

**PROGRAMME SPECIFICATION**

<b>1</b>	<b>Awarding Institution</b>	NewcastleUniversity
<b>2</b>	<b>Teaching Institution</b>	NewcastleUniversity
<b>3</b>	<b>Final Award</b>	BA (Hons)
<b>4</b>	<b>Programme Title</b>	Chinese Studies / Japanese Studies
<b>5</b>	<b>UCAS/Programme Code</b>	TT12
<b>6</b>	<b>Programme Accreditation</b>	n/a
<b>7</b>	<b>QAA Subject Benchmark(s)</b>	Languages and Related Studies; Cultural Studies; Literature studies; Communication, media, film and cultural studies; Sociology; Politics and International Relations; Geography; History;
<b>8</b>	<b>FHEQ Level</b>	6
<b>9</b>	<b>Date written/revised</b>	May 2014

**10 Programme Aims**

1 To allow students to establish and consolidate a linguistic foundation on which to build competence in the language systems of Chinese OR Japanese.

2 To allow students to develop and consolidate receptive (reading and listening) and productive (writing and speaking) skills in Chinese OR Japanese

3 To provide students with a general knowledge and understanding of cultural, sociological, and political theories and methodologies.

4 To allow students to pursue a deeper knowledge and understanding within selected social sciences or humanities pathways, including cultural studies, modern Chinese and Japanese history, East Asian societies and politics and international relations, political geography, gender studies, literary studies, and film and media studies.

5 To foster intercultural awareness and understanding (an appreciation both of internal diversity and of trans-cultural connectedness of cultures) and an attitude of curiosity and openness towards different cultures.

6 To foster particular intellectual skills (information gathering, synthesis and analysis) and key (transferable) skills (oral and written communication, oral presentation, organisation, adaptability and flexibility, self-study skills for language learning and IT skills) and to allow students to apply and practise those skills.

7 To give students the opportunity to pursue an inter-disciplinary and multi-disciplinary approach to learning, thus stretching the mind, stimulating the imagination, and creating a versatile graduate profile.

**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 relevant benchmark statements.

### **Knowledge and Understanding**

On completing the programme students should have:

A1 A knowledge and understanding of the phonetic, syntactic, and orthographic systems of Chinese OR Japanese to BA (Hons) degree standard. See statement of standards.

A2 A general knowledge and understanding of cultural, sociological, and political theories and methodologies. See section 12.

A3 A deeper knowledge and understanding of selected social sciences or humanities pathways, including cultural studies, modern Chinese and Japanese history, East Asian societies and politics and international relations, political geography, gender studies, literary studies, and film and media studies.

A4 (For students opting to take a Dissertation) An in-depth knowledge, appropriate to undergraduate level, of a self-chosen aspect of Chinese OR Japanese language, culture, history, society, politics, r geography, literature or film,

A5 Intercultural awareness and understanding (an appreciation both of internal diversity and of trans-cultural connectedness of cultures)

### **Teaching and Learning Methods**

The primary means of imparting knowledge and understanding of the Chinese OR Japanese language systems (Outcome A1) is via communicative, student-centred language teaching methods (guided discovery). Some formal linguistic instruction is also employed, though only as a vehicle for achieving communicative competence.

In the case of Outcome A2, knowledge and understanding of social, cultural and political theories, the communication process, and mass media communications are conveyed through a combination of lectures, seminars and tutorials, which encourage students to conceptualise societies, cultures and politics.

Regarding Outcome A3, knowledge and understanding are generally conveyed through lectures and seminars, which guide students towards independent reading and enable students to check their learning through group discussion and teamwork. Some options also employ group-learning exercises, which encourage students to research and analyse case materials with a view to pooling information. Other options employ workshops in order to encourage student discussion, to provide a conceptual framework within which students can develop their knowledge and understanding (Communications), to give students a chance to carry out tasks of summary, analysis, critique and evidence gathering (History), and to apply theoretical and analytical frameworks to case studies around the world (Geography).

In the optional Dissertation component (Outcome A4), one-to-one tutorials provide academic guidance, while the opportunity to carry out independent research allows students to apply and practise research skills. Dissertation workshops foster peer learning and peer support. Outcome A5 is developed initially within the communicative language training framework and is further enhanced during the student's year abroad in China OR Japan.

**Assessment Strategy**

Knowledge and understanding (Outcome A1) is assessed by unseen written Continuous Assessment tests and Portfolio of Writing Assignments (evaluating student understanding and progress), then unseen written examination, aural examination and oral examination.

Outcome A2 is usually assessed by a combination of coursework assignments, essay and/or unseen written examination (all requiring critical analysis and application of ideas).

Outcome A3 is usually assessed by essay (requiring critical analysis and application of ideas) and/or unseen written examination (in some cases multiple choice examination or computer assessed examination). Some options employ a portfolio of research materials in order to test understanding of theoretical and methodological frameworks. Others (for example, History options) use 'gobbets' (documentary commentaries) as a means of assessing skills of reading and research. Some Politics options use briefing papers to test students' ability to present and analyse key data,

Outcome A4 is assessed by a 5-6000 word dissertation, while Outcome A5 is assessed via Personal Learning Record completed during the intercalary year.

**Intellectual Skills**

On completing the programme students should be able to:

- B1 Gather, synthesise, and evaluate information
- B2 Carry out independent, critical analysis
- B3 Organise and present ideas within the framework of a structured and reasoned argument, oral or written
- B4 Apply appropriate methodologies to specialist areas of study
- B5 (For those who opt to write a dissertation) Design a research project, and select and employ appropriate research methodologies

**Teaching and Learning Methods**

B1-4 skills are initially developed at Stage 1 and are then enhanced variously through seminar preparation and presentation, group-learning exercises, workshops, group discussion, and data collection and analysis for the dissertation (where taken as an option). B1 skills are further developed through assessed project work, and B4 skills through critical case studies, or portfolio. B5 skills are developed at dissertation workshops and through one-to-one tutorials to facilitate the development of independent study and research skills through student self-evaluation.

**Assessment Strategy**

B1-4 skills are assessed by a range of coursework tasks, including continuous assessment tests (language modules), coursework assignments, essays, documentary commentaries, briefing papers, oral presentations, portfolio, project and critical case study. They are also assessed by prepared or unseen written examination, and as part of oral examinations (language modules). B1-5 may be assessed by dissertation, where taken as an option.

**Practical Skills**

On completing the programme students should be able to:

- C1 Demonstrate receptive (reading and listening) and productive (writing and speaking) skills in Chinese OR Japanese to BA (Hons) degree standard
- C2 Perform a range of communicative tasks

C3 Demonstrate mediating skills - the ability to translate non-technical texts from and into the target language, and (in the case of Level D language modules) competent professional liaison interpreting skills  
 C4 Make effective use of language reference materials, such as grammars, dictionaries and corpora  
 C5 Practise independent language learning.

**Teaching and Learning Methods**

Learning outcomes C1-2 are achieved via communicative, student-centred skills training, e.g. developing and practising reading (skimming and scanning) skills, enhancing listening skills through language laboratory work, exemplifying and practising different writing styles, and conducting oral discussion and presentation, both individually and as part of a team. They are further consolidated through formal grammar instruction, e.g. guided study, drills and exercises, and use of IT resources. These skills are developed and consolidated during the year abroad in China OR Japan. C1-3 are achieved by guided translation into and out of the target language, and analysis of translation techniques; liaison interpreting in and out of the target language; reading for gist exercises; and summary and evaluation of texts in the target language. C4-5 are achieved in the teaching of C1-3, and further enhanced by study skills sessions as detailed in section 13 (below). Self-access language learning is also encouraged in order to further both C4 and C5.

**Assessment Strategy**

C1-3 are assessed by unseen written continuous assessments (evaluating student progress) and unseen written examination (reading, writing and translating skills), aural examination (listening skills) and oral examination (listening, speaking and interpreting skills). Skills C4 and C5 are not formally assessed.

**Transferable/Key Skills**

On completing the programme students should be able to:

- D1 Communicate clearly and effectively, both orally and in writing
- D2 Give oral presentations
- D3 Manage time, make plans and set priorities in order to achieve an objective
- D4 Work creatively and flexibly with others as part of a team
- D5 Adapt and operate effectively within a different cultural environment
- D6 Use library and bibliographic research resources
- D7 Analyse and solve problems
- D8 Use IT effectively, such as word processing, email, databases, online environments and the use of the Internet as a research and study tool

**Teaching and Learning Methods**

D1 skills are enhanced through seminar presentations and discussions, group-learning exercises, workshops and group discussion, and through written assignments. In the case of language modules, they are developed through communicative skills training. Skills D2-3 and D6-8 are practised through seminar preparation and presentation. D3 and D6-8 are further developed through written assignments and research-based modules. D4 is developed through team presentations and projects. D5 is developed initially through communicative language training, and is later enhanced during the student's year abroad in China OR Japan. D8 is further enhanced through the use of IT resources in language teaching and as an organisational tool for certain modules. D6 and D8 skills are also developed during induction (see 13 below).

## Assessment Strategy

D1 (written communication) is assessed variously by coursework assignments, essays, briefing papers, documentary commentaries, portfolio, project, critical case study, and dissertation, and by prepared or unseen written examination. D1 (oral communication) and D2 are assessed via assessed seminar presentations (some Politics and SML modules) and oral examinations (language modules). D3 and D6-7 are assessed in a number of ways, including written assignments, unseen examinations, assessed seminar preparation and presentation, self-directed language coursework and preparation for language classes. D4 is assessed via team presentations and projects. D5 is assessed via the personal learning record produced during the year abroad in China OR Japan. D8 is assessed in a number of ways including the preparation of various types of written assignment, seminars and dissertation (where taken as an option).

## 12 Programme Curriculum, Structure and Features

### Basic structure of the programme

The programme is studied over four years full-time, based on 30 weeks attendance per annum. Students study *either* the Chinese or the Japanese language. For all students (whether starting *ab initio* at Level A language OR entering post- A level at Level B language), Stages 1, 2 and 4 of the programme are spent in residence attending Newcastle University, while Stage 3 is an intercalary year spent in China or Japan studying an approved language course at a host university.

The School of Modern Languages has formal Undergraduate exchange agreements with a large number of universities in mainland China and Japan. Tuition fees in both directions are waived.

The Year Abroad is fully accredited, and assessment is by means of a personal learning record (100 credits) plus marks in language exams obtained at the host university (to a total of 20 credits). While all aspects of knowledge, understanding and language skills will be developed during the intercalary year, there will be particular opportunities for increasing intercultural awareness and understanding (Outcome A5), for developing self-study skills for language learning (C5), and for developing organisational and interpersonal skills (D3-5). Students preparing a dissertation will have the opportunity to develop knowledge and intellectual skills in this area too (A4, B1-5).

Each year or stage requires the study of modules with a total credit value of 120. 20 credits of module study represent 200 hours of student work, including lectures and other teaching (such as seminars), private study, preparation of coursework and exam preparation and revision. Larger modules are proportionately heavier in their work content. Compulsory practical language modules comprise 40 credits per Stage. Most other modules taken while in residence at Newcastle University are 20 credits in weight, although there are exceptions (some Stage 4 History modules at 30 and 10 credits). Modules undertaken during the intercalary year have a weighting of 100 credits (Personal Learning Record) and 20 credits (Study Abroad module).

At Stage 1, students are required to study 40 (20+20) credits of core practical language. These language modules must be passed for the purposes of progression to Stage 2. At Stage 2, students are required to study 40 credits of core language, which must be passed for the purposes of progression to Stage 3. At Stage 3, students pursue an intercalary year abroad. At Stage 4, students are required to study 40 credits for either Level C or Level D Chinese OR Japanese, depending on their level of entry at Stage 1. In addition to the compulsory practical language modules, students must take further modules to bring their credit weighting up to a total of 120 credits at Stages 1, 2 and 4. These modules are chosen from the range of modules offered at the appropriate stage in that particular year in the School of Modern Languages and other contributing Schools within the Faculty of Humanities and Social Sciences (GPS; HCA; ECLS).

The core practical language modules are taught in both English and Chinese, with the relative proportion of each medium corresponding to the language level; optional modules are taught in English, although key concepts are also introduced in the target language (Chinese OR Japanese). The range of optional modules includes those that are China- or Japan-specific and those that are social science- and theory-based. Modules are taught by four Schools within the HASS Faculty (SML; GPS; HCA; ECLS). A few modules have a pre-requisite requiring study of a related course in a previous year.

At Stage 1, students who take Level A language are given a thorough grounding in the basic knowledge of the chosen language system (Chinese OR Japanese) and its cultural context, as well as in basic reading, writing, listening and speaking skills in that language. Students who take Level B language consolidate and build upon the knowledge of the language system and further develop those skills acquired at A-level as a preparation for the period of study abroad. All students start to develop skills necessary for becoming better language learners as well as certain intellectual and key (transferable) skills (Outcomes A1, B1-3, C1-2, C4-5, D1-4, D7-8). This core linguistic foundation is supplemented by 2 compulsory modules designed to introduce them to the cultures of China and Japan respectively (Outcome A3). Students then develop their understanding within selected social sciences and humanities pathways (including cultural studies, historical studies, sociology, politics and international relations, political geography, gender studies, literary studies, and film and media studies), with a view to providing them with the conceptual tools useful for the study of East Asian societies and cultures (Outcome A3). These modules also provide an introduction for intellectual skills (Outcomes B1-4) and effective practice in key (transferable) skills (Outcomes D1-4, D6-8).

At Stage 2, students who took Level A language at Stage 1 consolidate and build upon the linguistic foundation formed at Stage 1, deepening their knowledge of the chosen language system (Chinese OR Japanese), improving their reading, writing, listening and speaking skills in preparation for the period of study abroad, and enhancing their language learning skills as well as certain intellectual and key (transferable) skills (Outcomes A1, B1-3, C1-2, C4-5, D1-4, D7-8). Students who took Level B language at Stage 1 further consolidate and enhance practical language skills (reading, listening, writing, and speaking in the target language – Outcomes C1-2), with a view to gaining sufficient language competence to cope in general, personal, social, and business contexts. They also continue to develop specific key (transferable) skills (Outcomes D1, 3, 4, 7, 8). All students then choose from a list of optional modules designed to further develop their understanding within selected social sciences and humanities pathways (cultural studies, historical studies, politics and international relations, political geography, gender studies, literary studies, and film and media studies). Most modules are China- or Japan-specific; all are broadly relevant to the study of East Asian societies and cultures (Outcome A3). These modules further enhance the intellectual skills introduced at Stage 1 (Outcomes B1-4) and provide further practice in key (transferable) skills (Outcomes D1-4, D6-8).

At Stage 3, all students spend an intercalary year in the target country (China OR Japan), consolidating and enhancing practical skills (reading, listening, writing, and speaking in the target language – Outcomes C1-2) as well as specific key (transferable) skills, including adaptability within a different cultural environment (Outcomes D1, 3, 4, 5, 7, 8), and developing intercultural awareness and understanding (Outcome A5). They may also take the opportunity to gather data relating to one self-chosen aspect of Chinese/Japanese language, culture, society, politics, geography, literature or film (where opting to take a Dissertation at Stage 4 – Outcomes A4, B1-5, C1-2, D1, D3, D5-8).

At Stage 4, students who took Level B language at Stage 2 further deepen their knowledge and understanding of the chosen language system (Chinese or Japanese), and further develop reading, writing, listening, and speaking skills, with a view to gaining sufficient language competence to cope in general, personal, social, and business contexts. Students who took Level C language at Stage 2 develop advanced writing skills (Outcomes C1-2), and begin to develop mediating skills in the chosen language; competence is enhanced through guided translation (into and out of the target language) and analysis of translation techniques; liaison interpreting (into and out of the target language); reading for gist exercises; and summary and evaluation of texts in the target language (Outcome C3). In addition, all students further enhance their language learning skills (Outcomes A1, B1-3, C1-2, C4-5, D1-4, D7-8). All students then choose from a list of optional modules in order to further develop understanding within selected social sciences and humanities pathways (cultural studies, historical studies, politics and international relations, political geography, gender studies, literary studies, and film and media studies). Most modules are China- or Japan-specific; all are broadly relevant to the study of East Asian societies and cultures (Outcome A3). These modules further enhance the intellectual skills introduced at Stages 1 and 2 (Outcomes B1-4) and provide further practice in key (transferable) skills (Outcomes D1-4, D6-8). An optional dissertation module allows students to explore in depth one aspect of Chinese OR Japanese language, culture, society, politics, geography, literature or film, while fostering certain intellectual skills, practical skills and key (transferable) skills (Outcomes A4, B1-5, C1-2, D1, D3, D5-8).

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

The programme combines a linguistic specialism in Chinese OR Japanese with a specific or all-round competence in one or more social sciences and humanities disciplines, allowing students to apply different social science theories and methodologies to the study of East Asia. It fosters an approach to East Asian studies that is both interdisciplinary and multi-disciplinary, and aims to produce uniquely attractive and versatile graduates.

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

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

**13 Criteria for admission**

*Entry qualifications*

AAB or ABB in any subject.

Scottish qualifications - AAABB/ AABBB at Higher Grade. Combinations of Highers and Advanced Highers are accepted.

International Baccalaureate - 35 points.

*Admissions policy/selection tools*

The programme welcomes applications from both A/AS level candidates and non-standard entrants (Partners Programme candidates, Mature Students, Access courses). Students to whom offers are made are invited to an open day to meet staff and students and see the School. Attendance is not compulsory. Admission is to the appropriate level according to qualifications at the starting point, which in turn will determine the level of outcome at the end of the degree course. Chinese OR Japanese may be started either *ab initio* (Level A language) or at post- A level standard (Level B language).

*Non-standard Entry Requirements*

Candidates offering Access to HE courses are welcomed and considered on an individual basis. Non-standard applicants may be invited to interview depending on their qualifications and/or experience.

### *Additional Requirements*

*Level of English Language capability*  
IELTS 6.5 or approved equivalent.

## **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 University 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 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*

### *Additional mechanisms*

## 16 Regulation of assessment

### *Pass mark*

The pass mark is 40 (Undergraduate programmes)

### *Course requirements*

Progression is subject to the University's Undergraduate Progress Regulations (<http://www.ncl.ac.uk/calendar/university.regs/ugcont.pdf>) and Undergraduate Examination Conventions (<http://www.ncl.ac.uk/calendar/university.regs/ugexamconv.pdf>). 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*

Work undertaken at Stages 2, 3 and 4 counts towards the final award. Work completed at Stage 4 carries double the weighting of work completed at Stages 2 and 3. If the mark gained in SML3006 (Study Abroad - 20 credits) at Stage 3 is greater than the lowest mark for any 20-credit SML module taken at Stage 2 (except Level B or C language), then the mark for SML3006 will replace that lower mark when calculating the degree average. From 2015/16 this mark replacement will no longer operate and 20 credits from either SML3006, SML3007 or SML3008 in Stage 3 will count towards the final award.

### *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/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.