PROGRAMME SPECIFICATION	

1	**Awarding Institution**	Newcastle University University of Southampton
2	**Teaching Institution**	As above University College London University of Strathclyde Rolls Royce plc
3	**Final Award**	Master of Science Postgraduate Diploma Postgraduate Certificate
4	**Programme Title**	Marine Technology (Naval Architecture/ Marine Engineering/Offshore Engineering/ Small Craft Design/Classification and Survey/ Conversion and Repair/Defence/Offshore Marine Renewable Energy/General)
5	**UCAS/Programme Code**	5085/5086/5087/5116/5082/5081/5083/5084/3351/3352/3353/3394/3348/3347/3349/3350/3020/3007
6	**Programme Accreditation**	Royal Institution of Naval Architects Institute of Marine Engineering, Science and Technology
7	**QAA Subject Benchmark(s)**	N/A
8	**FHEQ Level**	Masters
9	**Date written/revised**	June 2014

10 Programme Aims

The aim of this programme is to provide the marine industry within the UK with graduates who have the necessary skills and training in advanced technologies, management, business and IT. With this training, they will be able to provide the necessary leadership and vision to maintain and enhance the industry's knowledge base and improve competitiveness. The programme will provide students with advanced technical and managerial techniques that can be applied in the marine industry and enable them to take on major responsibility early in their careers.

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 should be able to demonstrate an understanding of:

A1 advanced technology within the chosen technology stream
A2 business applications of advanced marine technologies
A3 concepts of non technical issues including economics, environmental issues, safety and legislation

Teaching and Learning Methods

Knowledge and understanding are generally taught via formal lectures and distance learning material, supplemented by seminars and tutorials. Students are encouraged to develop their knowledge and understanding by independent reading for which they are given guidance in the distance learning material. The use of design exercises during the intensive school, and work based assessments and application after the intensive school, also enable the student to learn. Knowledge and understanding are also achieved via a significant multi disciplinary industrial project which must include A1-A3.

Assessment Strategy

Knowledge and understanding are assessed via unseen written examinations, course assignments and the industrial project. For A1 and A2 this is supplemented by performance in design exercises where appropriate.

Intellectual Skills

On completing the programme students should be able to demonstrate an awareness of:

B1 the collation, analysis and evaluation of data
B2 problem formulation
B3 problem solving
B4 decision making

Teaching and Learning Methods

These skills are taught primarily through design classes, case studies and seminars. Development of these skills is particularly linked to industrial and work based applications such as group and individual design exercises, preschool assignments, postschool assignments, and the industrial project.

Assessment Strategy

Intellectual skills are assessed via the industrial project and any assessed design exercises. Skill B1 is also assessed by the course assignments.

Practical Skills

On completing the programme students should be able to demonstrate:

C1 an awareness of theoretical design concepts and practical implementation
C2 IT skills
C3 project planning
C4 project and resource management

Teaching and Learning Methods

Practical skills are highly relevant in this programme. Lectures and design classes are a key element to teaching subject specific skills. In addition, distance learning material is used to develop project planning and project and resource management skills (C3 and C4). Students are encouraged to learn by application both during the modules and in a work based environment. Design exercises during the modules and work based applications as part of the postschool study are the key methods for enabling the students to obtain and improve these important skills. In particular, design exercises require the student to apply theoretical work in a practical way, use a variety of software and organise and manage the design process. In addition, skill C2 is supplemented by the delivery system for the distance learning material which is a web based system (Blackboard).

Assessment Strategy

These skills are essentially assessed via design exercises, where appropriate, the industrial project and course assignments. Theoretical design concepts and practical implementation are also assessed via the unseen written examination.

Transferable/Key Skills

On completing the programme students should be able to demonstrate:

D1 communication skills
D2 time management
D3 team working
D4 ability to work alone

Teaching and Learning Methods

The key transferable skills are demonstrated in seminars and through the study skills information in the student handbook. This information is particularly important for the distance learning element of the programme. Expertise in these skills is developed by module and project presentations (D1), preparation of the project dissertation (D1), the industrial based group project (D1, D2, D3, D4) and work based assignments (D1, D2, D4). The actual completion of the programme, including the distance learning packs, will, in itself, significantly develop key skills (D2, D4). The student must combine this study with commitments at work and at home.

Assessment Strategy

Communication skills (D1) are the most assessed key skills. Assessment includes design exercises, course assignments and the industrial project – dissertation and oral interview. Teamworking (D3) is also assessed by the project and design exercises. The other skills are not formally assessed in the programme.

12 Programme Curriculum, Structure and Features

Basic structure of the programme

The programme is delivered as a part time modular programme with a maximum duration of five years (minimum two years). MSc students complete ten 10-credit modules and an 80-credit research project. PG Diploma students complete eight 10-credit modules and a 40-credit research project. PG Certificate students complete six 10-credit modules.
Overall credit arrangements:
MSc 180 credits
PG Diploma 120 credits
PG Certificate 60 credits

There are no fixed stages for the programme. The programme is designed for students working full time in industry and therefore needs to be as flexible as possible. Students will be able to choose which modules to complete each year.

All modules must be passed by the student. One resit opportunity is permitted. Students can continue to take modules whilst awaiting a resit opportunity.

Core and foundation modules should be completed by the student early on in the programme.

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

The programme has a number of innovative features, in particular:

Designed for graduates and engineers working full time.
Designed to be highly relevant to industry's needs.
Collaborative programme involving four UK universities.
Modules delivered via a combination of distance learning material and intensive schools.
Distance learning material available via a web based IT system.
MSc and PG Diploma projects wholly industrially based.
Foundation modules available for non-marine graduates.

Programme regulations (link to on-line version)

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

13 Criteria for admission

Entry qualifications
BEng Honours in marine technology subject or relevant subject (e.g. civil, mechanical or environmental engineering). Class 2.2 or above.

Admissions policy/selection tools
All applicants will be considered on the basis of their academic qualifications and their relevant technical and industrial experience. All admissions will be undertaken in accordance with the equal opportunities policy set out in the degree programme handbook.

Non-standard Entry Requirements
Applicants with non standard entry qualifications will be considered on a case by case basis. Key criteria will be academic qualifications (equivalent to 2.2 Honours degree), technical experience, level of responsibility and leadership.

Applicants who do not meet the standard entry requirement will be asked to submit a CV detailing academic qualifications and industrial experience. This will be reviewed by the Programme Director on a case by case basis. Those not meeting standard entry levels may be advised on how the appropriate standard can be achieved. The candidate will be informed of the outcome in writing.

Additional Requirements

Level of English Language capability
An applicant whose first language is not English will be required to satisfy the Programme Director of an ability to understand and communicate, in both written and spoken English, which is adequate for the purpose of pursuing the course of study. Either before or after the application for admission to the programme, the Programme Director may require the applicant to attend a programme of instruction and reach a satisfactory standard in the English language. The minimum English language proficiency requirement is 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. 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-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.

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

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. 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.

Weighting of stages
n/a

Common Marking Scheme
MSc with Distinction is available and the student must achieve 70% or above in the dissertation and an overall average mark of 70% or above.

Role of the External Examiner
External Examiners are appointed in accordance with each institution's own procedures.
There are two External Examiners for the programme.
The External Examiner is expected to:

- Approve examination questions
- Attend meetings of the Board of Examiners.
- Review distance learning material where appropriate.
- 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:

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**
A1 MAR8122	Foundation	1, 2	1, 2, 3, 4	1, 2, 3, 4	1, 2, 4
A2 MAR8106	Foundation	1, 2	1, 2, 3, 4	1, 2, 3, 4	1, 2, 4
B1 MAR8131	Core	3	1, 2, 3, 4	2, 3, 4	1, 2, 4
B2 MAR8102	Core	3	1, 2, 3, 4	2, 3, 4	1, 2, 4
B3 MAR8107	Core	3	1, 2, 3, 4	2, 3, 4	1, 2, 4
B4 MAR8108	Core	1, 2	1, 2, 3, 4	1, 2, 3, 4	1, 2, 4
C1 MAR8109	Optional	3	1, 2, 3, 4	2, 3, 4	1, 2, 4
C2 MAR8104	Optional	1, 2, 3	1, 2, 3, 4	1, 2, 3, 4	1, 2, 4
C3 MAR8110	Optional	1, 2, 3	1, 2, 3, 4	1, 2, 3, 4	1, 2, 3, 4
C5 MAR8101	Optional	1, 2, 3	1, 2, 3, 4	1, 2, 3, 4	1, 2, 3, 4
C6 MAR8103	Optional	1, 2, 3	1, 2, 3, 4	1, 2, 3, 4	1, 2, 3, 4
C7 MAR8112	Optional	1, 2, 3	1, 2, 3, 4	1, 2, 3, 4	1, 2, 3, 4
C9 MAR8114	Optional	1, 2, 3	1, 2, 3, 4	1, 2, 3, 4	1, 2, 4
C10 MAR8115	Optional	1, 2, 3	1, 2, 3, 4	1, 2, 3, 4	1, 2, 3, 4
C11 MAR8116	Optional	1, 2, 3	1, 2, 3, 4	1, 2, 3, 4	1, 2, 3, 4
C12 MAR8117	Optional	1, 2, 3	1, 2, 3, 4	1, 2, 3, 4	1, 2, 4
C13 MAR8118	Optional	1, 2, 3	1, 2, 3, 4	1, 2, 3, 4	1, 2, 4
C15 MAR8105	Optional	1, 2, 3	1, 2, 3, 4	1, 2, 3, 4	1, 2, 4
C16 MAR8120	Optional	1, 2, 3	1, 2, 3, 4	1, 2, 3, 4	1, 2, 4
C17 MAR8121	Optional	1, 2, 3	1, 2, 3, 4	1, 2, 3, 4	1, 2, 3, 4
MAR8195	Compulsory	1, 2, 3	1, 2, 3, 4	1, 2, 3, 4	1, 2, 3, 4
MAR8196	Compulsory	1, 2, 3	1, 2, 3, 4	1, 2, 3, 4	1, 2, 3, 4
TCE1 MAR81XX	Optional	1, 2, 3	1, 2, 3, 4	1, 2, 3, 4	1, 2, 4
TCE2 SPG8009	Optional	1, 2, 3	1, 2, 3, 4	1, 2, 3, 4	1, 2, 4
TCE3 SPG8001	Optional	1, 2, 3	1, 2, 3, 4	1, 2, 3, 4	1, 2, 4