

B.A (Hons) APPLIED COMMUNICATION: PROGRAMME SPECIFICATION

	Awarding Institution	University of Newcastle upon Tyne
2	Teaching Institution	University of Newcastle upon Tyne
3	Final Award	BA (Hons)
4	Programme title	Applied Communication
5	Programme Accredited by:	N/A
6	UCAS Code	P990
7	QAA Subject Benchmarking Group(s)	Education
8	Date of production/revision	March 2002
9	Programme Aims: The aims of this programme are: (i) To enable students to develop knowledge and understanding of the different theoretical perspectives which inform the study of human communication; (ii) To develop their own communication skills in a number of different contexts; (iii) To study communication skills in the workplace, specifically: Communication in client-based services (e.g. education, health, social work); Communication in commercial organisations; Public communication (e.g. mass media, information highway); Personal and social communication. (iii) To enable students to gain research skills in order to carry out a significant independent study of a chosen aspect of communication to be presented and reported to employers.	

10(a) Programme Intended Learning Outcomes:

A Knowledge and understanding

The programme provides opportunities for students to develop and demonstrate:

- A1** Knowledge and understanding of the complexity of the broad field of human communication by focusing on social science perspectives that include sociology, psychology cultural studies and linguistics.
- A2** Knowledge and understanding of the most effective forms of communication in various settings (such as appropriate use of information communication technology).
- A3** Broad knowledge of the central role that human communication plays in local, national, international and global levels of social, cultural, economic, political organisation and along with the ability to explore and articulate the implications of this.
- A4** Knowledge of appropriate research methodology, including practices, procedures and traditions with an awareness of their strengths and limitations.
- A5** Knowledge of a range of communicative situations, along with an ability to produce detailed analyses of these.

B Subject-specific/professional skills

The programme provides opportunities for students to develop and demonstrate an:

- B1** Understanding of the contribution of different theoretical perspectives on human communication and to apply these when analysing human behaviour in different settings.
- B2** A capacity to critically examine forms of human communication with appropriate reference to social and cultural contexts, with an understanding of how different individual and social groups variously make use of and engage in human communication.
- B3** Ability to carry out various forms of research for essays, projects, dissertations involving sustained independent enquiry.
- B4** Ability to decide upon and apply the most effective means of collecting data on communication in institutional, organisational and workplace situations.
- B5** Ability to critically analyse research data on human communication processes in institutional, organisational and workplace situations.

B6 Ability to present and summarise key findings to professionals, employers and relevant user groups.

C Cognitive skills

The programme provides opportunities for students to develop and demonstrate:

C1 Critical evaluation of arguments and evidence presented in theoretical literature.

C2 Close analysis, interpretation and exercise of critical judgement in the understanding and evaluation of forms of human communication.

C3 Critical assessment of a range of research methodologies.



C4 To analyse and draw conclusions from data collected by the student.



C5 Reflexive consideration and evaluation of their own work with reference to academic / professional issues, debates and conventions.



D Key (transferable) skills

The programme provides opportunities for students to develop and demonstrate:

- D1** Gather, organise and deploy ideas and information in order to formulate arguments and critical evaluations.
- D2** The ability to cogently communicate by means of well prepared, clear and confident presentations, and coherent, concise written documents.
- D3** The ability to apply communicative skills when dealing with audiences, clients, professionals and employers.
- D4** The ability to use library and other information resources skilfully and appropriately. 
- D5** The ability to solve problems.
- D6** The ability to use IT resources skilfully and appropriately from basic competencies such as data analysis and word processing to more complex skills such as using web based technology or multi-media.
- D7** The ability to plan, organise and prioritise work activities to a given length, format, brief and deadline.
- D8** The ability to work independently, self –directed and with initiative.
- D9** Work productively in a group or team showing abilities at different times to listen, contribute and lead effectively. 

Intended learning outcomes	Teaching/learning methods and strategies
A. Knowledge and Understanding 	Lectures will be used as the primary means of imparting core knowledge. These will allow a student to appreciate the fundamentals of a subject and to take notes on particular topics. Lecture notes will normally be supplemented by additional handouts, such as copies of the overheads used in the lectures and/or relevant reference material. Slides, videos, computer screen projection and exhibits will also be used, as appropriate. Furthermore, computer cluster  used for the teaching of ICT elements.
B. Subject-Specific/ Professional Skills	Students are encouraged to acquire subject-specific skills through small group/team work and case study investigations. Seminars, where appropriate, involve presentations by students providing discussion and analysis of research/case study explorations. Students undertake three projects: two team and one individual investigation of communication processes in institutions, organisations and the workplace.

C. Cognitive Skills	There is no obvious division between subject-specific and cognitive skills. The team work and investigations provide students with experience in discussing and critically evaluating their findings.
D. Key (Transferable) Skills	Key skills are formally taught in modules which focus on 'Studying Communication' and information technology skills. Oral communication skills are, in particular, developed through seminars and presentations. Teamwork skills are core to the course and are developed through the use of the employment related projects and group /team ICT exercises.

Intended Learning Outcomes	Assessment Strategy and Methods
A. Knowledge and Understanding	Knowledge and understanding are assessed by means of coursework including essays (A1, A2, A3), case study investigations (A2, A3, A5), research projects (A4), ICT materials (A2) and seminar, individual and group presentations (A1, A2, A3).
B. Subject-Specific/Professional skills	Subject-specific skills are assessed through their application in essays (B1, B2, B3), case study investigations (B1, B2, B3), research projects (B1, B2, B3, B4, B5) and the preparation and presentation of ICT materials and seminars (B3, B4).
C. Cognitive Skills	Cognitive skills are assessed by means of coursework: essays (C1, C2), case study investigations (C1, C2, C5), research reports (C1, C3, C4, C5).
D. Key Skills	Key skills are formally tied to modules with (D1, D4, D7, D8) covered by all core and optional modules in the programme. Other modules such as Studying Communication and Stage One, Stage Two and Stage Three employment related projects cover the key skills (D1, D2, D4, D5, D6, D7, D9) are assessed in 'Studying Communication', D3 is assessed in the ICT modules and across all three stages of the degree.

11 Programme Curriculum, Structure, and Features:

The programme is studied over three years full-time based on 30 weeks attendance per annum.

Each year or stage requires the study of modules with a credit value of 120. A 10 credit module consists of 100 hours of student effort, covering lectures, seminars, team work/presentations, research projects, and private study. Modules can vary in size from 10 to 30 credits. The programme aims to deliver where applicable 20 credit modules.

All Stage 1 students are introduced to the five generic strands of the programme. These strands represent the underlying focus of the programme. Each strand is engaged with through a number of disciplines. Each one of the strands focuses on a specific aspect of communication: Information Communication Technology (ICT); Behaviour and Communication (psychological strand); Society and Communication (sociological strand); Language and Communication (linguistics strand); and Researching Communication (research methodologies and projects). Communication modules in Stage 1 consist of four 20 credit compulsory and two 10 credit modules, totalling 100 credits in all. Students take a further 20 credits in modules outside of the department that are communication related (e.g. English, modern languages, marketing, management, social policy). Those students taking the Applied Communication with Management will take 80 Credits from Communication modules (inclusive of EDU116 Studying Communication and EDU 119 Employment Related Project 1).


Stage 2 offers students the opportunity to focus on one or more of the strands through a wider choice of modules. Compulsory modules are those in the ICT and Researching Communication strands and include the modules EDU 253 Research Methods, Design and Analysis, EDU 254 Communication Online and EDU230 Employment Related Project 2, totalling 60 credits. Students select a further minimum of 40 and maximum of 80 credits from communication modules offered by the School of Education, Communication and Language Sciences. Depending on the number of credits taken in the School of Education, Communication and Language Sciences, students can select up to 20 credits in communication related subjects offered in other Schools. Those students taking the Applied Communication with Management will take 80 Credits from Communication modules (inclusive of modules EDU 253 Research Methods, Design and Analysis, EDU 254 Communication Online and EDU230 Employment Related Project 2).

Stage 3 provides students with 60 compulsory credits in the communication strands. This includes a 30 credit Employment Related Project to which is linked a 10 credit research project. A further 20 credit module EDU 337 Researching Communication and Culture. Students may select up to a minimum of 40 credits in communication related subjects offered in other Schools and a further 20 Credits in a communication related subject in other schools. Those students taking the Applied Communication with Management will take 80 Credits from Communication modules (inclusive of modules EDU 337 Researching Communication and Culture and EDU 304 Employment Related Project 304 and EDU 305 Research and Consultancy).

An innovative feature of the course is that it is designed to explore the essential nature of the communication process whilst providing students with the opportunity to *apply* this to the examination of communication within various contexts through the employment related projects.

The intended learning outcomes are mapped onto the following compulsory communication modules:

Intended Learning Outcomes	Stage 1	Stage 2	Stage 3
A. Knowledge and Understanding			
A1	EDU 115	EDU 201	EDU 337
	EDU 116	EDU 202	EDU 304
	EDU 117	EDU 203	
	EDU 118	EDU 204	
	EDU 120	EDU 210	
		EDU 251	
		EDU 255	
		EDU 256	
		EDU 257	
		EDU 258	
		EDU 259	
A2	EDU 116	EDU 230	EDU 305

	EDU 119	EDU 253 EDU 254 EDU 255 EDU 257	
A3	EDU 115 EDU 116 EDU 117 EDU 118 EDU 120	EDU 230 EDU 253 EDU 254 EDU 251 EDU 255 EDU 256 EDU 257 EDU 258 EDU 259 EDU 260 EDU 261	EDU 337 EDU 304
			
A4	EDU116	EDU 253 EDU 254	EDU 337 EDU 304
A5	EDU116 EDU119	EDU 230	EDU 337 EDU 304 EDU 305
B. Subject Specific/Professional Skills			
B1	EDU 115 EDU 116 EDU 117 EDU 118 EDU 120	EDU 201 EDU 202 EDU 203 EDU 204 EDU 210 EDU 251 EDU255 EDU 256 EDU 257 EDU 258 EDU 259 EDU 260 EDU 261 EDU253	EDU 337 EDU 304

B2

EDU 115	EDU 230	EDU 337
EDU 116	EDU 253	EDU 304
EDU 117	EDU 254	
EDU 118	EDU 201	
EDU 119	EDU 203	
EDU 120	EDU 204	
	EDU 210	
	EDU 230	
	EDU 251	
	EDU 254	
	EDU 255	
	EDU 256	
	EDU 257	
	EDU 258	
	EDU 259	
	EDU 260	
	EDU 261	

B3	EDU 115 EDU 116 EDU 117 EDU 118 EDU 119 EDU 120	EDU 230 EDU 253	EDU 337 EDU 304 EDU 305
B4	EDU 119	EDU 230 EDU 253	EDU 337 EDU 304 EDU 305
B5	EDU 116 EDU 119	EDU 230 EDU 254	EDU 337 EDU 304 EDU 305
B6	EDU 116 EDU 119	EDU 230 EDU 253 EDU 254 EDU 257 EDU 261	EDU 304 EDU 305
C. Cognitive Skills			
C1	EDU 115 EDU 116 EDU 117 EDU 118 EDU 120	EDU 253 EDU 201 EDU 203 EDU 204 EDU 210 EDU 251 EDU 255 EDU 256 EDU 257 EDU 258 EDU 259 EDU 260 EDU 261	EDU 337 EDU 304
C2	EDU 115 EDU 116 EDU 117 EDU 118 EDU 120	EDU 230 EDU 253 EDU 254 EDU 203 EDU 204 EDU 210 EDU 230 EDU 251 EDU 254 EDU 255 EDU 256 EDU 257 EDU 258	EDU 337 EDU 304 EDU 305

		EDU259 EDU 260 EDU 261	
C3		EDU 230 EDU 253	EDU 337 EDU 304
C4		EDU 230	EDU 304 EDU 305
C5	EDU 116 EDU 119	EDU 230 EDU 254 EDU 257	EDU 304 EDU 305
D. Key Skills			
D1	EDU 115 EDU 116 EDU 117 EDU 118 EDU 119 EDU 120	EDU 230 EDU 253 EDU 254 EDU 201 EDU 203 EDU 204 EDU 210 EDU 251 EDU 254 EDU255 EDU 256 EDU 257 EDU 258 EDU 259 EDU 260 EDU 261 EDU 202	EDU 337 EDU 304 EDU 305
D2	EDU 115 EDU 116 EDU 117 EDU 118 EDU 119 EDU 120	EDU 230 EDU 253 EDU 254 EDU 201 EDU 202 EDU 203 EDU 204 EDU 210 EDU 251 EDU 254 EDU 255 EDU 256 EDU 257 EDU 258 EDU 259 EDU 260 EDU 261	EDU 337 EDU 304 EDU 305

		EDU 202	
D3	EDU 116 EDU 119	EDU 230 EDU 254 EDU 257 EDU 259	EDU 304 EDU 305
D4	EDU 116 EDU 119	EDU 230 EDU 253 EDU 254 EDU 201 EDU 202 EDU 203 EDU 204 EDU 210 EDU 251 EDU 254 EDU 255 EDU 256 EDU 257 EDU 258 EDU 259 EDU 260 EDU 261 EDU 202	EDU 337 EDU 304 EDU 305
D5	EDU 116 EDU 119	EDU 254 EDU 253 EDU 230	EDU 304 EDU 305
D6	EDU 115 EDU 116 EDU 117 EDU 118 EDU 119 EDU 120	EDU 230 EDU 253 EDU 254 EDU 201 EDU 202 EDU 203 EDU 204 EDU 210 EDU 251 EDU 254 EDU 255 EDU 256 EDU 257 EDU 258 EDU 259 EDU 260 EDU 261	EDU 337 EDU 304 EDU 305
D7	EDU 115	EDU 230	EDU 337

	EDU 116	EDU 253	EDU 304
	EDU 117	EDU 254	EDU 305
	EDU 118	EDU 201	
	EDU 119	EDU 202	
	EDU 120	EDU 203	
		EDU 204	
		EDU 210	
		EDU 251	
		EDU 254	
		EDU255	
		EDU 256	
		EDU 257	
		EDU 258	
		EDU 259	
		EDU 260	
		EDU 261	
D8	EDU 115	EDU 230	EDU 337
	EDU 116	EDU 253	EDU 304
	EDU 117	EDU 254	EDU 305
	EDU 118	EDU 201	
	EDU 119	EDU 202	
	EDU 120	EDU 203	
		EDU 204	
		EDU 210	
		EDU 251	
		EDU 254	
		EDU255	
		EDU 256	
		EDU 257	
		EDU 258	
		EDU 259	
		EDU 260	
		EDU 261	
D9	EDU 116	EDU 230	
	EDU 119	EDU 254	
		EDU 257	
		EDU 259	

12 Criteria for Admission:

A levels and General Vocational A levels:

280 points (UCAS tariff 2003)

BBC from 18 units, including a minimum of 12 units from 6- or 12-unit qualifications

BTEC National Certificate / Diploma:

National Diploma at overall merit grade.

Scottish qualifications:

ABBB at Higher Grade. Combinations of Highers and Advanced Highers accepted

Access courses:

Applications from mature students are welcomed and each case is considered on its merits. Evidence of successful recent study is required (e.g. an accredited Access course).

Overseas students

Appropriate overseas qualifications will be considered as well as A levels.

Evidence of English language skills to complete the programme successfully are required – I.E.L.T.S 6.5

Admissions policy

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. Applicants with non-standard qualifications will be interviewed.

13 Support for Students and their Learning:

Induction

The first week is integrated with the First Year Conference. The induction programme includes:

- Initial meeting – students meet with the degree programme director for welcome and introduction to the course.
- Issue of student handbook – handbook contains general and domestic information, information on the course (including module descriptions), information on student support available within the school as well as the university, and safety information.
- Meeting with personal tutor.
- A social event organised by the second years.

Study skills support

A module offered in Semester 1 of Stage 1 introduces students to university study. EDU 116 Studying Communication is a compulsory module for all students.

Academic support

Each student is attached to a tutor for personal and academic support, advice and guidance. Formal meetings take place once a semester.

The degree programme director has overall responsibility for management of the course. All students have access to the course co-ordinator for advice and discussion of any academic or pastoral issues arising.

A staff-student committee is held once a semester for students to provide feedback and make specific requests.

Pastoral support

Each student is attached to a tutor for personal and academic support, advice and guidance. Formal meetings take place once a semester.

The degree programme director has overall responsibility for management of the course. All students have access to the course co-ordinator for advice and discussion of any academic or pastoral issues arising.

Student handbooks provide contact information for the Student Counselling Service and the Student Advice Centre.

Support for Special Needs

A university centre is available for student consultation and to support work in the School. Details are provided in the Student Handbook.

Learning resources

- Teaching facilities including lecture rooms with overhead projectors, television and video equipment, flip charts, resources for power point presentations and whiteboards;
- A Resource Centre housing a photocopier and other equipment such as laminating machines. It has a range of PCs, scanners, Webcams and laser printers.
- Computer facilities are available through the University Computing Service;
- The Robinson library contains the books, journals and a Student Text Collection that students will need for their study;
- Photocopying facilities are available in the School and Robinson Library.

14 Methods for evaluating and improving the quality and standards of teaching and learning:

Student Evaluations

On completion of each module student opinion is gathered by means of a course evaluation questionnaire. Data from the questionnaires are received by the course programme director and fed back to the module leader. The programme also completes annual evaluations with each stage. Any issues arising are discussed at a meeting of a Board of Studies.

Reviews of Individual Modules and the BA Programme

Both individual modules and the programme as a whole are periodically reviewed in the light of the following criteria:

- Student evaluation data
- Feedback from employment related project
- Feedback from the external examiner
- Feedback from the University Taught Programme review
- Feedback from the University Subject Review
- Feedback from independent external reviews (QAA)
- Relevance of the programme in relation to employability of graduates

Committees responsible for Monitoring and Evaluating Quality and Standards

- Board of Studies. Monitoring and evaluating quality and standards is primarily the responsibility of the Board of Studies. Membership of the Board of Studies consists of the main course tutors plus a student member nominated by the students.
- Board of Examiners. Issues related to examination, marks and awards are the remit of the Board of Examiners. The Board of Examiners is composed of the main teaching staff, and the external examiner.
- Staff-Student Committee. Wider student issues, possibly related to quality and standards of teaching and learning may also be raised at Staff-Student Committee meetings. The committee has a membership of staff and a student representative from the course. The committee meets twice a year.

15 Regulation of Assessment**Assessment rules and Honours classification**

- The minimum pass mark is 40% for each module
- The modules are assessed by coursework (including essays, reports, group and individual presentations, design and development of ICT materials)
- Information on assessment is available in the degree programme handbooks and in the module outlines
- All Stage 1 and Stage 2 core modules offered by the School must be passed before students can proceed. There are two resit opportunities.
- Degree classification is based on the weighted average or preponderance result for Stages 2 and 3 with Stage 2 results being weighted at one half of the weight of the assessment of modules from Stage 3.
- Honours marks are based on the following University scale:

<i>Mark</i>	<i>Degree Class</i>
>70%	First
60-69%	Upper second
50-59%	Lower second
40-49%	Third
<40%	Fail

Role of the external examiners

The external examiners are distinguished members of the academic community appointed by Faculty Teaching and Learning Committee and their role is to:

- Approve assessment on modules which count for honours
- Review samples of coursework to check standards and assessment procedures
- Attend the Examination Board meeting
- Report back to the University

16 Indicators of Quality and Standards:

Professional Accreditation Reports:
Not applicable to this degree programme

Previous QAA Reports
The degree programme was QAA in May 2001.

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.

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

The University Prospectus

The Departmental Prospectus

The University and Degree Programme Regulations

The Degree Programme Handbook

QAA Subject Review Report