**UNIVERSITY OF
NEWCASTLE UPON TYNE**

**FACULTY OF
SCIENCE, AGRICULTURE & ENGINEERING**

DEGREE PROGRAMME SPECIFICATION
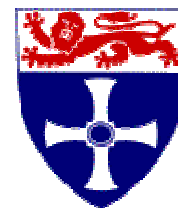
1.	**Awarding Institution**	University of Newcastle upon Tyne
2.	**Teaching Institution**	University of Newcastle upon Tyne
3.	**Final Award**	B.Sc. (Hons)
4.	**Programme Title**	Environmental Science
5.	**Programme Accredited by:**	N/A
6.	**UCAS Code**	F850
7.	**QAA Benchmarking Group(s)**	Earth Sciences, Environmental Sciences and Environmental Studies
8.	**Date of last revision**	September 2004

9.   Programme Aims:

The programme aims:

- To recruit students from a varied educational background who wish to study a breadth of natural and social science subjects in an integrated way within a holistic frame.

- To produce graduates with:
  i)   an ability to apply understanding of a range of natural and social sciences pertinent to the study, understanding and management of environmental systems
  ii)   an ability to carry out scientical research investigations; an ability to handle information flexibly from a variety of disciplines in an integrated manner and; a full repertoire of Graduate Key Skills
  iii)   the necessary skills and knowledge to gain employment as environmental scientists or in other fields requiring good investigative and problem-solving skills.

- To provide a flexible programme which meets the FHEQ at Honours level and which takes appropriate account of the Quality Assurance Agency Benchmark Statement for 'Earth Sciences, Environmental Sciences and Environmental Studies'.

10.   Intended Learning Outcomes; Teaching and Learning Strategies and Methods; Assessment Strategies and Methods

A   Knowledge and understanding

A successful student will have gained and be able to apply their knowledge of:

A1.   The fundamental physical and biological processes within global ecosystems and their inter-relationships.

A2.   The political, social and economic pressures influencing resource exploitation.

A3.   Current ideas regarding sustainability and environmental ethics.

A4.   An understanding of legislative frameworks as used to control resource exploitation.

A5.   Measures of biodiversity and strategies for its maintenance.

A6   Environmental management systems.

A7.   Environmental impact assessment procedures.

Teaching Strategy
The primary mechanism for teaching knowledge and understanding is via lectures supported by case studies. The integrated nature of the global environment (A1) and the structures shaping resource exploitation (A2-A4) are introduced in a range of modules at Stage 1. The application of this knowledge is further developed through fieldwork and site visits. The global focus and issues of sustainable resource use are taken forward in 'Climate and Climatic Change' at Stage 2 and 'Tropical Environments, Ecology and Land Use' at Stage 3. Biodiversity and environmental management (A5-A6) are addressed by specific modules at all Stages. The practice of environmental science and environmental impact assessment (A1, A4-A7) progresses from 'Environmental Science Issues' to 'Environmental Science Practice' and 'Environmental Assessment and Design' at Stage 2, where these subjects are also developed through fieldwork and case studies and given a currency by the use of academic staff who themselves are practitioners, or the use of outside speakers.

Learning Strategy
Students are encouraged to engage in independent reading and are provided with reading lists to guide them in this. In many Modules, tutorials follow–up on material covered in lectures and support student-student interaction. Students are encouraged to ask questions during lectures. Role-playing, case-studies and discussion, are used to consolidate less objective elements (A2-A3) and encourage reflection on personal values. Field observation, the writing of reports and reflection on collated data and case studies aid the development of understanding.

Assessment strategy
Most modules are assessed by a combination of in-course assessment and a written examination taken at the end of the semester in which the module finishes. A variety of assessment methods are used including assessment of précis, essays, case studies and research reports, oral presentations and posters, unseen examinations and open book examinations. Most work is produced individually but some is team-based. Peer assessment is used both to moderate team marks and to encourage critical appraisal of work and a better understanding of assessment criteria. The methods of assessment, their relative weighting, their links to learning outcomes and their timing appear in every module description.

B   Subject –specific/professional skills

A successful student will be able to:

B1.   Use appropriate field skills including: observation, recording, planning and organisation.

B2.   Classify plants and animals.

B3.　　　Collect, interpret and statistically analyse data appropriately.

B4.　　　Design controlled experiments including formal testing of hypotheses.

B5.　　　Use a range of laboratory skills.

Teaching Strategy
Field and taxonomic skills (B1, B2) are developed through field visits and field classes. These also reinforce the data handling and experimental design principles (B3, B4) first introduced in lectures. Laboratory skills (B5) are developed through laboratory-based practicals.

Learning Strategy
Students acquire skills (B1-B5) through hands-on practical experience, problem exercises and their Stage 3 Environmental Science Research Project. Fieldwork becomes progressively less structured from the field visits in 'Environment and Land Resources Field Class', through student led project planning in the Environmental Science Field Classes 2 and 3, requiring a greater exercise of judgement through to the research project.

Assessment strategy
Assessment is mostly through reports, practical write-ups and the research project (B1-B4). Reports have an element of reporting on process as well as results at Stage 1 and 2. As part of the final report for the Environmental Science Field Class 2, students are required to detail their process of scoping and then designing a short field-based project. At Stage 1 students must produce a documented plant collection (B2). Laboratory skills (B5) are assessed by means of a laboratory report (in 'Soils in the Terrestrial Environment').

C　　Cognitive skills

A successful student will be able to:

C1.　　　Handle data from a variety of disciplines.

C2.　　　Interpret and effectively communicate quantitative data.

C3.　　　Critically appraise data, information and viewpoints and produce a reasoned argument.

C4.　　　Problem-solving and the ability to produce reasoned solutions.

Teaching Strategy
Encouraging students to consider data in a critical manner and justify their interpretation develops cognitive skills. This is done through tutorials, fieldwork and lectures. 'The Global Environmental System' and 'Environmental Science Issues' encourage from early in Stage 1, a focus on understanding rather than learning facts, with an emphasis on problem-solving (C3, C4). This approach, and an emphasis on integrating materials across disciplines (C1), continues particularly in 'Environmental Science Practice' and the field classes. The ability to handle, interpret and communicate quantitative data (C2) is developed progressively with specific practice at Stage 1 in 'The Global Environmental System' and 'Statistical Methods' through to increasingly independent handling of data in the Stage 2 and 3 field classes and the research project.

Learning Strategy
Students learn through problem-solving, handling data, and discussion. In 'Environmental Science Issues' students are encouraged to justify their opinions in discussion, subsequently in case studies and their research project; they practise production of reasoned arguments.

Assessment strategy
Cognitive skills are assessed by means of oral presentations and contributions to discussion, case studies, laboratory and field reports and the written and oral reports for the Stage 3 project.

D   Key (transferable) skills

A successful student will be able to:

D1.   Summarise and communicate in writing and orally in a manner appropriate to the target audience.

D2.   Use information sources effectively.

D3.   Work both independently and as an effective member of a team.

D4.   Plan, handle logistical constraints, use a Gantt Chart and organise one's own learning according to an explicit strategy.

D5.   Problem-solving skills

D6.   Apply the Scientific Method.

D7.   Use Communication and Information Technology effectively.

Teaching Strategy
Communication skills (D1) are developed through tutorial workshops (which require both written and oral contributions). Information literacy is developed with the support of the library and information centre support staff throughout the course with a 'golden thread' running from 'Environmental Science Issues' through 'Environmental Practice' to the 'Environmental Science Research Project'(D2). Team-based exercises are used throughout the course and the development of team-working skills supported by reflective tutorials (D3). By contrast, effective independent working (D3, D4) is encouraged and supported through the development of individual areas of interest in 'Environmental Issues' and through supported independent working in many other Modules throughout the programme. Problem-solving (D5) and use of The Scientific Method (D6) are taught through tutorials, laboratory and fieldwork projects. C&IT skills (D7) are established during Stage 1 Induction Week and subsequently developed through 'Environmental Science Issues' and 'Environmental Science Practice' and the Stage 3 project report. Varied requirements for literature searches and production of word-processed documents reinforce this and give the opportunity to practice information literacy skills in a range of contexts. The 'Blackboard' managed learning environment is used for several modules.

Learning Strategy
Students are encouraged and supported to develop and enhance their key skills at all stages of the programme. Emphasis is placed on effective study habits and time management at the very beginning of the programme with 'Environmental Science Tutorials' serving to encourage and monitor good practice.

Students are encouraged to consider the key skills required of environmental science professionals as part of "Environmental Science Practice" and to put into place their own development strategy to enable them to deliver such skills before seeking formal employment.

Assessment strategy
Key skills are assessed through the production of coursework, case studies and the Stage 3 project ('Environmental Science Research Project'). Oral and poster presentations and précis test the ability to communicate in a variety of media and in a manner appropriate to the target audience (D1). The effective use of information sources (D2) is assessed throughout the programme using essays and case studies and, at Stage 3, through the literature review required in the 'Environmental Science Research Project'. Teamwork Skills (D3) are assessed formatively through tutorial debriefs, peer-assessment results in an element of summative assessment. Planning Skills (D4) are summatively assessed in the investigative project with formative assessment earlier in feedback on core studies and fieldwork. Problem-solving Skills (D5) and use of The Scientific Method (D6) are assessed through fieldwork exercises and laboratory reports. C&IT skills (D7) are assessed in coursework exercises in 'Environmental Science Issues', subsequently in the production of case studies (e.g. in 'Soils in the Terrestrial Environment' at Stage 2 and in 'Tropical Environments, Ecology and Land Use' at Stage 3, and especially in the production of project reports at Stage 3).

11   Programme Features, Structure and Curriculum

A   Programme Features

This is a three-year full-time modular programme consisting of 120 credits/year for three years. 10 credits are equivalent to 100 hours of study time (contact time and private study). Modules vary in valency from 10 to 20 credits.

Field classes and degree-specific modules at every stage emphasise the integrated nature of Environmental Science requiring interdisciplinary study. They also illustrate the practice of environmental science in a variety of employment areas.

Particular features of the programme are:
- Module unique to the programme at each Stage
- field work modules at each Stage.
- deferment of choice of pathway until Stage 2
- the opportunity to study terrestrial, aquatic (freshwater and marine) and atmospheric environments
- the opportunity to study environmental law and politics
- the opportunity to engage with local organisations involved in environmental management
- the opportunity to study tropical environments and development
- the opportunity to undertake an individual research project in a department active in environmental research.

B   Programme Structure

Stage 1 is common to all students, ensuring a firm foundation across the full spectrum of disciplines necessary to practise environmental science. This includes laboratory and fieldwork, individual and team problem-solving and the study of contemporary issues in environmental management. There is an emphasis on good study practice, with particular modules focusing very much on developing understanding rather than just facts, and the development of C&IT and literature search skills.

From Stage 2 onwards there is a common spine of compulsory modules with optional modules selected from either a 'Science' or 'Policy' stream. This allows a degree of specialisation between:

 a)   additional studies of the processes occurring within environmental systems (land, freshwater and marine environments and the atmosphere) or

b)   a greater study of the economic, political and legislative frameworks for environmental management.

There is considerable choice within both streams.

Stage 3 includes a substantial literature review and project, demanding high level organisational, communication and problem-solving skills.

Progression through to Stages 2 and 3 is dependent on obtaining an overall mark of at least 40 at the preceding stage. Compensation of lower marks in non-core modules is possible. Two resit attempts are allowed.

C   Programme Curriculum

All modules are offered subject to the constraints of the timetable and to any restrictions on the numbers of students who may be taught on a particular module. Not all modules may be offered in all years and they are listed subject to availability.

1. Stage 1

(a) All candidates shall take the following compulsory modules:

Code	Credits	Descriptive title	Type
AES100	(20)	The Global Environmental System	Core
AES117	(10)	Environment and Land Resources	
AES118	(10)	Environmental Science Issues	
AES119	(10)	Environment and Land Use Field Class	Core
BIO101	(20)	Biodiversity and Ecology	
BIO106	(20)	Plants, Microbes and the Environment	
CEG100	(10)	Earth Surface Materials	Core
MAS182	(10)	Statistical Methods	Core
MST101	(10)	Man and the Sea	

2. Stage 2

(a) All Stage 2 modules are honours modules.

(b) All candidates shall take the following compulsory modules:

Code	Credits	Descriptive title	Type
AES210	(10)	Climate and Climatic Change	
BNS233	(10)	Quantitative Techniques	
AES243	(10)	UK Countryside Change	
AES277	(10)	Environmental Assessment and Design	Core
LAW253	(10)	Law and Land Use	
AES240	(10)	Environmental Practice	Core
AES272	(10)	Environmental Science Field Class 2*	Core
AES275	(20)	Soils and the Terrestrial Environment	

* During the final week of Semester 2, Stage 1.

(c) All candidates shall select further modules with a total value of 30 credits as specified in (i) and (ii) below according to which stream they have elected to study.

(i) *Science Stream*

Code	Credits	Descriptive title
AES225	(10)	Microbial Ecology
AES262	(10)	Introduction to Atmospheric and Terrestrial Pollution

AES264 (10)   Ecology of Population and Communities
CAD201/
CAD202 (10)   Student Tutoring
GEO230 (20)   Land, Water and Development
MST203 (10)   Coastal Management
MST204 (10)   Marine Pollution and Biogeochemistry

(ii) *Policy Stream*

Code   Credits Descriptive title
AEF116 (20)   Introduction to Economics
AEF208 (20)   Landscape, Culture and Heritage
AES262 (10)   Introduction to Atmospheric and Terrestrial Pollution
CAD201/
CAD202 (10)   Student Tutoring
POL255 (20)   Environmental Politics

3. **Stage 3**

(a) All candidates shall take the following compulsory modules:

Code   Credits Descriptive title
AES339 (10)   Ecosystem Management
AES332 (10)   Techniques in Terrestrial Ecology
AES359 (10)   Environmental Science Field Class 3**
AGR316 (10)   Land Reclamation
AES327 (10)   Tropical Environments, Ecology and Land Use
AES358 (30)   Environmental Science Research Project
** *Runs during the final week of the summer vacation prior to Stage 3.*

(b) All candidates shall select further modules as specified in (i) and (ii) below according to which stream they have elected to study.

(i) *Science Stream*

All candidates shall take optional modules with a total value of 40 credits normally selected from the list below.

Code   Credits Descriptive title
AES303 (10)   Animal Population Dynamics
AES309 (10)   Ecological Modelling
AES320 (10)   Pollution of Air, Water and Soil
BIO301 (10)   Conservation Biology Issues
AES322 (10)   Soil and Water Conservation
AES325 (10)   Trees: Growth, Management and Environmental Impacts
GEO328 (20)   River Conservation and Management

(ii) *Policy Stream*

All candidates shall take optional modules with a total value of 40 credits normally selected from the list below:

Code   Credits Descriptive title
AEF373 (10)   Rural Environmental Policy Evaluation
AEF379 (10)   Countryside Management
AEF380 (20)   Rural Planning, Politics and Society
AES325 (10)   Trees: Growth, Management and Environmental Impacts
Either
LAW208 (10)   Countryside Law
Or
LAW315 (20)   Environmental and Conservation Law

4. **Selection of Modules**

When selecting modules candidates should note any prerequisites. All module selections by candidates are subject to the approval of the Degree Programme Director. With the approval of the Degree Programme Director, candidates may substitute an alternative module for any of the modules listed in sections (i) and (ii) of Stages 2 and 3 above. The main criterion for such approval will be that all intended learning outcomes can still be achieved.

5. **Relationship between learning outcomes and Modules**

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

		Stage 1	**Stage 2**	**Stage 3**
A1	The fundamental physical and biological processes within global ecosystems and their inter-relationships.	**AES100, AES117, AES119, BIO101, BIO106, CEG100, MST101.**	**AES210, AES272, AES275**, AES225, *AES262, GEO230, MST204*	**AES332, AES327, AGR316**, *AES303, AES320, AES322, AES325, GE0328*
A2	The political, social and economic pressures influencing resource exploitation.	**AES 100, AES118, MST101**	**AES243**, *AEF208, AEF116, MST203*	**AES339**, *AES325, BIO301, GE0328, AEF380*
A3	Current ideas regarding sustainability and environmental ethics.	**AES 118, BIO106**	**AES240**, *AEF208*	**AES327**, *AES322, AES325, AEF379, GEO328*
A4	An understanding of legislative frameworks as used to control resource exploitation.	**AES 118**	**AES243, AES277, LAW253**, *GEO230*	**AES339, AGR316**, *GEO328, AES322, LAW208, LAW315*
A5	Measures of biodiversity and strategies for its maintenance.	**BIO 101**	**AES243**, *AES264*	**AES327, AES332, AES339**, *AES303, AES325*

A6	Environmental management systems.	---	**AES240**	**AES327**, *AES322, AES325*
A7	Environmental impact assessment procedures.	---	**AES277**	---
B1	Use appropriate field skills including: observation, recording, planning and organisation.	**AES117, AES119, BIO106**	**AES272, AES277**, *MST203*	**AES332, AES358, AES359**, *AES325*
B2	Classify plants and animals.	**BIO101, BIO106**	*AES264*	**AES327, AES332, AES359**
B3	Collect, interpret and statistically analyse data appropriately.	**MAS182**	**AES272, AES277, BNS232**, *AES264, MST204*	**AES332, AES339, AES358**, *AES325, BIO301*
B4	Design controlled experiments including formal testing of hypotheses.	---	**BNS232**	**AES332, AES358, AES359**
B5	Use a range of laboratory skills.	**AES117, BIO106, CEG100**	**AES275**	**AES358**
C1.	Handle data from a variety of disciplines.	**AES100, AES117, AES118, AES119**	**AES240, AES243, AES275, AES277**, *MST203, GEO230*	**AES327, AGR316**, *AES322, AEF379, AEF380, BIO301, GEO328*
C2.	Interpret and effectively communicate quantitative data.	**AES100, AES118, ,BIO101, MAS182**	**AES272, AES275, BNS232**, *AES264, MST204*	**AES332, AES358**, *AES303, AES309*
C3.	Critically appraise data, information and viewpoints and produce a reasoned argument.	**AES117, AES118, AES119, BIO106, CEG100, MST101**	**AES243, AES277, AES272**, *AES262, MST203, MST204, GEO230, CAD201/202*	**AES327, AES332, AES339 AES359, AGR316**, *AES320, AES322, AEF373, AEF380, BIO301, GEO328*
C4.	Problem-solving and the ability to produce reasoned solutions.	**AES100, AES118**	**AES272**, *AES262, AEF208, CAD201/202*	**AES332, AES339, AES358, AES359**, *AES309*
D1	Summarise and communicate in writing and orally in a manner appropriate to the target audience.	**AES117, AES118, BIO101, BIO106, CEG100**	**AES272, AES275, AES277**, *AES264, MST203, CAD201/202*	**AES327, AES332, AES358, AES359**, *AES320, AES322, AES325, AEF373, AEF380, BIO301, GEO328*
D2.	Use information sources effectively.	**AES117, AES118, BIO101, BIO106, CEG100**	**AES210, AES240**	**AES327, AES358, AGR316**
D3.	Work both independently and as an effective member of a team.	**AES118,AES119, BIO101**	**AES243, AES272, AES275, AES277**, AEF208, *CAD201/202.*	**AES327, AES332, AES339, AES358, AES359**, *AES320, BIO301*

D4.	Plan, handle logistical constraints, use a Gantt Chart and organise one's own learning according to an explicit strategy.	**AES118, AES119, MST101**	**AES272, AES277, LAW253**, *MST23, CAD201/202*	**AES327, AES332, AES358, AES359**, *AEF380, BIO301.*
D5.	Problem-solving skills	**AES100, AES118**	**AES243, AES272, AES262,** *AES264, CAD201/202*	**AES332, AES339, AES358, AES359** *AES309*
D6.	Apply the Scientific Method.	**AES100, AES117, AES119**	**AES210, AES272, AES275,** *AES264, MST204*	**AES332, AES358**
D7.	Use communication and information technology effectively.	**AES118**	**AES272**	**AES332, AES358**

12   Criteria for Admission:

Students are admitted on an individual basis but typical entrance requirements are as listed below with particular conditions tailored to each individual.

The programme is designed for students with an interest in 'the environment' and/or an interest in 'science'. Students should therefore be keen to understand how systems work and to use this to better manage our resource use. This requires well-organised, methodical thinking. It is especially suitable for those wishing to obtain training in a breadth of scientific disciplines. As such the admissions criteria are very broad. While the minimum science requirements are outlined below, additional qualities such as effective organisational and time-management skills or relevant practical experience as evident in the UCAS application will be considered.

All candidates should have at least GCSE Grade C in Mathematics if not offered to a higher level.

In addition, various combinations of higher level qualifications are appropriate:
• A level, Advanced Vocational Certificate of Education, AS level
    Normally BCC from 18 units with at least 12 units from 6- or 12- unit qualifications.
    At least two of the subjects should be sciences (these include Geography and Mathematics) with at least one of these being a 6- or 12- unit qualification.

• Scottish Qualifications
    BBBB at Higher grade including at least two sciences (these include Geography and Mathematics) Mathematics required to at least Standard Grade (or Intermediate 2). Combinations of Higher and Advanced Highers accepted.

• Other UK Qualifications
    BTEC National Diploma in a science or land and environment related subject at Merit Grade

    Access qualifications – modules in Mathematics essential and Geographical, Environmental or Biological Sciences/Plant Biology are desirable (at Merit level for courses which are graded).

BTEC Higher National Diploma – entry to Stage 2 possible, subject to pre-requisites.

Mature students, APEL arrangements are being introduced. We find that prior experience is frequently a very effective substitute for comprehensive academic qualifications.

- International Qualifications
These are accepted subject to a minimum science requirement with each candidate considered on their merits, e.g. International Baccalaureate, minimum of 26 points with Experimental Sciences to Higher level.

Many applicants will be offered a place on the basis of their UCAS application alone. All, however, are invited to an Open Day.
Students with combinations of other qualifications may be invited to visit before an offer is made.

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13   Support for Students and their Learning:

Induction
The first week of the first term/semester is an Induction Week with no formal teaching. During this period all students will be given detailed programme information relating to their Stage and the timetable of lectures/practicals/labs/ tutorials/etc. In particular all new students will be given general information about the School and their course, as described in the Degree Programme Handbook. The International Office offers an additional induction programme for overseas students (see http://www.ncl.ac.uk/international/coming_to_newcastle/orientation.phtml).

Study skills support
Students will learn a range of Personal Transferable Skills, including Study Skills, as outlined in the Programme Specification.

Academic support
The initial point of contact for a student is with a lecturer or module leader, or their tutor (see below) for more generic issues. Thereafter the Degree Programme Director or Head of School may be consulted. Issues relating to the programme may be raised at the Staff/Student Committee, and/or at the Board of Studies.

Pastoral support
All students are assigned a personal tutor whose responsibility is to monitor the academic performance and overall well-being of their tutees. Details of the personal tutor system can be found at http://www.ncl.ac.uk/undergraduate/support/tutor.phtml. In addition the University offers a range of support services, including the Student Advice Centre, the Student Counselling Service, the Mature Student Support Service, and a Childcare Support Officer, see http://www.ncl.ac.uk/undergraduate/support/welfare.phtml.

Support for Special Needs
Support for students with special needs is provided as required and the University's Disability Support Service can be consulted where appropriate. For further details see http://www.ncl.ac.uk/undergraduate/support/disability.phtml.

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, see http://www.ncl.ac.uk/undergraduate/support/acfacilities.phtml.
All new students whose first language is not English are required to take an English Language test in the Language Centre. Where appropriate, in-sessional language training can be provided. The Language Centre houses a range of resources for learning other languages which may be particularly appropriate for those interested in an Erasmus exchanges. See http://www.ncl.ac.uk/undergraduate/support/langcen.phtml.

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

Programme reviews
The Board of Studies conducts an Annual Monitoring and Review of the degree programme and reports to Faculty Teaching and Learning Committee.

External examiner reports
External Examiner reports are considered by the Board of Studies under Reserved Business, in the absence of the student representatives. The Board responds to these reports through Faculty Teaching and Learning Committee.

Accreditation reports
        This programme is not accredited by any professional body.

Student evaluations
All modules, and the degree programme, are subject to review by student questionnaires. Informal student evaluation is also obtained at the Staff/Student Committee, and the Board of Studies.

Feedback mechanisms
 Feedback to students is effected via the Staff/Student Committee and the Board of Studies.

Faculty and University Review Mechanisms
The Programme is subject to the University's Internal Subject Review programme, see http://www.ncl.ac.uk/aqss/qsh/internal_subject_review/policy_09.01.03.pdf

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15 Regulation of Assessment:

Pass Marks
The pass mark, as defined in the University's Undergraduate Examination Conventions (http://www.ncl.ac.uk/calendar/university.regs/ugexamconv.html), is 40.

Course Requirements
Progression is subject to the University's Undergraduate Progress Regulations (http://www.ncl.ac.uk/calendar/university.regs/ugcont.html) and Undergraduate Examination Conventions (http://www.ncl.ac.uk/calendar/university.regs/ugexamconv.html). In summary,

students must pass 120 credits at each Stage. Limited compensation down to 35 is possible at each Stage and there are resit opportunities, with certain restrictions.

Weighting of Stages
Modules taken at Stages 2 and 3 are Honours modules and the two stages contribute to the award of the final degree in the ratio Stage 2: 25%, Stage 3: 75%.

Common Marking Scheme
The University employs a common marking scheme, which is specified in the Undergraduate Examination Conventions (http://www.ncl.ac.uk/calendar/university.regs/ugcont.html), 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 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 June Board of Examiners
> Report to the University on the standards of the programme

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16   Indicators of Quality and Standards:

Professional Accreditation Reports
Not applicable

Internal Review Reports
This programme is due for Internal Subject Review in Semester 1, 2007.

Previous QAA Reports
This programme is new, but its predecessor achieved a score of 22/24 points and was therefore judged to be "excellent".

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.

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17   Other Sources of Information:

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

The Departmental Prospectus (see http://www.ncl.ac.uk/undergraduate/subjects/F850)

The University and Degree Programme Regulations (see http://www.ncl.ac.uk/calendar/pdf/uniregs.pdf and http://www.ncl.ac.uk/calendar/sae/)

The Degree Programme Handbook

QAA Subject Review Report (http://www.qaa.ac.uk/revreps/subj_level/q271_98_textonly.htm)