



## **PARTNERS ACADEMIC SUMMER SCHOOL 2026**

### **Syllabus for Combined Honours**

#### **Subject Area**

This syllabus is for PARTNERS applicants seeking to progress to the degrees of:

- Y001 BA Hons Combined Honours
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#### **Aims**

To allow students to demonstrate their potential to succeed in specified degree programmes by showing a grasp of entry-level subject-specific knowledge, understanding, cognitive and subject-specific skills.

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#### **Learning Outcomes**

A good knowledge and understanding of ...

- Work effectively in teams to plan tasks, share roles, and produce a joint output on a social justice theme.
- Use and evaluate information by finding relevant sources, judging credibility, and using evidence to support claims.
- Apply critical analysis and perspective-taking by examining assumptions and considering how different experiences shape views on social justice.
- Develop people-centred responses to social justice challenges by understanding users' needs, defining problems clearly, generating options, and improving ideas through feedback.
- Demonstrate presentation skills by delivering a clear, well-structured talk that communicates ideas confidently and responds appropriately to questions.

The ability to apply this knowledge and critical understanding to...

- Students will undertake an exploratory project on locating social justice in Newcastle from an interdisciplinary perspective. They will then seek to explore solutions to issues identified using design thinking to locate people at the centre of the analysis and design. They will then present their ideas as a group presentation, with feedback from colleagues in the online session.

Competence in...

- Note-taking and summarising (capturing key points clearly)
  - Information literacy (finding sources; judging credibility and bias)
  - Critical thinking (evaluating claims; separating evidence from opinion)
  - Building an argument (making a claim and supporting it with evidence)
  - Synthesising information (combining ideas from multiple inputs and activities)
  - Collaborative working (planning, roles, peer feedback, decision-making)
  - Presentation skills (clear structure, confident delivery, handling Q&A)
  - Reflection and self-regulation (setting goals, monitoring progress, identifying next steps)
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## **Summer School Syllabus**

### CONTENT

- Welcome, expectations, and forming interdisciplinary teams
- Empathy Mapping (1): understanding your experiences
- How lectures and seminars work (HE study expectations)
- Social justice concepts and contemporary issues
- Media and politics: social justice in media and culture (print/media analysis)
- Place-based learning: social justice and Newcastle as a case context
- Disciplinary lens session: Reading Social Justice in the North East: Literature, Place, and Power
- Higher education assessments: reports, essays, and projects
- Fieldwork briefing: ethics, safety, methods, routes, and data collection design
- Fieldwork: Newcastle evidence walk (photos + notes) with virtual option
- Fieldwork debrief: identifying problems from evidence
- Design thinking for solutions: problem definition and "How might we...?" questions
- Empathy Mapping (2): understanding others and stakeholders
- Evidence-to-argument: turning observations into claims
- Acceptable use of AI in learning and assessment
- Group presentation preparation and delivery (problems + solutions)
- InfoBites: imposter syndrome; CH identity (advantages/disadvantages)
- Networking/support: current students + alumni input
- Employability planning: study abroad, placements, CV-building
- Resilience and learning from failure: reading + failure diary
- Coaching: goal setting and action planning
- Final reflection and discussion board submission (assessment)

## OBJECTIVES

- Explain key social justice concepts and apply them to contemporary issues (media, culture, place, and power).
- Collect and interpret real-world evidence (photos + structured notes) from a Newcastle evidence walk.
- Work in interdisciplinary teams to define a problem from evidence and propose solutions using design thinking.
- Turn observations into academic claims (evidence-to-argument), with clarity about what counts as an acceptable argument.
- Understand core higher education learning practices (lectures, seminars, workshops, labs) and assessment formats (reports, essays, projects).
- Develop transition and resilience strategies, including imposter syndrome support, learning from failure, and goal setting.

## TEACHING METHODS

- Lectures and mini lectures (core ideas, disciplinary examples, expectations)
- Seminars (structured discussion and guided activities)
- Workshops / labs (skills practice: empathy mapping, evidence-to-argument, design thinking)
- Fieldwork (in-person evidence walk; virtual alternative available)
- Group work (problem framing, presentation preparation, solution design)
- Online tasks and short learning activities ("InfoBites")
- Reflection and writing for assessment (discussion board submission)

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### **Activities for Personal Study**

- Preparation for Fieldwork
  - InfoBite 1: Imposter Syndrome (Day 3)
  - Read Chapters 1–2 and complete the associated exercises.
  - Day 5 reading + reflection tasks
  - Complete the transitions/resilience reading activity.
  - Read the Black Box Thinking chapter "The Beckham Effect" and complete:
    - A failure diary (what happened, what you learned, what you will do differently),
    - A short goal-setting/action plan based on the coaching prompts.
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**On-Campus Teaching:**

Sunday 28th (PM), Monday 29<sup>th</sup> & Tuesday 2<sup>nd</sup> June

**Online Teaching:**

Wednesday 1<sup>st</sup>, Thursday 2<sup>nd</sup> & Friday 3<sup>rd</sup> (AM only) July

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**Formative Assessment Details**

A group presentation

More details will be given during the event by your Academic Strand Lead.

**Hand-in Method**

Digital

**Assessment deadline**

Monday 6<sup>th</sup> July. 2pm