MSc Disaster Management and Sustainable Development

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Basic Programme   Information

PROGRAMME TITLE: MSc Disaster Management and Sustainable

Development FACULTY: Engineering and Environment

DEPARTMENT: Geography

VALIDATING BODY: Northumbria University

DURATION: Minimum – successful completion of 120 credits in two semesters at Northumbria with submission of 60 credit Masters dissertation within one year of course start date.

Maximum – successful completion of 120 credits at Northumbria and final submission of 60 credit Masters Dissertation within two years of start date.

PROGRAMME TEAM: Prof. Andrew Collins
             Dr David Cooke
Dr Peter Glaves
Dr. Samantha Jones
Richard Kotter (**Programme Leader**)
Dr. Geoff O'Brien
Derek Johnson
Dr David Large
Em Prof. Maureen Fordham
Em Prof. Phil O'Keefe

Message from the Programme Leader

Dear Student,

Welcome to Northumbria University and your MSc Programme – Disaster Management and Sustainable Development. All of us in the Programme Team are happy to see you with us. You will be joining a dynamic, vibrant and diverse community of students and tutors in a hard-working and enjoyable place to be.

We are going to go through an exciting journey of learning throughout this MSc Programme. This Programme is a combination of academic, professional and personal development processes for both you and the Programme Team. Therefore, we need your active collaboration and innovative contribution to establish a creative and healthy learning environment.

This handbook gives you some relevant background information about your programme, the Department and Faculty it sits within, and the University. It has been written on the basis that you are a student new to Northumbria; however, even if you are continuing your studies here, we would encourage you to read the handbook as it contains information that is relevant only to postgraduate students.

This handbook is designed to provide a guide to your programme of study at Northumbria. It does not provide all of the information that you will need, although it attempts to tell you where most of that information is to be found.

Much of the further information that you will need is to be found in comprehensive and definitive form on the Northumbria website. A key page is titled 'Information for Students'. You reach it by clicking on 'Current Student' on the University home page (http://northumbria.ac.uk). The 'Information for Students' page contains a full menu of further information.

You can also find information in the Faculty of Engineering and Environment Handbook.

After reading this guide, please do not hesitate to contact the members of the Programme Team if you have any questions. We hope you enjoy your time here and we look forward to meeting you personally.

Richard Kotter

Programme Leader

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Glossary of Common Terms and Phrases

MSc	Disaster Management and Sustainable Development	This is your programme
Programme code	14FENM-N	You may need to refer to this on various official university documents
Route code	DMS6	You may need to refer to this on various official university documents
ARNA	Assessment Regulations for Northumbria Awards	These are the assessment procedures and regulations that will govern your study
UNN	Northumbria University	There are two campus sites, you are based at City Campus in Newcastle
PL	Programme Leader	The Programme Leader is responsible for the strategic development and day to day running of your programme
Credits	Awarded for progress	In order to be awarded Masters, you must achieve 180 credits over the one year of study
Module	An individual unit of study with its own module code (see below), curriculum, learning outcomes, teaching and learning methods and assessment	Each module will count 20 or 60 (dissertation only) credits towards the 180 total required for Masters. Modules will donate the subject area and module number (e.g. GE0264)
Semester		The academic year is split into two semesters of 15 weeks each (12 teaching weeks and 3 assessment weeks)
eLearning Portal	Electronic learning system	All modules are supported by eLearning Portal (eLP), an integral part of your module study

Introduction

Origins and background to the programme

This programme uses an interdisciplinary approach to examine both disaster management and sustainable development on the basis that best practice in one is increasingly dependent on best practice in the other. There is an ongoing need for strengthening capacity to respond to disasters with every contemporary crisis. Those needing to address hazards, disasters and complex emergencies at a more advanced level include people working with relief and development organizations (widely understood), world regional, national and regional / local authorities, the emergency services, and some elements of public and private utilities. This may be both in the so-called developed and developing world. The issue of disaster management and sustainable development is underpinned with reference to the developing and/or developed worlds and through knowledge and skills for project planning. The programme aims to build capacity for professionals who are required to cope with (processes of) disasters and the risk of disasters. The interdisciplinary approach is needed because no single discipline can successfully address the complexity of the links between disaster management and sustainable development.

The 21st century presents an increasing need for expertise in the convergent fields of disaster management and sustainable development. The programme is designed to fill a widely sought after but sparsely provided focus at the postgraduate level and is specifically international in its scope. Whilst the programme deals with topics of international relevance, it also focuses on details of crucial importance at the local level in both the minority ('developed') and majority ('developing') worlds. To these ends it was proposed that the programme continue to be developed with an open-minded approach to a rapidly expanding field, whilst providing an agenda guided by state-of-the-art literature and staff experience in applying this knowledge to current world issues. Staff involvement in this subject area includes that carried out through the Northumbria University based Disaster and Development Network.

The programme will enable its participants to be better equipped to carry out academic analysis, project negotiations, and applied evaluations within the context of current development debates in disaster avoidance and response, and for sustainable development in changing 'natural' and anthropogenic contexts of risk.

The qualification of MSc will be awarded based on the successful completion of 120 credits from modules that are guided by teaching at Northumbria and a Masters Dissertation that contributes a further 60 credits. Successful completion of the 120 credits without completion of a Masters dissertation qualifies the candidate for the qualification of Postgraduate Diploma. Awards can be made for completion of a programme within a maximum of two years of starting.

The programme is innovative in that:

- It is the first MSc programme in the world to focus specifically on the dual issues of disaster management and sustainable development.
- It is supported by case study material and research experience reflecting many years of tutors' research and consultation in development and the environment, a substantial part of which has been directed toward hazards, vulnerability and disasters.
- It provides for flexible learning.

Programme rationale and summary of its design

There is a national requirement that all programmes of study have a publicly available 'Programme Specification'.

The Programme Specification provides an account of the 'Learning Outcomes' of a programme of study (broadly - the student's capabilities on completion of the programme) and how these are to be achieved in a structured way by progression through the programme. This section of the handbook is based on the Programme Specification for the MSc Disaster Management and Sustainable Development (DMS6). The full and definitive version can be found at the Programme e-learning portal (you will be told how to access the e-learning portal on arrival).

The programme centres on an MSc with a distinctly international and interdisciplinary approach to the issue of disaster management and sustainable development. This is needed because there is inherent and constructed complexity in the interrelationships between sustainability issues in development as cause or consequence of disasters and disaster responses. The programme intends to provide a breadth of information that allows for a synthesis of the natural and social science approaches to technological and non-technological action in disasters and development issues.

The core theme of sustainable development and disaster management centres on modules that run in the first semester. This begins with an introductory overview of themes in sustainable development, which is followed by a focus on issues in development more specifically in both the 'developing' and 'developed' worlds. The second component of the first semester focuses more specifically on disaster risk reduction and response, by considering the nature and context of hazards, vulnerability and risk. Theoretical and applied aspects of sustainable development and disasters are explored through case studies that provide an overview of approaches to development and disasters and conclude by addressing key management issues facing associated

sectors. This is followed by the application of principles and practices of sustainable development to project design and evaluation. The second semester provides the opportunity to build up further specialization in systematic fields associated with the core area of the programme and includes a core module on research methods. The programme includes lectures, seminars, and additional forms of directed learning appropriate to individual parts of modules. The Programme Leader is responsible for programme planning, student guidance and contributes to teaching.

The Masters Dissertation research project is through personal study in an area of research that reflects a taught component of the Programme, and in which appropriate supervision can be offered. It is open to students obtaining a qualifying average of 50 per cent or more for 120 credits worth of modules, who have demonstrated evidence of an ability to work independently on research, and who have identified a feasible topic to study. The award of MSc is based on submission of a dissertation of 20,000 words and 120 successfully completed credits from the programme. Detailed guidance on the format of all work is provided by the programme team.

The main aims of the programme

- To provide an overview and develop an understanding and appreciation of disaster management and sustainable development.
- To develop knowledge of the key issues that underline sectoral specialties which inform debates on disasters and development.
- To enable students to participate in the preparation of project formulation documents with reference to disaster preparedness and sustainable development principles.
- To foster an informed and critical attitude in the evaluation of disaster management and notions of sustainable development.

  To develop some of the skills needed in project development and management.

- To develop an additional systematic area of expertise that can be employed in the field of disaster management and sustainable development.

Learning outcomes of the programme

Knowledge and understanding

On completion of the programme, successful students will be able to:

- Demonstrate an understanding and appreciation of disaster management and sustainable development. Display
- knowledge of the key issues that underline sectoral specialties which inform debates on disasters and development.
- Foster an informed and critical attitude in the evaluation of disaster management and notions of sustainable development.
- Evaluate the interrelationship between disaster management and sustainable development.
- Associate knowledge from at least one specialist area of practitioner activity to the core theoretical and methodological underpinning of the programme.

Intellectual skills

On completion of the programme, successful students will be able to:

- Critically review different theories and concepts of sustainable development and disaster management.
- Evaluate trends and discuss implications of more people-centered and more technology-orientated versions of sustainable development and disaster management. Evaluate the effectiveness of varied methodological approaches to sustainable development and disaster management.
- Demonstrate a capacity to research new ideas and existing practice in disaster management and sustainable

development.

- Apply original thought to progress concepts and ideas in either disaster management or sustainable development.
- Demonstrate an awareness of the professional and ethical responsibility necessary within the fields of disaster management and sustainable development.
- Synthesize the output of research, group discussion, visual and oral presentation in formal reports and documentation.
- More specifically, students will become competent in the application of skills for evaluation and planning in the core areas of early warning, preparedness, immediate and long-term response systems, and sustainability with a focus on the following key themes:

  – Hazard and disaster information systems;

  – Bio-physical and political ecological environments of hazard;

  – Environmental and human vulnerabilities and resilience;

  – The role of institutions in disaster management and capacity building in institutional development (international, transnational, governmental and civil societal).

Practical skills

On completion of the programme, successful students will be able to:

- Participate in the preparation of project formulation documents with reference to disaster preparedness and sustainable development principles.

- Develop some of the skills needed in project development and management.
- Develop an additional systematic area of expertise that can be employed in the field of disaster management and sustainable development.
- Select and apply research techniques appropriate to the context.
- Refine and focus all of the above to the context of the disaster management and sustainable development subject area.

Transferable/key skills

On completion of the programme, successful students will be able to:

- Make effective use of lectures, seminars, note taking, bibliographic research techniques, and information gathering methods.
- Communicate ideas, theories and personal opinions effectively by written and oral means.
- Apply individual creativity and independent thinking towards the solution of academic problems. Operate
- within group/team projects demonstrating effective teamwork; making a positive contribution; building positive relationships. Learn
- independently in familiar and unfamiliar situations with open- mindedness and in a spirit of critical enquiry.
- Possess interpersonal skills such as managing and applying intellect, self-management of tasks and deadlines – for the demands required in employment and progression in a career.
- Demonstrate competence in ICT for information gathering and collation, research and analysis and production of written of materials.

Specific opportunities

The programme will provide the specific opportunities to develop the following:

- Expertise in disaster management

and sustainable development including frameworks and skills for addressing contemporary hazards, disasters and complex emergencies with either an emphasis on first world or developing world contexts.

- A toolbox of skills for evaluation and planning in the core areas of early warning, preparedness, immediate and long-term response systems, and sustainability with a focus on the following key themes:

  i. Hazard and disaster information systems;

  ii. Bio-physical and political ecological environments of hazard;

  iii. Environmental and human vulnerabilities and resilience;

  iv. The role of institutions in disaster management and capacity building in institutional development (international, transnational, governmental and civil societal).

- Specialization in options of Physical and Mental Health in the Context of Disaster Management, and Integrated Emergency Management.

- Opportunities to include a second semester work placement for 20 credits of the overall MSc programme. Work placements, which are subject to availability, may be arranged either through members of the programme teaching team or through external sources.

- Internships with key organizations. Internships are not assessed and are not a formal part of the programme but staff will facilitate internships – usually undertaken during the summer period – where they or the students have contacts. Students often use these to work on a dissertation topic in collaboration with a particular organization. Organizations include: the United Nations (e.g. ISDR, UNDP); World Health Organization; the Disaster Mitigation Institute, India; the National Society for Earthquake Technology, Nepal; Office of

Emergency Services Commission, Melbourne, Australia; amongst many others.

Admissions policy

Participation will be on the basis of the following criteria:

- A completed undergraduate degree and a good working command of written and spoken English (indicated, for those for whom English is not their first language, by having attained or be in the last stages of attaining level 6.0 at IELTS (International English Language Testing System) or an equivalent level through other means).
- Commitment to working in the field of disaster management and sustainable development.
- A willingness to submit to an intensive professional programme that will be intellectually demanding.

The IELTS is widely recognized as a language requirement for higher education based in the English language, is managed by the University of Cambridge Examinations Syndicate (UCLES) and can be taken throughout the world at any British Council center.

Student support

Students are introduced to the MSc Disaster Management and Sustainable Development through preliminary discussions with staff (usually the Programme Leader), an Induction Day and the Programme Handbook. Staff members are available throughout the year to offer information and advice concerning content and logistics of the academic programme. We have an open door policy. However we are all engaged in a range of teaching, administration and research tasks and will not always be in our office or even in Newcastle and in this case staff are usually happy to respond via email.

Staff mail addresses

are available below.

Following Induction, students individually will meet the Programme Leader in the role of Guidance Tutor, for the purposes of providing you with advice on academic, procedural, and (where desired and appropriate) personal matters. You will be expected to consult with your Guidance Tutor during induction week, and regularly thereafter, including whenever module or progression results are available, and whenever option choices have to be made. You may in addition ask for a meeting with your Guidance Tutor at any time.

Students successfully completing the first 120 credits worth of the course are eligible for a Postgraduate Diploma or to continue with a Masters Dissertation for the qualification of MSc.

Descriptions of proposed MSc Dissertation topics are made by students on approximately two pages of A4. These should be submitted to the Dissertation Module Leader and, once accepted as a dissertation topic, students will further refine their area of research with guidance from a member of staff who will take on the role of dissertation supervisor. Topics should reflect a theme of the programme that has already been introduced in earlier modules and for which suitable supervision can be offered.

Where a student's area of study is such that she or he might be most appropriately supervised by a course contributor from other than Northumbria University, the student will be registered with the Northumbria University tutor as senior supervisor, and the academic from the other institution will be formally identified as the second supervisor. The necessary adjustments will be made to the arrangements described below.

A Northumbria staff member will always be identified as the student's senior supervisor, and will be responsible through the Programme Leader to the

Department, for the adequacy of all arrangements made on behalf of the student. The senior supervisor will usually be an expert in the student's research area, and will be consulted (see below) on matters of academic substance. Should there be a second supervisor they will liaise regularly with the senior supervisor at Northumbria, in particular on matters of academic substance.

While full use will be made of telephone, and E-mail, it is recognized that some direct face-to-face contact with the Northumbria supervisor will be necessary for all candidates. All Northumbria supervisors will also be teaching on the earlier modules that make up the programme, and will therefore be available at Northumbria University during the greater part of each year.

MSc students must ensure that they are available for appropriate face-to-face contact and supervision during an adequate period.

Further guidance for the Dissertation preparation is contained in material associated with the module descriptor for the MSc dissertation and in Annexes to this document.

Apart from the above, the student is expected to be responsible for their personal and academic development and own the process. The staff members of the teaching team are there to assist the needs and development of the student and not to develop the student. The student is, therefore, expected to be involved in the learning and teaching of the Programme as an active agent. The following are some of the ideas for involvement, but not inclusive to any new ideas and thoughts:

- Collaborations with the staff members of the teaching team and fellow students
- Helping and supporting each other as a student community
- Positive and effective assistance to

strengthen the social, learning and professional activities of the programme
- Creating positive and creative environment within the learning and teaching community
- Efforts to become leading creative minds in the field of disaster management and sustainable development
- Access knowledge beyond the teaching for personal and professional development

(Please refer to the Ethical Framework of the Programme in Annex 1)

The Programme Structure

The core theme of disaster management and sustainable development is addressed in both a theoretical and technical applied manner through all the modules contributing to this programme. Whilst complementary to each other, individual modules on offer provide a different range of academic content and analysis of real world issues alongside key skills for employment. Students can choose to develop an emphasis on the developing world or on the developed world through an appropriate focus in their formal assessments. All students will be introduced to the main focus of disaster management and sustainable development at the start of the core modules in the first semester. Semester one also includes a core module dedicated to project management. The second semester provides the opportunity to add specialization in the field of health; UK emergency planning; and an open, subject exploration module which allows students to pursue a topic that is not provided in any option modules. A second semester module on research methods provides support for forthcoming dissertation work. Each year there will also be a number of work placements that count as one 20-credit option module. Students are encouraged to find their own placement, although staff members are likely to be able to provide guidance and indicate some available placements each year.

The overall aims of the programme are fulfilled by i) assessing the strengths and weaknesses of different approaches to the core areas of early warning, preparedness, immediate and long-term response systems, and sustainability in multisectoral environments; and ii) developing frameworks and skills for applying best practice policy in disaster avoidance, relief and development projects.

Modules include lectures, seminars, and additional forms of directed learning that vary as the programme progresses.

The programme planning team works together with the Programme Leader to ensure that an appropriate level of continuity, variety, and complementarity in academic content is maintained between the different modules on offer. Staff members contributing to modules are allocated to individual students for the supervision of Masters Dissertations once students have submitted the two page dissertation proposal. These may be handed to the Dissertation Module Leader at any stage of the student's studies. However, confirmation of acceptance of a dissertation proposal will only be given following a student's successful completion of the 120 credits. A dissertation supervisor will be available for consultation throughout the majority of an academic year. Use of email is considered an adequate means of consultation between a student and their supervisor when face-to-face consultation is not possible either due to staff or students not being present at the Northumbria campus.

The programme structure is designed to permit maximum flexibility with a longer-term plan to also provide it on an e-learning basis. Students undertake a combination of core modules and option modules. The MSc is awarded for successful completion of 120 credits worth of modules and a further 60 credits for successful completion of the Masters Dissertation. Depending on combinations of modules selected, a Postgraduate Certificate (PgC) can be completed full time in one semester or part time in more than one semester.

The Postgraduate Diploma (PgD) can be completed full time in two semesters or part time by taking some units over two years. The full Masters programme can be completed in one-year full time or part time over two years. The submission date for those aiming to complete the Masters in one year is September 10th. Any later submissions should be made by January 14th, March 31st or May 12th of subsequent years to ensure staff availability for marking (check with staff as dates may change). A submission falling after any of these dates will be considered a submission for the following date and therefore risks not being dealt with until that date. However, currently there are only two Exam Boards at which formal processing (and subsequent graduation) can occur: November and June. All teaching will take place at Northumbria University in Newcastle upon Tyne.

The Masters Research Project or Dissertation (either name may be referred to) addresses the core themes of disaster management and sustainable development through the production of an item of scholarly work that focuses on an agreed topic associated with the content of any of the selected core units or combinations of core units from the teaching programme. Collaboration with an external body is encouraged but not essential. The award of MSc will be on the basis of submission of a dissertation type document of 20,000 words. Detailed guidelines for the production and submission of the dissertation are contained in documentation that is available to candidates. *(Further details of the dissertation process can be found in Annex 2 and 3)*

Regardless of when registration is made, the MSc dissertation must be

submitted within not more than two years of initiating the programme. Candidates can in some instances be allocated two supervisors, the senior of whom must always be a member of Northumbria staff. The second supervisor will be an academic or senior practitioner approved by the Programme Leader on behalf of the Department of Geography at Northumbria University, and will be accessible to the student. Supervision will include assistance in i) clarifying a research question, ii) utilization of previous research literature in defining aims, iii) determining a methodology and iv) choosing a strategy for carrying out independent research. Candidates will be allocated a supervisor but will be encouraged to approach any of the courses teaching team for assistance whilst preparing the Masters dissertation. Supervisors will be responsible for ensuring that they are available for consultation on the thesis at reasonably regular intervals, that they are available via a reliable email and/or fax service, or that another member of the team is able to substitute this role in their absence. All Masters Candidates will have already completed a core module in research methods by the time they start to do their Masters dissertation.

A supervisor will be responsible through the Programme Leader to the Department, for the adequacy of all arrangements made on behalf of the student's supervision. In the case of student projects based outside of the region, full use will be made of telephone and e-mail. It is recognized that direct face-to-face contact with the supervisor will not always be necessary and MSc candidates need not be based at the Northumbria University site after completion of the initial 120 credits of non-dissertation based work. All candidates will have access to the Northumbria library at Newcastle via the Internet and within reason will be able to order copies of journal articles via Interlibrary Loan where there are subscribed to by Northumbria University Library.

relevant to their MSc. There are opportunities to also make use of the service of electronic transfer of articles and assistance will be provided in gaining access to other institution's libraries.

Table 1: Outline of modules

Modules	Semester	Credit Weight	Level
Semester One Core Modules (compulsory)			
1. GE0234 Themes in Sustainable Development	1	20	M
2. GE0235 Disaster Risk Reduction and Response	1	20	M
3. GE0170 Project Management: Approaches and Methods	1	20	M
		60	
Semester Two Core Module (compulsory)			
4. GE0355 Research Methods	2	20	M
Semester Two Option Modules (choose maximum of two)			
5. GE0172 Physical and Mental Health	2	20	M
6. GE0271 Integrated Emergency Management	2	20	M
7. GE0230 Subject Exploration: Disaster and Development	2	20	M
DIPLOMA (PgD)		120	
8. GE 0173 Masters Dissertation		60	M
MASTER OF SCIENCE (MSc)		180	

Table 2: Module timetable for 2014 – 2015 programme*

SEMESTER 1 TEACHING 2014

September – October	October – November	November – December
GE0234 Themes in Sustainable Development (Core)	GE0235 Disaster Risk Reduction and Response (Core)	GE0170 Project Management: Approaches and Methods (Core)
20 credits	20 credits	20 credits

SEMESTER 2 TEACHING 2015

January – April 2014 (with some minor variations between the exact end date of individual units)	
G0214 Research Methods for Disaster and Development (Core)	20 credits
GE0172 Physical and Mental Health in Disaster and Development (Option)	20 credits
GE0271 Integrated Emergency Management (Option)	20 credits
GE 0230 Subject Exploration in Disaster and Development (Option)	20 credits
Note: A maximum of three of these units can be taken at one time: the Core module (GE214) plus any two others	

MASTERS DISSERTATION

May – September 2015 (if completing the Masters in one year) To be completed within two years of starting a programme unit
GE0173 Supervised MSc Dissertation
Period does not require physical attendance at Northumbria University
60 credits

* Northumbria University reserves the right to alter.

Module: Themes in Sustainable Development (GE0234)

The module examines the background to the debate on sustainable development. The module investigates approaches and themes in sustainability and development with reference to the composition and context of local and international policy and practice. Students study a range of approaches and aims currently contested in the name of sustainable development. Environmental security forms a focus.

Aims

1. To explore a range of interpretations of sustainable development.
2. To review institutions, stakeholders and processes at various levels, relating to sustainable development.
3. To relate sustainable development to political economies and political ecologies at different scales and in historical contexts.
4. To examine the significance of current concerns in environmental security at scales between global and local and to examine influences on environmental security at local and community levels.
5. To investigate through case studies the circumstances of environmental destruction, maintenance and creation.

Learning outcomes

Students will be able to:

1. Explain the emergence of debates and actions relating to sustainable development.
2. Discuss the contested and conflicting ideological and intellectual interpretations of sustainable development.
3. Appraise the characteristics of institutions and processes involved both formally and informally in sustainable development.
4. Critically review, and participate in discussions of, the changing political economies and political ecologies of sustainable development.
5. Analyze the varied interpretations of environmental security and threats to environmental security.
6. Review the determinants of environmental security at community level.
7. Evaluate and formulate responses to the degradation of environments.
8. Contribute to planning and implementation debates on appropriate strategies and tactics to secure sustainability.

Outline of syllabus

1. Evolution of the ideas of sustainable development from 1970s linked to historical framework of events and in the context of globalization: Brandt Commission, Stockholm, UNEP, World Conservation Strategy, Brundtland, UNCED, Agenda 21, sequels to UNCED.
2. Intellectual and ideological interpretations of sustainability: ecocentric, anthropocentric, economistic, scientistic, technocentric, political, socio- cultural, gendered, modernist, post structural, post-modern.
3. Development of international environmental management regimes.
4. Institutions, stakeholders, and processes at different levels of sustainability: international, regional, national, and sub-national, transnational, local, household.
5. The political economies and political ecologies of sustainability and unsustainability.
6. Environmental security. Changing interpretations: from neo-Malthusian and state focused to transnational and individual/household focused. Threats to environmental security: physical, ecological, social, economic, political.
7. Models of good practice in intervention for sustainable development: aid systems, national development planning, development through NGOs and civil society, local management systems, property regimes, common property resources, common access resources, the tragedy of the commons and the tragedy of privatization/exclusion.

Indicative reading list or other learning e-sources

Adams, W.M. (2009) *Green Development*. Routledge.

Ailber, M and Cousins, B. (2013) Livelihoods after land reform in South Africa, *Journal of Agrarian Change*, 13, 1, 140-165.

Bass, S. et al. (2005) *Reducing poverty and sustaining the environment: The politics of local engagement*, IIED /DfID /Earthscan.

Deneulin, S. and Shahani, L. (Ed) (2009) *An Introduction to the Human Development and Capability Approach,* Earthscan.

Desai, V and Potter, R. (eds.) (2014) *The Companion to Development Studies*, 3rd ed. Arnold Publishers.

Cooper, P.J. and Vargas, C.M. (2004) *Implementing Sustainable Development: From Global Policy to Local Action*, Rowman and Littlefield Publishers.

Jones, S. (2000) Intensification, Degradation and Soil Improvement: Utilizing structuration theory for a differentiated analysis of population pressure outcomes in Tanzania, *Singapore Journal of Tropical Geography*, 21, 2, 131-148.

Jones, S. and Carswell, G. (2004) *The Earthscan Reader in Environment, Development and Rural Livelihoods*, Earthscan, London

Kirkby, S. J..et al. (1995) *The Earthscan Reader in Sustainable Development*.

Middleton, N. and O'Keefe, P. (2003) *Rio plus Ten: Politics, poverty and the environment*, Pluto Press, London

Middleton, N. and P. O'Keefe (2001) *Redefining Sustainable Development*, Pluto Press, London.

Peet, R. Robbins, P. and Watts, M.J. (2011) *Global Political Ecologies*, Routledge

Pezzoli, K. (1997) Sustainable Development: A transdisciplinary overview of the literature, In: *Journal of Environmental Planning and Management*, 40:5, pp. 549-574.

Redclift, M. (1992) *The Meaning of Sustainable Development*, In: *Geoforum* 23.3, pp.395-403.

Rigg, J. (2007) *An Everyday Geography of the Global South*, Routledge, London

Sachs, W. (Ed) (1992) *The Development Dictionary*, Zed.

Sachs, W. (1993) *Global Ecology: A New Arena of Political Conflict*, Zed.

Sachs, W. (1999) *Planet Dialectics; explorations in environment and development*, Zed Books, London.

Sen, A. (1985) *Well-Being Agency and Freedom: The Dewey Lectures 1984*, Journal of Philosophy 82(4): 169–221.

Sen A. (1984) *Poor Relatively Speaking*, Chapter 14 of *Resources, Values and Development*. Oxford: Basil Blackwell.

Sen A. (1993) *Capability and Well-being*, In Nussbaum and Sen (Eds.) The Quality of Life. Oxford: Clarendon Press.

Sen. A. (1999) *Development as Freedom*, New York: Random House.

WCED (1987) *Our Common Future (the Brundtland Report)*, Oxford.

Disaster and Development Network

www.northumbria.ac.uk/ddn

Module: Disaster Risk Reduction and Response (GE 0235)

The module examines the characteristics of various forms of natural and anthropogenic hazards, emergency and disaster. Students will investigate the research, policy and practice of Disaster Risk Reduction (DRR) as the basic of understanding of many forms of emergency and humanitarian engagement.

Preparedness, mitigation, response and recovery systems are critically examined through the lens of the disaster cycle operational at varying scales. The objectives, design and implementations of preparedness, mitigation, response and systems are evaluated. Supported by lectures and guided reading students will participate in workshops and seminars to deepen understanding of and develop good practice in disaster risk reduction.

Aims

- To introduce students to the nature and context of hazards, disasters and emergencies in the context of globalization and sustainable development.
- To investigate the characteristics of slow and rapid onset emergencies. To
- consider causes of disasters over long and short time-scales and the possibilities for early warning systems and other forms of appropriate mitigation and response in the framework of the disaster cycle.
- To investigate a variety of complex emergencies and response systems. To
- Analyze policy and media response to emergencies and how these influence those responsible for emergency planning and responses in different parts of the world.

Learning outcomes

By the end of the module, students should be able to:

- Critically evaluate the ideological interpretations, principles and practice of disaster risk reduction and response, from the local to the global, encompassing first and third world environments (assessed by essay and, optionally, presentation).
- Identify, explain and evaluate the characteristics of institutions involved in disaster risk reduction and response and policies for achieving disaster resilience (assessed by essay and, optionally, presentation).
- Apply and evaluate models and frameworks for understanding processes relating to disaster risk reduction and response (assessed by essay and, optionally, presentation).
- Identify good practice in interventions for disaster risk reduction and response (assessed by essay and, optionally, presentation).
- Undertake advanced literature searches and reviews (e.g. BLDS, WOS) to conduct rigorous, concise, academically informed and appropriately referenced critical work (assessed by essay and, optionally, presentation). Communicate effectively
- through both oral and written presentations (assessed by essay and, optionally, presentation).

Outline of syllabus

The module begins by setting the scene with an introduction to hazard, disaster, emergency and humanitarian paradigms in first and third world contexts. It will then introduce discussions of the socio-political context of disasters as necessary lenses through which to view the disaster environment. .

It will then go on to structure the topics according to the typical phases of disaster ('before', 'during', and 'after'), applying the usual, but contested, terms for these.

This is followed by a discussion of selected tools and approaches for DDR, such as GIS and Capacities and Vulnerabilities Analysis.

Finally, students will work in groups, using scenarios to work through and apply what has been learned throughout the module.

Indicative reading list or other learning resources

Key texts:

Wisner, B., Blaikie, P., Cannon, T. and Davies I. (2004) *At Risk*, Routledge, London.

López-Carresi, A., Fordham, M., Wisner, B., Kelman, I. and Gaillard, JC. (2013) *Disaster Management: International Lessons in Risk Reduction, Response and Recovery*, Routledge, London.

Supporting texts:

Adams, J. (1994) *Risk*, UCL Press, London.

Alexander, D. (1993) *Natural Disasters*, UCL Press, London.

Alexander, D. (2000) '*Emergency and Disaster Planning', chapter 9 in* López-Carresi, A et. al. (2013) *Disaster Management: International Lessons in Risk Reduction, Response and Recovery*, Routledge, London

Alexander, D. (2002) *Principles of Emergency Planning and Management*, Terra Publishing.

Ariyabandu, M. M. and Wickramasighe, L. (2003) *Gender Dimensions in Disaster Management*, ITDG, South Asia.

Birkmann, J. (2016) *Measuring vulnerability to hazards: towards disaster resilient societies*. United Nations University Press. http://unu.edu/unupress/sample-chapters/1135-MeasuringVulnerabilityToNaturalHazards.pdf

Bhatti A. and Ariyabandu M. M. (2002) *Disaster Communication*, ITDG, South Asia.

Blaikie, P. et al. (1994) *At Risk*, Routledge, London.

Bryant, E. (1991) *Natural Hazards*, CUP, Cambridge.

Burton, I. et al. (1978 and 1993) *The Environment as Hazard*, Longman, Harlow.

De Waal, A. (1997) *Famine Crimes: politics and the disaster relief industry in Africa*, James Currey.

Enarson, E. and Morrow, B. H. (Eds.) (1998) *The Gendered Terrain of Disaster: Through Women's Eyes*, Praeger, Westport, Conn.

Erikson, K. (1994) *A New Species of Trouble* New York: W.W. Norton.

FINIDA (1998) *Risk Management of Toxic Chemicals*, FINIDA.

Flynn, J., Slovic, P. and Kunreuther, H. (eds.) (2000) *Risk, Media and Stigma: understanding public challenges to modern science and technology*, Earthscan, London.

Hewitt, K. (1995) *Regions of Risk*, Longman, Harlow.

International Federation of Red Cross and Red Crescent Societies (annual) *World Disaster Report*.

IPCC (2012) Managing the Risks of Extreme Events and Disasters to Advance Climate Change Adaptation. A Special Report of Working Groups I and II of the Intergovernmental Panel on Climate Change [Field, C.B., V. Barros, T.F. Stocker, D. Qin, D.J. Dokken, K.L. Ebi, M.D. Mastrandrea, K.J. Mach, G.-K. Plattner, S.K. Allen, M. Tignor, and P.M. Midgley (eds.)]. Cambridge University Press, Cambridge, UK, and New York, NY, USA, 582 pp. http://ipcc-wg2.gov/SREX/images/uploads/SREX-All_FINAL.pdf

Löfstedt, R. E. and Frewer, L. (1998) *The Earthscan Reader in Risk and Modern Society*, Earthscan, London.

Middleton, N. & O'Keefe, P. (1998) *Disasters and Development*, Pluto, London.

Paton, D. Paton, D. & Johnston, D (eds.) (2006) *Disaster Resilience*. Springfield: Charles Thomas.

Pelling, M. (Ed.) (2003) *Natural Disasters and Development in a Globalizing World*, Routledge, London.

Quarantelli EL (1998) *What is a Disaster?* Routledge.

Smith, K. (2013) (sixth edition) *Environmental Hazards: assessing risk and reducing disaster*, Routledge, London.

Twigg, J. (2004) *Disaster Risk Reduction*.

Good Practice Review, Overseas Development Institute, Humanitarian Practice Network, London. (Also available online).

Von Kotze, A. and Holloway, A. (1996) *Reducing Risk: participatory learning activities for disaster mitigation in Southern Africa*, ICRC.

Wijkman, A. and Timberlake, L. (1984) *Natural Disasters: Acts of God or Acts of Man*, IIED, London.

Wisner, B; Gaillard, J.C. and Kelman, I., (2011) *Handbook of Hazards and Disaster Risk Reduction*, Routledge: London.

Wisner, B.; Blaikie, P; Cannon, T. and Davies, I. (2004) *At Risk*, Routledge, London. The Gender and Disaster Network *: www.gdnonline.org

Radix – Radical Interpretations of Disaster *: www.radixonline.org

emBRACE DISASTER-RESILIENCE Discussion List www.jiscmail.ac.uk/disaster-resilience

Journal of Geography and Natural Disasters – Open Access www.omicsgroup.org/journals/jgndhome.php

Enhancing Learning and Research for Humanitarian Assistance (ELRHA) www.elrha.org

International Journal of Disaster Risk Reduction www.journals.elsevier.com/international-journal-of-disaster-risk-reduction/

Disasters – academic journal http://capitadiscovery.co.uk/northumbria-ac/items/1326876?query=Disasters&resultsUri=items%3Fquery%3D%2B%2B%2B%2B%2B%2BDisasters

* Managed by Maureen Fordham

* Managed by Maureen Fordham

For updates on disaster and development events:

www.reliefweb.int www.alertnet.org
www.colorado.edu/hazards
www.colorado.edu/hazards/sites/sites.html
www.egs.uct.ac.za/dimp/
www.lared.org.pe/
www.adpc.ait.ac.th/duryog
www.unisdr.org

International Committee of the Red Cross:
www.icrc.org

In addition, specific references on complex political emergencies and hazards will be provided, from evaluations carried out by members of the teaching team. Videos will be used. It is anticipated that students will make use of information on the internet from UN agencies and disaster specialist NGOs. Also, disaster response handbooks of agencies such as UNHCR, World Food Programme, Oxfam, Save the Children, Plan International and MSF will be available.

Module: Project Management: Approaches and Methods (GE0170)

The module focuses on critical analysis of a range of methods in project planning. The project planning cycle is introduced as a vehicle for implementing policy and programmes. The cycle is then analyzed in terms of the components namely identification, appraisal, implementation, monitoring and evaluation. An overview of the three technical components of project appraisal is provided covering benefit-cost analysis, environmental impact analysis and social impact analysis. Special attention is paid to the use of log-frame analysis including SWOT analysis for the preparation of project proposals. Approaches to monitoring, review and evaluation are examined including the deployment of qualitative inquiry. In addressing the above, the influences of different epistemological persuasions are considered.

Aims

- To introduce students to the essential themes of project design.
- To critically comment on the economic, environmental and social technical appraisals that underlies project planning.
- To demonstrate knowledge of the possibilities and limitations for using quantitative and qualitative information.
- To actively employ log-frame analysis to take a demand side, beneficiary perspective of project planning including detailed analysis of the risks and assumptions associated with project implementation.
- To explore participatory models of project management and ownership and relate these two debates on local governance.
- To address ethical issues, including social justice, gendered interventions and environmental responsibility in project design discussion for both rehabilitation and development projects.

Learning outcomes

On completion of the module, students will be able to:

- Demonstrate the capacity to carry out log-frame analysis of a chosen project with an emphasis on identifying the connections between project components and the relationship of the project to the wider developmental environment.
- Provide critical analysis of the technical issues that lie behind project planning documents.
- Formulate monitoring and evaluative procedures for quality control in a project environment.
- Analyze the ethical dimensions of project design.
- Discuss the limitations of quantitative and qualitative data from physical, biological and social sciences deployed in project planning.
- Draft transparent project proposals that can be reformulated if the project environment changes.

Outline of syllabus

- An Introduction to Policy and Programme Development.
- Project Cycle Management: Art or Science? An analysis of the discrete component approach to the implementation of policy and programme. Rules of thumb for managing projects with an emphasis on measurable objectives in a specified timeframe with all assumptions, especially about capital and revenue budgets, explicit.
- Technical Appraisals 1. Benefit-cost analysis. The time value of money, discount rates, calculating net present value, inflation, amortization, shadow pricing, forex requirements in a competing project environment.
- Technical Appraisals 2. Environmental Impact Analysis. Current legislative requirements by project type and size. Environmental scoping versus project impact analysis. Varying impact through project life cycle. Data presentation, checklists and cross tabulations. Separating site from situation.
- Technical Appraisals 3. Social Impact Analysis. Demographic analysis as the basis for defining beneficiary need. Class, gender, ethnicity and race. Entitlements, vulnerability and livelihood systems.
- Logical Framework Analysis 1. From objectives, to activities to inputs. Time frames. Exit Strategies.

- Logical Framework Analysis 2. Project ownership and management structures. Participatory design and institutional capacity building. Financial planning. Monitoring.
- Logical Framework Analysis 3. Risks and Assumptions in Project Design. SWOT analysis. Evaluation and institutional learning. Project handover and exit strategies.
- Mounting project appraisals. Designing ToR, team selection, managing the process, triangulating results.
- Mounting project evaluations. Designing ToR, team selection, managing the process, triangulating results and sharing lessons learnt.
- An Introduction to Microsoft Project Manager.
- Negotiating with funding agencies.

Indicative reading list or other learning resources

Cracknell, B.E. (2000) *Evaluating Development Aid: issues, problems and solutions*, Sage.

Cusworth, J.W. and Franks, T.R (eds.)(1993) *Managing Projects in Developing Countries*, Longman.

Fink, A. *The Survey Kit*. (Nine Volumes), Sage Publications, London.

Gosling, L. and Edwards, M. (1998 or 1995) *A Practical Guide to Assessment, Monitoring, Review and Evaluation*, Toolkits Development Manual 5, Save the Children Fund, 1 870322 93 2.

ILO. (1998) *Project Management and The Environment*, ILO, Geneva.

Marisol, E. et. al. (eds.)(2000) Learning from Change: issues and experiences in participatory monitoring and evaluation, Intermediate Technology Publications.

Oxfam. (1995) *The Oxfam Handbook of Development and Relief*, Oxfam, Oxford.

OECD. (1999) *Guidance for Evaluating Humanitarian Assistance in Complex Emergencies*, OECD, Paris.

OECD. (2000) *Donor Support for Institutional Capacity Building in Environment: Lessons Learnt*, OECD, Paris.

Pratt, B. and Boyden, J. (1990) *The Field Director's Handbook: An Oxfam Manual for Development Workers*, OUP, Oxford.

Robinson, D; Hewitt, T. and Harris, J. (2000) *Managing Development: understanding inter-organizational relationships*, Sage Publications, London.

Warren, D.M. et al. (1995) *The Cultural Dimensions of Development*, Intermediate Technology Publications, London.

Module: Research Methods for Disaster and Development (GEO 355)

The module explores the research process, research designs, methods and data analysis. It introduces a variety of theories and methods of research appropriate to postgraduate level and prepares students for the design of their dissertation proposal. Students will also consider and be equipped to address ethical issues within research. At the end of the module, students will be able to critically assess research methodologies, and identify and justify a feasible, ethical and appropriate research topic in disaster and development.

Aims

- To examine broad strategies of social scientific inquiry: quantitative and qualitative, including interpretative and critical perspectives.
- To consider the relationship between social-science theories and social science methods.
- To outline strategies for developing research ideas and for planning research.
- To address issues of validity and reliability as means for achieving evaluation of research strategies.
- To examine ways in which ethics and politics play a part in social research.

Learning outcomes

On completion of this module students will be able to:

- Demonstrate a critical understanding of research methodologies.
- Identify and justify a feasible and appropriate research topic.
- Identify ethical issues arising within their research area.

Outline of syllabus

- Research theories and methodologies
- Research design
- Ethics and fieldwork issues
- Issues of representativeness
- Quantitative techniques
- Qualitative techniques
- Techniques of analysis
- Forms of presentation and writing up
- Hands on introduction to specific research analysis software, such as SPSS and Nvivo.

Indicative reading list or other learning resources

Key texts:

- Laws, S (2003) *Research for Development*, London, Sage
- Seale Clive (ed) 2012 Researching Society and Culture London: Sage (3rd Edition)

Additional texts:

Bryman Alan (2009) *Social Research Methods.3rd ed.* Oxford: OUP.

Churton, Mel (2000) *Theory and Method*, Macmillan.

Craig, G.; Corden, A. and Thornton, P. (2000) "Safety in Social Research" *Social Research Update* Issue 29 www.soc.surrey.ac.uk/sru/SRU29.html

De Vault, M. L (2002) "Talking and listening from women's standpoint: feminist strategies for interviewing and analysis" in Weinberg, D. (2002) *Qualitative Research Methods.* Oxford: Blackwell pp 88-111.

de Vaus, D.A. (2002) *Surveys in Social Research*, Routledge.

Denscombe, M. (2003) *The Good Research Guide: for small-scale social research projects* (Second Edition) Maidenhead: Open University Press.

Eichler, M. (1991) *Non-sexist research methods: a practical guide,* Routledge.

Sociological Research Online, Feminist Research Processes: Practices, Issues and Debates,
www.socresonline.org.uk/threads/femre s/femres.html

FAO (2003) Participatory Processes towards Co-Management of Natural Resources in Pastoral Areas of the Middle East. A Training of Trainers Source Book Based on the Principles of Participatory Methods and Approaches, FAO: Rome and Palmyra http://www.fao.org/docrep/006/ad424e/ ad424e03.htm

Finch, J. (1993) "'It's great to have someone to talk to': ethics and politics of interviewing women" in Hammersley, M. (1993), (later version also) *Social research: philosophy, politics and practice* Open University/Sage pp 166- 180.

Gilbert, N. (2001) *Doing Social Research*, London, Sage.

Harding, S. (1987) *Feminism and Methodology: social science issues*. Indiana UP/Open UP.

Harvey, L. (1990) *Critical Social Research*, London, Unwin Hyman.

Letherby, G. (2003) *Feminist research in theory and practice.* Buckingham: Open University Press.

May, T. (2001) *Social Research: Issues,* *Methods and Process*, Open University Press.

Maynard, M. and Purvis, J. (ed) (1994) *Researching Women's Lives from a Feminist Perspective,* London, Taylor and Francis.

Rodriguez, H.; Quarantelli E and Dynes R (eds) (2006) *Handbook of Disaster Research*. New York: Springer

Social Research Update, University of Surrey
www.soc.surrey.ac.uk/sru/sru.htm

Sociological Research Online: www.socresonline.org.uk/

Stallings, R. (2002) *Methods of Disaster Research*, Philadelphia, Xlibris.

Truman, C.; Mertens, D. M. and Humphries, B. (ed) (2000) *Research and Inequality,* London: UCL Press.

Yin, R. K (2003) *Case study research:design and methods.* 3rd ed Thousand. Oaks, CA: Sage.

Module: Physical and Mental Health in Disaster and Development (GE 0172)

This module examines approaches to physical, psychological and social wellbeing for both immediate and secondary emergencies. It lays foundations for comparing and contrasting alternative policy strategies in preparedness and responses to emergent health hazards, complex health disasters, and the development of appropriate health care systems. This agenda is based on the need to understand the nature and context of ill health associated with disaster and sustainable development, and appropriate application of principles and practices in health care response relative to different conceptions of 'health'. Using varied critical health incidents from both the developing and developed world, the unit focuses on the central themes of health hazard, health in disasters, and responses to disaster risks and events through health care management. These central themes are explored through the cases of infectious disease, nutrition, post- traumatic stress, social coping mechanisms, emergency health care systems, and the political economy of health. Students from varied backgrounds will be equipped to contribute to policy debates on best practice health management for disaster prevention and sustainable human health.

Aims

- To increase understanding of real and perceived physical, psychological and social wellbeing in both immediate and secondary emergencies, and for different conceptions of health.
- To examine the central themes of disaster preparedness and response with respect to infectious disease, nutrition, post-traumatic stress, social coping mechanisms, emergency healthcare systems, and the political economy of health.
- To discuss the implications of different disaster and development policy making in terms of preparedness and responses to emergent health hazards and complex health disasters, including the appropriateness of healthcare systems.
- To evaluate and prioritize best practice health management approaches for sustainable disaster prevention and recovery.

Learning outcomes

Students will be able to:

- Appraise definitions of health and wellbeing as used by a range of health practitioners and policy makers in relief and development.
- Identify the nature and context of a health disaster with respect to infectious disease, nutrition, post-traumatic stress, social coping mechanisms, emergency healthcare systems, and the political economy of health.
- Analyze the range of psychological coping mechanisms of people before, during, or following disaster.
- Identify appropriate application of principles and practices in healthcare response to disaster and risk of disaster.
- Evaluate institutional sustainability in emergency healthcare delivery.
- Prioritize policy directives for disaster prevention and recovery.

Outline of syllabus

- Definitions of health and wellbeing in relief and development.
- Emergent disease hazards.
- The health transition and the nature of a health disaster.
- Infectious disease and nutrition.
- Post-traumatic stress.
- Social and psychological coping mechanisms before, during or following disaster.
- Principles and practices in healthcare response to disaster and risk of disaster.
- Development of emergency healthcare systems.
- The political economy of health and prioritization in healthcare systems.
- Policy prioritization in disaster preparedness, emergency response and long-term recovery.
- Scenario building and problem solving.

Indicative reading list or other learning resources

British Medical Association (1998) *Health and Environmental Impact Assessment: an integrated approach*, Earthscan.

Byrne, B. and Baden, S. (1995) *Gender, emergencies and humanitarian assistance*, Bridge briefings on development and gender, European Commission.

Curtis, S. and Taket, A. (1996 and later eds.) *Health and Societies*, Arnold.

Cairncross, S. and Feachem, R.G. (latest edition) *Environmental Health Engineering in the Tropics: an Introductory Text*, Wiley, Chichester.

Collins, A. E. (1998) *Environment, Health and Population Displacement in Mozambique: Development and Change in Mozambique's Diarrhoeal Disease Ecology*, Ashgate, Aldershot.

Collins, A. E. (2001) Health ecology, land degradation and development, *Land Degradation and Development*, 12:3, pp. 237-50.

Collins, A.E., Lucas, M.E., Islam, M.S., and Williams, L.E. (2006) Socio- economic and environmental origins of cholera epidemics in Mozambique: guidelines for tackling uncertainty in infectious disease prevention and control, *International Journal of Environmental Studies* Special Issue on Africa, 63:5, pp. 537-549.

Edgeworth, R. and Collins, A.E. (2006) Self-Care as a Response to Diarrhoea in Rural Bangladesh: Empowered Choice or Enforced Adoption? *Social Science and Medicine*, 63, 2686-97.

Collins, A. E. (2009) *Disaster and Development*, Routledge. Chapter 4.

Gray, A. (ed.)(2001) *World Health and Disease*, Third Edition. The Open University.

Hodgkinson, P. E. and Stewart, M. (1998) *Coping with Catastrophe: a handbook of post-disaster psychosocial aftercare*, Routledge.

Hardoy, J. E., Mitlin, D. and Satterthwaite, D. (latest edition) *Environmental Problems in Third World Cities*, Earthscan, London.

Honari, M. and Boleyn, T. (1999) *Health Ecology: health, culture and human-environment interaction*, Routledge.

Lafond, A. (1995) *Sustaining Primary*

Health Care, Intermediate Technology Publications.

Macrae, J. (1995) *Dilemmas of 'Post'-Conflict Transition: Lessons from the Health Sector*, Rehabilitation Network, ODI.

McGranahan, G., Lewin, S., Fransen, T., Hunt, C., Kjellén, M., et al. (1999) *Environmental Change and Human Health in Countries of Africa, the Caribbean and the Pacific*, Stockholm Environment Institute, Stockholm.

Mears, C. and Chowdhury, S. (1994) *Health Care for Refugees and Displaced People*, Oxfam Practical health Guide No.9., Oxfam.

MSF (Médecins Sans Frontières) (1997) *Refugee Health: An approach to emergency situations*, MSF/MacMillan, London.

Harpham, T. and Tanner, M. (eds) (1995) *Urban Health in Developing Countries: Progress and Prospect*, Earthscan, London.

Phillips, D.R. (latest edition) *Health and Health Care in the Third World*, Longman Scientific and Technical, U.K.

Young, H. and Jaspers, S. (1995) *Nutrition Matters; People, Food and Famine*, Intermediate Technology Publications.

ODI Relief and Rehabilitation Network. Numerous papers accessible via www.oneworld.org/odi/

An extensive list of relevant websites will be supplied at the start of the module.

In addition, students will be directed by detailed reading lists based on state of the art journal articles, evaluations, reviews, and recent reports.

Module: Integrated Emergency Management (GE 0271)

Approaches to disaster management have changed over time in response to various influences as well as being practiced in different ways. The Hyogo Framework for Action in 2005 called for the development of resilient communities able to respond to a range of threats. The implication of this call is that there is a common way for approaching preparing for disasters. There is also an implicit message with respect to the capacity of the global community to respond to multiple simultaneous disasters. Global dialogues around Disaster Risk Reduction (DRR) emphasize the need to be able self-help when things go wrong and that response should be within a framework of sustainable development. The underlying issues are that global challenges such as climate change and variability will impede development across the world unless we find ways of effectively responding. Global objectives such as the Millennium Development Goals are likely to be jeopardized. This module will explore the range of issues around the concept of resilient responses to disruptive events. It will examine approaches to disaster management in a number of contexts in both developed and developing worlds. It will look at the concept of resilience and apply to this disaster management. It will then look at learning tools that can be used to enhance the resilience of societies. Given the global convergence of thinking behind response modes to disruptions, this module will draw on experiences from across the world. What is clear is that there is no correct answer to this problem. But finding a workable solution is crucial. During the module students will be expected to reflect on readings and contribute, either from their own experience, or point of view, to this debate. Plenty of time will be given for reflection.

The assignment consists of a report and presentation. It is a generic question and allows you to draw on experience from any part of the world or from any perspective. The following gives the broad outline of the lecture programme:

- Approaches to disaster management in the developed and developing worlds – contrasting top down and bottom up approaches.
- Global dialogues on disaster risk reduction.
- Resilience – what do we mean by that ?

Indicative readings

A mixture of readings will be used to cover the major theme running through the module – resilience. The ones shown below are intended to introduce the module and frame the concept of resilience**. Key academic journals are:**

Disaster Prevention and Management: An International Journal

Disasters: An International Journal

Alexander, D.E. (2002) *Principles of Emergency Planning and Management*. Terra Publishing.

Auerswald, et al. (eds) *Seeds of Disaster, Roots of Response*. Cambridge: CUP.

Daniels, R.J. et al. (eds) (2006) *On Risk and Disaster. Lessons from Hurricane Katrina.* Univ. of Pennsylvania Press.

Ferdinand, I.; O'Brien, G.; O'Keefe, P. and Jayawickrama, J. (2012) The double bind of poverty and community disaster risk reduction: a case study from the Caribbean. *International Journal of Disaster Risk Reduction*. Vol. 2, 84-94.

O'Brien G. O'Keefe P. (2014) *Managing Adaptation to Climate Risk: Beyond Fragmented Responses*. Routledge.

O'Brien, G.; O'Keefe, P. and Devisscher, T. (eds) 2011 *The Adaptation Continuum: Groundwork for the Future*, Lambert Academic Publishing, Germany.

O'Brien, G. and Read, P, (2005) "Future UK Emergency Management: New Wine, Old Skin?", *Disaster Prevention and Management*, Vol. 14(3), 353-361.

O'Brien, G., (2006), "UK Emergency Preparedness – A step in the right direction?", *Journal of International*

Affairs, Spring/Summer 2006, Vol. 59, No. 2, 63-85.

Manyena, B. S. (2006) "The Concept of Resilience Revisited," *Disasters*, 30(4): 433–450.

O'Keefe, P.; Jayawickrama, J. and O'Brien, G. (2014) The Dilemma of Psychosocial Interventions, pp. 167-176, In: Acuto, M. (eds) *Negotiating Relief. The politics of humanitarian space*. London: Hurst & Co.

Perry, R., W.. and Lindell, M., K. (2003) Preparedness for Emergency Response: Guidelines for the Emergency Planning Process, *Disasters*, 2003, 27(4): 336–350.

Quarantelli, E. L.; Dynes, R. R., 1923-; and Rodríguez, H. *Handbook of Disaster Research*. Springer, New York.

Riech, J. W. (2006), "Three psychological principles of resilience in natural disasters", *Disaster Prevention and Management*, Vol. 15 No. 5, 793- 798.

Rose, J.; O'Keefe, P.; Jayawickrama, J. and O'Brien G. (2013) The challenge of humanitarian aid: an overview, *Environmental Hazards*; *Special Issue: Human and Policy Dimensions Environmental Hazards* 12(1), 74-92.

Toft, B. and Reynolds, S. (2005) Learning from Disasters. A management approach. Leicester: Perpetuity.

Wilson, L.; O'Brien, G., O'Keefe, P. and England K. (2014) Barriers to adaptation in Newcastle upon Tyne, UK: Preliminary findings, *Urban Climate* (7) pp 33-46.

Module: Subject Exploration: Disaster and Development (GE 0230)

This module is designed to provide an opportunity for advanced exploration into a particular subject area of interest to the student and within the broad field of disaster and development. This exploration is achieved through following an individually tailored programme, derived through the negotiation of a study plan to produce an extended essay and literature review. The initial work allows discussion between student and academic supervisor on the development of a subject-specific study plan, outlining subject area and methods. This subject exploration is intended to facilitate the learner to produce a critical analytical piece which is normally largely literature based. The content of the module will be strongly related to the core areas of disaster and development but the specific area will be a topic which is not delivered as a substantial part of the formal taught programme and will not form a significant part of the student's proposed dissertation research. Although the dissertation may be on a related area (so that a student can build up considerable expertise in their chosen subject focus) there should be a minimum of overlap – beyond the shared basic texts – in the two sets of literature.

Aims

- To enable students to identify and define a research or investigative topic in the field of disaster and development, in conjunction with an appointed supervisor.
- To enable the student to develop a high level of disaster and development subject understanding.
- To provide the student with a significant opportunity to extend her/his knowledge of their research area.
- To further develop the student's ability to derive information from the literature and to critically review relevant publications.
- To allow the student to demonstrate critical analytical capabilities.

Learning outcomes

Upon completion of this module the students will be able to:

- Prepare a logical and achievable study proposal outlining their chosen area of study and the specific research question on which they will focus (proposal and study plan proforma).
- Conduct a critical analysis of available literature and information on the proposed topic (extended essay and literature review).

Outline of syllabus

This module comprises a series of tutorials to help guide and monitor student progress on a programme of independent learning in the subject area of disaster and development.

The student will negotiate a Study Plan and Proposal with their supervisor, identifying the types of information (e.g. internet-based policy documents, academic literature, personal communication with key informants, etc.) they will be searching; the purpose and aims of the research topic; and the timeline for achieving it.

Directed reading, guided and independent study will be used to enable students to gain a more sophisticated awareness of their chosen study area.

Indicative reading list or other learning resources

This will vary according to the nature of the topic. Numerous relevant texts and appropriate journals / book series by publishers indicated in the earlier modules will provide guidance, particularly extensive material associated with the project management and research methods modules.

Hart, C. (2000) *Doing a Literature Review*, London, Sage.

Koya, K;, Anderson, J.; Kotter, R. and Sice, P. (2014) Attributes of Embodied Leadership, *International Journal of Business and Social Research*, (In Press).

Laws, S. (2003) *Research for Development*, London, Sage.

Rodriguez, H., Quarantelli, E.L., and Dynes, R.R. (2006) *Handbook of Disaster Research,* Kluwer Academic/Plenum Publishers.

Stallings, R. (2002) *Methods of Disaster Research*, Philadelphia, Xlibris.

Module: MSc Disaster Management and Sustainable Development Dissertation (GE 0173)

The MSc dissertation is a single piece of work focused on a case study of disaster management and sustainable development. The dissertation will demonstrate ability to apply relevant methods and perspectives to the chosen topic. The dissertation will be supervised by an appropriate dissertation tutor and will not exceed 20,000 words including bibliographical material.

Prerequisite

Overall pass mark of at least 50% for 120 credit points from modules included in the Disaster Management and Sustainable Development programme.

Aims

- To enable students to conduct a detailed investigation of a substantive research area in disaster management and sustainable development.
- To utilize both empirical and theoretical approaches to undertake research in disaster management and sustainable development.
- To prepare students to proceed to further academic study and to carry out independent empirical research.

Learning outcomes

Students will be able to: Identify

- research questions.
- Carry out reviews and analyses of appropriate literature.
- Design research methodologies and evaluations.
- Analyze the use of data and its place within the context of existing literature.

- Write up research in the form of a 20,000 word dissertation.
- Produce a substantial self-generated piece of work in Disaster Management and Sustainable Development.
- Be confident in using empirical and theoretical analysis in proceeding to further applied research.

Outline of syllabus

- Clarification of research question.
- Utilization of previous research literature in defining aims.
- Implied conception of knowledge and science.
- Determination of methodology.
- Independent research.
- Writing of dissertation.

Indicative reading list or other learning resources

This will vary according to the nature of the topic. Numerous relevant texts indicated in the earlier modules will provide guidance, particularly extensive material associated with the project management and research methods modules. However, an additional indicative list of literature on general issues of doing research, research design, writing up, qualitative and quantitative techniques is included below:

Becker, H. S. and Richards, P. (1986) *Writing for Social Scientists: How to Start and Finish your Thesis, Book or Article*, University of Chicago Press.

Bell, J. (1993) *Doing Your Research Project*, Open University Press.

Berger, R. M. and Patcher, M. A. (1988) *Implementing the Research Plan*, Sage.

Berger, R.M. and Patcher, M.A. (1988) *Implementing the Research Plan*, Sage.

Buzan, T. *Mind Maps*.

Erikson, B. H. and Nosanchuch, T. (1992) *Understanding Data*, Open University Press.

Gilbert, N. (1993) *Researching Social Life*, Sage.

Herbert, M. (1990) *Planning a Research Project*, Cassess.

Hughes, J. (1994) *The Philosophy of Social Research*, Longman.

Lindsay, D. (1984) *A Guide to Scientific Writing*, Longman, Cheshire.

March, C. (1988) *Exploring Data: An Introduction to data analysis for social scientists*, Polity Press.

O'Connor, M. (1991) *Writing Successfully in Science*, Harper Collins.

Sudman, S. and Bradburn, N. M. (1987) *Asking Questions: A practical guide to questionnaire design*, Jossey Bass.

Teaching and learning strategies

Education reaches far beyond the classroom. The teaching and learning strategy of this MSc programme has five core principles: learner empowerment; active engagement; learning in communities; education through experience (kinaesthetic learning), and learning for equality, diversity and multicultural collaborations. Putting active learning at its heart, the programme team constantly reviews how to deliver this MSc programme. The students are encouraged to learn through participating in real scenarios to think for themselves and develop their own personal and professional responses to wellbeing.

Education is about much more than obtaining academic qualifications. This programme use a range of methods to assess the work of students, through critical essays, analytical reports, project work, group assignments and presentations, seminars and other participatory mechanisms.

This MSc is designed to promote effective learning for the delivery of modules in order to:

- Promote flexibility in teaching and learning
- Widen access to learning and teaching resources
- Provide alternative approaches to high quality learning by students.

In line with the existing trend in higher education, the programme seeks to make the development of abilities and attributes connected with employability, otherwise known as key and transferrable skills, more transparent to its students. The programme is been delivered towards making these skills more explicit in modes of study.

Plagiarism and other academic misconduct

Plagiarism is using somebody else's words or ideas without acknowledging them or, put another way, presenting someone else's words or ideas as your own. It is a serious academic offence and will lead to work being disregarded or disciplinary action being taken. One important way of avoiding accusations of plagiarism is to make correct references to your original sources (see section on referencing, above). The University regulations (ARNA appendix

1) ARNA is on the University website at Current Student > Assessment Regulations) include a full description of how plagiarism, and other forms of academic misconduct such as cheating or ghosting, are defined and dealt with. Students should be aware that these forms of misconduct are taken very seriously, and can lead to grave consequences for any student found guilty of them.

Ethics and risk assessment

Ethics and risk assessment are very important in conducting field work and research in this MSc programme. The University takes ethics and risk assessment very seriously. You can access Northumbria University's Research Ethics and Governance Handbook (www.northumbria.ac.uk/static/5007/847027/reghandbook) and Department's Research Ethics Procedures (www.northumbria.ac.uk/sd/academic/bne/research/ethicsandgovernance/) on the University website.

From this year onwards you are expected to fill the Online Research Ethics Approval Form (www.northumbria.ac.uk/researchandconsultancy/sa/ethgov/) before you start your field research activities.

The teaching team will explain these procedures and guidelines further during your study period.

Assessment

The assessment strategy seeks to provide a wide range of exercises that develop a portfolio of analytical and presentational skills (Table 3). As such, the assessment strategy is based on an ongoing series of assignments rather than through examinations at the end of the course. The exercises relate closely to the style of unit delivery. Conforming with Northumbria regulations under modularization, the pass mark for each assessment will be 50%. Students who have attained an average mark of 70% or more at the end of the course shall be awarded a distinction and those who gain an average of 60% or above will be awarded a commendation. If students are just below a boundary the examination board will refer to the level of performance in modules, and the higher class of award will be made where the majority of credits are in the higher class. For details see ARNA section 8 (ARNA is on the University website at Current Students > Assessment Regulations)

Copies of the Handbook of Student Regulations can be downloaded from the University website at:

Home Page > Schools and Services > University Services > University Secretary's Office > Handbook of Student Regulations

Assessment Regulations for Northumbria Awards (September 2004) are also available for downloading from the University website:

Home Page > A-Z Student Survival Guide > Assessment Procedures and Guidelines

Referencing

All assessed work must be properly referenced. Work that is not referenced is likely to be marked down, and risks falling into the plagiarism category. The only referencing system that is used on this course is the Harvard system. Students who are in doubt as to exactly how this should be done can ask staff for advice but in the first instance are directed to a Northumbria-produced guide, Cite them Right, that provides details on referencing available at a small cost from the library or for free online.

As in all academic institutions plagiarism is unacceptable and is dealt with according to University regulations. (Assessment Regulations for Northumbria Awards, September 2004).

Assessment deadlines and late work

The pattern of assessment deadlines is indicated on Table 3. There is some variation between modules and attention should be taken of guidelines associated with each individual item of assessment. These are clearly described on standardized assessment description sheets that are handed out at the beginning of each unit or shortly after.

Late Submission

Sometimes due to circumstances beyond your control it may become impossible for you to submit a piece of work on time. If this is the case you must get a Late Submission Form approved by a member of the Student Support Team in B201 Ellison Building. You must do this in advance of the hand-in date. Late submissions will normally only be granted if backed up by appropriate third party written evidence (such as a medical note). Please note: Pre-booked holidays are not ground for late submission. Further information on this process is provided in Appendix C.

Any work submitted after the deadline and without prior late approval will receive a mark of zero and will be regarded as incomplete. You will need to do additional work for any modules with incomplete components.

Word limits

Where word limits are specified, these should be considered as an important part of the brief for an assignment. Work exceeding or falling well short of the word limits risks being marked down. Any doubt about word limits associated with individual assignments should be raised with the unit tutors who set the assignment.

Marking criteria

Indication of what will constitute a good piece of assignment work is provided with the assignment sheets handed out at the start of each unit and will vary substantially dependent on the nature of the task. The University has developed generic criteria for assessed work at postgraduate level (See Annex 4: Generic Assessment Criteria for Taught Postgraduate Programmes: Academic Year 2008/09). In general, for postgraduate purposes, marks above 50% are a pass, between 60% and 69% are commendable and marks above 70% are awarded a distinction.

Feedback on assessment

Other than in exceptional circumstances, written and verbal feedback for all items of assessment is provided within three working weeks of the assignment submission date. However, a sample of submitted work will be retained for the purpose of external moderation.

MSc dissertation

Prospective MSc dissertations will normally be based on proposals made at the end of the taught 120 credit part of the course.

The requirement for registering an MSc topic will be a pass mark of 50% for the previous 120 credits worth of units and an MSc research proposal formally approved by a member of staff teaching on the course and the Course Leader. The Masters programme will be examined by a dissertation of 20,000 words.

The main criteria for assessment of the MSc Dissertation are:

■ A clear statement of the aims and objectives of the dissertation topic

■ Evidence of the design and implementation of an appropriate methodology

■ A demonstration that the analysis and interpretation of data has been undertaken within the context of available literature and research.

■ Evidence of independent learning and research

■ A clearly presented Dissertation

Table 3: Disaster Management and Sustainable Development Assignment Schedule

Module	Credit points	Description	% of unit	Submission semester/week	Staff
Themes in Sustainable Development (GE0234)	20	Presentation write-up Essay	10 30 60	S1 Wk 4 S1 Wk 5 S1 Wk 6	SJ / others
Disaster Risk Reduction and Response (GE0235)	20	Portfolio	100	S1 Wk 10	GoB/Others
Project Management: Approaches and Methods (GE0170)	20	Poster presentation Report	30 70	S1 Wk 12 S1 Wk 13	GOB/others
Research Methods for Disaster and Development (GE0355)	20	Essay Project proposal	50 50	S2 Wk 10 S2 Wk 13	TBC /others
Physical and Mental Health for Disaster Management and Development (GE0172)	20	Scenario building for emergency health contingency Health care systems evaluation and presentation	50 50	S2 Wk 8 S2 Wk 12	AC
Integrated Emergency Management(GE0271)	20	Presentation Report	25 75	S2 Wk 12 S2 Wk 13	G0B
Subject Exploration: Disaster and Development (GE0230)	20	Proposal Essay/lit review	10 90	S2 Wk 2 S2 Wk 12	RK /All
MSc Disaster Management and Sustainable Development Dissertation (GE0172)	60	Dissertation of 20,000 words	100	October 15th Jan 14th March 31st May 15th	AC / All

(Details and submission dates may change but full information will be given at the start of each module. Use the Module Guide for exact details).

Assessment processes explained

Why are assessments necessary?

Assessment makes an essential contribution to your education. It acts to motivate you to focus and reflect on your learning and to apply and synthesize your knowledge. It also permits you to gauge your progress and act to address any weaknesses. Assessment methods are therefore an integral part of the learning process. From the University's perspective, it enables your tutors to monitor your progress, measure your attainment, maintain standards on the programme, and determine your final degree classification.

How can you be sure that the assessments are appropriate and relevant?

The mix of assessments across each programme is carefully selected to enable students to demonstrate a range of skills and knowledge which become progressively more challenging level-by-level. Assessment techniques are chosen to fit the subject discipline and reflect the expectations of employers and accreditation bodies. Each assessment task is aligned with module and programme learning outcomes and contributes in part to the development of discipline- specific knowledge and understanding, academic, practical or transferable skills.

How can you be sure that the assessments which are set are fair?

Individual assessment tasks are written by Module Leaders and are subject to peer-review by other staff in the Department before they are agreed and distributed to students. In addition, External Examiners, who are colleagues from other Universities and (for professionally accredited programmes) from industry, are appointed to ensure that the standards at Northumbria are appropriate, and a key role is to review the assessment questions and marking schemes.

How do we inform you about the criteria we use to judge your work?

Generic grade descriptors by level of study are supplied within your handbook. These reflect the increasing demands and expectations of standards as students' progress through their programme. In addition, you are supplied with specific assessment criteria at the module level as part of your coursework specifications.

How do we undertake marking?

Marking involves staff allocating marks according to defined marking criteria that have been approved in advance. Assessments may be marked by a single staff member or a team of markers (depending on the size of the module). These are invariably the staff who delivered the module and their expertise in the subject discipline is assured. If the work is marked by a team, initial meetings and sample marking is undertaken to establish common expectations in relation to the marking criteria to minimize variations across markers.

How do you know that marking is fair?

Once all the marking has been completed for an assessment, a sample of the work is selected for 'moderation'. The sample size is proportional to the number of scripts and is selected from the whole range of marks. Student work is anonymous during the marking and moderation process and your name will only be revealed once all the marks have been agreed following the sample check. Prior to the Examination Board, the External Examiner also verifies the appropriateness of the marks awarded within the sample, and it is only at the Exam Board stage that the marks are fully approved. If there are disparities between markers during the moderation process, then additional work may be sampled and third markers may be called upon to resolve any differences. By the end of the whole process the Exam Board must report that it is satisfied that the marks that have been awarded are a true reflection of the quality of the work.

Why does it take four weeks to mark your work?

Although 20 working days (four weeks) may seem to you like a long time for work to be marked and returned to you, it is important that we allocate sufficient time for staff to carefully consider the work, so that the mark allocated fairly reflects the quality of your submission. Tutors' marking workloads have to be considered in relation to the other academic duties they have to perform. We estimate that, on average, each assessment takes

approximately 20-30 minutes to mark and provide feedback. In addition, once marked, all assessments have to be moderated (see above) to ensure fairness and consistency.

What level of feedback should you expect?

Feedback is a vital part of your learning process and will occur throughout your engagement with academic staff. Informal levels of feedback will often occur in lectures, seminars, lab work and project activities, and through the use of in- class activities and questioning. More formal feedback occurs during the assessment process and usually involves staff writing comments on scripts that are returned to students. Whilst there will invariably be differences in the styles that individual staff members adopt to provide feedback, their comments should serve three main purposes: (1) to explain the mark awarded; (2) to identify strengths within the work; and (3) to indicate areas that could be improved on for future work.

What should you do with the feedback you receive?

It is imperative that you collect all your assessment scripts so that you benefit from the feedback comments provided by the tutors. Your feedback provides you with the key opportunity to use assessment to improve your learning. Hence, if you have any problems understanding the feedback on your work, you should arrange a meeting with the staff member to clarify their comments.
It is important to review the comments you have received on all your work to identify any consistent issues that have arisen across several pieces of assessment.

This will help you formulate an action plan to deal with recurring weaknesses affecting your attainment. The Skills Plus programme managed by the University Library is an extremely valuable resource for students who require general advice such as 'Writing Assignments', 'Preparing for Exams' or 'Thinking Critically'.

List of staff

Table 4: Staff who provides tuition on this programme

Name and department	Room no.	Tel. ext.	Email address
Department of Geography and Environmental Management:			
Prof Andrew Collins	D 205	3754	andrew.collins@northumbria.ac.uk
Dr David Cooke	D 210	3879	david.cooke@northumbria.ac.uk
Dr Samantha Jones	D 210	7217	samantha.jones@northumbria.ac.uk
Dr Peter Glaves	D 118	3733	peter.glaves@northumbria.ac.uk
Richard Kotter (Programme Leader)	D 204	3262	richard.kotter@northumbria.ac.uk
Dr Geoff O'Brien	D 207	3745	geoff.obrien@northumbria.ac.uk
Derek Johnson	D 207	5300	derek.johnson@northumbria.ac.uk
Emeritus Prof Phil O'Keefe	D 207	3747	phil.okeefe@northumbria.ac.uk
Emeritus Prof. Maureen Fordham	D 220	3757	maureen.fordham@northumbria.ac.uk

Plus some input from Visiting Lecturers, and associated PhD students.

Other staff associated with this programme

Name and department

Department of Geography (Faculty of Engineering and Environment):

Dr Jane Entwistle – Head of the Department of Geography

Divisional Administrative Staff in Room Ellison Building B201:

Mrs Susan Davies, Programme Support Coordinator	3408	susan.davies@northumbria.ac.uk
Andrew Mallon, Faculty Support Administrator	3428	andrew.mallon@northumbria.ac.uk
Ms Joanne Forster, Student Administration and Support Coordinator	3792	joanne.forster@northumbria.ac.uk
University Library, Kathryn Smith	7970	kathryn.smith2@northumbria.ac.uk

Full staff profiles and lists of their publications are available via the University website along with wider lists of academic staff forming the resource base within the University as a whole.

Regulations

The Handbook of Student Regulations includes information such as:

- Student disciplinary rules and procedures

- Principles and procedures relating to Student Appeals against Examinations/Assessment decisions

- Procedures for requiring a student to withdraw from the University for Unsatisfactory Academic Progress and the procedures for a student to appeal against them

- Students' complaints procedure.

The Handbook can be consulted on the University website at Current Student > Handbook of Student Regulations

Assessment Regulations for Northumbria Awards (ARNA) are the standard regulations which apply to all of the University's academic programmes. Any variations from ARNA have to be specifically approved for a particular programme.

ARNA is on the University website at Current Student > Assessment Regulations

Resources

Introduction

The teaching programme is hosted by the Department of Geography, which has in-depth experience of key issues centering on the theme of sustainable development and disasters. The teaching staff members on the programme have direct field-based experience of the issues presented in the programme especially from the developing world through research or consultancy, have experience of supervising postgraduate work or teaching to Master's Degree level, and have published key work in their respective specializations. Staff members contributing to this programme are at the forefront of existing expertise in topics they will teach. The postgraduate programme is also central to the Disaster and Development Network (DDN) and Gender and Disaster Network (GDN) at Northumbria University the work of which feeds back into the MSc programme.

Institutional linkages

The authors of this programme acknowledge existing expertise in other institutions, several of which have been or are well known to them through direct collaborative activities and through the sharing of academic expertise. Other than training new professionals in disaster management and sustainable development, the course aims to provide opportunity for the sharing of professional ideas and skills between the staff of other institutions working in related fields. As such this course will provide a catalyst for greater empathy and international dialogue in disaster management and sustainable development. The importance of facilitating a professional dialogue encouraging understanding of differing concerns across disciplinary, geographical, social, cultural, political and economic divides is seen as a particular opportunity. Whilst some progress has been made in understanding the complexity of wellbeing issues within some academic institutions and organizations, there is still relatively little collaboration centred on this field. There are arguably even fewer pushing the particular focus of the link between disaster management and sustainable development to the fore as carried out by this programme, despite increasing demands for expertise in this field. Staff members working with the Northumbria programme have established involvement with non-governmental, governmental, United Nations and intergovernmental organizations working in the field of disaster management and sustainable development.

Following are some of the strong links and partnerships of this course, which brings additional strengths to the learning and teaching process:

- United Nations Development Programme (UNDP)
- United Nations Office for the Co-ordination of Humanitarian Assistance (UN OCHA)
- United Nations Children's Agency (UNICEF)
- World Food Programme (WFP) Food
- and Agriculture Organization (FAO)
- United Nations Refugee Agency (UNHCR)
- World Health Organization (WHO)
- European Union (EU)
- Department for the International Development (DfID)
- International Federation of Red Cross and Red Crescent (IFRC)
- Enhancing Learning and Research for Humanitarian Assistance (ELRHA)
- Action Learning Network for Accountability and Performance in Humanitarian Action (ALNAP)
- International Rescue Committee (IRC)
- Save the Children Amnesty
- International (AI)

Research and consultancy

Department of Geography of Northumbria possess an active and growing research profile that is characterized by expertise in a number of areas of relating to this course. For example, research in the Department of Geography is of two kinds, namely: i) fundamental, pre-competitive research that is publishable and directly informs academic and policy debates, and ii) contract research concerned with the application of existing knowledge and methodologies to problems. All research is subject to external peer review and the expectation is that all staff should show a solid research and publication profile. The group associated with this programme has a strong, but not exclusively, developing nation focus.

Accommodation and equipment

The programme staff members are accommodated in the Ellison Building of the City Campus at University of Northumbria, the new home of the Department of Geography from the summer of 2005. Teaching sessions for Semester One will make use of two well-equipped rooms in Northumberland Building. In the Ellison Building there is a well-equipped IT room (D211) with a number of recently installed PCs, and other equipment. There are several other computer rooms around the University for more general student use and students of this course will also have access to all of these.

Learning resources

Library services

To guarantee success in your learning at Northumbria you will want to make

full use of the specially tailored online and print resources of the University library.

University Smartcard

Once you are enrolled as a Northumbria student your Smartcard will become an essential passport to the University Libraries with their generous opening hours. This card is an essential part of studying at Northumbria; it is used as your Student's Union card and also gives access to many other University buildings and facilities including the Sports Centre.

Library induction and Skills Plus

With a little bit of effort and practice you will quickly become confident in using the library effectively and library staff members are available to help you at every step. At induction, you will be given an introduction to the library and its services and to Skills Plus, the essential student guide to using the rich range of library materials. There is more to successful study than Google and the Library should be your starting point for everything from study skills to good academic practice and avoiding plagiarism, as well as access to information in all forms from books, manuscripts and journal articles to web pages, emails, images, electronic books and computer programmes! We provide wide ranging support too, so if you want to get ahead at Northumbria and achieve the very best results you should make the use of specialized library services and materials an everyday part of your study.

Help and support

On your first visit to the library make sure you collect a welcome leaflet and look out for guides to the Library, which explain the many services on offer. Call at the Library Enquiry Desks to find out more or make an appointment to see an Information Specialist who can talk to you about the subject you are studying.

City Campus library and resources

City Campus Library is the very visible nine-storey building in the center of the University quadrangle. This Library has been recently refurbished and is now nationally recognized as providing an exciting and modern mix of learning spaces to suit all learning styles and needs. You can work alone, in groups or take a break in the Learning Café. The City Campus Library and Coach Lane Campus Library contain around half a million books and 2,000 print journals. If you explore the e-Library you will have access to another 22,000 electronic journals and a range of specialist research databases. The library collections can be accessed through the online catalogues (OPACs) in the library or on the web.

NORA – your library search engine

Finding your way through the extensive online collection is best tackled using NORA – this is Northumbria's own award winning way to search for materials which are tailor made to meet your course needs. NORA will connect you to the articles found in your search if we have a subscription or other means of access. NORA also lists all of our electronic journals and provides links to those journals. The quickest way to explore the library online is via the e- Library tab. The Library & Learning Services web site can also be found at: http://northumbria.ac.uk/sd/central/library/

Please remember that you will need your university computer username and password to log into NORA as this service has been specially developed for and is targeted at students on Northumbria programmes. If you have never used research materials before you should refer to Library guides, drop in sessions or just ask at the enquiry desks.

Key Text

The Key Text Collection can help you when everyone wants a book at once. The books in most demand are placed here on short loan. You can issue them to yourself during all library opening hours. We are also investing in more copies of electronic books which are available online on and off campus.

Using other libraries

Northumbria students can use other libraries such as Newcastle City Library and the Robinson Library at Newcastle University. For more information ask for the "Access to Information for Students: Newcastle & Gateshead" when you register or look at the "Using other Libraries" information under the "Libraries and Services" link from the e- Library tab.

Opening hours

During semesters, both City Campus and Coach Lane libraries open at least until midnight during the week and at weekends. During vacations the libraries are open, but with less extensive hours. Full details of the opening hours can be found via the e-Library tab.

Using IT

You will find plenty of choice in how you can access IT at Northumbria. The Libraries at City Campus and at Coach Lane Campus offer access to IT alongside the books and journals, modern IT suites, research spaces, loan facilities for wireless laptops and well equipped learning cafes where you can surf the web and work alone or in groups, in a lively or in a quiet learning environment as you choose. The Students Union offer an Internet café, Lipman Building café also has IT provision and IT Labs or study hubs in Schools provide further choices.

Full details about Open Access IT Facilities and IT Help and Training, including Getting Started Help Guides, are available via the e-Library tab. Just follow the links on the left to Help & Support. For more information about resources and services

provided by the University Library visit the web site at:

http://northumbria.ac.uk/sd/central/library/ or click on the e-Library tab from any University web page.

Administrative support

Responsibility for the administration of the course rests with an Administrator to the Programme acting under the authority of the Registrar. Amongst other tasks, the Administrator ensures that proper and appropriate administrative procedures are followed with respect to finance, student registration, the recording of student progress, assessments and the making of recommendations for awards. Administrative staff members for the programme are based in Ellison Building B 201.

Course management

The Head of the Department and Programme Leader at the Department of Geography will be responsible to the

wider University Administration for the proper conduct of the programme, ensuring that all University procedures are followed including those concerned with the maintenance and enhancement of quality, and with periodic review.

The duties of the Programme Leader include those normally associated with such a position in the University such as the day-to-day conduct of the teaching programme, liaison between teaching staff and maintaining contact with students to the programme.

The programme is subject to the normal quality control procedures of a UK- based academic institution. This includes module review (which includes module questionnaire surveys of

students) and programme review. Review documents are made available on Blackboard.

Your rights of representation

The University is committed to listening to your views on your programme of study, and responding to them. There are a number of avenues open to you.

First is informal contact with a tutor; you will often find that your concerns can be resolved in this way.

Second, all students are invited to attend a Staff Student Liaison Committee where they will be able to discuss issues of concern or interest to them with tutors in a slightly more formal way.

More formal still is the Programme Committee which has overall responsibility for the maintenance of a programme or group of programmes. Two students will be chosen by the students on the programme to be members of this committee and to represent their interests.

At School level, a Learning and Teaching Committee is responsible for 'supporting and stimulating' learning and teaching in the School. Included in its broad remit is the task of formally approving all new or changed programmes or modules within the School.

At University level, the important committees, including Academic Board and the University Learning and Teaching Committee all have student representatives nominated by the Students' Union.

Student support at Northumbria

The University offers a wide range of services to support students during their period of study at Northumbria. Practical, personal and financial advice can be offered across areas from health

or childcare, through the availability of Access funds, to part-time employment or careers. A confidential counselling service is available. Study skills support is available for students who need guidance on aspects of their study, including writing essays, note-taking or time management.

Students may consult their guidance tutor if they want advice on the use of Student Services. Students may however choose to make a direct approach to Student Services, the offices of which are found in the Northumberland building.

A full account of student services is found on the website: Current Student

> Student Services

English language skills

Working and studying at an English- speaking University can be very demanding. To make the most of your time at Northumbria a good command of the English language is essential. The University offers a variety of pre- sessional programmes for students preparing to study on a full-time academic programme and also to those students who require extra support during their period of study. International students can obtain help with English from the University's English Language Centre, based in the School of Arts and Social Sciences. The Centre runs a language programme for in-sessional students. This programme is called ASk (Academic Skills – International) specifically targeted at the needs of EU and international students whose first language is not English. ASk seminars are shown on programme timetables and are geared to specific language needs on particular programmes.

Northumbria Language Centre
Northumbria University
Lipman Building Newcastle
upon Tyne, NE1 8ST

Telephone:
+44 (0) 191 227 3432
E-mail:
linda.howe@northumbria.c
.uk

Alumni Association

Students of this programme are welcome as members of Northumbria Alumni Association which provides a number of benefits.

Northumbria Alumni Association
Corporate Communications & Development, Northumbria University
Room 113
Sutherland Building
Newcastle upon Tyne NE1 8ST

Telephone:
(44) 0191 227 4837
Email:
alumni@northumbria.ac.uk

Library

The libraries at City Campus and Coach Lane provide access to a wide range of print and electronic resources including over half a million print books, over 700,000 eBooks and more than 50,000 electronic journals. More details can be found on the University Library website: http://library.northumbria.ac.uk/home

City Campus Library (number 14 on City Campus map) is housed near the Student Union building (number 30 on City Campus map).
Coach Lane Library is situated on the East Side of the Campus, in F Block (number 16 on Coach Lane Campus map).

City Campus library is open 24/7 during term time and from 9am to midnight during vacation times. Coach Lane library is open 7am until midnight (Monday to Friday), 9am until midnight (Saturday and Sunday). Opening hours are prominently displayed in the foyers of the library buildings, any changes are advertised on the Library website and on social media. Opening hours vary during bank holidays and are subject to change, so please check before you travel.

You will need to keep your smartcard with you to gain access to and leave the libraries. Your Smartcard is a universal card which not only gives access to the Libraries and other University buildings, but it also allows you to print, copy, scan, borrow books and make cashless payments.

The Library Catalogue can be accessed on and off-campus through the University Library website and the dedicated catalogue computers on each floor of both Libraries. The catalogue can be used to search for books and eBooks located in the University Library. It is quick and easy to use and will give you the information you need to locate the material on the shelves or read online. eBooks can be read on and off-campus, anytime, anywhere. NORA can be used to search for, and retrieve, up-to-date scholarly materials including articles, reports and statistics that are relevant to your studies. You can browse through all the online resources relating to your subject in one place including databases, journals and websites.

Students are entitled to borrow up to 15 items at any one time. Items can be issued using the self-issue machines on the ground floor of City and Coach Lane Libraries. You can renew your library books online through the MyLibrary section of MyNorthumbria or via the Library Catalogue.

Northumbria students can use other libraries such as the Robinson Library at Newcastle University and Newcastle City Library using the SCONUL access scheme. For more information see the Library SCONUL information page: http://library.northumbria.ac.uk/sconul-holiday

The Northumbria Skills Programme is a comprehensive skills programme designed to develop the key skills you need to succeed at university and beyond provided by the Library. It runs throughout the year and provides classroom style skills sessions on many topics including academic writing skills, giving accomplished presentations, and referencing your work correctly, as well as regular drop in surgeries. Some sessions are bookable; simply consult the timetable on the Northumbria Skills Programme website: http://library.northumbria.ac.uk/skillsdev-nsp

Skills Plus is the Library's collection of online learning materials, with a focus on digital literacy and study skills that can be accessed on and off-campus. Using these resources is an excellent way to develop your skills through a range of online tutorials with quizzes, video demonstrations and printable help guides. http://nuweb2.northumbria.ac.uk/library/skillsplus/topics.html?l3-0

If you need help or advice, on or off campus, you can contact Ask4Help. The Ask4Help service provides you with help and support to access a range of University services including Library, Disability Support, Student Finance and Careers. The quickest way to find answers to some of the most popular questions asked by students is to look at Ask4help online. You can also contact us by phone and speak to a member of our dedicated enquiry team or email us your questions.

www.northumbria.ac.uk/ask4help
ask4help@northumbria.ac.uk
0191 227 4646

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Northumbria Students' Union (NSU) is here to make sure you have the best experience possible. NSU is one of the largest and most exciting Unions in the country and that's all because of YOU. We represent you, the student, on all levels, on the issues students are concerned about; receiving a great academic experience, being very employable when you graduate, being safe on campus and in the city and having a fantastic time while a student.

NSU is run by students for students. You can have your say in what NSU does and how it is run, by contacting your Sabbatical Officers or by coming along to Student Council

MEMBERSHIP: As a student of Northumbria University you are automatically a member of the Students' Union. We also sell NUS Extra Card from the Students' Union at both Coach Lane and City Campus giving you discounts in shops and online, but you don't need one to use any of our services.

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If you would like more information check out the website www.mynsu.co.uk or come and see us at our offices in City, Coach Lane and London.

Annex 1: Ethical values of the programme – learning and teaching

In this statement the term 'learner' is used generically to refer to anyone with responsibility for the provision of learning within the MSc – Disaster Management and Sustainable Development Programme. 'Learning and teaching' includes anyone undertaking the role(s) of student, collaborative learner, researcher, trainer, educator, supervisor, manager and evaluator of the learning and teaching activities of the programme.

This statement indicates an important development in approach to morals and ethics within the Disaster Management and Sustainable Development programme at Northumbria University. One of the characteristics of contemporary society is the coexistence of different approaches to morals and ethics. This statement reflects this ethical diversity by considering:

■ Values Principles

■ Personal moral qualities

This selection of ways of expressing moral and ethical commitments does not seek to invalidate other approaches. The presentation of different ways of conceiving morals and ethics alongside each other in this statement is intended to draw attention to the limitations of relying too heavily on any single ethical approach. Moral and ethical principles are well suited to examining the justification for particular decisions and actions. However, reliance on principles alone may detract from the importance of the learner's personal qualities and their moral significance in human relationships. The provision of culturally sensitive and appropriate behavior is also a fundamental moral concern. Cultural factors are often more easily understood and responded to in terms of values. Therefore, learning and teaching values are becoming an increasingly significant way of expressing moral and ethical commitment.

Values

The fundamental values of the programme include a commitment to:

■ Respecting human rights and dignity

■ Ensuring the integrity of group relationships

■ Enhancing the quality of knowledge and its application

■ Increasing personal effectiveness

■ Firmly focused yet open mind for learning and teaching

■ Constant inquisitiveness

■ Enhancing the quality of relationships between people

■ Appreciating the variety of human experience and culture

■ Striving for the fair and adequate provision of learning and teaching

Values inform principles. They represent an important way of expressing a general moral and ethical commitment that becomes more precisely defined and action-orientated when expressed as a principle.

Principles

Principles direct attention to important moral and ethical responsibilities. Moral and ethical decisions that are strongly supported by one or more of these principles without any contradiction from others may be regarded as reasonably well founded. However, learners will encounter circumstances in which it is impossible to reconcile all the applicable principles and choosing between principles may be required. A decision or course of action does not necessarily become unethical merely because it is contentious or other learners would have reached different conclusions in similar circumstances. A learner's obligation is to consider all the relevant circumstances with as much care as is reasonably possible and to be appropriately accountable for decisions made.

1. Reliability: honoring the trust placed in the person

Being trustworthy is regarded as fundamental to understanding and resolving moral and ethical issues. Learners who adopt this principle act in accordance with the trust placed in them and regard confidentiality as an obligation arising from the other person's trust.

2. Autonomy: respect for other person's right to be self-governing

This principle emphasizes the importance of other people's commitment to listen and accept what you have to say. Learners who respect other peoples' autonomy ensure accuracy in any information shared with others are honest, accept their own faults and listen to different opinions and ideas without disturbing others.

3. Beneficence: a commitment to promoting other's wellbeing

The principle of beneficence means acting in the best interests of others on professional and personal assessment. It directs attention to working strictly within one's limits of competence on the basis of adequate training or experience. There is an obligation to use regular and on-going supervision from the programme teaching team to enhance the quality of being a member of the learning community and to commit to updating practice by monitoring the Professional Development Plan. An obligation to act in the best interests of others may

become paramount when working a group of people that are from different cultures, communities and countries; because of language differences, lack of proper understanding of another culture, extreme unhappiness and other personal constraints.

4. Non-maleficence: a commitment to avoiding harm to others

Non-maleficence involves avoiding sexual, financial, and emotional or any other form of exploitation. The learner has an ethical responsibility to strive to mitigate any harm caused to another person even when the harm is unavoidable or unintended.

5. Self-respect: fostering the learner's self-knowledge and care for self

The principle of self-respect means that the learner appropriately applies all the above principles as entitlements for self. There is an ethical responsibility to use supervision for appropriate personal and professional support and development within the programme. The principle of self-respect encourages active engagement in life-enhancing activities and successful relationships with other learners and teaching staff members.

Personal moral qualities

The learner's personal moral qualities are of the utmost importance to everyone. Many of the personal qualities considered important in the programme have an ethical or moral component and are therefore considered as virtues or good personal qualities. It is inappropriate to prescribe that all learners possess these qualities, since it is fundamental that these personal qualities are deeply rooted in the person concerned and developed out of personal commitment rather than the requirement of the programme. Personal qualities, which all the participants of the learning and teaching process of this programme are strongly encouraged to aspire to include:

- The ability to communicate understanding of another person's experience from that person's perspective.
- A personal commitment to consistency between what is professed and what is done.
- Commitment to being moral in dealings with others, personal straightforwardness, honesty and coherence.
- The capacity to work with the other's concerns without being personally diminished.
- Showing appropriate esteem to others and their understanding of themselves.
- The ability to assess accurately and acknowledge one's own strengths and weaknesses.
- The effective deployment of the skills and knowledge needed to do what is required.
- The consistent application of appropriate criteria to inform decisions and actions.
- Possession of sound judgement that informs practice. This is a way of living and being.
- The capacity to act in spite of known fears, risks and uncertainty.

Conclusion

The challenge of working morally and ethically means that learners will inevitably encounter situations where there are competing obligations. In such situations it is tempting to retreat from all moral and ethical analysis in order to escape a sense of what may appear to be unresolvable ethical tension. These ethics are intended to be of assistance in such circumstances by directing attention to the variety of ethical factors that may need to be taken into consideration and to alternative ways of approaching ethics that may prove more useful. No statement of morals and ethics can totally alleviate the difficulty of making personal or professional judgements in circumstances that may be constantly changing and full of uncertainties. By accepting this statement of moral and ethical values, participants of learning and teaching process of the MSc Disaster Management and Sustainable Development are committing themselves to engaging with the challenge of striving to be moral and ethical, even when doing so involves making difficult decisions or acting courageously.

Annex 2: Writing the Disaster Management and Sustainable Development MSc dissertation: specifications, style, and strategy

General

The maximum number of words is 20,000 excluding appendices and the list of references at the end. It is acceptable to submit a dissertation of less than 20,000 words, particularly if you have included several appendices. However, you must not exceed the maximum word limit. A dissertation of less than 15,000 words is in serious danger of being considered too short. Use double or one and a half line spacing printed on one side of the page leaving at least 2.5 cm margins on all sides except the left side binding edge margin that should be at least 3.0 cm wide. You must submit two copies of the final dissertation. Further binding requirements will be provided, but don't do any binding at all until your supervisor is happy you have something worth binding.

You must include an abstract of not more than one page.

A suggested format for the dissertation is provided below. However, you are welcome to adapt this broader scheme to fit your own requirements. It is good practice to provide plenty of sub- headings within each of the main sections. The title of the main headings may be simply Introduction, Background, Methodology and so on. You can alternatively use titles that are lengthier but which subsume this progression. You should start each major section on a new page. Use a simple numbering system for the main sections.

Suggested Format

Contents   List of tables

List of figures

Abstract

1.0 Introduction

1.1 Subheading

1.2 Subheading

1.3 and so on as appropriate ... (you may wish to use numbering to a three digit level (i.e. 1.1.1), but beyond three digits is unnecessary and arguably inappropriate for a Masters dissertation. An alternative is to only number the main chapter headings or only number to two digits and/or use italics for lower order subheadings. There is ultimately no singular prescribed way of presenting it so long as the basic norms of clear presentation are maintained. It must look professional.

The introduction is likely to contain a concise summary of the whole dissertation, including the main findings. You will typically refer to the topic, why it is interesting and to whom. You may indicate something about the policy background, the academic background, the study area(s), methodology, and findings with conclusions.

2.0 Background

2.1 Meaningful subheading

2.2 Meaningful subheading

2.2.1 The quantity of meaningful sub-headings will depend on individual style preferences and to some extent the topic. It is unlikely that your dissertation would be suited to no use of subheadings. Third order numbering (if you are using it) need not have a subheading attached to it.

The background section incorporates a review of relevant literature that is related to the key issues and themes informing the focus of your topic. Whilst references are likely to appear throughout the dissertation, this section will typically have a significantly higher density of referencing. Avoid broad generalizations that do not directly relate to the key questions with which you are concerned. Whilst you may typically make a few broader statements (hopefully with a source indicated) to get going, you should not waste space before 'funnelling in' to the specific detail you are concerned with in your research activity. One very good approach is to end with the knowledge gap you think there may be that your research can contribute to reducing. The background might be divided into several sections, one of which is specifically about the theoretical aspects and the other about the study area or areas. The dissertation that manages to consistently link theory and the specifics from a research location throughout is likely to be much stronger than one that mostly deals with theory and research location in isolation from each other. A dissertation that does not manage to explicitly link the two in at least part of the background section and the latter discussion section is likely to have failed. Remember to indicate exactly why locations are suitable for the study and explicitly inform the reader what is distinct about them in terms of your chosen topic. It may be that the choice of the area affects the choice of the topic or that the choice of the topic affects the choice of the area. Consistent with this suggested format, source material (i.e. the literature you refer to) is likely to be divided into academic texts and journal papers to set up the theoretical and knowledge context about your chosen issue, and some more localized literature relating to your field area and/or the policy aspects associated with the guts of the topic. The latter may typically include contributions from the 'grey' literature, though for a Masters dissertation these need not number very many and are likely to be fewer than the number of academic sources you can acquire. Overall, the emphasis of this section is on relevance and skill in applying referenced source material to the topic,

rather than quantity of citations, though good writing often includes a substantial quantity of references.

3.0 Methodology

Include subsections in a style consistent with earlier sections of the dissertation.

The methodological approach must be clearly stated and justified. Start from the broader theoretical stance and move toward the specific methods and techniques you have used (several subsections would be appropriate). The Masters student should at least have thought about epistemologies, though not all candidates will chose to specifically engage with it through their writing. You could start with methodology, epistemology or ontology, though the later two would lead you to the former. It is unlikely that you can justify an opening to your methodology section that simply begins with a description of what you measured. However, specific detail on the methods and techniques you have used is crucial and becomes explicit in the subsections to this section. For example, the reader needs to know exactly how many people have been interviewed, who they were, when, how and so on. Details of qualitative variables and quantitative data are required. Justify the use of any statistical analysis. A short section on the limitations of the methodology/ techniques and explanation of problems encountered should be included. With most research, it is appropriate to insert some comment that demonstrates awareness of positionality between yourself and the subject area. This is where you demonstrate awareness of your role in the research topic and how that filters the results you have achieved. It could be quite personal in terms of your position in relation to people in "other worlds" but there is often no need to get carried away with it unless a specific focus of your research topic is about that issue.

4.0 Results and Analysis (or Results)

This section could also be considered as 'findings', which can be a further alternative title for this section. Remember that you can use different types of descriptive headings that reflect this stage of the dissertation if you prefer – it is possible to address the two components of results and analysis as separate chapters but it is generally easier and better to provide analysis alongside the results as you present them. Either way, do not give masses of data without trying to explain it and drawing some intermediary summary or conclusions. The simplest and most effective way to present results is by dividing it into distinct themes. Avoid simple frequency tables in favour of cross-tabulations. Use tests for statistical significance where there is sufficient data that lends itself to that form of analysis. Whilst it is more regularly applied to quantitative data analysis, be aware that much qualitative data can be analyzed quantitatively, and that quantitative data can always be analyzed qualitatively. Be accurate and account for limitations in the data you use. For example, in interviews, ask yourself and report on whether people's answers were likely to have been accurate, might they have hid things from the interviewer?

5.0 Analysis and Discussion (or do them as two chapters if appropriate – or simply call it Discussion (for example, if you already had results and analysis together in the previous section) – or Discussion and Conclusions – or any heading that subsumes the purpose of this latter section of the dissertation)

Use a combination of your results and information from the literature you have been using. Draw this information together into a clearly laid out discussion. Identify whether the results of your research are consistent with, and if they contradict, the wider literature.

In all instances, to confidently write this section, you will need to have thought carefully about;

- How the outcomes of this research fit into wider theoretical issues.
- The likely implications of your research for specific policymaking on the topic.
- Methodological issues that relate to, and specifically result from, the research approach.

The weighting of writing you dedicate to each of these will depend on your topic and the theoretical or applied analytical content of the dissertation as a whole. It is possible that you would deal with all of these centred on a topic and/or location. Alternatively, you might dedicate most of this section to discussing one of theory, policy or methodological issues using a range of topics, locations or ideas. In almost all instances it is appropriate that this section contains a reasonable amount of references, some of which may be ones you have already used earlier in the dissertation.

6.0 Conclusions

Bring together (repeat!) the core findings and how they relate to the big issues you have been dealing with the whole way through the dissertation. If the conclusion is presented as a standalone section (rather than 'discussion and conclusions or conclusions and recommendation or conclusions and ways forward, or some other title), it is likely to be no more than a page of clearly summarized points that readily stand out from your work. If a point you want to make in the conclusion is not readily supported by the dissertation, you have most likely lost the thread that runs through your work. One useful approach to presenting conclusions is to start with those which are specific to the field research work (the details of what you specifically did) and end with those that are more general emergent points relating to theory, wider policy making, or big methodological issues.

Appendix A

Appendix B

Appendix C (add as few or as many appendices to your dissertation as you need to)

Do not include lots of irrelevant information as an appendix. However, if you have some useful supporting data (data in the broader sense of research materials, not just the numeric type), that did not fit well into the main body of the text, it might be useful to display it as an appendix. You might also want to include some of your research tools as an appendix, such as a copy of the questionnaire you used. Sometimes it might be appropriate to include some summary information about an institution that you worked with as part of your research process, but only if you think it adds to what you are trying to illustrate in your dissertation. Additional summary data tables, graphs, timelines, histograms, examples of output from participatory appraisals may also be appropriately included in an appendix if they are relevant. All appendices must be specifically referred to at least once somewhere in the main text of the dissertation.

References

Every source indicated in the text must appear as a full reference in the reference section. Every reference in the reference section should appear somewhere in the text. If you have some material that has been very useful to your work but does not fit the reference criteria above, list it selectively as a secondary sub-set of the reference section clearly headed 'additional bibliographic material'.

All referencing throughout the text must conform to the standard Harvard specifications. Any doubts about exactly how it should appear can be easily resolved by glancing at any one of the bulk of journal articles you will have by the time of writing the dissertation, though watch out for the ones that use alternative referencing system.

Most of the social sciences and humanities, and much of the life and physical sciences use the Harvard system. Remember that you only need to put the surname and date in brackets to indicate the source of your information in the text (Aryal 2001), but where you have used a 'direct quote', you must also include the page number (Bell 2001, p.698).

Throughout

Linking theme/argument

There must be clear linking of the themes/argument throughout the dissertation. The best way to check for this is to read the complete draft right through with particular attention to its logic and coherence. Ask yourself if the links are clear to a new reader (not just ones you know to be in there somewhere). The easiest way to ensure that at least the minimum standards for this criteria is being met is to have clear summaries and linking passages at the end of each chapter. You should ensure that the 'big issues' relating to your topic appear at all stages of the dissertation. The dissertation as a whole should be attempting to answer or address at least one overall research question through a set of specific objectives.

Figures and tables

Number all tables and figures in relation to the section in which they appear and give them all a full title. For example, if your first illustration is a map in the Introduction or Background section it would either be numbered Figure 1.1 or Figure 2.1. The second conceptual diagram to appear in the methodology would be Figure 2.2 or Figure 3.2 depending on your dissertation layout, and a cartoon that follows two photographs and a graph in the discussion section would be likely to be Figure 5.4. It's best to refer to all maps, graphs, histograms, flow diagrams, conceptual diagrams, photographs, sketches, cartoons and so on as "Figure."

The only other category of illustration then becomes 'Table' which is self-explanatory. Lists of text in a tabulated format are also 'Table'. All tables must also have full titles. Any illustration or tabulated information from a secondary source must indicate a source. Use the same reference system as you are using in the text but include the main title of the source for the case of illustrations, for example (Source: Brady 2000, The Frog, p.72). In line with the rest of your referencing, this would also be detailed under the reference section at the end. For identifying appropriate norms in displaying numeric data, you are advised to copy the approach that is used in published journal articles. Highlight any figures that are significant. Include a clear indication of level of statistical significance where appropriate. The key to an overall professional and correct format is to maintain a consistent design to your tables throughout the dissertation. All tables of data and Figures must support what you are dealing with in the text and be specifically referred to in the text. If you are unable to specifically refer to the Figure or Table in a relevant way through your writing, it should not be included. Finally, the Figures and Tables must be legible. Use a word processor for at least the Tables. Don't include pointless trivial pie diagrams.

Proof reading

Read it through several times checking specifically for typos, grammar and spelling. It's easy to do this with a decent word processor. However, it is also a good idea to get a friend to read it and comment of what seems to be gobbledegook. The person need not be a specialist in the field of study to spot gobbledegook. Your supervisor will of course also help in this respect, but you will make yourself a lot more popular if you have taken steps to get it right before giving to them to look at.

Some final notes on writing your dissertation

A further bonus of sticking to the above guidelines may be that you would not have substantial additional work to do in preparing parts of your dissertation for an internationally recognized publication. However, please note that at the end of the day, the requirement for a Masters dissertation that will qualify you is not an internationally refereed publication. You will be the best judge as to how obsessive you chose to become about the standard of your work in relation to your other commitments and the overall timing for a prompt or less prompt submission deadline. As a general rule, writing is at its best when exposure to the topic is fresh in the mind and when it maintains a steady and continuous momentum. The recommendation from your supervisors is therefore that you aim to complete the dissertation as soon as possible after having carried out fieldwork for it. These specifications are about one seventh of the maximum length of the Masters dissertation.

Annex 3: Marking criteria for the Masters dissertation

90 to 100 An exceptional dissertation, excellent in every respect. A highly appropriate, intellectually demanding and original topic with extremely well defined aims identified within a very well understood conceptual framework based on an extensive if not exhaustive understanding of the literature. Fieldwork, other primary or secondary sources are used extensively and extremely effectively. Methodology and data collection are thorough, comprehensive and innovative. High quality results, insightful interpretations and detailed discussion exhibit an outstanding ability to analyze, synthesize and evaluate. Analysis is critical and rigorous leading to important and original conclusions. Abstract is a masterly summary. Very well organized, sharply focused and stylishly written. Flawless presentation. Of publishable quality.

80 to 89 An outstanding dissertation, excellent in almost all respects. A highly appropriate and intellectually demanding if not original topic with well-defined aims identified within a well understood conceptual framework based on an extensive understanding of the literature. Fieldwork, other primary or secondary sources are used extensively and very effectively. Methodology and data collection are thorough, comprehensive and may be innovative. High quality results, insightful interpretations and detailed discussion exhibit excellent higher-level cognitive skills. Analysis is rigorous leading to substantial conclusions. At least an element of originality is expected. Abstract is an excellent summary. Very well organized and sharply focused with a high standard of presentation. Near to publishable quality.

70 to 79 An excellent dissertation in most respects. An appropriate and intellectually demanding if not original topic with well-defined aims is identified within a well understood conceptual framework based on extensive background reading. Fieldwork, other primary or secondary sources are used extensively and effectively. Methodology and data collection are thorough. Results are detailed and accurate. Interpretations, analysis and discussion exhibit very good higher-level cognitive skills. Conclusions are substantial and the abstract provides a very good summary. Contains insight and, possibly, originality. Well organized with a high standard of presentation.

Where there is no doubt as to first class quality, the minimum of 75% should be used

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65 to 69 A very good dissertation on a well-chosen topic with clearly stated aims identified within an explicit conceptual framework based on significant background reading. Fieldwork or other sources of information are used extensively, though perhaps not to their full effect. Well-chosen methodology but possibly with minor design flaws. Data collection at least to recognized minimum levels (e.g. 100 questionnaires, 15-20 interviews). Results are detailed and mostly accurate. Interpretation, analysis and discussion exhibit satisfactory higher-level cognitive skills. Conclusions and abstract are sound and clearly related to the aims. Strengths in content and organization are characteristic, rather than insight and originality. May be let down by a significant error or omission. Well presented.

60 to 64 A good dissertation with clearly stated aims identified within an explicit conceptual framework based on a satisfactory level of background reading. Fieldwork or other sources of information may be used extensively but not to their full effect. Methodology may have design flaws. Data collection may have limitations. Results are mostly accurate but may contain occasional errors or omissions. Interpretation, analysis and discussion may exhibit weaknesses in higher-level cognitive skills, especially in ability to evaluate and synthesize. Conclusions and abstract are sound and there is at least an attempt to relate them back to the aims. May contain weaknesses in organization. Generally well presented.

55 to 59	A competent dissertation with specified aims within a recognizable conceptual framework possibly based on sound but limited background reading. The topic may be solid but uninspiring. Fieldwork or use of other sources may be insufficient to get the best out of the project. May be over-reliant on secondary sources. Though execution may be adequate, there may be only basic justification of a flawed methodology. If data collection reaches minimum levels it may be flawed in other ways. Results or analyses may contain errors as well as omissions. Interpretation and discussion may indicate higher-level cognitive skills are poorly developed. Tends to be descriptive rather than analytical and may contain superfluous or irrelevant material. Conclusion and abstract may be sound but unfocused. Weaknesses may be evident in organization or presentation (e.g. poor execution of graphics).
50 to 54	An adequate dissertation with aims, possibly poorly specified, within a recognizable conceptual framework based on limited background reading. The topic may have been poorly chosen. Fieldwork or use of other sources may be insufficient and may be over-reliant on secondary sources. Though execution may be adequate, methodology may be weak and insufficiently justified. If data collection reaches minimum levels it may be flawed in other ways. Results and analyses may contain errors as well as omissions. Interpretation and discussion indicate higher-level cognitive skills are poorly developed. May not distinguish relevant material from superfluous and irrelevant. Conclusions and abstract may be repetitive or unfocused. Weaknesses likely in organization or presentation.
45 to 49	A deficient dissertation with poorly specified aims and/or inadequate conceptual framework based on little background reading. The topic may have been poorly chosen. Poor fieldwork or heavy reliance on secondary sources is likely. Methodology may be unexplained and data collection fall below minimum levels. Results usually contain errors and omissions. Attempted analyses may be inappropriate. Interpretation and discussion tend to be short with inadequate attention to relevant material. Conclusions and abstract may be repetitive, unfocussed or incomplete. May be poorly organized with several flaws in presentation. Strengths tend to be mainly those of effort and persistence: though the content has some merit, little of the possible potential has been realized.
40 to 44	A weak dissertation with poorly specified aims and/or inadequate conceptual framework based on minimal background reading. Significant weaknesses are likely in planning and implementation. Conceptual content may be minimal. Methodology may be unexplained and fieldwork or other primary sources little used. Results contain significant errors and omissions. Analysis may be absent. Significant deficiencies are evident in interpretation, discussion, conclusions and/or abstract in terms of more than one of the following: focus, expression, length, completeness and organization. Presentation may be barely acceptable.
30 to 39	A poor dissertation which may have been carried out in good faith but exhibits several of the following seriously deficiencies: aims poorly defined or lacking, little or no conceptual framework, methodology inappropriate or misunderstood, data collection inadequate or non-existent, poor description of results, lacking analysis, wrong interpretations, limited discussion, superficial conclusion, missing abstract, barely acceptable presentation. Contains at least 10,000 words.
20 to 29	A very poor dissertation showing few signs of having been taken seriously. There is an attempt to introduce the topic, describe methods, present and discuss results, and come to a conclusion. Contains at least 8,000 words.
0 to 19	An exceptionally poor dissertation showing no signs of having been taken seriously or limited to less than 5,000 words. *Zero is reserved for failure to submit a dissertation*

Annex 4: Generic assessment criteria for taught postgraduate programmes

Work at level 7 is required to *'Display mastery of a complex and specialized area of knowledge and skills, employing advanced skills to conduct research, or advanced technical or professional activity, accepting accountability for related decision making including use of supervision'* (NICATS summary descriptor, adopted as part of national arrangements for use of academic credit in HE in England). Within this definition, the following are supplied as generic assessment criteria for use at Northumbria. Subject areas are expected to adapt and expand on these generic criteria to suit the requirements of particular subject areas. No set of criteria can cover all eventualities; these are intended for guidance and do not replace the need for judgement by examiners.

Mark range	Category	Generic assessment criteria
70-100	Distinction	Excellent work providing evidence to a very high level of the knowledge, understanding and skills appropriate to level 7. All learning outcomes met, many at high level. Marks at the high end of this range indicate outstanding work where all learning outcomes are met at a high level. Excellent in all or most of: use of primary sources of literature from a range of perspectives; development of analysis and structure of argument; critical evaluation and creative use of theory, research methods and findings; presentation of information to the intended audience
60-69	Commendation	Commendable work providing evidence to a high level of the knowledge, understanding and skills appropriate to level 7. All learning outcomes met, many are more than satisfied. Good in all or most of: use of up-to-date material from a variety of sources; development of analysis and structure of argument; critical evaluation of relevant theory, research methods and findings to the problem in question; presentation of information to the intended audience
55-59	Pass	Satisfactory work providing evidence of the knowledge, understanding and skills appropriate to level 7. All learning outcomes are met. Satisfactory in all or most of: use of relevant material from a variety of sources; development of analysis and structure of argument; evaluation of theory; application of relevant theory, research methods and findings to the problem in question; presentation of information to the intended audience
50-54	Pass	Adequate work providing evidence of the knowledge, understanding and skills appropriate to level 7 but only at a bare pass level. All learning outcomes are met (or nearly met and balanced by strengths elsewhere). Adequate in all of (or most of, with balancing strength elsewhere): use of relevant material; development of analysis and structure of argument; evaluation of theory; application of relevant theory, research methods and findings to the problem in question; presentation of information to the intended audience
40-49	Fail	Work is not acceptable in providing evidence of the knowledge, understanding and skills appropriate to level 7. However a majority of the learning outcomes are met and others are nearly satisfied. Adequate in most but not all of the following aspects : use of relevant material; development of analysis and structure of argument; evaluation of theory; application of relevant theory, research methods and findings to the problem in question; presentation of information to the intended audience

Mark range	Category	Generic assessment criteria
1-39	Fail	Work is not acceptable and provides little evidence of the knowledge, understanding and skills appropriate to level 7. Few of the learning outcomes are met. Inadequate in some of the following aspects or seriously inadequate in at least one: use of relevant material; development of analysis and structure of argument; evaluation of theory; application of relevant theory, research methods and findings to the problem in question; presentation of information to the intended audience.
0	Fail	Work not submitted OR work giving evidence of serious academic misconduct (subject to regulations in ARNA Appendix 1) OR work showing no evidence of the knowledge, understanding and skills appropriate to level 7. None of the learning outcomes are met

Assessment Processes Explained

Why are assessments necessary?

Assessment makes an essential contribution to your education. It acts to motivate you to focus and reflect on your learning and to apply and synthesise your knowledge. It also permits you to gauge your progress and act to address any weaknesses. Assessment methods are therefore an integral part of the learning process. From the University's perspective, it enables your tutors to monitor your progress, measure your attainment, maintain standards on the programme, and determine your final degree classification.

How can you be sure that the assessments are appropriate and relevant?

The mix of assessments across each programme is carefully selected to enable students to demonstrate a range of skills and knowledge which become progressively more challenging level-by-level. Assessment techniques are chosen to fit the subject discipline and reflect the expectations of employers and accreditation bodies. Each assessment task is aligned with module and programme learning outcomes and contributes in part to the development of discipline- specific knowledge and understanding, academic, practical or transferable skills.

How can you be sure that the assessments which are set are fair?

Individual assessment tasks are written by Module Leaders and are subject to peer-review by other staff in the Department before they are agreed and distributed to students. In addition, External Examiners, who are colleagues from other Universities and (for professionally accredited programmes) from industry, are appointed to ensure that the standards at Northumbria are appropriate, and a key role is to review the assessment questions and marking schemes.

How do we inform you about the criteria we use to judge your work?

Generic grade descriptors by level of study are supplied within your Handbook. These reflect the increasing demands and expectations of standards as students' progress through their programme. In addition, you are supplied with specific assessment criteria at the module level as part of your coursework specifications.

How do we undertake marking?

Marking involves staff allocating marks according to defined marking criteria that have been approved in advance. Assessments may be marked by a single staff member or a team of markers (depending on the size of the module). These are invariably the staff who delivered the module and their expertise in the subject discipline is assured. If the work is marked by a team, initial meetings and sample marking is undertaken to establish common expectations in relation to the marking criteria to minimize variations across markers.

How do you know that marking is fair?

Once all the marking has been completed for an assessment, a sample of the work is selected for 'moderation'. The sample size is proportional to the number of scripts and is selected from the whole range of marks. Student work is anonymous during the marking and moderation process and your name will only be revealed once all the marks have been agreed following the sample check. Prior to the Examination Board, the External Examiner also verifies the appropriateness of the marks awarded within the sample, and it is only at the Exam Board stage that the marks are fully approved. If there are disparities between markers during the moderation process, then additional work may be sampled and third markers may be called upon to resolve any differences. By the end of the whole process the Exam Board must report that it is satisfied that the marks that have been awarded are a true reflection of the quality of the work.

Why does it take 4 weeks to mark your work?

Although 20 working days (4 weeks) may seem to you like a long time for work to be marked and returned to you, it is important that we allocate sufficient time for staff to carefully consider the work, so that the mark allocated fairly reflects the quality of your submission. Tutors' marking workloads have to be considered in relation to the other academic duties they have to perform. We estimate that, on average, each assessment takes approximately 20-30 minutes to mark and provide feedback. In addition, once marked, all assessments have to be moderated (see above) to ensure fairness and consistency.

What level of feedback should you expect?

Feedback is a vital part of your learning process and will occur throughout your engagement with academic staff. Informal levels of feedback will often occur in lectures, seminars, lab work and project activities, and through the use of in-class activities and questioning. More formal feedback occurs during the assessment process and usually involves staff writing comments on scripts that are returned to students. Whilst there will invariably be differences in the styles that individual staff members adopt to provide feedback, their comments should serve three main purposes: (1) to explain the mark awarded; (2) to identify strengths within the work; and (3) to indicate areas that could be improved on for future work.

What should you do with the feedback you receive?

It is imperative that you collect all your assessment scripts so that you benefit from the feedback comments provided by the tutors. Your feedback provides you with the key opportunity to use assessment to improve your learning. Hence, if you have any problems understanding the feedback on your work, you should arrange a meeting with the staff member to clarify their comments.

It is important to review the comments you have received on all your work to identify any consistent issues that have arisen across several pieces of assessment.

This will help you formulate an action plan to deal with recurring weaknesses affecting your attainment. The Skills Plus programme managed by the University Library is an extremely valuable resource for students who require general advice such as 'Writing Assignments', 'Preparing for Exams' or 'Thinking Critically'.

Library

The libraries at City Campus and Coach Lane provide access to a wide range of print and electronic resources including over half a million print books, over 700,000 eBooks and more than 50,000 electronic journals. More details can be found on the University Library website: http://library.northumbria.ac.uk/home

City Campus Library (number 14 on City Campus map) is housed near the Student Union building (number 30 on City Campus map).
Coach Lane Library is situated on the East Side of the Campus, in F Block (number 16 on Coach Lane Campus map).

City Campus library is open 24/7 during term time and from 9am to midnight during vacation times. Coach Lane library is open 7am until midnight (Monday to Friday), 9am until midnight (Saturday and Sunday). Opening hours are prominently displayed in the foyers of the library buildings, any changes are advertised on the Library website and on social media. Opening hours vary during bank holidays and are subject to change, so please check before you travel.

You will need to keep your smartcard with you to gain access to and leave the libraries. Your Smartcard is a universal card which not only gives access to the Libraries and other University buildings, but it also allows you to print, copy, scan, borrow books and make cashless payments.

The Library Catalogue can be accessed on and off-campus through the University Library website and the dedicated catalogue computers on each floor of both Libraries. The catalogue can be used to search for books and eBooks located in the University Library. It is quick and easy to use and will give you the information you need to locate the material on the shelves or read online. eBooks can be read on and off-campus, anytime, anywhere. NORA can be used to search for, and retrieve, up-to-date scholarly materials including articles, reports and statistics that are relevant to your studies. You can browse through all the online resources relating to your subject in one place including databases, journals and websites.

Students are entitled to borrow up to 15 items at any one time. Items can be issued using the self-issue machines on the ground floor of City and Coach Lane Libraries. You can renew your library books online through the MyLibrary section of MyNorthumbria or via the Library Catalogue.

Northumbria students can use other libraries such as the Robinson Library at Newcastle University and Newcastle City Library using the SCONUL access scheme. For more information see the Library SCONUL information page: http://library.northumbria.ac.uk/sconul-holiday

The Northumbria Skills Programme is a comprehensive skills programme designed to develop the key skills you need to succeed at university and beyond provided by the Library. It runs throughout the year and provides classroom style skills sessions on many topics including academic writing skills, giving accomplished presentations, and referencing your work correctly, as well as regular drop in surgeries. Some sessions are bookable; simply consult the timetable on the Northumbria Skills Programme website: http://library.northumbria.ac.uk/skillsdev-nsp

Skills Plus is the Library's collection of online learning materials, with a focus on digital literacy and study skills that can be accessed on and off-campus. Using these resources is an excellent way to develop your skills through a range of online tutorials with quizzes, video demonstrations and printable help guides. http://nuweb2.northumbria.ac.uk/library/skillsplus/topics.html?l3-0

If you need help or advice, on or off campus, you can contact Ask4Help. The Ask4Help service provides you with help and support to access a range of University services including Library, Disability Support, Student Finance and Careers. The quickest way to find answers to some of the most popular questions asked by students is to look at Ask4help online. You can also contact us by phone and speak to a member of our dedicated enquiry team or email us your questions.

www.northumbria.ac.uk/ask4help
ask4help@northumbria.ac.uk
0191 227 4646

Northumbria Students' Union

Northumbria Students' Union (NSU) is here to make sure you have the best experience possible. NSU is one of the largest and most exciting Unions in the country and that's all because of YOU. We represent you, the student, on all levels, on the issues students are concerned about; receiving a great academic experience, being very employable when you graduate, being safe on campus and in the city and having a fantastic time while a student.

NSU is run by students for students. You can have your say in what NSU does and how it is run, by contacting your Sabbatical Officers or by coming along to Student Council

MEMBERSHIP: As a student of Northumbria University you are automatically a member of the Students' Union. We also sell NUS Extra Card from the Students' Union at both Coach Lane and City Campus giving you discounts in shops and online, but you don't need one to use any of our services.

DIVERSE: Your Students' Union is a place which brings together students from all walks of life, all parts of the country and the world and many different cultures. NSU provides lots of opportunities for you to Get Involved, make lasting friendships, increase employability and have FUN!

INDEPENDENT: NSU is independent of the University, with its own staff, services and decision-making structure. Run by students for students, providing the best services and opportunities for students we push for change from the University to deliver for students. Find our more at our You Said, SU Did page. If you need advice about academic appeals or other issues, we can help. Check out the Advice Page.

VALUE: Your NSU offers the best value for money, and everything you spend goes straight back into the Students' Union to fund all the activities that we run for you.

If you would like more information check out the website www.mynsu.co.uk or come and see us at our offices in City, Coach Lane and London.