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<tr><td rowspan="2">PROGRAMME SPECIFICATION</td><td>Newcastle University logo</td></tr>
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| | **PROGRAMME SPECIFICATION** | Newcastle University |

1	**Awarding Institution**	Newcastle University
2	**Teaching Institution**	Newcastle University
3	**Final Award**	BA (Honours)
4	**Programme Title**	Politics and Sociology
5	**UCAS/Programme Code**	LL32
6	**Programme Accreditation**	N/A
7	**QAA Subject Benchmark(s)**	Sociology Politics
8	**FHEQ Level**	Honours level
9	**Date written/revised**	May 2012

10	**Programme Aims**

1. To enable students to gain a firm grounding in the essentials of sociology and politics including key concepts, theories, methodologies, and applications.

2. To enable students to study a range of self-chosen specialisms within these subjects and to undertake a research project.

3. To offer an environment informed by research and scholarship in which students can learn about sociology and politics from knowledgeable staff, their own study and from discussion with fellow students.

4. To enhance students' cognitive skills, including analysing and presenting information and developing a reasoned argument; and core skills such as adaptability, planning and organisation.

5. To produce graduates who are capable of following a wide variety of careers in the private, voluntary, statutory, and professional services sectors and/or of undertaking postgraduate courses in either subject and/or pursuing life long learning.

6. To provide an award which meets the requirements at level 6 in the Framework for Higher Education Qualification and which meets the requirements of the relevant national subject benchmarks.

7. To conform to University policies about quality assurance and QAA Codes of Practice.

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 QAA Subject Benchmark Statements for both Politics and Sociology.

Knowledge and Understanding

On completing the programme students should:

A1. To identify, understand and analyse some of the major social scientific approaches to studying the social world to understand their relevance to social, public and civic policy issues.

A2. To use major theoretical perspectives and concepts in sociology to understand and analyse aspects of social life at local, national and global levels.

A3. To acquire knowledge and understanding of central aspects of government and politics at local, national and global levels and of self-selected specialised topics within the discipline of politics.

A4. To understand the distinctive characters of sociology and politics in relation to other forms of understanding, such as its relation to other disciplines and to lay explanation.

A5. To have an understanding of the complexity of human behaviour, and a recognition of social and political contexts, social diversity and inequalities and their impact on the experiences of individuals and groups.

A6. To identify and understand a range of classical and contemporary sociological and political bodies of explanation.

A7. To understand and evaluate the appropriateness and validity of a range of research approaches for investigating political and social issues and problems, including the recognition of ethical dimensions to social research.

Teaching and Learning Methods

The primary method for imparting knowledge is lectures (A1-A7). These are supplemented by module handouts, seminars, workshops and student-centred group work, computer-assisted learning and film sessions (A2). Students are also encouraged to develop knowledge through independent and guided reading which draws imaginatively on a range of source material (journal articles, conference papers, Internet postings, research programme briefs, and research work in progress) (A5- A7). To enhance understanding of the relationship between research and the production of sociological and political knowledge (A7), the investigation of social problems and the evaluation of policy initiatives (A3), the curriculum draws on current and contemporary Subject Areas research publications.

Assessment Strategy

Knowledge and understanding (A1-A7) are assessed by means of written examination and coursework. Both employ a range of approaches in order to accurately assess and grade student abilities. These include:

- Seen examinations
- Unseen examinations
- Synopsis
- Essays
- Portfolio work
- Project
- Oral presentation (individual and group-based)
- Dissertation proposal
- Dissertation

Examinations and synopsis allow assessment of surface understanding of important areas of knowledge, and essays, portfolios, projects, oral presentations and the dissertation assess students' depth of knowledge and understanding. The dissertation proposal and the dissertation itself assess students' ability to apply their theoretical and methodological knowledge to a substantive area of work.

Intellectual Skills

On completing the programme students should be able to:
B1 To think logically and critically about social and political problems, including having the ability to apply theoretical knowledge to the understanding and assessment of empirical, practical and policy issues.

B2 To gather, synthesise and evaluate the significance and validity of information and evidence from a wide variety of sources, including qualitative and quantitative data, library, internet and other electronic sources, and governmental and non-governmental information.

B3. To marshal, construct and propose reasoned, coherent and structured arguments, drawing upon appropriate sociological, political and allied sources of evidence.

B4. To be critically reflexive of their own and others' production of knowledge, theory and evidence.

B5. To develop an understanding of the complexity of human behaviour, and a recognition of social and political contexts, social diversity and inequalities and their impact on the experiences of individuals and groups in social and political systems.

Teaching and Learning Methods

Intellectual skills of logical and critical thinking (B1), skills in gathering, synthesising and evaluating information and data (B2) are introduced and developed in lectures, seminars, and workshops in a series of optional modules spanning all stages of the degree. In each stage, students' research skills and specific intellectual skills in data production / collection, management and analysis are further developed through seminars, workshops and individual tutorials which encourage the identification of the contribution of research to the production of sociological and political knowledge (B2-B3). Through seminar discussion, problem-solving exercises, encouraging students to construct and propose reasoned and structured arguments via individual and group presentations, portfolio and project work (B3, B4), students deepen their understanding of politics and sociology and develop a critical appreciation of the contribution to and application of this knowledge to substantive areas of concern in politics and sociology (B5). All cognitive skills (B1-B5) are exercised significantly during the course of a final year dissertation in either sociology or politics subjects, the completion of which is supported by focused supervision according to each Subject Area provision. Attendance at the Subject Areas and School Seminar Programmes provides additional opportunities to develop and demonstrate critical and reflexive sociological and political understanding (B5-6).

Assessment Strategy

Intellectual skills (B1-B6) are assessed by means of written examination and coursework. Both employ a range of approaches in order to accurately assess and grade student abilities. These include:

- Essay
- Portfolio
- Project
- Oral presentation (individual and group-based)
- Dissertation

Essays, portfolios, projects and oral presentations allow assessment of the varied application of ideas to particular research problems and situations. The dissertation is the culmination in the development of such skills and allows students to show their ability to work through research problems in a number of ways and provide evidence of their development of argumentation and evaluation skills as well as the range of intelectual skills they have accumulated through the development of their own research question and investigation.

Practical Skills (subject-specific)

On completing the programme students should be able to:

C1. To develop the ability to identify the nature and appropriateness of different research strategies and methods, and assess their relative contributions to the production of sociological and political knowledge.

C2. To formulate and investigate sociologically and politically informed questions, and to understand and evaluate the appropriateness and validity of a range of research approaches for investigating different social and political issues and policy problems, including a recognition of the ethical dimension to social research.

C3. To critically analyse, assess and communicate empirical sociological and political evidence.

C4. To recognise the usefulness of social and political scientific theory and evidence for the evaluation of specific social and political problems, issues and events.

C5. To make assessments of the merits of competing explanations and perspectives.

Teaching and Learning Methods

Understanding and experience of the principal approaches to social and political research (C1) are provided in lectures, seminars and workshops in a series of compulsory and optional modules spanning all stages of the degree programme, these modules progressively build on each other. In each stage, students' research skills are further developed through seminars, workshops and individual tutorials which encourage the identification of the contribution of research to the production of sociological and political knowledge (C2-C3). Through group discussion, problem-solving exercises, presentations, portfolio and project work, students develop a series of subject-specific skills through application (C2-C3), and develop a critical appreciation of the contribution to and application of this knowledge to substantive areas of political and sociological concern (C3-C5)

Assessment Strategy

Subject specific skills (C1-C5) are assessed by means of written examination and coursework. Both employ a range of approaches in order to accurately assess and grade student abilities. These include:

- Portfolio work
- Project
- Oral presentation (individual and group-based)
- Dissertation

Portfolios, projects and the dissertation allow students to show their ability to work through research problems in a number of ways and provide evidence of their development of argumentation and evaluation skills. The dissertation is the culmination in the development of such skills and allows students to show the range of subject-specific skills they have accumulated through the development of their own research question and investigation.

Transferable/Key Skills

On completing the programme students should be able to:

D1   To communicate effectively, clearly and concisely, in a variety of modes (e.g.: written and oral), and in a variety of contexts (i.e. different audiences).

D2   To learn, study and work in an organised, time-efficient and self-directed manner and to develop initiative and adaptability in individual working.

D3   To work collaboratively as part of a team to plan tasks, make decisions, collate and co-ordinate information, organise practical action and propose solutions to problems posed.

D4   To be conversant with and competent in information technology and its uses and applications.

D5   To acquire basic skills of numeracy.

Teaching and Learning Methods

Key skills are formally taught from Stage One through dedicated modules in both Subject Areas and at all stages of the degree programme students are encouraged to develop and practice skills in essay and report writing, and oral presentation (D1); in accessing library, bibliographic and Internet resources (D4); in time-management and independent learning (D2); and in team-working, decision-making, problem-solving and organising practical action (D3). Students are introduced to all key skills in Study Skills modules offered by each Subject Area in Stage One (one of which must be taken by each student) and develop and refine them in optional modules in Stage Two and Three. Advanced key skills (in communication, IT, library research, team-working, time-management and independent study) are developed in selected modules at Stage Two and Three through coursework, seminar, workshop and dissertation preparation and practical group exercises (D1-D5).

Assessment Strategy

Key skills (D1-D5) are assessed by a variety of means which include:

- Seen examinations
- Unseen examinations
- Individual and group oral presentation
- Portfolios
- Dissertation

Exams assess the student's ability to plan their work and produce quality materials within specific time restrictions. Oral presentations allow for assessment of students' abilities to communicate and to work effectively together. Portfolio assessments require students to work self-directed, solve problems, be organised and work efficiently. The dissertation requires students to plan and carry out a large piece of work that requires significant levels of coordination and organisation.

12	Programme Curriculum, Structure and Features

Basic structure of the programme

Programme Features

The programme is studied over three years full-time based on 30 weeks attendance per annum. Each year or stage requires the study of modules with a credit value of 120. A 20 credit module consists of 200 hours of student effort, covering lectures, small group teaching, independent study, completion of coursework and revision for examination. The majority of modules are weighted at 20, only the dissertation in Stage Three is worth 40 credits.

Stage One provides a foundation in the disciplines of politics and sociology, while introducing students to ideas within associated social science disciplines, in particular anthropology. The emphasis in each of these disciplinary areas is to develop students' ability to describe and discuss differing theories of the social world and to begin to demonstrate how theoretical knowledge can be used to understand empirical, practical and policy issues. It is in this Stage that students are encouraged to make the distinctions between the disciplinary fields, and also to recognise their interconnectedness. Stage One also enables students to gain a preliminary understanding of the way that questions about the social world are generated within the two subject areas; to gain awareness of the major theoretical perspectives and concepts in the two subject areas, and have rudimentary skills in their application to specific social and political issues; and to develop an understanding of the principles and practices of communicating sociological and political knowledge.

All joint honours students in Stage One take the following compulsory modules; the 20 credit Sociology module Politics and Society (Soc1032) and the 20 credit Politics module Truth, Lies and Politics (Pol1045). Both these modules allow the students to cover a range of key skills, discipline specific understandings, social theory and methodological approaches. Stage One students then take a further 40 credits in Sociology and a further 40 credits in Politics. All students must take 60 credits of modules in each discipline.

Stage Two students are required to take a 20 credits compulsory module (Researching Social Life I, Soc2069) in Sociology as foundation for research skills and basic preparation for dissertation work in Stage Three. Stage Two students are then required to take modules (subject to availability) to the value of 40 credits in Sociology and 60 credits in Politics from a list of about 15. At this stage students also need to decide in which subject they will be doing their dissertation. This will allow them to register for the dissertation preparation module specific for sociology or for politics. If students want to undertake a dissertation in sociology in Stage Three, they must take Researching Social Life II (Soc2070), which is a pre-requisite module. There is no pre-requisite for the dissertation in politics but students may consider the dissertation preparation module (Research Methods in Politics, Pol2081).

At Stage Two, the emphasis is to deepen students' ability to undertake scholarly work through fieldwork based and non-fieldwork based research, and to deepen their understanding of the key concepts and theoretical approaches that have been developed and are developing in sociology and politics. In politics these will develop the core areas of political systems and political thought and in sociology these will cover the similar development of core areas in sociology. Stage Two students are expected to gain a recognition of social context, social diversity and inequalities and their impact on the experiences and opportunities of individuals and groups; to recognise the impact of power and culture on social relationships and be able to glean sociological and political knowledge to understand relationships in specific contexts; to develop an understanding of social structural change; to understand the ethical implications of sociological and political inquiry; and to recognise the relevance of sociological and political knowledge to social, public and civil policy at local, national and global levels of analysis. Together, the modules in Politics and Sociology will help students to develop a sense of the standards required to obtain the best honours degree of which they are capable. Cognitive and key skills are further developed in each area.

In Stage Three, students are able to consolidate their disciplinary expertise and subject-specific skills, as well as expand their opportunities to develop the skills integral to autonomous and life-long learning. The first objective is achieved through the provision of a range of optional specialist modules, which students may select to the value of 80 credits.

The second objective is met through a compulsory dissertation (either 40 credits in Sociology; or 40 credits in Politics), which gives students the chance to embark upon an extended, self-initiated study of their own choosing and their own design. The dissertation reflects the culmination of students' programme of study, and allows the demonstration of specialist interest, subject-specific skills (most especially research skills), and cognitive and key transferable skills. The balance of credits, including dissertation, is equal for both disciplines.

The structure of Stage Three, with its dual emphasis on specialisation and choice, enables students to select modules according to their academic interests and their aspirations in relation to both post-graduate study and career paths. This opportunity for both choice and specialisation in Stage Three is the important dynamic behind the production of high quality student work, which is often most manifest in the dissertation. In Stage Three the students also have the opportunity to take an Erasmus 40 credit module, normally in semester 1, which involves their closely monitored and evaluated attendance at a European University taking modules in sociology or politics and working on their dissertation. The Erasmus scheme is closely managed to ensure the appropriateness of the modules students take while abroad and the translation of marks obtained into our assessment methods and calculations.

Students are assessed for Honours performance on the basis of all modules taken at Stage Two and Stage Three. *For students entering the degree before 2007/8,* modules taken in Stage Two have equal weighting with modules taken in Stage Three*. For students entering the degree from 2008/9,* the stages are weighted as 1:2 for stages 2 and 3. *For students entering the degree in 2007/8,* transitional arrangements will apply. Degree classifications will be calculated using both the weighted and non-weighted systems, and candidates will be awarded whichever degree classification is higher.

See also Appendix: *Intended Learning Outcomes and Key Skills.*

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

Our comparator institutions (i.e. Northern Universities within the Russell Group) all offer opportunities to study a combination of Politics and Sociology at honours level. Most of these do not offer a dedicated Politics and Sociology programme, but rather offer both subject areas via a combined or joint honours general programme. In addition, regardless of whether provided as part of a dedicated or general programme structure, the Newcastle degree appears to offer students a more prescriptive framework in terms of the relative weights of the two subject areas in student module selection. In this respect, this gives the Newcastle programme two distinctive aspects:

   a) an even/equal balance of study of politics and sociology subjects, throughout the degree programme
   b) a clear focus on the subject areas of politics and sociology, as modules beyond the two main subject areas are not permitted within the current degree regulations.

Student can opt to take one 40-credit module (normally semester 1 of Stage 3) on the Erasmus Student Exchange.

The programme is also unusual in offering a range of anthropological perspectives, included in optional modules throughout all 3 stages within the subject area of Sociology.

Programme regulations (link to on-line version)
http://www.ncl.ac.uk/regulations/programme/2011-2012/documents/PoliticsandSociologyBA_000.pdf

13	Criteria for admission

Entry qualifications School/College Leavers
- Generally three A levels required for entry.
- A level grades AAB-ABB
- No specific subjects required (although Sociology and/or Politics would obviously be helpful).
- Scottish Highers: ABBBB. Combinations of Highers and Advanced Highers accepted.
- BTEC Level 5 HND to include at least eight units at Merit grade and two units at Distinction grade.
- Access to HE Diploma with at least 45 level 3 credits at a minimum of Merit. Level 3 units in Sociology and English are desirable.

- BTEC Level 3 Extended Diploma (formerly BTEC National Diploma at overall DDM/DMM

Under the new Post 16 arrangements in England

- Points offers using the new UCAS tariff will not normally be made
- 6 credit Vocational A level accepted as one of three A levels
- Applicants with 12 credit Vocational A levels will be considered on their merits
- Points offers using the new UCAS tariff will generally not be made
- Skills qualifications are useful but will generally not be included in offers

Partners Programme
- ❖ A level grades BBC
- ❖ Partners BTEC at overall MMM

Admissions policy/selection tools
Students to whom offers are made are invited to an Open Day to meet staff and current students, and look round the Subject Area. Attendance is not compulsory but is recommended. Applicants with non-standard qualifications may be interviewed by a member of the Admissions team.

Non-standard Entry Requirements
- Appropriate overseas qualifications will be considered, such as the
- International Baccalaureate (at least 32-35 points).
- A levels are also accepted.
- Evidence of adequate English language skills to complete the programme successfully required, in particular that students are expected to achieve an IELTS score of 6.5.

Additional Requirements
We strongly encourage applications from mature students, people from minority ethnic groups and students with disabilities. Each case is considered on its own merits, although evidence of successful recent study is generally required (for example in the case of mature students, an accredited Access course). Relevant paid/unpaid work experience is also very useful and is taken into consideration.

Level of English Language capability

14	Support for Student Learning

The Student Services portal provides links to key services and other information and is available at: www.ncl.ac.uk/students/

Induction
During the first week of the first semester students attend an induction programme. New students will be given a general introduction to University life and the University's principle support services and general information about the two Subject Areas (Politics and Sociology), the School (GPS) 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/seminars/workshops/etc. All students are assigned personal tutors. Students of all three Stages hold initial group meetings with their personal tutors during this week. Through these meetings students are introduced to their module choices, clarify timetable concerns and general information. During these meetings, Stage One students receive and are introduced to their Study Skills Handbook (more detail below) and Stage Two students receive and are introduced to the Personal Development Planning File (more detail below). Induction at Stage One continues through weekly meetings with the personal tutor for a period of four weeks to help students settle into the University environment, develop good academic work practices, and develop their social network.

In addition, Stage Three students are provided with an introduction on taught postgraduate study and doctoral research and are also reminded of the support and guidance available from the University Careers Service. The International Office offers an additional induction programme for overseas students.

NB – Joint Honours students are currently registered by and allocated personal tutors in the Subject Area of Sociology.

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. More specific study skills are covered in the Doing Sociology module, SOC1029 or the Studying Politics: Skills and Theories module, POL1018. Study skills are also supported through a dedicated Study Skills Handbook, written for students studying in Sociology and Politics and Sociology, and through work with the personal tutor. Students are explicitly tutored on their approach to both group and individual projects.

The range of study skills support includes:
- Sessions within relevant modules on skills development
- Advice from Personal tutor
- Information from Faculty Liaison Librarian
- Assistance from University Computing Service
- Access to Language Centre (for students not having English as a first language)
- Access to E-mail and Blackboard

Academic support
The initial point of contact for a student is with a lecturer or module leader for issues relating to module content, or their personal tutor (see below) for more generic issues. Thereafter the Degree Programme Director, Deputy Heads of School for Sociology and Politics 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. Students follow a structured timetable of meetings with their Personal Tutor, with whom they discuss marks and feedback on their work, and generic progress issues.

Pastoral support
All students are assigned a personal tutor whose responsibility is to monitor the academic performance and overall wellbeing of their tutees. Sociology has a personal tutor framework based on a minimum of four meetings per annum and contains agenda items for each meeting specific to each stage and programme. Details are available from the Sociology subject area.
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.

Personal Development Planning
Stage 2 students are given a PDP Resource File, designed for use as appropriate to their individual needs and interests which is supported by sessions with the personal tutor.

Support for students with disabilities
The University's Disability Support Service (part of the larger Student Wellbeing 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. Sociology has a Disability Support Liaison Officer, whose role it is to act as a point of contact between students, academic staff, and staff in the SWS. This is to ensure a supportive environment for students with disabilities and improved access to information for students and staff.

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.

The Writing Development Centre offers guidance and tuition for students who wish to improve their writing skills for study or employment purposes. It runs lectures and seminars and also offers one-to-one support.

All new students whose first language is not English are required to take an English Language test in the Language Resource Centre. Where appropriate, in-sessional language training can be provided. The Language Resource Centre houses a range of resources for learning other languages 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 the Board of Studies held in each subject area (Politics and Sociology). 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 Learning and Student Experience 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 within the respective subject areas. The Boards respond 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, Sociology Teaching and Learning Committee (SocTLC) and the Board of Studies meetings. 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. Further information is at www.thestudentsurvey.com/ 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, SocTLC, and the Board of Studies.

Faculty and University Review Mechanisms
The programme is subject to the University's Internal Subject Review process.

Additional details

- *Board of Studies (BoS).* Monitoring and evaluation of quality and standards relating to this Joint Honours Degree is split between the Board of Studies in the two subject areas (e.g. module content and module evaluation); the overall quality of the degree programme is the responsibility of the Politics and Sociology Board of Studies, hosted by the Sociology subject area. Membership of the BoS includes student members nominated from the Staff-Student Committee.

- *Board of Examiners (BoE).* Issues related to degree structure, examinations, marks and awards are discussed.

- *Staff-Student Committee (SSC).* Wider student issues, including the quality and standards of teaching and learning may be raised at SSC by Student Representatives and staff. The SSC at which LL32 students sit is held within the Sociology Subject Area, and is chaired and convened by a student Chair and it is composed of student representatives from each year group (approximately two per stage), and two members of teaching staff. Student representatives are also invited to attend the SSC in the Politics Subject Area, to raise issues specific to politics modules.

- *Sociology Undergraduate Teaching and Learning Committee* (SocTLC). The membership of this Committee is staff with teaching, examining and recruitment responsibilities within Sociology at the undergraduate level. It provides a forum for debate and reflection on programmes and modules within Sociology. It includes student representatives from Sociology and from Politics and Sociology, and reports to the Sociology Undergraduate Board of Studies.

- *School Teaching and Learning Committee (STLC).* The STLC is composed of staff with teaching, examining and recruitment responsibilities across all Departmental degree programmes and student representatives (one per subject area). STLC discusses specific programme and module improvements within a wider strategic framework; it also discusses more routine issues in respect of the day-to-day management of the degree programme. For example, STLC is the forum for the development and review of peer observation procedures, module and stage evaluation mechanisms, and student feedback processes. STLC reports regularly to the Boards of Studies, Subject Area and School Meetings, and to School Executive Committee and Faculty Teaching and Learning Committee as appropriate.

- *Faculty Teaching and Learning and Student Experience Committee (FTLSEC) and University Teaching and Learning and Student Experience Committee (UTLSEC).* Major changes to existing modules, the introduction and/or deletion of existing modules, are amongst the teaching and learning related activities of these Committees. FTLSEC and UTLSEC are responsible, inter alia, for monitoring and evaluating subject area/school responses to External Examiners' Reports.

Mechanisms for the review and evaluation of teaching, learning, assessment, curriculum and outcome standards:
- Student module evaluation questionnaires
- Programme reviews by STLC, SocTLC and BoS
- Module reviews by module leaders in the light of staff (STLC), student evaluation and External Examiners' Reports (where appropriate).
- Peer observation of teaching
- External Examiners' Reports
- Annual Monitoring and Review
- Feedback obtained from past graduates eg: Subject Area surveys and Careers Service Graduate Destination Surveys
- Feedback obtained from National Student Survey of Stage 3 students, and the Institutional Student Survey of Stage 1 students
- Feedback from actual and potential employers of graduates

- Feedback from independent external reviews (QAA, HEFCE)

Mechanisms for gaining student feedback on the quality of teaching and their learning experience:
- Staff-Student Committee and student representation at SocTLC and at the BoS
- Module and degree programme evaluation questionnaires
- Informal conversations between staff and students
- Stage Focus Groups
- Graduate surveys (School and Careers Service)
- National Student Survey and Institutional Student Survey

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16   Regulation of assessment

Pass marks
- The pass mark, as defined in the University's Undergraduate Examination Conventions is 40.

Course requirements
Progression is subject to the University's Undergraduate Progress Regulations and Undergraduate Examination Conventions. In summary, students must pass 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.

Honours degree classification
The marks from Stages 2 and 3 will contribute to the final classification of the degree. *For students entering the degree before 2007/8,* modules taken in Stage Two have equal weighting with modules taken in Stage Three. *For students entering the degree from 2008/9,* the stages are weighted as 1:2 for stages 2 and 3. *For students entering the degree in 2007/8,* transitional arrangements will apply. Degree classifications will be calculated using both the weighted and non-weighted systems, and candidates will be awarded whichever degree classification is higher

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

Marking Moderation
In Stage One, examination scripts are anonymously first-marked and moderated internally; continuous assessments are anonymously first-marked and moderated internally.
In Stages Two and three, examination scripts are anonymously first-marked, moderated internally and externally moderated; continuous assessments are anonymously first-marked, moderated internally and externally moderated. The exception to this rule is the dissertation, which is blind double marked and externally moderated. From the 2010-11 academic year, the Board of Examiners is conducted anonymously

Role of External Examiners
The External Examiners are appointed by the Board of Studies and approved by the Faculty Teaching and Learning Committee. The External Examiners provide external moderation of the procedural activities of the Board of Examiners, and provides subject area specialist expertise in relation to sociology, and will deal with all matters relating to modules taught in the sociology subject area. In addition to this, the modules provided by the politics subject area will be externally examined by an examiner with expertise in politics. The External Examiners are distinguished members of the academic community whose knowledge spans the range of sociological, anthropological or political, and methodological areas covered by the degree programme.
The External Examiners' roles combined are that of moderator, and include:
- Reviewing and approving coursework assignments
- Reviewing and approving examination scripts
- Moderating examination and coursework marking
- Moderating dissertations marking
- Attendance at the June Board of Examiners
- Reporting to the University regarding standards and comparability of standards

17	Indicators of Quality and Standards

The degree programme meets the QAA Subject Benchmarking Statements for (i) *Politics and International Relations* and (ii) *Sociology.*

With a standard offer of BBB, the degree attracts academically strong students, a large majority of whom progress well on the course and graduate with at least an upper second class honours

QAA Reports

The Department of Social Policy was subject to a HEFCE Review in 1995-96 as part of the 1995 Quality Assessment Exercise. The degree programmes at that time included Honours degree in Social Policy and Social Studies and joint degrees in Politics & Social Policy and Economics & Social Policy. The outcome of this review process was the award of `excellent'.

The Department of Politics was the subject of a QAA review in November 2001 and received a score of 23 out of 24 for its teaching programmes.

Internal Review Reports
Degrees in the Subject Area have been reviewed in the past as part of the University Programme and Subject Review. This degree ran for the first time in the academic year 2002-03, replacing the former degree in *Politics and Social Policy.* The degree has been through usual Annual Monitoring and Review procedures from 2003-04 and no significant issues have been raised for consideration from that process

18	Other Sources of Information

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.

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

- The University Undergraduate Prospectus (see http://www.ncl.ac.uk/undergraduate/)
- The School Brochure/Subject Areas Prospectus (contact enquiries@ncl.ac.uk)
- The University Regulations see://www.ncl.ac.uk/regulations/docs/
- The Degree Programme Handbooks (Stages One, Two and Three)
- The School Website http://www.ncl.ac.uk/gps/
- The Programme's Website (http://www.ncl.ac.uk/gps/undergrad/polisocial.htm)
- HEFCE Review Report on Department of Social Policy 1995-96

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

Intended Learning Outcome	Module codes (Comp/Core in Bold)
A1	SOC1027, SOC1030, SOC1031, **SOC1032**, SOC1033, SOC2038, SOC2041, SOC2042, SOC2043, SOC2056, SOC2058, SOC2065, SOC2066, SOC2067, SOC2068, **SOC2069**, SOC2070, SOC2073, SOC2074, SOC2080, SOC2082, SOC2083, SOC3045, SOC3061, SOC3062, SOC3063, SOC3064, SOC3065, SOC3066, SOC3067, SOC3068, SOC3069, SOC3072, SOC3073, SOC3074, SOC3075, SOC3077, SOC3078, SOC3079, SOC3085, SOC3097, POL1017, POL1022, POL1032, **POL1045**, POL2077, POL3046 POL2012, POL2022, POL2033, POL2034, POL2045, POL2078, POL2079, POL2081, POL3034, POL3047, POL3048, POL3059, POL3076, POL3078, POL3079, POL3087
A2	SOC1027, SOC1030, SOC1031, SOC1033, SOC2038, SOC2041, SOC2042, SOC2043, SOC2056, SOC2058, SOC2065, SOC2066, SOC2067, SOC2068, **SOC2069**, SOC2070, SOC2073, SOC2074, SOC2080, SOC2082, SOC2083, SOC3045, SOC3061, SOC3062, SOC3063, SOC3064, SOC3065, SOC3066, SOC3067, SOC3068, SOC3069, SOC3072, SOC3073, SOC3074, SOC3075, SOC3077, SOC3078, SOC3079, SOC3085, SOC3097
A3	**SOC1032**, SOC2038, SOC2083, SOC3097, POL1017, POL1022, POL1032, **POL1045**, POL2077, POL3046, POL2012, POL2022, POL2033, POL2034, POL2045, POL2078, POL2079, POL2081, POL3034, POL3047, POL3048, POL3059, POL3076, POL3078, POL3079, POL3087,
A4	SOC1027, SOC1030, SOC1031, SOC1033, SOC2041, SOC2042, SOC2043, SOC2056, SOC2058, SOC2065, SOC2066, SOC2067, SOC2068, **SOC2069**, SOC2070, SOC2073, SOC2074, SOC2080, SOC2082, SOC2083, SOC3045, SOC3061, SOC3062, SOC3063, SOC3064, SOC3065, SOC3066, SOC3067, SOC3068, SOC3069, SOC3072, SOC3073, SOC3074, SOC3075, SOC3077, SOC3078, SOC3079, SOC3085, SOC3097, POL1017, POL1022, POL1032, **POL1045**, POL2077, POL3046 POL2012, POL2022, POL2033, POL2034, POL2045, POL2078, POL2079, POL2081, POL3034, POL3047, POL3048, POL3059, POL3076, POL3078, POL3079, POL3087
A5	SOC1027, SOC1030, SOC1031, SOC2038, SOC2041, SOC2042, SOC2043, SOC2056, SOC2058, SOC2065, SOC2066, SOC2067, SOC2068, **SOC2069**, SOC2070, SOC2073, SOC2074, SOC2080, SOC2082, SOC3045, SOC3061, SOC3062, SOC3063, SOC3064, SOC3065, SOC3066, SOC3067, SOC3068, SOC3069, SOC3072, SOC3073, SOC3074, SOC3075, SOC3077, SOC3078, SOC3079, SOC3085, SOC3097, POL1017, POL1022, POL1032, **POL1045**, POL2077, POL3046 POL2012, POL2022, POL2033, POL2034, POL2045, POL2078, POL2079, POL2081, POL3034, POL3047, POL3048, POL3059, POL3076, POL3078, POL3079, POL3087
A6	SOC1027, SOC1030, SOC1031, **SOC1032**, SOC2041, SOC2042, SOC2043, SOC2056, SOC2058, SOC2065, SOC2066, SOC2067, SOC2068, **SOC2069**, SOC2070, SOC2073, SOC2074, SOC2080, SOC2082, SOC3045, SOC3061, SOC3062, SOC3063, SOC3064, SOC3065, SOC3066, SOC3067, SOC3068, SOC3069, SOC3072, SOC3073, SOC3074, SOC3075, SOC3077, SOC3085, SOC3097, POL1017, POL1022, POL1032, **POL1045**, POL2077, POL3046 POL2012, POL2022, POL2033, POL2034, POL2045, POL2078, POL2079, POL2081, POL3034, POL3047, POL3048, POL3059, POL3076, POL3078, POL3079, POL3087
A7	SOC1031, **SOC2069**, SOC2070, POL2081, SOC3097, POL3046
B1	SOC1027, SOC1030, SOC1031, **SOC1032**, SOC1033, **POL1045**,

	SOC2038, SOC2058, **SOC2069**, SOC2070, POL2077, SOC3079, SOC3097, POL3046
B2	SOC1027, **SOC1032**, SOC1033, SOC2038, SOC2041, SOC2042, SOC2043, SOC2056, SOC2058, SOC2065, SOC2066, SOC2067, SOC2068, **SOC2069**, SOC2070, SOC2073, SOC2074, SOC2080, SOC2082, SOC2083, SOC3045, SOC3061, SOC3062, SOC3063, SOC3064, SOC3065, SOC3066, SOC3067, SOC3068, SOC3069, SOC3072, SOC3073, SOC3074, SOC3075, SOC3077, SOC3078, SOC3079, SOC3085, SOC3097, POL1017, POL1022, POL1032, **POL1045**, POL2077, POL3046, POL2012, POL2022, POL2033, POL 2034, POL2045, POL2078, POL2079, POL2081, POL3034, POL3047, POL3048, POL3059, POL3076, POL3078, POL3079, POL3087
B3	SOC1027, SOC1030, SOC1031, **SOC1032**, SOC2038, SOC2041, SOC2042, SOC2043, SOC2056, SOC2058, SOC2065, SOC2066, SOC2067, SOC2068, **SOC2069**, SOC2070, SOC2073, SOC2074, SOC2080, SOC2082, SOC2083, SOC3045, SOC3061, SOC3062, SOC3063, SOC3064, SOC3065, SOC3066, SOC3067, SOC3068, SOC3069, SOC3072, SOC3073, SOC3074, SOC3075, SOC3077, SOC3078, SOC3079, SOC3085, SOC3097, POL2012, POL2022, POL2033, POL 2034, POL2045, POL2078, POL2079, POL2081, POL3034, POL3047, POL3048, POL3059, POL3076, POL3078 POL3079, POL3087
B4	SOC1027, SOC1030, SOC1031, **SOC1032**, SOC1033, SOC2038, SOC2041, SOC2042, SOC2043, SOC2056, SOC2058, SOC2065, SOC2066, SOC2067, SOC2068, **SOC2069**, SOC2070, SOC2073, SOC2074, SOC2080, SOC2082, SOC2083, SOC3045, SOC3061, SOC3062, SOC3063, SOC3064, SOC3065, SOC3066, SOC3067, SOC3068, SOC3069, SOC3072, SOC3073, SOC3074, SOC3075, SOC3077, SOC3078, SOC3079, SOC3085, SOC3097, POL2012, POL2022, POL2033, POL 2034, POL2045, POL2078, POL2079, POL2081, POL3034, POL3047, POL3048, POL3059, POL3076, POL3078 POL3079, POL3087
B5	SOC2041, SOC2042, SOC2043, SOC2056, SOC2058, SOC2065, SOC2066, SOC2067, SOC2068, **SOC2069**, SOC2070, SOC2073, SOC2074, SOC2080, SOC2082, SOC3045, SOC3061, SOC3062, SOC3063, SOC3064, SOC3065, SOC3066, SOC3067, SOC3068, SOC3069, SOC3072, SOC3073, SOC3074, SOC3075, SOC3077, SOC3085, SOC3097, POL2012, POL2022, POL2033, POL 2034, POL2045, POL2078, POL2079, POL2081, POL3034, POL3047, POL3048, POL3059, POL3076, POL3078 POL3079, POL3087
C1	SOC1027, SOC1031, **SOC1032**, SOC1033, SOC2041, SOC2042, SOC2043, SOC2056, SOC2058, SOC2065, SOC2066, SOC2067, SOC2068, **SOC2069**, SOC2070, SOC2073, SOC2074, SOC2080, SOC2082, SOC3045, SOC3061, SOC3062, SOC3063, SOC3064, SOC3065, SOC3066, SOC3067, SOC3068, SOC3069, SOC3072, SOC3073, SOC3074, SOC3075, SOC3077, SOC3085, SOC3097, POL1017, POL1022, POL1032, **POL1045** POL2077, POL3046, POL2012, POL2022, POL2033, POL 2034, POL2045, POL2078, POL2079, POL2081, POL3034, POL3047, POL3048, POL3059, POL3076, POL3078 POL3079, POL3087
C2	SOC1027, **SOC1032**, SOC1033, **POL1045**, SOC2058, **SOC2069**, SOC2070, POL2077, SOC3078, SOC3097, POL3046
C3	SOC1027, SOC1030, SOC1031, SOC1033, SOC2038, SOC2041, SOC2042, SOC2043, SOC2056, SOC2058, SOC2065, SOC2066, SOC2067, SOC2068, **SOC2069**, SOC2070, SOC2073, SOC2074, SOC2080, SOC2082, SOC2083, SOC3045, SOC3061, SOC3062, SOC3063, SOC3064, SOC3065, SOC3066, SOC3067, SOC3068, SOC3069, SOC3072, SOC3073, SOC3074, SOC3075, SOC3077, SOC3078, SOC3079, SOC3085, SOC3097, POL1017, POL1022, POL1032, **POL1045**, POL2077, POL3046, POL2012, POL2022, POL2033, POL 2034, POL2045, POL2078, POL2079, POL2081, POL3034, POL3047, POL3048,

	POL3059, POL3076, POL3078, POL3079, POL3087
C4	SOC1027, SOC1030, SOC1031, **SOC1032**, SOC1033, SOC2038, SOC2041, SOC2042, SOC2043, SOC2056, SOC2058, SOC2065, SOC2066, SOC2067, SOC2068, SOC2069, SOC2070, SOC2073, SOC2074, SOC2083, , SOC2080, SOC2082, SOC3045, SOC3061, SOC3062, SOC3063, SOC3064, SOC3065, SOC3066, SOC3067, SOC3068, SOC3069, SOC3072, SOC3073, SOC3074, SOC3075, SOC3077, SOC3078, SOC3079, SOC3085, SOC3097, POL1017, POL1022, POL1032, **POL1045**, POL2077, POL3046, POL2012, POL2022, POL2033, POL 2034, POL2045, POL2078, POL2079, POL2081, POL3034, POL3047, POL3048, POL3059, POL3076, POL3078, POL3079, POL3087
C5	SOC1027, **SOC1032**, SOC2038, SOC2041, SOC2042, SOC2043, SOC2056, SOC2058, SOC2065, SOC2066, SOC2067, SOC2068, **SOC2069**, SOC2070, SOC2073, SOC2074, SOC2080, SOC2082, SOC2083, SOC3045, SOC3061, SOC3062, SOC3063, SOC3064, SOC3065, SOC3066, SOC3067, SOC3068, SOC3069, SOC3072, SOC3073, SOC3074, SOC3075, SOC3077, SOC3078, SOC3079, SOC3085, SOC3097, POL1017, POL1022, POL1032, **POL1045**, POL2077, POL3046, POL2012, POL2022, POL2033, POL 2034, POL2045, POL2078, POL2079, POL2081, POL3034, POL3047, POL3048, POL3059, POL3076, POL3078, POL3079, POL3087
D1	SOC1027, SOC1030, SOC1031, **SOC1032**, SOC1033, **POL1045**, SOC2038, SOC2058, **SOC2069**, SOC2070, SOC2083, POL2077, SOC3078, SOC3079, SOC3097, POL3046
D2	SOC1027, SOC1030, SOC1031, **SOC1032**, SOC1033, POL1018, SOC2038, SOC2058, **SOC2069**, SOC2070, SOC2083, POL2077, SOC3078, SOC3079, SOC3097, POL3046
D3	SOC1027, SOC1030, SOC1031, **SOC1032**, SOC1033, **POL1045**, SOC2038, SOC2058, **SOC2069**, SOC2070, SOC2083, POL2077, SOC3078, SOC3097, POL3046
D4	SOC1027, SOC1030, SOC1031, **SOC1032**, SOC1033, SOC2038, SOC2041, SOC2042, SOC2043, SOC2056, SOC2058, SOC2065, SOC2066, SOC2067, SOC2068, **SOC2069**, SOC2070, SOC2073, SOC2074, SOC2083, SOC3075, SOC3077, SOC2080, SOC2082, SOC3045, SOC3061, SOC3062, SOC3063, SOC3064, SOC3065, SOC3066, SOC3067, SOC3068, SOC3069, SOC3072, SOC3073, SOC3074, SOC3078, SOC3079, SOC3085, SOC3097, POL1017, POL1022, POL1032, **POL1045**, POL2077, POL3046, POL2012, POL2022, POL2033, POL 2034, POL2045, POL2078, POL2079, POL2081, POL3034, POL3047, POL3048, POL3059, POL3076, POL3078, POL3079, POL3087
D5	SOC1031, **SOC2069**, SOC2070, SOC3097, SOC2068, POL2081, POL3046, POL3047, POL3048