PROGRAMME SPECIFICATION	

1	**Awarding Institution**	Newcastle University
2	**Teaching Institution**	Newcastle University
3	**Final Award**	Graduate Diploma
4	**Programme Title**	Graduate Diploma in Computing
5	**Programme Code**	2994
6	**Programme Accreditation**	
7	**QAA Subject Benchmark(s)**	Computing
8	**FHEQ Level**	Honours Level
9	**Date written/revised**	26-11-2007

10 Programme Aims

1 To improve the language skills of learners in preparation for post graduate study in Computing

2 To equip learners with the necessary study and research skills for post graduate study in Computing

3 To equip students with the skills and knowledge required to develop advanced computer programs

4 To prepare students for entry to the MSc in Computing Science, MSc in Internet Technologies and Enterprise Computing, MSc in Computer Games Engineering and the MSc in Computer Security and Resilience

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 Computing.

Knowledge and Understanding

On completing the programme students should be able to demonstrate knowledge and understanding of:

A1 Some of the theoretical foundations of Computing Science
A2 The principles of Software Engineering
A3 A number of applications within Computing Science
A4 Techniques for the development of algorithms for a range of applications
A5 A high level programming language
A6 The conventions and constraints of academic English
A7 The nature of the writing process
A8 The linguistic and textual features of academic texts
A9 Citation and referencing in academic writing
A10 Features of UK geography and sociology
A11 Key features of the academic culture of UK HE system

Teaching and Learning Methods

The main method of teaching and learning is through lectures. Practical sessions provide support to develop programming skills. Learners are encouraged to engage in independent learning through on-line resources, reading lists and literature reviews.

Assessment Strategy

Knowledge and understanding are assessed by unseen written examinations, formative and summative coursework, group project work, presentations and through the writing of computer programs.

Intellectual Skills
On completing the programme students should be able to demonstrate skills in: B1 The evaluation and use of appropriate tools and techniques in developing Computer programs B2 The use and provision of network information services B3 The identification and implementation of appropriate algorithms and data structures B4 Reasoning abstractly about the structure and behaviour of computer systems B5 Processing, understanding and inferring information from several extracts of unprepared spoken discourse covering a variety of styles B6 A range of appropriate reading strategies B7 Evaluating arguments and evidence B8 The analysis and evaluation of source material B9 Critical analysis of information
Teaching and Learning Methods
The main methods of teaching are through lectures, group tutorials and seminars. Practical sessions provide practice and support to develop programming skills. Learners are encouraged to engage in independent learning through on-line resources.
Assessment Strategy
B1-B9 Are assessed by coursework, reports and through the development of computer programs.
Practical Skills
On completing the programme students should be able to: C1 Develop software packages C2 Use hardware and software systems C3 Conduct investigations using technical and professional literature C4 Use a high level of programming language C5 Write clearly and appropriately using an adequate range of sentence structures and vocabulary
Teaching and Learning Methods
Teaching will be delivered in computer and language laboratories as practical sessions. Learners are guided and supported to develop individual computer programming skills and writing skills.
Assessment Strategy
Practical skills are assessed by a range of coursework (C1-C5), group project work, presentations and through the writing of computer programs.
Transferable/Key Skills
On completing the programme students should be competent in : D1 Written communication D2 Problem solving D3 Interpersonal communication D4 Oral presentation D5 Teamwork D6 Interpreting data D7 Planning and Organisation D8 Computer literacy D9 Adaptability
Teaching and Learning Methods
Key skills feature throughout the programme in all modules. The main method of teaching is through small group seminars, tutorials and workshops.
Assessment Strategy
Transferable skills are assessed by a series of written assignments, oral presentations, group project work and essays.

12 Programme Curriculum, Structure and Features

Basic structure of the programme

All modules are compulsory with a total value of 120 credits. The programme is only available on a full time basis with two entry points, September (nine months) and January (7 months, with the same number of teaching weeks as the September start).

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

This is a unique programme to prepare graduates with necessary language skills, research methodology, academic knowledge and expertise required for post graduate studies in Computing. The programme has two entry points, September and January to cater for a wide international market. The Graduate Diploma offers a highly supportive study environment including small class sizes, detailed feedback on students' performance, active learning methods and the highest level of personal care and support.

Programme regulations (link to on-line version)

http://www.ncl.ac.uk/regulations/programme

13 Criteria for admission

Entry qualifications

Pass in an undergraduate degree in Computing Science or a related subject such as Mathematics, Engineering and Physics with some additional Computing experience
(as approved by INTO Newcastle University)

Admissions policy/selection tools

Applications will be considered on an individual basis.

Non-standard Entry Requirements

Diploma (3 – 5 years) in computing science or a related subject with satisfactory grades (as approved by INTO Newcastle University and the Dean of Post Graduate Studies in SAgE Faculty).

Additional Requirements None

Level of English Language capability IELTS 5.5 or higher with at least 5.0 in writing

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 principal support services and general information about INTO Newcastle University and their programme, as described in the Degree Programme Handbook. New students will be given detailed programme information and the timetable of lectures/practicals/labs/ tutorials/etc. The International Office offers an additional induction programme in September for overseas students.

Study skills support

Students will learn a range of Personal Transferable Skills, including Study Skills, as outlined in the Programme Specification. Students are explicitly tutored on their approach to both group and individual projects.

Numeracy support is available through Maths Aid.

Help with academic writing is available from the Writing Centre.

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 Programme Manager, Academic Director or Centre Director 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. In addition the University offers a range of support services, including one-to-one counselling and guidance or group sessions/workshops on a range of topics, such as emotional issues eg. Stress and anxiety, student finance and budgeting, disability matters etc. There is specialist support available for students with dyslexia and mental health issues. Furthermore, the Union Society operates a Student Advice Centre, which can provide advocacy and support to students on a range of topics including housing, debt, legal issues etc.

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.

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.

All new students whose first language is not English are required to take an English Language Proficiency Test. This is administered by the INTO Newcastle University Centre on behalf of Newcastle University.

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 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 Non-Faculty Teaching and Learning Committee.

Programme reviews
The Board of Studies conducts an Annual Monitoring and Review of the degree programme and reports to Non-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 Non-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.

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. Every five years degree programmes in each subject area are subject to periodic review. This involves both the detailed consideration of a range of documentation, and a two-day review visit by a review team which includes an external subject specialist in addition to University and Faculty representatives. Following the review a report is produced, which forms the basis for a decision by University Teaching and Learning Committee on whether the programmes reviewed should be re-approved for a further five year period.

Accreditation reports

Additional mechanisms None

16 Regulation of assessment

Pass mark
The pass mark is 40
The pass mark for English for Academic Purposes modules is 65

Course requirements
Progression is subject to the University's Undergraduate Progress Regulations and Undergraduate Examination Conventions.

Satisfactory completion of the Graduate Diploma requires that:

a) the average mark over all academic modules, taking due account of the credit value, is not less than 40;
(b) no single mark for any academic module is below 35;
(c) marks of 35-39 in academic modules can be compensated, provided the total credit value of these modules does not exceed 20;
(d) the mark for English for Academic Purposes is not less than 65 (equivalent to IELTS 6.5) with no competence (reading, writing, listening and speaking) below 60
(e) no compensation for English for Academic Purposes is permitted

A student who fails a module will be able to have **one** further attempt to achieve a pass for that module. Students will not be permitted to proceed to a postgraduate degree programme at Newcastle University carrying a failure in any module.

Performance higher than a basic pass (in academic modules and English for Academic Purposes) will be required for entry into Newcastle University degree programmes as specified in the entry requirements for specific degree programmes. (see http://study.cs.ncl.ac.uk/our-courses/postgraduate/)

Weighting of stages
N/A

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

	Modules used for degree classification (DC)	**Modules not used for degree classification**
<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 Examiner, a distinguished member of the subject community, is appointed by Non-Faculty Teaching and Learning Committee, after recommendation from the Board of Studies. The External Examiner is expected to:

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

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

The INTO Newcastle University Prospectus (see http://www.into.uk.com/newcastle/home)

The University Regulations (see http://www.ncl.ac.uk/ regulations/docs/)

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

Intended Learning Outcome	Module codes (Compulsory in Bold)
A1	**INU2123**
A2	**INU2123**
A3	**INU2121, INU2123**
A4	**INU2121, INU2123**
A5	**INU2121, INU2123**
A6	**INU2102**
A7	**INU2102**
A8	**INU2102**
A9	**INU2102**
A10	**INU2108**
A11	**INU2108**
B1	**INU2121**
B2	**INU2121**
B3	**INU2121**
B4	**INU2121**
B5	**INU2102**
B6	**INU2102**
B7	**INU2108**
B8	**INU2108, INU2107**
B9	**INU2107**
C1	**INU2121**
C2	**INU2121**
C3	**INU2121**
C4	**INU2121, INU2123**
C5	**INU2102**
D1	**INU2121, INU2123**
D2	**INU2121, INU2123**
D3	**INU2102, INU2107**
D4	**INU2102, INU2107**
D5	**INU2102, INU2107, INU2108**
D6	**INU2107**
D7	**INU2121**
D8	**INU2121**
D9	**INU2121**