

<b>PROGRAMME SPECIFICATION</b>	 <b>Newcastle University</b>
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<b>1</b>	<b>Awarding Institution</b>	Newcastle University
<b>2</b>	<b>Teaching Institution</b>	Newcastle University
<b>3</b>	<b>Final Award</b>	Master of Arts in Architecture, Planning and Landscape Diploma in Architecture, Planning and Landscape
<b>4</b>	<b>Programme Title</b>	Masters of Arts in Architecture, Planning and Landscape
<b>5</b>	<b>UCAS/Programme Code</b>	4002
<b>6</b>	<b>Programme Accreditation</b>	N/A
<b>7</b>	<b>QAA Subject Benchmark(s)</b>	N/A
<b>8</b>	<b>FHEQ Level</b>	7
<b>9</b>	<b>Date written/revised</b>	15.1.2014

<b>10</b>	<b>Programme Aims</b>
	<ol style="list-style-type: none"> <li>1. to provide a flexible programme enabling students to develop their own interests in town planning and/or architecture and/or landscape design</li> <li>2. to develop both transferable and professional skills</li> <li>3. to develop research skills</li> <li>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</li> <li>5. to meet the criteria for Postgraduate Diploma and Masters level qualifications as laid down in the QAA's National Qualifications Framework</li> <li>6. to comply with University policy and QAA Codes of Practice</li> </ol>

<b>11</b>	<b>Learning Outcomes</b>
	<p>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.</p>
	<b>Knowledge and Understanding</b>
	<p>On completing the programme students should:</p> <p>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</p> <p>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</p> <p>A3. Demonstrate an understanding of theory and make appropriate connections between theory and practice.</p> <p>A4. For MA, demonstrate depth of knowledge in selected areas of town planning and/or architecture and /or landscape</p>

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 seminars	Independent reading, 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)	Research Design
TCP8099	(60)	Dissertation

## Option Modules

Students may choose 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 8927 Regulatory Frameworks in Developing Countries (10 credits sem 1 only)

TCP 7024 Conservation and the City (10 credits)

TCP 8917 Regenerating Places (10 credits)

TCP 8921 Globalisation and Social Justice (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 8939 Planning, Power and People

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)\*\*\*

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 taken across both semesters

<b>Key features of the programme (including what makes the programme distinctive)</b>
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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

<b>Programme regulations (link to on-line version)</b>
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<http://www.ncl.ac.uk/regulations/programme/>

<b>13 Criteria for admission</b>
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*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

<b>14 Support for Student Learning</b>
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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*

#### *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.

#### *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: <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.



## 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; TCP8939; ARC8040; TCP8937
A2	TCP 8010; TCP 8910; TCP7023; TCP8920/8921; TCP8917/8918 TCP7024/8912; TCP8096/8097; APL 8000; TCP8935; TCP8936; TCP8934; TCP8939; ARC8040; TCP8937
A3	TCP 8001 TCP 8902; TCP8936; TCP8934; TCP8939; ARC8040; TCP8937
A4	TCP 7021; TCP8939; ARC8040; TCP8937
B1	TCP 8010; TCP 8910; TCP8939; TCP8937
B2	TCP 8902; TCP8935; TCP8936; TCP8934; TCP8937;
B3	TCP8935; TCP8936; TCP8934; ARC8040; TCP8937
B4	<b>TCP8911; TCP8099;</b> TCP8936; TCP8937
C1	TCP 7021; TCP8910; TCP8936; TCP8939; TCP8937; TCP 8055
D1	TCP 8010; TCP 8910; TCP 8001; TCP7021; TCP8935; TCP8936; TCP8934; TCP8939; ARC8040; TCP8937
D2	All