

**PROGRAMME SPECIFICATION
(Taught Postgraduate)**



1	Awarding Institution	Newcastle University
2	Teaching Institution	Newcastle University
3	Final Award	MA
4	Programme Title	History of Medicine
5	Programme Code	4065 F/P
6	Programme Accreditation	N/A
7	QAA Subject Benchmark(s)	N/A
8	FHEQ Level	Level 7
9	Last updated	July 2021

10 Programme Aims

1. To provide learning opportunities to enable graduates to acquire the knowledge and understanding, skills and aptitudes necessary to undertake advanced research in the arts and humanities in general and in the History of Medicine in particular.
2. To provide a curriculum that is responsive to the research training requirements of the
3. AHRC and the ESRC;
4. To enable students to develop their capacity to learn in preparation for, or as part of,
5. continuing professional development (CPD) and lifelong learning;
6. To provide access to Higher Education to students from a variety of educational back-
7. grounds, and to provide a bridge to further postgraduate qualifications;
8. To provide students with the opportunity to gain the basic skills and knowledge required
9. to continue with academic research in History at PhD level, or to enter the workplace in a variety of professions requiring high levels of skill such as literacy, research, and project management;
10. To ensure that the programme meets the requirements of a level 7 qualification as defined by the Framework for Higher Education Qualifications.
11. To ensure that the programme conforms to University policies and to QAA codes of practice.

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:

Knowledge and Understanding

Intellectual Skills

Practical Skills

Transferable/Key Skills.

The programme outcomes have references to the benchmark statements for History.

Knowledge and Understanding

On completing the programme students should:

- A1. Possess a sophisticated critical appreciation of the methodological aspects and theoretical debates of historical research and, in particular, those pertaining to the History of Medicine.
- A2. Possess knowledge and understanding of the theoretical and analytical frameworks that historians of Medicine bring to their subject.

<p>A3. Acquire knowledge and understanding of the methodologies and sources which are used by specialists in the field.</p> <p>A4. Acquire knowledge and understanding of the analytical skills required from undertaking a sustained original piece of historical research (dissertation).</p>
<p>Teaching and Learning Methods</p> <p>Group seminars, individual tutorials for the return of coursework, and self-directed learning. Structured interactions (email, phone, skype) will be used to support students who will carry out dissertation work remotely.</p> <p>The primary method of imparting knowledge and understanding is seminars, supplemented by occasional lectures, individual tutorials for the return of coursework, and self-directed learning (to facilitate the development of a comprehensive understanding and critical awareness of current research and advanced scholarship).</p> <p>Throughout the programme students are encouraged to read widely and bibliographies are supplied. Students make use of a wide range of learning resources, including books and journal articles in the Robinson Library and at Durham University Library, primary sources held at Newcastle, Durham or in other libraries, online resources and databases available via the Robinson Library.</p>
<p>Assessment Strategy</p> <p>Knowledge and understanding are assessed through written essays or research assignments for each module, and through the final dissertation. Marks will be awarded for evidence of knowledge attained, as well as evidence that the student has achieved an appropriate level of understanding of the methodologies and sources used by specialists in this field.</p>
<p>Intellectual Skills</p> <p>On completing the programme students should be able to:</p> <p>B1 Apply critical reasoning;</p> <p>B2 Gather and use information;</p> <p>B3 Apply concepts;</p> <p>B4 Evaluate and analyse.</p>
<p>Teaching and Learning Methods</p> <p>Modules are taught by a number of professional historians who research in the area about which they teach. Group work provides the students with the opportunity to develop and practice their subject specific and generic skills.</p>
<p>Assessment Strategy</p> <p>Assessment of knowledge and understanding is by use of coursework (including essays, bibliographical assessments, in-course tests, research project work and dissertation, oral or poster presentations), including essay questions and commentary on primary sources as appropriate to the module. The mix of coursework varies as appropriate to the module but most modules include some aspect of formative assessment during the module in addition to the summative assessment.</p>
<p>Practical Skills</p> <p>On completing the programme students should be able to:</p> <p>C1 Acquire subject-specific skills through training and research experience and develop an ability to evaluate, analyse and interpret different sources of evidence relating to the History of Medicine;</p> <p>C2 Undertake higher degree research through completion of short pieces of written work and a dissertation;</p>

C3	Practice a wide range of subject-specific skills such as the marshalling of evidence, presenting a balanced written argument, and a critical analysis of historical and bibliographic evidence;
C4	Develop an in-depth understanding of their dissertation topic.
Teaching and Learning Methods	
<p>All taught historical modules include seminars delivered by professional historians and practitioners who research and work in the subjects which they teach. These will provide an advanced survey of the state of knowledge and enable students to develop a comprehensive understanding and critical awareness of specific topics relating to current research and advanced scholarship. All contributors use a wide range of examples from their own fields of expertise.</p> <p>Group work provides students with the opportunity to develop and practise their subject-specific and generic skills through, for example, preparation for and oral contribution to seminars and presentations.</p> <p>Research training, tutorials, guided reading, feedback on outline proposals, and continuous supervision provide the basis for students to complete their dissertations.</p>	
Assessment Strategy	
<p>All historical assignments include an element of assessment related to the understanding of subject-specific skills. Students are encouraged through the research logs compiled for training modules to reflect on their own research in relation to the attainment of transferable skills, in either the pursuit of further postgraduate research or in the wider workplace.</p>	
Transferable/Key Skills	
<p>On completing the programme students should be able to:</p> <p>D1 Demonstrate a high level of skill in written communication; D2 Demonstrate a high level of skill in interpersonal/oral communication; D3 Demonstrate a high level of skill in teamwork; D4 Demonstrate a high level of skill in planning and organisation.</p>	
Teaching and Learning Methods	
<p>In specific research training modules, students will be introduced to the following skills: how to plan and execute a piece of historical research; effective oral communication techniques; team working; keeping to programme deadlines.</p>	
Assessment Strategy	
<p>Written communication is assessed in each of the modules on this programme. Assignments will be mostly essay-based, reflecting the dominance of this form of writing within the discipline, but other written work may be set, such as writing a research log, or compiling an annotated bibliography as part of a research assignment.</p> <p>Interpersonal/oral communication, individually and as part of a team is a critical part of the teaching and learning experience for this programme, e.g. during group seminars and in individual feedback sessions.</p> <p>Planning and organization is practised throughout the programme through the student's ability to meet deadlines and successfully complete the programme.</p>	

12 Programme Curriculum, Structure and Features
Basic structure of the programme
<p>One year full time or two years part time. 180 credits (120 coursework, 60 dissertation) 160 credits compulsory (5 x 20 credits modules and 1 x 60 credit dissertation) 20 optional credits</p>
Key features of the programme (including what makes the programme distinctive)
<p>The programme is designed to utilise the research interests of all the scholars of the History of Medicine in the School, offer routes to both AHRC and ESRC funding, incorporate a full training programme, including IT skills, and lead to a substantial research-based dissertation.</p>
Programme regulations (link to on-line version)
<p>4065 Programme Regulations 21-22</p>
13 Support for Student Learning
<p>Generic information regarding University provision is available at the following link. https://www.ncl.ac.uk/ltds/assets/documents/qsh_progspec_generic_info.pdf</p>
14 Methods for evaluating and improving the quality and standards of teaching and learning
<p>Generic information regarding University provision is available at the following link. https://www.ncl.ac.uk/ltds/assets/documents/qsh_progspec_generic_info.pdf</p> <p><i>Accreditation reports</i> N/A</p> <p><i>Additional mechanisms</i> N/A</p>
15 Regulation of assessment
<p>Generic information regarding University provision is available at the following link. https://www.ncl.ac.uk/ltds/assets/documents/qsh_progspec_generic_info.pdf</p>
In addition, information relating to the programme is provided in:
<p>The University Prospectus: http://www.ncl.ac.uk/postgraduate/courses/ Degree Programme and University Regulations: http://www.ncl.ac.uk/regulations/docs/</p>
<p>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.</p>

