

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	BC48, CC18, CF11, CG81, GG41, GL11, GL31, NG41
6	Programme Accreditation	Not applicable
7	QAA Subject Benchmark(s)	Relevant to each subject area
8	FHEQ Level	6
9	Date written/revised	March 2013

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
<p>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:</p> <p>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.</p>
Teaching and Learning Methods
<p>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.</p>
Assessment Strategy
<p>Knowledge and understanding is primarily assessed through unseen written examination and in-course assessments.</p> <p>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.</p>
Intellectual Skills
<p>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:</p> <p>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.</p>
Teaching and Learning Methods
<p>Intellectual skills are introduced to all Joint Honours students in a module specifically developed to meet their needs at Stage 1 (ACE1050) and are then developed throughout the programme. In addition students are introduced to the teaching and learning methods appropriate to the two individual subjects to impart subject specific skills. Seminars/tutorials then enhance the knowledge imparted along with problem solving classes, practical work and coursework. At Stage 3 all Joint Honours students have the opportunity to take an optional project module (ACE3901) which allows them to integrate the understanding and knowledge gained in the two subject areas or to specialise in one whilst developing research skills.</p>

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. The final year project is assessed through the preparation of a major dissertation / literature review report which draws the literature together to inform consideration of a key issue for research or practice.
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
<p>After successfully completing the programme students should be able to:</p> <ul style="list-style-type: none"> 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
<p>Reflection on learning and the development of graduate skills is introduced to students in ACE1050. All Joint Honours students also have available at either Stage 2 or Stage 3 a module specifically designed for Joint Honours students (ACE2053) which facilitates student reflection on the development of graduate skills together with action planning for their further development.</p> <p>In addition, students develop key skills through the Teaching and Learning methods 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.</p>

Assessment Strategy

In ACE1050 students are required to submit a reflective log, which can be supported through their own Eportfolio. In ACE2053 assessment also includes a reflective log and an assessed interview structured like part of an interview for a graduate position.

In both subject areas, 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).

Stage 1

Candidates study modules with a total value of at least 50 credits in each subject, as specified by each subject. A skills development Module (10 credits) is included to support graduate skills development and support student transition to learning at HE level. 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.

Stage 2

All candidates study modules to a total value of at least 50 credits in each of the two subjects; in many degree programmes all modules are compulsory at Stage 2. 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

At Stage 3 candidates select modules from both subject areas from a wide range of optional modules offered. Usually at least 50 credits are studied in each subject, 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.

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/programme/>

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.

BC48	BSc Nutrition and Psychology (3 yrs)	AAB, including Biology (or Chemistry)
CC18	BSc Biology and Psychology (3 yrs)	AAB, including Biology (or Chemistry)
CG81	BSc Mathematics and Psychology (3 yrs)	AAB, including Maths at A
GL11	BSc Economics and Mathematics (3 yrs)	AAB, including Maths at A
NG41	BSc Accounting and Mathematics (3 yrs)	AAB, including Maths at A
CF11	BSc Biology and Chemistry	no longer recruiting
GG41	BSc Computing Science and Mathematics	no longer recruiting
GL31	BSc Economics and Statistics	no longer recruiting

Scottish Qualifications:

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

Irish Qualifications:

Typical entry requirements are A1A1A1B1B with Mathematics at A1.

BTEC:

Entry requirements vary, but usually at least 2 distinctions including distinction in mathematics at Level III where appropriate.

International Baccalaureate:

Typical entry requirements are IB35, usually requiring Maths at Grade 6 depending on the degree programme.

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 a science subject and/or Maths depending on the degree programme and excluding General Studies.

Partners BTEC National Diploma: BTEC National Diploma (or other NQF Level 3 qualification) in a science related subject at overall MMM grade, to include science and/or maths as essential units at Merit grade depending on the degree programme.

Admissions policy/selection tools

Most suitable applicants are offered a place on the basis of the UCAS application form. All are invited to a post-application Open Day: the Open Day programme includes tours and presentations in both subject areas, opportunities to talk to current students and the Subject Area 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

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 and Pastoral support

Each undergraduate and taught postgraduate student will be assigned a personal tutor.* A personal tutor is one part of a wider network of advice and guidance available to students to support their personal and general academic development. The module leader acts as the first point of contact for subject-specific academic advice. Thereafter the Degree Programme Director or Head of School may be consulted. Issues relating to the programme may be raised at the Student-Staff Committee, and/or at the Board of Studies. Within the academic unit, students may also receive additional academic and pastoral advice from a range of other student-facing staff including degree programme directors, dissertation/project supervisors, and administrative support staff.

*Arrangements may vary for students taking special types of provision.

The University also offers a wide range of institutional services and support upon which students can call, such as the Writing Development Centre, Careers Service and Student Wellbeing Service. This includes 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 team provides help and advice for disabled students at the University - and those thinking of coming to Newcastle. It provides individuals with: advice about the University's facilities, services and the accessibility of campus; details about the technical support available; guidance in study skills and advice on financial support arrangements; a resources room with equipment and software to assist students in their studies.

Learning resources

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

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

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

Module reviews

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

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

Student evaluations

All modules and stages* are subject to review by student questionnaires. Informal student evaluation is also obtained at the Student-Staff 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.

*With the exception of intercalating years and the final stages of undergraduate programmes.

Mechanisms for gaining student feedback

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

Faculty and University Review Mechanisms

Every six years degree programmes in each subject area undergo periodic review. This involves both the detailed consideration of a range of documentation, and a review visit by a review team (normally one day in duration) which includes an external subject specialist and a student representative. Following the review a report is produced, which forms the basis for a decision by University Learning, Teaching and Student Experience Committee on whether the programmes reviewed should be re-approved for a further six 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 Learning, Teaching and Student Experience Committee

University Learning, Teaching 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: <http://www.ncl.ac.uk/undergraduate/>

The Joint Honours Brochure and individual subject areas: enquiries@ncl.ac.uk

The University Regulations: <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

Development of specific Intended Learning Outcomes occurs through the following modules (compulsory modules in bold text, optional modules in italic text)

Knowledge and understanding and practical skills outcomes are largely delivered by the subject specific modules; hence these are described in the annex to the accompanying specifications for component subjects in a Joint Honours in Science Programme. The Board of Studies for Joint Honours in Science Programmes ensures that where one subject area does not deliver specific learning outcomes, these are delivered in the other.

	Stage 1	Stage 2	Stage 3
Intellectual skills			
B1 Gather information from a variety of sources	ACE1050	<i>ACE2053</i>	<i>ACE3901</i>
B2 Critically evaluate arguments and evidence and develop reasoned arguments	ACE1050	<i>ACE2053</i>	<i>ACE3901</i>
B3 Understand and consider critical and theoretical issues and articulate arguments and points of	ACE1050		<i>ACE3901</i>

	view in relation to these.			
B4	Analyse and interpret data and text	ACE1050	<i>ACE2053</i>	<i>ACE3901</i>
B5	Solve problems and make reasoned decisions.		<i>ACE2053</i>	<i>ACE3901</i>
Transferable / key skills				
D1	Communicate effectively in writing or orally	ACE1050	<i>ACE2053</i>	<i>ACE3901</i>
D2	Demonstrate effective interpersonal skills		<i>ACE2053</i>	
D3	Participate effectively as a member of a team	ACE1050		
D4	Plan and organise their work effectively within the time available	ACE1050	<i>ACE2053</i>	<i>ACE3901</i>
D5	Use ICT effectively for finding and disseminating information	ACE1050	<i>ACE2053</i>	<i>ACE3901</i>
D6	Demonstrate, at least, a good standard of numeracy			
D7	Work independently demonstrating, where appropriate, self-reliance, responsibility, initiative and adaptability.		<i>ACE2053</i>	<i>ACE3901</i>