

**PROGRAMME SPECIFICATION  
(Undergraduate)**



<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>	Ancient History Ancient History (with Study Abroad)
<b>5</b>	<b>UCAS/Programme Code</b>	V110 1618U
<b>6</b>	<b>Programme Accreditation</b>	N/A
<b>7</b>	<b>QAA Subject Benchmark(s)</b>	Classics
<b>8</b>	<b>FHEQ Level</b>	Level 6
<b>9</b>	<b>Last updated</b>	July 2021

**10 Programme Aims**

1. To recruit students who have a high potential to benefit from the degree programme
2. To provide students with the opportunity to develop knowledge of and insight into the classical world
3. To foster students' intellectual skills and thus (a) to equip them for further, independent intellectual and personal development and (b) to enhance their employability
4. To foster such an attitude in students that they will approach other cultures, societies and viewpoints than their own with open-mindedness, analytical enquiry and sympathetic understanding
5. To offer students a learning experience informed by active research
6. To provide the opportunity to pursue the study of (a) the ancient languages and (b) the material culture of the ancient world
7. Graduates of the programme will have attained standards which at least meet Level 6 of the FHEQ and the QAA subject benchmarks for Ancient History.
8. To comply with prevailing University policies and QAA codes of practice.

For Students Undertaking the International Study Year:

1. Offer students the opportunity to develop graduate attributes which increase employability, particularly communication and (where applicable) language skills, intercultural competencies, adaptability, resilience and global awareness.
2. Gain insight into international Higher Education and experience differences in academic approach and learning environment.
3. Provide the opportunity to experience new areas of study outside of their usual programme of study at Newcastle University.

**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 Classics.

**Knowledge and Understanding**

On completing the programme students should have acquired:

A1 A broad general knowledge of ancient history, and of the ancient world more in general  
 A2 An in-depth knowledge of specific historical issues  
 A3 An understanding of methodologies for the study of ancient history, and of the availability, quality and variety of evidence  
 A4 An awareness of the nature of historical writing and thought in the ancient world itself  
 A5 A knowledge of the development of modern historical scholarship on Ancient History and its significance within western civilization

For Students Undertaking the International Study Year:  
 A6 Demonstrate the ability to adapt to different learning environments.

**Teaching and Learning Methods**

A1-2: The primary method of imparting knowledge and understanding is lectures and classes, backed up by handbooks and/or lecture handouts and recommended reading  
 A3-5: Understanding and insightfulness are promoted by interactive sessions within lectures and classes, by assignments, and by the Portfolio modules in Stages 2-3

**Assessment Strategy**

See below

**Intellectual Skills**

On completing the programme students should have:

B1: developed an awareness of a range of different possible methodologies for approaching the subject, and of the independence of judgment required critically to analyse various methodologies  
 B2: more generally, developed independent scholarly skills and interests, enabling them to study topics independently and reach their own judgment about them  
 B3: acquired the ability to test ideas against the actual evidence  
 B4: acquired the ability to apply the intellectual skills learnt to new material.  
 B5: developed an open-minded, enquiring and sympathetic approach to the cultures of Classical Antiquity  
 B6: had the opportunity to acquire a basic knowledge of the Latin and Greek languages, along with guidance on how to use that knowledge  
 B7: had opportunities to approach the study of the classical world from a range of perspectives, including those of its material, philosophical and literary culture

**Teaching and Learning Methods**

B1, B2, B3 and B5 are demonstrated and promoted in lectures, classes, seminars and assignments  
 B1-4 are particularly developed in the independent-study modules  
 B6 is promoted in dedicated modules.  
 B7, as well as B5, are promoted, and frequently tested, by assignments, seminar presentations and participation in discussion, mainly as part of dedicated, optional modules from the CAC-menu.

**Assessment Strategy**

See below

**Practical Skills**

On completing the programme students should have:

C1 acquired a range of applied intellectual skills, including skills of identifying and solving problems, and qualities of logical, critical, analytical and evaluative thought

C2 developed an awareness of a range of different possible methodologies for approaching the subject, and of the independence of judgment required critically to analyse various methodologies.

**Teaching and Learning Methods**

C1-2 are principally promoted by participation in interactive learning in lectures and classes and by preparation for and participation in seminars. Students also enhance their learning, skills of analysis and independence of judgement through independent reading and study and through the preparation of written assignments.

**Assessment Strategy**

See below

**Transferable/Key Skills**

On completing the programme students should have acquired skills of:

- D1 written communication
- D2 interpersonal communication
- D3 oral presentation
- D4 problem-solving
- D5 organisation & time management
- D6 initiative
- D7 use of information technology (word processing, information tools)
- D8 flexibility in applying skills learnt to new material and in different contexts.

For Students Undertaking the International Study Year

- D9 adapt and operate in a different cultural environment

**Teaching and Learning Methods**

Key aspects of skills D1 and D4-7 are introduced to students through induction sessions, supported by the Student Handbooks.

D1 is promoted in all three stages by handbooks and/or lecture handouts and through feedback on written assignments.

D2 is promoted by all types of interactive learning.

D3 is promoted by all seminars.

D4. Skills of problem-solving (under which heading are comprised all varieties of logical, critical, evaluative and analytical thought) are presented and practised in all modules.

D5 is promoted by class preparation and the assignment work-load; it is particularly developed by the independent study modules (Portfolio 1 and 2).

D6 is promoted by all modules involving an assessed assignment, and particularly by independent study projects of Portfolio 1 and 2

D7 is promoted through the requirement for all submitted assignments to be word-processed. Certain modules include assessed elements which encourage use of the internet and of on-line technology (esp. Blackboard and bibliographical databases).

D8 is promoted by setting tasks (for discussion sessions, seminars and/or assignments) where students are required to apply skills and approaches learned elsewhere in their degree to passages, topics etc. not explicitly covered.

**Assessment Strategy**

**What follows is a general statement of assessment strategy and methods for testing (A) Knowledge and Understanding, and (B) Intellectual, (C) Practical and (D) Transferable/Key Skills:**

In order to assess the students' attainment in the objectives of the Ancient History programme, a combination of types of assessment is employed:

- examinations
- submitted essays
- independent study project (portfolio)

**Examinations** consist of a varied range of tasks: commentaries on evidence (including sometimes material evidence and visual material), as well as broader questions. A distinctive feature of the Ancient History programme is that the majority of examinations include the requirement to comment on and discuss a selected range of ancient evidence. At Stage 1 in Ancient History the purpose is to ensure that the student can demonstrate a basic knowledge of the first two of the four periods covered in the chronological CAH modules in Stages 1-2 and has begun to apply the skills of a historian to the interpretation of ancient evidence. At Stage 2 examinations, incorporating passages for comment along with essays, are combined in the assessment of modules with essays (see below). At Stage 3 taught modules outside the **Portfolio** may be assessed by examination only.

**Submitted essays and other assignments** have a role in formative as well as summative assessment. They enable the student to demonstrate the ability to carry out investigation and analysis of often complex material and to argue a case. The length of the assignment depends on the tasks set or nature of the questions asked. Submitted work enables the student to demonstrate skills of scholarly presentation, as set out in the Handbook's guidelines on writing essays, and in word-processing (all essays must be word-processed). The formative element is provided by the comment sheets and annotations on returned essays, and by the opportunity to discuss the essay with the module leader. Students also may take the opportunity to discuss their proposed essay or draft with the module leader before writing a final version; the nature and amount of help which staff will give is set out clearly in the Classics/Ancient History handbook.

**Independent Study Projects** are designed to assess students' initiative, independent research skills, organisational and presentation skills. In Ancient History the two modules of the **Portfolio** are at the heart of Stages 2 and 3. They offer a focussed way of fostering the wide-ranging skills of independent scholarship in ancient history. The quality of the work produced has often been praised by external examiners. Students are set a sequence of differentiated tasks. These comprise the Stage-2 module and the first-semester part of the Stage-3 module, which are designed to foster the scholarly techniques needed to analyse primary evidence of different types, as well as more general skills of problem-solving, analytical thought, and written communication. The second half of the module at Stage 3, in semester 2, requires the student to pursue an independent project in depth.

These methods of assessment are used to assess students' attainment of the objectives of their course as follows:

**Subject knowledge and understanding:** a broad knowledge of and insight into the classical world, a thorough knowledge of and insight into certain specific aspects of the classical world, and the other objectives which involve the grasp of essential issues involved in Ancient History, are assessed by examination and submitted assignments:

**Examinations** are used to assess the students' acquisition of a clear and general and overall knowledge of the subject and the particular topics at the conclusion of the module plus the ability to think and analyse a problem quickly, to select from and to apply both their general knowledge and their detailed knowledge of aspects of the subject to new questions, problem-solving skills, the ability to work unaided and to write clearly and concisely within time-constraints.

**Submitted assignments** are used to assess students' understanding and skills in collecting relevant information and evidence for themselves in support of their arguments. In Stages 1 and 2, the overall assessment of CAH-coded modules is based on a combination of examination and submitted assignment.

**The Portfolio** is designed to enable the student to demonstrate subject knowledge and understanding, which either goes beyond that of other modules or is more detailed and examined in length.

**Intellectual skills:** the range of intellectual skills, including skills in identifying and solving

problems, and the qualities of logical, critical, analytical and evaluative thought; flexibility in the application of skills learnt, awareness of different methodologies and independence of judgement in arguing a case, again are assessed by all the methods of assessment used. **Examinations** in particular are used to assess students' capacity for analytical thought, flexibility, and the ability to 'think on one's feet', and to apply knowledge

**Submitted assignments** and the **Portfolio** in particular are used to assess independence of judgement, awareness of a range of possible different viewpoints and methodologies and flexibility in the application of skills to new material

**Practical skills and key (transferable) skills:** written communication, adaptability, and initiative are also assessed by all methods described above:

**Examinations** require in particular skills of selection and conciseness in assembling arguments or exposition

**Submitted assignments** in particular are used to assess initiative and skills in independent investigation and in correlating a discrete range of approaches and evidence. The Stage-3 **Portfolio** module lays particular emphasis on initiative in choosing and researching topics independently.

**Oral skills** are practised in the Ancient History degree, but are not currently assessed.

## 12 Programme Curriculum, Structure and Features

### Basic structure of the programme

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

Students have the option to take part in an International Study Year in-between Stage 2 and 3 of their programme. They will be transferred on to programme code 1618U.

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

- Provision of seminar and/or discussion class teaching alongside lectures at Stage 1 as well as Stages 2 and 3.
  - The Portfolio I-II modules in Stages 2 and 3, which give students the opportunity to work independently on tasks which require them to think and present their findings to a professional standard.
  - Research-led teaching by research-active staff.
- The opportunity to learn Greek or Latin through the distinctive and successful "Greek/Latin in Action" approach, or to continue taking a language taken at A level.

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

[V110 Programme Regulations 21-22](#)

## 13 Support for Student Learning

Generic information regarding University provision is available at the following link.

[https://www.ncl.ac.uk/ltds/assets/documents/qsh\\_progspec\\_generic\\_info.pdf](https://www.ncl.ac.uk/ltds/assets/documents/qsh_progspec_generic_info.pdf)

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

Generic information regarding University provision is available at the following link.

[https://www.ncl.ac.uk/ltds/assets/documents/qsh\\_progspec\\_generic\\_info.pdf](https://www.ncl.ac.uk/ltds/assets/documents/qsh_progspec_generic_info.pdf)

*Accreditation reports*

N/A

*Additional mechanisms*

N/A

## **15 Regulation of assessment**

Generic information regarding University provision is available at the following link.

[https://www.ncl.ac.uk/ltds/assets/documents/qsh\\_progspec\\_generic\\_info.pdf](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/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.