

**PROGRAMME SPECIFICATION
(Undergraduate)**



1	Awarding Institution	Newcastle University
2	Teaching Institution	Newcastle University
3	Final Award	BA (Hons)
4	Programme Title	Ancient History and History Ancient History and History (with International Study Year)
5	UCAS/Programme Code	VV11 1906U 1907U
6	Programme Accreditation	N/A
7	QAA Subject Benchmark(s)	Classics/History
8	FHEQ Level	Level 6
9	Last updated	February 2024

10 Programme Aims

1. To provide students with the opportunity to develop knowledge of and insight into history from the ancient Mediterranean to the modern day, including UK, European, American and World History
2. To recruit students who have the willingness to work across two disciplinary remits
2. 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 foster an awareness of changing historical phenomena over a long period of space and time, and of the methodological and critical skills of history as a discipline
6. To develop the ability to investigate historical problems in depth, gather and filter information from a variety of sources, use source materials critically, and be able to assimilate, appreciate, and critique historiographical arguments and traditions
7. To offer students a learning experience informed by active research
8. To provide the option of pursuing the study of (a) the classical languages and (b) the material culture of the ancient world
9. To attain standards which at least meet Level 6 of the FHEQ and the QAA subject benchmarks for both Classics and History.
10. To comply with University policies and QAA codes of practice.

For Students Undertaking the International Study Year:

1. To 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. To gain insight into international Higher Education and experience differences in academic approach and learning environment.
3. To provide the opportunity to experience new areas of study outside 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 make reference to the benchmark statements for Classics and History.

Knowledge and Understanding

On completing the programme students should have acquired:

- A1 A broad general knowledge of ancient history, and of the ancient world in general
- A2 A broad general knowledge of post-classical history
- A3 An understanding of key historical concepts
- A4 An in-depth knowledge of specific historical issues
- A5 A knowledge and understanding of key themes in world history, and an ability to detect similarities, differences, patterns and interconnections in the histories of different geographical regions and periods over a long period of time.
- A6 An understanding of methodologies for the study of both ancient history and history, and of the availability, quality and variety of the evidence
- A7 An awareness of the nature of historical writing and thought in the past
- A8 A knowledge of the development of modern historical scholarship and its intellectual significance.

For Students Undertaking the International Study Year:

- A9 Demonstrate the ability to adapt to different learning environments.

Teaching and Learning Methods

- A1-5: The primary methods of imparting knowledge and understanding will be lectures and classes, backed up by handbooks and/or lecture handouts and recommended reading
- A6-8: 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 to approach both subjects, and of the independence of judgment required to critically 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 the past
- B6: had the opportunity to acquire a basic knowledge of the Latin and/or Greek languages, along with guidance on how to use that knowledge
- B7: had opportunities to approach the study of the past from a range of perspectives, including those of its material, philosophical and literary culture
- B8: studied ancient cultures other than Greece and Rome
- B9: acquired the ability to compare and evaluate contrasting and conflicting ideas and material.

Teaching and Learning Methods

<p>B1, B2, B3, B5 and B9 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 and B9, are promoted, and frequently tested, by assignments, seminar presentations and participation in discussion.. B8 is promoted in several Ancient History and History modules..</p>
Assessment Strategy
See below
Practical Skills
<p>On completing the programme students should have:</p> <p>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 both subjects, and of the independence of judgment required critically to analyse various methodologies C3 acquired skills of listening actively and taking effective notes C4 learned to understand different views and interpretations of particular historical events, and alternative past and present mental worlds C5 acquired the skills to conceptualize, plan and carry out a research project C6 acquired the skills to locate, critically read, evaluate and use historical material.</p>
Teaching and Learning Methods
<p>C1-4 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. C5-6 are principally promoted by preparing, researching for, and producing assessed coursework, and in particular the third-year dissertation, along with the associated dissertation training modules in Stage 2.</p>
Assessment Strategy
See below.
Transferable/Key Skills
<p>On completing the programme students should have acquired skills of:</p> <p>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.</p> <p><u>For Students Undertaking the International Study Year</u> D9 adapt and operate in a different cultural environment</p>
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 workload; it is particularly developed by the independent study modules in Years 2 and 3.

D6 is promoted by all modules involving an assessed assignment, and particularly by independent study projects in years 2 and 3.

D7 is promoted through the requirement for all submitted assignments to be word-processed. Some modules include assessed elements which encourage use of the internet and on-line technology (esp. Canvas 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 the study of the evidence and topics at hand.

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 and History programme, a combination of types of assessment is employed:

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

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 coursework 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 Ancient History and History handbooks.

Examinations consist of a varied range of tasks: commentaries on evidence (including sometimes material evidence and visual material), as well as broader questions. At Stage 1 the purpose is to ensure that the student can demonstrate a basic knowledge of the periods covered in the Stage 1 modules and has begun to apply the skills of a historian to the interpretation of 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, Ancient History taught modules outside the **Portfolio** may be assessed by examination only.

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 focused 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. In History, Stage 2 includes dissertation training modules, and Stage 3 includes a full dissertation. All students on the programme will be required to complete a dissertation (with appropriate training modules) for either Ancient History or History.

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 and the history of the world since antiquity, a thorough knowledge of and insight into certain specific aspects of the classical world and the world since antiquity, and the other objectives which involve the grasp of essential issues involved in Ancient History and 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.

The Portfolio (Ancient History) or the dissertation (History) 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 are used to assess students' capacity for analytical thought, flexibility, and the ability to 'think on one's feet', and to apply knowledge appropriately

Submitted assignments and **independent projects** 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 **Dissertation** modules lay particular emphasis on initiative in choosing and researching topics independently.

Oral skills are practised in all and assessed in some Ancient History and History modules.,

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 [ADD CODE HERE].

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 (for Ancient History) and the Dissertation and Dissertation Training modules in Stages 2 and 3 (for History), 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 combination of ancient history and the history of later periods, which encourages the development of historical thinking over the *longue durée*, and sustained reflection on the relationship between the ancient past and what came after.
- ☐ The opportunity to begin learning Greek or Latin, or to continue taking a language taken at A-level.

Programme regulations (link to on-line version)

[Programme Regulations 2526](#)

13 Support for Student Learning

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

[Generic Information](#)

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.

[Generic Information](#)

Accreditation reports

N/A

Additional mechanisms

N/A

15 Regulation of assessment

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

[Generic Information](#)

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.