

PROGRAMME SPECIFICATION



1	Awarding Institution	Newcastle University
2	Teaching Institution	Newcastle University
3	Final Award	B.A. (Hons)
4	Programme Title	Media, Communication and Cultural Studies
5	UCAS/Programme Code	PLQ0
6	Programme Accreditation	N/A
7	QAA Subject Benchmark(s)	Communication, Media, Film and Cultural Studies
8	FHEQ Level	Honours Level
9	Date written/revised	22 nd June 2007

10 Programme Aims

1. To provide students with a learning environment that cultivates personal and academic development by offering intellectually exciting and challenging experiences.
2. To produce professionals who can interpret, analyze and exercise critical judgement in the evaluation of theories, concepts, accounts and explanations produced within the fields of media, communication and culture.
3. To equip graduates with a knowledge and understanding of media, communicative and cultural activities across local and global situations and historical and contemporary contexts.
4. To enable graduates to apply theories and concepts to the field of media, communication and culture and critically reflect on the reliability and validity of the resulting explanations.
5. Enable graduates to investigate problems and generate solutions by selecting and employing the most appropriate research methods, coding strategies and analytical frames.
6. To produce innovative and versatile professionals who are able to effectively create, manage and disseminate information textually, verbally and visually.
7. To provide students with the necessary transferable intellectual, vocational and interpersonal skills appropriate to the contemporary employment market and post-graduate study.

11 Learning Outcomes

The programme provides opportunities for students to develop and demonstrate knowledge and understanding, qualities, skills and other attributes in the following areas. The programme outcomes have references to the benchmark statements for Communication, Media, Film and Cultural Studies.

Knowledge and Understanding

On completing the programme students should have a:

- A1** Knowledge of key thinkers, theories, concepts and perspectives in the fields of Media, Communication and Cultural Studies and an understanding of how to critically evaluate this knowledge.
- A2** Knowledge media, communication systems and cultures and understand how they organise meanings, experiences and affects

A3	Knowledge of how verbal, textual and visual representations impact upon relationships between individuals, groups, institutions, cultures and societies.
A4	A knowledge of how cultural contexts and cultural consumption and understandings of how they control, create and challenge individual and collective identities, experiences and emotions.
A5	A knowledge of class, age, ethnicity, gender, sexuality and other social divisions and how they shape the production, circulation and consumption of social, cultural and economic products, artefacts and commodities.
A6	A knowledge of the audio, visual, verbal and textual conventions through which sounds, images and words make meaning through different mediums and in different social and cultural contexts.
A7	Knowledge of a variety of research methodologies and understand how their philosophical traditions and attendant practices are used to produce information about the media, communicative action and culture.

Teaching and Learning Methods

Realizing the outcomes for 1 -7 is achieved primarily through lectures with scholars who have national and international reputations in their field of study. These methods and strategies are supported by the use of a range of resources that include newspaper, television, film, radio, internet, music recordings. These are supplemented by seminars (1-7), fieldtrips (2, 4, 6), practical sessions (3, 6), tutorials (1-7), computer assisted learning (1-7) and research supervision (1-7). Furthermore, computer clusters are used for the teaching of ICT elements (3, 6). These methods facilitated by strategies that involve individual and collective learning (small group, class and Stage).

All students at Stage 1 are given foundational knowledge in media, communication and cultural studies. At Stage 2 students have the chance to specialise in areas of their choice. At Stage 3, students' knowledge and understanding is further advanced by a compulsory module theory and concepts alongside their research based dissertation.

Assessment Strategy

Knowledge and understanding are assessed by a means of coursework, presentations and timed assessment. *Coursework*: essays, projects, portfolios, seminar preparation; *Presentations*: individual presentations, group presentations; *Research Led*: research proposals, dissertation; *Exams*: seen examination.

The aim of the *coursework* enables students to explore their knowledge and understanding. Such methods encourage more sophisticated and critically inflected understanding of knowledge, theory and concepts. *Presentations* enable students to demonstrate their knowledge and understanding in a different mediums, whilst the *Research led* assessment encourages deeper understanding and sustained engagement with particular knowledges, theories and concepts. *Exams* are primarily used to provide students with demonstrate their understanding of core knowledges.

Intellectual Skills

On completing the programme students should be able to:

B1	Collect and select relevant information from a variety of sources including journals, archives, databases, reports, monographs, web pages and research papers.
B2	Manage multiple sources of information containing a variety of perspectives and effectively disseminate ideas in an organized, coherent and logical manner.
B3	Devise research questions in the areas of media, communication and culture and select the most appropriate methods and resources to explicate those questions.

B4	Evaluate the impacts of 'how we get knowledge' (epistemology) on the methods selected and the nature of the evidence that is consequently generated.
B5	Filter research data through coding strategies and provide critical interpretations of the significance of the data to the field of study
B6	Reflexively recognise how biography, norms and values, ethical standpoints, cultural context and chronology may shape the research process.

Teaching and Learning Methods

Students are given the opportunity to develop their subject specific skills in a range of forums. Across the degree students are required to support their knowledge and understanding, subject specific skills and cognitive skills through the collection of supporting evidence. Achievement of all the outcomes in this area is underpinned by lectures (1-6), workshops (1, 3), seminars and tutorials (4, 6), ICT based modules (2) and individual research supervision (1-6). The development of these skills is also enhanced by the use group led learning sessions (1, 2, 3, 5).

The main emphasis of in this area is that of research inquiry. Core modules at every stage facilitate students' awareness of a variety of research methods that are appropriate to media, communication and cultural studies. It is important that students' relationship with methodology intensifies as their degree progresses and they develop a methodology of research as part of their research led dissertation module.

Assessment Strategy

Subject specific skills are assessed through coursework, presentations, and timed assessment.

Coursework: essays, projects, group portfolio, seminar preparation, seminar tasks

Presentations: Individual presentations, Group presentations

Research Led: primary research, research proposals
dissertation

Exams: seen examination

The aim of the *coursework* enables the measurement of students' ability to interpret, analyze and recognize the how different knowledges and understandings shape the fields of media, communication and cultural studies. *Presentations* enable the demonstration of the application of their subject specific skills. *Research led methods of assessment* not only provide students not apply perspectives to explain phenomena, it also enables students to adapt their

Practical Skills

On completing the programme students should be able to:

C1	Interpret, analyze and exercise critical judgement in understanding and evaluation of major theoretical perspectives, concepts, and evidence presented in studies of the media, communication and culture.
C2	A capacity to recognise how different theoretically informed perspectives contribute to different knowledges and understandings of media, communication and culture.
C3	Apply theoretical perspectives to explain how individuals and social groups create, circulate and consume media, communication and culture

C4	Engage in abstract thinking and concept building and apply knowledge to both factual situations and practical media
C5	Adapt existing theories, concepts and explanations to explore new and emerging areas in the field of media, communication and cultural studies.

Teaching and Learning Methods

Developing students' interpreting, analyzing and exercising critical judgement in the evaluation of the field of media, communication and cultural studies is accomplished also through lectures (1-3). However, seminars and tutorials are predominantly used to as means to enable students to discuss, learn to evaluate and demonstrate their skills (1 – 4). Specific teaching strategies such as group and individual problem solving sessions (1-4), computer assisted learning (1- 4), research supervision (1-4) are also used to facilitate students' critical appreciation and application of theories and concepts in the field of media, communication and cultural studies. Email surgeries are also used where students can have designated one to one contact on a weekly basis.

Such strategies operationalise a range of resources that include academic studies, newspaper, literature, television, film, radio, internet, music recordings, photography are used to stimulate discussions that enable the application of theories and concepts to 'real life' examples (3, 4).

Assessment Strategy

Subject specific skills are assessed through coursework, presentations, and timed assessment. These include: *Coursework*: Essays, Projects, Group portfolio, Seminar preparation, Computer based workbook; *Presentations*: Individual presentations, Group presentations; *Research Led*: Primary research, Research proposals, Dissertation; *Exams*: Seen examination

These methods of assessment enables students a thorough and systematic application of their cognitive skills. The *coursework* allows students to put into effect their rational thinking, analytic skills and capacity critically evaluate in a depth and systematic fashion. Presentations enable students to translate abstract thinking into practical events forcing clarification and awareness of audience. *Research led methods of assessment* provide an opportunity to apply cognitive thinking to real life phenomena in the field of media, communication and cultural studies. *Exams* diagnostically ensure that students grasp the basic precedents of cognitive thinking.

- Transferable/Key Skills**
- On completing the programme students should be able to:
- 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 a range of audiences such as 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	Work productively in a group or team showing abilities at different times to listen, contribute and lead effectively.
D9	The ability to work independently, self –directed and with initiative.

Teaching and Learning Methods

Teaching methods and strategies that are employed to achieve these objectives are both standard lectures (1, 2, 3, 4, 7), ICT based lectures (2-9), workshop sessions (2, 4, 5), library based interactive sessions (4, 5, 6), Seminars (1, 2, 5, 8), Web based learning (1, 2, 7, 9). Tutorials and research supervision focus on solving problems and working independently (5, 9).

At Stages 1 and 2 students’ take core modules in employment, industry and organisations. This module involves the direct application of theories, concepts and perspectives to local organizations and companies. This is often undertaken in a consultancy context. Seminars, where appropriate, involve presentations by students providing discussion and analysis of research/case study explorations. Across three stages students undertake a minimum of three projects: two team and one individual investigation of communication processes in institutions, organisations and the workplace.

Assessment Strategy

Key skills are assessed through: *Coursework*: Essays (1-9), Projects, Portfolios (1, 4, 5, 7, 8, 9) Seminar preparation (1, 2, 3, 4, 5, 6, 8, 9); *Presentations*: Individual presentations (1, 2, 3, 6, 7, 9) Group presentations (1, 2, 3, 6, 7, 8); *Research Led*: Research Proposals (1, 4, 5, 6, 7, 9) Dissertation; (1, 4, 5, 6, 7, 9) *Exams*: Seen examination.

The aim of the *coursework* enables students to practice and hone their key skills constituting a as a broader process of the degree. Such methods encourage more sophisticated and critically inflected understanding of knowledge, theory and concepts. *Presentations* enable students to demonstrate their knowledge and understanding in a different mediums, whilst the *Research led* assessment encourages deeper understanding and sustained engagement with particular knowledges, theories and concepts. *Exams* are primarily used to provide students with demonstrate their understanding of core knowledges.

12 Programme Curriculum, Structure and Features

Basic structure of the programme

(i) Basic structure of the programme

- a. The programme is studied over three years full-time based on 30 weeks attendance per annum. It is a full time course.
- b. The programme is made up of three stages.
- c. The overall credit value of the programme is 360.
- d. Each stage requires the study of modules with a credit value of 120. Each stage is made up of a mixture of *compulsory* (modules that must be taken), *core* (modules that are chosen from a set) and *free choice* modules. *Compulsory* modules ensure that a baseline of Certificate, Intermediate and Honours level knowledge, skills and understanding are acquired by all students. *Core* modules enable students to focus this knowledge in specialised areas. *Free Choice* modules enable students to gain broader knowledge and skills in consonant subject areas.

- Stage One: 40 Core / 60 Compulsory Modules/ 20 Free Choice

- Stage Two: 60 Core Modules / 40 Compulsory / 20 Free Choice
- Stage Three: 60 Core Modules/ 40 Compulsory / 20 Free Choice

(ii) Key Features of the Programme

The programme contains a number of distinctive features:

- Research and problem solving is a central concern of the programme
- An innovative feature of the programme is that it is designed to focus on contextualizing Media, Communication and Culture to the workplace through Core and Compulsory modules
- Students are able to specialise in Management, Sociology and English as an alternative study pathway

Stage 1

All Stage 1 students are introduced to the key theories, concepts and methodological approaches in the areas of media, communication and cultural studies. Students are also formally trained in a number of key skills that includes ICT, communication skills and learning resources. Furthermore, students are facilitated in making connections between the knowledge and understanding and their subject specific skills and employment, industry and organizations. This is facilitated by students' engagement with the four generic strands of the programme. Consisting of 100 core modules (20 credits each), these strands ensure that students are introduced, able to recognise and become literate in a shared critical vocabulary. These strands are:

Critical and Contextual Studies: This strand provides students with a rudimentary knowledge and understanding in the fields of media, communication and cultural studies, by specifically focusing on subject specific skills, cognitive skills and key skills.

Media Studies: The introduction to media studies provides students with a basic grounding in the area of media studies.

Communication Studies: This strand introduces students to a diverse range of areas that includes social psychology, studies of language and texts and visual communication.

Cultural Studies: this area introduces students to social and cultural studies specifically focusing on everyday character of social and cultural formations.

Professional Communication: This is a more vocational approach to the study of the media and cultural industries. This is primarily concerned with public relations and journalism.

By the end of Stage One students, are equipped with a knowledge understanding in a specific area of study and key skills that enhances their participation in a learning community that underpinned by lectures, seminars, online discussion forums, group work.

Students are also provided with the opportunity to take 20 credits of options from other schools in the Faculty. These may connect up with aspect of the programme's areas of study such as English, Psychology and Sociology or they may select options in separate field of study such as modern languages. We also encourage students to take up the opportunity to study modules in marketing and management. Other modules outside the department are subject to the logistics of timetabling and approval from the Degree Programme Director.

Finally, Students may take 40 credits in Management, Sociology and English. If they adopt this pathway, students must take modules in critical and contextual studies and one other strand.

Stage Two

Stage 2 offers students the opportunity to focus on one or more of the strands through a much wider choice of modules. The aim of this Stage is to build upon the basic knowledge and understanding in Stage 1 and develop a more specialised and sustained engagement with areas of study. This stage develops students' knowledge and understanding, cognitive and subject specific skills by specialising in particular areas of study. Core and Compulsory modules contained within the strand **Critical and Contextual Studies** are pivotal to connecting Stage 1 and Stage 3. They contribute to 60 credits of the 120 credits in this stage. Thus:

- COM 2069: Researching Media, Communication and Cultural Studies II focuses on the whole process and practice of research. It covers the fundamental philosophical issues of research and inquiry, through to practical information on data collection techniques. In the second semester the module not only gives information on putting a research proposal together it enables students to undertake preliminary work for their stage three research dissertation.
- COM 2030 Industry, Employment and Organizations provide the opportunity for students to relate knowledge, understanding and skills gained in other modules to organisations, industry and employability. For example they will analyse the critical features of a workplace problem and suggested appropriate action, understanding of the range of factors affecting the communication and decision making processes in and develop their communication skills in the dissemination of this information.
- COM 2054: Communication Online provides students with the skills and knowledge to communicate and work in the field of ICT. More specifically, this module gives participants experience in using common online communications methods such as discussion forums and online questionnaires.

Students are then required to choose a minimum of 40 and a maximum of 60 credits from the following strands:

Media Studies: Modules in this strand examine the principal themes, issues, and debates in the study of the media. Modules in this strand also seek to investigate the role of the media in local and global cultures in relation to textual, socio-historical and production concerns. Areas that the modules cover include: Television studies, advertising and consumption, writing for the media and Broadcast and audience studies.

Communication Studies: Modules in this strand enable students to explore communication and the human activity of exchanging ideas, understandings, knowledge and information. The interdisciplinary nature of the strand means that students choose from a diverse range approaches and areas of communication study., interpersonal communication, Literature as communication; Representations and images of Teachers and Teaching in literature and film; Investigating Gender: Contemporary Perspectives in Education and Training

Cultural Studies: Modules in this strand provides students with more advanced theoretical and conceptual tools to explore how the everyday social and cultural worlds are constituted. In doing so it enables students to consolidate their knowledge and understanding of social and cultural theory. Areas of study in this strand include: Communication and culture, Contemporary Social and Cultural Issues, Discourses of Sport; Sexual communication.

Students do not have to restrict their modules to one strand but may choose modules from all three. Furthermore students are also able to take 20 credit modules outside of the programme subject to degree programme director's approval and timetabling

Stage Three

The emphasis at Level 3 is on obtaining a deep and critical awareness of specific aspects of media, communication and culture. Through their development of a critical vocabulary at Stage one and two, at level three students are provided with a number of opportunities to further refine and demonstrate their knowledge and understanding, their subject specific knowledge, their cognitive skills and their key skills. Furthermore, Stage 3 students become deeply aware of the importance of attention to detail, texture, argument, criticality, subtly, and complexity. They achieve through their participation in compulsory modules under the Critical and Contextual studies strand that include:

COM 3073: Researching, Media, Communication and Cultural Studies: Research dissertation: This is a 40 credit module that takes place over two semesters. This involves developing specialist knowledge and understanding of a specific aspect of media, communication and culture. It requires the ability to engage with advanced concepts, theories and approaches relevant to their area of study. Furthermore it enhances their knowledge and understanding of research methodology and methods gained in the previous two years. Finally students gain the ability to develop of a sustained argument that is supported by systematically collected evidence.

COM 3074: Themes and Issues in Contemporary Media, Communication and Cultural Studies

Drawing on theoretical texts and a range of cultural practices, the module will provide students with a detailed and complex-critical understanding of cultural and media studies from a range of perspectives including: Feminism, Marxism, Psychoanalysis, Post-Colonialism, Deconstruction, Language and Discourse. The module will allow students to analyse a range of aspects of media, culture and communications covering film, television, popular literature and music. However, cultural geography, social conflict, and new fundamentalisms will address the module's local-global concerns. The aim at level 3 is to encourage students to pursue a specialist interest with critical detail and reflexivity.

Students continue to have the opportunity to specialise in areas of their interest. They also have the opportunity to take modules outside of the programme.

Key features of the programme (including what makes the programme distinctive)

Programme regulations (link to on-line version)

<http://www.ncl.ac.uk/regulations/programme/2007-2008/programme/pq10.php>

13 Criteria for admission

Entry Requirements

School/ College Leavers

- Generally 5 A – C grade GCSE's
- Generally three A levels required for entry
- A level grades ABB No specific subjects required (although social science subjects would be an advantage).
- Scottish Highers: AAB. Combinations of Highers and Advanced Highers accepted.
- BTEC National Diploma at overall merit grade
- BTEC National Higher Diploma: Applications will be considered on an individual basis.

Post 16 qualifications

- 6 credit Vocational A level accepted as one of three A levels
- Applicants with 12 credit Vocational A levels will be considered on their merits
- Points offers using the new UCAS tariff will generally not be made
- Two AS levels accepted instead of one of the three A2 levels required
- Skills qualifications are useful but will generally not be included in offers
- Applications from mature students are especially welcome and each case is considered on its merits. Evidence of recent study is required.

Overseas students

- Appropriate overseas qualifications will be considered, such as the International Baccalaureate: A minimum of 30 points
- International qualifications equivalent to School / College leavers / post – 16 qualifications will be accepted. The National Recognition Information centre for the United Kingdom is used as a guide for comparison.
- Evidence of adequate English language skills to complete the programme successfully required, in particular that students are expected to achieve an IELTS score of 6.5. Students may be accepted on the condition that they attend the University language summer school.

Admissions policy/selection tools

Students to whom offers are made are invited to attend one of three open days that take place through the academic year. This enables them to meet staff and current students and provides the opportunity to look round the School and the University. Attendance is not compulsory but is recommended.

Applications from students with socially excluded backgrounds are strongly encouraged to apply through the University Partners Scheme. Mature students, students from Minority Ethnic Groups, students with disabilities are strongly encouraged to apply. We also welcome applications from people with non-conventional backgrounds. Experience in public, private and voluntary sectors will also be considered.

Non-standard Entry Requirements

Applicants with non-standard qualifications may be interviewed by a member of the Admissions team. Where an applicant does not meet the entrance criteria, a decision must be agreed by two members of academic staff.

Additional Requirements

Level of English Language capability

IELTS 6.5

14 Support for Student Learning

Induction

During the first week of the first semester students attend an induction programme. New students will be given a general introduction to University life and the University's principle support services and general information about the School and their programme, as described in the Degree Programme Handbook. New and continuing students will be given detailed programme information and the timetable of lectures/practicals/labs/ tutorials/etc. The International Office offers an additional induction programme for overseas students (see http://www.ncl.ac.uk/international/coming_to_newcastle/orientation.phtml)

Induction

Induction week for all three stages provides students with a number of opportunities to learn about the University, the School and the programme that they are enrolled on. It is also a time where students are asked to join the Staff – Student Committee and to be representatives for other students on the Board of Studies. They are also encouraged to join the social

committee - that is involved in organising social events. All students are made aware of conventions of academic writing and the issue of plagiarism. They are all (re) acquainted with the procedures of the submission and regulations of the submission of academic work. Furthermore, all students are made aware of what happens when they submit their work including the difference between provisional and final marks, the role of the Board of Examiners and the function of the Sub-scrutiny committee. Students are made aware of the complaints and appeals procedures both within the School and the University. Other information such as Health and Safety, policies on smoking, sexual and racial harassment; equal opportunities and dignity and study are highlighted.

Stage One

A key objective of the induction programme for Stage One students is to welcome them into the School's academic community, giving them an orientation to the University, the School, the teaching team of the Applied Communication programme and its attendant administrative support structures. This occurs at the start of the Autumn term and consists of a number of formal and informal meetings. At a University level, students are encouraged to attend two Induction lectures. At a programme level, students attend a number of information sessions that include learning about the teaching team, learning about their fellow students and learning who their personal tutors are and what role they play. Alongside this students are provided with a subject specific introduction to ICT that includes how to get email addresses, how to log on to the University Intranet and Blackboard facilities. Students are encouraged a social evening organised by existing students and member of staff.

Stage Two

The function of Stage Two Induction Week is to provide students with information on their module choices. This is also a key time to communicate any developments of the programme and how the teaching team has responded to student evaluations. Furthermore, students meet with their personal tutors who are available to discuss student module choices in light of their previous academic performance at Stage One. They are also invited to organise and attend a social evening.

Stage Three

For Stage Three – information on the development of the programme is provided and any changes to the operation of the programme are also discussed. This is also a time to discuss any responses to student evaluations. They also meet with their personal tutors to discuss module choices in relation to their Stage two academic performance. At the same time, Stage three students are assigned their dissertation tutors. Finally, students have a formal session with the careers service.

Study skills support

Students will learn a range of Personal Transferable Skills, including Study Skills, as outlined in the Programme Specification. Some of this material, e.g. time management is covered in the appropriate Induction Programme. Students are explicitly tutored on their approach to both group and individual projects.

All students are provided with relevant study skills sessions within existing modules. However, the programme draws upon a number of *directed study skills* support sessions that are provided at the following stages:

- ➔ Students take Researching Media, Communication and Cultural Studies I. This is a compulsory module and introduces students to university study.
- ➔ Formal Meetings with the personal tutor
- ➔ Sessions with the School Liaison Librarian
- ➔ Information sessions run by the University Computing Service on Email and Blackboard
- ➔ Language Centre courses (for students not having English as a first language)

More *self-directed study skills* can be found in the student handbooks and module guides, University skills guides – for example those provided by the University Library and the

University Website and through Blackboard.

Academic support

Students with academic support at various levels. If students feel that the support they need is trivial they may contact designated student email mentors. Students who require specific subject knowledge support and information on choosing modules are advised to approach the module leaders. Each module leader has set aside time to provide support. Formative feedback may be given in lectures and seminars. An example of this is the email surgery. This is where module leaders or contributing staff are available at set times to answer any queries promptly via email. Students also have access to their stage leaders. Summative support both written and verbal is provided through assessment. Finally, the degree programme director has overall responsibility for the smooth running of the programme.

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 Counselling and Wellbeing team, the Mature Student Support Officer, and a Childcare Support Officer, see <http://www.ncl.ac.uk/undergraduate/support/welfare.phtml>

Each student is required to meet with their personal tutor three times each academic year. They are usually assigned the tutor during induction and ideally they remain with the tutor for the rest of their stay in the university. The first meeting is usually in the induction week. The second meeting occurs after the first examination period. This enables personal tutors to discuss any academic and pastoral support in light of student results. The final meeting takes place after the second examination period. Tutors offer students to come and see them to discuss any issues that they feel appropriate. Students are also made aware of the various support that is available across the University that include childcare, counselling, disability, faith and chaplaincy or healthcare.

Support for students with disabilities

The University's Disability Support Service provides help and advice for disabled students at the University - and those thinking of coming to Newcastle. It provides individuals with: advice about the University's facilities, services and the accessibility of campus; details about the technical support available; guidance in study skills and advice on financial support arrangements; a resources room with equipment and software to assist students in their studies. For further details see <http://www.ncl.ac.uk/disability-support/>

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 Proficiency Test. This is administered by INTO Newcastle University Centre on behalf of Newcastle University. Where appropriate, in-session language training can be provided. The INTO Newcastle University Centre houses a range of resources which may be particularly appropriate for those interested in an Erasmus exchange. See <http://ncl.ac.uk/langcen/index.htm>



The programme has a dedicated learning resource suite that is available for students to use. This is a space that students can use to hold meetings, undertake group work, practice presentations, work on group or individual projects. The suite consists of state of the art computer with website, video manipulation and audio editing software, digital cameras, video cameras, audio equipment, over head projectors.

- ◆ The programme also utilises Teaching facilities including lecture rooms with overhead projectors, television and video equipment, flip charts, resources for power point presentations and whiteboards.
- ◆ Students also have access to the resource centre in the school. It houses a photocopier and other equipment such as laminating machines. It has a range of PCs, scanners, Webcams and laser printers.
- ◆ The School has its own public access computer cluster that students are able to use. This is alongside other computer facilities offered by Central Computer Services.
- ◆ There is the comprehensive University Library facilities that include a variety of databases and search engines.

15 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. The Board responds to these reports through Faculty Teaching and Learning Committee. External Examiner reports are shared with institutional student representatives, through the Staff-Student Committee.

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. The National Student Survey is sent out every year to final-year undergraduate students, and consists of a set of questions seeking the students' views on the quality of the learning and teaching in their HEIs. Further information is at www.thestudentsurvey.com/ With reference to the outcomes of the NSS and institutional student satisfaction surveys actions are taken at all appropriate levels by the institution.

Mechanisms for gaining student feedback

Feedback is channelled 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 process, see http://www.ncl.ac.uk/aqss/qsh/internal_subject_review/index.php

Accreditation reports

Additional mechanisms

16 Regulation of assessment

Pass mark

The pass mark is 40 (Undergraduate programmes)

Course requirements

Progression is subject to the University's Undergraduate Progress Regulations (<http://www.ncl.ac.uk/calendar/university.regs/ugcont.pdf>) and Undergraduate Examination Conventions (<http://www.ncl.ac.uk/calendar/university.regs/ugexamconv.pdf>). In summary, students must pass, or be deemed to have passed, 120 credits at each Stage. Limited compensation up to 40 credits and down to a mark of 35 is possible at each Stage and there are resit opportunities, with certain restrictions.

Weighting of stages

The marks from Stages 2 & 3 contribute to the final classification of the degree

The weighting of marks contributing to the degree for Stage 2 is 33%.

The weighting of marks contributing to the degree for Stage 3 is 66%

Common Marking Scheme

The University employs a common marking scheme, which is specified in the Undergraduate Examination Conventions, 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

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

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

The School Brochure (contact enquiries@ncl.ac.uk)

The University Regulations (see <http://www.ncl.ac.uk/calendar/university.regs/>)

The Degree Programme Handbook

Please note. 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.

