

PROGRAMME SPECIFICATION

1	Awarding Institution	Newcastle University
2	Teaching Institution	Newcastle University
3	Final Award	Master of Arts in Architecture, Planning and Landscape Diploma in Architecture, Planning and Landscape
4	Programme Title	Masters of Arts in Architecture, Planning and Landscape
5	UCAS/Programme Code	4002
6	Programme Accreditation	
7	QAA Subject Benchmark(s)	N/a
8	FHEQ Level	7
9	Date written/revised	16.01.2012

10 Programme Aims

1. to provide a flexible programme enabling students to develop their own interests in town planning and/or architecture and/or landscape design
2. to develop both transferable and professional skills
3. to develop research skills
4. to enable students to develop depth of knowledge and/or skills in particular areas of town planning and/or architecture and /or landscape design, underpinned by current and relevant research
5. to meet the criteria for Postgraduate Diploma and Masters level qualifications as laid down in the QAA's National Qualifications Framework
6. to comply with University policy and QAA Codes of Practice

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 Planning.

Knowledge and Understanding

On completing the programme students should:

- A1. Demonstrate understanding and critical thinking of selected aspects of town planning and/or architecture and /or landscape design as a form of action concerned with managing and creating space and place
- A2. Demonstrate an understanding of the complexities of town planning and/or architecture/ landscape issues and problems and be able to integrate different areas of the curriculum

A3. Demonstrate an understanding of theory and make appropriate connections between theory and practice.
 A4. For MA, demonstrate depth of knowledge in selected areas of town planning and/or architecture and /or landscape

Teaching and Learning Methods

Intended Learning Outcome	Teaching Method	Enabling and Encouragement
A1	Lectures	Independent reading
A2	Lectures, field trips	Independent reading and research
A3	Lectures, case studies	Engagement with professional practice
A4	Lectures, group consultancy focused project	Engagement from external planning consultancy; Site visits

Assessment Strategy

Intended Learning Outcome	If assessed	Method of assessment
A1	Yes	Assessed Essays
A2	Yes	Assessed Essays, Group project reports
A3	Yes	Assessed Essay, student seminar presentation and paper
A4	Yes	Assessed Essays & Group project reports

Intellectual Skills

On completing the programme students should be able to:
 B1. Define and analyse problems effectively and appropriately
 B2. Make effective use of evidence and information
 B3. Articulate reasoned arguments
 B4. Develop research skills and experience in the context of the school's research interests

Teaching and Learning Methods

Intended Learning Outcome	Teaching Method	Enabling and Encouragement
B1	Lectures, student seminars	Independent reading, seminar preparation
B2	Lectures, student led	Independent reading,

	seminars	seminar preparation
B3	Lectures, student seminars	Independent reading, seminar preparation
B4	Group projects, dissertation	Independent reading, seminar preparation, dissertation tutorial

Assessment Strategy

Intended Learning Outcome	If assessed	Method of assessment
B1	Yes	Assessed Essays, assessed student group seminar presentation
B2	Yes	Assessed Essays, assessed student group seminar presentation
B3	Yes	Assessed Essays, assessed student group seminar presentation
B4	Yes	Assessed Essays, assessed student group seminar presentation, dissertation

Practical Skills

On completing the programme students should be able to:
 C1. Develop skills for practical application within Planning, Architecture or Landscape appropriate to the students' selection of modules, but limited to that appropriate to a non accredited Programme. i.e. The Programme does not aim to equip the student to practice Architecture, Planning or Landscape professionally

Teaching and Learning Methods

Intended Learning Outcome	Teaching Method	Enabling and Encouragement
C1	Lectures, Group Spatial strategy project, field visits, practitioner engagement	Independent reading, independent site visits

Assessment Strategy

Intended Learning Outcome	If assessed	Method of assessment
C1	Yes	Assessed Group project presentation and report

Transferable/Key Skills

On completing the programme students should be able to:
 D1. Effectively and fluently communicate information, ideas, principles and arguments
 D2. Develop personal self-management skills such as setting priorities and time management

Teaching and Learning Methods

Intended Learning Outcome	Teaching Method	Enabling and Encouragement
D1	Lecture, individual projects, Student led group seminars, Group Spatial strategy project, Post graduate study skills within TCP 8911 (Core)	Gradually increasing group work prior to group projects
D2	Post graduate study skills within TCP 8911 (Core)	Independent reading and research, provision of example documentation

Assessment Strategy

Intended Learning Outcome	If assessed	Method of assessment
D1	Yes	Sole authored essays
D2	No	

12 Programme Curriculum, Structure and Features

Basic structure of the programme

The programme aims to build core and specialist knowledge and skills in selected area(s) of study across the disciplines of Planning, Architecture and Landscape.

The programme consists of 180 credits. This is made up from 2 core and compulsory modules to the value of 70 credits and a further 110 credits selected from a menu of option modules which allows students to focus their studies on planning, architecture or landscape

Core Modules

Code	Credits	Descriptive title
TCP8911	(10)	Evaluation, Analysis and Research
TCP8099	(60)	Dissertation

Option Modules

Students may chose from the modules listed below, and others as they become available, subject to timetabling restrictions. There are three suggested 'pathways' through the degree depending on the students focus and the degree programme Director will discuss these in induction week to simplify module choice. Currently the following option modules are available:

Semester 1

TCP 8935 Asian Cities (20; 10 +10 – must be taken across both semesters)***
APL 8000 Conceptualising Landscape (10 credits)
TCP 8001 Planning Frameworks (10 credits)
TCP 8936 Regulatory Frameworks in Developing Countries (20 credits across 2 semester)
TCP 7024 Conservation and the City (10 credits)
TCP 8917 Regenerating Places (10 credits)
TCP 8921 Planning in Developing Countries (10 credits)
TCP 8096 Issue in Landscape Planning and Sustainability (10)
TCP 8910 Sustainable Development (20 credits)
TCP 8052 Urban Design Seminars (10)
TCP 8091 Principles and Practice of Urban Design (10)
TCP 8902 Reflexive Practitioner
TCP 8934 Cities, Security and Resilience (20; 10 +10 – must be taken across both semesters)

Semester 2

TCP 8935 Asian Cities (10 +10 – must be taken across both semesters)
TCP 8010 Planning Theory (10 credits)
TCP 8929 Stakeholders and Participation (10)
ARC8040 Cities and Buildings: Contemporary Issues in Urban Design (10 credits)
TCP 8937 Spatial Strategies (20 credits or 10 credits) – field trip to Amsterdam
TCP 8912 Conservation and the City - Project ** (10)
TCP 8918 Regenerating Places Project ** (10)
TCP 8920 Planning and Developing Countries – Project (10) ** - field trip to Delhi
TCP 8097 Issue in Landscape Planning and Sustainability – Project (10)*
TCP 7023 Economics of Development (10)
TCP 8926 Housing and Settlements (20)
TCP 8934 Cities, Security and Resilience (20; 10 +10 – must be taken across both semesters)***
TCP 8936 Planning and regulatory frameworks (20; 10 +10 – must be taken across both semesters)***

TCP8099

TCP7021

TCP8927

TCP8025

TCP8927

TCP8928

TCP8902

ARC8065

ARC8044

APL8001

APL8002

TCP8905

TCP8925

TCP8025

This is not a complete list and other modules may be selected at the approval of the DPD and module leader

** there is a semester 1 pre-requisite

*** must be take across both semesters

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

Key feature of the programme include:

The Programme allows the students a high degree of flexibility to develop their interests in a specialist area of planning, architecture or landscape. It is highly relevant to students from many overseas countries where the three subjects are more closely linked than in the UK.

Option modules are strongly linked to the School's research strengths

Programme regulations (link to on-line version)

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

13 Criteria for admission

Entry qualifications

Candidates should hold an Honours degree in a cognate subject at II:2 from this or another recognised University or awarding body.

Admissions policy/selection tools

All admissions are progressed through E2R. Visits are recommended. Interviews may be held.

Non-standard Entry Requirements

Applicants who do not meet the standard entry qualification, but who can demonstrate 2 years experience in a relevant planning, architecture or landscape related profession may be considered

Additional Requirements

Level of English Language capability

EILETS 6.5

14 Support for Student Learning

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

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.

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.

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.

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.

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.

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.

Accreditation reports

The Programme reports annually to the Royal Town Planning Institute's Partnership Panel

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.

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

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

Summary description applicable to 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. 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

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

Intended Learning Outcome	Module codes (Compulsory in Bold)
A1	TCP 8001; TCP7021; TCP8920/8921;TCP8917/8918 TCP7024/8912; TCP8096/8097; APL 8000; TCP8935; TCP8936; TCP8934; TCP8929; ARC8040; TCP8937
A2	TCP 8010; TCP 8910; TCP7023;TCP8920/8921;TCP8917/8918 TCP7024/8912; TCP8096/8097; APL 8000; TCP8935; TCP8936; TCP8934; TCP8929; ARC8040; TCP8937
A3	TCP 8001 TCP 8902; TCP8936; TCP8934; TCP8929; ARC8040; TCP8937
A4	TCP 7021; TCP8929; ARC8040; TCP8937
B1	TCP 8010;TCP 8910; TCP8929; TCP8937
B2	TCP 8902; TCP8935; TCP8936; TCP8934; TCP8937;
B3	TCP8935; TCP8936; TCP8934; ARC8040; TCP8937
B4	TCP8911; TCP8099; TCP8936; TCP8937
C1	TCP 7021; TCP8910; TCP8936; TCP8929; TCP8937; TCP 8055
D1	TCP 8010; TCP 8910; TCP 8001; TCP7021; TCP8935; TCP8936; TCP8934; TCP8929; ARC8040; TCP8937
D2	All