| | PROGRAMME SPECIFICATION | Newcastle University |
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| 1 | **Awarding Institution** | Newcastle University |
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| 2 | **Teaching Institution** | Newcastle University |
| 3 | **Final Award** | BA (Honours) |
| 4 | **Programme Title** | Government and European Union Studies |
| 5 | **UCAS/Programme Code** | L241 |
| 6 | **Programme Accreditation** | N/A |
| 7 | **QAA Subject Benchmark(s)** | Politics and International Relations |
| 8 | **FHEQ Level** | Level 6 |
| 9 | **Last updated** | July 2021 |

| 10 | **Programme Aims** |
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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.

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 a level 6 award laid out in the QAA's Framework for Higher Education Qualifications as well as conform to prevailing University policies and QAA codes of practice.

| 11 | **Learning Outcomes** |
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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** |
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On completing the programme students should have gained:

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 of at least one modern language to ALTE Levels 3, 4 or 5 (CEFR B2, C1 or C2) depending on the level of study. |

**Teaching and Learning Methods**

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.

**Assessment Strategy**

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.

| **Intellectual Skills** |

On completing the programme students should be able to:

| 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 |

**Teaching and Learning Methods**

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.

**Assessment Strategy**

Intellectual skills (B1-5) are assessed via essays, reports, projects, dissertations, presentations, oral examinations and written examinations across the programme.

| **Practical Skills** |

On completing the programme students should be able to:

| 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 |

## Teaching and Learning Methods

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 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, dissertation or community-based research module 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, research project or community-based research module 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 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

## 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. Information literacy (D6) is also fostered and practiced throughout the programme but is explicitly

introduced in Study Skills modules and further developed in compulsory and optional project modules.

| **Assessment Strategy** |
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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 particularly through the year abroad, 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, although again the year abroad is important in offering an obvious space for practicing and acquiring these skills.

| **12     Programme Curriculum, Structure and Features** |
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| **Basic structure of the programme** |

Duration: 3 years
Stages: 3
Number of credits per stage: 120

| **Key features of the programme (including what makes the programme distinctive)** |
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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* 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)** |
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L241 Programme Regulations 21-22

| **13     Support for Student Learning** |
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Generic information regarding University provision is available at the following link.

https://www.ncl.ac.uk/ltds/assets/documents/qsh_progspec_generic_info.pdf

*Induction*
During the first week of the first semester students attend an induction programme. New students will be given a general introduction to University life and the University's principal support services and general information about 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.

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:
• 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.
• a meeting with the second or third year student acting as the new student's peer mentor.
• self-directed tours of the Library

*Learning resources*
The University's main learning resources are provided by the Robinson and Walton Libraries (for books, journals, online resources), and the University's IT Service (NUIT), which supports campus-wide computing facilities. 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.

| 14 | Methods for evaluating and improving the quality and standards of teaching and learning |
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Generic information regarding University provision is available at the following link.

https://www.ncl.ac.uk/ltds/assets/documents/qsh_progspec_generic_info.pdf

*Mechanisms for gaining student feedback*
Feedback is channelled via the Student-Staff Committee and the Board of Studies. There is also a suggestions box in the Undergraduate Common Room.

*Additional reports*
N/A

*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 Learning, Teaching and Student Experience Committee.

| 15 | Regulation of assessment |
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Generic information regarding University provision is available at the following link.

https://www.ncl.ac.uk/ltds/assets/documents/qsh_progspec_generic_info.pdf

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

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

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

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.