

**PROGRAMME SPECIFICATION**

1	<b>Awarding Institution</b>	Newcastle University
2	<b>Teaching Institution</b>	Newcastle University
3	<b>Final Award</b>	BA (Honours)
4	<b>Programme Title</b>	Government and European Union Studies
5	<b>UCAS/Programme Code</b>	L241
6	<b>Programme Accreditation</b>	Not relevant
7	<b>QAA Subject Benchmark(s)</b>	Politics and International Relations
8	<b>FHEQ Level</b>	<del>Honours</del> <b>Level 6</b>
9	<b>Last updated</b>	<del>July 08</del> <del>May 2009</del> <b>May 2011</b>

**10 Programme Aims**

1. To broaden and deepen the student's understanding of the nature and significance of politics and in particular the politics of the European Union and its member states
2. To provide knowledge of a modern European language(s)
3. To foster intercultural awareness and understanding and an attitude of curiosity and openness towards different cultures
4. To give students the opportunity to study or work in a country in which their chosen language(s) is /are spoken
5. To allow students the opportunity to develop specialisms within the discipline of Politics according to their interests and provide an opportunity for them to study outside subjects at each stage
6. To offer a learning environment informed by research and scholarship in which students can learn about politics and their chosen language(s) from knowledgeable staff, their own study and from discussion with fellow students
7. To enhance students' intellectual skills, including analysing and presenting information and developing a reasoned argument; and core skills such as adaptability, planning and organisation
8. To equip students to undertake further academic study or a wide variety of careers in the private, public or voluntary sector.
9. To achieve a quality of student work such that most degrees awarded are of upper second-class standard or higher

This programme aims to meet fully the requirements of the Quality Assurance Agency's (QAA) Benchmark Statement for Politics and International Relations and the criteria for an honours degree laid out in the QAA's Framework of Higher Education Qualifications.

**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 Politics and International Relations.

**Knowledge and Understanding**

On completing the programme students should:

- A1 A knowledge and understanding of government and politics of the European Union and some of its member states
- A2 A knowledge and understanding of self-selected specialisms within the discipline of Politics
- A3 A knowledge and understanding of the lexis, grammatical structures, registers and usage

<p>of at least one modern language to ALTE Levels 3, 4 or 5 (<a href="#">CEFR B2, C1 or C2</a>) depending on the level of study.</p>
<p><b>Teaching and Learning Methods</b></p> <p>Core knowledge is principally imparted through lectures supplemented by handouts and sometimes by other visual media, such as videos and web sources. Seminars are intended to check and amplify students' understanding and to provide an opportunity to develop appreciation of issues through discussion and argument. Students are also expected and encouraged to develop their understanding by supplementing taught material with their own independent study. Here guidance is provided on appropriate readings and where appropriate, web-based material, in all modules. A1 is developed via compulsory modules at Stages 1 and 2 and 3 while A2 is achieved through a choice of optional modules available at Stages 1, 2 and 3. The primary means of imparting knowledge and understanding in their chosen language, A3, is via a mixture of communicative, student-centred language teaching methods and formal linguistic instruction.</p>
<p><b>Assessment Strategy</b></p> <p>Knowledge and understanding of Politics is assessed by a variety of methods: unseen and seen written examinations, multiple response examinations, oral examinations, essays, reports, projects and dissertations and group work including simulations, projects and presentations (A1 and A2). Knowledge and understanding of the modern language (A1) is assessed by written continuous assessment and class tests (evaluating student understanding and progress), and unseen written, aural and oral examinations.</p> <p><a href="#">Intellectual Skills</a></p>
<p style="text-align: center;"><b>Intellectual Skills</b></p> <p>On completing the programme students should be able to:</p> <p>B1 To question received thinking and develop independent thinking  B2 To marshal, analyse and critically evaluate evidence  B3 To reason critically  B4 To argue coherently and persuasively  B5 To present ideas in a structured form</p>
<p><b>Teaching and Learning Methods</b></p> <p>B1-B5 are developed throughout the curriculum and are inherent in the nature of the subjects and their teaching. Students question received thinking, collect, analyse and evaluate evidence, reason critically, argue and present ideas throughout the programme but particularly in essays, exams, projects, presentations and in seminar discussion and exercises.</p>
<p><b>Assessment Strategy</b></p> <p>Intellectual skills (B1-5) are assessed via essays, reports, projects, dissertations, presentations, oral examinations and written examinations across the programme.</p>
<p style="text-align: center;"><b>Practical Skills</b></p> <p>On completing the programme students should be able to:</p> <p>C1 The capacity to make effective use (and appropriately reference) a wide range of information sources, including qualitative and quantitative data, language reference sources, library, internet and other electronic sources, and governmental and non-governmental information.  C2 The ability to undertake, and to report upon, an independently conducted research exercise  C3 The linguistic competence (receptive (reading and listening) and productive (writing and speaking) skills) to enable them to operate in organisations with a European dimension</p>
<p><b>Teaching and Learning Methods</b></p> <p>Professional skills (C1) and their application to the study of politics are developed through lectures, seminars, exercises, and debates across all modules, but particularly in skills modules at Stages 1 and 2. Both individual and group presentations and essays require</p>

effective collection, evaluation, analysis and presentation of information. Self-access language learning is encouraged to further develop aspects of C1. The ability to undertake independent research (C2) is developed particularly in the requirement to undertake a research project or dissertation in the final stage of the programme. Linguistic competence (C3) is developed via communicative, student-centred skills training (e.g. developing and practising reading skills, enhancing listening skills via language laboratory work, analysing and practising writing skills, conducting oral discussion and presentation both individually and as part of a team) and formal grammar instruction (e.g. guided study, drills and exercises, and use of IT resources). These skills in the reception and production of their chosen language are developed and consolidated during the year abroad.

#### **Assessment Strategy**

The ability of students to make effective use of a wide range of information sources (C1) is assessed in all essays, projects and dissertations undertaken in the programme. The ability to undertake independent research (C2) is assessed via the requirement that all students on the programme should complete a dissertation [or research project](#) during stage 3 of the programme. C3 is assessed by written continuous assessment and class tests (evaluating student progress) and unseen written examination (reading, writing, translating and interpreting skills), aural examination (listening and writing skills) and oral examination (listening, speaking and interpreting skills).

#### **Transferable/Key Skills**

On completing the programme students should [be able to possess and have enhanced the following skills](#) :

- D1 Written communication: To write with clarity, relevance and effectiveness.
- D2 Interpersonal communication: To communicate clearly, relevantly and effectively with others.
- D3 Oral presentation: To make clear, relevant and effective oral presentations to a variety of audiences.
- D4 Teamwork: To be able to recognise and identify the views, opinions and contributions of others and work constructively with them to achieve shared objectives and goals.
- D5 Planning and organisation: To be able to manage projects and meet pre-specified deadlines.
- D6 Information literacy: To be able to gather, manage and evaluate information from a variety of sources.
- D7 Problem solving: To identify, analyse, interpret and solve intellectual and practical problems.
- D8 Initiative: To be able to take action unprompted and to assume responsibility.
- D9 Adaptability: To be receptive to feedback, to manage time and resources effectively and to be self-critical and to operate effectively in a different cultural environment
- D10 Numeracy: To understand and evaluate the use of quantitative evidence
- D11 Computer literacy: To be able to use information technology in a variety of ways including [the](#) word-processing, presentation software, e-mail and the Internet.

#### **Teaching and Learning Methods**

Written communication (D1) is developed through essays, projects and examinations, while oral communication (D3) is developed through seminars, presentations, simulations and oral examinations. Within language modules both are developed through communicative skills training. Interpersonal communication (D2) is fostered throughout the programme but particularly through simulations and oral examinations. Seminar activities frequently serve to develop teamwork skills (D4). Planning and organisation (D5), as well as problem solving (D7), initiative (D8) and adaptability (D9) are developed throughout the programme but are particularly developed in respect of project and dissertation modules and above all during the year abroad. Computer literacy (D11) and information literacy (D6) are also fostered and practiced throughout the programme but are explicitly introduced in Study Skills modules and further developed in compulsory and optional project modules.

#### **Assessment Strategy**

Written communication (D1), information literacy (D6) and problem solving (D7) are all skills which are assessed in seen and unseen written examinations, essays, reports,

projects and dissertations. Numeracy (D10) is also frequently assessed via these methods in modules with a significant empirical content. Oral examinations serve to assess interpersonal communication (D2), problem solving (D7). Teamwork (D4) is assessed via group projects, group presentations and simulations. Group and individual presentations serve to assess oral presentation skills (D3) Adaptability (D9) is principally fostered, rather than assessed, and takes such forms such as written feedback on essays, reports, dissertations and projects and feedback on examination performance. Similarly, planning and organisation (D5) and initiative (D8) are principally practiced rather than assessed. Computer literacy (D11) is diffusely assessed through the programme, for example, via requirements for word-processing of written work and the use of Powerpoint presentations.

## 12 Programme Curriculum, Structure and Features

### Basic structure of the programme

(a)

Programme features:

The programme is studied over four years full-time and is divided into three stages with an intercalated year abroad between stages two and three. In each year or stage students will study modules with a total credit value of 120 credits. Over the course of the programme students will therefore complete 360 credits. The credit weighting of modules available on the programme varies between ~~40-20~~ and 40 credits. The vast majority of modules offered in the programme however are 20 credit modules. Each credit represents 10 hours of student effort, covering large and small group teaching, private study, completion of coursework and revision for examinations. A 20 credit module is therefore expected to require 200 hours of study.

~~As noted in the subject benchmark statement~~In recognition that the boundaries of the discipline are fluid, and ~~so that~~ politics has intellectual affinities and shared concerns with many other disciplines. ~~In, in~~ addition to their language modules students are permitted to take up to 40 credits of modules which are not designated as politics in the degree programme regulations but which are offered in the Faculty of Humanities, Arts and Social Sciences at each stage of the programme.

Progression to the next stage of the programme is conditional on students meeting the conditions laid down by the University for progression. Students are normally required to pass every module with a mark of at least 40% in order to proceed. However, narrow failure of a small number of credits may be condoned by the examination board. Language modules in stage 1 are though deemed to be core models.

For the purposes of degree classification all Honours (i.e. Stage 2 and Stage 3) modules count. Credits taken at Stage 3 have twice the weighting of those taken at Stage 2 in the final degree classification.

(b)

Curriculum and structure

#### STAGE 1

The course follows two critical tracks: politics and language. This qualifying Stage introduces ~~you to~~ politics as an academic subject, while the School of Modern Languages provides instruction to bring students up to an adequate standard in the modern European language(s) that the student is taking. Students will take either 20 or 40 credits of your chosen language(s) (depending on previous proficiency) providing knowledge and understanding of the language and its cultural context and the foundations of subject-specific skills (outcomes A3, C3, D 2 and 3) Students ~~You~~ take the required modules POL1017 European Political Systems and POL1018 Studying Politics I: Skills and Theories (A1) and ~~You~~ choose your remaining credits from Politics modules or modules from other subject areas including history, economics and geography (A2). Intellectual (B1, B2) professional (C1) and key skills (D1-D4) are developed throughout the stage but are the particular concern of the compulsory Study Skills module. These study skills are further reinforced in modules across the stage through group and individual presentations, small group discussion and assessed essays and examinations.

## STAGE 2

The Degree Programme continues along two tracks, language and politics. Students will continue their study of a modern foreign language (outcomes A3, C3 D2 and 3). Students will also develop their knowledge of the European Union through the compulsory module POL2034 Politics and Policies of the European Union and in either stage 2 or 3 will develop their understanding of the domestic politics of a European country by taking either POL2045 British Politics: State and Society, [POL2087 Contemporary Russian Politics](#), POL3078 Britain and the European Union or POL3079 Government and Politics of Italy or [POL3092 Political Parties and Elections in the UK \(depending on availability\)](#) (outcomes A 1 and 2). Students also take ~~POL2077~~ [POL2081 Studying Politics II: Approaches and Methods, Research Methods in Politics](#) 20 credits, which ~~involves a 4000 word project~~ [gives students an understanding of qualitative and quantitative research methods](#), and which prepares ~~you~~ [students](#) for the dissertation and/or ~~further~~ project work at Stage 3. The remaining credits can be chosen from Politics modules or students can opt to develop their interests in cognate disciplines (outcome A2). Again, intellectual (B1, B2), professional (C1) and key skills (D1-D4 and D10) are developed throughout the stage, and most explicitly in ~~the compulsory literature review in POL2077: Studying Politics II: Approaches and Methods~~ [POL2081](#), which aims to lay the foundation for the self-directed research in stage 3.

## Year Abroad

Students will spend a year in a European Union country or countries where the majority language is not English either on an Erasmus exchange with one of our partner universities or on a Politics focussed work placement. While all aspects of knowledge, understanding and language skills will be improved (A3 and C3, D1-3), students at a university will also develop their knowledge of Politics (A2 and 3). Students on a work placement will acquire experience of working in a European context (C3). All students start to prepare their dissertations thus improving research ability (C2). The challenge of the year abroad in working or studying in a different cultural and linguistic context is such that planning, organisational, and problem-solving skills (D5 and 7) are improved, while students prove their ability to be adaptable and show initiative (D8-9).

## STAGE 3

Students will undertake several modules, which allow them to analyse contemporary European political events from a political science perspective. The emphasis of the course in the final year is on independent research through the dissertation ([POL3044](#)~~POL3046~~ or [projects \(POL3047 and POL3048\)](#) (C2) and POL3063 the EU Decision-Making Simulation (A2, D2 and D4). The requirement to undertake between ~~40-20~~ and 60 credits of dissertation/research project work contributes to subject-specific/professional skills (C1 ~~& 2~~), intellectual skills (B1 ~~and especially B2 to B5~~) and notably to key skills (D1-~~D4~~D11). Students have the option of continuing with their language(s), but it is not compulsory – if they do so they will continue to improve their linguistic competence (A3 and C3). Students will select other modules to allow them to deepen their understanding of specialist areas of Politics (A2).

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

The flexibility of the degree and the wide range of modules offered allow the students to follow their wider intellectual interests but allow students to specialise in the European Union and its member states.

The opportunity to take up a new language from ~~ab initio~~ ~~and~~ ~~initial~~ level offers students the chance to gain linguistic competence even if they had not chosen languages at school.

The year abroad fosters adaptability, initiative and the opportunity to gain international experience.

A variety of teaching methods and assessments are employed throughout the programme and these foster a wide range of skills and abilities

## Programme regulations (link to on-line version)

[http://www.ncl.ac.uk/regulations/programme/http://www.ncl.ac.uk/regulations/programme/2011-2012/documents/GovernmentandEuropeanUnionStudiesBA\\_000.pdf](http://www.ncl.ac.uk/regulations/programme/http://www.ncl.ac.uk/regulations/programme/2011-2012/documents/GovernmentandEuropeanUnionStudiesBA_000.pdf)

## 13 Criteria for admission

#### *Entry qualifications*

The typical offer for admission is AABB-ABBB from 18 units including two A levels, with AVCE (Double Award) accepted if offered with an A level. General Studies is acceptable as an A level. At least a B grade at GCSE in a modern foreign language or its equivalent is also required. We fully participate in the Partners programme and other initiatives to widen participation. Partners school applicants are part of the guaranteed standard offer scheme and Partners applicants (e.g. those participating in the Partners' summer school programme) are given offers one grade below our 'standard offer' (e.g. BCCBBC-BCCC). Alternative entry qualifications are acceptable, particularly for candidates offering Access courses, with modules in Arts and Social Sciences desirable (where graded, at Credit level).

#### *Admissions policy/selection tools*

The admissions policy is based on a number of considerations:

- the applicant's predicted grades (if he or she has not yet sat her exams);
- the applicant's school reference;
- the applicant's personal testimonial;
- the applicant's earlier academic performance (e.g. his or her GCSEs); and
- the contextual information contained on the UCAS form (e.g. average school performance, areas of deprivation, social economic status, etc.)

The decision as to whether to make an offer to a candidate and, if so, what offer to make are based on all of these considerations.

[All students to whom offers are made are invited to an Open Day to meet staff and current students. Attendance at the Open Day is not compulsory.](#)

#### *Non-standard Entry Requirements*

We recognise that students will apply to our degree programmes with a range of qualifications. We consider each application on an individual basis, taking into account the information on the UCAS form including past academic performance and potential. We welcome applications from students with non-standard qualifications other than the ones described above, and are pleased to advise anyone interested with regard to choosing an appropriate preparatory course of study. [Evidence of English language skills that are adequate to complete the programme are required \(see below\).](#)

#### *Additional Requirements*

[All students to whom offers are made are invited to an Open Day to meet staff and current students. Attendance at this Open Day is not compulsory.](#)

#### [Visa Status](#)

[Current UKBA restrictions on Tier 4 visa holders have meant that the University has advised us that such students would not be able to complete the year abroad.](#)

#### *Level of English Language capability*

6.5 IELTS or approved equivalent is required for international applicants whose first language is not English.

## **14 Support for Student Learning**

The Student Services portal provides links to key services and other information and is available at: <http://www.ncl.ac.uk/students/>

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](http://www.ncl.ac.uk/international/coming_to_newcastle/orientation.phtml)).

Politics also sends pre-registration information to both new and returning students. Politics organises its own programme of meetings and events for Induction Week.

The main features of the Induction Week in Politics for all students (new and returning undergraduates) are:

- meetings with personal tutors [to advise on module selection and to discuss progress with returning students](#)
- student registration for the academic year
- students' selection and registration of module choices
- welcome, information and advice meetings specifically for each stage of each degree

In addition, the following is provided in a more intensive induction programme for new undergraduates:

- ~~an induction meeting organised by the University covering such matters as the careers service, student welfare, etc~~
- a meeting outlining the structure and character of their degree ~~programme~~ and expectations
  - of students and staff
- a meeting outlining the curriculum and assessments in stage 1 Politics modules
- a meeting outlining the way in which language teaching is carried out and individual testing for students with non-standard levels of language proficiency to ensure the correct level is selected
- self-directed tours of the Library

Returning undergraduates also receive

- talks on careers (~~including talks held shortly after Induction Week~~) provided by the University 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. The degree includes two required study skills modules. The objective of POL1018 is to introduce students to the skills and techniques fundamental to the study of politics, including background computer and quantitative skills, academic writing, referencing and critical thinking skills. Students are then encouraged to draw upon these skills, together with skills in team-working and interpersonal communication, in the design of group poster presentations. ~~POL2077 Studying Politics II: Approaches and Methods provides an opportunity for students to prepare to conduct a self-defined literature review. POL2077 develops skills in information literacy alongside substantive knowledge of competing methods and approaches to the study of politics and requires that students prepare a literature review, which could form the basis of a stage 3 dissertation.~~ POL2081 Research Methods in Politics provides students with the opportunity to learn about qualitative and quantitative research methods and other skills helpful to conduct a self-defined research project.

#### *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, [Senior Tutor](#), [Head of Politics](#) 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. All teaching staff are available in office hours to discuss academic progress with students; many are also available at other times and by e-mail and telephone. The Degree Programme Director ~~is and~~ [Senior Tutor are](#) available to discuss issues affecting progress on the degree as a whole while the personal tutor offers advice on module selection, building on the general advice offered in induction week and in the Degree Handbook. All essays are returned with both quantitative and qualitative feedback; and we recognise the particular need for students to receive timely feedback in general but particularly during the early stages of the degree. Students also have a member of staff in Modern Languages as a designated liaison to discuss issues affecting progress in language modules. The degree programme director organises seminars to facilitate the planning of the year abroad and offers appropriate academic and pastoral support while the student is abroad.

### *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 here: ~~http://www.ncl.ac.uk/undergraduate/life/support/tutor/~~ details of the personal tutor system can be found at ~~http://www.ncl.ac.uk/undergraduate/support/tutor.htm~~ <http://www.ncl.ac.uk/undergraduate/support/tutor.phtml>](http://www.ncl.ac.uk/undergraduate/life/support/tutor/)

All full-time members of academic teaching staff act as personal tutors. Assignment of students to personal tutors is by the [Undergraduate Director:Senior Tutor](#) in Politics. The student has the right, stated in the Degree Handbook, to ask the [Undergraduate Director:Senior Tutor](#) for a change of personal tutor. A network of specialised support agencies provides much of the non-academic help and advice for students, but the personal tutor often provides the initial linkage of the student to the network.

The school in which Politics is located emphasises that tutors must be accessible, amicable, approachable and accurate in keeping records. All tutors are required to display their office hours outside their offices.

Students are offered appropriate opportunities for career development and support. We appoint a member of staff to liaise with the Careers Service with which we have a Service Level Agreement.

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/life/support/> <http://www.ncl.ac.uk/undergraduate/support/> <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/students/wellbeing/disability-support/~~ <http://www.ncl.ac.uk/disability-support/>](http://www.ncl.ac.uk/students/wellbeing/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/library/> <http://www.ncl.ac.uk/undergraduate/support/acfacilities.phtml>

Politics aims to make efficient and effective use of its own resources and those of the University to provide students with a learning experience, which is both appropriate to the student profile and productive in its outcomes.

Politics recognises that full-time academic staff are its most important teaching resource. We ensure that all degree programmes and most modules are led by specialist staff whose teaching is enhanced by research. A system of constructive peer review of teaching identifies good practice among all teaching staff. Training courses are available should full time staff wish to refresh or gain new teaching skills. All teaching assistants without appropriate teaching experience are required to undertake training with the University's Staff Development Unit.

Teaching space for both lectures and small group teaching is available both within the Politics building and elsewhere on campus. In addition to OHP, screens and whiteboards our own lecture room has a networked PC coupled with a multi-media projector. A portable display



projector and laptop computer are available for use in seminar rooms by students and staff. Language laboratory facilities are used in the teaching of language modules. We are fortunate in the excellent library and IT facilities provided by the University to support its teaching provision. We believe that the subject provision within the Robinson Library is appropriate to the requirements of the curriculum, and that a high quality library service is delivered to users. Students also have access to the wide range of self-study language materials in the Open Access Centre.

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.~~

## **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. The FTLC takes an overview of all programmes within the Faculty and reports any Faculty or institutional issues to the University 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 students' views on the quality of the learning and teaching. The results from student surveys are considered as part of the Annual Monitoring and Review of the programme and any arising actions are captured at programme and School / institutional level and reported to the appropriate body.

### *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, see -~~ <http://www.ncl.ac.uk/quilt/resources/monitoring/internal>

### *Additional mechanisms*

In addition to the mechanisms noted above, a system of peer observation of full-time and part-time teaching staff operates. Feedback is provided to the individual teacher and subject

level reports on peer observation reported to School Teaching and Learning Committee. ~~Students in the first semester of their final stage are also invited to attend a focus group reviewing their experience as a Politics student at Newcastle University.~~

## 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 and Undergraduate Examination Conventions <http://www.ncl.ac.uk/regulations/docs/>. 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 re-assessment opportunities, with certain restrictions.

### Weighting of stages

The marks from Stages 2 and 3 will contribute to the final classification of the degree. The classification is based on the weighted average result for Stages 2 and 3, with Stage 3 results accounting for twice the weight of Stage 2.

### 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 Two~~ External Examiners, ~~a~~ distinguished members of the subject community, ~~is are~~ appointed by Faculty Teaching and Learning Committee, following recommendation from the Board of Studies. The External Examiners ~~are~~ expected to:

- See and approve assessment 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:

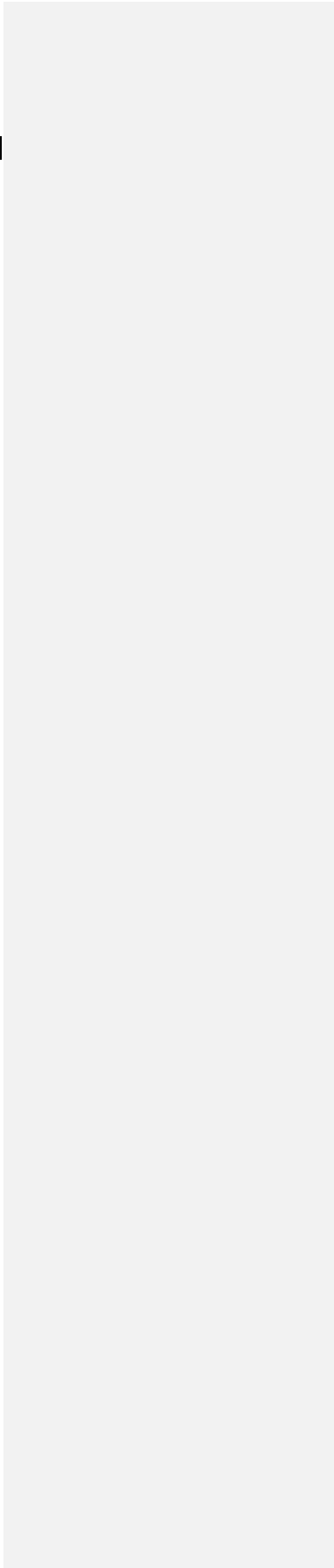
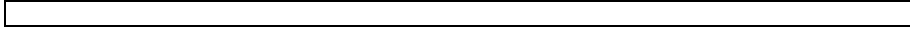
The University Prospectus: <http://www.ncl.ac.uk/undergraduate/>

The School Brochure (email: [enquiries@ncl.ac.uk](mailto:enquiries@ncl.ac.uk))

Degree Programme and University Regulations: <http://www.ncl.ac.uk/regulations/docs/>

The Degree Programme Handbook  
~~The Politics Blackboard Communit~~

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 (Comp/Core in Bold)
A1	<b>POL1018, POL2034, POL2045, POL3063, POL3046, POL3078, POL3079</b>
A2	POL1016, <b>POL1017, POL1018</b> , POL1022, POL1032, POL2087, POL2022, POL2033, <b>POL2034</b> , POL2045, POL2051, POL2076, <b>POL2081</b> , POL2078, POL2079, POL2080, POL2082, POL2083, POL2084, POL3030, POL3034, POL3043, <b>POL3046</b> , POL3049, <b>POL3063</b> , POL3077, POL3078, POL3079, POL3080, POL3081, POL3082, POL3089, POL3090, POL3091, POL3092
A3	<b>FRE 1065, FRE1066, FRE1071, FRE2061</b> , FRE4061, <b>GER1062, GER1063, GER2061</b> GER4061, <b>POR1065, POR1066, POR1071, POR2061</b> , POR4061, <b>SPA1065, SPA1066, SPA1071, SPA2061</b> , SPA4061
B1	POL1016, <b>POL1017, POL1018</b> , POL1022, POL1032, POL2087, POL2022, POL2033, <b>POL2034</b> , POL2045, POL2051, POL2076, <b>POL2081</b> , POL2078, POL2079, POL2080, <del>POL2082, POL2083, POL2084</del> <del>POL2082, POL2083, POL2084</del> , POL3030, POL3034, POL3043, <b>POL3046</b> , POL3047, POL3049, <b>POL3063</b> , POL3077, POL3078, POL3079, POL3080, POL3081, POL3082, <b>POL3089</b> POL3090, POL3091, POL3092 <b>POL3089</b>
B2	POL1016, <b>POL1017, POL1018</b> , POL1022, POL1032, POL2087, POL2022, POL2033, <b>POL2034</b> , POL2045, POL2051, POL2076, <b>POL2081</b> , POL2078, POL2079, POL2080, <del>POL2082, POL2083, POL2084</del> <del>POL2082, POL2083, POL2084</del> , POL3030, POL3034, POL3043, <b>POL3046</b> , POL3047, POL3049, <b>POL3063</b> , POL3077, POL3078, POL3079, POL3080, POL3081, POL3082, <b>POL3089</b> POL3090, POL3091, POL3092 <b>POL3089</b>
B3	POL1016, <b>POL1017, POL1018</b> , POL1022, POL1032, POL2087, POL2022, POL2033, <b>POL2034</b> , POL2045, POL2051, POL2076, <b>POL2081</b> , POL2078, POL2079, POL2080, <del>POL2082, POL2083, POL2084</del> <del>POL2082, POL2083, POL2084</del> , POL3030, POL3034, POL3043, <b>POL3046</b> , POL3047, POL3049, <b>POL3063</b> , POL3077, POL3078, POL3079, POL3080, POL3081, POL3082, <b>POL3089</b> POL3090, POL3091, POL3092 <b>POL3089</b>
B4	POL1016, <b>POL1017, POL1018</b> , POL1022, POL1032, POL2087, POL2022, POL2033, <b>POL2034</b> , POL2045, POL2051, POL2076, <b>POL2081</b> , POL2078, POL2079, POL2080, <del>POL2082, POL2083, POL2084</del> <del>POL2082, POL2083, POL2084</del> , POL3030, POL3034, POL3043, <b>POL3046</b> , POL3047, POL3049, <b>POL3063</b> , POL3077, POL3078, POL3079, POL3080, POL3081, POL3082, <b>POL3089</b> POL3090, POL3091, POL3092 <b>POL3089</b>
B5	POL1016, <b>POL1017, POL1018</b> , POL1022, POL1032, POL2087, POL2022, POL2033, <b>POL2034</b> , POL2045, POL2051, POL2076, <b>POL2081</b> , POL2078, POL2079, POL2080, <del>POL2082, POL2083, POL2084</del> <del>POL2082, POL2083, POL2084</del> , POL3030, POL3034, POL3043, <b>POL3046</b> , POL3047, POL3049, <b>POL3063</b> , POL3077, POL3078, POL3079, POL3080, POL3081, POL3082, <b>POL3089</b> POL3090, POL3091, POL3092 <b>POL3089</b>
C1	POL1016, <b>POL1017, POL1018</b> , POL1022, POL1032, POL2087, POL2022, POL2033, <b>POL2034</b> , POL2045, POL2051, POL2076, <b>POL2081</b> , POL2078, POL2079, POL2080, <del>POL2082, POL2083, POL2084</del> <del>POL2082, POL2083, POL2084</del> , POL3030, POL3034, POL3043, <b>POL3046</b> , POL3047, POL3049, <b>POL3063</b> , POL3077, POL3078, POL3079, POL3080, POL3081, POL3082, <b>POL3089</b> POL3090, POL3091, POL3092 <b>POL3089</b>
C2	<b>POL2081, POL3046 POL3047 POL3048</b>
C3	<b>FRE 1065, FRE1066, FRE1071, FRE2061</b> , FRE4061, <b>GER1062, GER1063, GER2061</b> GER4061, <b>POR1065, POR1066, POR1071, POR2061</b> , POR4061, <b>SPA1065, SPA1066, SPA1071, SPA2061</b> , SPA4061

D1	POL1016, <b>POL1017</b> , <b>POL1018</b> , POL1022, POL1032, POL2087, POL2022, POL2033, <b>POL2034</b> , POL2045, POL2051, POL2076, <b>POL2081</b> , POL2078, POL2079, POL2080, <del>POL2082</del> , <del>POL2083</del> , <del>POL2084</del> <del>POL2082</del> , <del>POL2083</del> , <del>POL2084</del> , POL3030, POL3034, POL3043, <b>POL3046</b> , POL3047, POL3049, <b>POL3063</b> , POL3077, POL3078, POL3079, POL3080, POL3081, POL3082, <b>POL3089</b> POL3090, POL3091, POL3092 <b>POL3089</b>
D2	POL1016, <b>POL1017</b> , <b>POL1018</b> , POL1022, POL1032, POL2087, POL2022, POL2033, <b>POL2034</b> , POL2045, POL2051, POL2076, <b>POL2081</b> , POL2078, POL2079, POL2080, <del>POL2082</del> , <del>POL2083</del> , <del>POL2084</del> <del>POL2082</del> , <del>POL2083</del> , <del>POL2084</del> , POL3030, POL3034, POL3043, <b>POL3046</b> , POL3047, POL3049, <b>POL3063</b> , POL3077, POL3078, POL3079, POL3080, POL3081, POL3082, <b>POL3089</b> POL3090, POL3091, POL3092 <b>POL3089</b>
D3	POL1016, <b>POL1017</b> , <b>POL1018</b> , POL2087, POL2022, POL2033, <b>POL2034</b> , POL2045, POL2051, POL2076, POL2078, POL2079, POL2080, <del>POL2082</del> , <del>POL2083</del> , <del>POL2084</del> <del>POL2082</del> , <del>POL2083</del> , <del>POL2084</del> , POL3030, POL3034, POL3047, POL3049, <b>POL3063</b> , POL3077, POL3078, POL3079, POL3080, POL3081, POL3082, <del>POL3089</del> <del>POL3089</del> POL3090, POL3091, POL3092
D4	POL1016, <b>POL1017</b> , <b>POL1018</b> , POL2087, <b>POL2034</b> , POL2045, POL2078, <b>POL3063</b>
D5	POL1016, <b>POL1017</b> , <b>POL1018</b> , POL1022, POL1032, POL2087, POL2022, POL2033, <b>POL2034</b> , POL2045, POL2051, POL2076, <b>POL2081</b> , POL2078, POL2079, POL2080, <del>POL2082</del> , <del>POL2083</del> , <del>POL2084</del> <del>POL2082</del> , <del>POL2083</del> , <del>POL2084</del> , POL3030, POL3034, POL3043, <b>POL3046</b> , POL3047, POL3049, <b>POL3063</b> , POL3077, POL3078, POL3079, POL3080, POL3081, POL3082, <b>POL3089</b> POL3090, POL3091, POL3092 <b>POL3089</b>
D6	POL2087, POL2022, POL2033, <b>POL2034</b> , POL2045, POL2051, POL2076, <b>POL2081</b> , POL2078, POL2079, POL2080
D7	POL1016, <b>POL1017</b> , <b>POL1018</b> , POL1022, POL1032, POL2033, POL2045, <b>POL2081</b> , POL2078, POL3034, POL3049, POL3065, POL3077, POL3078, POL3079
D8	POL1016, <b>POL1017</b> , <b>POL1018</b> , POL2033, POL2045, POL2051 <b>POL2081</b> , POL2078, POL3030, POL3034, POL3043, <b>POL3046</b> , POL3047, POL3049, <b>POL3063</b> , POL3077, POL3078, POL3079, POL3080, POL3081, POL3082, <b>POL3089</b> POL3090, POL3091, POL3092 <b>POL3089</b>
D9	POL1016, <b>POL1018</b> , POL2087, POL2033, POL2045, POL2051, POL2078, POL3030, POL3034, POL3043, <b>POL3046</b> , POL3047, POL3049, <b>POL3063</b> , POL3077, POL3078, POL3079, POL3080, POL3081, POL3082, <b>POL3089</b> POL3090, POL3091, POL3092 <b>POL3089</b>
D10	<b>POL1018</b> , <b>POL2081</b>
D11	POL1016, <b>POL1017</b> , <b>POL1018</b> , POL1022, POL1032, POL2087, POL2022, POL2033, <b>POL2034</b> , POL2045, POL2051, POL2076, <b>POL2081</b> , POL2078, POL2079, POL2080, <del>POL2082</del> , <del>POL2083</del> , <del>POL2084</del> <del>POL2082</del> , <del>POL2083</del> , <del>POL2084</del> , POL3030, POL3034, POL3043, <b>POL3046</b> , POL3047, POL3049, <b>POL3063</b> , POL3077, POL3078, POL3079, POL3080, POL3081, POL3082, <b>POL3089</b> POL3090, POL3091, POL3092

NB For A3 / C3 students take the appropriate core language modules according to language choice and proficiency level.