

## PROGRAMME SPECIFICATION



1	<b>Awarding Institution</b>	Newcastle University
2	<b>Teaching Institution</b>	Newcastle University
3	<b>Final Award</b>	BA (Hons)
4	<b>Programme Title</b>	Classical Studies
5	<b>UCAS/Programme Code</b>	Q810
6	<b>Programme Accreditation</b>	--
7	<b>QAA Subject Benchmark(s)</b>	Classics
8	<b>FHEQ Level</b>	Honours
9	<b>Date written/revised</b>	16.11.07

### 10 Programme Aims

- 1 To enable students to develop knowledge of and insight into the classical world, and the influence which that world has had on western culture.
- 2 To provide the opportunity of relating the study of the classical world to the study of other relevant fields.
- 3 To provide the opportunity of studying the classical languages and of applying that study to the understanding of other areas of the classical world.
- 4 To provide the opportunity of studying the material culture of the ancient world.
- 5 To foster students' intellectual and core skills and thus:
  - to equip them for further, independent intellectual and personal development
  - to enhance their employability
- 6 To foster attitudes in students such that they can approach cultures, societies and viewpoints other than their own with open-mindedness, analytical enquiry and sympathetic understanding.
- 7 To provide a supportive learning environment.
- 8 To provide a programme:
  - in which teaching is informed by research, both existing research in the discipline and on-going research by members of staff;
  - which meets the requirements of the Quality Assurance Agency (QAA) Benchmark statement for Classics degrees;
  - which fully meets the criteria for an honours degree laid down in the QAA's National Qualifications Framework.

### 11 Learning Outcomes

The programme provides opportunities for students to develop and demonstrate knowledge and understanding, qualities, skills and other attributes in the following areas. The programme outcomes have references to the benchmark statements for Classics.

#### Knowledge and Understanding

On completing the programme students should have:

- A1 a broad knowledge of, and insight into, the classical world;
- A2 a thorough knowledge, of and insight into, the specific aspects of the classical world on which they have specialised;
- A3 a knowledge of the ways in which the ancient Greeks and Romans conceptualised, and represented, their world in literary texts and material culture;
- A4 a knowledge of a diverse range of, and disciplines concerned with, the classical world, and the opportunity to specialise.

#### Teaching and Learning Methods

<p>The primary method of imparting knowledge and understanding is through lectures supported by lecture handouts and recommended reading. Knowledge and understanding are further developed by interactive sessions within lectures, classes, seminars and discussion and assignments.</p> <p>The proportion of sessions involving interactive learning remains roughly constant through the three Stages. In Stages 2 &amp; 3 there is increasing emphasis on students' independent development of knowledge and understanding in the independent study projects and in the Stage 2 and 3 modules, where the assessment requirements involve an increased element of independent study.</p>
<p><b>Assessment Strategy</b></p> <p>In order to assess the students' attainment in the objectives of the Classical Studies programme, a combination of types of assessment is employed:</p> <ul style="list-style-type: none"> <li>• Examinations are used to assess retention of essential knowledge and grasp of a range of issues in the module.</li> <li>• Submitted assignments are used to assess students' understanding of and skills in collecting relevant information and evidence for themselves.</li> <li>• Independent Study Projects assess understanding and skills similar to those assessed in submitted assignments, but also enable students to demonstrate knowledge and understanding which goes beyond that of other modules either qualitatively or quantitatively or both.</li> </ul>
<p style="text-align: center;"><b>Intellectual Skills</b></p> <p>On completing the programme students should:</p> <p>B1 have developed awareness of a range of different methodologies for approaching the subject, and the independence of judgement required critically to analyse various methodologies.</p> <p>B2 have the ability to approach the study of the classical world from a range of perspectives, including those of its material, philosophical and literary culture.</p> <p>B3 have developed an open-minded, enquiring and sympathetic approach to the cultures of Classical Antiquity.</p> <p>B4 have skills in interpreting texts and aspects of material culture.</p> <p>B5 have had the opportunity to explore the significance of the Classical tradition in western civilisation.</p> <p>B6 have had the opportunity to acquire a basic (or optionally a more advanced) knowledge of Latin or Ancient Greek or both, and a (basic) understanding of how to use that knowledge in the exploration of other areas of the classical world.</p>
<p><b>Teaching and Learning Methods</b></p> <p>B1 and B3 are demonstrated and promoted in lectures, classes and seminars.</p> <p>B2 is promoted, and frequently tested, by assignments, seminar presentations and participation in discussion.</p> <p>B4 is promoted in lectures, classes, seminars and assignments.</p> <p>B5 and B6 are promoted in dedicated modules.</p>
<p><b>Assessment Strategy</b></p> <p>The assessment methods employed are the same as those under (A):</p> <ul style="list-style-type: none"> <li>• Examinations in particular assess B1-5.</li> <li>• Submitted assignments a in particular assess B2, B4 and B6.</li> <li>• Independent Study Projects in particular assess B1-4.</li> </ul>
<p style="text-align: center;"><b>Practical Skills</b></p> <p>On completing the programme students should have:</p> <p>C1 acquired a range of applied intellectual skills, including skills of identifying and solving problems, and qualities of logical, critical, analytical and evaluative thought</p> <p>C2 developed an awareness of a range of different possible methodologies for approaching the subject, and of the independence of judgment required critically to analyse various methodologies.</p> <p>C3 acquired the ability to perceive connections between various aspects of, and approaches</p>

to, the classical world.

### **Teaching and Learning Methods**

C1-2 are principally promoted by participation in interactive learning in lectures and classes and by preparation for and participation in seminars. Students also enhance their learning, skills of analysis and independence of judgement through independent reading and study and through the preparation of written assignments. C3 is promoted by all of these activities.

### **Assessment Strategy**

The assessment methods employed are the same as those under (A) and (B):

- Examinations in particular assess C1-3.
- Submitted assignments a in particular assess C3.
- Independent Study Projects in particular assess C1-2.

### **Transferable/Key Skills**

On completing the programme students should have acquired skills of:

- D1 written communication
- D2 interpersonal communication
- D3 oral presentation
- D4 problem-solving
- D5 organisation & time management
- D6 initiative
- D7 use of information technology (primarily word processing)
- D8 flexibility in applying skills learnt to new material and in different contexts.

### **Teaching and Learning Methods**

Key aspects of skills D1 and D4-7 are introduced to students through induction sessions, supported by the Student Handbooks.

D1 is promoted in all three stages by lecture handouts and through feedback on written assignments.

D2 is promoted by all types of interactive learning.

D3 is promoted by all seminars.

D4. Skills of problem-solving (under which heading are comprised all varieties of logical, critical, evaluative and analytical thought) are presented and practised in all modules.

D5 is promoted by class preparation and the assignment work-load; it is particularly developed by the independent study modules.

D6 is promoted by all modules involving an assessed assignment, and particularly by independent study projects.

D7 is promoted through the requirement for all submitted assignments to be word-processed.

Certain optional modules (e.g. the Stage 1 World History modules) include assessed elements which encourage use of the internet and of on-line technology (esp. Blackboard).

D8 is promoted by setting tasks (for discussion sessions, seminars and/or assignments) where students are required to apply skills and approaches learned elsewhere in their degree to passages, topics etc. not explicitly covered.

### **Assessment Strategy**

The assessment methods employed are the same as those under (A), (B) and (C):

- Examinations in particular assess D1, D4, D5 and D8.
  - Submitted assignments a in particular assess D1, D4-8.
  - Independent Study Projects in particular assess D1, D4-8.
- D2 and D3 are introduced and practised in many modules, but are not currently assessed.

## **12 Programme Curriculum, Structure and Features**

### **Basic structure of the programme**

The degree is designed to provide students maximum freedom of choice. There are no compulsory modules and no compulsory areas. This grand principle extends beyond the boundaries of the discipline itself: in each of three stages, subject to DPD discretion, students

may take up to 40 credits 'outside', whether in Archaeology, Ancient History, History, or even in related disciplines.

**Stage 1** provides the essential underpinning for the Honours stages, inculcating basic knowledge and essential skills and introducing the rich diversity of the fields.

**Study of the classical languages** is encouraged but optional.

**Progression requirements:** as for normal university regulations for Stage 1

Modules	Learning outcomes	Progression requirements
<b>Ancient Culture</b>		
CAC1012 Classical Art from Greece to Rome	A.1; B.1-2, C.1-2, D.1-2, 4, 6	Pass
CAC1013 Love and Life in Rome and Verona	A.1; B.1-2, C.1-2, D.1-2, 4, 6	Pass
CAC1014 Tragedy, Comedy, History: The World of Greek Literature	A.1; B.1-2, C.1-2, D.1-2, 4, 6	Pass
CAC1015 How should I live? Introduction to Ancient Philosophy	A.1; B.1-2, C.1-2, D.1-2, 4, 6	Pass
<b>Ancient History</b>		
CAH1012 West meets East: Greek History and Society 776-404 BC	A.2-5; B.1-2, B3, C.1-3; D.1-2, 4-8	Pass
CAH1013: Road to Empire: Roman History 510-31 BC	A A.2-5; B.1-2, B3, C.1-3; D.1-2, 4-8	Pass
<b>Ancient Greek</b>		
CAG1001 Greek in Action A	B.1, 5; C.1, 3; D.1-2, 4-6, 8	Pass
CAG1002 Greek in Action B	B.1, 5; C.1, 3; D.1-2, 4-6, 8	Pass
CAG1011 Greek in Action C	A.1, 3; B.1, 5; C.1, 3; D.1-2, 4-6, 8	Pass
CAG1012 Greek Language and Literature I	A.2-3; B.1-2, 5; C.1, 3; D.1-2, 4-6, 8	Pass
<b>Latin</b>		
CLA1001 Beginners' Latin, Part I	B.1, 5; C.1, 3; D.1-2, 4, 6, 8	Pass
CLA1002 Beginners' Latin, Part II	B.1, 5; C.1, 3; D.1-2, 4, 6, 8	Pass
CLA1011 Latin Level I: Intermediate Language and Literature 1	A.1-3; B.1-2, 5-6; C.1, 3; D.1-2, 4, 6, 8	Pass
CLA1012 Latin Level I: Intermediate Language and Literature 2	A.1-3; B.1-2, 5-6; C.1, 3; D.1-2, 4, 6, 8	Pass
<b>World History</b>		
HIS1023 Encounters in World History	B.1-4; C.1-2; D.1-2, 4-8	Pass
HIS1024 Identities in World History	B.1-4; C.1-2; D.1-2, 4-8	Pass

## Stage 2

In Stage 2 students choose from modules covering literature, philosophy, material culture, history, linguistic topics and 'interdisciplinary' topics such as historiography or the classical tradition, or 'outside' modules. The emphasis is on students' developing their own interests and aptitudes under the guidance of their personal tutor and the DPD, who advises on the suitability of the overall 'package'. Many of the Greek and Roman Culture (CAC) modules are designed to relate different approaches to studying the classical world, and/or to encourage

connections with other modules. For reasons of staff economy, students may choose no more than two of the asterisked modules. Note that the Greek and Latin modules represent a 'normal' progression; others could be taken, depending on students' initial starting-points.

**Progression requirements:** as for normal university regulations for Stage 2

**Modules:** Note that most Classical Culture modules (CAC-coded) are taught on a two-year cycle. Those listed here are those taught in 2007-8; every year, distribution of topics and approaches is chosen so as to ensure coverage of the same pattern of learning outcomes.

<b>Modules</b>	<b>Learning outcomes</b>	<b>Progression requirements</b>
<b>Ancient Culture</b>		
CAC2011 Horace's Odes	A.1-3; B.1-4 C.1-2, D.1-2, 4, 6	Pass
CAC2037 The Classical Inheritance in Western Culture: Literature, Art, Music	A.2-4, B.1-5,C.1-2, D.1	Pass
CAC2047 Body, Mind and Spirit from Classical Thought to the Ideas of the Present	A.2, A.4, B.1-5, C.1-2, D.1-2, 4, 6	Pass
CAC2050 History, Literature and Truth: the case of the ancient historians	A.2-4, B.1-4; C.1-2, D.1, 6, 8	Pass
CAC2051 The Ancient Art of Spin: Classical rhetoric in theory and practice	A.2-4, B.1-4; C.1-2, D.1, 6, 8	Pass
CAC2053 Greek Myth	A.2, A.4, B.1-5, C.1-2, D.1-2, 4, 6	Pass
<b>Ancient History</b>		
*CAH2006 In Alexander's Footsteps: Greeks and Macedonians 400-300 BC	A.2-5, B.1-2, 3, C.1-3, D.1-2, 4-8	Pass
*CAH2007 Caesar's Gift: the Roman Emperors	A.2-5, B.1-2, 3, C.1-3, D.1-2, 4-8	Pass
*CAH2025 Celluloid History: the Past on Film, Stage 2	A.4; B.1-2, B.5, C.1-3; D.1-2, 4-8	Pass
<b>Ancient Greek</b>		
CAG1011 Greek in Action C	A.1, 3; B.1, 5; C.1, 3; D.1-2, 4-6, 8	Pass
CAG1012 Greek Language and Literature I	A.2-3; B.1-2, 5; C.1, 3; D.1-2, 4-6, 8	Pass
CAG2001 Interpretation of Greek Texts (Level II)	A.1-3; B.1-2, 5; C.1-3; D.1-2, 4-8	Pass
CAG2002 Special Study in Greek: Stage 2	A.1-3; B.1-2, 5; C.1-3; D.1-2, 4-8	Pass
<b>Latin</b>		
CLA1011 Latin Level I: Intermediate Language and Literature 1	A.1-3; B.1-2, 5-6; C.1, 3; D.1-2, 4, 6, 8	Pass
CLA1012 Latin Level I: Intermediate Language and Literature 2	A.1-3; B.1-2, 5-6; C.1, 3; D.1-2, 4, 6, 8	Pass
CLA2001 Interpretation of Latin Texts (Level II)	A.1-3; B.1-2, 5; C.1-3; D.1-2, 4-8	Pass
CLA2002 Special Study in Latin: Stage 2	A.1-3; B.1-2, 5; C.1-3; D.1-2, 4-8	Pass

### Stage 3

Stage 3 students again choose from modules covering literature, philosophy, material culture, history, linguistic topics and 'interdisciplinary' topics such as historiography or study of the classical tradition, and from 'outside' modules. The emphasis is on students' developing their own interests and aptitudes under the guidance of their personal tutor and the DPD, who advises on the suitability of the overall 'package'. Many of the Greek and Roman culture (CAC) modules are designed to relate different approaches to studying the classical world, and/or to encourage connections with other modules which may be taken.

In 2001/2002 the Department began a process (completed in 2002/2003) whereby modules taught to Stages 2 and 3 together have differential assessment: assessment of the Stage 3 version of such modules is designed to require either or both of:

- an advanced level of application of the skills and approaches encountered;
- application of skills and approaches to additional, independently studied material relevant to the module topic.

Note that the Greek and Latin modules represent a 'normal' progression; others could be taken, depending on students' initial starting-points. Note also that for reasons of staff economy, students may choose no more than two of the asterisked modules. At Stage 3 there is the opportunity to select independent study topics, leading to an extended essay or dissertation, which go beyond or outside the taught content of the menu of modules; up to 40 credits of a student's Stage 3 programme may be dedicated to this (CAC3003, CAC3099).

**Progression requirements:** as for normal university regulations for Stage 3.

**Modules:** Note that most Classical Culture modules (CAC-coded) are taught on a two-year cycle. Those listed here are those taught in 2007-8; every year, distribution of topics and approaches is chosen so as to ensure coverage of the same pattern of learning outcomes.

Modules	Learning outcomes	Progression requirements
<b>Ancient Culture</b>		Pass
CAC3003 Special Study in Ancient Culture	A.2, B.1-2, 5, C.1-3, D.1, 4-8	Pass
CAC3099 Dissertation	A.2, B.1-2, 5, C.1-3, D.1, 4-8	
CAC3011 Horace's Odes	A.1-3; B.1-4 C.1-2, D.1-2, 4, 6	Pass
CAC3037 The Classical Inheritance in Western Culture: Literature, Art, Music	A.2-4, B.1-5, C.1-2, D.1	Pass
CAC3047 Body, Mind and Spirit from Classical Thought to the Ideas of the Present	A.2, A.4, B.1-5, C.1-2, D.1-2, 4, 6	Pass
CAC3050 History, Literature and Truth: the case of the ancient historians	A.2-4, B.1-4; C.1-2, D.1, 6, 8	Pass
CAC3051 The Ancient Art of Spin: Classical rhetoric in theory and practice	A.2-4, B.1-4; C.1-2, D.1, 6, 8	Pass
CAC3053 Greek Myth	A.2, A.4, B.1-5, C.1-2, D.1-2, 4, 6	Pass
<b>Ancient History</b>		
*CAH3008 Rome and the Rise of Christianity	A.2-4, B.1-3, C.1-2, D.1-2, 4-6, 8	Pass
*CAH3014 The Emperor Hadrian	A.2-4, B.1-3, C.1-2, D.1-2, 4-6, 8	Pass
*CAH3015 The Persian Empire	A.2-4, B.1-3, C.1-2, D.1-2, 4-6, 8	Pass

*CAH3030 Jews in the Hellenistic and Roman World	A.2; B.1, B.3, C.1-2; D.1-2, 4-8	Pass
*CAH3025 Celluloid History: the Past on Film, Stage 3	A.4; B.1-2, B.5, C.1-3; D.1-2, 4-8	Pass
<b>Ancient Greek</b>		
CAG2001 Interpretation of Greek Texts (Level II)	A.1-3; B.1-2, 5; C.1-3; D.1-2, 4-8	Pass
CAG2002 Special Study in Greek: Stage 2	A.1-3; B.1-2, 5; C.1-3; D.1-2, 4-8	Pass
CAG3001 Interpretation of Greek Texts (Level III)	A.1-3; B.1-2, 5; C.1-3; D.1-2, 4-8	Pass
CAG3002 Special Study in Greek: Stage 3	A.1-3; B.1-2, 5; C.1-3; D.1-2, 4-8	Pass
<b>Latin</b>		
CLA2001 Interpretation of Latin Texts (Level II)	A.1-3; B.1-2, 5; C.1-3; D.1-2, 4-8	Pass
CLA2002 Special Study in Latin: Stage 2	A.1-3; B.1-2, 5; C.1-3; D.1-2, 4-8	Pass
CLA3001 Interpretation of Latin Texts (Level III)	A.1-3; B.1-2, 5; C.1-3; D.1-2, 4-8	Pass
CLA3002 Special Study in Latin: Stage 3	A.1-3; B.1-2, 5; C.1-3; D.1-2, 4-8	Pass

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

- Breadth and diversity of offerings.
- Beginners' and Intermediate language teaching, which employs the distinctive "Greek/Latin in Action" approach, teaching students through the use of translations to analyse linguistic and literary features of texts in the original.
- Strong links between teaching and research.

#### **Programme regulations (link to on-line version)**

<http://www.ncl.ac.uk/regulations/programme/2007-2008/programme/q810.php>

### **13 Criteria for admission**

#### *Entry qualifications*

A-Level Subjects and Grades: ABB, any combination, any subject, except General Studies

#### *Admissions policy/selection tools*

Offers are made on the basis of the UCAS form. All those to whom offers are made are invited to an Open Day. Attendance is not compulsory.

#### *Non-standard Entry Requirements*

Non-standard entrants are encouraged to contact the School and will normally be interviewed.

#### *Additional Requirements*

none

#### *Level of English Language capability*

in accordance with University policy

### **14 Support for Student Learning**

#### *Induction*

During the first week of the first semester students attend an induction programme. New

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

#### *Study skills support*

Students will learn a range of Personal Transferable Skills, including Study Skills, as outlined in the Programme Specification. Some of this material, e.g. time management is covered in the appropriate Induction Programme. Students are explicitly tutored on their approach to both group and individual projects.

Numeracy support is available through Maths Aid.

Help with academic writing is available from the Writing Centre.

#### *Academic support*

The initial point of contact for a student is with a lecturer or module leader, or their tutor (see below) for more generic issues. Thereafter the Degree Programme Director or Head of School may be consulted. Issues relating to the programme may be raised at the Staff-Student Committee, and/or at the Board of Studies.

#### *Pastoral support*

All students are assigned a personal tutor whose responsibility is to monitor the academic performance and overall well-being of their tutees. In addition the University offers a range of support services, including one-to-one counselling and guidance or group sessions/workshops on a range of topics, such as emotional issues eg. Stress and anxiety, student finance and budgeting, disability matters etc. There is specialist support available for students with dyslexia and mental health issues. Furthermore, the Union Society operates a Student Advice Centre, which can provide advocacy and support to students on a range of topics including housing, debt, legal issues etc.

#### *Support for students with disabilities*

The University's Disability Support Service provides help and advice for disabled students at the University - and those thinking of coming to Newcastle. It provides individuals with: advice about the University's facilities, services and the accessibility of campus; details about the technical support available; guidance in study skills and advice on financial support arrangements; a resources room with equipment and software to assist students in their studies.

#### *Learning resources*

The University's main learning resources are provided by the Robinson and Walton Libraries (for books, journals, online resources), and Information Systems and Services, which supports campus-wide computing facilities.

All new students whose first language is not English are required to take an English Language Proficiency Test. This is administered by INTO Newcastle University Centre on behalf of Newcastle University. Where appropriate, in-session language training can be provided. The INTO Newcastle University Centre houses a range of resources which may be particularly appropriate for those interested in an Erasmus exchange.

### **15 Methods for evaluating and improving the quality and standards of teaching and learning**

#### *Module reviews*

All modules are subject to review by questionnaires which are considered by the Board of Studies. Changes to, or the introduction of new, modules are considered at the School Teaching and Learning Committee and at the Board of Studies. Student opinion is sought at the Staff-Student Committee and/or the Board of Studies. New modules and major changes to existing modules are subject to approval by the Faculty Teaching and Learning Committee.



#### *Programme reviews*

The Board of Studies conducts an Annual Monitoring and Review of the degree programme and reports to Faculty Teaching and Learning Committee.

#### *External Examiner reports*

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

#### *Student evaluations*

All modules, and the degree programme, are subject to review by student questionnaires. Informal student evaluation is also obtained at the Staff-Student Committee, and the Board of Studies. The National Student Survey is sent out every year to final-year undergraduate students, and consists of a set of questions seeking the students' views on the quality of the learning and teaching in their HEIs. With reference to the outcomes of the NSS and institutional student satisfaction surveys actions are taken at all appropriate levels by the institution.

#### *Mechanisms for gaining student feedback*

Feedback is channelled via the Staff-Student Committee and the Board of Studies.

#### *Faculty and University Review Mechanisms*

The programme is subject to the University's Internal Subject Review process. Every five years degree programmes in each subject area are subject to periodic review. This involves both the detailed consideration of a range of documentation, and a two-day review visit by a review team which includes an external subject specialist in addition to University and Faculty representatives. Following the review a report is produced, which forms the basis for a decision by University Teaching and Learning Committee on whether the programmes reviewed should be re-approved for a further five year period.

#### *Accreditation reports*

#### *Additional mechanisms*

## **16 Regulation of assessment**

#### *Pass mark*

The pass mark is 40 (Undergraduate programmes)

The pass mark is 50 (Postgraduate programmes)

#### *Course requirements*

Progression is subject to the University's Undergraduate Progress Regulations and Undergraduate Examination Conventions. In summary, students must pass, or be deemed to have passed, 120 credits at each Stage. Limited compensation up to 40 credits and down to a mark of 35 is possible at each Stage and there are resit opportunities, with certain restrictions.

Progression is subject to the University's Masters Degree Progress Regulations, Taught and Research and Examination Conventions for Taught Masters Degrees. Limited compensation up to 40 credits of the taught element and down to a mark of 40 is possible and there are reassessment opportunities, with certain restrictions.

#### *Weighting of stages*

The marks from Stages 2 and 3 will contribute to the final classification of the degree

The weighting of marks contributing to the degree for Stage 2 is half the weight of those for Stage 3.

### *Common Marking Scheme*

The University employs a common marking scheme, which is specified in the Undergraduate Examination Conventions, namely

	<b>Modules used for degree classification (DC)</b>	<b>Modules not used for degree classification</b>
<40	Fail	Failing
40-49	Third Class	Basic
50-59	Second Class, Second Division	Good
60-69	Second Class, First Division	Very Good
70+	First Class	Excellent

The University employs a common marking scheme, which is specified in the Taught Postgraduate Examination Conventions, namely:

#### **Summary description applicable to postgraduate Masters programmes**

<50	Fail
50-59	Pass
60-69	Pass with Merit
70 or above	Pass with Distinction

#### **Summary description applicable to postgraduate Certificate and Diploma programmes**

<50	Fail
50 or above	Pass

### *Role of the External Examiner*

An External Examiner, a distinguished member of the subject community, is appointed by Faculty Teaching and Learning Committee, after recommendation from the Board of Studies.

The External Examiner is expected to:

- See and approve examination papers
- Moderate examination and coursework marking
- Attend the Board of Examiners
- Report to the University on the standards of the programme

In addition, information relating to the programme is provided in:

The University Prospectus (see <http://www.ncl.ac.uk/undergraduate/> or <http://www.ncl.ac.uk/postgraduate/>)

The School Brochure (contact [enquiries@ncl.ac.uk](mailto:enquiries@ncl.ac.uk))

The University Regulations (see <http://www.ncl.ac.uk/calendar/university.regs/>)

The Degree Programme Handbook

Please note. This specification provides a concise summary of the main features of the programme and of the learning outcomes that a typical student might reasonably be expected to achieve if she/he takes full advantage of the learning opportunities provided. The accuracy of the information contained is reviewed by the University and may be checked by the Quality Assurance Agency for Higher Education.

**Mapping of Intended Learning Outcomes onto Curriculum/Modules**

SEE ABOVE AT 12