

1	Awarding Institution:	University of Newcastle upon Tyne
2	Teaching Institution:	University of Newcastle upon Tyne
3	Final Award:	BSc (Joint Honours)
4	Programme title:	BSc Joint Honours in Subject 1 and Subject 2 (a complete list of Joint Honours Degree Programmes in SAgE is included below)
5	Programme Accredited by:	Not applicable
6	UCAS Codes:	CG8K, CG81, CG83, FG11, FG13, FG31, FG34, GF18, GF38, GG34, GG35, GG41, GG91, GG95, GH12, GH4F, GL11, GL31, GL51, GL4C, HF28, NG41, NG43, NG55, NG4K.
7	QAA Subject Benchmarking Group(s):	Not applicable
8	Date of production/revision:	June 2004

9 Programme Aims:

To recruit from varied educational backgrounds students who wish to study two subjects at Honours level, including at least one science subject.

To produce graduates with a sound knowledge of two different disciplines, including at least one science.

To provide each Joint Honours student with an educational experience in each of the two subjects that is of the same quality as that enjoyed by a corresponding Single Honours student, though inevitably of reduced quantity.

10(a) Programme Intended Learning Outcomes:

The intended learning outcomes for each Joint Honours degree programme are the sum of the intended learning outcomes of the two individual subjects.

10(b) Programme Intended Learning Outcomes:**Teaching and Learning Methods and Strategies****A Knowledge and understanding**

In each case the teaching and learning methods and strategies are those of the two individual subjects.

Assessment strategy

The assessment methods are those defined in the degree programme regulations for the two individual subjects. Then the total assessment for each candidate is obtained by combining the assessments for each subject, with each module given weight according to its credit value. The final assessment is obtained by combining the assessments at Stages 2 and 3, with each Stage given equal weight.

B Subject-specific/professional skills

The teaching, learning and assessment strategies are those of the two individual subjects.

C Cognitive Skills

The teaching, learning and assessment strategies are those of the two individual subjects.

D Key (transferable) skills

The key skills are those inculcated in the two individual subjects.

In addition, for each candidate on a Joint Honours degree programme, there is the added advantage of having a thorough experience of two sharply contrasting academic and cultural milieux, each with its own style of discourse, its own values, and its own standards of evidence and conduct – possibly as remote from each other as Psychology and Mathematics, or Economics and Computing Science – and of having to switch between them on a daily basis. Typically, core values in one member of a subject pair may be discounted in the other subject, forcing the Joint Honours student to interrogate each subject critically in a way that might never occur to a corresponding Single Honours student. The adaptability and the sophistication that this engenders are marked qualities of the best Joint Honours students.

11 (a) Programme Curriculum, Structure, and Features:

The Joint Honours Degree Programmes in SAgE are supervised by the SAgE Faculty Board for Co- and Multi-Disciplinary Programmes, chaired by the Dean of Undergraduate Studies. The Dean also chairs the Awards Board and the Staff-Student Committee. There is a SAgE Faculty administrator with special responsibility for Joint Honours: she is secretary of the Faculty Board for Co- and Multi-Disciplinary Programmes, the Staff-Student Committee and the Awards Board. There is a single Degree Programme Director for all the Joint Honours Degree Programmes. He is also the Admissions Tutor for these programmes.

The Joint Honours degree programmes are three-year full-time modular programmes. In the course of each academic year, students are required to study modules with a total credit value of 120 credits, normally made up of 60 credits in each semester (half teaching year). The University has determined that a 10 credit module is equivalent to 100 hours of total study time (contact hours plus private study).

Stage 1

Candidates are required to select modules to a total value of 40 credits in each subject; these are regarded as core modules. Where a student takes modules with a total value of more than 40 credits, core modules totalling 40 credits will be nominated from among these. The remaining 40 credits can be selected from the Stage 0 and Stage 1 modules in the University's List of Modules, subject to the approval of the Degree Programme Director. Most subject areas in fact offer 60 credits to Stage 1 Joint Honours students, and so most students take 60 credits in each subject.

In order to progress from Stage 1 to Stage 2, a candidate must pass all modules. However students are permitted to re-sit failing modules, and up to 40 credits worth of modules can be passed by compensation. University regulations dictate when and how often a student may re-sit a module, and also the time limit within which a degree course must be completed.

Stage 2

All candidates must select modules to a total value of 60 credits in each of the two subjects. However, this distribution may be varied with the approval of the Degree Programme Director. The Degree Programme Director may also, where appropriate, permit a candidate to substitute modules up to the value of 20 credits by modules from other schools.

In order to progress from Stage 2 to Stage 3, a candidate must pass all modules. However students are permitted to re-sit failing modules at the end of Stage 2, and up to 30 credits worth of modules can be passed by compensation.

Stage 3

All candidates must select modules to a total value of 60 credits in each of the two subjects. However, this distribution may be varied with the approval of the Degree Programme Director. The Degree Programme Director may also, where appropriate, permit a candidate to substitute modules totalling up to the value of 20 credits either by modules from other schools or by the module SCI399 Individual Project Module. (The project, which must involve both subjects, is supervised by a staff member in one of the two subject areas, assisted by a staff member in the other subject area.)

Honours Performance

All Stage 2 and Stage 3 modules are Honours modules. Candidates are assessed for Honours performance on the basis of the assessment of all modules taken at Stages 2 and 3. Assessments from Stages 2 and 3 are given equal weight.

Ordinary Degree in Science

Students who do not perform well at Stage 1 of a Joint Honours degree programme may apply to transfer to the Ordinary Degree in Science. This is less demanding (students need to amass 300 credits and the pass mark on each module is 30) and less specialised. In fact, many students on Stage 2 of the Ordinary Degree Programme choose to take the same modules as they would have taken on Stage 2 of their previous Joint Honours Degree Programme, with the aim of doing well enough to apply for restoration to Joint Honours, and some are successful in this aim. Of course, some are not successful, and pass on to Stage 3 of the Ordinary Degree in Science. It is also possible, on completion of the Ordinary Degree in Science, to apply to return for an extra Honours year, to convert the Ordinary Degree to a Joint Honours Degree.

12 Criteria for Admission

Students are admitted through UCAS on an individual basis. The entry requirements vary from degree programme to degree programme, and from year to year, depending on (i) the specific pre-requisites of the individual subjects; (ii) the level of demand for each combination; and (iii) the quota imposed by the University. Only students who are judged likely to achieve a good Honours degree are admitted to the degree programmes.

The current admissions requirements for the various Joint Honours Degree Programmes are listed below. All candidates must have GCSE Mathematics Grade B, or equivalent, and for many programmes full A level Mathematics is necessary.

Most suitable applicants, including usually all of normal age, are offered a place on the basis of their UCAS application form. All are invited to an Open Day: the Open Day programme includes tours and presentations in both subject schools, and opportunities to talk to Joint Honours Subject Coordinators.

CURRENT ENTRY REQUIREMENTS FOR ENTRY TO JOINT HONOURS DEGREE PROGRAMMES

The entry requirements vary with the degree programme.

Accounting and Computing Science ABC including Maths A (IB32)	NG4K
Accounting and Information Systems BBB [GCSE Maths B] (IB32)	NG55
Accounting and Mathematics Maths A + BB (IB32)	NG41
Accounting and Statistics Maths A + BB (IB32)	NG43
Computing Science and Economics With Economics: Maths B + Econ B + C Without Economics: Maths B + BC (IB30)	GL4C
Computing Science and Mathematics Maths A + BC (IB30)	GG41
Computing Science and Statistics Maths A + BB (IB30)	GG34
Economics and Information Systems BBB (GCSE Maths B). Economics desirable. (IB30)	GL51
Economics and Mathematics Maths A + BC Economics desirable. (IB30)	GL11
Economics and Statistics Maths A + BC. Economics desirable. (IB30)	GL31
Geography and Mathematics A in Maths + B in Geography + C (IB30)	GF18
Geography and Statistics A in Maths + B in Geography + C (IB30)	GF38
Geography and Surveying and Mapping Science With Maths: BC Maths/Geog either way +C (IB28) Without Maths: B in Geog + CC [Maths B at GCSE] (IB28)	HF28
Information Systems and Statistics A in Maths + CC (IB28)	GG35
Mathematics and Psychology Maths A + BB (IB32)	CG81
Psychology and Statistics Maths A + BB (IB32)	CG83

SCOTTISH QUALIFICATIONS

Entry requirements vary with the degree programme. Typically AABB at Higher level, usually requiring A in Mathematics. Advanced Highers are preferred.

IRISH QUALIFICATIONS

Typical entry requirements are 5 passes at Higher level, including 4 at B3 with Mathematics at B2 (All B2 for combinations involving Psychology.)

BTEC

Entry requirements vary, but usually 3 Merits, plus Distinction in Mathematics at Level III where appropriate are required.

NON-STANDARD ENTRANTS

Non-standard entrants are evaluated on an individual basis, and where possible, are interviewed.

Where a student, though generally acceptable, has some deficiencies in background, it is possible for him or her to be admitted initially to the Combined Studies Foundation Year), UCAS Code FCG0. As the UCAS Handbook makes clear, the initial (Foundation) year of this degree programme functions as a Foundation Year for all Joint Honours Degree Programmes in Science. During this year, the student remedies any deficiencies, and on successful completion of the year, transfers to Stage 1 of the chosen Joint Honours Degree Programme. N.B. This Foundation Year will shortly be subsumed in the new SAgE Foundation Year Programme.

Mature students are expected to have recent experience of further education, together with experience in areas relevant to the chosen degree programme.

13 Support for Students and their Learning:

- A **Degree Programme Handbook** is produced for Joint Honours students explaining how the Joint Honours degree programmes are organised, and indicating for each subject the module combinations which are available and free of timetable clashes. The handbook explains the support systems for Joint Honours students and gives the names, telephone numbers and email addresses of the Joint Honours advisers.
- The **Induction Week** programme for Joint Honours students has three components. At an initial session, the Degree Programme Director issues the Joint Honours degree programme handbook, and explains the workings of the Joint Honours degree programmes, the role of the Subject Coordinators (see below) and the Degree Programme Director, and the various sources of assistance that a Joint Honours student is able to call upon. For each student, the other two components are provided by the two Schools responsible for the two half-subjects. Schools are required to identify those parts of their Induction Week Programmes that a Joint Honours student would be expected, if possible, to attend. (Joint Honours students may sometimes have to choose between two simultaneous sessions mounted by different schools.)

During induction, Joint Honours students are guided through registration, and provided with both the Joint Honours degree programme handbook and also any relevant subject handbooks.

- Each student is assigned on entry a **Personal Tutor**, drawn from one of the two schools contributing to the Joint Honours combination, to provide academic advice on choice of modules, learning strategies, and to comment on progress and performance. The Personal Tutor also has a pastoral role. Students with academic or personal problems will normally discuss these in confidence with their Personal Tutor. More generally, the Personal Tutor acts as a buffer between the student and the university bureaucracy: a student with a problem is advised to take it, in the first instance, to the Personal Tutor; conversely, where a student's conduct is a cause for concern, the first person to be informed should be the Personal Tutor.
- Each student's Personal Tutor is situated in one of the two Schools to which the student is attached, and will therefore be able to supply only limited support and advice in respect of matters arising in the other School. To remedy this potential support deficit, a network of **Joint Honours Subject Coordinators**, one in each Joint Honours subject area, has been created. Every student therefore has two Joint Honours Subject Coordinators available for consultation, though normally only the Adviser in the School which does not contain the Personal Tutor will be used. The Joint Honours Subject Coordinators are also sources of advice and information to new tutors who are unfamiliar with the Joint Honours structure. In addition, each Subject Coordinator is automatically a member of the Faculty Board for Co- and Multi-disciplinary Degree Programmes, the Awards Board and the Staff-Student Committee, and acts as a channel of communication between Joint Honours and the various schools. Subject Coordinators are required to report to the Faculty Board any proposals arising in their Schools which may have implications for Joint Honours students.
- The **Degree Programme Director** is accessible to Joint Honours students throughout the year. Personal Tutors and Subject Coordinators inform the Degree Programme Director when problems arise.
- **Discipline:** Where a student is delinquent or is performing badly, the individual schools, which are in day-to-day contact with the student, are expected to counsel the student through the school support mechanisms available to Single Honours students, normally via the appropriate subject area Degree Programme Director. Problems of this nature which are not speedily resolved are reported to the Degree Programme Director.
- There is a wide range of **University Support Services**, all given in the Student Handbook. These include a) the Disability Unit, b) the Student Counselling Service, c) Student Welfare, and d) the Careers Service.
- The **Robinson Library** has an excellent collection of books, journals, local and on-line databases, and self-tuition courses in study-skills. In addition, there are permanently manned, subject-specific help-desks to assist students in finding

information. The **Science Liaison Librarian** is on hand to provide further assistance, as and when required.

- The **University Computing Service**, through its distributed resources across the campus, and with the Halls of Residence, gives e-mail, web access, and use of all necessary software.
- The **Common Room** on the Ground Floor of the Agriculture Building has been designated as a place where Joint and Combined Honours students can meet each other, and relax between lectures. The Notice Board for Joint and Combined Honours students is adjacent to the Common Room.

14 Evaluation and Improvement of the Quality of Teaching and Learning

Module reviews are the responsibility of the individual schools contributing to the Joint Honours Degree Programmes.

Programme reviews: each contributing school is expected to review its contribution to the Joint Honours degree programmes each year.

External examiner reports: the Joint Honours Degree Programmes do not have an External Examiner, but instead have an **External Assessor**. He attends the Awards Board, and advises on the application of the Examination Regulations in difficult cases, but does not vet examination questions or review scripts. However, each subject area has its own External Examiner(s), and they are required to report to the Awards Board, via a standard form, any issues arising in the subject area which have implications for Joint Honours students.

Student evaluations: Degree programme questionnaires are sent annually to all Joint Honours students. The questionnaires are discussed by the Staff-Student Committee and by the Faculty Board for Co- and Multi-Disciplinary Programmes.

Review Mechanisms:

Student Questionnaires
Degree Programme Review
Internal Subject Review
QAA Academic Review

Committees For Monitoring Quality

Faculty Board for Co- and Multi-disciplinary Programmes
Awards Board for Co- and Multi-disciplinary Programme
Staff-Student Committee
Subject Boards of Studies
Subject Boards of Examiners
Subject Staff-Student Committees
Faculty Teaching and Learning Committee

15 Regulation of Assessment

All work is marked against the University mark scheme for which the pass mark is 40. Modules within the Faculty of Science use a common set of marking criteria, supplemented in each school by more specific criteria. Most modules are assessed by a combination of in-course assessment, and an end-of-semester written examination. In addition, there may in individual schools be other methods of assessment – essays, case studies, research reports, individual and joint projects, posters, open book/unseen examinations, and oral presentations. The methods of assessment for each module, and the relative weightings for each component, are published in the relevant degree programme handbooks.

Assessment is overseen by the Awards Board for Co- and Multi-disciplinary Programmes. The members of the Board are the Dean of Undergraduate Teaching, the External Assessor, the Degree Programme Director, the Faculty Administrator with special responsibility for Joint and Combined Honours Degree Programmes and the Joint Honours Subject Coordinators.

17 Other Sources of Information

University Prospectus
University Regulations
School Brochures
Joint Honours Degree Programme Handbook
School Degree Programme Handbooks
University's Web Page: <http://www.ncl.ac.uk/external.phtml>
The SAgE Faculty Web Page: <http://www.ncl.ac.uk/sage/>

18 Availability

This degree programme specification provides a concise summary of the main features of the Joint Honours degree programmes, and of the learning outcomes that a typical student may reasonably be expected to achieve. It should be read in conjunction with the specifications to be provided by each Joint Honours school for its contribution to the Joint Honours Degree Programmes. While every effort is made to ensure the accuracy of these specifications, the availability of individual modules will inevitably depend on there being staff with the relevant expertise to teach them, so that availability cannot always be guaranteed.