-based methods for modelling and analyzing problems in the water environment and in water infrastructure operation;
- B5 Create new products or methodologies or research outputs through synthesis of ideas from a wide range of sources;
- B6 Produce solutions to problems through the application of engineering and water environment knowledge and understanding.

Teaching and Learning Methods

Where appropriate, B1 is reinforced in lectures but learning is principally in tutorials and assignments.

Outcomes B2 – B4 are initially encountered in lectures, practical classes and coursework but are developed principally during the research project.

Acquisition of B5 occurs through lectures and may form a major part of the project.

B6 is introduced in lectures and developed through tutorials, coursework and the project.

Assessment Strategy

Closed-book examinations are used to assess intellectual abilities.

Assessed coursework provides further opportunities to demonstrate intellect and ability.

The project is assessed by dissertation, poster, oral presentation and viva voce examination, and provides final evidence of the levels attained.

Practical Skills

On completing the programme students should be able to:

- C1 Use relevant field and laboratory measurement equipment;
- C2 Carry out experimental field and laboratory work;
- C3 Plan, execute and report on a research project;
- C4 Use IT tools and hydroinformatics technologies;
- C5 Design components of the water infrastructure and schemes for management of the water environment;
- C6 Carry out practical testing of design ideas through computer simulation with technical analysis and critical evaluation of results;
- C7 Search for information and develop ideas further;
- C8 Apply engineering and environmental techniques taking account of industrial, legislative and commercial constraints.

Teaching and Learning Methods

Outcomes C1-C3 are acquired principally through experience of the project. Acquisition of C4 is initially through lectures, developed through hands-on exercises and assignments. Further individual learning may also form a significant part of the project.

C5 is introduced through lectures and developed through coursework. It will frequently form a central part of the project.

Coursework provides initial experience of C6 and C7 but the project forms the principal vehicle for their acquisition.

Outcome C8 is introduced through lectures. Some projects may require further individual learning in this area.

Assessment Strategy

Outcomes C.1–C.8 are not explicitly assessed but are necessary for the successful completion of coursework and project requirements.

Transferable/Key Skills

On completing the programme students should be able to:

- D1 Manipulate and present data in a variety of ways;
- D2 Use methods based on scientific evidence in the solution of problems;
- D3 Use creativity and innovation in problem solving;
- D4 Communicate effectively (including by written, oral and poster media);
- D5 Learn independently in a range of situations, preparing for life-long learning;
- D6 Use general IT skills;
- D7 Manage time and other resources.

Teaching and Learning Methods

Outcomes D1-D7 may be introduced through examples in lectures. D1-D5 are developed further through coursework. Subsequently, the principal development of transferable skills occurs through involvement in the project.

Assessment Strategy

Skills D1–D3 are essential to complete examinations and assignments to a satisfactory standard.

Acquisition of D4 and D5 is demonstrated during assessment of coursework and of the project.

Outcomes D6 and D7 are essential for satisfactory completion of the coursework and the project. Completion of the project also requires command of outcomes D1–D5.

The above Learning Outcomes have been compared with the QAA Frameworks for Higher Education Qualifications Descriptor for a qualification at Masters (7) level. They are believed to meet or exceed the requirements of that Descriptor.

12 Programme Curriculum, Structure and Features

Basic structure of the programme

1. Programme structure

The programme of study is as defined below.

Module code	Descriptive Title	Credits	MSc	Mode of Study
CEG8501	Quantitative Methods for Engineering	10	Comp	Block
CEG8503	Hydrosystems: Processes and Management	20	Comp	Block
CEG8505	Climate Change: Earth System, Future Scenarios and Threats	10	Comp	Block
CEG8506	Hydrosystems Modelling	10	Comp	Block
CEG8107	Environmental Engineering for Developing Countries	10	Opt	Block
CEG8511	Groundwater Assessment	10	Opt	Block
CEG8512	Integrated River Basin Management	10	Comp	Block
CEG8513	Hydroinformatics Systems Development	10	Opt	Block
CEG8514	Climate Change: Vulnerability, Impacts and Adaptation	10	Comp	Block
CEG8515	Modelling of Floods	10	Comp	Block
CEG8516	Groundwater Modelling	10	Opt	Block
CEG8599	MSc Project and Dissertation in Water Resources	80	Comp	-

Block = a residential course taken full-time during a week at Newcastle, sometimes with subsequent coursework.

Comp = compulsory; Opt = optional (the usual route through the course is CEG8107 and CEG8513 but CEG8511 and CEG8516 may be substituted for these respectively if desired)

Candidates may select alternative modules to those listed above to a maximum of 20 credits and with the approval of the Degree Programme Director.

Note: If a candidate is a graduate of Newcastle University the candidate is not permitted to

take a module which has already been taken as part of another programme.

The normal undergraduate year, extending from the middle of September to the middle of June, is approximately 31 weeks, arranged in three terms and currently divided into two Semesters. In contrast, the MSc year occupies nearly the full 12 month period, with the summer period (June-August) essentially constituting an additional semester.

Every MSc student studies 180 credits over the academic year. The academic courses, comprising 100 credits, are taught in Semesters 1 and 2, and the 80 credits associated with the project are notionally allocated to part of the second semester and the third semester.

During the first two semesters, the primary aims of enhancing knowledge of the water environment and water infrastructure (A1, A2, A4, A5) are met through a range of appropriate technical modules. These include compulsory as well as optional modules with a strong IT (hydroinformatic) content. A common minimum level of mathematical skills (A3, B1) is ensured through the compulsory module in Quantitative Methods for Engineering, taken at the start of the course.

Intellectual skills (B1–B6) are developed initially in the lectured modules but are further reinforced through coursework. Coursework also develops practical skills (C7, C8) and a range of transferable skills (D1–D7).

The project, which forms a substantial part of the programme, may involve individual acquisition of knowledge and abilities (A1–A5, B1–B6).

Project planning and execution (C3) is practised throughout the summer period. Experience is also gained of practical skills (C1–C8). Satisfactory completion of the dissertation and examinations requires strong command of transferable skills (D1–D7).

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

The course recognises the emergence of climate change as a central challenge and context for the water sector and as the basis of much of the internationally leading research of Newcastle University's Water Resources Group. Within this context it addresses the issue of managing the water environment in a sustainable manner.

It retains direct relevance to the water sector through reference to such context as the EU Water Framework Directive and modelling of floods.

It has a solid foundation on the development of numerical, hydroinformatics and problem-solving skills which is attractive to industry. In addition, graduates are well-versed in the socio-economic and environmental disciplines which provide the context for development decisions.

Programme regulations (link to on-line version)

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

13 Criteria for admission

Entry qualifications

Students wishing to be accepted on to the MSc course should have a good (2.ii Honours or better) first (Bachelor) degree in a relevant science or engineering subject (or the equivalent qualification from outside the UK). While A-level mathematics, or equivalent, provides a good basis for taking the course, it is not essential. Proficiency in English is required (foreign students are required to have an IELTS score of 6.5).

Admissions policy/selection tools

Non-standard Entry Requirements

Candidates who do not have A-Level (or equivalent) in Mathematics should discuss their mathematical ability with the Degree Programme director at the time of application.

Additional Requirements

Level of English Language capability

IELTS 6.5 (or equivalent)

14 Support for Student Learning

The Student Services portal provides links to key services and other information and is available at: <http://www.ncl.ac.uk/students/>

Induction

During the first week of the first semester students attend an induction programme. This includes three days of field visits which provide stimulus and context for the formal teaching. Students will also be given a general introduction to University life and the University's principal support services and general information about the School and their programme, as described in the Degree Programme Handbook. The International Office offers an additional induction programme for overseas students.

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.

Numeracy support is available through Maths Aid and help with academic writing is available from the Writing Centre (further information is available from the Robinson Library).

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 Postgraduate 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. In addition the University offers a range of support services, including one-to-one counselling and guidance or group sessions / workshops on a range of topics, such as emotional issues e.g. stress and anxiety, student finance and budgeting, disability matters etc. There is specialist support available for students with dyslexia and mental health issues. Furthermore, the Union Society operates a Student Advice Centre, which can provide advocacy and support to students on a range of topics including housing, debt, legal issues etc. The University Accommodation Office may be able to provide advice on accommodation and the International Office can provide advice to international students.

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.

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.

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-session 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.

The MSc course has access to specialist laboratories within the University and also extensive field facilities.

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 Board of Studies and/or the School Teaching and Learning Committee. Student opinion is sought at the Postgraduate 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. The FTLC takes an overview of all programmes within the Faculty and reports any Faculty or institutional issues to the University 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 students' views on the quality of the learning and teaching. The results from student surveys are considered as part of the Annual Monitoring and Review of the programme and any arising actions are captured at programme and School / institutional level and reported to the appropriate body.

Mechanisms for gaining student feedback

Feedback is channelled via the Postgraduate 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. Every five years degree programmes in each subject area are subject to periodic review. This involves both the detailed consideration of a range of documentation, and a two-day review visit by a review team which includes an external subject specialist in addition to University and Faculty representatives. Following the review a report is produced, which forms the basis for a decision by University Teaching and Learning Committee on whether the programmes reviewed should be re-approved for a further five year period.

Accreditation reports

The course is accredited by the Chartered Institution of Water and Environmental Management (CIWEM) and the Royal Institution of Chartered Surveyors. A report is

submitted to CIWEM each year.

Additional mechanisms

16 Regulation of assessment

Pass mark

The pass mark is 50%

Course requirements

Progression is subject to the University's Masters Degree Progress Regulations, Taught and Research and Examination Conventions for Taught Masters Degrees. 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.

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, following recommendation from the Board of Studies. The External Examiner is expected to:

- i. See and approve assessment papers
- ii. Moderate examination and coursework marking
- iii. Attend the Board of Examiners
- iv. Report to the University on the standards of the programme

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

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

The School Brochure <http://www.ncl.ac.uk/marketing/services/print/publications/ordering/>

Degree Programme and University Regulations: <http://www.ncl.ac.uk/regulations/docs/>

The Degree Programme Handbook: (available on the web internally)

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
CEG8501	Quantitative Methods for Engineering	Compulsory	3	1, 4	4	1, 4, 6, 7
CEG8503	Hydrosystems Processes & Management	Compulsory	1, 3	1 – 6	1, 2, 4 – 8	1 – 7
CEG8505	Climate Change: Earth System	Compulsory	1, 4	1 – 6	4 – 8	1 – 7
CEG8506	Hydrosystems Modelling	Compulsory	1, 3	1 – 6	4 - 7	1 – 7
CEG8107	Environmental Engineering for developing Countries	Optional	1, 2, 4, 5	2 – 6	5 – 8	1 – 7
CEG8511	Groundwater Assessment	Optional	1 – 4	1 – 6	4 – 8	1 – 7
CEG8512	Integrated River Basin Management	Compulsory	1 – 5	1 – 6	4 – 8	1 – 7
CEG8513	Hydroinformatics Systems Development	Optional	1, 3	1 – 5	4 – 7	1 - 7
CEG8514	Climate Change: Vulnerability, Impacts	Compulsory	1, 4	1 – 6	4 – 8	1 – 7
CEG8515	Modelling of Floods	Compulsory	1 – 3	1 – 6	4 – 7	1 - 7
CEG8516	Groundwater Modelling	Optional	1 – 3	1 – 6	4 – 8	1 – 7
CEG8599	MSc and Project Dissertation (MSc)	Compulsory	2, 3	1 – 6	1 – 8	1 – 7