

PROGRAMME SPECIFICATION

1	Awarding Institution	Newcastle University
2	Teaching Institution	Newcastle University
3	Final Award	BA (Hons)
4	Programme Title	Journalism, Media and Culture
5	UCAS/Programme Code	P500
6	Programme Accreditation	N/A
7	QAA Subject Benchmark(s)	Communication, Media, Film and Cultural Studies
8	FHEQ Level	Level 6
9	Last updated	May 2014

10 Programme Aims

1. To provide students with a learning environment that cultivates personal and academic development by offering intellectually exciting and challenging experiences.
2. To obtain intensive and rigorous training in multi-media journalism to acquire an advanced set of skills in media practice.
3. To equip graduates with a thorough understanding of the ethical norms and legal principles relevant to the media industry in order to be able to practice journalism as ethical and reflexive professionals.
4. To provide students with a learning environment where the relationship between journalism theory and journalistic practice is constantly interrogated.
5. To provide learning opportunities to students to acquire a sophisticated knowledge and understanding of the theory and practices of journalism in the context of a critical analysis of the media at a national and global level.
6. To produce professionals and graduates who can interpret, analyse and exercise critical judgement in the evaluation of theories, concepts, accounts and explanations produced within the fields of media, communications and culture.
7. To equip graduates with a knowledge and understanding of media, communicative and cultural activities across local and global situations and across historical and contemporary contexts.
8. To enable graduates to apply theories and concepts to the field of media, communication and culture and critically reflect on the reliability and validity of the resulting explanations.
9. To enable graduates to investigate problems and generate solutions by selecting and employing the most appropriate research methods, coding strategies and analytical frames.
10. To help form innovative and versatile professionals who are able to effectively create, manage and disseminate information textually, verbally and visually.
11. To provide students with the necessary transferable intellectual, vocational and employability skills appropriate to the contemporary contexts.
- 9.
12. To provide students with the relevant skillsets that will help them understand and adapt to the changes taking place in the media industries.
13. To provide a programme that meets the requirements of an undergraduate level qualification as defined by the Framework for Higher Education Qualifications.
14. To provide a programme that conforms to University policies and to the UK Quality Code.

11 Learning Outcomes

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

Knowledge and Understanding

On completing the programme students should have:

- A1** A critical and creative engagement with major thinkers, debates and intellectual traditions in media, cultural studies and journalism studies. .
- A2** A conceptual and critical understanding informed by research of forms and practices of media, culture and communication, and how they organise understanding, feelings and meaning in society .
- A3** A critical understanding on how verbal, textual and visual representations mediated by traditional, new and emerging media impact upon relationships between individuals, groups, institutions, cultures, and societies.
- A4** An understanding of how cultural contexts and cultural consumption control, create and challenge individual and collective identities, experiences and emotions.
- A5** An understanding of how factors such as class, gender, ethnicity, nationality, disability, sexuality and other social formations affect media representations and cultural practices. .
- A6** A reflexive understanding of the mechanisms through which audio, visual, verbal and textual conventions structure communicative processes via different mediums and in different social and cultural contexts.
- A7** An in-depth knowledge and understanding of a variety of research methodologies and epistemological traditions as well as attendant techniques of data collection and analysis are used to produce information about journalism, media, communicative action and culture.
- A8** A critical and reflexive understanding of the principles and practices of convergence journalism involved in the production of journalistic content for different platform (print, online and broadcast).
- A9** Knowledge of professional codes of practice as laid down by the National Union of Journalists.
- A10** An in-depth knowledge and understanding of media law and ethics in a transnational context as it pertains to the journalistic profession and media industry.

Teaching and Learning Methods

Realising these outcomes is achieved primarily through lectures (1-10) with scholars who have national and international reputations in their field of study. These methods and strategies are supported by the use of a range of resources that include newspaper, television, film, radio, internet and music recordings. These are supplemented by seminars (1-7, field-trips 8-10), practical sessions (6, 8-10), tutorials (1-10), use of ICT based workshops (6, 8-10), training sessions for use of on-line communication tools and multimedia digital technology (6, 8-10) and research supervision (7). These methods are facilitated by strategies that involve individual and collective learning (small group, class and Stage).

All students at Stage 1 are given foundational knowledge in media, communication and cultural studies, as well as multimedia technologies and production of journalist content. At Stage 2, students have the chance to specialise in areas of their choice. At Stage 3, students' knowledge and understanding is further advanced by compulsory modules covering theory and practice, alongside their research-based dissertation. Teaching and learning methods are also enhanced by the involvement of professionals and practitioners from various media and culture industries. In addition, all students now pursue career and employability routes in-house.

Assessment Strategy

Knowledge and understanding are assessed by means of coursework, presentations and timed assessment. *Coursework* (1-10): essays, projects, portfolios, seminar preparation; *Presentations* (1-10): individual presentations, group presentations; *Research Led* (7): research proposals, dissertation; *Exams* (1-10): unseen examination.

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

Intellectual Skills

On completing the programme students should be able to:

B1 Demonstrate high levels of information literacy in order to collect and select topical and up to date secondary sources from a variety of outlets including journals, archives, databases, reports, monographs, web pages and research papers.

B2 Critically assesses the validity and suitability of different sources of information containing a variety of ideological or epistemological perspectives, and then effectively disseminate ideas in an organised, coherent and logical manner.

B3 Conceptualise social, cultural and political problems as valid strategies for research inquiry within the field of media, communication and culture, translate them into concise research questions and select the most appropriate methodologies, research and analysis techniques and resources to explicate those questions

B4 Evaluate the effectiveness of different research strategies and methodologies (such as multimethod research strategies, textual analysis or action research in the field of journalistic practice), aiming to produce valid and relevant solutions with applicability in an industry context. .

B5 Deploy expertise in the area of data analysis through coding strategies and provide critical interpretations of the significance of the data to the field of study by making reference to similar research projects within the relevant academic literature.

B6 Reflexively recognise how biography, norms and values, ethical standpoints, cultural context and chronology may shape the research process.

B7 Demonstrate a range of competences in a creative, versatile and innovative manner when producing journalistic content across a range of media plat forms.

B8 Demonstrate a thorough and reflexive understanding of the professional norms and practices encountered in the media and cultural industries.

B9 Develop and deploy strategies that will enable them to understand and anticipate change in the media industries and adapt their professional practice in order to enhance their employability and respond to these changes.**B10** To demonstrate within the field of journalism practice the ability to conceptualise ethical dilemmas, reflect on these and apply the relevant conceptual framework and find solutions within the existing legal framework.

Teaching and Learning Methods

Students are given the opportunity to develop their subject specific skills in a range of forums. Across the degree students are required to support their knowledge and understanding, subject specific skills and cognitive skills through the collection of supporting evidence. Achievement of all the outcomes in this area is underpinned by lectures (1-10), workshops (7-10), seminars and tutorials (1-10), ICT based modules (2, 8), fieldwork (10) and individual research supervision (1-5). The development of these skills is also enhanced by the use of group led learning sessions (2, 6, 8, 10).

The main emphasis in this area is that of research inquiry. Core modules at every stage facilitate students' awareness of a variety of research methods that are appropriate to media, communication and cultural studies. It is important that students' relationship with methodology intensifies as their degree progresses and they develop a methodology of research as part of their research led dissertation module. Besides the above mentioned methods, independent learning (reading, data collection and analysis) and reflexion play a crucial role in the development of intellectual skills.

Assessment Strategy

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

Coursework: essays (1-10), projects (2, 3, 4, 7, 8, 10), group portfolio (7-10), seminar preparation and seminar tasks (1-10) allow to measure students' ability to interpret, analyse and recognise how different knowledges and understandings shape the fields of journalism, media, communication and cultural studies.

Presentations: Individual presentations, group presentations enable the demonstration of the application of their subject specific skills (1-10).

Research Led: primary research, research proposals, and dissertation allow students to apply perspectives in order to explain phenomena and they also enable students to adapt their skills to provide relevant explanations about and solution to problems encountered in the everyday world (1-5).

Practical Skills

On completing the programme students should be able to:

C1 Interpret, analyse and exercise critical judgement in understanding and evaluation of major theoretical perspectives, conceptual frameworks, and evidence obtained from research in studies of media, communication and culture.

C2 Recognise how different theoretically informed perspectives contribute to different philosophical and ideological perspectives on media, communication and culture.

C3 Apply complex theoretical perspectives to investigate the political economy of the media, the production, distribution and consumption of media discourses, and to evaluate the impact of media representations on individuals and social groups.

C4 Engage in abstract thinking, concept building and creative experimentation and apply knowledge to both empirical situations and practical media.

C5 Adapt existing theories, concepts and explanations to develop research strategies for existing, new and emerging areas in the field of journalism, media, communication and cultural studies.

C6 Demonstrate practical skills involved comparable to industry standards in applying principles and techniques of news gathering for the written, on-line, broadcast and video production of news texts.

C7 Develop and apply professional skills to the production of general journalistic content that would meet the requirements of industry regulatory codes.

C8 Use multi-media journalism skills and competencies in the production of news reports and articles for a number of different platforms that reach the quality standards of broadcastable/publishable output.

C9 Access within the existing legal frameworks information held by organisations and governmental bodies.

C10 To be able to script, shoot, edit and produce short digital films that reach entry level professional standards for video journalism.

Teaching and Learning Methods

Developing students' interpreting, analysing and exercising critical judgement in the evaluation of the field of journalism, media, communication and cultural studies is accomplished through lectures (1-3). However, practicals, seminars and tutorials are predominantly used as means to enable students to discuss, learn to evaluate and demonstrate their skills (1-4, 6-10). Specific teaching strategies such as group and individual problem solving sessions (6-10), computer assisted learning (7, 8), and research supervision (1, 2) are also used to facilitate students' critical appreciation and application of theories and concepts in the field of media, communication and cultural studies. Email surgeries are also used where students can have designated one to one contact on a weekly basis. Such strategies operationalise a range of resources that include academic studies, newspaper, literature, television, film, radio, internet, music recordings, photography, which are used to stimulate discussions that enable the application of theories and concepts to 'real life' examples (1-10).

Assessment Strategy

Subject specific skills are assessed through coursework, presentations, and timed assessment. These include: *Coursework*: Essays, Projects, Individual and Group portfolio, Seminar preparation, Computer based workbook, Multimedia packages (1-10); *Presentations*: Individual presentations, Group presentations (1-3, 5, 6, 8); *Research Led*: Primary research, Research proposals, Dissertation (1, 2); *Exams*: Seen examination. Career planning and employability skills are now assessed through specific career-related modules offered as part of programme (1-10).

These methods of assessment enable students a thorough and systematic application of their cognitive skills. The coursework allows students to put into effect their analytic skills and capacities to critically evaluate in an in depth and systematic fashion. Presentations enable students to translate abstract thinking into analyses of practical events, engendering awareness of specific audiences. . Research led methods of assessment provide an opportunity to apply cognitive thinking to real life phenomena in the field of media, communication and cultural studies. Exams diagnostically ensure that students grasp the basic precedents of cognitive thinking. Projects and portfolios of practical work allow students to demonstrate the journalistic skills they have acquired through the production of written or multimedia packages.

Transferable/Key Skills

On completing the programme students should be able to:

D1 Informed by a relevant conceptual framework, gather, organise and deploy ideas and information in order to formulate arguments and critical evaluations that underpin essays, presentations, projects and dissertation research.

D2 Informed by academic or professional conventions, cogently communicate by means of well-prepared, clear and confident presentations, and coherent, concise written documents.

D3 Demonstrate confidence in critically and creatively evaluating and using a variety of media and communication forms in relation to an appropriate conceptualisation of the audiences to such acts of communication (such as clients, fellow professionals and employers within the cultural industries).

D4 Be expert users of online and offline resources from the library as well as other information resources..

D5 Solve problems by making reference to appropriate conceptual frameworks or professional norms, codes and practices.

D6 Use IT resources and multimedia technology (audio, video and online) in a creative, versatile and innovative manner to present and disseminate appropriate communications, as well as to establish a dialogical relation with the targeted audiences.

D7 Plan, organise and prioritise work activities to a given length, format, brief and deadline, be able to respond and adapt to client demand, and be able to cope with unexpected situations and unforeseen circumstances

D8 Work productively in a group or team showing abilities at different times to listen, contribute and lead effectively; reflect on the work dynamics of diverse, internationalised groups and the challenges and benefits of working in such a context.

D9 Work in flexible, creative and independent ways, showing self-discipline, self-direction and reflexivity

D10 Identify and create personal action plans on the basis of career/employability modules.

Teaching and Learning Methods

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

At Stages 1 and 2 students have the opportunity to do modules which allow them to develop skills covering employability in the media and cultural industries. These modules involve the direct application of theories, concepts and perspectives to local organisations and companies. This is often undertaken in a consultancy context. Seminars, where appropriate, involve presentations by students providing discussion and analysis of research/case study explorations.

Assessment Strategy

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

Research Proposals (1, 4, 5, 6, 7, 9) Dissertation; (1, 4, 5, 6, 7, 9) *Exams*: Timed assessments, seen and unseen examinations.

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

12 Programme Curriculum, Structure and Features

Basic structure of the programme

- a. The programme is studied over three years full-time.
- b. The programme is made up of three stages. Stage 1 modules are FHEQ level 4; Stage 2 modules are FHEQ level 5; Stage 3 modules are FHEQ level 6. Students are required to study a minimum of 90 credits at FHEQ level 6.
- c. the overall credit value of the programme is 360.
- d. Each stage requires the study of modules with a credit value of 120. Each stage is made up of a mixture of *compulsory* (modules that must be taken), *core* (modules that are chosen from a set) and *optional* modules. *Compulsory* modules ensure that a baseline of Certificate, Intermediate and Honours level knowledge, skills and understanding are acquired by all students. *Core* modules enable students to focus this knowledge in specialised areas. *Optional* modules enable students to gain broader knowledge and skills in consonant subject areas.
- e. at each stage a minimum of 40 credits of compulsory modules will be taken from a list of journalism practice modules.

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

The programme contains a number of distinctive features:

- a. The programme critically integrates theory and practice with respect to media, communication and culture, providing students with opportunities to mobilise academic theories and analytical skills to address practice-based activities, problems and contexts.
- b. Research and problem solving is a central concern of the programme.
- c. An innovative feature of the programme is that it is designed to focus on contextualising media, communication and culture in the workplace through core and compulsory modules.
- d. There is an intensive vocational training element in journalism practice that encompasses print, online and multimedia journalism in order to produce versatile professionals who are highly employable and adaptable in the current fast changing media industries.

Programme regulations (link to on-line version)

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

13 Criteria for admission*Entry qualifications***School/ College Leavers**

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

Post 16 qualifications

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

Overseas students

- Appropriate overseas qualifications will be considered, such as the International Baccalaureate: A minimum of 35 points
- International qualifications equivalent to School / College leavers / post – 16 qualifications will be accepted. The National Recognition Information centre for the United Kingdom is used as a guide for comparison.
- Evidence of adequate English language skills to complete the programme successfully required, in particular that students are expected to achieve an IELTS score of 6.5. Students may be accepted on the condition that they attend the University pre-sessional programme.

Admissions policy/selection tools

Students to whom offers are made are invited to attend a post-application Open Day that will take place during the academic year. This enables them to meet staff and current students and provides the opportunity to look round the School and the University. Attendance is not compulsory but is recommended.

Applications from students from widening participation backgrounds are strongly encouraged to apply through the University Partners Scheme. Mature students, students from Minority Ethnic Groups, and students with disabilities are strongly encouraged to apply. We also welcome applications from a diverse range of backgrounds. Experience in public, private and voluntary sectors will also be considered.

Non-standard Entry Requirements

Applicants with non-standard qualifications may be interviewed by a member of the Admissions team.

Additional Requirements

Level of English Language capability

IELTS 6.5 (or equivalent)

14 Support for Student Learning

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

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.

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 and help with academic writing is available from the Writing Development Centre (further information is available from the Robinson Library).

Academic and Pastoral support

Each undergraduate and taught postgraduate student will be assigned a personal tutor.* A personal tutor is one part of a wider network of advice and guidance available to students to support their personal and general academic development. The module leader acts as the first point of contact for subject-specific academic advice. Thereafter the Degree Programme Director or Head of School may be consulted. Issues relating to the programme may be raised at the Student-Staff Committee, and/or at the Board of Studies. Within the academic unit, students may also receive additional academic and pastoral advice from a range of other student-facing staff including degree programme directors, dissertation/project supervisors, and administrative support staff.

*Arrangements may vary for students taking special types of provision.

The University also offers a wide range of institutional services and support upon which students can call, such as the Writing Development Centre, Careers Service and Student Wellbeing Service. This includes one-to-one counselling and guidance or group sessions / workshops on a range of topics, such as emotional issues e.g. 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 Student Union 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 team 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 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 Board of Studies and/or the School Teaching and Learning Committee. Student opinion is sought at the Student-Staff 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. The FLTSEC takes an overview of all programmes within the Faculty and reports any Faculty or institutional issues to the University 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. External Examiner reports are shared with institutional student representatives, through the Student-Staff Committee.

Student evaluations

All modules and stages* are subject to review by student questionnaires. Informal student evaluation is also obtained at the Student-Staff 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.

*With the exception of intercalating years and the final stages of undergraduate programmes.

Mechanisms for gaining student feedback

Feedback is channelled via the Student-Staff Committee and the Board of Studies.

Faculty and University Review Mechanisms

Every six years degree programmes in each subject area undergo periodic review. This involves both the detailed consideration of a range of documentation, and a review visit by a review team (normally one day in duration) which includes an external subject specialist and a student representative. Following the review a report is produced, which forms the basis for a decision by University Learning, Teaching and Student Experience Committee on whether the programmes reviewed should be re-approved for a further six year period.

Accreditation reports

N/A

Additional mechanisms

N/A

16 Regulation of assessment

Pass mark

The pass mark is 40%

Course requirements

Progression is subject to the University's Undergraduate Progress Regulations and Undergraduate Examination Conventions. 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 weighting of marks contributing to the degree for **Stage 2 is 33% and for Stage 3 is 66%**.

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 Teaching and Learning Committee, following recommendation from the Board of Studies. The External Examiner is expected to:

- i. See and approve assessment papers
- ii. Moderate examination and coursework marking
- iii. Attend the Board of Examiners
- iv. 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: <http://www.ncl.ac.uk/marketing/services/print/publications/ordering/>

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

The Degree Programme Handbook

<http://www.ncl.ac.uk/sacs/macs/undergraduate/welcomeweek/>

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.

Mapping of Intended Learning Outcomes onto Curriculum/Modules

	A1	A2	A3	A4	A5	A6	A7	A8	A9	A10	B1	B2	B3	B4	B5	B6	B7	B8	B9	B10	C1	C2	C3	C4	C5	C6	C7	C8	C9	C10	D1	D2	D3	D4	D5	D6	D7	D8	D9	D10			
COM1023	X	X	X	X	X	X					X	X				X					X	X	X	X						X	X		X			X		X					
COM1025	X	X	X	X	X	X					X	X		X	X						X	X								X	X			X	X	X							
COM1026	X	X	X	X	X						X	X									X	X	X	X	X					X	X		X			X	X	X					
COM1028						X					X	X					X	X					X		X	X	X		X	X	X	X	X	X	X	X	X	X	X	X			
COM1030			X		X	X		X	X		X	X	X	X		X			X	X										X	X	X	X	X	X	X	X	X	X	X	X		
COM1031		X	X			X		X			X											X		X	X				X	X	X	X		X	X	X	X	X	X	X	X		
COM2034						X					X	X					X	X					X						X	X	X	X	X	X	X	X	X	X	X	X	X		
COM2059								X	X	X	X								X	X					X	X	X	X		X	X		X			X					X		
COM2060			X		X	X		X	X		X															X	X	X	X	X	X	X		X	X	X	X	X	X	X			
COM2068			X			X					X	X				X	X							X						X	X	X	X	X	X	X	X	X	X	X	X	X	
COM2069	X	X					X				X	X	X	X	X	X					X	X								X	X		X	X	X	X	X	X	X	X	X	X	
COM2071	X	X	X	X	X		X				X	X				X			X	X	X			X					X	X		X		X	X	X	X	X	X	X	X	X	
COM2075	X	X	X	X	X						X	X	X								X	X	X		X					X	X		X				X	X	X	X	X	X	
COM2080	X	X	X	X	X						X	X									X	X	X		X					X	X		X				X			X		X	
COM3001			X	X		X		X	X	X	X	X	X			X	X	X	X				X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
COM3063	X	X	X	X	X						X	X									X	X	X		X					X	X		X				X			X		X	
COM3067	X	X	X	X	X	X					X	X	X								X	X	X		X					X	X		X				X			X		X	
COM3072					X	X	X				X	X		X	X						X	X	X		X					X	X		X	X	X	X	X	X	X	X	X	X	
COM3074	X	X	X	X	X	X	X				X	X				X					X	X	X		X					X	X		X				X			X		X	
COM3077	X	X	X	X	X	X	X				X	X				X					X	X	X		X					X	X		X				X			X		X	
COM3078			X			X					X	X					X	X			X		X	X	X				X	X		X	X	X	X	X	X	X	X	X	X	X	
COM3079			X		X	X		X	X		X								X	X						X	X	X	X	X	X	X		X			X	X	X	X	X	X	
COM3164								X	X		X								X	X							X	X		X	X		X	X		X	X		X			X	