PROGRAMME SPECIFICATION	

1	**Awarding Institution**	Newcastle University
2	**Teaching Institution**	Newcastle University
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 Science is included below)
5	**UCAS/Programme Code**	NG4K, NG55, NG41, NG43, CF11, CC18, GL4C, GG41, GG34, GL51, GL11, GL31, GF18, GF38, CG81, CG83, HF28
6	**Programme Accreditation**	Not applicable
7	**QAA Subject Benchmark(s)**	Relevant to each subject area
8	**FHEQ Level**	Honours
9	**Date written/revised**	February 2007

10 Programme Aims

The programme aims to:

1 recruit students from varied educational backgrounds who wish to study two subjects at Honours level, including at least one science subject;
2 produce graduates with a sound knowledge of two different disciplines, including at least one science;
3 provide for each Joint Honours student, an educational experience that is the same in quality as that enjoyed by a corresponding Single Honours student, though inevitably reduced in quantity.
4 enable students to gain key, transferable skills which will be valued by employers and essential for success in their future careers;
5 provide a stimulating learning environment which encourages students to achieve their full potential;
6 provide a programme which meets the requirements of Level H of the FHEQ and provides subject-specific knowledge which meets an appropriate sub-set of the benchmarks for the individual subjects studied.

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 each subject.

Knowledge and Understanding

In each case the teaching and learning methods and strategies are those of the two individual subjects. The Teaching and Learning Methods; Assessment Strategy for Knowledge and Understanding will be listed under subject combination programme specification. Students successfully completing a Joint honours programme will have developed:

A1 a knowledge and understanding of the key aspects of two disciplines including at least one science to a depth equivalent to that expected at Level H of the FHEQ;
A2 the knowledge, understanding, key and specific skills and general intellectual development required to make students employable in graduate positions;
A3 the capacity for inquiry, abstract logical thinking and critical analysis and the ability to work independently;
A4 an awareness of the developments within their corresponding subject areas and the

ability to apply this knowledge.

Teaching and Learning Methods

The Teaching and Learning methods are those of the two individual subjects. This is primarily delivered through lectures and the material is then supported through seminars, tutorials and practical work, where appropriate. Students are encouraged to supplement taught material with independent reading and are given guidance on the material.

Assessment Strategy

Knowledge and understanding is primarily assessed through unseen written examination and in-course assessments.

In all subjects, examinations are primarily intended to assess knowledge of core information, student learning and ability is enhanced and tested in seminar/tutorials and formative assessment. The assessment methods for each subject are defined in the degree programme specifications for the individual subjects.

The total assessment for each candidate is obtained by combining the assessments for each of his or her two subjects, 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.

Intellectual Skills

The intellectual skills are those which underlie effective learning, thinking and problem solving. The Intellectual Skills will be listed under subject combination programme specifications, the generic Intellectual Skills all Joint Honours students should have developed on successfully completing the programme include the ability to:

B1 Gather information from a variety of sources;
B2 Critically evaluate arguments and evidence and develop reasoned arguments;
B3 Understand and consider critical and theoretical issues in the subject areas and articulate arguments and points of view in relation to these.
B4 Analyse and interpret data and text;
B5 Solve problems and make reasoned decisions.

The Teaching and Learning Methods; Assessment Strategy for Intellectual Skills will be listed under subject combination programme specification.

Teaching and Learning Methods

The Teaching and Learning methods are those of the two individual subjects. Intellectual skills are developed throughout the programme and lectures generally provide the principle means to impart subject specific skills. Seminars/tutorials then enhance the knowledge imparted along with problem solving classes and coursework.

Assessment Strategy

Intellectual skills are assessed by coursework, laboratory reports and unseen written examinations. The assessment methods are those defined in the degree programme regulations for the individual subjects.

Practical Skills

The programmes provide the opportunity for students to develop and demonstrate the practical skills appropriate to two distinct subject areas. These skills can be wide ranging depending on the subject combinations, and combinations can include the ability to critically interpret and evaluate material and the ability to work in a laboratory environment. The Teaching and Learning Methods; Assessment Strategy for Practical Skills will be listed under subject combination programme specification.

Teaching and Learning Methods

Practical skills can be imparted through various means including lectures and tutorials, practicals and field trips. The Teaching and Learning methods are those of the two individual subjects.

Assessment Strategy

Practical Skills are assessed by coursework, laboratory reports, fieldtrips and unseen written examinations where required. The assessment methods are those defined in the degree programme regulations for the individual subjects.

Transferable/Key Skills

The key skills, teaching, learning and assessment strategies are those inculcated in the two individual subjects. After successfully completing the programme students should be able to:

D1 communicate effectively in writing or orally;
D2 demonstrate effective interpersonal skills;
D3 participate effectively as a member of a team;
D4 plan and organise their work effectively within the time available;
D5 use ICT effectively for finding and disseminating information;
D6 demonstrate, at least, a good standard of numeracy;
D7 work independently demonstrating, where appropriate, self-reliance, responsibility, initiative and adaptability.

The Teaching and Learning Methods; Assessment Strategy for Transferable/Key Skills will be listed under subject combination programme specification.

Teaching and Learning Methods

The Teaching and Learning methods are those of the two individual subjects. Students develop written communication skills in all modules through the submission of in course and final assessments. They practice oral communication skills in laboratory work, tutorials and presentations (where appropriate). The delivery of course work to deadlines enables students to develop time keeping skills. Many of the modules require a level of numeracy which, for some modules becomes highly advanced and students develop D7 through all modules and the guided independent reading and study.

Assessment Strategy

The Assessment Strategy is relevant to the two individual subjects.

Written work and presentations are used to assess written skills and many of the skills are assessed in written examinations. Students demonstrate timekeeping by the timely submission of assessed work. D5 is assessed specifically in some modules and indirectly in others e.g. in the production of coursework.

12 Programme Curriculum, Structure and Features

Basic structure of the programme

The Joint Honours degree programmes are three-year full-time modular programmes. Candidates are required to study modules with a total credit value of 120 credits in each year, 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 with a total value of 60 credits in each subject, as specified by each subject. Specific modules may be nominated as core modules to ensure students acquire the necessary knowledge to progress to Stage 2 and 3 of their subjects. The

student may then choose further modules from Stage 1 modules in their specific regulations to bring the total module value to 120 credits, the choice being subject to the approval of the Degree Programme Director.

(1) 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.

(2) Students may fail up to 20 credits of non-core modules and still proceed carrying these failures. If more than 20 credits are failed then passes to bring this total down to no more than 20 credits are required before proceeding.

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 subject areas but, if they are Stage 1 modules then the marks for these modules must be returned on the Honours scale (because all modules taken beyond Stage 1 contribute to the final degree classification).

(1) 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 40 credits worth of modules can be passed by compensation.

(2) Students may fail a cumulative total of up to 20 credits of non-core modules over Stages 1 and 2, and still proceed carrying these failures. If more than 20 credits are failed then passes to bring this total down to no more than 20 credits are required before proceeding.

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 up to the value of 20 credits from other subject areas, subject to the conditions outlined for Stage 2 above.

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

Each candidate on a Joint Honours degree programme has an added advantage of having a thorough experience of two sharply contrasting academic and cultural milieus, 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.

The conduct of Joint Honours degrees is the responsibility of the Faculty Board for Co-and Multi Disciplinary Programmes, chaired by the Dean of Undergraduate Studies. The Dean also chairs the Faculty Awards Board for Co-and Multi Disciplinary Degree Programmes. The Joint Honours programmes have a common Degree Programme Director, who chairs the Co-and Multi Disciplinary Programmes Staff Student Committee.

Programme regulations (link to on-line version)

http://www.ncl.ac.uk/calendar/

13 Criteria for admission

Entry qualifications

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 admission requirements for the various Joint Honours Degree Programmes are listed below. All candidates must have GCSE Mathematics grade B or equivalent, and most degree programmes require A level Mathematics at Grade A.

BSc Accounting and:-		
NG4K	Computing Science (3 yrs)	ABC/BBB, inc Maths
NG55	Information Systems (3 yrs)	ABC/BBB, B@ GCSE Maths
NG41	Mathematics (3 yrs)	ABB, inc A@ Maths
NG43	Statistics (3 yrs)	ABB, inc A@ Maths
BSc Biology and:-		
CC18	Psychology (3 yrs)	ABB inc. Biol, B@GCSE Maths
CF11	Chemistry (3 yrs)	BBB inc. B@Biol & Chem, GCSE Maths B
BSc Computing Science and:-		
GL4C	Economics (3 yrs)	ABC/BBB, inc B@Maths*
GG41	Mathematics (3 yrs)	ABB, inc A@Maths
GG34	Statistics (3 yrs)	ABB, inc A@Maths
BSc Economics and:-		
GL51	Information Systems (3 yrs)	ABC/BBB, B@GCSE Maths*
GL11	Mathematics (3 yrs)	ABB, inc A@Maths*
GL31	Statistics (3 yrs)	ABB, inc A@Maths*
BSc Geography and:-		
GF18	Mathematics (3 yrs)	ABB, inc A@Maths & B@Geog
GF38	Statistics (3 yrs)	ABB, inc A@Maths & B@Geog
BSc Mathematics and:-		
CG81	Psychology (3 yrs)	ABB, inc A@Maths
BSc Psychology and:-		
CG83	Statistics (3 yrs)	ABB, inc A@Maths

*A or AS level Economics desirable but not essential.

General Studies excluded for all Joint Honours courses.

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 including Psychology).

BTEC

Entry requirements vary, but usually 3 merits, plus distinction in mathematics at Level III where appropriate are required.

International Baccalaureate:

Typical entry requirements range from IB28 to IB34, with additional subject-specific requirements.

Admissions policy/selection tools

Most suitable applicants, including usually all of normal age, are offered a place on the basis of the UCAS application form. All are invited to an Open Day: the Open Day programme includes tours and presentations in both subject areas, opportunities to talk to the Subject Coordinators, and information about accommodation and other aspects of the University.

Non-standard Entry Requirements

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

Level of English Language capability

IELTS - 6.5
TOEFL - 577 / 600

14 Support for Student Learning

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

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

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

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

Support for 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 test in the Language Centre. Where appropriate, in-sessional language training can be provided. The Language Centre houses a range of resources for learning other languages which may be particularly appropriate for those interested in an Erasmus exchange. See http://www.ncl.ac.uk/undergraduate/support/facilities/langcen.phtml

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

Review Mechanisms:

Student Questionnaires
Degree Programme Review
Internal Subject Review
QAA Academic Review

Committees For Monitoring Quality

Faculty Board for Co- and Multi-disciplinary Degree Programmes
Co- and Multi-disciplinary Staff-Student Committee
Awards Board for Co- and Multi-Disciplinary Degree programmes
Subject Area Boards of Studies
Subject Area Boards of Examiners
Subject Area Staff-Student Committees
Faculty Teaching and Learning Committee
University Teaching and Learning Committee

Role of the External Assessor
An External Assessor, a distinguished member of the subject community, is appointed by Faculty Teaching and Learning Committee, after recommendation from the Faculty Board for Co-and Multi disciplinary programme. The External Assessor is expected to ensure that assessment procedures are carried out fairly and consistently within the Progression and Awards Examination Board.

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.

Progression is subject to the University's Masters Degree Progress Regulations, Taught and Research (http://www.ncl.ac.uk/calendar/university.regs/tpmdepr.pdf) and Examination Conventions for Taught Masters Degrees (http://www.ncl.ac.uk/calendar/university.regs/tpmdeprexamconv.pdf). Limited compensation up to 40 credits of the taught element and down to a mark of 40 is possible and there are reassessment opportunities, with certain restrictions.

Weighting of stages
The marks from Stages 2 and 3 will contribute to the final classification of the degree
The weighting of marks contributing to the degree for Stages 2 and 3 is 1:1.

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

Role of the External Examiner
An External Assessor Examiner, a distinguished member of the subject community, is appointed by Faculty Teaching and Learning Committee, after recommendation from the subject Board of Studies. The External Examiner for each subject area is expected to:

See and approve examination papers
Moderate examination and coursework marking
Report to the University on the standards of the programme

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.

Annex

Mapping of Intended Learning Outcomes onto Curriculum/Modules

The intended learning outcomes for each module can be found the subject programme specifications.