

PROGRAMME SPECIFICATION

1	Awarding Institution	Newcastle University
2	Teaching Institution	Newcastle University
3	Final Award	MA
4	Programme Title	Master of Arts (MA) in the History of Medicine
5	Programme Code	4065
6	Programme Accreditation	N/A
7	QAA Subject Benchmark(s)	N/A
8	FHEQ Level	7
9	Last updated	27/05/11

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 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. That the programme meets the requirements of a Master's level qualification as defined by the Framework for Higher Education Qualifications.
8. 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****Knowledge and Understanding**

On completing the programme students should possess:

- | | |
|-----------|---|
| A1 | 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 | a mature awareness of the steps involved in proposing, planning, researching and completing a research dissertation; |
| A3 | increased knowledge and practice of qualitative/interpretative research techniques and, in particular, those pertaining to the history of medicine; |
| A4 | a sophisticated critical appreciation of the distinctive contribution of the History of Medicine to the Arts and Humanities and/or to Medicine and the relevance of the History of Medicine more broadly, and |

Teaching and Learning Methods

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.

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).

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.

Assessment Strategy

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.

Intellectual Skills

On completing the programme students should be able to:

- B1** apply high-level critical reasoning, independent thinking and problem solving;
- B2** gather and use information appropriately, in order to formulate and develop appropriate questions and to provide and critically assess complex answers to them using valid and relevant evidence and argument
- B3** appropriately apply theoretical concepts and methodologies to the interpretation of historical data and sources;
- B4** subtly evaluate, analyse, and interpret historical data and sources.

Teaching and Learning Methods

All written pieces of work require students formatively to gather, evaluate, analyse, and interpret evidence, using and further developing the skills identified in History and in Classics (at Honours level).

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.

Students will have the opportunity to develop and practice advanced skills in information gathering and manipulation through seminars, and the ability to critically identify, select and apply relevant evidence and concepts to particular questions using relevant methodologies.

Seminar teaching through presentations and discussion will allow students to develop advanced critical skills in evaluating, analysing and interpreting data.

Assessment Strategy

All written pieces of work require students formatively to gather, evaluate, analyse, and interpret evidence, using and further developing the skills identified in History and Classics (at Honours level) as benchmark skills within the discipline.

Practical Skills

On completing the programme students should be able to:

- C1** develop and demonstrate sophisticated 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;
- C2** develop and demonstrate improved information skills in identifying and using bibliographical resources;
- C3** practice at an advanced level in a wide range of subject-specific skills such as:- the marshalling of evidence; presenting a balanced, structured, relevant and coherent

C4 argument (in written and oral form), appropriately supported by evidence, and applying a critical analysis of historical and bibliographic evidence;
apply and demonstrate an in-depth understanding of their dissertation topic;

Teaching and Learning Methods

All taught modules include seminars and/or lectures delivered by professional historians who research and teach in the areas about which they lecture. 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 in History.

Seminars provide students with the opportunity to develop and practice their subject specific and generic skills through, for example, preparation for and oral contribution to seminars, and the final dissertation.

The dissertation allows the student sufficient time to develop a level of understanding and analysis towards a specific project, while simultaneously deploying the skills acquired at earlier stages of the programme.

Research training, tutorials, guided reading, feedback on outline proposals, and continuous supervision provide the basis for students to complete their dissertations.

Assessment Strategy

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.

Transferable/Key Skills

On completing the programme students should be able to demonstrate advanced and sophisticated skills in:

- D1 Written communication
- D2 Interpersonal/oral communication
- D3 Teamwork
- D4 Planning and organisation

Teaching and Learning Methods

Through lectures, seminars, and tutorials, students will acquire advanced skills in:

- [a] how to plan and execute both short and extended pieces of written work.
- [b] effective interpersonal/oral communication techniques, taught through School Research Training Modules. Students practise and develop these skills by contributing orally either as groups or individually in seminars for taught modules.
- [c] teamworking is practised through contribution to group seminar work.
- [d] planning and organization. Students practice and develop these crucial skills through keeping to programme deadlines and by planning and organizing their written work, including the dissertation.

Assessment Strategy

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.

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.

Planning and organization is practised throughout the programme through the student's ability to meet deadlines and successfully complete the programme.

12 Programme Curriculum, Structure and Features

Basic structure of the programme

The programme may be taken on a full time or part time basis. All students must take a total of 120 credits of taught modules, which are offered in Semesters 1 and 2. A part-time route through the programme will be decided on a case-by-case basis in consultation with the Degree Programme Director.

All students enrolled take the following compulsory modules:

Code	Descriptive title	Total Credits	Credits Sem 1	Credits Sem 2	Credits Sem 3	Level	Type
HIS8061*	The Practice of History*	20	20			7	
HIS8098	Research Skills and Dissertation Training	20	10	10		7	
SHS8024	Introduction to the History of Medicine	20	20			7	Core
SHS8025	Special Study in the History of Medicine 1	20	20			7	
SHS8026	Special Study in the History of Medicine 2	20		20		7	
SHS8099	Masters Dissertation in the History of Medicine	60			60	7	

In consultation with the Degree Programme Director, a further 20 credits must be taken in semester 2 from within the Faculty of Humanities and Social Sciences. This could consist of an MA module from within the School of Historical Studies; continuation of language study, or an MA module from within the Faculty.

* In the case where a candidate has a particular interest in ancient/classical medicine and will devote his/her dissertation to this area, the student may, at the discretion of the Degree Programme Director, take the Classics CAC8000 Skills of Scholarship module instead.

In Semester 3, all students take: *Dissertation* [60 credits].

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

The programme is distinct in adopting a comparative approach to the History of the Americas, including North and South America and the Caribbean. Other key features are described above in 'basic structure'

Programme regulations (link to on-line version)

<http://www.ncl.ac.uk/regulations/programme/>

13 Criteria for admission

Entry qualifications

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

Admissions policy/selection tools

All applications are vetted according to the E2R system. Borderline applications are seen by the DPD and, where deemed appropriate, another member of staff. Where borderline or unusual applicants cannot be resolved by the DPD, applicants are contacted by letter, email, or phone and further information solicited. All applicants are offered the chance to meet staff and view facilities.

Non-standard Entry Requirements

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.

Additional Requirements

N/A

Level of English Language capability

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 6.5 or greater (or by an equivalent TOEFL score).

14 Support for Student Learning

The Student Services portal provides links to key services and other information and is available at: <http://www.ncl.ac.uk/students/>

Induction

During the first week of the first semester students attend an induction programme. New students will be given a general introduction to University life and the University's principle support services and general information about the School and their programme, as described in the Degree Programme Handbook. New and continuing students will be given detailed programme information and the timetable of lectures/practicals/labs/ tutorials/etc. The International Office offers an additional induction programme for overseas students.

Study skills support

Students will learn a range of Personal Transferable Skills, including Study Skills, as outlined in the Programme Specification. Some of this material, e.g. time management is covered in the appropriate Induction Programme. Students are explicitly tutored on their approach to both group and individual projects.

Numeracy support is available through Maths Aid and help with academic writing is available from the Writing Centre (further information is available from the Robinson Library).

Academic support

The initial point of contact for a student is with a lecturer or module leader, or their tutor (see below) for more generic issues. Thereafter the Degree Programme Director or Head of School may be consulted. Issues relating to the programme may be raised at the Staff-Student Committee, and/or at the Board of Studies.

Pastoral support

All students are assigned a personal tutor whose responsibility is to monitor the academic performance and overall well-being of their tutees. In addition the University offers a range of support services, including one-to-one counselling and guidance or group sessions / workshops on a range of topics, such as emotional issues e.g. Stress and anxiety, student finance and budgeting, disability matters etc. There is specialist support available for students with dyslexia and mental health issues. Furthermore, the Union Society operates a Student Advice Centre, which can provide advocacy and support to students on a range of topics including housing, debt, legal issues etc.

Support for students with disabilities

The University's Disability Support Service provides help and advice for disabled students at the University - and those thinking of coming to Newcastle. It provides individuals with: advice about the University's facilities, services and the accessibility of campus; details about the technical support available; guidance in study skills and advice on financial support arrangements; a resources room with equipment and software to assist students in their studies.

Learning resources

The University's main learning resources are provided by the Robinson and Walton Libraries (for books, journals, online resources), and Information Systems and Services, which supports campus-wide computing facilities.

All new students whose first language is not English are required to take an English Language Proficiency Test. This is administered by INTO Newcastle University Centre on behalf of Newcastle University. Where appropriate, in-session language training can be provided. The INTO Newcastle University Centre houses a range of resources which may be particularly appropriate for those interested in an Erasmus exchange.

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

Module reviews

All modules are subject to review by questionnaires which are considered by the Board of Studies. Changes to, or the introduction of new, modules are considered at the Board of Studies and/or the School Teaching and Learning Committee. Student opinion is sought at the Staff-Student Committee and/or the Board of Studies. New modules and major changes to existing modules are subject to approval by the Faculty Teaching and Learning Committee.

Programme reviews

The Board of Studies conducts an Annual Monitoring and Review of the degree programme and reports to Faculty Teaching and Learning Committee. The FTLC takes an overview of all programmes within the Faculty and reports any Faculty or institutional issues to the University Teaching and Learning Committee.

External Examiner reports

External Examiner reports are considered by the Board of Studies. The Board responds to these reports through Faculty Teaching and Learning Committee. External Examiner reports are shared with institutional student representatives, through the Staff-Student Committee.

Student evaluations

All modules, and the degree programme, are subject to review by student questionnaires. Informal student evaluation is also obtained at the Staff-Student Committee, and the Board of Studies. The results from student surveys are considered as part of the Annual Monitoring and Review of the programme and any arising actions are captured at programme and School / institutional level and reported to the appropriate body.

Mechanisms for gaining student feedback

Feedback is channelled via the Staff-Student Committee and the Board of Studies.

Faculty and University Review Mechanisms

The programme is subject to the University's Internal Subject Review process. Every five years degree programmes in each subject area are subject to periodic review. This involves both the detailed consideration of a range of documentation, and a two-day review visit by a review team which includes an external subject specialist in addition to University and Faculty representatives. Following the review a report is produced, which forms the basis for a decision by University Teaching and Learning Committee on whether the programmes reviewed should be re-approved for a further five year period.

Accreditation reports

Additional mechanisms

16 Regulation of assessment

Pass mark

The pass mark is 50%

Course requirements

Progression is subject to the University's Masters Degree Progress Regulations, Taught and Research and Examination Conventions for Taught Masters Degrees. Limited compensation up to 40 credits of the taught element and down to a mark of 40% is possible and there are reassessment opportunities, with certain restrictions.

The University employs a common marking scheme, which is specified in the Taught Postgraduate Examination Conventions, namely:

Summary description applicable to postgraduate Masters programmes

Summary description applicable to postgraduate Certificate and Diploma programmes

<50	Fail	<50	Fail
50-59	Pass	50 or above	Pass
60-69	Pass with Merit		
70 or above	Pass with Distinction		

Role of the External Examiner

An External Examiner, a distinguished member of the subject community, is appointed by Faculty Teaching and Learning Committee, following recommendation from the Board of Studies. The External Examiner is expected to:

- i. See and approve assessment papers
- ii. Moderate examination and coursework marking
- iii. Attend the Board of Examiners
- iv. Report to the University on the standards of the programme

In addition, information relating to the programme is provided in:

The University Prospectus: <http://www.ncl.ac.uk/postgraduate/>

The School Brochure <http://www.ncl.ac.uk/marketing/services/print/publications/ordering/>

Degree Programme and University Regulations: <http://www.ncl.ac.uk/regulations/docs/>

The Degree Programme Handbook

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

Mapping of Intended Learning Outcomes onto Curriculum/Modules

Either

Intended Learning Outcome	Module codes (Compulsory in Bold)
A1	ABC1001 , XYZ2002
A2	
A3	
A4	
B1	
B2	
B3	
B4	
C1	
C2	
C3	
C4	
D1	
D2	
D3	
D4	

Or

Module	Type	Intended Learning Outcomes			
		A	B	C	D
HIS8061	Compulsory	1, 3, 4	1, 2, 3, 4	1, 2, 3	1, 2, 3, 4
HIS8098	Compulsory	1, 2, 3, 4	1, 2, 3, 4	1, 2, 3, 4	1, 2, 3, 4
SHS8024	Compulsory	1, 3, 4	1, 2, 3, 4	1, 2, 3	1, 2, 3, 4
SHS8025	Compulsory	1, 3, 4, 5	1, 2, 3, 4	1, 2, 3	1, 2, 3, 4
SHS8026	Compulsory	1, 3, 4, 5	1, 2, 3, 4	1, 2, 3	1, 2, 3, 4
SHS8099	Compulsory	1, 2, 3, 4, 5	1, 2, 3, 4	1, 2, 3, 4	1, 2, 3, 4