PROGRAMME SPECIFICATION	

1	**Awarding Institution**	Newcastle University
2	**Teaching Institution**	Newcastle University
3	**Final Award**	BSc Honours
4	**Programme Title**	Animal Science
5	**UCAS/Programme Code**	C305 Animal Science
6	**Programme Accreditation**	N/A
7	**QAA Subject Benchmark(s)**	Agriculture, forestry, agricultural sciences, food sciences and consumer sciences; Biology.
8	**FHEQ Level**	6
9	**Date written/revised**	February 2013

10 Programme Aims

1 To provide a detailed understanding of the subject of animal science and its relationship to the wider environment such as the use of animals for animal production, as pets and companion animals, and in zoos and wildlife parks; this learning will be promoted by means of a range of teaching methods and experiences.

2. To provide a broad, up-to-date, stimulating and demanding degree to prepare graduates for a career in animal science.

3. To provide component modules based on modern experimental science and to encourage critical analysis, inductive reasoning, experimental procedure and lateral synthesis.

4. To produce graduates able to independently plan and conduct independent experimental investigations. As a result of their training, graduates should also be able to report the results of an investigation accurately, evaluate these findings and draw appropriate conclusions and recommendations.

5. In light of the aims listed above, to encourage students to make full use of the range of library resources and computer facilities available within the University.

6. To develop and enhance personal qualities such as self-motivation, efficiency, responsibility, reliability, judgement, maturity, tolerance, co-operation, intellectual rigour and honesty.

7. To provide a programme which meets the FHEQ at Honours level and which takes appropriate account of the subject benchmark statements in Agriculture, forestry, agricultural sciences, food sciences and consumer sciences and Biology.

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 Agriculture, forestry, agricultural sciences, food sciences and consumer sciences and Biology.

Knowledge and Understanding

On completing the programme students should have gained and be able to demonstrate:

A1 A detailed understanding of the fundamental sciences which underpin animal science.

A2 An understanding of the technical language, terminology and use of Latin relevant to animal science.

A3 A detailed understanding of the application of fundamental science to animal science.

A4 An understanding of the scientific, societal and environmental influences on animal science.

A5 An understanding of the relevance of animal science to human needs and expectations at local, national and international levels.

A6 An understanding of the interrelationships between animal science and other disciplines (e.g. psychology, ecology, agriculture, environmental biology).

A7 A desire to pursue new knowledge and understanding from current research.

After Stage 1 students will have gained a depth of knowledge and understanding of fundamental science (genetics, microbiology etc.) which provides them with a sound platform upon which to progress to more applied and in-depth study in Stages 2 and 3 respectively.

By the end of the programme, the process and results of accumulating and consolidating knowledge and understanding of the areas outlined above will provide a sound basis for particular students to progress to post-graduate studies in appropriate fields of animal science.

Teaching and Learning Methods

Lectures are the main way of imparting knowledge and understanding (A1-A7) but seminars and small group tutorials are also used: seminars and tutorials are led by staff and/or students and occasionally by visiting speakers. Practical classes feature throughout all three Stages, and include laboratory classes and field visits to the two University farms, as well as other farms, companion animal holdings, animal rescue centres and research stations in the region. Workshops introducing and applying computer software packages or specific case studies also feature in the programme.

Students are encouraged to contribute to their own learning experience by independent reading. They are provided with references to books, scientific papers and other learning materials to enhance their understanding of specific subject areas. Group work exercises encourage a collective approach and responsibility for gathering knowledge and sharing understanding. The Induction Week programme includes activities that introduce and practice various learning methods and strategies appropriate to each stage of the programme.

Assessment Strategy

Primarily assessed by unseen, written examinations supported by a variety of different forms of coursework that include essays, projects, case studies, presentations and other exercises. Most modules include coursework, thus ensuring an element of formative as well as summative assessment. Seminar, tutorial and poster presentation exercises assess knowledge and understanding that is demonstrated verbally. At Stage 3, the Animal Science Research Project (ACE3097) or the Animal Science Dissertation (ACE3096) (students must choose one or the other) are not directly supported by lectures or seminars but nevertheless allow for assessment of students' abilities to independently acquire knowledge and understanding (A4-A6).

Intellectual Skills

On completing the programme students should be able to:

B1 Critically analyse arguments and evidence derived from a range of sources.

B2 Solve problems based on information either gathered or presented. Data analysis and interpretation.

B3 Gather, extract and evaluate relevant information.

B4 Evaluate the contribution of individuals to the learning experience by means of peer assessment.

Teaching and Learning Methods

Seminars provide the main opportunity for students to evaluate evidence and formulate objective and coherent arguments (B1-B4). Problem solving skills (B2) are developed in tandem with the range of activities described above that are designed to develop their subject-specific/professional skills. Students are directed to a range of information sources that enhance their analytical and interpretative faculties.

Students learn through problem-solving, data handling and discussion. Students are encouraged to justify their opinions in discussion, in case studies and in their Research Project or Dissertation where they practice the production and defence of reasoned arguments and analysis.

Assessment Strategy

The same range of methods as described previously for A also provides an opportunity to assess cognitive skills in the form of seminars (B1, B3 and B4), case studies (B2 and B4) and essay writing (B1and B3). Completion of either the Animal Science Research Project (ACE3097) or the Animal Science Dissertation (ACE3096) is a major vehicle for the assessment of all the cognitive skills (B1-B4).

Practical Skills

On completing the programme students should have the necessary skills to be able to:

C1 Develop hypotheses and design, execute and analyse of data for a range of study types including laboratory and field-based studies.

C2 Use statistical procedures to facilitate study design and data analysis.

C3 Understand a range of quantitative and qualitative techniques used in the area of animal science.

C4 Critically evaluate data from a variety of sources.

C5 Present data in written format according to accepted scientific conventions.

Teaching and Learning Methods

Professional skills relevant to animal science applications are demonstrated in specific lectures, seminars, laboratory classes, computing sessions, workshops and field visits (C1-C5). Module leaders and demonstrators facilitate development of these skills. Students acquire skills (C1-C5) through a ‘hands-on’ approach in the most applied modules.

Assessment Strategy

The methods outlined for A above also test the development of subject-specific/professional skills (C1-C5). The use of case-studies and report writing and presentation as major methods of assessment not only enhances knowledge and understanding but also improves subject specific and professional skills (C1-C5). As well as being practised, skills may be assessed as an integral part of the assessment programme. For example, students may design experiments and collect and analyse data (e.g. Animal Science Research Project, ACE3097) (C1). Many are also assessed in the Stage 2 Communication Skills for Animal Scientists module (ACE2026) and in a number of modules in Stage 3 of the programme (e.g. Animal Health Conference, ACE3047; Animal Science Issues, ACE3046; C4 and C5 specifically).

Transferable/Key Skills

On completing the programme students should be able to:

D1 Work effectively as part of a team.

D2 Exhibit computer literacy in gathering information from a wide range of sources together with the processing and interpretation of numerical information.

D3 Communicate effectively using both verbal presentation to large and small groups, and written communication word in essays, reports and poster presentations.

D4 Demonstrate the ability to work independently, manage time effectively, use initiative and be adaptable.

Teaching and Learning Methods

The use of PCs and data analysis (D2) feature throughout all three Stages of the programme and are complemented with a range of computer simulation exercises (D2). As well as contributing directly to key skills, they also contribute to the other learning outcomes A, B and C.

Verbal communication and presentational skills (D3) are practised, particularly in seminars and tutorials, with increasing frequency from Stage 1 to Stage 3. Several modules involve teamwork (D1), particularly the Animal Health Conference (ACE3047) where the Stage 3 cohort of Animal Science students (plus any students from other Programmes who have selected the module as one of their options) work as a team to organise and host a scientific conference in a current topic in animal health. However, all modules involve independent, student-centred work requiring completion of a task by a specific deadline (D4).

Students learn through the production of essays, reports and case studies. Emphasis is placed on the cultivation of good practice in time management throughout the programme. This is highlighted during the initial Induction Week sessions at the start of each Stage, and then reinforced by the Degree Programme Director at various points throughout the programme, such as tutorial meetings.

Assessment Strategy

The strategy and methods used to assess learning outcomes A, B and C provide an integrated approach to the development of key skills D1-D4. The Animal Science Research Project ACE3097 (or the Animal Science Dissertation, ACE3096, depending on which one students choose) and the Animal Health Conference are also major vehicles for the assessment of key skills (D2-D4).

12 Programme Curriculum, Structure and Features

Basic structure of the programme

The programme is studied full time over three years. The academic year consists of two Semesters, each comprising 12 weeks of teaching followed by assessment periods.

At each Stage, modules to a total credit value of 120 are studied. The distribution of these 120 credits between the Semesters may be 60:60, 50:70 or 70:50, depending on the particular combination of modules chosen by an individual student.

A 10-credit module consists of 100 hours of student effort composed of attendance at lectures, seminars and small group tutorials, practical sessions, private study and revision and the completion of coursework. Modules are usually 10 or 20 credits with all 10-credit modules being completed in the same Semester, while most 20 credit modules continue over both Semesters. The Animal Science Research Project (ACE3097) accounts for 30 credits and is taken most commonly, but may be substituted by a combination of the Animal Science Work Placement (ACE3045, 10 credits) and the Animal Science Dissertation (ACE3096, 20 credits). Modules are examined at the end of the Semester in which they are completed.

The programme provides students with a detailed understanding of the main fundamental and applied aspects of animal science and, through a choice of optional modules, allows students to focus in more detail on a particular range of different species including farm, companion or

zoo animals.

B Programme Structure

Stage 1 consists of 100 compulsory credits in the key underpinning subjects of biochemistry, physiology, genetics, microbiology, health, behaviour and computing/data analysis. These academic threads continue in subsequent Stages where they are explored in more detail. Students then select optional modules to a total value of 20 credits, to include further animal-based modules or include the study of marketing/management or a modern language. Modules include a combination of lectures, practicals/laboratory classes, computer workshops and visits to farms and animal centres in the region (depending on the choice of optional modules).

Stage 2 has 80 credits of compulsory modules focusing on more applied aspects of animal science. Topics such as animal breeding, nutrition, behaviour, immunology and parasitology are covered with reference to a range of animal species. Quantitative and communication s skills are developed in specific modules, namely Micro-computing and Data Analysis 2 (ACE2030) and Communication Skills for Animal Scientists (ACE2026) respectively and then utilised in subject-specific modules. Students select further optional modules to a total value of 40 credits, modules where the underpinning science from Stage 1 is integrated with information on animal husbandry and management to describe the main roles of animals in society (livestock production systems, companion and zoo animals). Students can select from a range of animal-based modules, including Equine Studies (ACE2033), Companion Animals (ACE2035) or continue with marketing-based modules such as Global Marketing Environments (MKT2000.

Stage 3 has 50 credits of compulsory modules. As described previously, Animal Science Issues (ACE3046) and Animal Health Conference (ACE3047) deal with current topical issues and develop students' transferable skills. Further compulsory modules cover the key areas of biochemistry, nutrition and growth (Animal Nutrition and Growth, ACE3050, 20 credits; Domestic Animal Biochemistry, ACE3055, 10 credits). In addition, students undertake the Animal Science Research Project (ACE3097, 30 credits) on a topic of their choice with supervision and guidance provided by a member of academic staff. Some students may choose to undertake the 10-credit Animal Science Work Placement module (ACE3045, undertaken in the summer vacation between Stage 2 and 3) and then complete the matching 20-credit Animal Science Dissertation (ACE3096).

Students are asked to select an additional optional modules to a total value of 20 credits that are aligned with either companion animals or livestock: thus either Companion Animal Reproduction (ACE3044) or Companion Animal Behaviour (ACE3049), and either Livestock Reproduction (ACE3043) or Livestock Behaviour (ACE3048). Thus students will gain an in-depth knowledge of the reproduction and behaviour of the species of most interest to them.

Choice of he remaining optional modules to a value of 20 credits allows students the opportunity to choose further animal-based modules, such as Animal Welfare and Environment (ACE3022), or broader subjects such as climate change (Climate Change and Land Use, ACE3067) or rural diversification (Rural Enterprise Diversification, ACE3039).

Most of the modules at Stage 3 have an increased emphasis on self-study and small group work and have a requirement for small projects, case studies and presentations to further promote the development of transferrable skills.

A Knowledge and Understanding	**Module in which this aspect is developed (*optional modules shown in italics*)**
A1 A detailed understanding of the fundamental sciences which underpin animal science.	**ACE1011, ACE1012, ACE1013, ACE1017, ACE1021, ACE1027, ACE2025, ACE2028, ACE2030, ACE2034, BIO1004, BIO1019,**

	BIO2012, *ACE1030, BIO1001, ACE2059*		
A2 An understanding of the technical language, terminology and use of Latin relevant to animal science.	**ACE1011, ACE1012**, **ACE1013, ACE1027, ACE2025, ACE2026, ACE2028, ACE2031, ACE2034, BIO1004, BIO1019,** *ACE3043, ACE3044, ACE3048, ACE3049, BIO1002, BIO2014, BIO3001*		
A3 A detailed understanding of the application of fundamental science to animal science.	**ACE1017, ACE1020, ACE1021, ACE2025, ACE2026, ACE2028, ACE2030, ACE2031, ACE2034, ACE3046, ACE3047, ACE3050, ACE3055,** *ACE1014, ACE1030, ACE2019, ACE2021, ACE2033***,** *ACE2059, ACE2043, ACE3022, ACE3028, ACE3039, ACE3043*, *ACE3045*, *ACE3048, ACE3049, ACE3096, ACE3097*, *BIO1001, BIO1002, BIO1005, BIO2007, BIO2014, BIO3001*		
A4 An understanding of the scientific, societal and environmental influences on animal science.	**ACE1020, ACE2035, ACE3046, ACE3047, ACE3048,** *ACE1014, ACE1033, ACE2019, ACE2021, ACE2029, ACE2033***,** *ACE2059, ACE3022, ACE3028, ACE3039, ACE3045, ACE3049, ACE3067, ACE3096, ACE3097, BIO3001*		
A5 An understanding of the relevance of animal science to human needs and expectations at local, national and international levels.	**ACE1020, ACE2035, ACE3046, ACE3047,** *ACE1030, ACE1033, ACE2029, ACE3028, ACE2021, ACE2033***,** *ACE3022, ACE3039, ACE3040, ACE3045,*		
A6 An understanding of the interrelationships between animal science and other disciplines (e.g. psychology, ecology, agriculture, environmental biology).	**ACE1020, ACE2026, ACE2028, ACE2034, ACE2035,** *ACE1014, ACE1030, ACE1033, ACE2019, ACE2021, ACE2029, ACE2033***,** *ACE2059, ACE3022, ACE3028, ACE3039, ACE3040, ACE3067, NCL2007*		
A7 A desire to pursue new knowledge and understanding from current research.	**ACE2026, ACE3046, ACE3047,** *ACE2029, ACE3022, ACE3096, ACE3097, BIO3001*		
B Intellectual Skills			
B1 Critically analyse arguments and evidence derived from a range of sources	*ACE3043, ACE3044, ACE3096, ACE3097*		
B2 Solve problems based on information either gathered or presented. Data analysis and interpretation	**ACE1012, ACE1013, ACE1017, ACE1027, ACE2028, ACE2030,** *ACE2043, ACE3022, ACE3067*		
B3 Gather, extract and evaluate relevant information	**ACE1017, ACE1020, ACE1021, ACE2025, ACE2026, ACE2028, ACE2030, ACE2031, BIO1019, BIO2013,** *ACE1030, ACE1033, ACE2029, ACE3022, ACE3040, ACE3067, ACE3097*, *BIO3001 BUS2000, MKT1000, MKT2000*		

B4 Evaluate the contribution of individuals to the learning experience by means of peer assessment.	**ACE1020, ACE2026, ACE2035, ACE3046, ACE3047,** *ACE3040, ACE3048, ACE3049*
C Practical skills	
C1 Develop hypotheses and design, execute and analyse of data for a range of study types including laboratory and field-based studies.	**ACE1011, ACE1012, ACE1013, ACE1017, ACE1027, ACE2028, ACE2030, ACE2031, BIO1019, BIO2013,** *ACE2029, ACE2059, ACE3022, ACE3097*
C2 Use statistical procedures to facilitate study design and data analysis.	**ACE1017, ACE2026, ACE2028, ACE2030, BIO2013,** *ACE3067, ACE3097*
C3 Understand a range of quantitative and qualitative techniques used in the area of animal science.	**ACE1017, ACE1021, ACE2025, ACE2026, ACE2028, ACE2030, ACE2031, BIO1019, BIO2013,** *ACE3067, ACE3097*
C4 Critically evaluate data from a variety of sources.	**ACE1017, ACE2026, ACE3046, ACE3047, ACE3097,** *ACE1030, ACE1033, ACE2029, ACE3022, ACE3028, ACE3039, ACE3040, ACE3043, ACE3044, ACE3045, ACE3048, ACE3049, ACE3067, ACE3096, ACE3097, BIO3001, BUS2000, MKT1000, MKT2000, NCL2007*
C5 Present data in written format according to accepted scientific conventions.	**ACE1011, ACE1012, ACE1013, ACE1017, ACE1020, ACE1021, ACE1027, ACE2025, ACE2026, ACE2028, ACE2030, ACE2031, ACE3055, BIO1004, BIO1019, BIO2012,** *ACE2059, ACE3022, ACE3039, ACE3096, ACE3097, BIO1002, BIO1005, BIO2014, BIO3001*
D Key (Transferable) Skills	
D1 Work effectively as part of a team.	**ACE2028, ACE3046, ACE3047, BIO2013,** *ACE1033, ACE3039, ACE3045, ACE3048, ACE3049, BIO3001*
D2 Exhibit computer literacy in gathering information from a wide range of sources together with the processing and interpretation of numerical information.	**ACE1012, ACE1017, ACE2025, ACE2026, ACE2030, ACE3046, ACE3047, ACE3050, BIO2013,** *ACE1030, ACE1033, ACE2019, ACE2037, ACE3028, ACE3039,* ACE3043, ACE3044, *ACE3048, ACE3049, ACE3097*
D3 Communicate effectively using both verbal presentation to large and small groups and written communication in essays, reports and poster presentations.	**ACE1011, ACE1012, ACE1013, ACE1017, ACE1020, ACE1027, ACE2025, ACE2026, ACE2028, ACE2030, ACE2031, ACE2034, ACE2035, ACE3046, ACE3047, ACE3050, ACE3055, BIO1004, BIO1019, BIO2012, BO2013,** *ACE1014, ACE1030, ACE1033, ACE2019, ACE2021, ACE2029, ACE2033, ACE2059, ACE3022,*

	ACE3028, ACE3039, ACE3040, ACE3043, ACE3044, ACE3045, ACE3048, ACE3049, ACE3067, ACE3096, ACE3097, BIO1001, BIO1002, BIO1005, BIO3001, BUS2000, MKT1000, MKT2000, NCL2007		
D4 Demonstrate the ability to work independently, manage time effectively, use initiative and be adaptable.	**ACE2026,** *ACE3045,*	**ACE3047,** *ACE3096,*	**BIO2013,** *ACE3097*

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

The programme provides a detailed understanding of the fundamental and applied aspects of animal science, across the full breadth of processes governing animal life including nutrition, reproduction and behaviour.

A key distinctive feature is that at Stage 2 and 3 students can choose optional modules to gain further knowledge and skills relating to particular animal species including livestock, companion or zoo animals.

Programme regulations (link to on-line version)

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

13 Criteria for admission

Entry qualifications

ABB-BBB including Biology and another science subject from: Chemistry, Mathematics, Geography, Physics, PE, Psychology. General Studies excluded. Chemistry is preferred at A/AS level but not essential. GCSE Mathematics (minimum grade B) required if not offered at A/AS level.

Non-standard Entry Requirements

Scottish Qualifications
AABBB-AABB at Higher Grade preferably including Biology and another science subject from: Chemistry, Mathematics, Geography, Physics, PE, Psychology. Advanced Higher Biology preferred. Chemistry desirable at Higher Grade but not essential.

International Baccalaureate
32-35 points including Biology at Higher Level grade 6. Chemistry preferred at Higher Level but not essential. Mathematics or Mathematical Studies and Chemistry required at Standard Level grade 5 if not offered at Higher Level.

Irish Leaving Certificate
A1A1B1B1B-ABBBB at Higher Level, to include Biology and another science subject from: Chemistry, Mathematics, Geography, Physics, PE, Psychology.

Access Qualifications
At least 30 level 3 credits at Distinction in Biology (or Biology-related units) and in addition at least 15 level 3 credits at a minimum of Merit in other units to include Mathematical Studies and/or Quantitative Methods.

BTEC Level 3 Extended Diploma (formerly BTEC National Diploma)
A science-related subject such as Animal Management, Equine Management or Agriculture within which there are substantial Biology and Chemistry units, overall at DDM grade. Students are asked to outline in their personal statement exactly which modules they have taken as part of the National Diploma. Evidence of numeracy skills required, either GCSE

Mathematics (minimum grade B) or Key Skills Level 2 Application of Number taken within the National Diploma.

Additional Requirements
Evidence of relevant interest and work experience in animal science.

Level of English Language capability
IELTS 6.5 for International Students

Admissions policy/selection tools
Applicants are invited to attend a post-application Open Day to meet staff and current students. We welcome applications from mature candidates and those with non-traditional qualifications.

14 Support for Student Learning

The Student Services portal provides links to key services and other information and is available at: *http://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 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 and help with academic writing is available from the Writing Development Centre (further information is available from the Robinson Library).

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 e.g. 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 Student Union 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-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.

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 and/or the School Teaching and Learning Committee. 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, 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
External Examiner reports are considered by the Board of Studies. The Board responds to these reports through Faculty Teaching, Learning and Student Experience 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 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.

Faculty and University Review Mechanisms
The programme is subject to the University's Internal Subject Review process. Every six 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 one-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 six year period.

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 re-assessment 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 25:75 respectively.

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

	Modules used for degree classification (DC)	**Modules not used for degree classification**
<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 Examiner
An External Examiner, a distinguished member of the subject community, is appointed by Faculty Teaching and Learning Committee, following recommendation from the Board of Studies. The External Examiner is expected to:

i. See and approve assessment papers
ii. Moderate examination and coursework marking
iii. Attend the Board of Examiners
iv. Report to the University on the standards of the programme

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

The University Prospectus: http://www.ncl.ac.uk/undergraduate/

The School Brochure: http://www.ncl.ac.uk/marketing/services/print/publications/ordering/)

Degree Programme and University Regulations: http://www.ncl.ac.uk/regulations/docs/

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.