


<b>PROGRAMME SPECIFICATION</b>	
<b>B.Sc (Hons) Speech &amp; Language Sciences</b>	

<b>1</b>	<b>Awarding Institution</b>	Newcastle University
<b>2</b>	<b>Teaching Institution</b>	Newcastle University
<b>3</b>	<b>Final Award</b>	BSc (Hons)
<b>4</b>	<b>Programme Title</b>	Speech and Language Sciences
<b>5</b>	<b>UCAS/Programme Code</b>	B620
<b>6</b>	<b>Programme Accreditation</b>	Health and Care Professions Council
<b>7</b>	<b>QAA Subject Benchmark(s)</b>	Health Care Programmes
<b>8</b>	<b>FHEQ Level</b>	Honours Level
<b>9</b>	<b>Date written/revised</b>	24 October 2014

<b>10</b>	<b>Programme Aims</b>
<p>The aims of the programme are:</p> <ol style="list-style-type: none"> <li>1. to provide students with academic and clinical knowledge and skills that meet the approval criteria of the Health and Care Professions Council for registration of graduates for employment as Speech and Language Therapists and the clinical guidelines for Speech and Language Therapy programmes set out by the Royal College of Speech and Language Therapists;</li> <li>2. to foster a synergy between research and teaching;</li> <li>3. to ensure that teaching provision meets the changing need of employers;</li> <li>4. to develop and improve students' ability to work both independently and in teams; to use initiative and solve problems; and to prioritise work and meet deadlines.</li> </ol>	

<b>11</b>	<b>Learning Outcomes</b>
<p>For students to develop and demonstrate knowledge, understanding, and skills which reflect the QAA benchmarks for speech and language therapy and the Health and Care Professions Council's Standards of Proficiency for speech and language therapy.</p>	
<b>Knowledge and Understanding</b>	
<p>On completing the programme students should gain:</p> <p>Knowledge and Understanding (see section C in Health Care/Speech and Language Therapy Benchmark Statement)</p> <p>The programme provides opportunities for students to develop and demonstrate:</p> <p><b>A1</b> a knowledge and understanding of the symptoms, causes, and consequences of the full range of human communication disorders. <b><u>This includes accurate use and spelling of specific terminology.</u></b></p> <p><b>A2</b> the clinical skills needed to assess and provide effective treatment, based on evidence-based practice, for individuals with communication disorders;</p>	

**A3** emerging research skills that will allow them to build the knowledge base of the profession and meet employers' need for professionals able to critically evaluate clinical service provision;

**A4** the conceptual and practical skills to enable them to adapt to advances in theory and clinical practice throughout their career. These include relevant knowledge from the disciplines of speech and language pathology, biological sciences, psychology, linguistics, education and social sciences, and the ability to apply this knowledge effectively;

**A5** the knowledge and skill to act as advocates for their profession and the population they will serve as speech and language therapists, including an awareness of legislation and statutory codes affecting speech and language therapy practice.

### **Teaching and Learning Methods**

**A1 & 2** Knowledge base and clinical goals are set for each year of the programme. Stage 1 involves foundation modules in the sciences that underlie the study and description of human communication, including human anatomy and physiology, psychology, linguistics, phonetics. This stage also introduces students to problem based learning in the form of case-based problem solving (CBPS), focussing on adult and child speech disorders. In addition, students are introduced to research methods and clinical processes and given the opportunity to observe patients with communication disorders. Modules in this stage are delivered through a combination of lectures, practical classes and case-based problem solving.

In subsequent stages, greater emphasis is placed on CBPS, both in the classroom and in clinical placements. Increasingly complex problems are set in Stages 2-3, while clinical placements become more varied in service delivery and the populations served. Blocks of clinical experience towards the end of the programme help to prepare students for the workplace and develop the full range of skills required for a licence to practice.

**A3** Research skills are taught in all four years of the programme. In Stages 1-2, students are introduced to quantitative methods, statistics and research design. In Stage 3, students begin to prepare for their dissertation by learning how to critically evaluate the research literature, develop a research proposal of their own and submit an application for ethical approval of their project. In Stage 4, students conduct, analyse and write up their own empirical research project in the form of a dissertation.

**A4** The rapidly changing knowledge base of the profession is explicitly acknowledged and students are required, in CBPS exercises and assignments to efficiently seek relevant information on theoretical and practical issues.

**A5** Awareness of the professional context in which speech and language therapists work, current issues, and relevant legislation and requirements are promoted through seminars, tutorials, and individual and group presentations via the Clinical Education/ Professional Issues stream that is part of all stages of the 4 year programme, but also has a dedicated module (professional issues) in 4th year.

### **Assessment Strategy**

**A1 & 2** Foundation knowledge is assessed through essays, practical exercises, reports, classroom tests and formal exams. Practical skills (e.g. phonetics) are examined by practical examination, as well as team reports and verbal presentations on researched topics. CBPS is assessed by written case management plans and other assignments. Clinical competencies are assessed through clinical viva voce examinations, written case/service provision reports, observation of 'live' and videotaped sessions, with input from clinical educators on performance throughout placements.

**A3** Research skills are assessed by class test, practical data analyses, the presentation of written research proposals, and an empirically-based research project (dissertation).

**A4 & 5** Where relevant, professional aspects are assessed as part of clinical case reports, case presentations and 'unseen' clinical exams. In addition, students submit a 'Service Provision Report' and undertake a group and individual presentation on key professional issues in Stage 4.

### **Intellectual Skills**

Subject-specific/professional skills (see sections A & B in Health Care/Speech and Language Therapy Benchmark Statement)

On completing the programme students should have:

- B1** The ability to make appropriate case management decisions for developmental and acquired disorders of communication, justifying those decisions theoretically.
- B2** The clinical competence to provide intervention for developmental and acquired disorders of communication using evidence-based practice.
- B3** The ability to objectively and routinely evaluate clinical efficacy.
- B4** The ability to critically evaluate service provision policy.
- B5** The ability to evaluate new research and techniques that become available, and apply these appropriately in working practice.
- B6** Good interpersonal skills and be aware of the importance of inter-professional working and how to promote it.

### **Teaching and Learning Methods**

- B1** Core speech and language pathology subjects are presented using a CBPS. Students plan case management in classroom exercises and are required to use the same format in their clinical practice placements, enhancing the links between theory and clinical practice.
- B2** All case management decisions, including choice of intervention approach must be justified with reference to theoretical and clinical literature in both classroom exercises and clinical practice placements.
- B3 & 5** Research skills, including evaluation, are taught throughout the programme. Students are required to evaluate clinical efficacy in every case they manage, to ensure they have the research skills necessary for clinical practice (e.g. for quality assurance).
- B4** Each case management plan requires justified decisions concerning service delivery. The Professional Contexts placement in Stage 4 requires students to evaluate an aspect of service provision in an SLT service. A mixture of clinician-led workshops and student-led presentations develops students' ability to deal with professional issues.
- B6** Students practise and are given feedback on appropriate interpersonal skills for each of their clinical placements. Awareness of interprofessional working is formally promoted, beginning in Stage 1, with the modules '*Clinical Education*' and '*Introduction to Social Interaction and Contexts*', and at various other points in the programme, in particular, '*Professional Issues*' in Stage 4. Interprofessional working is integrated into all clinical placements learning through the Intended Learning Outcomes/clinical competencies.

### **Assessment Strategy**

- B1** Within the Case Based Teaching, students work through cases of adults and children with speech, language and communication difficulties. They receive formative feedback on their weekly group submissions. They complete 7 case management plans which are assessed in Stages 1-3 of the programme

**B2** All student clinical placements are assessed by the clinical educator, who indicates whether students have achieved specific competencies set for each year of the programme. Students receive detailed information about their areas of strength/progress as well as areas for future development.

**B3 & 5** With the exception of the Professional Contexts placement, all clinical placements are also assessed by students doing a viva on a case they have worked with (stage 2) or on an unseen case (stages 3 & 4), or through a written case report. Students must demonstrate the ability to apply theory to the case and to use an appropriate clinical effectiveness design.

**B4** Students submit a Professional Contexts Report in Stage 4, evaluating an aspect of SLT service provision.

**B6** Interpersonal skills and awareness of interprofessional working are assessed through clinical educator reports (see B2 above) and as aspects of the unseen vivas.

### **Practical Skills**

On completing the programme students should have:

**C1** The ability to search for information efficiently and effectively

**C2** The ability to critically evaluate arguments and evidence

**C3** The ability to encapsulate complex theoretical positions, drawing conclusions

**C4** The ability to identify problems and develop strategies for their resolution

### **Teaching and Learning Methods**

**C1** CBPS learning requires students to seek information.

**C2 & 3 Planning** case management requires students to weigh evidence, then make decisions that can be explicitly justified. Given the contradictory nature of the literature on many aspects of communication pathology, students must learn to critique evidence to draw conclusions.

**C4** In the last two years of the course, the problems set become more complex.

### **Assessment Strategy**

**C1, 2, 3.** All assessed CBPS assignments; also, group presentations in the *School Age Child* module in Stage 2, a professional in-service presentation as part of the Child language module in Stage 3, and group and individual presentations in *Professional Issues* in Stage 4.

**C4** A number of assessments tap students' ability to identify problems and develop strategies for their resolution: the Audiology Case Management Plan (Stage 3), the Professional Contexts Clinic Service provision Report and the 'unseen' clinical examination.

### **Transferable/Key Skills**

On completing the programme students should have:

**D1** Effective communication skills.

**D2** IT skills.

**D3** The ability to prioritise work and meet deadlines.

**D4** The ability to work both independently and in teams.

**D5** The ability to use initiative and solve problems.

### Teaching and Learning Methods

**D1** Verbal presentations, tutorials and case presentations, participating in CBPS group learning, clinical placements.

**D2** Students receive information from lecturers via email, seek information through the internet and on-line journal facilities, and use statistical, phonetic and language analysis hardware and software.

**D3 & 4** The CBPS part of the course encourages self-directed learning, student groups negotiate individual research tasks, integrate information, discuss findings. Changes in the composition of CBPS student groups throughout the programme provide students with the opportunity to learn how to work with a range of different teams.

**D5** CBPS exercises and clinical practicum promote initiative taking and problem solving.

### Assessment Strategy

**D1** Clinical viva voce examinations.

**D2** Written assignments, bibliographies, clinical equipment, use of PowerPoint in verbal presentations. **D3** Penalties are in place for assessments that are submitted late. Students are required to be well prepared for clinical sessions when on placement and write reports and/or produce other materials at the required time.

**D4** Group presentations in Stage 3 and Stage 4 of the programme require teamwork, with all students in a group receiving a common mark.

**D5** Both CBPS and clinical practicum are assessed throughout the programme.

## 12 Programme Curriculum, Structure and Features

### Basic structure of the programme

<u>Code</u>	<u>Module</u> <sup>1</sup>	<u>Credits</u>	<u>Semester</u>
<b>Stage 1</b>			
SPE1014	Anatomy for Speech and Language	10	1-2
SPE1015	Physiology for Speech and Language	10	1
SPE1030	Research Methods in Practice 1	10	1
SPE1031	Brain and Behaviour 1	20	1-2
SPE1032	Speech and Language Pathology 1:Cases	20	1-2
SPE1034	Linguistics and Phonetics 1	20	1-2
SPE1035	Child development and SLA	20	1-2
SPE1036	Clinical and Professional Education 1	20	1-2
<b>Stage 2</b>			
SPE2040	Research Methods in Practice II	10	2
SPE2041	Clinical and Professional Education II	10	1-2
SPE2042	Linguistics and Phonetics II	40	1-2
SPE2043	Brain and Behaviour II	20	1
SPE2044	Speech and Language Pathology II	40	1-2

**Stage 3**

SPE3026	Clinical and Professional Education III	20	1-2
SPE3025	Brain and Behaviour III	20	1-2
SPE3027	Research Methods in Practice III	10	2
SPE3033	Speech and Language Pathology III: Head and Neck	10	2
SPE3034	Speech and Language Pathology III: Sensory	20	1
SPE3035	Speech and Language Pathology III: Motor	20	1-2
SPE3036	Speech and Language pathology III: Cognitive	20	1-2

**Stage 4**

SPE4007	Dysphagia <sup>2</sup>	10	1
SPE4011	Research methods and practice IV <sup>2</sup>	40	1-2
SPE4012	Professional Issues <sup>2</sup>	20	1-2
SPE4014	Clinical Practice IV <sup>2</sup>	40	1-2
SPE4008/ SPE4010/ SPE4018	BSc Options <sup>2,3</sup>	10	2

<sup>1</sup> All modules are compulsory.

<sup>2</sup> all stage 3 and 4 modules are honours modules.

<sup>3</sup> Options may be selected from modules offered by the Speech & Language Sciences Section or by other academic units and must be approved by the Degree Programme Director at the time of registration for Stage

**Overview of BSc placements and clinical assessments**

<b>Module</b>	<b>Semester</b>	<b>Clinic</b>	<b>Assessment</b>
SPE1036	1	Lectures + workshops + half day clinical observation (22 hrs)	Observation portfolio (40%)
	2	Workshops + half day clinical observation (22 hrs) <sup>1</sup>	Observation portfolio (60%)
SPE2041	1	Half-day child or adult clinic (12 sessions) <sup>1</sup>	Clinical evaluation report (Pass/Fail)
	2	Half-day child or adult clinic (12 sessions) <sup>1</sup>	Clinical viva (100%) Clinical evaluation report (Pass/Fail)
SPE3016	1	Half-day child or adult clinic (12 sessions) <sup>2</sup>	Unseen viva (50%) Clinical evaluation report (Pass/Fail)
	2	6-week block placement (child/adult/mixed) (5 days/week) <sup>2</sup>	Written case report (50%) Clinical evaluation report (Pass/Fail)
SPE4014	1	Full-day professional contexts (12 sessions) <sup>2</sup>	Written service provision report (50%) Clinical evaluation report (Pass/Fail)
	2	6-week block placement (child/adult/mixed) (5 days/week) <sup>2</sup>	Unseen viva(50%) Clinical evaluation report (Pass/Fail)

<sup>1</sup> Campus Clinics

<sup>2</sup> Community Clinics

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

The programme is studied on a full-time basis over four years (8 semesters). Each year requires the study of compulsory modules with a credit value of 120. A 10 credit module consists of a notional 100 hours of student effort, including lectures, tutorials, practicals, CBPS group work, private study, completion of coursework, revision and assessment. Modules vary in size from 10 to 40 credits. Block clinical placements exceed the 10 credit point = 100 hours equation. The following tables show the structure of the BSc programme. The following table summarises the relationship between student learning and clinical competencies which has closely informed the revision to the undergraduate curriculum which will have its final phase rolled out in 2013-14:

<b>Stage</b>	<b>knowledge base</b>	<b>clinical goals</b>
1	Understand basic concepts in related disciplines.	<u>Describers:</u> Observe, transcribe, report, seek information, participate clinically.
2	Integrate information from different disciplines and apply to communication disorder.	<u>Analysers:</u> <ul style="list-style-type: none"> <li>• Apply theory to assessment;</li> <li>• Interpret, clinically question, evaluate skills of self and others;</li> <li>• Use assessment data to plan intervention;</li> <li>• Implement case management using problem solving approach under supervision.</li> </ul>
3	Critically evaluate conflicting evidence, present reasoned argument.	<u>Integrators:</u> Integrate previous learning to: <ul style="list-style-type: none"> <li>• select appropriate assessment and intervention approaches;</li> <li>• plan and implement case management using problem solving approach;</li> <li>• critically evaluate assessment and intervention.</li> </ul>
4	Generate and justify (clinical) research questions and tasks, interpret data.	<u>Professionals:</u> <ul style="list-style-type: none"> <li>• Apply case-based problem solving approach to novel diagnoses within different clinical contexts.</li> <li>• Demonstrate professionalism through clinically responsible behaviour.</li> <li>• Demonstrate awareness of professional and service provision issues.</li> </ul>

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

<http://www.ncl.ac.uk/regulations/programme>

**13 Criteria for admission****English/NI School/College Leavers**

Generally, three A2 level grades required for entry at AAB;

Biology to at least AS level Grade B;

GCSE Mathematics at grade B or higher as evidence of adequate numerical skills.

**Scottish Highers/Irish Leaving Certificate**

AAABB, including Biology.

**International Baccalaureate:** Minimum 34 points with three subjects grade 5 or above at Higher Level

**Mature Students**

Each case is considered on its own merits, although evidence of successful recent study is required (e.g. an Access to Higher Education course which includes a Biology module).

Students must obtain 30 Level 3 Credits at Distinction, including the 15 Biology credits, and 15 Level 3 Credits at Merit grade Relevant experience, e.g. work experience, or any kind of experience in a caring role, is also vital. Applicants presenting with credentials other than A-levels, Scottish Highers or Irish Leaving Certificates are also individually interviewed by two members of staff.

**Overseas Students**

Appropriate overseas qualifications are judged on an individual basis. The RCSLT requires an IELTS overall average score of 7.5 with no mark in any component below 7.

**Interviews:** It is our policy to interview all shortlisted candidates who do not come directly from school. From academic year 2013-14 we have recommenced interviewing all other shortlisted school leaver candidates.

**Admissions Policy**

Applicants who have received an offer are invited to attend an Open Day to meet staff and talk to current students.

**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 and/or the School Teaching and Learning Committee. Student opinion is sought at the Student-Staff Committee and/or the Board of Studies. New modules and major changes to existing modules are subject to approval by the Faculty Learning, Teaching and Student Experience Committee.

#### *Programme reviews*

The Board of Studies conducts an Annual Monitoring and Review of the degree programme 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 Faculty Learning, Teaching 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 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 the degree programme, are subject to review by student questionnaires. Informal student evaluation is also obtained at the Student-Staff Committee, and the Board of Studies. 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 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.

#### **Mechanisms for review and evaluation of teaching , learning, assessment, the curriculum and outcome standards**

- Written student feedback of all modules
- **Programme last approved by the Health and Care Professions Council in 2013**
- **Programme last approved by the Quality Assurance Agency for Higher Education in 2006**
- The university's internal review process: **Programme last reviewed (*Internal Subject Review*) in 2008; upcoming review Spring 2014**
- Peer observation of teaching
- External examiners' reports
- Continuing professional development courses for staff
- Staff personal development review process
- Training for all clinical educators (Introductory and Experienced courses each summer)

#### **Committees with responsibility for monitoring and evaluating quality and standards**

- Board of studies
- Staff-Student Committee
- Programme Strategy Group (PSG)
- Programme Audit Group (PAG)
- Clinical Co-ordinators Committee (CCC; look at external placements)
- Campus Clinic Directors(CCD; look at internal placements)
- Student Practical Experience Committee (SPEC; employers panel; look at external placements)
- The above committees all report to Board of Studies
- Faculty Teaching and Learning Committee
- University Teaching and Learning Committee

#### **Mechanisms for gaining student feedback on the quality of teaching and their learning experience**

- Student feedback questionnaires for each module or module component
- Staff-Student Committee
- Student representative on Board of Studies, PAG and CCC
- National Student Survey

### **15. Regulation of Assessment**

#### **Assessment rules and degree classification**

Students are required to achieve a pass mark (i.e. 40% minimum) in each of the modules designated as 'non-honours'. All modules taken in the first two stages have this requirement.

All 'honours' modules contribute to the determination of the degree classification. Stage 3 honours modules contribute 33% and stage 4 honours modules contribute 67% to the degree classification.

In general, the degree classification will be determined by the weighted average of all honours modules. However, examination results and final degree classifications can be mediated by other factors as well. Results are a matter for the discretion of the Board of Examiners in any particular situation and students should be aware that the University is under no obligation to disclose judgmental evaluations leading to any particular result.

Honours degrees are classified in the following manner:

<i>degree class</i>	<i>weighted average of honours modules</i>
First	70% +
Upper Second (2:1)	60 – 69%
Lower Second (2:2)	50 – 59%
Third	40 – 49%

### **Role of external examiners**

The external examiners are distinguished members of the academic/clinical community appointed by the Faculty Teaching and Learning Committee. Their role is:

- review examples of examination and coursework to check standards and assessment procedures,
- to evaluate clinical competencies achieved by students and ensure that graduates meet the RCSLT/HPCPC's professional standards,
- to attend the examination board, and
- to report to the university.

## **16 Regulation of assessment**

### *Pass mark*

The pass mark is 40.

### *Course requirements*

Progression is subject to the University's Masters Degree Progress Regulations, Taught and Research and Examination Conventions for Taught Masters Degrees. There are reassessment opportunities, with certain restrictions. Limited compensation up to 40 credits of the taught element and down to a mark of 40% is possible for candidates who commenced their programme in 2013/14 or earlier. For students starting their programme in 2014/15 or later, no compensation is possible.

### *Weighting of stages*

The marks from Stages 3 modules contribute 33% to the final classification of the degree and the marks from Stage 4 contribute 67%.

### *Common Marking Scheme*

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

	<b>Honours</b>	<b>Non-honours</b>
<40	Fail	Failing
40-49	Third Class	Basic
50-59	Second Class, Second Division	Good
60-69	Second Class, First Division	Very Good
70+	First Class	Excellent

*Role of the External Examiner*

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

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

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

The University Prospectus: <http://www.ncl.ac.uk/postgraduate/>

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.

## Mapping of Intended Learning Outcomes onto Curriculum/Modules

<b>Intended Learning Outcome</b>	<b>Module codes (Comp/Core in Bold)</b>
A1	<b>SPE2044; SPE3015; SPE3031; SPE3032; SPE3024; SPE4007; SPE4010; SPE4018</b>
A2	<b>SPE1016; SPE2012; SPE3011; SPE4014; SPE4012; SPE4021</b>
A3	<b>SPE1030; SPE2040; SPE3017; SPE4011</b>
A4	<b>SPE1014; SPE1015; SPE1031; SPE1034; SPE1035; SPE2041; SPE2044; SPE2043; SPE2042;; SPE3015; SPE3012</b>
A5	<b>SPE4012</b>
B1	<b>SPE1036; SPE2041; SPE2044; SPE3016; SPE3031; SPE3012; SPE4014</b>
B2	<b>SPE1030; SPE2041; SPE3016; SPE4014</b> SPE4021
B3	<b>SPE2044; SPE2012; SPE3016; SPE4014</b> SPE4021
B4	<b>SPE4014; SPE4012</b>
B5	<b>SPE3017; SPE4011; SPE4012</b>
B6	<b>SPE1032; SPE1036; SPE4012</b>
C1	<b>SPE2023; SPE2044; SPE3012; SPE4012</b> SPE4010; SPE4021; SPE 4018
C2	<b>SPE2043; SPE2044; SPE3017; SPE4011; SPE4012</b> OPTIONS
C3	<b>SPE2043; SPE3017; SPE4011;</b> SPE4010; SPE4021; SPE 4018
C4	<b>SPE2043; SPE3032; SPE3024</b>
D1	<b>SPE1032; SPE1036; SPE2041; SPE3016; SPE4014</b>
D2	<b>ALL MODULES</b>
D3	<b>ALL MODULES</b>
D4	<b>ALL MODULES</b>
D5	<b>SPE2044; SE3024; SPE3031; S</b>