

PROGRAMME SPECIFICATION

1	Awarding Institution	Newcastle University
2	Teaching Institution	Newcastle University
3	Final Award	MSc
4	Programme Title	MSc in Flood Risk Management (FRM) FT MSc in Flood Risk Management (FRM) (2 year Part Time) MSc in Flood Risk Management (FRM) (3 year Part Time) MSc in Flood Risk Management (FRM) (4 year Part Time)
5	Programme Code	5226P 5227P 5228P
6	Programme Accreditation	JBM, CIWEM, RICS
7	QAA Subject Benchmark(s)	Engineering
8	FHEQ Level	7
9	Last updated	Dec 2013

10 Programme Aims

- 1) To provide opportunity for students from a range of disciplines to enhance their knowledge of the water environment and flood risk management through a programme of learning involving theoretical, practical and computational (informatics) components
- 2) To satisfy the professional development needs of individuals and their employers and build a new cadre of Flood Risk Management professionals to lead and develop the subject in their own countries and institutions: graduates from the programme should be able to meet the accreditation requirements for chartered status in ICE and CIWEM;.
- 3) To develop understanding of the physical causes, mechanisms and consequences of floods;
- 4) To develop the theoretical knowledge and practical skills in computing and informatics needed to forecast and manage floods;
- 5) To develop understanding and put into practice the principles of policy, planning and guidance for risk management of floods in a social and economic context;
- 6) To provide a programme that meets the accreditation requirements of the Joint Board of Moderators (JBM www.jbm.org.uk) for Further Learning for a Chartered Engineer (CEng) for candidates who have already acquired an Accredited CEng (Partial) BEng(Hons) or an Accredited IEng (Full) BEng/BSc (Hons) undergraduate first degree.
- 7) To provide an entry route into an appropriate professional institution such as the Chartered Institution of Water and Environmental Management (CIWEM www.ciwem.org.uk) and the Royal Institution of Chartered Surveyors (RICS www.rics.org/uk).

8) To provide a programme designed to achieve the EC^{UK} Output Standards for Accredited Engineering Programmes and take account of the QAA's FHEQ Qualification Descriptors, the QAA Subject Benchmark Statement for Engineering, and the University's Graduate Skills Framework.

EC^{UK} Output Standards for Accredited Engineering Programmes:

<http://www.engc.org.uk/ecukdocuments/internet/document%20library/AHEP%20Brochure.pdf>

QAA's FHEQ Qualification Descriptors:

<http://www.qaa.ac.uk/AssuringStandardsAndQuality/Qualifications/Pages/default.aspx>

University's Graduate Skills Framework:

<http://www.ncl.ac.uk/quilt/modules/gsf.htm>

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:

A.1. A sound scientific understanding of key technical subject areas required for flood risk management, including hydrology, hydraulics, data collection, computational techniques and information systems.

A.2. An advanced knowledge and detailed understanding of selected aspects of flood hydrology and meteorology, river modelling, flood forecasting and warning and risk assessment.

A.3. Where appropriate, a working knowledge of mathematical methods, computational modelling and hydroinformatic techniques to allow the specification and understanding of appropriate technologies for flood risk management and to ensure a quantitative training.

A.4. A sound understanding of key socio-economic issues required for flood risk management covering relevant aspects of policy, planning and institutional responsibilities.

A.5. Familiarity with representative examples of flood defence and warning schemes, and national institutional arrangements.

Teaching and Learning Methods

Acquisition of A.1 to A.3 is through a combination of distance learning, intensive one week residential courses (comprising both lectures and tutorials) at Newcastle, coursework and directed reading.

The residential courses generally operate with lectures/theory in the morning sessions and practical (usually computer based sessions) in pm to reinforce understanding.

Distance learning is based on high quality course materials provided on CD for self-learning with 1 or 2 day residential periods. Self assessment questions are provided and discussion forums via the Internet provide opportunity for support by fellow students and staff moderators.

Directed reading is given by either lists of papers/books and suggested sources, or by direct provision of key references as pdf.

Acquisition of A.4 and A.5 is partly by the above techniques and partly by field visits.

Assessment Strategy

Assessment occurs through combinations of coursework and examination. 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 report, summary article, and portfolio.

Intellectual Skills

On completing the programme students should be able to:

B.1 Select and apply appropriate mathematical and computer based methods for modelling and analysing flood risk estimation, management or forecasting problems;

B.2 Use scientific principles in the development of engineering and environmental solutions to practical problems in flood risk management;

B.3 Use scientific principles in the modelling and analysis of flood risk management;

B.4 Select and apply appropriate computer-based methods for modelling and analyzing problems in flood risk management;

B.5 Produce solutions to problems through the application of engineering and water environment knowledge and understanding.

B.6 Select and apply appropriate socio-economic analysis methods for appraising and selecting flood defence options;

Teaching and Learning Methods

Teaching is firstly through a mix of distance learning and residential 1 week courses as described previously. The most important learning mechanism is then with the progression from guided practical work using class examples, into independent coursework using data sets, methods and software which have been introduced in the practicals.

Assessment Strategy

Assessed coursework and the dissertation provide the main opportunity to demonstrate intellect and ability. The project is assessed by dissertation report, summary article, and portfolio, and provides final evidence of the levels attained.

Closed-book examinations are also used to assess intellectual abilities, where more extended questions are provided to demonstrate deeper understanding and ability to outline more developed solutions.

Practical Skills

On completing the programme students should be able to:

C.1 Plan, execute and present a research project;

C.2 Use IT tools and hydroinformatics technologies, including familiarity with key planning and design tools of flood risk management including Flood Estimation Handbook, river models and flood forecasting systems;

C.3 Plan, appraise and design components of flood defence and warning infrastructure and schemes for management of flood risk;

C.4 Test design ideas through computer simulation with technical analysis and critical evaluation of results;

C.5 Apply engineering and environmental techniques taking account of legislative, social and commercial constraints.

Teaching and Learning Methods

Learning is through the practical sessions on resident weeks and also in distance learning modules which have extended coursework tasks using real data and industry standard software.

The investigative project provides the major opportunity to practice and develop skills in a real world setting, usually working on a topic agreed between the student's employer and academic staff.

Assessment Strategy

Outcomes C.1–C.5 are assessed through the successful completion of coursework and project requirements.
For C.3, an individual exercise in Flood Forecasting is carried out during the block week and assessed competitively (but marks not carried forward) to engage students more actively.

Transferable/Key Skills

On completing the programme students should be able to:

D.1 Retrieve information from literature/databases and manipulate and present data in a variety of ways;

D.2 Use scientific evidence-based methods in the solution of problems;

D.3 Be creative and innovative in problem solving;

D.4 Effectively communicate with specialist and non specialist audiences;

D.5 Efficiently use general IT skills;

D.6 Manage time and resources, plan laboratory-based programmes, assess hazards and risks and work safely;

Teaching and Learning Methods

Outcomes D.1–D.6 are introduced through examples in coursework in various modules. D1 is especially focussed in the CIV8502 module on Quantitative Methods for Engineers.

Major development of transferable skills occurs through involvement in the project, especially D.6.

Assessment Strategy

Skills D.1–D.3 are essential to complete examinations and assignments to a satisfactory standard.

Acquisition of D.4 is demonstrated during assessment of coursework and of the project. Outcomes D.5 and D.6 are essential for satisfactory completion of the coursework and the project. Completion of the project also requires command of outcomes D.1–D.4.

12 Programme Curriculum, Structure and Features

Basic structure of the programme

The programme is designed to provide training at MSc level for recent graduates in full-time employment in industry. The degree takes a minimum of three years and a maximum of five years to complete. Every MSc student studies 180 credits. The completion of the modules can be taken part-time over a 2, 3 or 4 year period. All students are required to discuss their pattern of study with their academic tutor to ensure that they are following an appropriate programme.

All students are appointed an academic supervisor and an industrial supervisor to advise on the work-based dissertation and any issues that may arise during the programme.

The programme of study is as defined below.

Module code	Descriptive Title	Credits	MSc	Mode of Study
CEG8501*	Quantitative Methods for Engineering	10	Comp	B
CEG8520*	Hydrosystems: Processes and Management	30	Comp	B
CEG8505	Climate Change: Earth System, Future Scenarios and Threats	10	Comp	Block
CEG8506	Hydrosystems Modelling	10	Comp	Block
CEG8509	Options for Flood Risk Management	10	Comp	DL
CEG8510	Flood Management: Governance, Planning and Project Appraisal	10	Comp	DL
CEG8512	Integrated River Basin Management	10	Opt	Block
CEG8514	Climate Change: Vulnerability, Impacts and Adaptation	10	Opt	Block
CEG8515	Modelling of Floods Title TBC	10	Comp	Block
CEG8518	Real time flood forecasting and warning systems	10	Comp	Block
CEG8705	An Introduction to GIS	10	Comp	Block
CEG8596*	MSc Project and Dissertation in Water Resources	60	Comp	-

Linear = taught course with lectures and tutorials given each week over an extended period

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

(DL = Distance Learning)

Comp. = compulsory; Opt = optional; (the usual route through the course is CEG8514; however, this module may be substituted for by CEG8512)

* For part-time programmes, an alternative Distance Learning module may be taken (module codes CEG8502, CEG8521, CEG8595)

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 120 credits, are taught in Semesters 1 and 2, and the 60 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 MSc in Flood Risk Management provides a study programme for graduates either already working in the flood sector or planning to move into it.

It is distinctive in that it combines technical aspects such as hydrology, hydraulics and informatics with socio-economic contexts to fully equip practitioners and project managers.

It makes use of the internationally leading research of the Water Resources Group in hydrology, hydraulics and climate change, ensuring that students are taught by internationally respected staff.

It is unusual in engineering terms in that it recognizes the emergence of climate change as a central challenge and context for flood risk management;

Programme regulations (link to on-line version)

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

13 Criteria for admission

Entry qualifications

A minimum of a second-class Honours degree, or an international equivalent, in an engineering, science or related subject.

Admissions policy/selection tools

Upon receipt of a completed application form via the electronic E2R system, eligible and suitably qualified candidates are made automatic conditional or unconditional offers of places by the PG Admissions team in Kings Gate. Overseas qualifications are assessed by the PG Admissions team in Kings Gate using the database set up by the international office, supported also by NARIC <http://www.naric.org.uk/>. Where uncertainty exists applications are referred to the Degree Programme Director (DPD). The DPD invites all UK-based applicants to visit the School for an introduction to the Programme and tour of our facilities. Applicants not based in the UK are not required to attend an interview.

Decisions are based on qualifications, references, any relevant work experience, and the applicants' personal statements.

Non-standard Entry Requirements

Candidates without the typical qualifications will be considered, especially those with relevant professional experience.

Additional Requirements

Level of English Language capability

IELTS 6.5 (or equivalent) with at least 6 in each component.

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. New students will be given a general introduction to University life and the University's principle support services and general information about the School and their programme, as described in the Degree Programme Handbook. New and continuing students will be given detailed programme information and the timetable of lectures/practicals/labs/ tutorials/etc. The International Office offers an additional induction programme for overseas students.

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 Development Centre (further information is available from the Robinson Library).

Academic and Pastoral support

Each undergraduate and taught postgraduate student will be assigned a personal tutor.* A personal tutor is one part of a wider network of advice and guidance available to students to support their personal and general academic development. The module leader acts as the first point of contact for subject-specific academic advice. Thereafter the Degree Programme Director or Head of School may be consulted. Issues relating to the programme may be raised at the Student-Staff Committee, and/or at the Board of Studies. Within the academic unit, students may also receive additional academic and pastoral advice from a range of other student-facing staff including degree programme directors, dissertation/project supervisors, and administrative support staff.

*Arrangements may vary for students taking special types of provision.

The University also offers a wide range of institutional services and support upon which students can call, such as the Writing Development Centre, Careers Service and Student Wellbeing Service. This includes 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 Student Union operates a Student Advice Centre, which can provide advocacy and support to students on a range of topics including housing, debt, legal issues etc.

Support for students with disabilities

The University's Disability Support team 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 Board of Studies and/or the School Teaching and Learning Committee. Student opinion is sought at the Student-Staff Committee and/or the Board of Studies. New modules and major changes to existing modules are subject to approval by the Faculty Learning, Teaching and Student Experience Committee.

Programme reviews

The Board of Studies conducts an Annual Monitoring and Review of the degree programme and reports to Faculty Learning, Teaching and Student Experience Committee. The FLTSEC takes an overview of all programmes within the Faculty and reports any Faculty or institutional issues to the Faculty Learning, Teaching and Student Experience Committee.

External Examiner reports

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

Student evaluations

All modules, and the degree programme, are subject to review by student questionnaires. Informal student evaluation is also obtained at the Student-Staff Committee, and the Board of Studies. 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 Student-Staff Committee and the Board of Studies.

Faculty and University Review Mechanisms

Every six years degree programmes in each subject area undergo periodic review. This involves both the detailed consideration of a range of documentation, and a review visit by a review team (normally one day in duration) which includes an external subject specialist and a student representative. Following the review a report is produced, which forms the basis for a decision by University Learning, Teaching and Student Experience Committee on whether the programmes reviewed should be re-approved for a further six year period.

Accreditation reports

The continuation of accreditation by the Joint Board of Moderators (Institution of Civil Engineers, Institution of Structural Engineers, Chartered Institution of Highways and Transportation, and the Institute of Highway Incorporated Engineers) as meeting the requirements for Further Learning for a Chartered Engineer (CEng) for candidates who have already acquired an Accredited CEng (Partial) BEng (Hons) or an Accredited IEng (Full) BEng/BSc (Hons) undergraduate first degree, was approved in July 2012 for entrants from 2012 up to and including the 2016 intake. See www.jbm.org.uk for further information.

The programme is accredited by the Chartered Institution of Water and Environmental Management (CIWEM, www.ciwem.org.uk) as contributing to the academic requirements for the appropriate CIWEM membership grade for students that graduate from the Programme.

The programme is also accredited by the Royal Institution of Chartered Surveyors (RICS, www.rics.org.uk).

Additional mechanisms

None

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. There are reassessment opportunities, with certain restrictions. Limited compensation up to 40 credits of the taught element and down to a mark of 40% is possible for candidates who commenced their programme in 2013/14 or earlier. For students starting their programme in 2014/15 or later, no compensation is possible.

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 FLTSEC, following recommendation from the BoS. 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 Website: <http://www.ncl.ac.uk/ceg/study/postgraduate/taught/index.htm>

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

The Module Catalogue: <http://www.ncl.ac.uk/module-catalogue/>

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	Compulsory	1,3			1,2,5
CEG8520	Compulsory	1,2	3,	4,5	5
CEG8505	Compulsory	2	3,	4,5	4,5
CEG8506	Compulsory	2,3	1,2	2,4	5
CEG8509	Compulsory	4,5	1,2,4,6	5	2,5
CEG8510	Compulsory	4,5	6	5	4,5
CEG8512	Optional	1,4,5	2,3,6	5	4,5
CEG8514	Optional	2,4	2,3,6	4,5	3,4,5
CEG8515	Compulsory	2,3,5	1,2,3	2,3,4	5
CEG8518	Compulsory	2,3,5	1,2,3,4	2,3,4	1,2,3,4,5
CEG8705	Compulsory	1, 3	1, 4	2	1, 4, 5, 6
CEG8596	Compulsory	2,3,4,5	1, 2, 5	1, 2	4, 5, 6