PROGRAMME SPECIFICATION	

1	**Awarding Institution**	Newcastle University
2	**Teaching Institution**	Newcastle University
3	**Final Award**	BSc Honours
4	**Programme Title**	Animal Science
5	**UCAS/Programme Code**	C305 Animal Science
6	**Programme Accreditation**	N/A
7	**QAA Subject Benchmark(s)**	Agriculture, forestry, agricultural sciences, food sciences and consumer sciences.
8	**FHEQ Level**	6
9	**Date written/revised**	1 December 2012

10 Programme Aims

1 To provide, by means of a range of teaching methods and experiences, an understanding of the overall subject of animal science and its relationship to agricultural systems and the wider environment.

2. To provide a broad, up-to-date, stimulating and testing degree to prepare graduates for a career in animal science

3. To provide courses based on modern experimental science and to encourage critical analysis, inductive reasoning, experimental procedure and lateral synthesis.

4. To produce graduates able to plan and conduct independent experimental investigations. They should also, as a result of their training, be able to report the results of an investigation accurately, draw appropriate conclusions, and make recommendations.

5. To encourage in this connection, and in relation to other aspects of the course, students to use all the library and computer facilities available in the University.

6. To develop or enhance qualities such as self-motivation, efficiency, responsibility, reliability, judgement, maturity, tolerance, co-operation, intellectual rigour and honesty.

7. To provide a programme which meets the FHEQ at Honours level and which takes appropriate account of the subject benchmark statements in Agriculture, forestry, agricultural sciences, food sciences and consumer sciences and Biology.

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 Agriculture, forestry, agricultural sciences, food sciences and consumer sciences

Knowledge and Understanding

On completing the programme students should have gained and be able to demonstrate

A1 A good understanding of the basic sciences which underpin animal science.

A2 An understanding of the technical language, terminology and use of Latin relevant to animal science.

A3 A good understanding of the application of science to the understanding domesticated animal science

A4 An understanding of the scientific, societal and environmental influences on animal science.

A5 An understanding of the relevance of animal science to human needs and expectations at local, national and international levels.

A6 An understanding of the interrelationships between animal science and other disciplines (e.g. agriculture, environmental biology).

A7 A desire to pursue new knowledge and understanding from current research.

After Stage1 students will have gained a bank of knowledge and understanding which provides them with a sound platform and the confidence to pursue one of the specific final year honours options in Stages 2 and 3.

By the end of the programme the process and results of accumulating and consolidating knowledge and understanding of the areas outlined above will provide a sound basis for possible more advanced, post-graduate studies in appropriate fields of animal science.

Teaching and Learning Methods

Lectures are the main way of imparting knowledge and understanding (A1-A7) but seminars and small group tutorials are also used: seminars and tutorials are led by staff and/or students and occasionally by visiting speakers. Practical classes feature predominantly in Stage 1 these include laboratory classes and field visits. Visits to the University and other farms, out stations, companion animal holdings, countryside reserves and research stations are more frequent at Stages 2 and 3. Workshops introducing and applying computer software packages or specific case studies also feature, and some of these are led by specialists from the industry.

Students are encouraged to contribute to their own learning experience by independent reading. They are provided with references to books, scientific papers and other learning materials to enhance their understanding of specific subject areas. Group work exercises encourage a collective approach and responsibility for gathering knowledge and the sharing of understanding. The Welcome Week programme includes exercises that introduce and practice various learning methods and strategies appropriate to each stage of the programme.

Assessment Strategy

Primarily assessed by unseen, written examinations supported by a variety of different forms of coursework that includes essays, projects, case studies and other exercises. Most modules include coursework, thus ensuring an element of formative as well as summative assessment. Seminar, tutorial and poster presentation exercises assess knowledge and understanding that is demonstrated verbally. The general paper and dissertation module at Stage 3, (which are not directly supported by lectures or seminars) assess students' abilities to independently acquire knowledge and understanding (A4-A6).

Intellectual Skills

On completing the programme students should be able to:

B1 Critically analyse arguments and evidence derived from a range of sources

B2 Solve problems based on information either gathered or presented. Data analysis and interpretation

B3 Gather, extract and evaluate relevant information

B4 Evaluate the contribution of individuals to the learning experience by peer assessment.

Teaching and Learning Methods

Seminars provide the main opportunity for students to evaluate evidence and formulate objective and coherent arguments (B1-B4). Problem solving skills (B2) are developed in tandem with the range of activities described above that are designed to develop their subject-specific/professional skills. Students are directed to a range of information sources that enhance their analytical and interpretative faculties.

Students learn through problem-solving, handling data and discussion. Students are encouraged to justify their opinions in discussion, in case studies and in their research project or dissertation where they practice production of reasoned arguments and analysis.

Assessment Strategy

The range of methods described in both A and C also provides an opportunity to assess cognitive skills (B1-B4): in the form of seminars (B1, B3 and B4), case studies (B2 and B4) and essay writing (B1and B3). The Research Project ACE3097 or the Dissertation module ACE3096 is a major vehicle for the assessment of all the cognitive skills (B1-B4).

Practical Skills

On completing the programme students should have the skills for:

C1 Development of hypotheses and design, execution and analysis of data for a range of study types including laboratory and field-based studies.

C2 Use of statistical procedures to facilitate the design of studies and the analysis of collected data.

C3 A range of quantitative and qualitative techniques used in the area of animal science.

C4 Critical evaluation of data from a variety of sources

C5 Presentation of data in written format according to accepted scientific conventions.

Teaching and Learning Methods

Professional skills relevant to animal science applications are demonstrated in specific lectures, seminars, laboratory classes, computing sessions, workshops and field visits (C1-C5). Module leaders and demonstrators facilitate development of these skills.
Students acquire skills (C1-C5) through a 'hands-on' approach in the most applied modules.

Assessment Strategy

The methods outlined in A also test the development of subject-specific/professional skills (C1-C5). The use of case-studies and report writing and presentation as major methods of assessment not only enhances knowledge and understanding but also improves subject specific and professional skills (C1-C5). As well as being practised skills may be assessed as an integral part of the assessment programme. For example, students may design experiments and collect and analyse data (e.g. ACE3097) (C1). Many are also assessed in the Communication Skills module (ACE2026) and throughout Stage 3 of the programme (eg ACE3047 Animal Health Conference, ACE3046 Animal Science Issues).

Transferable/Key Skills

On completing the programme students should be able to:

D1 Work effectively as part of a team

D2 Exhibit computer literacy in the gathering of information from a wide range of sources together with the processing and interpretation of numerical information.

D3 Communicate effectively both in the form of oral presentations to large and small groups, and via the written word in essays, reports and in poster presentations

D4 Show the ability to work independently, to manage time effectively, to use initiative and be

adaptable

Teaching and Learning Methods

The use of PCs and data analysis (D2) feature throughout all three Stages of the programme and are complemented with a range of computer simulation exercises (D2). As well as contributing directly to key skills, they also contribute to the other learning outcomes A, B and C.

Oral communication and presentational skills (D3) are practised, particularly in seminars and tutorials, with increasing frequency from Stage 1 to Stage 3. Several modules involve teamwork (D1). All modules involve independent, student-centred work requiring completion by specific deadlines (D4).

Students learn through the production of essays, reports, case studies etc. Emphasis is placed on time management throughout the programme and in particular during initial induction sessions.

Assessment Strategy

The strategy and methods used to assess learning outcomes A, B and C provide an integrated approach to the development of key skills D1-D4 from a broad base. The research project module ACE3097 (or the combination of work placement, ACE3045 and dissertation, ACE3096) is also a major vehicle for the assessment of key skills (D2-D4).

12 Programme Curriculum, Structure and Features

Basic structure of the programme

The programme is studied over three year's full time. The academic year consists of two semesters, with 12 weeks of teaching followed by assessment periods.

At each Stage, modules to a total credit value of 120 are studied. The distribution of these 120 credits between the semesters may be 60:60, 50:70 or 70:50.

A 10-credit module consists of 100 hours of student effort composed of attendance at lectures, seminars and small group tutorials, practical sessions, private study and revision and the completion of coursework. Modules are usually 10 or 20 credits with most 10-credit modules being completed in a semester, while most 20 credit modules continue over both semesters. The research project accounts for 30 credits but may be substituted by the work placement ACE3045 – 10 credits and a dissertation ACE3096 – 20 credits). Modules are examined at the end of the semester in which they are completed.

The programme provides a thorough coverage of the main scientific and applied aspects of domesticated animal science, providing students the opportunity to specialise in either livestock technology or companion animal studies.

B Programme Structure

Stage 1 consists of 100 compulsory credits in the key underpinning subjects of biochemistry, physiology, genetics, microbiology, health, behaviour and computing/data analysis. Students may then select their optional modules of 20 credits so as to include further "animal" modules or include the study of marketing/management or a language. These academic threads continue in subsequent years. Modules include a combination of lectures, practicals, computer workshops and outside visits to farms, out stations and the surrounding countryside (depending on choice of optional modules).

Stage 2 has 80 credits of compulsory modules focusing on the key areas of domestic animal science. Issues such as animal breeding, feeds and feeding, behaviour, immunology and parasitology are covered with reference to the range of domestic animals. Quantitative

(ACE2030) and communication skills (ACE2026) are developed alongside and within the subject specific modules. This information together with the underpinning science from Stage 1 is integrated with information on management and socio-economic issues to describe our main farm livestock production systems in the two honours option compulsory modules : ACE2021 Ruminant Livestock and ACE2043 Non-ruminant Livestock). Students take a further 40 optional credits. These may include further "animal" modules, including the modules ACE2033 Equine Studies, ACE2035 Companion Animals and in marketing / management.

Stage 3 has 50 credits of compulsory modules. There are two modules: Animal Science Issues (ACE3046) and Animal Health Conference (ACE3047) which deal with current topical issues and develop students' transferable skills. Further compulsory modules cover the key areas of nutrition and growth, and biochemistry of both farm and companion animals. In addition students must undertake a major research project (ACE3097) of 30 credits on a topic of the individual student's choice and supervised by a member of academic staff active in that area. This may however be replaced by a 10 credit work placement module (ACE3045) and a 20 credit dissertation (ACE3096).

Students are then asked to choose an additional 20 credits of optional modules that are aligned with companion animals or livestock : ACE3044 Companion Animal Reproduction, ACE3049 Companion Animal Behaviour, ACE3043 Livestock Reproduction and Ace3048 Livestock Behaviour. The remaining optional 20 credits allow students the opportunity to continue with more "animal" modules, eg ACE3022 Animal Welfare and Environment and ACE3028 Tropical Animal Production or they may continue with their study of marketing / management modules. Many of the modules have an increased emphasis on self study and small group work and have a requirement for small projects, case studies, computer formulation of feed rations etc.

A Knowledge and Understanding	
A1 A good understanding of the basic sciences which underpin animal science.	**ACE1011, ACE1012, ACE1013, ACE1017, ACE1021, ACE1027, ACE2025, ACE2028, ACE2030, ACE2034, BIO1004, BIO1019, BIO2012,** *ACE1030*
A2 An understanding of the technical language, terminology and use of Latin relevant to animal science.	**ACE1011, ACE1012***,* **ACE1013, ACE1027, ACE2025, ACE2026, ACE2028, ACE2031, ACE2034,** *,* **BIO1004, BIO1019,** *ACE3043, ACE3044, ACE3048, BIO1002, BIO2014, BIO3001*
A3 A good understanding of the application of science to the understanding around livestock technology and companion animal studies	**ACE1017, ACE1020, ACE1021, ACE2025, ACE2026, ACE2028, ACE2030, ACE2031, ACE2034, , ACE3046, ACE3047, ACE3050, ACE3055,** *ACE1014, ACE1030, ACE2019, ACE2021, ACE2033***,** *ACE2036, ACE2043, ACE3022, ACE3028, ACE3039, ACE3043***,** *ACE3045***,** *ACE3048, ACE3049, ACE3096, ACE3097***,** *BIO1001, BIO1002, BIO1005, BIO2007, BIO2014, BIO3001*
A4 An understanding of the scientific, societal and environmental influences on animal science.	**ACE1020, ACE2035, ACE3046, ACE3047, ACE3048,** *ACE1014, ACE1033, ACE2019, ACE2021, ACE2029, ACE2033***,** *ACE2036, ACE3022, ACE3028, ACE3039, ACE3045, ACE3049, ACE3067, ACE3096, ACE3097, BIO3001*

A5 An understanding of the relevance of animal science to human needs and expectations at local, national and international levels.	**ACE1020, ACE2035, ACE3046, ACE3047,** *ACE1030, ACE1033, ACE2029, ACE3028, ACE2021, ACE3022, ACE2033***,** *ACE3039, ACE3040, ACE3045,*
A6 An understanding of the interrelationships between animal science and other disciplines (e.g. Agriculture, environmental biology).	**ACE1020, ACE2026, ACE2028, ACE2034, ACE2035,** *ACE1014, ACE1030, ACE1033, ACE2019, ACE2021, ACE2029, ACE2033***,** *ACE2036, ACE3022, ACE3028, ACE3039, ACE3040, ACE3067, NCL2007*
A7 A desire to pursue new knowledge and understanding from current research.	**ACE2026, ACE3046, ACE3047,** *ACE2029, ACE3022, ACE3096, ACE3097, BIO3001*
B Intellectual Skills	
B1 Critically analyse arguments and evidence derived from a range of sources	*ACE3096, ACE3097*
B2 Solve problems based on information either gathered or presented. Data analysis and interpretation	**ACE1012, ACE1013, ACE1017, ACE1027, ACE2028, ACE2030,** *ACE2043, ACE3022, ACE3067*
B3 Gather, extract and evaluate relevant information	**ACE1017, ACE1020, ACE1021, ACE2025, ACE2026, ACE2028, ACE2030, ACE2031, , BIO1019, BIO2013,** *ACE1030, ACE1033, ACE2029, ACE3022, ACE3040, ACE3067, ACE3097***,** *BIO3001 BUS2000, MKT1000, MKT2000*
B4 Evaluate the contribution of individuals to the learning experience by peer assessment.	**ACE1020, ACE2026, ACE2035, ACE3046, ACE3047,** *ACE3048, ACE3049*
C Practical skills	
C1 Development of hypotheses and design, execution and analysis of data for a range of study types including laboratory and field-based studies.	**ACE1011, ACE1012, ACE1013, ACE1017, ,ACE1027, ACE2028, ACE2030, ACE2031, , BIO1019, BIO2013,** *ACE2029 ACE2036, ACE3097*
C2 Use of statistical procedures to facilitate the design of studies and the analysis of collected data.	**ACE1017, ACE2026, ACE2028, ACE2030, BIO2013,** *ACE3067, ACE3097*
C3 A range of quantitative and qualitative techniques used in the area of animal science.	**ACE1017, ACE1021,ACE2025, , ACE2026, ACE2028, ACE2030, ACE2031, , BIO1019, BIO2013,** *ACE3067, ACE3097*
C4 Critical evaluation of data from a variety of sources	**ACE1017, ACE2026, ACE3046, ACE3047, ACE3097,** *ACE1030, ACE1033, ACE2029, ACE3022, ACE3028, ACE3039, ACE3040, ACE3043, ACE3044, ACE3045, ACE3048, ACE3049, ACE3067, ACE3096, BIO3001, BUS2000, MKT1000, MKT2000, NCL2007*

C5 Presentation of data in written format according to accepted scientific conventions	**ACE1011, ACE1012, ACE1013, ACE1017, ACE1020, ACE1021, ACE1027, ACE2025, ACE2026, ACE2028, ACE2030, ACE2031, ACE3055, BIO1004, , BIO1019, BIO2012,** *ACE2036, ACE3022, ACE3039, BIO1002, BIO1005, BIO2014, BIO3001*
D Key (Transferable) Skills	
D1 Work effectively as part of a team	**ACE2028, ACE3046, ACE3047, BIO2013,** *ACE1033, ACE3039, ACE3048***,** *ACE3049, BIO3001*
D2 Exhibit computer literacy in the gathering of information from a wide range of sources together with the processing and interpretation of numerical information.	**ACE1012, ACE1017, ACE2025, ACE2026, ACE2030, ,ACE3046, ACE3047, ACE3050, BIO2013,** *ACE1030, ACE1033, ACE2019, ACE2037, ACE3028, ACE3039* , *ACE3048, ACE3049, ACE3097*
D3 Communicate effectively both in the form of oral presentations to large and small groups, and via the written word in essays, reports and in poster presentations	**ACE1011, ACE1012, ACE1013, ACE1017, ACE1020, ACE1027, ACE2025, ACE2026, ACE2028, ACE2030, ACE2031, ACE2034, , ACE2035, , ACE3046, ACE3047, ACE3050, ACE3055, , BIO1004, BIO1019, BIO2012, BO2013,** *ACE1014, ACE1030, ACE1033, ACE2019, ACE2021, ACE2029, ACE2033, ACE2036, ACE3022, ACE3028, ACE3039, ACE3040, ACE3043***,** *ACE3044***,** *ACE3045, ACE3048, ACE3049, ACE3067, ACE3096, ACE3097***,** *BIO1001, BIO1002, BIO1005, BIO3001, BUS2000, MKT1000, MKT2000, NCL2007*
D4 Show the ability to work independently, to manage time effectively, to use initiative and be adaptable	**ACE2026, BIO2013,** *ACE3045, ACE3096, ACE3097*

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

The programme provides a thorough coverage of the pure and applied aspects of animal science.

The key distinctive feature is during Stage 3 students can choose optional modules to gain further knowledge and skills in either farm livestock or companion animals (whilst maintaining some study of the other animal grouping).

Programme regulations (link to on-line version)

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

13 Criteria for admission

Entry qualifications

ABB-BBB including Biology and another science subject but excluding General Studies. Chemistry is preferred at A/AS level but not essential. GCSE Mathematics (minimum grade B) required if not offered at A/AS level.

Admissions policy/selection tools
Applicants are invited to attend a School Open Day and are given the option of an individual interview. We welcome applications from mature candidates and those with non-traditional qualifications

Non-standard Entry Requirements
Scottish Qualifications
AABBB-AABB at Higher Grade including two science subjects. Advanced Higher Biology preferred. Chemistry desirable at Higher Grade but not essential.

International Baccalaureate
32-35 points including Biology at Higher Level grade 6. Chemistry preferred at Higher Level but not essential. Mathematics or Mathematical Studies and Chemistry required at Standard Level grade 5 if not offered at Higher Level.

Irish Leaving Certificate
A1A1B1B1B-ABBBB at Higher Level, to include two science subjects (which may include Mathematics).

Access Qualifications
At least 30 level 3 credits at Distinction in Biology (or Biology-related units) and in addition at least 15 level 3 credits at a minimum of Merit in other units to include Mathematical Studies and/or Quantitative Methods.

BTEC National Diploma
Applicants will be considered on an individual basis.

Additional Requirements
Evidence of relevant interest and work experience in animal science.

Level of English Language capability
IELTS 6.5 for International Students

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/)

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.

Numeracy support is available through Maths Aid. Further details are available at:

http://www.ncl.ac.uk/students/mathsaid/ .

Help with academic writing is available from the Writing Development Centre. Details can be obtained from http://www.ncl.ac.uk/library/about/news/details.php?news_id=382

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/life/support/tutor/

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/

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/undergraduate/life/support/wellbeing/

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/life/facilities /

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-sessional 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://www.ncl.ac.uk/langcen/index.htm

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 Faculty Learning, Teaching and Student Experience Committee.

Programme reviews
The Board of Studies conducts an Annual Monitoring and Review of the degree programme and reports to Faculty Learning, Teaching and Student Experience Committee.

External Examiner reports
External Examiner reports are considered by the Board of Studies. The Board responds to these reports through Faculty Learning, Teaching and Student Experience Committee 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/quilt/atoz/policies.htm

Accreditation reports
None of the programmes are accredited.

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/regulations/docs/) 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 resit 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 is 25% and Stage 3 is 75%.

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 Faculty Learning, Teaching and Student Experience 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 University Prospectus (see http://www.ncl.ac.uk/undergraduate/degrees/)

The School Brochure (contact http://www.ncl.ac.uk/requests/ or http://www.ncl.ac.uk/enquiries/)

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

The Degree Programme Handbook (see :
http://www.ncl.ac.uk/afrd/study/undergrad/index.htm /)

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.