

## Newcastle University Programme Specification

<b>1</b>	<b>Awarding Institution</b>	University of Newcastle upon Tyne
<b>2</b>	<b>Teaching Institution</b>	As above
<b>3</b>	<b>Final Award</b>	MA
<b>4</b>	<b>Programme Title</b>	MA in the History of Medicine
<b>5</b>	<b>Programme Accredited</b>	N/A
<b>6</b>	<b>UCAS</b>	N/A
<b>7</b>	<b>QAA Subject Benchmarking Group(s)</b>	Not applicable
<b>8</b>	<b>Date of revision</b>	4 June 2004

### **9 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 Wellcome Trust, the AHRC and the ESRC.
3. To contribute to the University's objectives by providing high quality research training to an increasing number of postgraduates and enhancing their key skills and employability.
4. To produce graduates who are capable of successfully undertaking and completing advanced research projects.
5. To produce graduates who can proceed to careers in research in Universities, the public sector, the voluntary sector or the private sector.
6. To provide an MA that develops the student's skills to understand and analyse historical aspects of health, disease and medicine in culture and society.

7. To provide a qualification which fully meets the learning outcomes at Level 4 in the national qualifications framework.
8. To provide a programme which conforms to University policies and QAA codes of practice

## **10 Intended learning outcomes**

### **A Knowledge and Understanding**

The programme provides the opportunity for students to develop and demonstrate:

1. a critical appreciation of the methodological aspects and theoretical debates of historical research and, in particular, those pertaining to the history of medicine,
2. an awareness of the steps involved in proposing, planning, researching and completing a research dissertation,
3. increased knowledge and practice of qualitative/interpretative research techniques and, in particular, those pertaining to the history of medicine,
4. a critical appreciation of the distinctive contribution of History of Medicine to the Arts and Humanities and/or to Medicine and the relevance of History of Medicine more broadly,
5. an awareness of the position of their research dissertation within the wider research debates and literature of History of Medicine

### ***Teaching strategy***

A1 and A3 are delivered principally in the modules “Research Training” and “Introduction to the History of Medicine”. A2 and A5 are delivered in the “Dissertation”. A4 is delivered in the modules “Introduction to the History of Medicine”, “Dissertation” and in the modules “Special Study in the History of Medicine”.

### ***Learning strategy***

In the MA in the History of Medicine, A1, A2 and A3 are learnt through teaching seminars – the “Introduction to the History of Medicine” is taught in the form of fortnightly 2-hour sessions, which are a combination of lectures, seminars and student presentations – and through participation in research seminars and dissertation workshops laid on by the HASS Faculty and the School of Historical Studies . A4, A5 and A6 are learnt through lectures and seminars (the “Introduction to the History of Medicine” core module) and through individual supervision and self-study.

### ***Assessment strategy***

A1, A2, A3, A4, A5 and A6 are jointly assessed in the production and presentation of a dissertation proposal, the dissertation itself, two 2500 word assignments

("Introduction to the History of medicine"), which involve a critical methodological review of secondary literature and an analysis of a primary source, and two extended 5000 word essays based on extensive reading (Special study 1 and 2). The reason for this strategy is that submitted work is by far the most appropriate method of assessment of the relevant outcomes.

### **B Subject-specific/professional skills**

The programme provides the opportunity for students to develop and demonstrate:

- 1 subject-specific skills through training and research experience and develop an ability to evaluate, analyse and interpret different sources of evidence relating to History of Medicine
  - 2 the ability to undertake higher degree research through completion of short pieces of written work and a dissertation
  - 3 practice in 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.
  - 4 an in-depth understanding of their dissertation topic.
- 5 a variety of additional skills according to their individual needs, e.g. computer literacy, archive use and data management
  - 6 improved information skills in identifying and using bibliographical resources

### **Teaching strategy**

B1 and B3 are delivered principally in the modules "Research Training" and "Introduction to the History of Medicine". B2 and B4 are delivered in the "Dissertation". B5 and A6 are delivered in the modules "Introduction to the History of Medicine", "Dissertation" and in the modules "Special Study in the History of Medicine".

The teaching strategy for B1-B5 is a combination of lectures, workshops, research seminars and feedback on presentations.

### **Learning strategy**

In the MA in the History of Medicine, B1, B2, B3 and B4 are learnt through teaching seminars – the "Introduction to the History of Medicine" is taught in the form of fortnightly 2-hour sessions, which are a combination of lectures, seminars and student presentations – and through participation in research seminars and dissertation workshops laid on by the HASS Faculty and the School of Historical Studies . B5 is learnt through the SHS postgraduate "Research training" modules.

### **Assessment strategy**

B1, B2, B3, B4 and B5 are jointly assessed in the production and presentation of a dissertation proposal, the dissertation itself, two 2500 word assignments ("Introduction to the History of medicine"), which involve a critical methodological review of secondary literature and an analysis of a primary source, and two extended

5000 word essays based on extensive reading (Special study 1 and 2). The reason for this strategy is that submitted work is by far the most appropriate method of assessment of the relevant outcomes.

### **C Cognitive skills**

The programme provides opportunities for the students to develop and demonstrate:

- 1 Critical reasoning
- 2 Gathering and using information
- 3 Applying concepts
- 4 Evaluation, analysis, and interpretation
- 5 Empathising with historical subjects

#### ***Teaching strategy***

C1 and C4 are delivered principally in the modules “Research Training” and “Introduction to the History of Medicine”. C2, C3 and C5 are delivered in the “Dissertation”. and in the modules “Introduction to the History of Medicine”, and “Special Study in the History of Medicine”.

#### ***Learning strategy***

All written pieces of work require students formatively to gather, evaluate, analyse, and interpret evidence, using the skills identified in History as benchmark skills within the discipline [C1-5].

The dissertation represents the summative task in detailed practice of all of these cognitive skills.

Students learn bibliographical skills by developing an initial (and final) bibliography for their Dissertation.

#### ***Assessment strategy***

All written pieces of work require students formatively to gather, evaluate, analyse, and interpret evidence, using the skills identified in History as benchmark skills within the discipline [C1-5].

The dissertation represents the summative task in detailed practice of all of these cognitive skills.

### **D Key skills**

The programme provides the opportunity for students to develop and demonstrate:

- 1 Written communication
- 2 Interpersonal/oral communication
- 3 Planning and organisation
- 4 Computer literacy

#### ***Teaching strategy***

D1, D3 and D4 are delivered in the modules “Research Training” and “Introduction to the History of Medicine”, in the “Dissertation” and in the modules “Special Study in the History of Medicine”. D2 is taught in the “Introduction to the History of Medicine”. The teaching strategy for D1-D4 is a combination of lectures, workshops, research seminars and feedback on presentations

**Learning strategy**

Students learn a variety of dissemination skills (D1-D2) through, for example, an oral presentation (part of “Introduction to the History of Medicine”) and through their written assignments and dissertation.

D3 is learnt through keeping to programme deadlines and by planning and organizing their written work, including the dissertation. D4 is practised and developed throughout the programme through submission of coursework and then the dissertation.

**Assessment strategy**

Written communication [D1] 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 a database as part of a research assignment.

Interpersonal/oral communication, individually and as part of a team [D2] is a critical part of the teaching and learning experience for this programme, for example, during individual feedback sessions, and group seminars. There will be an opportunity to do an oral presentation as part of the assessment.

Planning and organization is assessed throughout the programme through the student’s ability to meet deadlines and successfully complete the programme [D3].

Basic computer literacy [D4] is assessed through all written assignments that are all required to be word-processed. Where appropriate, students may wish to acquire higher skills (e.g. in database analysis), for which additional IT training is provided in the module ‘IT and History’, which students can attend as part of one of their Special study modules.

**11. Curriculum**

All candidates shall take the following compulsory modules.

<i>Code</i>	<i>Credits</i>	<i>Descriptive title</i>
Semester 1		
ART800	(10)	Research Training in the Arts and Humanities

HIS800	(10)	Research Methods in History*
SHS 824	(30)	Introduction to the History of Medicine (core)
SHS 825	(30)	Special Study in the History of Medicine 1**
Semester 2		
SHS 826	(30)	Special Study in the History of Medicine 2
LES 803	(10)	Dissertation Training Module
Research 'semester'		
SHS 899	(60)	Dissertation
<p>NB 1: Candidates are normally expected to pass the taught modules before proceeding to the dissertation</p> <p>NB 2: The part-time route through the programme will be decided in consultation with the Degree Programme Director</p> <p>*In case a candidate has a particular interest in ancient medicine and will devote his/her dissertation to this area, the student may be advised to take the Classics "Skills of Scholarship" (CAC800) instead</p> <p>**In exceptional cases when a candidate has a special interest in a particular period or field of the history of medicine for which specific additional language training is required, the candidate may, at the Degree Programme Director's discretion, take a 30 credits language module instead of one of the two Special Study Modules</p>		

## 12 Criteria for Admission

The normal entry requirement will be at least a good second class honours degree in a relevant subject (e.g. history, classics, archaeology, medicine).

Applicants for whom English is not a first language must provide evidence of a satisfactory command of English by means of an IELTS score of 7.0 or greater (or by an equivalent TOEFL score).

### *Alternative entry qualifications and non-standard entrants*

Applicants who hold non-standard qualifications, and/or have relevant experience, will be encouraged to apply and considered on an individual basis, according to the Faculty Admissions Policy.

### *Admissions policy*

All applications are seen by the DPD and, where deemed appropriate, another member of staff. All borderline or unusual applicants are contacted by letter, email, or phone and further information solicited. All applicants will be invited for interview, and will be offered the chance to meet staff and view facilities

### **13 Support for students and their learning**

#### *Induction*

The School of Historical Studies provides a formal induction session to all new postgraduates covering the organisation of postgraduate affairs, the research groupings in the School and in the Centre for the History of Medicine, research facilities in the Centre, School of Historical Studies and University and the rights and responsibilities of postgraduates. The induction meeting will be led by the Director of Postgraduate Studies and MA Degree Programme Director.

There will also be an induction at Faculty level for the students from all the MA/MSc programmes where the Postgraduate Dean, Director of the Postgraduate Research Training Programme and all the module leaders of the generic modules to be delivered at inter-Faculty level will be present. This will complement the SHS Induction, and serve to introduce the students to the Faculty part of their programmes, the Faculty of Humanities and Social Sciences Graduate School and also to each other and to the idea of a multi-disciplinary learning environment.

Students will benefit from the resources provided by the Newcastle-Durham "Centre for the History of Medicine". This means i.a. that students will be allowed and encouraged to attend lectures and seminars provided by the Durham colleagues and to approach them for informal advice if this is considered appropriate to their programme by the Degree Programme Director.

#### *Study skills support*

Support is provided through a range of sources including Personal Tutors (at SHS and Faculty levels), Dissertation Supervisor, FHSS Liaison Librarian and Computing Services.

#### *Academic support*

The MA Degree Programme Director will be responsible for the administration and management of the course. This responsibility will include ensuring coherence and continuity within the School delivered modules. The Degree Programme Director will be available to all students for advice and discussion of any academic issues arising. All School module leaders will be available for advice and discussion of academic issues arising. Full specification and detail of the MA Programme will be set out in the Degree Programme Handbook.

The Director of the Postgraduate Studies will have overall responsibility for ensuring coherence and continuity in the Faculty delivered modules and also for their administration and management. All students will have access to the Director and all the module leaders for advice and discussion of academic issues arising.

Under the tutor system, each student will be allocated a specific member of staff for academic advice and guidance. Formal meetings will be held each semester and students will have personal and e-mail access to a Tutor at any time if required. All postgraduates are provided with the Postgraduate Handbook on entry in to the School of Historical Studies that provides information and guidance on a range of academic issues.

Each student will be assigned a Dissertation Supervisor to provide personal supervision and guidance on production of the Dissertation.

#### *Pastoral support*

Under the tutor system, each student will be allocated a specific member of staff for pastoral advice and guidance. Formal meetings will be held each semester and students will have personal and e-mail access to a Tutor if required. All postgraduates are provided with the Postgraduate Handbook on entry in to the School that provides information and guidance on a range of pastoral issues.

The MA Degree Programme Director will be available to all students for advice and discussion of any pastoral issues arising.

SHS has postgraduate study rooms in Classics, History and Archaeology and several seminar rooms within its premises.

#### *Support for special needs*

The teaching and learning support, resources and method of delivery, e.g. course documentation, provision of lectures and seminars, are scrutinized to ensure that it is appropriately provided to any student with Special Needs, taking into account those needs as and when they arise, in accordance with University policy. Information regarding the Disability Office will be included in the Degree Programme Handbook.

The SHS seminar rooms are accessible for wheel-chair users, and there is access to a purpose-built toilet. Any further special needs will be accommodated by those delivering the course modules.

#### *Learning resources*

Students will benefit from the resources provided by the Newcastle-Durham "Centre for the History of Medicine". This means i.a. that students will be encouraged to attend lectures and seminars provided by the Durham colleagues and to approach these for informal advice. It also means that students will benefit from the research activities laid on by the Centre, such as the Pybus History of medicine research seminars, the public lectures programme in the history of medicine and from the presence of visiting lecturers and professors.

Further resources within Newcastle: The Robinson Library; the Medical Library; the Robinson Library Special Collections, such as the Pybus Collection and the Medical



Collection; Northumbria University Library; Newcastle City Library; Newcastle Literary and Philosophical Society; Tyne and Wear Record Office; Northumberland Record Office. On-line databases and electronic journals available via the Robinson Library (e.g. JSTOR, DNB); microfilm collections (e.g. Early English Books). Shefton Museum of Greek Art; Museum of Antiquities. Other specialist museums and archive collections, e.g. Laing Art Gallery, Hancock Museum.

Within the region: Durham University Library and Palace Green Library (Special Collections); Durham City and County Archives; York University Library and City of York Archives; Yorkshire County Record Office (Northallerton). Copyright library within day-return journey (Edinburgh). Other specialist museums and archives, e.g. Bowes Museum, Barnard Castle; Durham Light Infantry Museum

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

*Mechanisms for review and evaluation of teaching, learning, assessment, the curriculum and output standards*

- Student opinion is gathered by means of student questionnaires that are issued on completion of the programme.
- Module questionnaires will be issued to all students on completion of each module. Summaries of the module and programme questionnaires will be considered at the MA in the History of Medicine Board of Studies.
- Feedback from past graduates.
- Feedback from employers of past graduates.
- External examiner reports (A report following consideration of the comments of the external examiner appointed to oversee the faculty generic modules will be forwarded annually to the MA in the History of Medicine Board of Studies.
- Annual Monitoring and Review.
- Internal Subject Review.
- Consideration of annual programme monitoring statistics.

*Mechanisms for gaining student feedback on the quality of teaching and their learning experience*

- Staff-Student Consultative Committee.
- Student representation on Boards of Studies.
- Student evaluation questionnaires.

*Committees Responsible for Monitoring and Evaluating Quality and Standards*

There will be separate but linked forums at School level for evaluating and improving the quality and standards of teaching and learning.

- A separate Board of Studies will monitor and evaluate quality and standards of the shared and generic modules on the MA programme which are delivered in common across the faculty. This Board will be chaired by the Postgraduate Dean,

and its members will include the Director of the Postgraduate Training Programme, DPD's of all the linked Masters programmes, module leaders of the five generic modules, and all teachers on these modules delivered at an inter-faculty level. Overall responsibility for assuring quality and standards of the MA programme will lie with the MA in the History of Medicine Board of Studies.

- A Board of Examiners will also exist to consider issues related to examinations and marks for the 2 modules delivered at an inter-faculty level to all linked Masters programmes. The Board will be chaired by the Postgraduate Sub-Dean, and its members will include the Director of the Postgraduate Training Programme, the module leaders of the 2 generic modules, and the DPD's of all the linked Master's programmes. An external examiner will also be appointed for the 2 modules delivered at an inter-faculty level, who will also report on the standard of, and coherence between, the generically- taught modules.
- This Board of Examiners will meet before the meeting of the MA in the History of Medicine Board of Examiners who will consider the marks from the inter-faculty Board alongside the marks from the subject- specific modules. Overall responsibility for the award of the degree will lie with the MA in the History of Medicine Board of Examiners.

## 15. Regulation of Assessment

When examining work the examiners use the following criteria in awarding marks.

**A distinction level mark (70%-100%)** will be given to work that displays depth of knowledge and mastery of skills appropriate to that module (or modules). The work will be clearly presented with well-structured, sharply focused arguments and will explore the limits of knowledge in the area under investigation. It will demonstrate critical analysis, independence of mind, initiative and intellectual rigour. In terms of the MA dissertation, work may also demonstrate originality and an ability to extend the research further through doctoral study, or convey ideas that might be publishable. Examiners will use the mark range 70-79% for good performance at distinction level and 80-100% for publishable work.

**A merit level mark (60%-69%)** will be awarded for well written and informed work that indicates awareness of recent developments in the area under investigation. The work will be well organised, showing a thorough understanding of the subject, and evidence of additional self-study. There should be no significant deficiencies, although some points may be discussed without being argued through fully.

**A pass level mark (50%-59%)** will be awarded for work that displays competence and general understanding of the subject. It contains relevant information but lacks the sophistication and incisiveness of work at higher grades, and shows limited

evidence of additional, independent study. There may be insufficient discussion and conclusions.

**A fail mark (49% and below)** will be given to work which displays a serious lack of understanding of the principles of the subject, major errors, serious deficiencies in knowledge, expression and organisation, substantial omissions and irrelevance.

**A Diploma** will be awarded to candidates who have failed to pass the Core module *Introduction to the History of Medicine*.

### *Board of Examiners*

The MA in the History of Medicine Board of Examiners will be held in June and September. They will be Chaired by the MA Programme Director and its members will include the Director of Postgraduate Studies, module leaders, a representative from the Inter-Faculty Board of Examiners and the Head of School or her or his nominee. The purpose of the Board of Examiners meeting in June is to determine student performance in the taught elements of the programme. Any mitigating circumstances which may have affected a student's performance will be reviewed at a Scrutiny Sub-Committee of the Board of Examiners for the MA in the History of Medicine. Final recommendations for the award of the degree are made in the Michaelmas term.

### *Role of the External Examiner*

The External Examiners are full members of the Board of Examiners and have the right to speak on any matter at meetings of the Board regardless of whether their opinion has been specifically invited. The Board is required to take into account the views of the external examiners but is not obliged to defer to their judgment in taking decisions. External examiners are required to report back to the University on the comparability of standards of the programmes and other matters as they so wish.

An MA in the History of Medicine external examiner will be appointed by FTLC to oversee the degree and its constituent modules, and provide guidance on content and standards. S/he will attend the June Board of Examiners and will be concerned with acting as a moderator, and reporting to the University on the maintenance and comparability of standards of the MA programme.

## **16. Indicators of Quality and Standards**

The proposed course will run for the first time in 2004-05. Indicators of quality and standards will therefore be available for 2005-06.

This programme 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 s/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.

Once approved, full details of the proposed course will be provided for both the University and School Postgraduate Prospectus and the University and Degree Programme Regulations.