


<b>PROGRAMME SPECIFICATION (Undergraduate)</b>	 <b>Newcastle University</b>
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<b>1</b>	<b>Awarding Institution</b>	Newcastle University
<b>2</b>	<b>Teaching Institution</b>	Newcastle University
<b>3</b>	<b>Final Award</b>	BA (Hons)
<b>4</b>	<b>Programme Title</b>	Combined Honours Combined Honours (with Year Abroad) Combined Honours (with Work Placement) Combined Honours (with Study Abroad) Combined Honours (with Work Placement and Study Abroad)
<b>5</b>	<b>UCAS/Programme Code</b>	Y001 1002U 1003U 1004U 1005U
<b>6</b>	<b>Programme Accreditation</b>	N/A
<b>7</b>	<b>QAA Subject Benchmark(s)</b>	N/A
<b>8</b>	<b>FHEQ Level</b>	Level 6
<b>9</b>	<b>Date written/revised</b>	June 2021

<b>10</b>	<b>Programme Aims</b>
	<ol style="list-style-type: none"> <li>1. To provide students with the opportunity to study at least two subjects from a broad range of academic subjects in arts, humanities, and social science disciplines</li> <li>2. To enable students to choose combinations within this range in accordance with their interests and abilities, including both established and new areas (subject to certain subject level entry requirements*)</li> <li>3. To provide both curricular breadth and opportunities for students to undertake advanced study in subjects not generally studied at pre-degree level</li> <li>4. To facilitate the study in depth of more than one subject and in some cases to provide a wider range of skills-related outcomes than for single honours students</li> <li>5. To enable those students to take either Joint or Major/Minor combinations</li> <li>6. To develop subject-specific knowledge and understanding in cognate or contrasting academic subjects and appropriate cognitive and subject-related skills</li> <li>7. To attract and recruit high-quality students who wish to study in more than one academic discipline</li> <li>8. To provide a programme which complies with University policies and procedures and QAA codes of practice</li> <li>9. To provide a programme which meets the requirements of level 6 of the Framework for Higher Education Qualifications</li> </ol>

<b>11</b>	<b>Learning Outcomes</b>
	<p>The programme provides opportunities for students to develop and demonstrate knowledge and understanding, qualities, skills and other attributes relating to the core areas of the subjects. Since it is possible for Combined Honours students to construct a variety of individual programmes, learning outcomes will vary according to the subjects taken and can only be listed</p>

in broad terms. However, teaching Schools providing 'Major' routes or the 'halves' of joint honours programmes will need to ensure that the modules students are required to take meet the relevant sections of the QAA Subject Benchmark Statement(s).

### **Knowledge and Understanding**

On completing the programme students should have:

- A1 - gained knowledge and understanding of at least 2 subjects to final degree level
- A2 – gained an understanding of what distinguishes one discipline from another
- A3 – gained an understanding of key humanities, social sciences and/or scientific terms and vocabulary
- A4 – learned the skills of working independently
- A5 – formulated a clear view of what makes your personal programme coherent and relevant
- A6 – learned the skills of designing and negotiation their personal academic programme
- A7 – focused the skills and attributes required in order to be successful in both an academic and employment context.
- A8 – engaged in professional and personal development
- A9 – engaged with appropriate concepts required to be more reflective and critical

### **Teaching and Learning Methods**

In most subject areas the primary means of imparting knowledge and understanding (A1-A4 & A7-A9) is the lecture. In the case of A2 and A3, these are often supplemented by seminars and tutorials which enable students to check their learning. A1-A9 additionally utilise directed reading and independent study. In certain subject areas lectures are supplemented by workshops, language laboratory work, and practicals. Formative assessment (both formal and informal) is also used to develop knowledge and understanding. A5 and A6 are developed and supported through discussion with staff offering academic support (the Director and Deputy of the Combined Honours Centre, Subject Advisors and Personal Tutors).

### **Assessment Strategy**

Knowledge and understanding of the subject is assessed by unseen written examinations and/or coursework. However, the strategies to develop knowledge and understanding have been developed for single honours students within the chosen specialisms, although the Combined Honours degree allows students, in most cases, to choose their modules according to preferred assessment methods.

### **Intellectual Skills**

On completing the programme students should be able to demonstrate:

- B1 – enhanced cognitive skills development by the requirement to understand key issues (e.g. the evaluation of evidence) in more than one subject specialism.
- B2 – the core subject-specific skills pertaining to the subjects studied
- B3 – skills in reasoning analysis, synthesis, evaluation, problem solving

### **Teaching and Learning Methods**

Cognitive skills (B1) are developed through seminars and, where relevant, tutorials and supervisions. Various resources are used, including case studies, problem-solving exercises, mathematical and statistical formulae. Students are encouraged to acquire the skills listed in B3 through large and small group work and through independent reading and research.

### **Assessment Strategy**

The strategies to assess intellectual skills have been developed for single honours students within the chosen specialisms, although the Combined Honours degree allows students, to some extent, to choose their modules according to preferred assessment methods.

<b>Practical Skills</b>
<p>On completing the programme, students:</p> <p>C1 - who have studied Music should be able to demonstrate public performance and presentation skills  C2 – who have studied a foreign Modern Language(s) should be able to demonstrate a high degree of competence in that language(s)</p> <p>C3 – should be able to demonstrate skills in planning and organising, the ability to make strategic and effective choices, problem-solving, the weighing of evidence and the evaluation of arguments  C4 – should be able to demonstrate independent learning and self-motivated study  C5 - should be able to demonstrate the practical and professional skills relevant to the subjects studied e.g. fieldwork techniques (including locating and evaluating data, ethical considerations if using human participants), laboratory skills and protocol, design skills</p> <p>The accumulation of skills from more than one subject area provides the student with more breadth of acquisition and the opportunity to reflect on the diversity/complementarities of acquired skills.</p>
<b>Teaching and Learning Methods</b>
<p>The methods to ensure that students are learning in ways that promote and produce skills C1-C5 have been largely developed for single honours students,</p>
<b>Assessment Strategy</b>
<p>The strategies to assess intellectual skills have been developed for single honours students within the chosen specialisms, although the Combined Honours degree allows students, in most cases, to choose their modules according to preferred assessment methods.</p>
<b>Transferable/Key Skills</b>
<p>On completing the programme students should be able to:</p> <p>D1 – demonstrate skills in oral, written and visual presentation  D2 – demonstrate the ability to evaluate and analyse different forms of information and to choose the most effective method to communicate key ideas  D3 – gain an understanding of how they learn best, and of the skills and attributes required to enhance learning, development and achievement at University and in professional work  D4 – gain an understanding of continuous professional and personal development  D5 - demonstrate competency in IT skills and in the ability to appropriately use web-based materials and other electronic resources</p>
<b>Teaching and Learning Methods</b>
<p>Expertise in communication skills and teamwork is modelled in lectures (D1). Presentation skills are developed in seminars and tutorials, while teamwork is enhanced by surgery sessions (D3) and workshops. Student learning is supported by various means including problem-solving exercises, formative assessment, and tutorial work in progress feedback (D2-D4).</p>
<b>Assessment Strategy</b>
<p>Skills D1 and D2 are assessed through summative assessments, and by individual reflection (D3 and D4). D5 is embedded in strategies to develop essay and project writing skills.</p>

## 12 Programme Curriculum, Structure and Features

### Basic structure of the programme

The programme normally extends to **360** credits studied full-time over three years, but if a foreign Modern Language is studied beyond Stage 1, it is a requirement that a period abroad is intercalated between Stages 2 and 3, making four years in all.

In Stage 1 students must normally take either 2 or 3 subjects and then progress to take two or three of these same subjects in Stages 2 and 3:

Stage	Subject A	Subject B	Subject C
1 <i>or</i>	40 credits	40 credits	40 credits
1	60 credits	60 credits	
2 & 3: <i>either</i>	60 credits	60 credits	
<i>or</i>	80 credits	40 credits	
<i>or</i>	40 credits	40 credits	40 credits

This structure ensures that students are faced with appropriate, but increasingly challenging demands, as they progress through the programme. At all Stages students are required to meet the same assessment standards as the single honours students.

All other issues of progression are determined by University regulations. Individual subjects may require Combined Honours students to select required compulsory modules for their subject area, or may restrict the availability of some modules in line with published formal pre-requisites. In some cases, choice may be restricted by post-and co-requisites for certain modules.

The list of subjects currently available is given below. Subject Advisors from all subject areas have confirmed that at least 40 credits of their subject will be available in each year of the programme. Some subjects are offered at 60 and/or 80 credits in Stages 2 and 3.

Archaeology  
Business  
Classics  
Education  
English Linguistics Studies  
English Literature  
English for Speakers of other Languages (ESOL)\*  
Film (Route 1 Film Studies or Route 2 Documentary Practice)  
Geography  
History  
History of Art  
Law (for 2021/22 entry for Stage 1 students only)  
Media and Communication  
Modern Languages (one only after stage 1)

- Chinese
- French
- German
- Japanese
- Portuguese
- Spanish and Latin American Studies

Music  
Philosophy  
Sociology

\*ESOL modules are only available at Stage 1 to those students whose first language is not English – such students take 40 credits in ESOL modules as one of their three subjects and then must drop it at the end of Stage 1 as there are no Stage 2 or 3 ESOL modules available.

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

- a) Where one or more foreign Modern Language(s) are included, it is a requirement that a period abroad is intercalated (between Stages 2 and 3).
- b) No subject areas offer a professional accreditation route through the Combined Honours programme.
- c) The following features are innovative:
  - free choice of combinations across those subjects listed above (subject to certain subject level entry requirements)
  - the opportunity to study in Combined, Joint or Major/Minor combinations
  - no core or compulsory elements
  - no requirement to undertake a dissertation (although the option is available in some subjects and through the Combined Honours modules HSS3500 and HSS3099)
  - the provision of Subject Advisors to offer academic support and specialist advice to Combined Honours students
  - the opportunity to study modules specifically for Combined Honours students which have been co-designed by Combined Honours students and staff
  - the opportunity to undertake a work placement between Stage 2 and 3
  - the opportunity to undertake Study Abroad either for one Semester (as a substitute for study at Newcastle) or for a full academic year (which does not substitute for study at Newcastle but is reflected on the degree parchment).

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

[Y001 Programme Regulations 2023-24](#)

**13 Support for Student Learning**

Generic information regarding University provision is available [here](#).

*Induction*

During the first week of the first semester students attend induction events. 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. They participate in social and academic induction activities and (pre-arrival) are allocated a Peer Mentor to help ease the transition into University and the Combined Honours programme. Peer Mentors play a key role during induction events and group meetings (with themed agendas) between mentor and mentees take place weekly during the first term.

New and continuing students will be given detailed programme information and the timetable of lectures/practicals / tutorials/etc. New students are supported by Combined Honours Centre staff and Peer Mentors in selecting their subjects and module choices to ensure that their choices are 'clash free' in the academic timetable. Most subjects run additional subject level induction sessions for Combined Honours students. Some subjects e.g. Modern Languages will hold induction sessions to establish language competency and assist in the selection of appropriate modules and pathways. The International Office offers an additional induction programme for overseas students.

*Year Abroad (for students continuing a Modern Language beyond stage 1)*

The intercalating year abroad is supervised and supported by the School of Modern Languages in accordance with its procedures for 'language students'. During Stage 2 the SML organises a number of briefing meetings for students, including talks held by the International Office and the Careers Service. The SML organises several social events for Stage 2 students to meet with finalists who have just returned from their Year Abroad, as well as with incoming

Erasmus students from our partner universities. See <http://www.ncl.ac.uk/sml/students/studentlife/>

#### *Placement Year*

Students may select to spend a year on a work placement with an approved organisation (normally on completion of stage 2 and before entering stage 3). Permission to undertake a placement year is subject to the approval of the Careers Service (via the module Career Service Placement Year NCL3000).

#### *Study Abroad*

Students have the opportunity to take part in one of the University's exchange schemes which involves a period of study abroad for one Semester. This will substitute for one Semester of study at Newcastle either at stage 2 (Semester 1 or Semester 2), or at stage 3 (Semester 1 only). Students also have the opportunity to study abroad for a full academic year which does not substitute for study at Newcastle but is reflected on the degree parchment.

### **14 Methods for evaluating and improving the quality and standards of teaching and learning**

Generic information regarding University provision is available [here](#).

#### *Accreditation reports*

Not applicable as no subjects offer professional accreditation.

#### *Additional mechanisms*

Evaluation questionnaires are administered each Semester electronically and centrally via the University.

### **15 Regulation of assessment**

Generic information regarding University provision is available [here](#).

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

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

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.