

1. Awarding institution	University of Newcastle upon Tyne
2. Teaching institution	University of Newcastle upon Tyne
3. Final Award	BA Honours
4. Programme title	History
5. Accrediting bodies	None
6. UCAS Code	V100
7. Relevant QAA Benchmarking Groups	History
8. Date of production	20 January 2004
<p>9. Programme Aims:</p> <p>The purpose of the programme is to provide opportunities for students to study UK, European, American, and world history, to acquire the skills of the historian, to undertake specialised research projects, and to acquire skills relevant to employment.</p> <p>Our graduates should have an awareness of changing historical phenomena over a long period of space and time, comparative, methodological, and critical skills. They should be able to investigate historical problems in depth, use source materials critically, and be able to assimilate and appreciate historiographical arguments and traditions. They should develop a capacity for independent study, and key skills which are valuable to historians and to employers.</p> <p>Our graduates should be capable of going on to further study, or undertaking a wide variety of jobs in industry, commerce or the public sector.</p> <p>Graduates of the programme will have attained standards which at least meet Level 3 of the HE Qualifications Framework and the QAA subject benchmarks for History.</p>	

A typical graduate will have attained the following:

10 (a) Programme Intended Learning Outcomes:

A. Knowledge and understanding

1. Knowledge of a wide range of primary source material and an understanding of how such material should be interpreted and evaluated
2. Knowledge and understanding of key themes in world history and an ability to detect similarities, differences and patterns in the histories of different geographical regions and periods over a long period of time
3. An enhanced sense of the chronological, geographical and causal relationships in European, including British, history and a greater understanding and knowledge of the broad currents of that continent's historical development.
4. An understanding of key historical concepts.
5. Knowledge and understanding of the complexity, variety and diversity of history
6. An ability to reflect critically on the nature of the discipline and profession of history
7. Knowledge and understanding at an intensive level of the sources and historiography relating to relatively short periods or limited topics in history

B. Cognitive skills (i.e. Intellectual skills)

1. Analytical reasoning and critical skills in reading, writing and debating
2. Using appropriate evidence to support a sustained argument or line of reasoning
3. Ability to compare contrasting and conflicting ideas and material
4. Ability to adapt effectively to new and/or unexpected questions or problems
5. Intellectual independence

C. Subject-specific skills

1. Listening and note-taking
2. Independent study
3. Locating, critically reading, evaluating and digesting historical material
4. Insight into and understanding of different views and interpretations of particular historical events and alternative past and present mental worlds
5. The ability to produce clear, succinct, accurate, well-planned and coherent presentation of results in both written and oral forms
6. Possession of the research skills required to process and evaluate historical sources and produce thereby an extended piece of work

D. Transferable (key) skills

1. Computer literacy
2. Written Communication
3. Problem Solving
4. Interpersonal Communication
5. Initiative
6. Oral Presentation
7. Adaptability
8. Teamwork
9. Basic numeracy
10. Planning and Organising

10 (b) Intended learning outcomes	Teaching/learning methods and strategies
A. Knowledge and understanding	The primary method of imparting knowledge and understanding (A1-A6) is lectures, supplemented by seminars and in the case of A1 and A5 by IT workshops. Seminars and workshops help to reinforce and amplify student learning gained in lectures. They also encourage independent study and throughout the programme students are encouraged to supplement taught material by independent study, for which they are given extensive support and guidance on reading materials, and web-based material, and how to use them. A6 is taught particularly in the compulsory Stage One skills module and in one optional Stage Three module. A7 is taught partly via intensive seminar work and also by the undertaking of an independent research project under staff supervision.
B. Cognitive skills	Cognitive skills (B1-B5) are developed through exercises and guidance in lectures, in seminars, supplemented in the case of B1-B3 by written feedback and by discussion with staff. Students are encouraged to acquire such skills during the completion of a range of written assignments, notably essays and documentary commentaries and problem-solving exercises. (B1-B5) are also encouraged by group and one-to-one discussion and debate in lectures, seminars and tutorials.
C. Subject-specific skills	Listening and note-taking (C1) are taught via a skills module and developed principally in lectures but also in seminars. Note-taking is also a feature of independent study. Other subject-specific skills (C2-C6) are taught in lectures and in seminars, supplemented by assigned work (C2-C3, C5). C6 is further taught via dissertation supervisions. Such skills (C2-C6) are developed and practiced in written assignments, notably essays and documentary commentaries and problem-solving exercises done in class or in private study time. Preparation of oral presentations also helps develop C2 and C4-C5.
D. Key skills	Transferable skills are principally learnt and practised in private study and preparation of assignments. Advice is given in lectures and in seminars (D2-D8, D10), and taught also in a skills module (D2-D3, D5, D10) supplemented in the case of D3, D5, D8, D9 and D1 by workshops. Assigned work also helps to inculcate D2, D3 and D10. Communication skills (D2, D4) are further refined in seminars. Transferable skills are developed and practiced in written assignments such as essays and documentary commentaries (D2-D3, D5, D10) supplemented in the case of D3, D4, D6, D7, D8, D10 by individual or group presentations. Oral debate in seminars or tutorials supplies the opportunity to develop D4 and D6. Specific problem-solving exercises help to develop some basic numeracy (D9) and computer literacy (D1) is practiced by the word-processing of written assignments and problem-solving exercises such as bibliographic tasks. D8 is fostered by group presentations and assignments

10 (c) Intended learning outcomes	Methods of assessment
A. Knowledge and understanding	Knowledge and understanding of the subject is primarily assessed by unseen written examination together with written assignments notably essays and documentary commentaries. (A1-A7). In the case of A7 this may be supplemented by submission of an extended piece of work, usually an undergraduate dissertation.
B. Cognitive skills	Cognitive skills B1-B3 and B5 are assessed by written assignments, including unseen written examinations, and are also be assessed in the (optional) dissertation. B4 is primarily assessed by unseen written examination only.
C. Subject-specific practical skills	The ability of students to deploy subject-specific skills (C1-C5) effectively is assessed primarily by means of unseen written examination, written assignments and also in dissertations. C6 is assessed via an undergraduate dissertation.
D. Key skills	D6 and D8 are assessed by means of the grading of seminar group presentations. D9 is assessed by means of specific workshop tasks. D2, D3, D7, D10 are assessed by a combination of unseen examination (D2, D3, D7), written assignments (D2, D3, D10), and can also be assessed in dissertations. In the case of D2 this is supplemented by assessed workshop tasks. Computer literacy (D1) is assessed as part of the process of grading written assignments and also forms part of specific workshop tasks. D4 is not assessed.

<p>Section 11</p> <p>(i) Programme features</p>	<p>Programme Features, Curriculum and Structure:</p> <p>The programme is studied over three years full-time.</p> <p>The programme is divided into three stages. Each year, or stage, requires the study of modules with a total credit value of 120. The three years of the degree therefore amounts to 360 credits. Each credit represents 10 hours of student effort, covering lectures, seminars, workshops, private study, completion of coursework and revision.</p> <p>At Stages 1 and 2 students have the right to earn up to 40 credits in modules that are not designated as History modules in the regulations but which are offered in the Faculty of Humanities, Arts and Social Sciences. The History modules in Stages one and Two are all worth 20 credits. The History modules in Stage Three are all worth 30 credits.</p> <p>For degree classification purposes all Honours (that is, Stage Two and Stage Three modules) modules count. In History, Stage 3 credits have twice the weighting of Stage 2 credits in the final degree classification.</p> <p>Progression to the next stage of the programme is conditional on meeting the conditions laid down by the University for progression. Students should pass every module with a mark of at least 40%. Narrow failure of a small number of credits will be condoned.</p> <p>The programme has two innovatory features, designed to broaden students' perspectives on the past, and establish a sense of long term historical developments. The first of these is the provision of two compulsory modules of World History taken at Stage 1 (HIS123-4), and the foundation of the curriculum on this base. The second is the design of Stage One so that students who do not take the option of modules outside History will, in their History modules, gain a foundation for all the History modules from which they will choose in subsequent Stages.</p> <p>At Stage 3 all History students must do at least two Special Subjects. Each Special Subject comprises the investigation of a historical topic in depth via one 30 credit module.</p>
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<p>(ii) Curriculum and structure (See Appendix 1 for a complete module breakdown by stage and its particular contribution to the intended learning outcomes of the programme)</p>	<p>At the core of Stage 1 are two modules in World History and a compulsory skills module. The innovative World History modules provide a broad knowledge and understanding of key developments in World History (A2) and together with the skills module, HIS129, Varieties of History, provide an introduction to some primary sources (A1). The skills module provides some exposure to intensive historical study (A7). These compulsory modules also introduce students to key historical concepts, the diversity of history and supply some notion about the nature of the historical disciplines (A4-A6).</p> <p>The other Stage One History modules contribute towards students' understanding and knowledge of both primary sources and a range of themes and periods within the history of the history of Britain, Europe and the Americas (A2 and A3).</p> <p>Stage One modules begin the development of all related cognitive skills (B1-B5) and most subject-specific skills (C1-C5). Key skills (D1-D8, D10) are introduced and practiced in Stage One modules.</p> <p>Stage Two provides the opportunities for specialisation.</p> <p>All modules at this Stage are optional, and provide the opportunity to develop further knowledge and understanding of periods, places, topics and themes drawn from countries and periods as far varied as Imperial China, the Caribbean, Anglo-Saxon England, and twentieth-century Cuba. Stage Two modules are on much narrower topics than Stage One modules and are studied at a more intensive and demanding level than those at Stage One. Modules at Stage Two continue the development of cognitive (B1-B5) and subject-specific skills (C1-C5) but a number of Stage 2 modules offer the opportunity to develop research skills and produce extended pieces of historical work (C6). Transferable skills (D1-D8, D10) are also developed at Stage 2.</p> <p>At Stage Three the study of history is done at a still more intensive level. This is ensured principally by the rule that students take at least two Special Subjects, chosen from a wide range of topics drawn from different continents and centuries, as far varied as the early medieval European emperor Charlemagne, America in Vietnam, and Genocide. In a Special Subject students develop their knowledge and understanding of a relatively narrow historical topic and its related primary sources (A1, A7). Special Subjects, taught by subject-specialists, represent the point at which teaching is enriched by staff research interests most fully. They further develop knowledge and understanding of aspects of European history and that of the wider world, and aid the development in depth of an understanding of historical concepts, historical diversity and of the nature of the historical profession (A3-A6).</p> <p>At Stage Three students have the opportunity to do a dissertation. The dissertation, like all Stage Two and Stage Three modules develops cognitive (B1-B5) and subject-specific skills (C1-C5), but also provides students with the opportunity to develop research skills (C6) and produce an extended study. Transferable skills (D1-D8, D10) are further developed at Stage Three, with one Special Subject offering some development of numeracy (D9).</p>
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Section 12

Criteria for Admission

The Admissions Tutor normally asks applicants for the Single Honours History degree for at least a B grade in A level history, and for at least B grades in two other A levels. The Admissions Tutor is happy to accept General Studies as one of the three A levels. A typical offer would be ABB at A level.

Prospective entrants may also offer two AS levels of a similar standard in place of a third A level. The Admissions Tutor welcomes Scottish qualifications and, although we consider all candidates with Scottish Highers/CSYS on an individual basis, a typical offer would be AABBB at Higher Grade.

Places are normally offered primarily on a combination of predicted grades at A and AS level and the student's personal statement.

Information about criteria for admissions may be found at <http://www.ncl.ac.uk/undergraduate/course/V100/requirements>

Students to whom offers are made are invited to an Open afternoon to meet staff and students. Attendance of this afternoon is not compulsory. Applicants with non-standard qualifications may be interviewed

The School of Historical Studies is keen to encourage applications from mature students with A levels or other qualifications and each of these applicants is given individual consideration. Whatever your background or qualifications, the School welcomes applications from bright and enthusiastic people with a genuine interest in the subject(s) being studied.

Overseas students. Appropriate overseas qualifications will be considered, as well as A levels. Evidence of English language skills that are adequate to complete the programme successfully is required.

Section 13

Support for Students and their Learning

- Induction programme for both orientation and advice about study skills for both new and returning students
- A compulsory first year skills module (HIS129) to inculcate some basic study skills
- Personal tutors available to advise on module selection, to take an overview of students' performance and to assist with academic and personal problems
- Staff-Student committee to foster and improve communications between staff and students and to identify issues of concern to students
- Access to University Student Counselling service (<http://www.ncl.ac.uk/student.counselling>)
- Help from the University Student Office regarding financial problems, transfers between degree programmes and matters concerning University or Faculty regulations
- Access to the Student Progress Office regarding welfare or any problems that might affect a students progression
- Access to the University Accommodation Office
- Access to the Student Union Society resources, notably the Welfare Officer and Child care co-ordinator
- Students have email and personal access to the Degree Programme Director and tutorial staff
- Access to the University Careers Service (<http://www.careers.ncl.ac.uk>)
- Excellent University Library Facilities, including CDROM databases and online services (<http://www.ncl.ac.uk/library>)
- Good local history libraries at the Newcastle Central Library and the library of the Literary and Philosophical Society.
- Excellent computing clusters throughout the Campus
- Degree Programme Handbook
- Module Handbooks and reading lists
- Resources and information listed on the School web-site (<http://www.ncl.ac.uk/history>) and on individual staff websites
- Support for special needs, including dyslexia and hearing impediments, via the University Disability Services.

Section 14

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

- Staff-Student committee which fosters improved student feedback on the quality of their teaching and learning experience
- Student feedback regarding modules, Stages and the Programme via module, Stage 1, Stage 2 and Programme (issued at the end of Stage 3) questionnaires
- Peer observation of teaching via the mentoring system for new members of staff and via the Degree Programme's requirement of peer observation
- Module reviews. Modules are reviewed each year first by the Module Leader and then by the Board of Studies. Modules are reviewed in the light of student feedback, student attainment and staff comment.
- Board of Studies, a committee of all Module Leaders together with student representatives and some other academic staff members. The Board reviews all modules and the programme as a whole regularly, in order to enhance and develop it. The Board considers progression rates, achieved examination and coursework grades, degree classes achieved and graduate employment statistics
- External examiners, senior academics appointed by the University to oversee the programme, comment on its quality and standards and take part in the process of assessment of Stage Two and Stage Three students and in the process of final degree classification.
- Boards of Examiners review assessment and performance at each stage of the degree
- Annual Faculty review of the programme.
- University review of the programme as part of internal subject review which occurs every few years.

Section 15	<p>Regulation of Assessment Assessment rules and Honours Classification</p> <ul style="list-style-type: none"> • Minimum pass mark for each module is 40% • Students are assessed by a combination of unseen written examination, by submitted work and by a variety of class exercises. • At Stage Two no History module is assessed by a combination of both an unseen written examination and submitted work. All Stage Two History modules involve either an examination or submitted work. <p>Programme requirements: students should pass all modules at Stage 1 and Stage 2 to proceed to the next Stage. (Narrow failure of a small number of credits will be condoned.) There are two resit opportunities.</p> <ul style="list-style-type: none"> • Final degree classification is based on the results of Stage Two and Stage Three modules only. Credits taken at Stage Three count double towards the final degree classification. Honours marks are based on the University's Common Marking Scheme: <table data-bbox="746 896 1308 1070"> <tr> <td>70 or more</td> <td>First Class</td> </tr> <tr> <td>60-69</td> <td>Second Class, Upper division</td> </tr> <tr> <td>50-59</td> <td>Second Class, Lower division</td> </tr> <tr> <td>40-49</td> <td>Third Class</td> </tr> <tr> <td>Less than 40%</td> <td>Fail</td> </tr> </table>	70 or more	First Class	60-69	Second Class, Upper division	50-59	Second Class, Lower division	40-49	Third Class	Less than 40%	Fail
70 or more	First Class										
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50-59	Second Class, Lower division										
40-49	Third Class										
Less than 40%	Fail										
	<p>Role of External Examiners</p> <ul style="list-style-type: none"> • The External Examiners are distinguished members of the academic community appointed by Faculty Teaching and Learning Committee and their role is to • Advise on examination papers on modules which count for Honours • Review samples of examination scripts and submitted work to check standards and assessment procedures • Attend the Examination Board meetings and participate in the process of deciding students' degree classification. • Report back to the University on the standards of the degree, student attainment in relation to national standards. 										
Section 16	<p>Indicators of Quality and Standards</p> <p>QAA report on the quality and standard of provision Faculty reports on the quality and standard of provision Graduate employment statistics Prizes awarded to graduate students by the Royal Historical Society for undergraduate work AHRB awards to graduates</p>										

Section 17

Other sources of information

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. The accuracy of the information contained is reviewed by the University and may be checked by the Quality Assurance Agency for Higher Education

Key information about the programme can also be found in the following sources:

The University Prospectus

The History at Newcastle brochure

The University and Degree Programme Regulations

The Degree Programme Handbook

The QAA Subject Review Report 1994

The School of Historical Studies Web-site

(<http://www.ncl.ac.uk/history>)