



Faculty of Arts and Humanities
Manchester School of Art

MA Architecture and Urbanism

Programme Specification

This document provides a concise summary of the main features of the course(s) & associated award(s) offered through this Programme Specification, and includes the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if s/he takes full advantage of the learning opportunities provided. More detailed information on the learning outcomes, curriculum content, teaching/learning, assessment methods for each unit and on the Programme's relationship to QAA Subject Benchmark Statements may be found in the dedicated student handbook for the Programme. The accuracy of the information in this document is reviewed periodically by the University and may be subject to verification by the Quality Assurance Agency for Higher Education

Versioning of Programme Specification

This programme specification is valid for the period of approval confirmed at the time of the approval/last review event and relates to provision approved at that point. Programme specifications are updated on an annual basis to include modifications approved through the University's quality assurance processes.

This version provides a description of the programme as approved for the academic session indicated in section 3 of the following table.

1	Date of initial Approval or last review:	6 May 2011
2	Effective date of Approved/Reviewed Programme Specification:	1 September 2012 – 31 August 2017
3	This Version effective from:	September 2016
4	Version number:	2012/Version 5

Students who commenced their study on awards within this programme specification prior to September 2012 should refer to the previous version of the programme specification published on the CASQE website.

<http://www.mmu.ac.uk/academic/casqe/specs/index.php>

Modifications to Programme Specification

Modifications to the programme specification since approval/ last review, and the cohort of students affected by the change, are listed at the back of the document.

Cross Referencing of Programme Specifications

The following elements of provision included in this document is/ are also included in the following programme specifications	Award	Programme Specification
	N/A	
Amendments made to provision listed in this table, must also be reflected in the relevant programme specifications listed above		

PROGRAMME SPECIFICATION

0	Brief descriptive summary
<p>The future is urban, but what form will urban space take? The MA in Architecture and Urbanism focuses on the exploration of possible futures, locating advanced design practice and theory within the wider cultural, social and technological questions facing humanity.</p> <p>The scope of work in the MA draws upon a wide range of study to produce focussed project based research within an interdisciplinary discourse. Interdisciplinarity is reinforced by the development of the tools for critical dialogues between a wide range of design practitioners and aligned disciplines, setting up dynamic networks of operation.</p> <p>The global nature of urban space is reflected in the course and its contributors. It engages with international research and practice networks, reinforced by an internationally diverse student body, supported by internationally active staff.</p> <p>The course is designed to equip architects, urban designers, planners and urbanists with the intellectual, theoretical and practical knowledge and skills essential to understanding and shaping the future city.</p>	

Basic Programme and Course Details

1	Overarching Programme Network/Title and programme specification code(s)	MA Architecture and Urbanism
2	Final award(s)/title(s) <i>(including any PSRB final awards conferred as an automatic result of successful completion of the course)</i>	MA Architecture and Urbanism
3	Combined Honours Subject(s) offered through programme specification together with associated final award(s) <i>(where relevant)</i>	<u>Subject(s):</u> <u>Final Awards:</u>
4	Interim exit award(s)/title(s) <i>(including Combined Honours interim exit awards)</i>	None
5	Mode(s) and duration	48 weeks Full Time 96 weeks Part Time
6	FHEQ position of final award(s)	Masters (Level 7)
7	Awarding institution <i>(include PSRBs which confer a joint or additional qualification on successful completion of programme)</i>	Manchester Metropolitan University and the University of Manchester
8	Teaching institution(s)	Manchester Metropolitan University and the University of Manchester
9	Relationship with Foundation Year	Not applicable

Administrative Details

10	Home Department/ School/ Institute	Manchester School of Architecture
11	Home Faculty	Faculty of Arts and Humanities Manchester School of Art
12	UCAS code(s)	None

Collaborative Arrangements (where relevant)

13	Approved Collaborative partner(s)	University of Manchester
14	Description of type of collaborative provision or academic partnership	Collaborative Agreement

Approval Status.

15	Date and outcome of most recent MMU review/ approval	June 2011 Period of approval: 6 years Period of approval: Sept 2012 – Aug 2016/17
16	Next Scheduled Review Date:	2016/2017
17	PS/1 effective date: <i>(ie date from which the outcome of approval or last review is effective OR the date from which amendments to the programme specification are effective)</i>	Sept. 2012

External References/Relationships

18	QAA Benchmark Statement(s)	Architecture (2010) is used as a reference point (particularly criteria for Part 2 awards) and enhanced to postgraduate level.
19	PSRB(s) associated with final award of course <i>(eg those which offer professional status/membership/license to practise as result of successful completion of the final award.</i>	The programme is not subject to PSRB recognition but is aligned with the Master of Architecture (MArch) programme (PSRB recognition : Part 2) in a way that promotes transfer in either direction via APL consideration.
20	Date and outcome of last PSRB approval(s)	Not applicable

Course Information

21	University and Course Educational Aims
<p><i>University Educational Aims:</i></p> <ul style="list-style-type: none">• To develop flexible approaches to programme delivery and student support which reflect the needs and expectations of our students.• To provide a supportive and inclusive learning environment which will enable success for all learners• To encourage the development of students' intellectual and imaginative powers, creativity, independence, critical self-awareness, imagination and skills that will enhance global employment opportunities on graduation in all programmes.• To establish a culture of constant improvement in learning, teaching and assessment that is anticipatory, enabling, supportive, rewarding and fully aligned with the University's vision and strategic objectives.• To provide a learning experience that is informed by research, scholarship, reflective practice and engagement with industry and the professions. <p><i>Course Educational Aims:</i></p> <p>the provision of multi-disciplinary educational experiences which recognize the importance of the role of design and research in Architecture and Urbanism.</p> <ul style="list-style-type: none">• cultivation of student's capacity to make informed critical judgments, the ability to communicate effectively and respect academic diversity;• contribution to the development of the subject through research, professional practice, events, exhibitions and publications;• provision of a framework of advanced knowledge and understanding at, or informed by, the forefront of the academic and professional discipline relating to the field of Architecture and Urbanism;• delivery of an appropriate range of skills for creative multi-disciplinary research and design in contemporary Architecture and Urbanism;• for suitably qualified candidates to meet sections of the appropriate criteria for accreditation/validation set out by PSRBs allowing the student to engage in further stud leading to full professional recognition as an architect.	

22	Course Learning Outcomes
<p><i>MMU Educational Outcomes:</i></p> <p>On successful completion of their course of study MMU graduates will be able to:</p> <ul style="list-style-type: none">• apply skills of critical analysis to real world situations within a defined range of contexts• demonstrate a high degree of professionalism characterised by initiative, creativity, motivation and self management• express ideas effectively and communicate information appropriately and accurately using a range of media including ICT,• develop working relationships using teamwork and leadership skills, recognising and respecting different perspectives	

- manage their professional development reflecting on progress and taking appropriate action
- find, evaluate, synthesise and use information from a variety of sources
- articulate an awareness of the social and community contexts within their disciplinary field

1. **Course Learning Outcomes**

On successful completion of the programme students will be able to demonstrate the ability to...

Knowledge and information manipulation

- undertake a research programme at postgraduate level employing appropriate methodologies with specific understanding of those methods of investigation appropriate to Architecture and Urbanism.
- undertake an independent scholarly dissertation or design thesis study in a self-directed way, building on knowledge and skills accumulated in the taught elements of the programme.

Applied knowledge through practice

- explore, through a range of media, issues, approaches and ideas at the leading edge of current thinking and practice in Architecture and Urbanism.
- demonstrate, visually or through writing, a systematic understanding of key aspects of architectural, urban and environmental design, including acquisition of coherent and detailed knowledge of defined aspects of the discipline.
- understand and demonstrate (through a coherent and integrated design, written dissertation or hybrid of these) an academic position with respect to an area of specialist scholarship within the field of Architecture and Urbanism.

Professional and transferable skills

- understand and use the key communication technologies and tools in the production of designed or written work.
- deal with complex issues both systematically and creatively, make informed judgements in the absence of complete data, and present conclusions clearly to specialist and non-specialist audiences.
- demonstrate self direction and critical self-reflection in tackling and solving problems, and act autonomously in planning and implementing tasks at a professional or equivalent level.
- in appropriate cases, to meet in part the ARB/RIBA criteria for accreditation/validation in terms of core knowledge, competence/skills that facilitates students' subsequent engagement in professional practice.

23	Interim Award Learning Outcomes
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	Not applicable
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Curriculum Design

MA Architecture and Urbanism (Level 7:180 credits) is a single stage award consisting of six equally weighted units of assessment. The programme combines units that explore contemporary research methodologies and sources with studio units that are vehicles for the development and presentation of research through projects.

Research Methodologies and Events (30 Credits)

This unit is a general introduction to research methods aimed particularly at students with a design background. The course centres around a research by design methodology, this is a problem-centred ethos which puts design as the central activity in architectural research.

There are two parts to the course: A lecture based introductory part, after which the students attend a range of structured workshops to consolidate the student's emergent 'Plan for research'. The unit includes the requirement to organise, participate in and evaluate an annual programme centred research event as an integral part of developing a research perspective that includes the consideration of communities of interest and impact.

Cities and Urbanism : Ideologies and Futures (30 Credits)

The course has two components.

Cities and Urban Ideologies; An introductory lecture series explores the rationale and ideas behind the design of urban space over history, looking at the influence of politics, ideology and economic forces in the shaping of the city, to draw parallels between historical examples and contemporary situations. This develops the basis for a range of elective seminar discussion groups, each based around a distinctive view of what the city should be.

Urban Futures; Over 50% of the World's 6 Billion people now live in cities - by 2050 this will have passed 80% - the future is urban. In addition, the city is increasingly globalised and generic. The aim of this component is to develop a body of knowledge and a range of skills in urban design, relating particularly to sustainability, globalisation, sprawl and the periphery. This promotes the development of a personal ethic as to how a sustainable future may evolve.

This component consists of alternating seminars and structured group masterclass exercises, that not only give the students a range of analytical and synthetic skills, but also allow the students to reflect on urban conditions and the hypotheses they have generated.

Studios

Studios A,B and C are informal interdisciplinary groupings of students with similar or complimentary research interests, they are led by a tutor with interests and expertise in the area, who typically becomes the academic supervisor of the student and their personal tutor. Studio units are presented in portfolio format utilising a variety of media.

Studio A (30 Credits)

Studio A is where the student begins to engage directly with their chosen research subject area/ proposition within the core Studio Routes. The aim of the first 'practice' unit is to **define and formulate** a thesis proposition using research by design (or other) methodology. This is outlined in a Learning Agreement that will identify the key themes of the student's practice through the remainder of the course.

Studio B (30 Credits)

Studio B is where the student engages directly with their chosen specialism within the Studio Routes. The aim of the second practice unit is to **develop further their own research proposition** by completing the literature survey, gathering data and beginning to formulate an approach that demonstrates originality in thinking and/or practice.

This development is charted by adapting the Learning Agreement to suit any change in tactics, and also to re-identify the key themes of the student's practice through the remainder of the course.

Studio C (30 Credits)

Studio C is the final unit where the student engages directly with their chosen specialism. The aim of third practice unit is to **synthesise** the student's thesis project. Here the work culminates in the production of a leading-edge proposition in Architecture and Urbanism. The Learning Agreement at this point will contain a summary reflecting on the student's practice during the course and suggest possible means of dissemination of results.

Dissertation (30 Credits)

The dissertation is the unit where the student disseminates the results of their research in the form of an extended piece of academic writing.

The aim of fourth dissertation unit is to **present and contextualise** the student's thesis project. The work culminates in the production of a piece of work suitable for academic and/or public consumption – a piece of work that stands alone as an original contribution to the field.

Learning and Teaching strategies reflect the requirements of the subject to be treated broadly but at the same time to encompass the increasing maturity of the student and their engagement in specialist skill learning.

Learning in this course is structured towards a gathering of appropriate skills and knowledge that facilitates and encourages self-motivated practice in design and academic writing. Strategies vary between units, from workshops, lectures and design review events to small group seminars that allow students to better define areas of personal interest. Students are encouraged to continue their development as independent and autonomous learners through the personal development of their research and learning skills and through self-evaluation and reflection.

Debate in the subject area is encouraged and structured through lectures seminars, workshops and design tutorials. It is centred on the interests and ambitions of each student and aims at facilitating a better understanding of the overall structure and content of the course material in relation to the specific specialised interests of the learners themselves.

The learning strategy is designed to enable the student to establish their own position and thesis proposition against this background context of the broad subject area.

Formal learning events (lectures, workshops, seminars) are typically organised in blocks explicitly connected to each unit or element of assessment.

Course Specific Assessment Criteria

Summative assessment is conducted on completion of each unit.

Formative assessment is used at the midway points, and formative and summative assessment is used at the end of each unit to provide opportunities for feedback and discussion on student progress. Methods include self assessment/evaluation, peer assessment and tutor assessment.

The criteria used to assess work in each unit are matched to the unit's intended learning outcomes and are reflected in attainment indicators.

Assessment level descriptors		
%	Letter grade	Qualitative description
>85	A	Outstanding work/design in every regard, showing an exceptional level of analysis, full referencing, presentation, extensive evidence of a wide and incisive knowledge of the subject, with innovative and original conclusions/design proposal demonstrating full command of the material required.
76-85		Excellent work/design, with a very high level of analysis, full referencing, presentation, extensive evidence of a wide knowledge of the subject, and innovative and original conclusions/design proposal.
70-75		Excellent work/design with high level of analysis, excellent referencing, presentation and evidence of wide knowledge of the subject, with sound and original conclusions/design proposal.
60-69	B	Good work/design which responds effectively to the question set, showing a firm knowledge of the subject and displaying a well-rounded understanding of the issues involved. The detailed mark depends on how well the criteria have been met.
50-59	C	This is pass level work. A piece of work that tends to be more descriptive than analytical / prosaic rather than inventive design. A basic understanding of the subject is shown. While information is provided, it is not always relevant to the question. The detailed mark depends on how well the criteria have been met.
40-49	D	This is fail level work. Some information relevant to the task set is given, but the approach/design is muddled and incomplete. The information given/presentation is sufficient to suggest that the candidate has a very basic understanding of the topic area. Work marked at this level may be able to achieve pass standard with extra work.
30-39	E	This is fail level work. While some elements of the task set are answered, the basic knowledge level is insufficient, and the work/presentation fails to satisfy the requirements at Masters level.
20-29	F	This is fail level work. Fundamental aspects of the task set are not addressed, or major areas of the subject are absent. No indication is given of a real grasp of the issues involved in the work set. There is a serious shortfall in quality and/or an absence of factual information/design understanding.
10-19		This is fail level work that fails by a significant margin to reach the standard necessary for the award of Certificate, Diploma or Masters degrees. It demonstrates little discernible understanding of the work set, providing little relevant information. It is completely unstructured and often irrelevant.
5-9		This is fail level work which comprises the equivalent of no more than a few sentences, and which makes no real effort to answer a set question or requirement.
<5%		This is fail level work. A blank script/presentation or failure entirely to answer a question or respond to a task, but where some comment warrants the award of a token mark.

25 **Course structures, levels, credits, awards, curriculum map of all units (identifying core/option status, credits pre or co-requisites) potential entry/exit points and progression/award requirements**
 Include *part-time* progression arrangements to approved MMU undergraduate Foundation Degrees

Level 7

Core Units			
Code	Status (if applicable)ie - Pre/Co-requisites - Excluded units	Unit Title	No of credits
1D7Z0301		Research Methodologies and Events	30
1D7Z0302		Cities and Urbanism: Ideologies and Futures	30
1D7Z0303		Studio A	30
1D7Z0304		Studio B	30
1D7Z0305		Studio C	30
1D7Z0306		Dissertation	30

On successful completion of Level 7 credits:
 180 credits: Final exit award - MA Architecture and Urbanism

26 **Personal Development Planning**

A PDP will be organised in your programme in a way that supports you as an individual and builds on your specialist area of study. As part of PDP everyone will have an Individual Development Tutorial (IDT) at least once in each stage of their programme (for MA students an Individual Development Review will normally take place during the masters stage of the programme). Your IDT may be part of other personal or teaching tutorials, or it may be separate. There are three strands of PDP that feed into your IDT. Before you have an IDT you will need to have pulled together and reflected on:

1) *Your ongoing reflective thinking. This is fundamental to your development and will include your personal reflections on:*

- The subject studied
- How your practice/studies are developing
- Professional and cultural contexts that inform your practice/studies
- Your ability to extend your learning and understanding.

In most programmes this will involve you keeping a journal that will act as your SPF but in some programmes other forms of documenting and recording experience will be used.

2) Any written or verbal feedback that you have been given following assessments or tutorials. These programme-based commentaries should provide you with a clear indication of how well you are performing in relation to the standards required by the programme.

3) Your development of skills specific to your subject area (contextual/professional studies), as well as key skills (e.g. communication, information technology, numeracy & learning how to learn). These will be developed through units in your programme of study, through other resources made available by the University (e.g. Learner Development Service and the Careers Service) and through resources external to the University.

The agenda for your IDT and the content of your progress file (journal or equivalent) are your responsibility. They are not assessed in a conventional way but should be considered as a means of supporting and extending your development as an individual and enabling you to achieve your personal goals.

27	Placement and/or Work-based Learning Activities
Not applicable	

28	Course Specific Admission Requirements
<p>The admission of a student to the Programme is based on the reasonable expectation that the student will be able to fulfil the objectives of the Programme and achieve the standard required for the award.</p> <p>The admissions regulations set out below shall be subject to such policies on entry requirements as the Academic Board may from time to time determine (for example Curriculum 2000 Admissions Policy and the Policy for the Accreditation of Prior Learning).</p> <p>All applicants shall be considered having regard for the University's equal opportunities policy and such anti-discrimination legislation as may be in force.</p> <p>Candidates must have a sufficient command of the language(s) in which the Programme is taught to be able to meet the requirements of the Programme in every respect.</p> <p>1.1 <u>Standard Entry Requirements</u></p> <p>Applicants for admission to the degree of MA Architecture and Urbanism will normally have</p> <ul style="list-style-type: none"> • a first degree (equivalent to a UK Honours Bachelors degree class 2.1 or above) or equivalent qualification from a recognised institution. Typically although not exclusively this will be in the field of architecture, town planning, art and design, landscape architecture, geography or international development. <p>Alternatively</p> <ul style="list-style-type: none"> • evidence of previous advanced study, research or professional experience, which the University accepts as qualifying the applicant for entry. • All applicants whose first language is not English will be required to show evidence of proficiency in the English language through a test recognised by the University, eg IELTS 6.5, with no element less than 5.5. <p><u>Policy for the Accreditation of Prior Learning (APL)</u></p> <p>A student may be permitted to receive an award of credits on the basis of demonstrated learning that has occurred at some point in the past. The award of credits can be based upon learning for which certification has been awarded by an educational institution or another education/training provider or un-certificated learning gained from experience.</p> <p>All APL applications will be approved in line with the University's overall policy on the award of APL.</p>	

29	Approved Variations/Exemptions from University Regulations
None	

30 Programme Leader Responsibilities

The appointment and duration of office of a Programme Leader shall be determined by the Head of School in consultation with the Dean of Faculty. Programme committee recommendations shall be addressed through the Programme Leader to the Head of School and/or the Head of Development who in turn shall report to the Dean of Faculty.

Responsibilities of the Programme Leader include:

- preparation of the student handbook;
- overseeing formative and summative assessment arrangements;
- planning and co-ordinating the day to day running of the Programme;
- liaising with the Programme Team, the Head of School and the Head of Development and administrators through existing University/Faculty structures;
- ensuring the academic integrity of the Programme through dialogue with the Programme Team and students;
- convening and chairing the Programme Committee;
 - participating in the implementation of MMU CMI procedures at a Programme level;
- convening and contributing to cross-programme and Faculty discussions;
- recommending external examiners to the Head of School and liaising with external examiners;
- overseeing student recruitment and admission procedures;
- working with the Programme Team to ensure the maintenance and development of external and/or collaborative links appropriate to Programme needs;
- and any other duties agreed with the Head of School, the Head of Development and the Dean of Faculty.

31 Other Staff Responsibilities

Studio Route Leaders

Studio Route Leaders will convene and lead Studios A,B and C

Their responsibilities will include:

- preparation of the definitive course material relating to specialist research area.
- making formative and summative assessments and moderations.
- planning and co-ordinating the day to day running of the Studio units.
- liaising with the Programme Leader and Programme Committee .
- ensuring the academic integrity of the Studio units in dialogue with the Programme Leader and students;
- Collecting feedback and feedback response sheets.
- recommending external examiners to the Programme Leader and liaising with external examiners.
- organising and overseeing any part time staff or visiting lecturers for the Studio units.

Tutors

Tutors will occupy and fulfil various roles within the programme. In addition to teaching a broad range of interests, attending meetings and sitting on committees as required, the full time staff will provide a tutorial network across the programme which will provide a forum for debating and concerns, also to offer support for students. Tutors will direct and contribute to lectures, seminars, work reviews, studio / workshop discussions etc. Tutors will also have a pastoral and record keeping responsibility. Tutors will debate with and inform/counsel students about possible potential developments they might pursue on the programme. Tutors will, also, be responsible for monitoring student absence. Therefore, students should notify their *personal tutor* if they are absent due to illness or for other reasons.

Personal Tutors

Personal Tutors (usually the Studio Tutor) will be responsible for monitoring the development for each student allocated to them and their progression throughout the course. Personal tutors will discuss developments in the theoretical work as well as the practical. These areas will be seen as a whole rather than as separate. Throughout the year, at specified times, students will have personal discussion with their personal tutor. These tutorials will highlight students strengths and weaknesses, offer potential strategies for future development and will deal with any problems or difficulties students have found in relation to the course, monitoring in turn, the strengths and weaknesses of the course. Personal tutors can be sought at other times if students find themselves in difficulty or seek clarification.

Personal tutors will have a pastoral role in as much as they will help students with any personal problems, which have an effect on the student's academic development. Any serious problems, particularly those of a common nature, or those which in some way may detrimentally affect other students, should be discussed with the Programme Leader, who will be responsible to, and may refer to, the Head of School.

Personal tutors will have responsibility for a small number of students in each Level of the course. At least twice per semester, personal tutors will hold a group seminar for their tutees. These seminars will deal with academic/practical problems identified as being common or important. Tutors will informally meet after these seminars to discuss any problems or potential exciting developments.

Tutorial System

All students will be allocated a personal tutor who will monitor their development for the duration of the course. The tutor will arrange particular times, throughout the year, to see students with their work. The tutor will consult with appropriate studio staff about specific students and will be in a position to take an over view of the students strengths, weaknesses and potential development possibilities. All collated information, on file, regarding individual students may be seen by them, discussed and updated at any time. The tutorial network is designed to give support to students.

The Manchester School of Architecture is a collaboration between the Manchester Metropolitan University and the University of Manchester. Both Universities contribute to the resources and management of the School. Architecture students have access to facilities and student services in both institutions.

Student Support at Manchester Metropolitan University

The Student Support Officer for the Faculty is the first point of contact for student support issues relating to studying at Manchester Metropolitan University. The Student Support Officer is available to meet with students by appointment on a one-to-one basis, in confidence. Information regarding study skills workshops throughout the year can be found at: www.art.mmu.ac.uk

Learner Development Service at MMU

[The Disability Service](#) provides information, advice and support to disabled students with Specific Learning Difficulties. Advice on learning support can be found on their website.

Counselling, Health and Wellbeing Service at MMU

[The Counselling, Health and Wellbeing Service](#) at MMU offers the chance to talk to someone in confidence about any personal problems you may have. Further information can be found on their website.

Student Support at University of Manchester

The Student Experience Administrator is responsible for overseeing student support across the Manchester School of Architecture. Students can contact her if they have any queries or need advice about support services available at University of Manchester.

The Disability Co-ordinator can help implement the disability support plans, which are agreed for students by the Disability Support Office. Manchester School of Architecture students can contact the Disability Support Officer directly if they need any advice on procedures for registering disability and support. Students must register for disability support at both institutions although UOM specifically focus on the exam support.

Architecture students can use their University of Manchester login and password, to access the student portal, which has links to support services websites and also to the [student intranet](#).

33 Student Evaluation

Polling of student opinion and Evaluation and formal response to feedback is carried out through the following mechanisms:

Programme Committee
Staff Student Consultative Committee

Faculty student survey
Post Graduate Student Taught Experience Survey

34 Engagement with Employers

The Manchester School of Architecture maintains strong links with the local architectural profession and the branch and regional levels of the RIBA through representation on the Manchester Society of Architects.

The school engages practitioners as associate lecturers, visiting critics and experts to support the # delivery of its programmes.

The school publishes an annual catalogue (available electronically) that features its contemporary collaborations with the architectural profession along with a summary of research activity.

Internal**University Policy documents:**

- [University Mission and Strategic Aims](#)
- [Programme Approval, Review and Modification Procedures outlined on the Centre for Academic Standards & Quality Enhancement website](#)
- [Relevant University Assessment Regulations for Programmes of Study](#) - Postgraduate
- [University Curriculum Framework](#) – Taught Postgraduate
- [MMU Strategy for Learning, Teaching and Assessment](#)
- [Institutional Code of Practice for the Assessment of Students](#)
- [University Standards Descriptors](#)
- [University's Equality and Diversity policy](#)
- [University guidance on collaborative provision](#)
- [University Academic Ethics Framework](#)
- [Student Engagement Policy](#)
- [Programme Handbooks](#)
- [Management of Programme Delivery](#)
- [Policy for Accreditation of Prior Learning](#)
- [ICP for Placement and Work-based Learning](#)
- [ICP for Collaborative Provision](#)
- [Recruitment and Admissions Policy](#)

Programme Specific Information:

- Previous Programme Approval/Review/Modification Report (24 June 2011)
- Staff Research
- Departmental Professional/Industrial Advisory Committees
- Staff/Student Liaison Committees

External

- QAA Subject Benchmark statement
- QAA Framework for HE Qualifications
- QAA Quality Code
- External Examiner reports

This Programme Specification provides a concise summary of the main features of a Programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if s/he take full advantage of the learning opportunities provided. More detailed information on the learning outcomes, curriculum content, teaching/learning, assessment methods for each unit and on the Programme's relationship to QAA Subject Benchmark Statements may be found in the definitive document and student handbook for the Programme. The accuracy of the information in this document is reviewed periodically by the University and may be subject to verification by the Quality Assurance Agency for Higher Education.

Approved Modifications to Programme Specification since Approval/Last Review

The following log provides a cumulative of minor and major modifications made to the Programme Specification since its approval/last review.

FAQSC Reference (or PARM ref for Major Modifications requiring strategic approval)	Programme Specification Title (specify award titles/routes affected by change)	Brief Outline of Minor Modification/ Major Modification (Minor - include level & title of units & a brief description of modification) (Major - include details of change such as new routes, pathways etc)	Date of FAQSC Approval (or PARM event)	Approval effective from:	Details of cohort of students who will be affected by the modification (eg students entering Level 5 wef September 2014 onward)