

1	Awarding Institution	The University of Newcastle upon Tyne
2	Teaching Institution	The University of Newcastle upon Tyne
3	Final Award	BA with Honours
4	Programme title	Combined Studies in Arts
5	Programme Accredited by: N/A	
6	UCAS Code	Y001
7	QAA Subject Benchmarking Group(s)	N/A
8	Date of production/revision	September 2004

9	Programme Aims:
	<p>Given the range of subjects available within the degree, no single body of knowledge is to be acquired, and no single set of skills developed. Rather it is the diversity of approaches a student will encounter, the differing intellectual traditions making up the university community that, arguably, stretch the mind and stimulate the imagination. Each student may in effect construct his or her own degree programme, perhaps with a particular career in mind, but within the framework of the CS regulations. Nevertheless, the course of study is intended to achieve the following broad purposes:</p> <ul style="list-style-type: none"> • to provide students with the opportunity to study two or three subjects from a broad range of academic subjects in arts, social science, humanities, and science disciplines; • to enable students to choose combinations within this range in accordance with their interests, including both established and new areas of study, and abilities; • to enable students to specialise in particular disciplines in the later stages of their studies; • to produce students who have a breadth of knowledge and understanding of a range of disciplines, and appropriate related cognitive and subject-related skills; • to produce students who are capable of following a wide range of careers in the private and public sector. • knowledge and understanding of at least 3 subjects, at least 2 of them to final degree level • where appropriate, the basic subject-specific skills pertaining to the subjects studied • a range of cognitive skills, including organising and evaluating • a range of key skills, including communication, planning and problem solving • at least meet minimum benchmark levels of knowledge, understanding and skills in those parts of the subjects which are studied in the selected modules <p>In addition</p> <ul style="list-style-type: none"> • the programme meets the requirements of an H level qualification as defined by the Framework for Higher Education Qualifications • the programme conforms to University policies and to QAA codes of practice

- the programme conforms to the University's policy and the QAA's code of practice on placements

10(a) Programme Intended Learning Outcomes:

Since students have the opportunity to construct such a variety of programmes, objectives expressed as learning outcomes will vary according to the learning undertaken. Psychology, for example, includes amongst its objectives the meeting of the requirements for the Graduate Basis for Registration of the British Psychological Society, and CS students following a certain configuration of modules would attain this objective. Music aims to foster 'public performance and presentation skills', while Modern Languages promotes a high degree of competence in a foreign language, but of course only a part of any cohort of combined studies students would achieve these particular learning outcomes.

A Knowledge and understanding

- 1 Knowledge and understanding of at least three subjects, at least two of them to final degree level.
- 2 A deeper knowledge and understanding of self-chosen specialisms
- 3 The issues central to project management.
- 4 Factors that influence decision-making in organisations
- 5 The development of presentation skills

[Items 3-5 are developed in the Study Skills module]

B Subject-specific/professional skills

Where appropriate, the basic subject-specific skills pertaining to the subjects studied. Music, for example, will foster 'public performance and presentation skills' while Modern Languages will 'promote a high degree of competence in a foreign language'.

C Cognitive skills

Whatever the combination of subjects chosen, problem-solving, organisation, the weighing of evidence and the evaluation of arguments will be among the outcomes of the programme.

D Key (transferable) skills

- 1 Analyse the critical features of a problem, and take appropriate action.

- 2 Identify in group work the team's collective aims and responsibilities and work effectively towards them.
- 3 Organise and run meetings.
- 4 Present information clearly and effectively, in written, oral and electronic form.
- 5 Evaluate individual levels of success in achieving the aims of the project .

10(b) Programme Intended Learning Outcomes:

Teaching and Learning Methods and Strategies

A Knowledge and understanding

- 1 In most subject areas the primary means of imparting knowledge and understanding is lectures, sometimes supplemented by seminars and tutorials. In certain subject areas more specialist approaches are used, e.g. in Languages and Music
- 2 Strategies to develop independent learning and self-motivated study exist within the subjects and are developed as the student progresses through the Stages, e.g. research-based study and a growing reliance on coursework to develop in-depth analysis.
- 3 The utilisation of teaching and learning strategies that have been developed for single honours students within the self-chosen specialisms.

B Subject-specific/professional skills

- 1 The methods and strategies involved will vary with the different subjects included in the programme and are determined by the needs of single honours students.
- 2 The accumulation of skills from more than one area provides a positive attribute to the programme offering the student more breadth of acquisition and the opportunity to reflect on the diversity/complimentarity of acquired skills.

C Cognitive skills

- 1 The diversity of approaches, inherent in a CS degree, imply the need for a diversity of teaching methods and strategies. Small group sessions and supervised individual research, where it is chosen, is a key strategy in developing the student's ability to evaluate and organise evidence.
- 2 Cognitive skill development is enhanced by the requirement to understand certain key issues [eg the evaluation of evidence] in more than one subject specialism.

D Key (transferable) skills

The compulsory module develops teamwork, presentation, organisational and project management and evaluation skills.

10(c) Programme Intended Learning Outcomes:	Assessment Strategy and Methods
A Knowledge and understanding	
1 Assessment strategies are developed within subject areas. Unseen written examinations and assessed submitted essays form the major assessment method for most students.	
2 Specialised assessment techniques, such as with projects presentations or performance in music or fine art are utilised where they form part of an appropriate assessment strategy within the subject area.	
B Subject-specific/professional skills	
1 Unseen examinations and assessed essays form the main assessment technique in most subject area.	
2 Practical demonstrations of the acquisition of skills in the case of the more ‘hands on’ subjects.	
C Cognitive skills	
Unseen examinations, case studies, projects and presentations are common in most combinations of subjects as a means of assessing cognitive skills.	
D Key (transferable) skills	
1 The Key Skills module is assessed via a Group Management Report 40%, Group Presentation 30% and an Individual Reflective Statement 30%. This approach is intended to ensure that students develop group working skills and can reflect on the process of learning by this method.	
2 In addition other modules will involve some assessment of key skills but less explicitly and alongside more conventional ‘academic’ outcomes.	

11 Programme Curriculum, Structure, and Features:	
The programme normally extends to 370 credits studied over 3 years, but if certain language combinations are included, a period abroad may be <i>intercalated</i> between stages two and three, making four years in all.	
In stage 1 the students must take 3 subjects, each of 40 credits and then progress to take either two or all three of the same subjects in stages two and three:	
Stage 1	Subject A 40 credits Subject B 40 credits Subject C 40 credits
Plus a 10 credit Skills module, SML212	

Stage 2 & 3

Either Subject A 40 credits Subject B 40 credits Subject C 40 credits

Or Subject A 60 credits Subject B 60 credits

Or Subject A 80 credits Subject B 40 credits

This structure to the programme ensures that students are faced with appropriate, but increasingly challenging demands, as they progress through the programme. At stage 3 they will be required to meet the same assessment standards as the single honours students.

In addition all students are required to pass (40%), a new module in Key Skills for Work normally during Stage 1. Progression into Stage 2 will be permitted without a 'pass' but progression into Stage 3 will not be permitted unless the student has passed the re-sit assessment. The use of this exception to the University norm is intended to ensure that all combined honours students have access to and benefit from the Key Skills module.

All other issues of progression are determined by University regulations. There are no compulsory modules, except Key Skills, though individual subjects may require combined honours students to select essential modules for their subject area, or may restrict the availability of some modules due to the formal prerequisites for them. Furthermore combined honours students choices may be restricted by post requisites for certain modules.

The anticipated list of subjects that will be made available to all students is given below. Academic staff from all subjects areas have indicated that at least 40 credits of their subject will be available in each year of the programme. Some subjects are offered at 60 and/or 80 credits in stages 2 and 3.

Accounting	Ancient History
Archaeology	Music
Chinese	Computing
Economics	Education
English Literature	Film Studies
Fine Art	Latin
French	Geography
German	Greek
History of Art	Japanese
Medieval Studies	Politics
Portuguese	Psychology
Science Subject [normally chemistry, biology or physics]	
Sociology and Social Policy	
Spanish and Latin American Studies	
Architectural History and Theory	
English Linguistic Studies	

Greek and Roman Culture
Philosophical Studies
Mathematics and Statistics
History

12 Criteria for Admission:

GCSEs required

No specific requirements

A-Level Subjects and Grades

ABB from 18 units including two A levels. AVCE (double award) accepted if offered in combination with an A level. Specific subjects and grades may be required depending on the combination to be studied.

Alternative entry qualifications

For Scottish qualifications AAABB at Higher Grade. Combinations of Highers and Advanced Highers accepted.

For the IB Diploma a minimum of 34 points to include at least three subjects at Higher Level grade 5 or above.

For the Irish Leaving Certificate, AAABB at the higher level. Specific subjects and grades may be required depending on the combination to be studied.

For Access Qualifications, modules which include essay writing subjects are desirable. Students applications are considered on an individual basis.

BTEC national diploma at overall distinction grade.

Students with BTEC higher national qualifications are considered on an individual basis.

For applicants from the Partners programme BCC from 18 units or a comparable qualification is required.

For European Baccalaureate a 75% pass is required.

Admissions policy

The current programme receives approximately 950 applications each year through the UCAS system. Offers are normally made on the basis of the information on the UCAS form, especially the student's statement and the school/college reference. Students to whom offers are made are invited to an open day to meet staff and existing

students and visit the Combined Honours Centre. Applicants with non-standard qualifications will normally be interviewed.

A member of staff for each subject, preferably the Subject Coordinator, is normally available at open days. For some subject areas, eg Music, there are specific interviews to assess the suitability of the candidate. Students who apply to take these subjects do not receive a confirmed offer until after the open day.

Arrangements for non-standard entrants

All prospective students with non-standard applications are invited to an interview with the DPD and where necessary the subject coordinators.

Any Additional Requirements

None

13 Support for Students and their Learning:

The provision of Subject Coordinators, (see appendix 1), part of whose role is to support combined honours students in their chosen subject areas, is an important and unique element of the combined studies programme. The Subject Coordinator will, provide information and assess student suitability at open days, support induction, give advice on module selection and assessment, represent the subject at the Staff Student Committee, Board of Studies and Examination Board. In addition the Subject Coordinator will act as a contact point in the subject/School for combined honours students. It is anticipated that this will reduce the extent to which combined honours students see themselves as 'detached' from the core programmes.

Induction

Induction programme for new students at Faculty and School/subject level, introducing IT, study skills, careers and general orientation

Induction sessions run by the DPD with returning students

Study skills support

Access to support within subject areas

Careers Service

Key skills module

Academic support

Subject Coordinators to advise on module selection, assessment norms etc

Student handbook and module guides

Combined Honours Centre website

Pastoral support

Personal Access to the DPD
Personal Tutor
The staff and facilities of the Combined Honours Centre

Support for Special Needs

Access to Disability Unit
Access to University Counselling Service

Learning resources

Access to the University Library
Access to the University IT facilities
Access to specialised resources within subject areas.

Language Placement

The one year Placement is supervised and supported by the School of Modern Languages in accordance with its procedures for 'language students'.

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

Module reviews

Module questionnaires issued in the contributing subjects
Annual reviews within subjects of suitability of modules for combined honours students

Programme reviews

The programme will be annually reviewed within the Board of Studies, now called the Faculty Board for Co- and Multi-disciplinary Programmes, [see appendix 1]
Annual Review of progression rates, degree classes achieved etc

External examiner reports

From the External examiners for modules from each Subject Area
From the External Examiner for the Faculty Progress and Awards Board for Co- and Multi-Disciplinary Programmes

Accreditation reports

External accreditation in the case of certain subjects

Student evaluations

Module evaluations within subject areas
Questionnaires to returning students

Feedback Mechanisms

Staff Student Committee

Boards of Studies

Survey of graduate and employer opinion to take place in spring 2005

Faculty and University Review Mechanisms

Internal Subject Review

Faculty Teaching and Learning Committee

University Teaching Committee

15 Regulation of Assessment

Pass Marks

The pass mark is 40% and progression is determined by University Progression Regulations.

Course Requirements

Passing Key Skills before progressing to Stage 3

Specific requirements within each subject area

Weighting of Stages

For Honours the third stage is weighted double stage 2.

Common Marking Scheme

The marking schemes are determined by the contributing subjects

Role of the External Examiner

In this submission the role of the external examiner is different from that in single honours degrees, see appendix 1. The External in each subject area is required to see a sample of scripts from combined studies students, and confirm the achievement of appropriate standards. The marks from each subject are then forwarded to a new Board of Examiners, the Faculty Progress and Awards Board for Co- and Multi-Disciplinary Programmes. The external examiner to this Board is concerned solely with checking and approving that due and proper processes has been undertaken in determining degree awards.

16 Indicators of Quality and Standards:

Professional Accreditation Reports

A small number of component subjects are accredited by professional bodies.

Internal Review Reports

An internal report on Combined Studies was produced in May 2000.

The main conclusion of the Review was the need for a restructuring of the programme to address the following issues,

- the role and actions of the Board of Studies and the Board of Examiners
- student progression
- the aims and objective of the programme
- subject strands
- key skills and
- induction

This application for approval forms a part of the response to the Internal Review.

Previous QAA Reports

The Combined Honours programme has not been subject to an external scrutiny.

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