PROGRAMME SPECIFICATION	

1	**Awarding Institution**	Newcastle University
2	**Teaching Institution**	Newcastle University
3	**Final Award**	BSc Joint Honours in …
4	**Programme Title**	BSc Joint Honours in Subject 1 and Subject 2 (a complete list of Joint Honours in Science Degree Programmes are included below)
5	**UCAS/Programme Code**	NG4K, NG55, NG41, NG43, CF11, CC18, GL4C, GG41, GL11, GL31, GL51, CG81, CG83, BC48
6	**Programme Accreditation**	Not applicable
7	**QAA Subject Benchmark(s)**	Relevant to each subject area
8	**FHEQ Level**	6
9	**Date written/revised**	August 2012

10 Programme Aims

This overarching programme specification should be read in conjunction with two detailed specifications for component subjects in a Joint Honours in Science Programme as outlined above

The programme aims to:

1 recruit students from varied educational backgrounds who wish to study two subjects at Honours level, including at least one science subject;

2 produce graduates with a sound knowledge of two different disciplines, including at least one science;

3 provide for each Joint Honours student, an educational experience that is the same in quality as that enjoyed by a corresponding Single Honours student in each subject area, though inevitably reduced in quantity.

4 enable students to gain key, transferable skills which will be valued by employers and essential for success in their future careers;

5 provide a stimulating learning environment which encourages students to achieve their full potential;

6 provide a programme which meets the requirements of Level 6 of the FHEQ and provides subject-specific knowledge which meets an appropriate sub-set of the benchmarks for the individual subjects studied.

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. Detailed information for Section 11 is given in each component subject programme specification – the two subject relevant documents should be read in conjunction with this overarching information. The programme outcomes have references to the benchmark statements for each subject.

Knowledge and Understanding

In each case the teaching and learning methods and strategies are those of the two individual subjects. The Teaching and Learning Methods; Assessment Strategy for Knowledge and Understanding will be listed under individual subject programme specifications. Students successfully completing a Joint Honours programme will have developed:

A1 a knowledge and understanding of the key aspects of two disciplines including at least

one science to a depth equivalent to that expected at Level 6 of the FHEQ;
A2 the knowledge, understanding, key and specific skills and general intellectual development required to make students employable in graduate positions;
A3 the capacity for inquiry, logical thinking and critical analysis and the ability to work independently;
A4 an awareness of the developments within their corresponding subject areas and the ability to apply this knowledge.

Teaching and Learning Methods

The Teaching and Learning methods are those of the two individual subjects. This is primarily delivered through lectures and the material is then supported through seminars, tutorials and practical work, where appropriate. Students are encouraged to supplement taught material with independent reading and are given guidance on the material.

Assessment Strategy

Knowledge and understanding is primarily assessed through unseen written examination and in-course assessments.

In all subjects, examinations are primarily intended to assess knowledge of core information, student learning and ability is enhanced and tested in seminars/tutorials and formative assessment. The assessment methods for each subject are defined in the degree programme specifications for the individual subjects.

The total assessment for each candidate is obtained by combining the assessments for each of his or her two subjects, with each module given weight according to its credit value. The final assessment is obtained by combining the assessments at Stages 2 and 3, with a weighting of 1:2 for these Stages contribution to the final degree classification.

Intellectual Skills

The intellectual skills are those which underlie effective learning, thinking and problem solving. The Intellectual Skills will be listed under component subject programme specifications; the generic Intellectual Skills all Joint Honours students should have developed on successfully completing the programme include the ability to:

B1 Gather information from a variety of sources;
B2 Critically evaluate arguments and evidence and develop reasoned arguments;
B3 Understand and consider critical and theoretical issues in the subject areas and articulate arguments and points of view in relation to these.
B4 Analyse and interpret data and text;
B5 Solve problems and make reasoned decisions.

Teaching and Learning Methods

The Teaching and Learning methods are those of the two individual subjects. Intellectual skills are developed throughout the programme and the most appropriate means are used in each subject area to impart subject specific skills. Seminars/tutorials then enhance the knowledge imparted along with problem solving classes, practical work and coursework.

Assessment Strategy

Intellectual skills are assessed by coursework, laboratory reports and unseen written examinations. The assessment methods are those defined in the degree programme regulations for the individual subjects.

Practical Skills

The programmes provide the opportunity for students to develop and demonstrate the practical skills appropriate to two distinct subject areas. These skills can be wide ranging depending on the subject combinations, and combinations can include the ability to critically interpret and evaluate material and the ability to work in a laboratory environment.

Teaching and Learning Methods

Practical skills can be imparted through various means including lectures and tutorials, practicals and field trips. The Teaching and Learning methods are those of the two individual subjects.

Assessment Strategy

Practical Skills are assessed by coursework, laboratory reports, fieldtrips and unseen written examinations where required. The assessment methods are those defined in the degree programme regulations for the individual subjects.

Transferable/Key Skills

The key skills, teaching, learning and assessment strategies are those inculcated in the two individual subjects. After successfully completing the programme students should be able to:

D1 communicate effectively in writing or orally;
D2 demonstrate effective interpersonal skills;
D3 participate effectively as a member of a team;
D4 plan and organise their work effectively within the time available;
D5 use ICT effectively for finding and disseminating information;
D6 demonstrate, at least, a good standard of numeracy;
D7 work independently demonstrating, where appropriate, self-reliance, responsibility, initiative and adaptability.

Teaching and Learning Methods

The Teaching and Learning methods are those of the two individual subjects. Students develop written communication skills in all modules through the submission of in course and final assessments. They practice oral communication skills in laboratory work, tutorials and presentations (where appropriate). The delivery of course work to deadlines enables students to develop time keeping skills. Many of the modules require a level of numeracy which, for some modules becomes highly advanced and students develop D7 through all modules and the guided independent reading and study.

Assessment Strategy

The Assessment Strategy is relevant to the two individual subjects.

Written work and presentations are used to assess written skills and many of the skills are assessed in written examinations. Students demonstrate timekeeping by the timely submission of assessed work. D5 is assessed specifically in some modules and indirectly in others e.g. in the production of coursework.

12 Programme Curriculum, Structure and Features

Basic structure of the programme

The Joint Honours degree programmes are three-year full-time modular programmes. Candidates are required to study modules with a total credit value of 120 credits in each year, normally made up of 60 credits in each semester (half teaching year). The University has determined that a 10 credit module is equivalent to 100 hours of total study time (contact hours plus private study).

<u>Stage 1</u>

Candidates are required to select modules with a total value of 60 credits in each subject, as specified by each subject. Specific modules may be nominated as core modules to ensure students acquire the necessary knowledge to progress to Stage 2 and 3 of their subjects. The student may then choose further modules from Stage 1 modules in their specific regulations to bring the total module value to 120 credits, the choice being subject to the approval of the Degree Programme Director.

Stage 2
All candidates must select modules to a total value of 60 credits in each of the two subjects. However, this distribution may be varied with the approval of the Degree Programme Director. The Degree Programme Director may also, where appropriate, permit a candidate to substitute modules up to the value of 20 credits by modules from other subject areas All modules taken beyond Stage 1 contribute to the final degree classification

Stage 3
All candidates must select modules to a total value of 60 credits in each of the two subjects. However, this distribution may be varied with the approval of the Degree Programme Director. The Degree Programme Director may also, where appropriate, permit a candidate to substitute Career Development or other modules up to a total value of 20 credits, subject to the conditions outlined for Stage 2 above.

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

The Joint Honours in Science programme provides a unique opportunity to study a combination of two highly relevant and topical subjects providing intellectual and key skills relevant to work in a wide variety of careers.
Each candidate on a Joint Honours degree programme has an added advantage of having a thorough experience of two sharply contrasting academic and cultural milieux, each with its own style of discourse, its own values, and its own standards of evidence and conduct – possibly as remote from each other as Psychology and Nutrition, or Economics and Mathematics – and of having to switch between them on a daily basis. Typically, core values in one member of a subject pair may be discounted in the other subject, forcing the Joint Honours student to interrogate each subject critically in a way that might never occur to a corresponding Single Honours student. The adaptability and the sophistication that this engenders are marked qualities of the best Joint Honours students.

Programme regulations (link to on-line version)

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

13 Criteria for admission

Entry qualifications
Students are admitted on an individual basis through UCAS. The entry requirements vary from degree programme to degree programme, and from year to year, depending on (i) the specific pre-requisites of the individual subjects; (ii) the level of demand for each combination; and (iii) the quota imposed by the University. Only students who are judged likely to achieve a good Honours degree are admitted to the degree programmes.

The current admission requirements for the various Joint Honours Degree Programmes are listed below. All candidates must have GCSE Mathematics grade B or equivalent, and most degree programmes require A level Mathematics at Grade B.

BSc Accounting and:-

NG41	Mathematics (3 yrs)	ABB, inc A@ Maths
NG43	Statistics (3 yrs)	ABB, inc A@ Maths

BSc Biology and:-

CC18	Psychology (3 yrs)	ABB inc. Biol, B@GCSE Maths

BSc Computing Science and:-

GL4C	Economics (3 yrs)	ABC/BBB, inc B@Maths
GG41	Mathematics (3 yrs)	ABB, inc A@Maths
GG34	Statistics (3 yrs)	ABB, inc A@Maths

BSc Economics and:-

GL11	Mathematics (3 yrs)	ABB, inc A@Maths

GL31	Statistics (3 yrs)	ABB, inc A@Maths

BSc Mathematics and:-

CG81	Psychology (3 yrs)	ABB, inc A@Maths

BSc Psychology and:-

CG83	Statistics (3 yrs)	ABB, inc A@Maths

BSc Nutrition :-

BC48	Psychology (3 yrs)	AAB, inc A@Biology

Scottish Qualifications:
Entry requirements vary with the degree programme. Typically AABB at Higher Level, usually requiring A in Mathematics. Advanced Highers are preferred.

Irish Qualifications:
Typical entry requirements are 5 passes at Higher level, including 4 at B3 with Mathematics at B2 (All B2 for combinations including Psychology).

BTEC:
Entry requirements vary, but usually 3 merits, plus distinction in mathematics at Level III where appropriate are required.

International Baccalaureate:
Typical entry requirements range from IB28 to IB34, with additional subject-specific requirements.

Partners Programme:
These are accepted subject to the minimum requirements specified below and successful completion of the University's Summer School Programme.

Partners A/AS Levels and AVCE Qualifications: BBB normally including Biology and another science subject and excluding General Studies. Home Economics/Food Technology will be considered instead of Biology at A level. Chemistry is preferred at A/AS level but not essential. Mathematics required at GCSE (minimum grade B) if not offered at A/AS level.

Partners BTEC National Diploma: BTEC National Diploma (or other NQF Level 3 qualification) in a science related subject at overall MMM grade, to include biological and chemical science as essential units at Merit grade.

Admissions policy/selection tools

Most suitable applicants are offered a place on the basis of the UCAS application form. All are invited to an Open Day: the Open Day programme includes tours and presentations in both subject areas, opportunities to talk to the Subject Advisors, and information about accommodation and other aspects of the University.

Non-standard Entry Requirements

Non-standard entrants are evaluated on an individual basis, and where possible, are interviewed.

Level of English Language capability

Minimum IELTS 6.5 or equivalent for direct entry. Applicants with IELTS 6.0 will be allowed entry following successful completion of the University's pre-sessional English Course.

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 (see http://www.ncl.ac.uk/international/

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. Further details are available at:

http://www.ncl.ac.uk/students/mathsaid/staff-info/.

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. Details of the personal tutor system can be found at http://www.ncl.ac.uk/students/progress/staff-resources/information/pastoral.htm
In addition the University offers a range of support services, including the Student Advice Centre, the Counselling and Wellbeing team, the Mature Student Support Officer, and a Childcare Support Officer, see http://www.ncl.ac.uk/students/wellbeing/disability-support/

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. For further details see http://www.ncl.ac.uk/students/wellbeing/disability-support/

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, see
http://www.ncl.ac.uk/undergraduate/facilities/index.htm

All new students whose first language is not English are required to take an English Language Proficiency Test. This is administered by INTO Newcastle University Centre on behalf of Newcastle University. Where appropriate, in-sessional language training can be provided. The INTO Newcastle University Centre houses a range of resources which may be particularly appropriate for those interested in an Erasmus exchange. See
http://www.ncl.ac.uk/langcen/index.htm

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

Module reviews
All modules are subject to review by questionnaires which are considered by the Board of Studies. Changes to, or the introduction of new, modules are considered at the Board of Studies within individual Schools and they are then submitted for consideration Board of Studies for Joint Honours in Science Programmes. Student opinion is sought at the Staff-Student Committee and/or the Board of Studies for Joint Honours in Science Programmes. New modules and major changes to existing modules are subject to approval by the Faculty Teaching, Learning and Student Experience Committee.

Programme reviews
Board of Studies for Joint Honours in Science Programmes conducts an Annual Monitoring and Review of the degree programmes and reports to Faculty Teaching, Learning and Student Experience Committee. The FTLSEC takes an overview of all programmes within the Faculty and reports any Faculty or institutional issues to the University Teaching Learning and Student Experience Committee.

External Examiner reports
All modules are reviewed by the External Examiner in the individual subject areas who report to the Board of Studies for Joint Honours in Science Programmes on any issues specific to Joint Honours students. The Joint Honours external assessor oversees the award of Joint Honours degree and reports to the Board of Examiners for Joint Honours in Science Programmes.

External Examiner reports are considered by the Board of Studies. The Board responds to these reports through Faculty Teaching and Learning Committee. External Assessor 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. The results from student surveys are considered as part of the Annual Monitoring and Review of the programme and any arising actions are captured at programme and School / institutional level and reported to the appropriate body.

Mechanisms for gaining student feedback
Feedback is channelled via the Staff-Student Committee and the Board of Studies for Joint Honours in Science Programmes.

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 Learning and Student Experience Committee on whether the programmes reviewed should be re-approved for a further five year period.

Accreditation reports

These programmes are not accredited by any professional body.

Additional mechanisms

Review Mechanisms:

Student Questionnaires
Degree Programme Review
Internal Subject Review

Committees For Monitoring Quality

Board of Studies for Joint Honours in Science Programmes
Staff-Student Committee for Joint Honours in Science Programmes
Subject Area Boards of Studies
Subject Area Boards of Examiners
Subject Area Staff-Student Committees
Faculty Teaching, Learning and Student Experience Committee
University Teaching, Learning and Student Experience Committee

16 Regulation of assessment

Pass mark
The pass mark is 40

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.

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 Stages 2 and 3 is 1:2.

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

	Honours	**Non-honours**
<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

Role of the External Assessor
An External Assessor, a distinguished member of the subject community, is appointed by Faculty Teaching and Learning Committee, after recommendation from the Board of Studies for Joint Honours in Science Programmes. The External Assessor is expected to:

Accept marks provided by Board of Examiners in individual Subject areas.
Ensure awards are in accordance with University regulations
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/)

The Joint Honours Brochure and individual subject areas (contact 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.

Annex

Mapping of Intended Learning Outcomes onto Curriculum/Modules

The intended learning outcomes for each module can be found the subject programme specifications.

The intended learning outcomes for each module are mapped against modules in each half programme specification. The Board of Studies for Joint Honours in Science Programmes ensures that where one subject area does not deliver specific learning outcomes, that it is delivered in the other.