HISTORY (V100)

DEGREE PROGRAMME HANDBOOK

2019-20

SCHOOL OF HISTORY, CLASSICS & ARCHAEOLOGY

1st Floor Armstrong Building
Newcastle University
Newcastle upon Tyne
NE1 7RU
# Contents

## A. INTRODUCTORY INFORMATION

- WELCOME FROM THE HEAD OF THE SCHOOL OF HISTORY, CLASSICS AND ARCHAEOLOGY ......................................................... 4
- SUMMARY OF PROGRAMME COMMITMENTS .......................................................................................................................... 4
- THE SCHOOL .................................................................................................................................................................................. 5
- THE ACADEMIC YEAR ................................................................................................................................................................. 5
- INDUCTION TIMETABLE ................................................................................................................................................................. 6
- UNIVERSITY TIMETABLES ............................................................................................................................................................. 6
- THE STUDENT CHARTER AND THE NEWCASTLE OFFER ........................................................................................................... 7
- ATTENDANCE .................................................................................................................................................................................. 8
- STUDENT SELF SERVICE PORTAL (S3P) ..................................................................................................................................... 8
- Incoming Erasmus, Exchange and Study Abroad Students ........................................................................................................ 9

## B. DEGREE PROGRAMME AND MODULE INFORMATION

- OVERVIEW AND IMPORTANT DEFINITIONS ............................................................................................................................... 10
- MODULES AND MODULE CHOICE ............................................................................................................................................... 11
- TEACHING AND CONTACT HOURS ........................................................................................................................................... 12
- GRADUATE SKILLS FRAMEWORK ............................................................................................................................................. 12
- PLACEMENTS AND STUDY ABROAD OPPORTUNITIES ............................................................................................................... 12
- STUDYING AT UNIVERSITY .......................................................................................................................................................... 13

## C. STUDENT SUPPORT

- PERSONAL TUTORING ................................................................................................................................................................. 15
- PEER MENTORING ........................................................................................................................................................................... 15
- OTHER SOURCES OF SUPPORT IN YOUR SCHOOL .................................................................................................................. 16
- STUDENT SERVICES (KING’S GATE) .............................................................................................................................................. 16
- STUDENT ADVICE CENTRE .......................................................................................................................................................... 16

## D. CIRCUMSTANCES AFFECTING YOUR STUDIES

- IF YOU ARE ILL, OR AWAY FROM THE UNIVERSITY FOR PERSONAL REASONS ........................................................................... 17
- PERSONAL EXTENUATING CIRCUMSTANCES .......................................................................................................................... 17
- CHANGE OF CIRCUMSTANCES (TRANSFER, SUSPEND STUDIES OR WITHDRAW) .............................................................. 18
- COMPLAINTS AND APPEALS ......................................................................................................................................................... 19

## E. ASSESSMENT AND FEEDBACK

- COURSEWORK SUBMISSION .......................................................................................................................................................... 20
- TURNITIN AND PLAGIARISM ............................................................................................................................................................ 21
- LATE SUBMISSION OF ASSESSED WORK .................................................................................................................................... 21
- EXAMINATIONS ................................................................................................................................................................................ 21
- FEEDBACK AND ASSIGNMENTS .................................................................................................................................................... 22
- MARKING CRITERIA ........................................................................................................................................................................... 22
- MARKING AND MODERATION PROCESS .................................................................................................................................... 24
8. How Assessment Affects Your Progress ................................................................. 25
9. Assessment Irregularities and Disciplinary Procedures .............................................. 25
10. Recognition of Prior Learning and Credit Transfer .................................................. 26

F. Student Representation and Feedback ....................................................................... 26
1. Overview ................................................................................................................. 26
2. Module and Stage Evaluations ................................................................................ 26
3. National Surveys ..................................................................................................... 27
4. Academic Student Representation ........................................................................... 27

G. Ensuring the Quality of Your Degree ...................................................................... 28
1. Mechanisms for Ensuring the Quality of Your Degree ............................................... 28

H. Resources ................................................................................................................ 29
1. University Library .................................................................................................... 29
2. Writing Development Centre ..................................................................................... 29
3. Academic Skills Kit (ASK) ........................................................................................ 30
4. Into Newcastle In-Sessional English ......................................................................... 30
5. Maths Aid .................................................................................................................. 30
6. Computing Facilities ............................................................................................... 31
7. Careers Service ....................................................................................................... 31
8. Health and Safety ..................................................................................................... 32

I. Additional University Contact Information .............................................................. 33

J. Subject Specific Information ....................................................................................... 34
1. Welcome from V100 Degree Programme Director .................................................... 34
2. Staff in History .......................................................................................................... 35
3. Facilities within the School of History, Classics and Archaeology and Around the University ........................................................................................................... 42
4. Aims .......................................................................................................................... 42
5. Employability .......................................................................................................... 43
6. Structure .................................................................................................................... 43
7. Content ...................................................................................................................... 43
8. Teaching and Learning at University ...................................................................... 44

Each module leader will supply reading lists for his or her module. The material will be found principally in the Robinson Library, which holds multiple copies of the most heavily used books, and subscribes to a large array of academic journals in electronic format. You should aim to supplement module reading lists. No reading list can ever be exhaustive, and many lecturers will identify for you journals which specialise in their subject area. You should use electronic and online databases to find other relevant material. The main URL for the library is http://www.ncl.ac.uk/library/ ......................................................... 45
9. History Style Guide .................................................................................................. 46
10. History Prizes ......................................................................................................... 51

Appendices .................................................................................................................. 53
A. MARKING CRITERIA ................................................................................................................................. 53
B. RELEVANT LINKS ................................................................................................................................. 55
A. Introductory Information

1. Welcome from the Head of the School of History, Classics and Archaeology

Welcome to the School of History, Classics and Archaeology. We hope that your time here will be both successful and enjoyable.

This handbook aims to provide you with all the information you need to make your learning experience in the School as rewarding as possible. Take time in Welcome Week to read through this guide and keep it for future reference. It sets out important information about your degree programme, tells you what we expect from you, and explains what you can expect from us. It also tells you where to go if you have questions or if something goes wrong.

The content of this handbook does not cover every situation that might come up, so please ask a member of School staff should you need help or information. Your contacts are your Personal Tutor, the Senior Tutor, the Degree Programme Director (DPD) for your particular degree programme, your lecturers and the administrative staff in the School Office. Information on contacting staff can be found on p. 34 of this handbook. There is always plenty of help available.

Above all, I hope that you will enjoy your time at Newcastle, not only in your academic work, but also in all the other activities and opportunities available to you.

Professor Helen Berry, Head of School

2. Summary of programme commitments

The University’s Student Charter, explained more below, requires that students are provided with a ‘programme handbook which outlines any professional requirements, contact hours, mode of course delivery, assessment criteria, examination arrangements and regulations, academic guidance and support, and appeals and complaints procedures’. The purpose of this summary is to help you locate further details about this key information in your handbook.

<table>
<thead>
<tr>
<th>Average number of contact hours for this stage / programme:</th>
<th>Please see section B Contact Hours on page 12.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mode of delivery:</td>
<td>Please see section J6 and J7 Structure and Content on page 43.</td>
</tr>
<tr>
<td>Normal notice period for changes to the timetable, including rescheduled classes:</td>
<td>Please see section A6 University Timetables on page 6.</td>
</tr>
<tr>
<td>Normal notice period for changes to the curriculum or assessment:</td>
<td>Please see section E1 Coursework Submission on page 20.</td>
</tr>
<tr>
<td>Normal deadline for feedback on submitted work (coursework):</td>
<td>Please see section D5 Feedback on Assignments on page 22.</td>
</tr>
<tr>
<td>Normal deadline for feedback on examinations:</td>
<td>Please see section D5 Feedback on Assignments on page 22.</td>
</tr>
<tr>
<td>Assessment methods and criteria:</td>
<td>Please see section B2 Modules and Module Choice on page 11 and section E6 Marking Criteria</td>
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</tbody>
</table>
3. The School

The School of History, Classics, and Archaeology is part of the Faculty of Humanities and Social Sciences (HASS). It is located in the Armstrong Building, the main Victorian red-brick building in the centre of the campus. The School Office is on the 1st floor, off the main staircase. This is where you should come with any general enquiries and it is where you will collect corrected assignments.

To the right of the School Office are the main teaching rooms. Rooms 1.03 – 1.05 are seminar rooms and room 1.06 is the main lecture room in Stages Two and Three; at Stage One, however, some classes and many of the larger lectures are held in adjacent buildings. Outside the teaching rooms is a large lobby area. This is where you post completed assignments. It is also where the names of student representatives are displayed along with notices of general interest. In the corridor leading away from the lobby are staff offices. Further seminar rooms and more staff offices are immediately above this corridor on the 2nd floor.

The Armstrong Building is currently being completely refurbished so there will be some changes to the function of rooms.

The School comprises of three main disciplines: History, Classics, and Archaeology. In addition, we run joint programmes with the School of English and with Politics, and participate in the Faculty’s Combined Honours Programme.

For detailed information on all History, Classics and Archaeology staff please visit the following website: [http://www.ncl.ac.uk/hca/staff/index.htm](http://www.ncl.ac.uk/hca/staff/index.htm)

A list of staff and their interests specific to your Degree Programme can be found on page 35 of this handbook.

4. The Academic Year

<table>
<thead>
<tr>
<th>2019-20 Semester and Term Dates:</th>
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<tbody>
<tr>
<td><strong>Autumn Term</strong></td>
</tr>
<tr>
<td>Monday 23 September 2019</td>
</tr>
<tr>
<td>Friday 13 December 2019</td>
</tr>
<tr>
<td><strong>Spring Term</strong></td>
</tr>
<tr>
<td>Monday 6 January 2020</td>
</tr>
<tr>
<td>Friday 27 March 2020</td>
</tr>
<tr>
<td><strong>Summer Term</strong></td>
</tr>
<tr>
<td>Monday 27 April 2020</td>
</tr>
<tr>
<td>Friday 12 June 2020</td>
</tr>
<tr>
<td><strong>Semester 1</strong></td>
</tr>
<tr>
<td>Monday 23 September 2019</td>
</tr>
<tr>
<td>Friday 24 January 2020</td>
</tr>
<tr>
<td><strong>Semester 2</strong></td>
</tr>
<tr>
<td>Monday 27 January 2020</td>
</tr>
<tr>
<td>Friday 12 June 2020</td>
</tr>
</tbody>
</table>

The undergraduate academic year is organised into three terms. Major holidays (Christmas and Easter) occur between terms. The undergraduate academic year is ALSO organised into two semesters. Semester 1 includes 1 week of induction and registration, 12 teaching weeks, and 2 examination weeks; Semester 2 includes 12 teaching weeks and 3 examination weeks. You are expected to be in attendance during every term and for all teaching and examination weeks during the semesters.

Examination dates: Most examinations are scheduled at the end of Semester 1 (January) or Semester 2 (May/June). Please note that if you do not pass an assessment at the first attempt, or if you have to defer any of your exams (e.g. due to illness), you may be required to take any resits or deferred examinations during the August period. You are expected to be available during all examination periods, and individual requests for changes to the exam timetable cannot be accommodated; you should not, therefore, book holidays during any of these periods.

<table>
<thead>
<tr>
<th>2019-20 Exam Dates:</th>
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<tbody>
<tr>
<td><strong>Semester One</strong></td>
</tr>
<tr>
<td>Monday 13 January 2020 to Friday 24 January 2020 (including Saturday 18 January)</td>
</tr>
<tr>
<td>Semester Two</td>
</tr>
<tr>
<td>-------------</td>
</tr>
<tr>
<td>Resits and Deferrals</td>
</tr>
</tbody>
</table>

You must ensure that you are available during all term time periods and examination periods.

5. Induction Timetable

A full programme of induction takes place during the first week of the academic year.

If you are a Stage One student this will include essential information about the University, the HASS Faculty, your degree, the School and studying, together with introductions to the library and University computer facilities. During this week, you will have the opportunity to see your personal tutor, and meet your student mentor, senior tutor and other staff.

If you are entering Stage Two you will have an introduction to the structure of the curriculum, as well as careers information.

If you are a Stage Three student there will be vital information about Special Subjects, the structure of the curriculum (which may include a dissertation), and careers.

A full induction programme can be found at: [http://www.ncl.ac.uk/hca/students/induction/#overview](http://www.ncl.ac.uk/hca/students/induction/#overview)

6. University Timetables

Once registered on your programme, you can access a personalised timetable using the University app ([www.ncl.ac.uk/itservice/mobile](http://www.ncl.ac.uk/itservice/mobile)) which also has information on moving around campus, managing your Library and print accounts and finding places for private study. You can also view module, programme and individual timetables on the student timetables website ([www.ncl.ac.uk/timetable](http://www.ncl.ac.uk/timetable)) where there is a guide for on how to understand your timetable ([www.ncl.ac.uk/timetable/StudentTimetableGuide.pdf](http://www.ncl.ac.uk/timetable/StudentTimetableGuide.pdf)) and links to maps of the teaching campus.

If your degree programme has an optional component, your personal tutors or Degree Programme Director will be able to advise you on the best module options to suit your particular academic interests.

Contact hours and the amount of self-directed study can differ between subjects, but you should expect to attend classes on most days and between the hours of 9am and 6.30pm Monday to Thursday and 9am and 5.30pm on Fridays. Wednesday afternoons 1.30pm onwards are kept free for sports, volunteering and participatory activities.

Please note that timetables can change during the year, especially at the beginning of each semester – so please check the website and your app regularly.
7. The Student Charter and the Newcastle Offer

Newcastle University and the School aim to provide a high standard of teaching and a rich academic environment in which to learn and study. To this end, you will find that much of a staff member’s time, particularly during term-time, is devoted to all the aspects of teaching. You should, however, be aware of the other academic activities – both research and outside engagement – that staff members undertake and which make calls upon their time. The Student Charter (https://www.ncl.ac.uk/pre-arrival/regulations/#studentcharter) clarifies exactly what you can expect from the University during your time on campus.

In summary, you can expect the University and School to:
- Provide a modern curriculum and high standards of teaching
- Provide relevant information about the degree programme and individual modules
- Provide opportunities for you to develop graduate and research skills
- Provide access to an excellent library and IT facilities
- Work with you to listen to student feedback and shape the University experience
- Publish clear information on programme costs, payment options and any additional costs
- Provide clear deadlines for assignments and timeframes in which you will receive feedback
- Notify you in advance of any planned changes to the curriculum and timetable
- Provide academic and personal support, through the personal tutoring system and professional support services
- Ensure that all assessments are relevant and well-matched to each stage of your study.

As a University student, you must take responsibility for your own approach to studying and learning. The emphasis in class time will be on providing information and ideas, but you are expected to make the best use of the information that is presented to you. This requires regular attendance at all sessions in your timetable and submission of all assignments by the due dates. It also requires considerable study outside formal contact hours. In particular, the Student Charter clarifies exactly what is expected of all students.

In summary, you are expected to:
- Attend and participate in all timetabled activities
- Familiarise yourself with all information provided by the University and follow recognised procedures
- Take responsibility for your own learning and devote the necessary time in private study to understand and learn the material
- Submit all work on time and collect your feedback when it is returned
- Seek help if you are encountering any difficulties and tell your personal tutor of any health or personal problems that could affect your work
- Work with your student representatives to ensure that you make staff aware of any problems or things working well in the School
- Complete feedback forms such as module evaluation forms and surveys to help the School and University improve

As a University student, you are expected to maintain the highest levels of behaviour and consideration toward other students, staff and members of the wider community. The University expects students to conduct themselves in a reasonable and appropriate manner at all times, both on and off campus, to foster mutual respect and understanding. This includes:
- Behaving and communicating in ways that are unlikely to offend others.
- Complying with all reasonable requests from staff
- Being considerate to neighbours, especially in relation to noise levels and rubbish
- Acting within the law.

To register at the University, you must accept the following declaration as part of the online registration process. ‘I hereby promise to conform to the discipline of the University and to all statutes, regulations and rules in force for the time being in so far as they concern me’. The Student Discipline procedure can be accessed via the following link http://www.ncl.ac.uk/students/progress/Regulations/SPS/
The Newcastle Offer provides additional explanation about what the University offers undergraduate students for their fees and explains how the University delivers on its promises. More information on the Newcastle Offer is available here:

http://www.ncl.ac.uk/ltds/governance/modules/dph/introductory/charter/

8. Attendance

The University wishes to support all students to the completion of a programme of study and we know that good attendance plays an important part in successful outcomes. It is important that all students adhere to the terms of the Student Charter and attend all timetabled sessions in a punctual manner. The University also has a legal obligation to monitor the attendance of international students and to report to UK Visa and Immigration, any student who is not attending regularly.

Attendance at classes is monitored to help us to identify, contact and support at an early stage any student whose attendance record gives us cause for concern. On some degree programmes most or all classes are monitored, and in others just a proportion. We use the SMART card scanners located throughout campus to record attendance and your attendance at timetabled classes is recorded whenever you are asked to scan your SMART card. Different degree programmes record attendance at different types of classes and your programme’s policy on which types of classes it monitors should be made clear to you at induction.

If you are unable to attend for any reason, you should notify your School by promptly submitting an absence request form along with any necessary evidence. You can do this through S3P. International students should also seek approval for vacations or plans to leave the UK in the summer period, as this may have implications for your visa.

A significant number of absences could mean that your School may consider that you are not making ‘satisfactory progress’, and action may be taken under the University General Regulations that could result in termination of your programme of study. International students should note that persistent and unauthorised/unexplained absence, even for compassionate and compelling reasons, may be communicated to UK Visas and Immigration which could result in your UK visa being curtailed.

See http://www.ncl.ac.uk/students/progress/Regulations/SPS/Attendance/ for more information on University attendance requirements.

9. Student Self Service Portal (S3P)

S3P is your Student Self Service Portal, use this system if you want to;

- Register on your programme of study
- Keep details (addresses, etc.) up to date
- Pay fees online
- View and print documentation to confirm your student status (e.g. for council tax purposes).
- Confirm module choices for the next academic year
- Report an absence to your School.
- Submit a Personal Extenuating Circumstance (PEC) form

Further detail is available here: http://www.ncl.ac.uk/students/progress/student-resources/s3p/

You can log on here: https://s3p.ncl.ac.uk/login/index.aspx

Remember that S3P does not use your campus log-in details. You will need your campus username and a DIFFERENT password.
10. Incoming Erasmus, Exchange and Study Abroad Students

Courses
In the School of History, Classics and Archaeology (HCA), we offer a wide selection of courses to incoming Erasmus, Loyola, study-abroad and exchange students. Advanced language modules in Classics are year-long courses, while most other modules are only one-semester long. Semester-long modules taught in the School are normally worth 20 credits (= 10 ECTS credits), although different options may be available. It is also possible to take ONE module outside of the School each semester. A list of available modules can be found at: https://www.ncl.ac.uk/mobility/newcastle/study-abroad/humanities/his/

Please note that restrictions apply to Erasmus students as follows: Stage 3 modules can be made available ONLY with the agreement of the Head of Subject AND of the Module Leader. This option must be discussed in person at the beginning of your exchange period. Also, several stage 2 modules are capped to a maximum of 5 Erasmus students and places are allocated on a first-come, first-served basis. None of these restrictions apply to Loyola, non-Erasmus exchange, or study-abroad students. Finally, note that CLA2099 and CAH2009 are NOT open to any incoming student.

Module choice
You can discuss your module choices with the Study Abroad Co-ordinator, Dr Katie East (katherine.east@ncl.ac.uk). It is your responsibility to check that there are no timetable clashes between the modules you have chosen. The timetable can be found at: http://www.ncl.ac.uk/timetable/

Assessment
All Erasmus students at Newcastle University are expected to do the same assessment as students registered for a degree.

Study-abroad, non-Erasmus exchange and Loyola students who are only spending semester 1 in Newcastle are required to finish their assessment while in Newcastle.

- Where modules are assessed by coursework only, such students will be expected to complete the standard assessment for the module; this is to be submitted no later than 12pm Friday of week 12.
- Where modules are assessed by a mixture of coursework and exams, the normal alternative form of assessment will be one essay in addition to the other coursework assessment (the length of the essay must comply with the assessment tariff, and should be confirmed with the module leader); this is to be submitted no later than 12pm Friday of week 12.
- Where modules are assessed by examination only, the normal alternative form of assessment for all semester 1 non-EU study abroad students will be two 2,000-word written exercises, to be submitted no later than 12pm Friday of week 12.

Study-abroad, exchange proper and Loyola students spending the whole academic year or semester 2 are required to complete the standard assessment as set out in the Module Outline Form under all circumstances.

If in doubt, students should discuss their assessment with the Study Abroad Co-ordinator and their module leader. The Study Abroad Co-ordinator will have the final say on such issues.

Plagiarism and cheating
All assessed work at HCA is electronically checked for plagiarism (i.e. whether or not you have acknowledged the sources of your information, or have submitted the same assignment twice under different titles). This is done using a computer program called Turnitin. You are required to submit your assignments electronically through Blackboard for automatic processing with Turnitin. Instructions on how to use Blackboard are available from the School Office; they will also be sent to your University email account.

Failing an exam
Like domestic students, you will be given the opportunity to re-sit the exams you may happen to fail. Please make sure you discuss how to do this with the School Exchange Coordinator before you leave Newcastle, or by telephone/email if you have already returned to your home country.
Grades

In British universities, grading is based on a percentage system where 0% is the worst possible mark and 100% is the top score. A pass is placed at 40%, while a first is placed at 70% or over. Please check your Degree Programme Handbook for marking criteria. When you have completed your period of study at Newcastle, your home university will be given a transcript stating the courses that you have taken here and the Newcastle grades awarded. Transcripts will normally be available in July.

Credits

It is your responsibility to check with your home university if they give credits for the modules you take at Newcastle. Not unlike home students, international students normally take three 20 credit modules per semester in order to obtain 60 Newcastle credits (= 30 ECTS credits), but different crediting systems may apply to non-EU students. Further information concerning credit transfer and grade equivalence can be found at: [http://www.ncl.ac.uk/mobility/newcastle/study-abroad/credit-transfer/](http://www.ncl.ac.uk/mobility/newcastle/study-abroad/credit-transfer/)

Learning agreement

Erasmus students ought to fill in their Learning Agreement once they have decided which modules they will take at Newcastle. It is the student’s responsibility to have the Learning Agreement signed by the School Exchange Coordinator and the Institutional Coordinator before they leave Newcastle.

Sorting problems

The School Exchange Coordinator and Institutional Coordinator will be happy to assist you in sorting out any academic and personal problem you may experience while staying at Newcastle. The University also offers a free and confidential counselling service open to all students. Further information can be found at: [http://www.ncl.ac.uk/students/wellbeing](http://www.ncl.ac.uk/students/wellbeing)

School Office and International Office

The School Office is located on the 1st floor of the Armstrong Building. It is open Monday to Friday 8.45am to 4pm. The International Office is located in King’s Gate. Students will normally be seen by appointment.

Heads of Subjects and other useful contacts

History: Dr Felix Schulz (felix.schulz@ncl.ac.uk)
Classics: Dr Rowland Smith (Rowland.smith@ncl.ac.uk)
Archaeology: Dr Mark Jackson (mark.jackson@ncl.ac.uk)
School Exchange Coordinator: Dr Katie East (katherine.east@ncl.ac.uk)

B. Degree Programme and Module Information

1. Overview and Important Definitions

This section provides information specific to your degree programme. It is important you that have an understanding of the programme as a whole and how each module and stage contributes to it.

Key Definitions:

Module – an element within a programme of study. The size of the module (relative to the programme as a whole) is measured with reference to your learning time. The normal undergraduate academic year is 120 credits. Your total study time is expected to total 100 hours for each 10-credit module.

Compulsory modules – modules that you must take in order to fulfil the requirements of the Degree Programme
Core modules – those modules which you must PASS to be allowed to proceed

Optional modules – those which you choose to take because they suit your interests and career aspirations

Aims – each programme will have a set of aims that explains the overall goals of the programme. These aims will relate to programme structure, student outcomes, placements (where relevant), and accrediting bodies (where relevant). Modules will also have a set of aims that explains the primary objectives of each specific module.

Learning outcomes – each programme will have a set of learning outcomes that specifies the skills and knowledge that students are expected to develop over the course of the programme. Modules will also have specific skills outcomes and knowledge outcomes that specify what you will learn and what skills you will develop on each module.

Degree programme regulations – explain which modules can be taken, programme-specific progression rules (i.e., how to ensure that you advance to the next stage), and programme-specific degree classification rules (i.e., how your final degree classification will be determined). All degree programme regulations are available here: https://www.ncl.ac.uk/regulations/programme/

Degree programme specifications – the specifications for each degree programme contain information on the aims, learning outcomes, teaching and learning methods and assessment strategies specific to each programme. All degree programme specifications are available here: http://www.ncl.ac.uk/regulations/programme/

Questions about the degree programme regulations should be addressed to the Degree Programme Director (see section J1, below).

2. Modules and Module Choice

The Degree Programme Regulations for your programme explain which modules are compulsory, core, and/or optional on your degree programme. You can look up information on each module in the Module Catalogue (http://www.ncl.ac.uk/module-catalogue/). This module page will provide key information, including the number of credits, the types of assessment, the types of teaching activities, and the number of contact hours. It also explains how many hours you are expected to spend in independent study, including lecture follow-up, seminar preparation, completing coursework, background reading, and revising for your exams. The module outline will also explain the aims and learning outcomes of the module and provide you with an overview of the syllabus.

Stage 1 students complete module selection in Induction Week. All students will automatically be signed up for all six Stage One History modules; if you are happy with these, you don’t need to take any further action. You also have the option to change one of these modules for 20 credits of modules from other subjects. If you decide that you wish to take any modules outside of History, you will need to fill out a module change form and have it signed or stamped by the School that ‘owns’ the module, and by your Degree Programme Director. Before submitting this form, you should meet with your personal tutor to ensure that the choices are appropriate and that they fit with both your timetable and the Degree Programme Regulations.

The Module Catalogue is rolled forward to the next academic year in March of each year. All continuing students (except for final year students) use S3P to register for the next stage around Easter each year. The S3P system knows what programme you are studying and whether you are studying full time or part time. The system will only let you select the modules associated with your programme, to the value of the credits for the stage of your programme. You will receive full details on how this works in a briefing meeting, and via Blackboard, nearer to the time.
3. Teaching and Contact Hours

You will experience a variety of types of teaching during your time at University, each of which has different learning objectives and each of which will contribute to your learning experience in different ways. The University has definitions of the key types of teaching, but the amount and types of contact time vary quite a bit between modules, stages, and programmes.

The average number of contact hours is about 9 hours per week in Stages One and Two (plus tutorials, general meetings etc.). In Stage Three, when most students will be spending time researching a dissertation, the average contact time is about 7 hours per week.

In most programmes there will be field trips and/or field work. Students taking language courses, either in Classical Languages or as an outside option in the School of Modern Languages will probably have more than the average number of hours.

For further information about contact hours and types of teaching in History, see section J8, below.

4. Graduate Skills Framework

Your University programme is primarily intended to educate you in a particular discipline, but it will also provide training in transferable skills and personal development. The University maps these skills according to the Graduate Skills Framework (http://www.ncl.ac.uk/itds/assets/documents/str-gsf-framework.pdf).

Each of your modules will be clearly linked to a series of graduate skills, some of which will be present in the learning and teaching activities and some of which will be assessed. You will be able to identify which skills are present in each module by looking at the module catalogue entry (http://www.ncl.ac.uk/module-catalogue/modules.php). Identifying the skills present in each module that you take will help you to recognise key skills that you can mention in interviews and on your CV.

5. Placements and Study Abroad Opportunities

The School of History, Classics, and Archaeology participates in the European Union student exchange scheme (SOCRATES/ERASMUS). It offers invaluable opportunities to anybody who wants to learn more about another country, experience a different culture, and improve their knowledge or understanding of another language. It will help you to see both your degree and your career options from a different angle, and more often than not, it will be a positive advantage in career terms. Above all, living abroad is a unique experience, and one not to be missed if you have the opportunity. At present there are exchanges with the following continental universities:

<table>
<thead>
<tr>
<th>University of Cyprus</th>
<th>Cyprus</th>
</tr>
</thead>
<tbody>
<tr>
<td>Charles University in Prague</td>
<td>Czech Republic</td>
</tr>
<tr>
<td>University of Turku</td>
<td>Finland</td>
</tr>
<tr>
<td>Université Paris Diderot (Paris VII)</td>
<td>France</td>
</tr>
<tr>
<td>Université Paul-Valéry Montpellier III</td>
<td>France</td>
</tr>
<tr>
<td>Università di Bologna</td>
<td>Italy</td>
</tr>
<tr>
<td>Università del Salento</td>
<td>Italy</td>
</tr>
<tr>
<td>Leiden University</td>
<td>Holland</td>
</tr>
<tr>
<td>Univerza v Ljubljani</td>
<td>Slovenia</td>
</tr>
<tr>
<td>Universidad Carlos III de Madrid</td>
<td>Spain</td>
</tr>
<tr>
<td>Södertörns University</td>
<td>Sweden</td>
</tr>
</tbody>
</table>
The scheme is supported by a grant which should cover the cost of a return trip to your exchange university, and will contribute something towards the living abroad.

Enquiries should be directed to the ERASMUS Coordinator. Places will be allocated on a first come first served basis but bear in mind that to study in Europe you will be expected to have a satisfactory knowledge of the language. Some of our partner institutions, however, particularly those in Northern and Central Europe, offer a number of their courses in English, so fluency in a language is not always necessary. It will very much depend on where you choose to study.

Current exchange opportunities are also available in the following non-EU countries:

<table>
<thead>
<tr>
<th>University</th>
<th>Country</th>
</tr>
</thead>
<tbody>
<tr>
<td>University of Adelaide</td>
<td>Australia</td>
</tr>
<tr>
<td>Monash University</td>
<td>Australia</td>
</tr>
<tr>
<td>University of New South Wales</td>
<td>Australia</td>
</tr>
<tr>
<td>University of Sydney</td>
<td>Australia</td>
</tr>
<tr>
<td>Pontificia Universidade Catolica do Rio Grande do Sol (PURCS)</td>
<td>Brazil</td>
</tr>
<tr>
<td>University of Calgary</td>
<td>Canada</td>
</tr>
<tr>
<td>Concordia University</td>
<td>Canada</td>
</tr>
<tr>
<td>McGill University</td>
<td>Canada</td>
</tr>
<tr>
<td>University of Ottawa</td>
<td>Canada</td>
</tr>
<tr>
<td>University of Waterloo</td>
<td>Canada</td>
</tr>
<tr>
<td>Pontifical Catholic University of Chile</td>
<td>Chile</td>
</tr>
<tr>
<td>University of Hong Kong</td>
<td>Hong Kong</td>
</tr>
<tr>
<td>City University of Hong Kong</td>
<td>Hong Kong</td>
</tr>
<tr>
<td>National University of Singapore</td>
<td>Singapore</td>
</tr>
<tr>
<td>Nanyang Technological University</td>
<td>Singapore</td>
</tr>
<tr>
<td>Seoul National University</td>
<td>South Korea</td>
</tr>
<tr>
<td>Indiana University – Purdue University, Indianapolis</td>
<td>USA</td>
</tr>
<tr>
<td>University of Maryland, Baltimore County</td>
<td>USA</td>
</tr>
<tr>
<td>State University of New York at Buffalo</td>
<td>USA</td>
</tr>
<tr>
<td>St Cloud State University</td>
<td>USA</td>
</tr>
<tr>
<td>University of Vermont</td>
<td>USA</td>
</tr>
<tr>
<td>University of Pittsburgh</td>
<td>USA</td>
</tr>
<tr>
<td>Central Michigan University</td>
<td>USA</td>
</tr>
</tbody>
</table>

Unlike the ERASMUS exchange programme, non-EU programmes are entirely self-financing. You will need to continue to pay tuition fees to Newcastle University whilst studying abroad however this does not affect your right to apply for (or receive) a student loan. Please note that the University of Illinois at Urbana-Champaign charges an administration fee to all students, be they home, or study-abroad.

For further information please contact Dr Katie East (katherine.east@ncl.ac.uk), look on the International Office Webpage: https://www.ncl.ac.uk/mobility/newcastle/ or contact them by e-mailing studyabroad@ncl.ac.uk.

6. Studying at University

Making the transition from school or college to university can be something of a culture shock. You will find a number of important differences between your experience at school and your experience at university.
Central to learning and teaching in the School of History, Classics and Archaeology at Newcastle are the qualities associated with scholarship and critical enquiry: reflection, debate and self-motivation. This can be summed up in the phrase ‘enquiry-based learning’.

Enquiry-based learning can take a number of different forms: evidence-based learning (for example, work with documents or artefacts), problem-based learning, small-scale independent investigations, fieldwork, extended projects, portfolios and research exercises. The dissertation that you write in your final year is a prime example of this independent enquiry-based learning.

This approach puts you at the centre of the learning process and will enable you to control your own learning as you progress through your degree. It will encourage you to acquire essential transferable skills on which future employers place a great deal of value: independent thinking, initiative, team-work, time management and problem solving. You should always be an active participant in your own learning process, and in the wider learning community of the students and staff in your School.

By the time you graduate from Newcastle University you should be able to:

- engage with complex and challenging problems
- identify the resources you need to find the solutions
- question, reason and think critically
- evaluate evidence and opinions
- reflect constructively on your own learning
- communicate effectively with people of different backgrounds and opinions
- identify the best way of sharing your knowledge and experience with others
C. Student Support

1. Personal Tutoring

When you arrive at University, you will be assigned a personal tutor. This is an academic member of staff who acts as your first point of contact with the University, and can provide you with information and advice throughout your academic career.

The role of a personal tutor, as described in the Framework for Personal Tutoring (http://www.ncl.ac.uk/ltds/assets/documents/qsh-personaltutoring-fwk.pdf), is to facilitate students’ personal and academic growth. The personal tutor is there to help with any issues you may have, from personal problems that could be affecting your studies, to giving advice when picking modules, to just being available for a chat.

At a bare minimum, you should see your personal tutor once during Semester 1 of your first year (usually within the first four weeks) and then after that your tutor will offer you a meeting at least once a semester. You should take the initiative to schedule meetings with your personal tutor if you need to talk about any difficulties.

It is possible to change your personal tutor if you’re unhappy for any reason (e.g., if you have a male personal tutor and would feel more comfortable with a female one). You don’t have to give any reasons for changing your tutor. Your School will be able to explain the procedures for changing your tutor.

http://www.ncl.ac.uk/students/progress/Regulations/SPS/

The personal tutor system depends upon you and your personal tutor both contributing to the relationship: a personal tutor can’t help you if you don’t show up to a meeting, and you need to be open and honest with your tutor in order to receive the best advice. At the end of your degree, you can ask personal tutors to provide you with references – for these to be good references, your personal tutor needs to know you well enough to write them. This means that you should attend all arranged meetings, respond promptly to emails, and keep your personal tutor informed if you have any concerns.

If your personal tutor goes on research leave you will be assigned a new tutor for the duration of that leave. The School will always seek to minimise disruption, but this is an inevitable consequence of Newcastle being a research-intensive university.

The personal tutor system and student wellbeing generally in the school is overseen by the Senior Tutor, Dr Joseph Lawson (joseph.lawson@ncl.ac.uk), who will be introducing himself to year groups during induction week. He is the person to speak to in the event of any problems arising in the personal tutor system.

2. Peer Mentoring

All new undergraduate students will be assigned a peer mentor, who will have made contact with you prior to you starting University. The goal of peer mentoring is to enable all students to make a smooth transition to feeling at home and settled into the University community – academically, socially and culturally – through access to the advice and support of a more experienced peer.

Your peer mentor can serve as a role model and help you to understand what is expected of you at University. Your mentor should also be very approachable and can help answer questions that you might not want to ask staff. Your peer mentor can also tell you about the social scene at the University and in Newcastle and help to answer practical questions about budgeting, sport facilities, the library, taking lecture notes, accommodation etc.

Your peer mentor may set up a social media network (using tools such as Facebook or Yammer) to help support this process so remember look out for information from them. You will also receive a Mentee Handbook to explain the benefits of the scheme, expectations and support available.

The University has a policy that explains peer mentoring schemes (http://www.ncl.ac.uk/ltds/assets/documents/qsh-peerment-principles.pdf).
### 3. Other Sources of Support in your School

Your **personal tutor** should always be your first point of contact if you have questions or concerns, but he/she may point you in the direction of other people in the School.

The **Degree Programme Director (DPD)** is responsible for the structure, content and standards of your degree programme. His/her role may involve module development, changes to course content, and recruitment activities. Your personal tutor may refer you to the DPD to discuss academic issues.

The **Senior Tutor** acts as a coordinator between the School and central University services. He/she also acts as a second point of contact if your personal tutor is absent from the University and may provide support for you and your tutor if any complicated issues arise. The Senior Tutor supports students who may have personal circumstances that are affecting their overall performance, rather than specific academic issues.

For contact details of all staff members, including the current DPD and Senior Tutor, see the section beginning on p. 35.

### 4. Student Services (King’s Gate)

King’s Gate building provides access to many services you may need, all in one single location. Current opening hours for King’s Gate are as follows:

- Monday and Tuesday – 9 a.m. to 5 p.m.
- Wednesday – 10 a.m. to 5 p.m.
- Thursday and Friday – 9 a.m. to 5 p.m.

When you arrive at King’s Gate, you should go first to the Customer Services Advisers Team on Level 2. They are your first point of contact for any questions about Academic Support, Accommodation, Fees/Funding/Finance, Health/Wellbeing, Exchange/Study Abroad, and Visa Support. All of these types of support are explained below. Both drop-in and pre-booked appointments are available. More information is available here:

https://my.ncl.ac.uk/students/kingsgate

### 5. Student Advice Centre

The Student Advice Centre is a service of the Students’ Union staffed by professionals who specialise in student concerns. They can help you by providing information; listening to any problems; advising on the options open; helping you resolve difficulties; and referring you to any relevant agency (they cannot recommend any commercial companies however). They may even take on your case for you, even to the representation stage. You can browse through a range of information, help yourself to leaflets and obtain forms (benefits, help with NHS charges, Access to Hardship Funds etc.). More information is available from the SAC website: [https://www.nusu.co.uk/support/sac/](https://www.nusu.co.uk/support/sac/)

The Student Advice Centre cannot provide immigration advice to International students. If you have immigration questions, you should contact the Visa and Immigration Service (VIS) at King’s Gate for advice.

The Student Advice Centre is situated on the ground floor of the Students’ Union Building. Opening times vary throughout the year, so you could check the weekly schedule before dropping by: [https://www.nusu.co.uk/support/sac/openingtimes/](https://www.nusu.co.uk/support/sac/openingtimes/)

During term-time, you may drop in for a brief session with one of the advisers, but for complex or serious problems (requiring more than 20 minutes to discuss), you should make an appointment.

Telephone 0191 239 3979; or e-mail: student-advice-centre@ncl.ac.uk
Note that anything you say to any of the staff will be treated in strictest confidence and not disclosed without your consent; also that the Union, including the Student Advice Centre, is independent of the University structure and primarily concerned with its members’ welfare.

D. Circumstances affecting your studies

1. If You Are Ill, or Away from the University for Personal Reasons

If you are ill at any point while at University, you should inform your personal tutor as soon as possible. If you are absent for more than three working days (Monday to Friday), you must complete an Absence Request Form through S3P. This should be returned to the School office or your personal tutor. If you are absent for more than seven working days, you must obtain a medical certificate from your doctor and send it to the School office as well.

The Absence Request Form should also be used for absences other than sickness – i.e. when you need to be away from the University for personal reasons.

If you believe that your absence has affected your academic performance in an assessment (coursework or exam) or prevented you from attending a required session, you should inform your personal tutor. You may also fill in a Personal Extenuating Circumstances (PEC) form. Further information about this form can be found in the next section.

More information about sickness and absence procedure is available here: [http://www.ncl.ac.uk/students/progress/Regulations/SPS/Attendance/sickness.htm](http://www.ncl.ac.uk/students/progress/Regulations/SPS/Attendance/sickness.htm).

If you think these circumstances affect you then please ask your personal tutor, the DPD, or the Senior Tutor for advice.

2. Personal Extenuating Circumstances

Students who believe that their study, or ability to complete assessments, is being adversely affected by significant unforeseen and unavoidable personal extenuating circumstances should advise the School by completing the online Personal Extenuating Circumstances (PEC) Form via S3P. This should be done as close as possible to the time that the problem arose, and in advance of any School-imposed deadline, so that appropriate adjustments can be considered. Students are advised to carefully read the Guidance for Submission of Personal Extenuating Circumstances which can be found on the Student Progress Webpages ([https://www.ncl.ac.uk/students/progress/Regulations/Procedures/change/PEC.htm](https://www.ncl.ac.uk/students/progress/Regulations/Procedures/change/PEC.htm)) before submitting a PEC application.

Students are strongly encouraged to discuss significant personal circumstances with their Personal Tutor or other member of staff. Tutors may be able to advise how to phrase the PEC application or whether alternate sources of help may apply. In cases of long-term illness or disability, a Student Support Plan may be more appropriate than a PEC application; students should make an appointment with the Student Wellbeing Service ([http://www.ncl.ac.uk/students/wellbeing/about/student/](http://www.ncl.ac.uk/students/wellbeing/about/student/)) to have their needs assessed.

The PEC form enables the School to consider each case on its merits and, if possible, make an appropriate adjustment. Possible adjustments will vary depending on the time of year, but could include:

- an extension to the hand-in date for a piece of work;
- an exemption for a minor item of course work;
- a deferral of the assessment to the next normal occasion – generally a deferral to August;
- a deferral of the assessment to a later normal occasion;
- permission to set aside (ignore) attempts at assessments;
- permission to sit an extraordinary examination – i.e. setting an examination at an unusual time;
- permission to repeat tuition in residence;
- permission to proceed to the next Stage carrying fails;
permission to repeat a period of tuition, setting aside previous attempts (e.g. re-doing a Stage or Semester as if for the first time)

And, for all students except those starting or restarting undergraduate stage 1 programmes during the 2019/20 Academic Year, where there is a positive assessment of the impact of medical or other mitigating circumstances by the Personal Extenuating Circumstances Committee (Conventions 13 and 14).

- recommending discretion at the Board of Examiners – e.g. potentially allowing you to pass the stage despite having failed a core module; allowing you to pass a module by discretion; altering your degree classification where there is evidence to support this decision.

NB - personal extenuating circumstances cannot result in existing marks being changed.

It is the student’s responsibility to provide evidence to back up their PEC application, e.g. doctor’s notes, a statement of support from a tutor, letter from an employer etc. Evidence should outline the problems faced, the effects on the student’s studies, and the period of impact. It is recognised that this can be difficult, but a request is more likely to be approved if evidence is available – particularly evidence of the impact on the specific module/assessment and at the time of the assessment.

Requests for adjustments that relate to the following are not normally accepted as the basis of a PEC application:

i. Instances where an appropriate adjustment has already been made.
ii. Retrospective report of illness or other extenuating circumstances, without good reason.
iii. Ongoing medical conditions/disabilities including learning disabilities, or mental health conditions for which the student is already receiving reasonable adjustments via a Student Support Plan (SSP).
iv. Transport problems, excepting those where it can be shown that adequate time had been allowed.
v. Unspecified anxiety or examination stress
vi. Minor infection such as coughs, colds, headaches or hay fever, unless supported by specific medical evidence.
vii. Distress relating to family pet.
viii. Holidays, house moves, sporting or other social commitments.
ix. Known employment or financial responsibilities.
x. Problems with personal computers, printers or other technology.
xi. Where the circumstances could have been avoided, particularly due to poor time management.

The PEC Procedures and Submission Guidance are available at https://www.ncl.ac.uk/students/progress/Regulations/Procedures/change/PEC.htm

The School is committed to helping all students fulfil their potential. If you think adverse circumstances – whether long- or short-term – are affecting you, then please ask your personal tutor, the DPD, or the Senior Tutor for advice. Help is available, but it is important that you communicate with us.

3. Change of Circumstances (Transfer, Suspend Studies or Withdraw)

Sometimes circumstances do change, and you may decide that you want to transfer between degree programmes, suspend your studies, or withdraw from the University. If you are thinking about any of these scenarios, you should first speak with your personal tutor so that you can discuss your options. You can also seek confidential advice from Student Wellbeing:

http://www.ncl.ac.uk/students/wellbeing/about/student/

If you transfer from one programme in the University to another, you may also be able to transfer the credits and marks that you have earned. You will need to discuss this with the Degree Programme Director of both programmes.

Permission to make these changes depends upon approval from the Degree Programme Director.

More information on the relevant procedures and the forms you may need to fill in is available here: https://www.ncl.ac.uk/students/progress/Regulations/Procedures/change/. Your personal tutor should be able to help you complete these forms if necessary.
4. Complaints and Appeals

The Student Complaints and Resolution Procedure is the University’s formal complaints procedure under the Student Charter. It is intended to allow students to make a complaint about a service or a member of staff within the University. The procedure applies to all complaints, including those related to harassment or racial equality. You can seek advice on the complaints procedure from Student Progress Service: [http://www.ncl.ac.uk/students/progress/Regulations/SPS/complaints.htm](http://www.ncl.ac.uk/students/progress/Regulations/SPS/complaints.htm).

A complaint can be made on nearly any aspect of your academic studies, but you should be prepared to provide evidence to support any allegation. Please note: a complaint cannot be used to seek to overturn the academic decision of examiners. The complaints procedure has a three-stage process. You are expected to try to resolve your complaint informally with the individual or service concerned under Level 1 of the procedure before a formal complaint under Level 2 is submitted. In the School of History, Classics, and Archaeology, such complaints should be sent to HCAcomplaints@ncl.ac.uk. If you remain unhappy after receipt of your Level 1 outcome or you consider your complaint is still not resolved, you can submit a complaint under Level 2 of the complaints procedure by submitting the Complaints Form and supporting evidence to casework@ncl.ac.uk.

If you want to complain about another student at the University you should contact the Casework Team by emailing casework@ncl.ac.uk. The email should contain a full explanation as to the nature of the concern, with supporting evidence. Student Progress Service may invite you to a meeting as part of the investigation. The allegation will normally be investigated under the University’s Disciplinary Procedure ([https://www.ncl.ac.uk/students/progress/Regulations/Procedures/disciplinary/](https://www.ncl.ac.uk/students/progress/Regulations/Procedures/disciplinary/)).

The Student Academic Queries and Appeals Procedure is for appeals against the decisions of the Boards of Examiners (except those related to assessment irregularities), Personal Extenuating Circumstance (PEC) Committees, and sanctions imposed under Unsatisfactory Progress procedures. More information is available here: [https://www.ncl.ac.uk/students/progress/Regulations/Procedures/appeals.htm](https://www.ncl.ac.uk/students/progress/Regulations/Procedures/appeals.htm). Again, the appeals procedure has three stages; at Level 1, an appeal should be sent to HCAappeals@ncl.ac.uk. If you remain unhappy after receipt of your Level 1 outcome or you consider your appeal is still not resolved, you can submit a complaint under Level 2 of the appeals procedure by submitting the Complaints Form and supporting evidence to casework@ncl.ac.uk.

Academic Queries and Appeals may only be made on the following grounds:

a) Grounds for academic appeal following Board of Examiners Decisions:
- Personal Extenuating Circumstances (PEC) that you were unable to disclose in advance of the Board of Examiners meeting via a Personal Extenuating Circumstances (PEC) application, or were unable to provide evidence for at that time, or of which you were previously unaware
- Procedural irregularity on the part of the examiners
- Bias or prejudice on the part of an examiner or examiners
- That the decision reached was perverse in that it was one which no reasonable person or body could have reached on the available evidence.

b) Grounds for academic appeal following PEC Committee Decisions:
- Procedural irregularity or other error on the part of the PEC Committee
- Bias or prejudice on the part of the PEC Committee.
- That the decision reached was perverse in that it was one which no reasonable person or body could have reached on the available evidence.

c) Grounds for academic appeal following an Unsatisfactory Progress Decision:
- Evidence which was not available or considered previously
- Procedural irregularity
- Bias or prejudice
- That the decision reached was perverse in that it was one which no reasonable person could have reached on the available evidence.

d) Grounds for academic appeal following a DPD Request Decision:
- Evidence which was not available or considered previously
- Procedural irregularity
Bias or prejudice
That the decision reached was perverse in that it was one which no reasonable person could have reached on the available evidence.

Note: An appeal relates to the decision of the examiners and should not be used to raise general complaints about tuition or support over the length of your degree programme.

You are expected to make every effort to raise your assessment/progress query, in writing, with the School directly concerned in the first instance. Impartial advice on both procedures may also be sought from the Student Progress Service. Assistance with submitting a formal complaint or an appeal may be sought from the appropriate officer of the Students’ Union, from the Student Advice Centre, or from a Personal Tutor.

E. Assessment and Feedback

1. Coursework Submission

University policy states that all submission deadlines must be published by the end of the second teaching week each semester. You should take note of these deadlines at the beginning of each semester and make sure you carefully plan when you will complete each assignment.

Across the University, Schools and module leaders ask students to submit their coursework in a variety of ways (i.e., through Blackboard, NESS, and/or in hard copy). Before submitting, it is your responsibility to make sure that you know exactly how to submit and if you need to submit multiple copies – this is especially important if you are taking modules in different Schools! If you are unsure, check with the relevant School Office.

All HCA module deadlines will be published in the relevant module handbook and will also appear here: https://www.ncl.ac.uk/hca/students/teaching-learning/#assignments.. A list of deadlines will also be displayed in the lobby area outside the School teaching rooms. Only the Degree Programme Director has the authority to approve changes in coursework submission deadlines once they are published. If a deadline does change, you will be given sufficient notice and a reason for the change.

The deadline for submitting work is 12pm on the deadline date specified in the module handbook. All assignments must be submitted through Turnitin (on which see the next section), and for the majority of modules they must also be submitted in hard copy to be deemed as fully submitted. Assignments are not given to the marker if they have not been fully submitted. For information on the penalties imposed on work that is not fully submitted on time, see section E3, below.

To submit a hard copy or copies, please complete an assignment submission form, attach it to your work and place it in the drop box near to the School Office. It is very important that you complete the submission form carefully. The submission form consists of several layers of carbon copy so that the Office can keep a record of your submission, so that the work can be marked anonymously, and so that you can easily obtain feedback on your work. If you complete the assignment submission form inaccurately or leave gaps, then some of these things will not happen. Please note that the submission form includes a declaration that the work being submitted is your own work.

Please note all students must submit ONE hard copy of each assessment, unless otherwise stated in the module handbook. These rules still apply to work submitted for resits during the vacation, or if you have been granted an extension to an assignment deadline through PEC. Even if you know you will be away from the University on the day of your deadline, it is still your responsibility to ensure that you have a copy of the assignment submission form, and that the School receives the assignment in hard copy and through Turnitin by 12pm.

Submitted work and/or resit work will NOT be accepted via email, fax, or post. Any work submitted after 12pm on the deadline day will be marked as late.

If you wish to request an extension to the deadline for your submitted work, or to request any other adjustment to the assessment for the module, complete a PEC (Personal and Extenuating Circumstances)
form; individual module leaders cannot grant extensions. For further information regarding the PEC form, please see section D2 of this handbook.

If you have any queries please contact the School Office Manager, 0191 208 6614.


2. Turnitin and Plagiarism

The University makes routine plagiarism checks on all appropriate pieces of work. This means that your coursework assessments are submitted to an electronic text matching software system, Turnitin. Your work will be checked against a database of web pages, academic articles and books, and other students’ papers (from Newcastle and other universities) and any matches between your work and those other sources highlighted. Matching text does not necessarily mean that you have plagiarised, since you may have correctly referenced text from other sources.

When you submit your assignments, you will be told how you need to submit to ensure they are checked. There are some file restrictions and file size restrictions, and you will be given guidance on what you can and cannot submit. You should always ask your module leader if you have any questions about a specific assignment.

The University takes plagiarism and academic conduct very seriously, and you are expected to know how to reference other sources correctly. For more information, see section E9, below.

3. Late Submission of Assessed Work

The deadline is the last moment that your work will be accepted. This means that you may submit your work early. The deadline for submitting work into the assignment drop box near the HCA School Office (and Turnitin) is 12PM on the day outlined in the module handbook.

Work which is submitted after the deadline will be deemed as a late submission unless an extension has been granted through the PEC procedure.

The University has a set policy for late submissions, so you should be careful to submit all assessments well in advance of the deadline. If work is submitted within 7 calendar days of the deadline, it will be capped at the pass mark (40 for undergraduate programmes). If you submit a piece of work more than 7 days after the deadline, it will receive a mark of zero. These penalties also apply to work that has not been fully submitted, e.g. if you have submitted the Turnitin copy only, when your module or seminar leader requires both online and hardcopy submission.

There are two circumstances in which late work will always receive a zero: if your piece of work is marked on a non-discriminatory marking scale (i.e. pass/fail or merit/pass/fail), or if you are submitting work for a re-sit assessment.

There may be pieces of coursework for which no late work is allowed. You will receive prior notification in these instances.

If you have a valid reason for submitting your work late (e.g. illness), you should submit a PEC form; there is more information on this in section D2 of the handbook. As noted in that section, computer failures and transportation problems are not considered a legitimate excuse for late submission (unless NUITS has confirmed a University-wide computer failure).

4. Examinations

University exam period dates are available on the Exams & Awards web pages ([https://www.ncl.ac.uk/exams/exam-dates/](https://www.ncl.ac.uk/exams/exam-dates/)). Please note that examinations can be scheduled on Saturdays during the main periods. You are expected to be available for examination at the University during all of the main periods.

The University publishes a provisional exam timetable around 8-10 weeks in advance, so that you can check there are no clashes between your modules. A final exam timetable is then published around 6-8 weeks...
before the exam period. It is your responsibility to check the dates, times and locations of your exams carefully on your timetable.

Prior to your exams you must also read and understand the Exam Rules and Guidance which explains how you are expected to behave during exams, and what you can and cannot take into an exam:

https://www.ncl.ac.uk/exams/rules/

The University has a calculator policy for examinations. Students can only use calculators from the Casio FX-83, Casio FX-85 and Casio FX-115 ranges. No other model of calculator is permitted.

When you are revising for your exams, you will almost certainly find it helpful to obtain copies of recent examination papers; these are available on the University website (https://www.ncl.ac.uk/exams/past-papers/). Sample papers should be provided by the lecturer for new courses.

If you wish to be considered for alternative exam arrangements (e.g. extra time, rest breaks, use of a PC, smaller venue etc.) in light of a disability, specific learning difficulty or long term medical condition, then you should note that there are certain deadlines by which you must supply the appropriate medical evidence/documentation. For further information, you should contact the Student Wellbeing Service as soon as possible:

https://www.ncl.ac.uk/students/wellbeing/disability-support/support/examinations.htm

Examinations will generally take place on (or close to) campus, although there are exceptions to this rule. International students, for example, may apply to take a re-sit exam in their home country. More information is available from the Exams Office:

https://www.ncl.ac.uk/exams/overseas/

### 5. Feedback and Assignments

You will receive feedback on all of your coursework and exams. University policy states that feedback on coursework must be returned within 20 working days (Monday–Friday, not including Bank Holidays or University closure days). Exam feedback must be returned 20 working days from the end of the exam period; if this date falls during summer holidays, then it must be received at the start of the next semester/term. If feedback is going to be returned late for any reason, you will be informed in advance and told when you should expect to receive your feedback.

You will receive feedback in a variety of ways: written on your work, given verbally in lectures or tutorials, or provided on Blackboard or NESS. Feedback may come from lecturers, from your student peers, or from yourself. Learning to give yourself feedback is an important skill that you will continue to use after University. You are expected to use your feedback by looking at your work, the criteria for the work, and the feedback comments, and thinking about how you can improve in future assessments.

You should receive feedback on all examinations within 20 working days of the date of the examination, but the type of feedback will vary according to the module and member of staff. In most cases you will receive a photocopy of the back page of the exam script with comments and marks for each of the questions. In some cases lecturers will provide typed feedback either in hard copy or by e-mail. If you have a query about your examination performance you should arrange to see the Module Leader or your Personal tutor.

Feedback on exams may also be given in the form of general feedback to the entire cohort. This feedback may include, for example, information on what made good answers and poor answers on the exam, statistical information to show you how you are doing compared to the rest of the cohort, and/or feedback on exam strategies.

### 6. Marking Criteria

In the School of History, Classics and Archaeology, we employ the following descriptive marking criteria:

<table>
<thead>
<tr>
<th>First Class Honours, 70% -100 %</th>
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<tbody>
<tr>
<td>A First Class/Excellent performance is distinguished by both breadth and depth of knowledge about the subject material, showing comprehensive awareness, and detailed understanding,</td>
</tr>
</tbody>
</table>
interpretation and evaluation.

There will be substantial evidence of critical analysis and the ability to apply knowledge to unseen situations. Material will be presented within a clear logical/systematic framework throughout and will demonstrate reading beyond the course material and the ability to employ critical reflection. At Honours and Masters level there will be evidence of the ability to think reflectively and creatively. Assignments such as an individual project report will be well-structured and well-referenced.

The deciles within this class may be categorised as:

**Outstanding:** professional standard (90% - 100%) It will be rare for a mark to be awarded within this range, but it should certainly be achievable for an individual component of assessment (e.g. a piece of coursework, or an examination question). It should be awarded for work demonstrating outstanding and comprehensive understanding, with critical analysis and evaluation. In an examination situation the student will have presented a complete answer in a fully cogent manner, with no substantive errors or omissions. In individual project work there will be material which may be publishable.

**Exceptional:** significantly above normal student expectations (80% - 89%) Evidenced by clear indications of comprehensive/detailed understanding and creative thought, and although there will be no substantive errors or omissions, the presentation or arguments will fall short of perfection.

**Excellent:** (70% - 79%) Evidenced by a comprehensive understanding, well-structured arguments and insight.

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**Upper Second Class Honours, 60% -69%**

A Second Class, First Division/Very Good performance is one that demonstrates a sound/thorough understanding of material that presented in the course, with breadth of knowledge but lacking in some depth, or vice versa. Critical analysis and the ability to apply knowledge to unfamiliar situations will be present, and work submitted will be relevant to the module/topic aims and objectives but not give a full treatment, relying to some extent on course material and likely to contain a few errors or omissions. Individual project work will be well presented and structured but with some limitations as to insight and critical evaluation.

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**Lower Second Class Honours, 50% -59%**

A Second Class, Second Division/Good performance is one that relies substantially on course material and demonstrates breadth of knowledge but lacking depth. Critical analysis will be limited and there will also be only limited evidence of being able to apply knowledge to unfamiliar situations. Work presented will be relevant to the module/topic aims and objectives but rely largely on course material and contain some errors of understanding and of fact. An individual project will demonstrate competence but with only limited evidence of flair.

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**Third Class Honours, 40% -49 %**

A Third Class/Basic performance is one that demonstrates that a student has achieved the minimum level of performance to indicate that they have broadly achieved the intended learning outcomes but at a basic level only. It is evidenced by an understanding of material that lacks depth. There may be omission of some relevant material and/or partial use of irrelevant material. It is likely to contain errors of understanding and fact. An individual project will be adequately structured and presented but unbalanced with some components poorly constructed, e.g. inadequate/poor referencing.

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**Fail , 0% -39%**

A Fail/Failing performance indicates that the student has failed to achieve the intended learning outcomes. This is evidenced by a weak attempt that demonstrates lack of overall knowledge of the subject area, and inability to develop a cogent argument in any aspect. Much of the material presented will be sketchy and/or irrelevant. A failing individual project will be one in which the student has failed to apply themselves to the task in hand and has presented a
superficial view of it.

A Fail/Failing performance may be further classified as:

**Borderline (compensatable) fail**: limited understanding (35% - 39%) Evidenced by the demonstration of a threshold understanding in some, though not all, areas. There will be many factual errors and omissions. A mark in this range may be awarded where there is evidence that the intended learning outcomes have been achieved but the evidence has been poorly presented, or that there are some omissions in that evidence. A compensatable pass mark for an individual project suggests that the situation is potentially recoverable with some rewriting but little or no additional development.

**Fail**: inadequate understanding (25% - 34%) Evidenced by some material of relevance, but generally the approach is shallow and there is a lack of understanding of the basic requirements of the subject area. There are likely to be significant factual errors and omissions. An individual project is likely to be difficult to read and contain serious errors in understanding.

**Clear fail**: little or no attempt (0% - 24%) Evidenced by very little material presented to support evidence of having addressed the topic. What material there is likely to be incomplete and/or confused. An individual project is likely to have very little that is relevant.

For a tabular overview of the marking criteria, including further detail on expectations for each category, see Appendix A, page 53.

The School of History, Classics and Archaeology, in conjunction with a number of other schools (such as English and Law), has an exemption from one aspect of the general marking policy of the University, in order to continue longstanding practices. We will continue to take into account correct use of the English language when marking written work, as we consider improving your writing to be one of our central purposes and a cornerstone in your life skills and future employability. We took this decision since the ability clearly to convey ideas, concepts and arguments in written form is central to the practices of history, classics, ancient history, and archaeology. Therefore, an excellent knowledge of the English language and of its proper use, including a correct application of grammar, syntax, punctuation, and spelling rules, is fundamental to the intended learning outcomes, cognitive, and key skills of your degree. Submitted work tests these skills and the feedback that you will receive is intended to help you to develop your writing skills. Moreover, correct clear prose is integral to conveying your ideas effectively.

### 7. Marking and Moderation Process

You should have absolute confidence that the marks you receive are fair and consistent across markers. All assessments that are worth a significant part of your final mark are reviewed in advance by a scrutiny committee so that the instructions are clear and the questions are reasonable for a student at your level.

Depending on the assignment, your work may also be moderated. This means that a second marker will look at the mark and feedback given by the first marker and ensure that it is fair and accurate. Several different processes for moderation may be used the School, including sampling (looking at a sample of pieces of work across grade boundaries) and second marking (where a second marker looks at every piece of work).

All marks that are returned to you are provisional and subject to review and potential moderation prior to the final Board of Examiner meeting. Each taught programme of study (undergraduate and postgraduate) has a Board of Examiners (BoE) which is responsible for decisions about the outcomes of assessment of students on the programme. The BoE has a substantial degree of discretion. This means that it may award a degree classification higher than that determined by the marks alone. This can be due to medical or special personal circumstances and this is one of the reasons why it is important to submit PEC applications. The Board may also, in certain circumstances, deem individual students to have passed particular modules in which they have obtained a fail mark.

The University has a policy on Moderation processes, available here: 
[http://www.ncl.ac.uk/ltds/assets/documents/qsh-assmt-modscal-pol.pdf](http://www.ncl.ac.uk/ltds/assets/documents/qsh-assmt-modscal-pol.pdf)
8. **How Assessment affects your progress**

Your progress within your programme depends on your assessment marks, as explained in your degree programme regulations (https://www.ncl.ac.uk/regulations/programme/2019-2020/hist.php). The simplest way to proceed from one stage to another is to pass all credits in a given stage. Should you fail any number of modules, you are allowed the opportunity to re-sit failed components in August, although students may alternatively choose to take a year out from the University and re-sit at the next normal sitting during the academic year, as an external candidate.

All resit marks are capped at 40, unless an adjustment has been granted through the PEC procedure. It is not possible to resit modules that you have passed, except in cases of significant personal extenuating circumstances. Applications for such resits should be discussed with the Degree Programme Director prior to submission; suitable evidence is essential. See section D2, above, for more.

9. **Assessment Irregularities and Disciplinary Procedures**

As part of the Student Charter, you have agreed to follow University procedures and to maintain the highest standards of behaviour. The University is committed to ensuring that assessments are fair for all students, and it has established a procedure for dealing with situations in which one student uses improper means to ‘get ahead’ on an assessment. These situations are called assessment irregularities, and they may include (but are not limited to) the following:

- Copying from or conferring with other candidates or using unauthorised material or equipment in an examination room
- Impersonating or allowing another to impersonate a candidate
- Introducing examination scripts into the examination process otherwise than in the course of an examination
- Permitting another student to copy work
- The falsification (by inclusion or suppression) of research results
- Plagiarism, defined as the unacknowledged use of another person’s ideas, words, references (footnotes), or work, either verbatim or in substance without specific acknowledgement. It is also possible to plagiarise yourself if you submit the same work for multiple assignments or do not acknowledge ideas or words that you have submitted previously
- Procurement of assessment material
- Dishonesty

The University’s assessment irregularity procedure can be found in full here: https://www.ncl.ac.uk/students/progress/Regulations/Procedures/assessment.htm

More generally, at Newcastle we value high standards of academic conduct. Conduct is an important part of maintaining and developing our reputation. Good academic conduct reflects the values which underpin academic life, such as honesty, integrity, a shared community of ideas and respect for others’ work. The Academic Skills Kit (https://internal.ncl.ac.uk/ask/) provides a range of resources which may help with academic writing. There is also information on appropriate style and referencing guides here: http://libguides.ncl.ac.uk/referencing.

You can expect to receive a briefing on academic conduct and the referencing guidelines that you are expected to follow. You are in turn expected to do the following:

- Maintain high standards of academic conduct
- Show a commitment to academic honesty in your work
- Be familiar with and apply the guidance provided by your School on proper referencing and good academic practice
- Avoid plagiarism
The Student Disciplinary Procedure will apply to any student who is alleged to have breached the University’s code of conduct. More information is available here:
https://www.ncl.ac.uk/students/progress/Regulations/Procedures/disciplinary/

This procedure applies to any student who breaches academic codes of conduct as well as non-academic situations (disruption, anti-social behaviour, theft and fraud, violent behaviour, criminal offences, etc.)

10. Recognition of Prior Learning and Credit Transfer

The University acknowledges that some students will start their time at Newcastle with prior experience – either of studying at other universities or from work. We want to recognise students’ past work appropriately, so you may be able to apply for Recognition of Prior Learning (if you have credits from a non-UK university or relevant experience) or credit transfer (credits from a UK university).

If your application for RPL or credit transfer is successful, you will not have to take the module (or modules) identified in your application. However, any previous marks (at another University) will not be counted toward your Newcastle degree classification. If you receive credit transfer, you will be considered to have ‘passed’ the module; if you receive RPL, you receive no credit for the module but will be exempt from taking it. It may not always be to your benefit to apply for RPL or credit transfer, since it means that you will have fewer modules that count toward your final degree classification (meaning that each one carries a greater weight).

If you successfully apply for RPL or credit transfer, you could gain permission to study modules outside the degree programme regulations or additional optional modules, with DPD approval, up to a full credit load. If you do so, these modules will count toward your final degree classification.

More information about RPL and credit transfer will be available from your School, including information on how to apply and whom you should contact if you have questions. The University policy is available here: http://www.ncl.ac.uk/ltds/assets/documents/qsh-ct-rpl-pol.pdf

F. Student Representation and Feedback

1. Overview

The University values your opinion very highly – we want to know when things are going well and when you think things can be improved. We have a number of ways of trying to get student feedback, including module evaluations and student participation on committees. It’s important that you take these questionnaires and opportunities seriously and give your honest opinion. It is also important that you provide specific evidence of what’s going well or not so well, it helps us when we know more specifically what is going on. You should also be respectful in the comments that you provide, considering the issues or successes rather than criticism of individuals.

There is more information about student opinion – and some information about actions that have been taken by the University as a result of your opinions – on the ‘You Said - We Did’ website (https://internal.ncl.ac.uk/yousaidwedid/). The University explanation of how it works in partnership with students is available in the Policy on Student Representation: http://www.ncl.ac.uk/ltds/assets/documents/qsh-studentrep-pol.pdf.

2. Module and Stage Evaluations

At the end of each semester, you will be asked to complete an evaluation. These evaluations are used to find out about your experiences, assess the positive features of your programme, and identify anything that could be improved in the future. You will be asked questions about aspects of your experience including library and electronic resources, assessment and feedback across the programme, personal tutoring, student representation, etc.
It’s important in these evaluations that you are specific about what is positive and/or negative, that you are realistic, and that you focus on the issue, not the person (don’t say anything offensive about a person involved on the module or programme). It also helps if you suggest solutions – we will take these seriously.

You will receive a link to evaluate through email and you can then complete the survey online, anonymously. You will find links to your evaluations in the ‘My EvaSys’ panel in Blackboard (on the My Institution page) – these links only appear when there is an evaluation open and ready for you to complete it.

You will also be given opportunity to feedback on your modules at the end of the semester. It is intended that in 2019/20 this will be combined with the stage evaluations we mention above. You may also be given opportunity during the module delivery to offer feedback. Please look out for these opportunities.

More information about evaluations is available at https://internal.ncl.ac.uk/yousaidwedid/surveys/

3. National Surveys

The University participates in several national student opinion surveys: National Student Survey, Postgraduate Taught Experience Survey and Postgraduate Research Experience Survey. Only the first of these is relevant to you as an undergraduate.

National Student Survey (NSS) - The NSS contributes to public accountability, helps inform the choices of prospective students, and provides data that allows informed decisions to be made to enhance the Undergraduate student experience. The NSS typically runs from February through to April annually. It includes all full-time and part-time UK, EU, and international final year undergraduate students studying at Newcastle main campus and Newcastle University London (NUL), including eLearning students based in the UK. The University runs a Newcastle Student Survey through EvaSys which is designed for students who meet the basic NSS requirement, but are based outside of the UK at Newcastle University Medicine Malaysia (NUMed), Newcastle University International Singapore (NUIS), or are non-UK based eLearners. The NSS excludes incoming and exchange students. See https://www.officeforstudents.org.uk/advice-and-guidance/student-information-and-data/national-student-survey-nss/ for more information.

Previous years’ NSS results are available on the Planning Office website: https://internal.ncl.ac.uk/planning/performance/student-survey/

For more information about our student opinion surveys go to http://www.ncl.ac.uk/ltds/student/opinion/; also, see how the University has listened to previous feedback by going to: https://internal.ncl.ac.uk/yousaidwedid/.

Official invitations from the University asking you to participate in national surveys will be sent to you from newcastlestudentsurveys@ncl.ac.uk.

4. Academic Student Representation

Each year, you will have an opportunity to elect Academic Student Reps within your School. You may wish to put yourself forward to be a Rep yourself! Academic Student Reps are a crucial link between students and staff, as they find out what other students are thinking and work with University staff to help improve the student experience.

There are four different Academic Student Rep roles at Newcastle University:

- **Course Reps** are elected by their peers and will attend their **Student-Staff Committee (SSC)** on their behalf.

- The SSC is led by a **Student Chair** and usually has a **Student Secretary**. All students are able to contribute to their SSC’s agenda – just tell your Course Rep what you think should be discussed! The Student Chair and Student Secretary are also asked to attend the **Board of Studies**, which oversees teaching activities in the School.
• **School Reps** are appointed by the Students’ Union to represent their School at the **Faculty Education Committee (FEC)**. They will gather student opinion from across your School by working with the Student Chairs and Student Secretaries of your SSCs and will present any key student topics at FEC. They will also feedback to SSCs any new key initiatives from the University and Faculty that will affect students across the School.

The Students’ Union provides training and support for Course Reps, Student Chairs and Secretaries, and School Reps. They also run Hall and Community Rep schemes. More information about all the student representation roles is available on the Students’ Union website: [https://www.nusu.co.uk/yourvoice/reps/](https://www.nusu.co.uk/yourvoice/reps/)

### G. Ensuring the quality of your degree

#### 1. Mechanisms for ensuring the quality of your degree

The University is responsible for ensuring the quality and standards of all academic awards made in its name. You should have confidence that there are a number of people – inside your School, across the University, and outside the University – who review your degree programme and ensure that it is up-to-date, consistent in its treatment of students, appropriate in its forms of teaching and assessment, and of the highest standards. The key mechanisms are described below:

**Annual Monitoring and Review** (AMR) – Every year programmes are asked to comment on what went well and what could be improved (and to provide evidence). Each programme is also required to develop an action plan that lists new projects and activities to improve the degree programme. This AMR is reviewed at Faculty level each year and at University level to identify effective practice to share or issues to address. See the University policy for more information: [http://www.ncl.ac.uk/ltds/assets/documents/qsh-amr-policy.pdf](http://www.ncl.ac.uk/ltds/assets/documents/qsh-amr-policy.pdf).

**Learning and Teaching Review** (LTR) – Approximately every six years each School or subject area is reviewed by a panel of University staff and at least one external member who is a discipline-specialist. This review examines the teaching and learning process and speaks with students and staff about their experiences of the programme. More for information, see: [http://www.ncl.ac.uk/ltds/assets/documents/qsh-ltr-policy.pdf](http://www.ncl.ac.uk/ltds/assets/documents/qsh-ltr-policy.pdf).

You can engage directly with a LTR by volunteering to meet with the panel (if there is an LTR while you are a student) or by volunteering to serve as a student panel member for an LTR in another School. You can engage with AMR and external examining through the student representation system and by participating in School and Faculty committees.

**External Examining** – Each programme will have at least one external examiner, someone who works at a different University or in industry. The function of external examiners is to assist the University by providing assurance that in their expert judgement the standards of all awards at Newcastle are at least comparable to those in similar subjects in other universities in the UK and with relevant external referents. External examiners are asked to review programme aims and learning objectives as well as assessment questions and feedback. In order to help ensure the quality of the education it provides and the maintenance of the standards of its awards, the University places significant reliance on its external examiners by:

- Requiring them to provide independent and impartial advice, as well as informative comment on the University’s standards and on student achievement in relation to those standards
- Drawing upon their professional advice and expertise and giving full and serious consideration to their reports.

For further information, see: [http://www.ncl.ac.uk/ltds/governance/examiners/](http://www.ncl.ac.uk/ltds/governance/examiners/).

You should not contact external examiners directly, but you may be asked to meet with them when they come to visit the University. You can also engage with the process through which the University considers and responds to external examiners by participation in Boards of Studies, Student Voice Committee, and FEC.

**External Examiners for V100:**

Professor Thomas Hennessey, Professor of Modern British and Irish History, Canterbury Christ Church
University

Additional External Examiners are to be confirmed.

**Changes to your programme** – The University recognises that students invest time and personal effort in their studies and need timely dialogue and clarity of options when changes occur. Your School will act transparently and enter dialogue with students to identify options and minimize the impact on students affected by changes to programmes. For further information, see: [https://www.ncl.ac.uk/ltds/assets/documents/qsh_PolicyProgChange.pdf](https://www.ncl.ac.uk/ltds/assets/documents/qsh_PolicyProgChange.pdf)

### H. Resources

1. **University Library**

   The University Library Service provides access to a wide range of resources, services and study spaces as well as professional expertise to help you to be successful in your studies and research. The Philip Robinson Library is open 24 hours a day during term-time, and the Marjorie Robinson Library Rooms, Walton and Law libraries are open until late.

   The libraries house over 0.8 million books, subscribe to over 42,000 journals and provide access to more than 1.8 million ebooks. Library Search ([https://libsearch.ncl.ac.uk/](https://libsearch.ncl.ac.uk/)) can be used to locate books, ebooks, journal articles and a lot more information using a single search. High demand items can be found in the Student Text Collection (STC) and are bookable online. The Philip Robinson Library also houses the Special Collections ([www.ncl.ac.uk/library/specialcollections](http://www.ncl.ac.uk/library/specialcollections)), which are made up of rare and historic books, manuscripts, maps and illustrations.

   The Library’s Subject Guides ([http://www.ncl.ac.uk/library/subject-support/](http://www.ncl.ac.uk/library/subject-support/)) bring together tailored, subject-specific information, resources and databases and are the best place to start your exploration of the Library’s resources for your specific discipline.

   The libraries are excellent places to study. They have a range of silent and quiet areas plus group and collaborative learning spaces. They collectively house over 790 computers. Wi-Fi is also available so you can use your own devices or borrow one via the Laptop Loan Scheme.

   The library’s online study space monitor ([http://www.ncl.ac.uk/library/about/study-space-availability](http://www.ncl.ac.uk/library/about/study-space-availability)) is a good way of checking availability.

   Library Staff are available at information points and service desks to help you to find the information you need. They also offer workshops and one-to-one consultancies to help you improve your information skills. Alternatively you can use the online Library Help service 24/7 ([https://libhelp.ncl.ac.uk/index.php](https://libhelp.ncl.ac.uk/index.php)) to access support no matter where you are.

   If you have any questions or need any help, ask a member of Library staff or contact them via Library Help ([https://libhelp.ncl.ac.uk/index.php](https://libhelp.ncl.ac.uk/index.php)) – they are there to support you through your course. For further information on Library services see [https://www.ncl.ac.uk/library/](https://www.ncl.ac.uk/library/)

   Further information regarding facilities within the School of History, Classics and Archaeology can be found in section J3, page 42.

2. **Writing Development Centre**

   The Writing Development Centre’s role is to help you become a confident and successful independent learner. Our team of tutors offers advice and guidance on academic skills, including:

   - Understanding assignment questions and marking criteria
   - Critical thinking, critiquing and reviewing literature
   - Planning and structuring writing (incl. paragraphing)
   - Academic writing style (incl. fundamentals of grammar)
- Avoiding plagiarism
- Managing time, work and writing (incl. writers block and procrastination)
- Exams and Revision (excluding take-home exam papers, except in general terms)
- Presentations and posters

Our approach is developmental – we don’t ‘check’, proofread or correct work for you, but we do help you understand the expectations of university study and develop effective strategies which will suit your subject and stage, and your own study preferences. We work with students at all levels from Undergraduate to Postgraduate and across all subjects. We can only offer advice on work submitted for assessment as part of a degree programme at Newcastle University.

We offer **one to one tutorials** based in the Writing Development Centre which focus in depth on a specific issue you want to work on. Tutorials with us are centred on your individual academic development and are non-judgmental, supportive and strictly confidential. Appointments should be made online via our website. We also run a range of other activities throughout the academic year on core academic skills topics, and are invited by Schools and Faculties to run subject-specific sessions as part of degree courses. We also maintain a range of **online resources** on academic skills and writing.

The Writing Development Centre is based on Level 2 of the Philip Robinson Library. To find out more of book an appointment please see our website [https://www.ncl.ac.uk/library/subject-support/wdc/](https://www.ncl.ac.uk/library/subject-support/wdc/)

### 3. Academic Skills Kit (ASK)

The Academic Skills Kit is an online resource which brings together the range of academic skills development provision across Newcastle University into a one-stop website. Provision includes information literacy, revision strategies, academic writing, time management and maths and statistics. It signposts specialist support for, for example, international students or those with Specific Learning Difficulties. It also hosts a range of self-access online resources with advice and tips on various aspects of study.

Please visit [www.ncl.ac.uk/ask](http://www.ncl.ac.uk/ask).

### 4. INTO Newcastle In-Sessional English

The INTO Newcastle In-Sessional team can provide information on:

- The University English Language Assessment (UELA)
- Free academic English language classes for Newcastle students whose first language is not English
- One-to-one English language tutorials (where you can meet with a teacher for 25 minutes to discuss specific problems)

The In-Sessional language programme can provide both non-credit-bearing support and credit-bearing modules. Your School will be able to tell you if you need to take a credit-bearing module.

More information about the In-Sessional programme is available from the INTO website: [http://www.ncl.ac.uk/students/insessional/about/insessional.htm](http://www.ncl.ac.uk/students/insessional/about/insessional.htm).

### 5. Maths Aid

Maths-Aid is a drop-in centre providing a free and confidential service to all students of Newcastle University on all aspects of mathematics and statistics including:

- Preparation for exams
- Developing problem solving and numerical skills
- Advice on correcting mistakes and overcoming problems in everyday academic work
- Help in understanding lecture notes
- Advice on graduate numerical skills tests

More information is available from the website: [https://www.ncl.ac.uk/ask/where-to-go/maths-aid](https://www.ncl.ac.uk/ask/where-to-go/maths-aid).
6. Computing Facilities

You are encouraged to use computing facilities for word-processing, data handling and analysis. The use of computers will also be incorporated into the teaching programmes for most modules, and you will often prepare and submit coursework electronically. There are facilities available at School, Faculty and University level, and you can use this link to find available computers on campus: [http://m.ncl.ac.uk/](http://m.ncl.ac.uk/)

If you have any questions about computing facilities or software, including email and printing, please check the NUIIT information available to students: [http://www.ncl.ac.uk/itservice/studentitservices/](http://www.ncl.ac.uk/itservice/studentitservices/)

Make sure you have a look at the software deals available to you as a student: [https://www.ncl.ac.uk/itservice/software/softwaredeals/student/](https://www.ncl.ac.uk/itservice/software/softwaredeals/student/)

**Blackboard**

Although the principal means by which the university delivers its teaching is through formal lectures, seminars and practical classes, lecturers make use of a teaching and learning support system called Blackboard, which operates across the university computer network as a “virtual classroom”. Blackboard is an example of a “Virtual Learning Environment” that will enable you to access module web pages maintained by lecturers. The teaching and learning materials contained in these web pages will support the lecture and practical class material, but lecturers will also use the Blackboard pages to update you on specific module related matters, for example, details of practical classes and assessments. You should therefore consult Blackboard regularly throughout your studies ([https://blackboard.ncl.ac.uk](https://blackboard.ncl.ac.uk)) and log in with your Newcastle University username and password.

**Note for Stage 1 students:** your username and password will be made available to you during induction week.

‘My Institution’ is the first page you will see. It will contain sections for announcements, tasks and other tools, and a list of modules (called “courses” in Blackboard) in which you are enrolled. You can enter your modules by clicking on the ‘Courses’ tab in the browser window, or by clicking on the module name on your ‘My Institution’ page.

The ‘Community’ page, meanwhile, is where you can go to access information about modules for the following year, including copies of your degree programme regulations, and video podcasts about individual modules. The School office will notify you when this information is updated (generally March each year).

When you have finished your session, please don’t forget to logout! Use the Logout tab at the top of the browser window.

**What do I do if:**

Q. I have forgotten my username and/or password?
   A. Get in touch with the University helpline. Email - [helpline@ncl.ac.uk](mailto:helpline@ncl.ac.uk).

Q. I don’t seem to be registered for some of my modules?
   A. Your Blackboard account will only show modules for which you are registered and which are active on Blackboard. If a module is missing you should first check that the relevant lecturer is using Blackboard for this particular module.

For further information and assistance regarding the use of Blackboard you should click the Student Resources tab on the Blackboard front page, [https://blackboard.ncl.ac.uk](https://blackboard.ncl.ac.uk/)

7. Careers Service

The Careers Service is situated in King’s Gate, Level 1.

Opening hours: Monday, Tuesday, Thursday, Friday 9:00-5:00; Wednesday 10:00-5:00.

Term time drop-in sessions: Monday to Friday 11:00-16:30

Whether you’re seeking a graduate career, doing further study, or starting a business, the Careers Service can help you realise your potential. We provide careers advice and support while you’re studying, and for
three years after you graduate. You can drop in to speak to us during the week, or visit our website http://www.ncl.ac.uk/careers/ to start your career planning journey.

We can help you to:

- Plan your career - https://www.ncl.ac.uk/careers/planning/
- Market your skills and experience in CVs and job applications and LinkedIn profiles - https://www.ncl.ac.uk/careers/applications/
- Build up your contacts and networks - https://www.ncl.ac.uk/careers/makingcontacts/
- Develop enterprise skills or start a business
- Find placements, internships or work experience - https://www.ncl.ac.uk/careers/workexperience/
- Find jobs and postgraduate courses

If you’d like to work for yourself, START UP can help you to develop opportunities, explore ideas, work freelance or start your own business. We offer help at every stage, from pre-idea to launch and beyond. www.ncl.ac.uk/careers/startup

8. Health and Safety

The University has a duty to keep you healthy and safe whilst you are studying with us. The Occupational Health and Safety Service (OHSS) is a central support service which helps Schools and Institutes to meet their legal requirements under health and safety legislation. Please visit http://www.ncl.ac.uk/ohss/

The University has a Health and Safety policy (https://www.ncl.ac.uk/ohss/about/policy.htm) as does each School or Institute. These provide important information on how health and safety is managed and consist of three sections:

- Statement of Intent - a commitment to protect the health and safety of all staff and students signed by the Head of Unit
- Responsibilities - a summary of the health and safety responsibilities for each level of staff and students. Students are expected to be responsible for their own actions and any activities which may adversely affect staff, fellow students or visitors
- Arrangements - this is usually the largest part of the policy and contains detailed information on how the School or Institute manages health and safety. It will include reference to University management standards and any local arrangements. For example, it will tell you about the arrangements for health and safety training, risk assessments and traveling abroad. Students are encouraged to dip in and out of this part of the policy as needed.

The Health and Safety policy is an important document and students should make sure they have or know where to find a copy of their School or Institutes policy.

If students need any health and safety advice or information they should speak to their academic tutor in the first instance. Each School and Institute also has a School Safety Officer (SSO) who is an invaluable source of local advice. The name and contact details of the SSO will be provided in the health and safety policy. In addition, there may be other School or Institute staff who hold important health and safety roles relating to specialist subjects including:

- Biological Safety Supervisor;
- Radiation Protection Supervisor;
- Fire Marshal and Fire Wardens;
- First Aiders;
- Display Screen Equipment Assessors.
The University is legally required to carry out risk assessments for all its work activities. A risk assessment is a careful examination of each work activity to decide what could cause harm and to decide if the current precautions are sufficient. Students may be asked to complete a risk assessment for an individual project or work activity as part of their academic studies. Standard operating procedures are also sometimes used in conjunction with risk assessments to give step by step guides to carrying out work activities safely.

Each Faculty will provide a health and safety induction and training for students. The precise format and number of safety courses will be decided by each Faculty. Students are expected to attend health and safety training and may not be allowed to carry out certain high-risk work activities until they have been trained.

Things sometimes go wrong whilst studying. Any accidents or near misses must be reported as soon as possible to the staff member in charge of the session/area and also to your School office. We will not blame individuals, please do not try to hide mistakes or cover up when things go wrong. We want you to report accidents and near misses so that we can all learn from our mistakes and take steps to make sure they do not happen again.

In the case of discovering a fire:
- Sound the fire alarm
- Leave the building by the nearest available exit
- Ring 999 and then security on 0191 208 6666

For other emergencies please contact the staff member in charge of the area or the Security team 24 hours a day on 86666 or for non-emergencies on 0191 208 6817 or security@ncl.ac.uk If you see any physical defects on campus these can be reported to the Estates Support Service helpdesk on 0191 208 7171 or ess-helpdesk@ncl.ac.uk.

I. Additional University Contact Information

**Chaplaincy**
The Chaplaincy is a team of chaplains working together, appointed by faith communities, recognised by the University and affiliated with the Student Wellbeing Service. The Chaplaincy is committed to working with students and staff of different faiths (and those of no faith) and to making the University a place of religious tolerance and respect.

**Location:** Agriculture Building  
**Telephone:** 0191 208 6341  
**Email:** chaplaincy@ncl.ac.uk  
**Website:** https://www.ncl.ac.uk/students/wellbeing/about/chaplaincy.htm

**Newcastle University IT Service (NUIT) – The University’s Central Computing Service**
NUIT provides the University’s IT infrastructure (networks, servers, etc.) and provides most of the computer services used by staff and students (systems, software and computers for students)

**Location of IT Service Desk:** Old Library cluster (Monday to Friday 9am - 5pm)  
**Telephone:** 0191 208 5999  
**Email:** it.servicedesk@ncl.ac.uk  
**Website:** http://www.ncl.ac.uk/itservice/

**International Office**
The International Office provides information and advice on:
- Newcastle programmes and how to apply
- English language requirements
- The equivalence of overseas qualifications
- Erasmus/Study Abroad information
- Finance and Funding.

It also provides an orientation welcome programme and airport collection service.

**Location:** King’s Gate  
**Telephone:** 0191 208 3333  
**Website:** [http://www.ncl.ac.uk/international/](http://www.ncl.ac.uk/international/)

**Language Resource Centre**  
The Language Resource Centre provides materials and facilities for the research, learning, teaching and practise of over 50 foreign languages and is available to all students and staff of the University.

**Location:** Old Library Building  
**Opening hours:**  
Mon – Thurs (9am - 7.15pm) Fri (9am – 4.45pm)  
Sat: Closed (apart from 11 May – 01 June, 10am – 4pm)  
**Telephone:** 0191 208 7490  
**Email:** language.resource@ncl.ac.uk  
**Website:** [http://www.ncl.ac.uk/language-resource-centre/](http://www.ncl.ac.uk/language-resource-centre/)

**Nightline**  
Nightline is the confidential listening and information service run for students by students.

**Telephone:** 0191 261 2905 (8 p.m. to 8 a.m.)  
**Website:** [https://www.nusu.co.uk/support/nightline/](https://www.nusu.co.uk/support/nightline/)

**Students’ Union**

**Location:** Students’ Union, King’s Walk  
**Telephone:** 0191 239 3900  
**Email:** student.union@ncl.ac.uk  
**Website:** [http://www.nusu.co.uk/](http://www.nusu.co.uk/)

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**J. Subject Specific Information**

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<th>1. Welcome from V100 Degree Programme Director</th>
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| Dear Newcastle History student,  
Welcome to Newcastle University, and congratulations on getting a place on the BA (Hons) History degree. My name is Philip Garrett and I am the Degree Programme Director for BA (Hons) History, as well as lecturing on the history of Japan. My role is to deal with issues relating to the structure of the programme, including module selection and student progress. This handbook tells you about the History degree and about the Faculty and University more generally. You should read it carefully and keep it safe for future reference. You should be able to find the answers to any questions you might have here, but if at any point during your time at Newcastle you are unsure about |

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34
anything, please don’t be afraid to ask. I can be reached by email (philip.garrett@ncl.ac.uk). You can also drop in to see me during my office hours, the times of which are published on the School website (http://www.ncl.ac.uk/hca/students/) and also posted on my door (Armstrong 2.31).

Queries regarding PEC (Personal Extenuating Circumstances) applications should be directed in the first instance to the deputy DPD, Dr Simon Mills (simon.mills@ncl.ac.uk)

We look forward to meeting you, and wish you all the best for your time at Newcastle.

Best wishes,
Dr Philip Garrett

2. Staff in History

**ACADEMIC STAFF MEMBERS**

For detailed information on all History, Classics and Archaeology staff please visit the following webpage, https://www.ncl.ac.uk/hca/staff/role/.

If you have a query that is specific to history, any member of History, Classics and Archaeology School Office staff will be able to assist. They are based on the first floor in the Armstrong Building. Their telephone number is 0191 208 7844 and their e-mail address is historical@ncl.ac.uk.

The Degree Programme Director (DPD) has overall responsibility for the programme. You should therefore speak to the DPD if you have any questions or problems relating to the programme as a whole. If you wish to apply for a concession through the PEC process, you should see the relevant section of this handbook for further information, and contact the deputy DPD, Dr Philip Garrett, if you have any queries.

**Degree Programme Director for History and for Politics and History**
Dr Philip Garrett
**Telephone:** +44 (0)191 208 5760
**Email:** philip.garrett@ncl.ac.uk

**Deputy Degree Programme Director for History and for Politics and History**
Simon Mills
**Telephone:** +44 (0)191 208 4453
**Email:** simon.mills@ncl.ac.uk

**Senior Tutor for the School of History, Classics, and Archaeology**
Joseph Lawson
**Telephone:** +44 (0)191 208 7848
**Email:** joseph.lawson@ncl.ac.uk

**Staff Profiles in History**

**Dr Jonathan Andrews** is a Reader in the History of Psychiatry. His research interests reside primarily in the history of mental illness, crime and insanity, learning disabilities and psychiatry in Britain from ca. 1600-1914. He has published three monographs in the field, most recently (with Andy Scull) *Undertaker of the Mind and Customers and Patrons of the Mad Trade* (University of California Press, 2001, 2003), and previous to this (with Roy Porter and others) *The History of Bethlehem* (Routledge, 1997). He recently edited a special issue of the journal *History of Psychiatry* (2012) entitled ‘Lunacy’s Last Rites: Dying Insane in Britain, c.1629—1939’. His published scholarship ranges widely from English and Scottish asylums and psychiatry, case and patient histories, and the poor law and lunacy, to the history of idiocy, gender and psychiatry, and travel and madness. His current research focuses on a) the history of fashionable diseases in Britain in the Georgian era; b) death, religion and madness in Britain ca. 1800-1914; and c) the criminally insane in Broadmoor Hospital and Perth Criminal Lunatic Department during the period ca. 1864-1914. He jointly
organised a summer 2014 conference on the subject of fashionable diseases at Newcastle and Northumbria.

Dr Scott Ashley is Lecturer in Medieval History. His teaching covers the period of late antiquity and the early Middle Ages (400-1000) in Europe and the Mediterranean world. He is also involved in the teaching of World History and environmental history. His main areas of research are in Viking-Age Scandinavia and Iceland, the Carolingian Empire and Anglo-Saxon England. He has recently published on Viking-Age connections with Byzantium and the accounts of Halley’s Comet over Carolingian Francia and Tang China in 837AD. In addition to his work on medieval history, he has also published on the history of primitivism in the British Isles, on Lawrence of Arabia and the eighteenth-century explorer, James Cook.


Dr Willow Berridge is a historian of the 20th century Middle East and North Africa region, with a particular interest in Sudanese history and the colonial and post-colonial origins of Islamist ideology. Her first text, Civil Uprisings in Modern Sudan: the ‘Khartoum Springs’ of 1964 and 1985 was published in 2015 by Bloomsbury. In 2017 she published her second text on Sudan - Hasan al-Turabi: Islamist Politics and Democracy in Sudan (Cambridge: Cambridge University Press, 2017) . Her modules on 'Islamism and its Origins' and 'Colonialism and Post-Colonialism in Egypt and Sudan' are shaped by these research interests. Her textbook Islamism in the Modern World (London: Bloomsbury 2018) is forthcoming this December.

Prof. Helen Berry is Professor of British History. She specialises in aspects of social, economic and cultural history in the period 1600-1800, and has published five books and many articles on subjects ranging from coffee houses, print culture and the history of consumption, to the history of gender, sexuality and the family. Her latest book, Orphans of Empire: the Fate of London’s Foundlings (Oxford University Press, 2019) reveals what happened to the children who survived being raised at London’s Foundling Hospital for orphaned and abandoned children.

Professor Jeremy Boulton is Professor of Urban History. His research interests are early modern London, the history of welfare and the history of death and dying. His publications include Neighbourhood and Society: A London Suburb in the Seventeenth Century. His most recent work has been on London’s poor relief. He runs the Pauper Biographies Project (http://research.ncl.ac.uk/pauperlives/).

Dr Claire Brewster is a Senior Lecturer in Latin American history. Her research interests are in twentieth century Mexico, especially the social and political work of Mexican intellectuals (1968-95). She has also published work on the role of women during the struggles for Spanish American independence and the early nation-building programmes. She has recently co-authored a book on Mexico's staging of the 1968 Olympic Games. She is currently researching the political and social motivations behind the development of sport in twentieth century Mexico.


Dr Sarah Campbell is a Lecturer in twentieth-century British and Irish history. She obtained her PhD from University College Dublin. Her research interests include nineteenth- and twentieth-century Irish history, Northern Ireland, Anglo-Irish relations, social movements, oral history, and political violence. She has published on areas of social and political history. Her most recent publication is a monograph on Northern Irish political history: Gerry Fitt and the SDLP: ‘In a minority of one’ (Manchester University Press, 2015). Her current research is on memory and the civil rights movement in Northern Ireland, and student activism in Belfast in the late 1960s.

Dr Nicola Clarke is Lecturer in the History of the Islamic World. Her research interests centre on the social and intellectual history of medieval Islamic Iberia, but she teaches on all aspects of the medieval Islamic world, from the time of the Prophet Muhammad to the early-modern Gunpowder Empires. She is the
Dr Robert Dale is Lecturer in Russian History, with a particular emphasis on twentieth-century Russian and Soviet history. His research is focused primarily on the late-Stalinist period, the years between the end of the Great Patriotic War in May 1945 and Stalin’s death in March 1953. His thematic interests centre upon the social and cultural history of Stalinism, the effects of war and mass violence upon individuals and societies, veterans and demobilisation, and the history of St. Petersburg/Petrograd/Leningrad. His first monograph Demobilized Veterans in Late Stalinist Leningrad: Soldiers to Civilians (London: Bloomsbury Academic, 2015) explores a unique case study of the difficulties of postwar transition faced by Soviet soldiers. His current research explores the complicated processes of postwar reconstruction, and the deeply divisive legacy of the Great Patriotic War. Dr Dale is also one of the co-conveners of the Eastern European and Russian Research Group (EERRG).

Dr Katie East is Lecturer in Early Modern History, having been a Leverhulme Early Career Fellow with the School of History, Classics and Archaeology at Newcastle University from 2015 to 2018. She completed her PhD at Royal Holloway in 2013, having pursued a BA in Ancient and Modern History at St Hugh’s College, Oxford University, and MLitt in Ancient History at St Andrews University. Katie’s research centres on the intellectual history of Enlightenment England, particularly the legacy of ancient Rome in the formation of radical political and religious ideas, bringing together the history of scholarship and the history of ideas to provide a more comprehensive view of the intellectual culture of early modern England. These research interests are reflected in her monograph The Radicalization of Cicero: John Toland and Strategic Editing in the Early Enlightenment (New York: Palgrave Macmillan, 2017).

Dr Martin Farr is Senior Lecturer in Contemporary British History. His teaching and supervision covers Britain since the First World War; his research interests relate to politics, government, biography, foreign policy, elections, and media, and he also writes and commentates on current affairs. He’s writing Reginald McKenna 1916-1942: Statesman Among Financiers, and Margaret Thatcher’s World, his most recent publications are about Parliament in the 1920s, popular culture in the 1960s, tourism in the 1970s, and the Labour Party in the 1980s, and he will publish in 2020 on the 1970 general election, the death of Margaret Thatcher, Barack Obama and David Cameron, and Donald Trump and Theresa May.

Dr Philip Garrett is the Lecturer in Japanese History. He read Japanese at Oxford and completed a PhD at Cambridge on the medieval temple complex Kōyasan. His primary interests are medieval Japanese religion and society, and his main publication areas are monk and warrior politics, crime, and sacred space, occasionally branching out into the sciences to publish on tsunami and earthquake history. His main teaching areas are Japanese history from the Palaeolithic to the present day, the history of Buddhism, and premodern Asia. He is interested in Technology Enhanced Learning and accessibility, and is the Degree Programme Director for History (V100) and History and Politics (VL12).

Professor Stella Ghervas is Professor of Russian History. Her main interests are in Russia’s intellectual and maritime history and in the intellectual and international history of modern Europe, with special reference to the history of peace and peace-making. She is the author of Réinventer la tradition: Alexandre Stourdza et l’Europe de la Sainte-Alliance (2008), forthcoming in English as Enlightenment and Tradition in Post-Napoleonic Europe: The Worlds of Alexander Sturdza, and Conquering Peace: From the Enlightenment to the European Union (2020), and the co-editor of Lieux d’Europe: Mythes et limites (2008) and A Cultural History of Peace in the Age of Enlightenment, 1648-1815 (2019). She is currently working on a new book entitled Calming the Waters? A New History of the Black Sea, 1774-1920s, which will treat the Black Sea as a privileged space for trade and cultural interchange between Russia and Europe. Professor Ghervas leads the Maritime Humanities Hub (MHH), an initiative developed by the School of History, Classics and Archaeology and supported by the Newcastle University Humanities Research Institute (https://www.ncl.ac.uk/nuhri/strategic%20themes/#maritimehumanities).

Professor Susan-Mary Grant is Professor of American History. She is currently completing a project on Civil War veterans, and her research interests generally focus on 19th-century America, particularly nationalism and the American Civil War. Her publications include Oliver Wendell Holmes, Jr.: Civil War Soldier, Supreme Court Justice (2015), A Concise History of the United States of America (2012), Themes of the American Civil
Dr Rachel Hammersley is a Senior Lecturer in History. She specialises in intellectual history - especially that of Britain and France in the eighteenth and eighteenth centuries - and is particularly interested in the exchange of ideas between Britain, France and America. She is the author of French Revolutionaries and English Republicans: The Cordeliers Club, 1790-1794 (2005, Paperback 2011) and The English Republican Tradition and Eighteenth-Century France: Between the Ancients and the Moderns (2010, Paperback 2016) and has recently edited Revolutionary Moments: Reading Revolutionary Texts (2015). Her latest book, James Harrington: An Intellectual Biography is being published by Oxford University Press in the autumn of 2019. Rachel is also just completing a textbook on Republicanism for Polity Press and is continuing to explore ideas of the ancient constitution, republicanism and democracy in early-modern Britain and France and the translation and dissemination of English republican ideas across Europe. Her next major project will explore the ways in which the authors of early-modern political texts used form, structure and the material dimensions of their works to engage their readers. Alongside her research and teaching, Rachel also seeks out opportunities to engage with a wider public. She has appeared on a number of radio programmes and has been involved in several outreach projects with local schools.

Dr Violetta Hionidou is Senior Lecturer in Modern European History. Her research interests are in eighteenth-, nineteenth- and twentieth-century Greece, particularly in historical demography, history of medicine, history of the family, famines and oral history. She is the author of Famine and Death in Occupied Greece, 1941-1944 published by Cambridge University Press and co-winner of the 2007 Edmund Keely book award. She has published articles in a wide range of Journals including Population Studies, Journal of Family History, Social History of Medicine, Medical History and Continuity and Change. She teaches on the history of Birth Control, famines, and Modern Greece. She has set up and is leading an interdisciplinary module on Greece from Ancient times to the 21st century. Her book on Oral Histories of the Greek famine of the early 1940s will be published in 2020. She has also recently completed a monograph on Abortion and Contraception in Modern Greece. She is member of the funded projects ‘Societies Under German Occupation: Experiences and Everyday Life in World War II’ (www.societies-under-german-occupation.com); Μυκονιάτικη κοινωνία και ανασκαφές στη Δήλο, 1873-1914 (The society of Mykonos and the Delos excavations, 1873-1914); the funded network SHiP-network (Studying the history of Health in Port cities); and advisor to the project Heritages of Hunger: Societal Reflections on Past European Famines in Education, Commemoration and Musealisation.

Dr David Hope is an economic historian specialising in the history of British overseas trade circa 1700 to 1830. He graduated with a PhD from Northumbria University in 2016, and for the past year has been Economic History Society Anniversary Fellow at the Institute of Historical Research and Newcastle University. David’s research explores the interconnections between global trade, consumption, colonialism, and environmental exploitation. His monograph — Exploiting Fur (provisionally intended for CUP) — situates the late-eighteenth and early nineteenth-century British fur trade within the wider Atlantic economy, offering new insights into the organisation of overseas trade, the distribution and consumption of global luxuries, and the synergy between environment and empire.

Dr Benjamin Houston is Senior Lecturer in 20th century United States history. His chief research and teaching interests centre on the African American civil rights movement, post-World War II US History, the modern American South, and the theory and methodology of oral history. Prior to his appointment at Newcastle, he served as director of the Remembering African American Pittsburgh Oral History Project at Carnegie Mellon University and is compiling and editing a book based on those interviews. His first book, The Nashville Way: Racial Etiquette and the Struggle for Social Justice in a Southern City, was published in November 2012. He is also working on various projects that study the 1960 sit-in movement, post-civil rights political groups and the use of nonviolent direct action in the black freedom struggle.
Dr Jennifer Kain specialises in the history of health-related immigration controls in the nineteenth and early twentieth centuries, and is more broadly interested in topics spanning maritime and migration history, mental illness, and the colonial histories of New Zealand and Australia. Jen received her PhD from Northumbria University in 2015 and her MA in the History of the Americas from Newcastle University in 2010. Between 2016–2017 Jen held the Alan Pearsall Junior Research Fellowship in Naval and Maritime History at the Institute of Historical Research, University of London for her post-doctoral project ‘Seamen as Prohibited Immigrants: Shore leave, sickness, sanity and syphilis’. She has published in Studies in the Literary Imagination, the International Journal of Maritime History and the Social History of Medicine. In 2018 Jen received a New Zealand History Research Trust award to assist with writing her first monograph Insanity and Immigration Control in New Zealand and Australia, 1860-1930 - due out with Palgrave Macmillan at the end of 2019.

Professor Tim Kirk is Professor of European History. His research interests are in the history of Austria and central Europe, particularly between the two World Wars, and more generally in cultural history, the history of fascism, and the history of the labour movement in continental Europe. His publications include Nazi Germany (Palgrave, 2007); Nazism and the Working Class in Austria (Cambridge, 1996); Opposing Fascism (Cambridge, 1999); The City in Central Europe (Ashgate, 2000) and Working Towards the Führer (Manchester, 2003). He is currently working on a book on the Nazi new order in Europe. He teaches courses on the Habsburg Empire, the Weimar Republic, Nazi Germany and the historiography of the Holocaust.

Dr Joseph Lawson is a specialist in nineteenth and twentieth century Chinese history. His first book is A Frontier Made Lawless: Violence in Upland Southwest China, 1800-1956 (University of British Columbia Press 2017). He is also the editor and translator of Mao Hajiyan’s The Qing Empire and the Opium War: Collapse of the Heavenly Dynasty (Cambridge University Press, 2016), the most in depth study of how the nineteenth century Chinese state responded to crisis and foreign aggression ever written, and one of the most widely-read works of Chinese historical scholarship. He has also published on warlord regimes in the early twentieth century, and the history China’s economy and agriculture. He grew up and was trained in New Zealand.

Dr Vicky Long is Senior Lecturer in Twentieth-Century British History. Her research focuses on histories of mental health, health and work, and disability history, and she has wider interests in the social and cultural history of modern Britain, gender history, histories of work and medical history. She is the author of The Rise and Fall of the Healthy Factory: The Politics of Industrial Health in Britain, 1914-1960 (2011) and Destigmatising Mental Illness? Professional Politics and Public Education in Britain, 1870-1970 (2014). Vicky has also co-edited books, on psychiatric deinstitutionalisation and preventing mental illness, and published a number of articles and book chapters. She is currently developing new research on the history of prenatal screening and diagnosis, funded by a Wellcome Seed Award.

Dr Christopher Loughlin is a published early career Irish historian, developing a radical, critical, reading of global labour history. Christopher has been teaching at tertiary level since 2011 and was educated at Queen’s University Belfast. He has refereed articles for the Royal Historical Society and Labour History Review (UK). His work bridges the humanities and social sciences with the methodology of a social history of the political. It combines techniques from anthropology, history, literary studies, philosophy, political science, and sociology; or, to be more precise, it is fifth-wave Irish labour historiography. This work is part of the emergence of new, radical, critical studies of British and Irish history, politics, and society: the Irish New Wave. Christopher’s work was recently printed by Labour History Review (UK) (Liverpool University Press), Cambridge University Press, and Palgrave Macmillan. His first research monograph – Labour and the Politics of Disloyalty in Belfast, 1921-39 – was published in March 2018 and the paperback was published in March 2019.

Dr Shane McCorristine is joined HCA as a lecturer in Modern British History in 2018. He specialises in the cultural histories of exploration, death, and the supernatural. He graduated with a PhD from University College Dublin in 2008 and then gained postdoctoral fellowships in Maynooth University, University of Cambridge, and University of Leicester. His research interests range from the history of criminal corpses to the cultural consequences of the sixth mass extinction. His most recent book (available in open access) is entitled The Spectral Arctic: A History of Ghosts and Dreams in Polar Exploration (UCL Press, 2018).
Dr Simon Mills is a Lecturer in British and European History (1500-1800). He is currently finishing a monograph exploring the connections between trade, religion, and scholarship in the early modern world through the careers of the chaplains who served the English Levant Company in Aleppo, Syria, during the seventeenth and eighteenth centuries. His broader interests encompass early modern British and European religious, cultural, and intellectual history. He has published a number of articles on aspects of the history of biblical and oriental studies and is a contributor to the forthcoming A History of the Dissenting Academies in the British Isles, 1660-1860, for which he is writing chapters on the teaching of philosophy and on the connections between the English academies and the Scottish universities. Together with Scott Mandelbrote and Kate Fleet, he is also editing a collection of essays entitled Between Europe and the Ottoman Empire: Ideas, Knowledge, Practice (1453-1718). He is also the Deputy Degree Programme Director for History (V100) and History and Politics (VL12).

Dr Adam Morton researches the British Reformations, with particular emphasis on anti-Catholicism, toleration and Protestantism’s interactions with wider culture across the sixteenth and seventeenth centuries. He has published a range of volumes and articles on these topics, and is currently working on a monograph examining the formation of a post-Reformation Protestant visual culture. In addition to the Reformation, Adam also has an active research interest in court culture and is currently working on Catherine of Braganza, Queen of England and wife of Charles II (1662-84) as part of a HERA funded research project, 'Marrying Cultures: Queens Consort and European Identities.

Dr Matt Perry is a Reader in Labour History. He has published widely on aspects of twentieth-century labour history in Britain and France. His research has a special focus upon unemployment and with Matthias Reiss has edited a collection of essays entitled Unemployment and Protest: New Perspectives on Two Centuries of Contention (OUP, 2011). His books include Marxism and History, The Jarrow Crusade: Protest and Legend, Prisoners of Want: the Experience and Protests of the French Unemployed 1921-45, and Memory of War in France, 1914-45: César Faubras, the Voice of the Lowly (Palgrave MacMillan, 2011). His latest book is ‘Red Ellen’ Wilkinson: Her Ideas, Movements and World (2014). It examines the life of Ellen Wilkinson who was the Minister of Education of the 1945 Labour government and led the Jarrow Crusade.

Dr Alejandro Quiroga is Reader in Spanish History. His research interests include nationalism, fascism and twentieth-century European history and politics. He is the author of ‘Los orígenes de Nacionalcatolicismo’ (Comares 2006), ‘Making Spaniards. Primo de Rivera and the Nationalization of the Masses (1923-1930)’ (Palgrave 2007), ‘The Reinvention of Spain. Nation and Identity since democracy’ (Oxford 2007) and ‘Football and National Identities in Spain’ (Palgrave 2013). He has also edited ‘Right-Wing Spain in the Civil War Era’ (Continuum 2012), ‘Católicos y patriotas. Religión y nación en la Europa de entreguerras’ (Silex 2013) and ‘Ondear la nación. Nacionalismo banal en España’ (Comares 2018).

Dr Luc Racaut is Lecturer in Early Modern European History. His speciality is the French Wars of Religion. His publications include a monograph on Catholic propaganda and Protestant identity during the French Wars of Religion. More recent publications have addressed the nature of the Catholic Reformation and its dissemination to the laity through sermons and books in the vernacular. Dr Racaut is currently researching a book exploring the cultural and intellectual history of the body and emotions during the wars of religion, the ‘world inside out’.

Anne Elizabeth Redgate is Lecturer in Medieval History. Her research interests lie in the religious history of Anglo-Saxon England and early Wales and Scotland, in the social structure and ideology of early medieval Armenia, in early medieval national identities, and in the use of artistic imagery to convey political messages. She is the author of The Armenians (1998) and Religion, Politics and Society in Britain, 800-1066 (2014).

PD Dr Thomas Rütten is based in both Classics and History as a Reader in the History of Medicine in the School of History, Classics and Archaeology. He is a licenced physician (1986), holds a PhD in the History of Medicine (1991) and a habilitation in Theory and History of Medicine (1994) from the University of Münster. He is the author of Demokrit-lachender Philosoph und sanguinischer Melancholiker (Leiden: Brill 1992) and Geschichten vom Hippokratischen Eid (Wiesbaden: Harrassowitz 2007), of numerous articles on the history
of ancient, early modern and modern medicine, medical humanities and medical ethics as well as the editor of several collective volumes. He also serves on the Editorial Board of the journal *Early Science and Medicine* and translates fiction from English into German for various German publishing houses.

**Dr Felix Robin Schulz** is a modern historian with an interest in the history of the German-speaking countries since 1806, with a particular focus on sepulchral cultures, regional and national memorialisation, as well as the link between landscape and identity. His first monograph (Berghahn, 2013) explores the whole spectrum of East German sepulchral culture (i.e. cemeteries and their design, organisation of disposal, burial ceremonies, cremation, thanatology etc.) in the second half of the twentieth century. Felix has also published on the Alps and the relationship between spaces, places and identities in this fascinatingly diverse European cultural landscape. He is currently working on two projects: a) How states deal with tragic accidents, especially those involving an unusually high number of children amongst the casualties and b) on the microhistory of one large urban cemetery in Germany that was established in 1902. Besides this he is working to establish a framework of how to look at the wider social history of accidents.

**Dr Samiksha Sehrawat** is a Senior Lecturer in the History of Medicine and South Asia. She is the author of *Colonial Medical Care in North India: Gender, State and Society, c. 1840-1920* (Delhi: Oxford University Press, 2013). She has published articles on gender history, urban history, the princely states and military history. Her research interests include colonial and imperial history, the social history of medicine, the history of peasant societies and Indians in the First World War. She explores the transnational links created during the age of empires in a variety of contexts ranging from philanthropy and women’s associations to imperial defence. Samiksha teaches on Indian history, gender history and imperial history. She is currently working on a monograph on the social history of hospitals in north India, *Colonial Medicine in Punjab: A Social History of Hospitals and Dispensaries, c.1850-1930*.

**Professor Daniel Siemens** is Professor of European History in the School of History, Classics and Archaeology. His research interests are in the political, cultural and social history of Europe and the United States in the nineteenth and twentieth century, with a particular focus on Central Europe in the decades between the 1890s and the 1970s. Siemens is the author of *Stormtroopers: A New History of Hitler’s Brownshirts* (Yale UP, 2017); *The Making of a Nazi Hero: The Murder and Myth of Horst Wessel* (I.B.Tauris, 2013) and *Metropole und Verbrechen: Die Gerichtsreportage in Berlin, Paris und Chicago, 1919-1933* (Steiner, 2007) as well as of numerous articles that have appeared in Central Europe, *The Journal of Modern European History*, the *Journal of Genocide Research* and the *Journal of European Studies*. His current research project is a global history of the United Restitution Organisation (URO). He is also writing a political biography of Hermann Budzislawski, one of the most influential German-Jewish journalists in the twentieth century.

**Professor Graham Smith** is Professor of Oral History in the School of History, Classics and Archaeology. He specialises in memory, public history and the history of medicine, and has published on subjects ranging from general practice under the National Health Service to the history of national commemorative events. He is now working on a book on public oral history for Oxford University Press, having just completed a four volume edited reader, *Oral History*, in Routledge’s critical concepts in historical studies series. His current AHRC funded research looks at book groups: ‘Memories of Fiction: An Oral of Readers’ Life Histories’. For thirteen years, Graham was the chair of the Oral History Society and he continues to serve as a Trustee for the Society.

**Dr Annie Tindley** is Senior Lecturer in modern British History. Annie completed her MA (2001), MSc (2002) and PhD (2006) in Scottish history at the University of Edinburgh. She has worked at the University of Aberdeen, Glasgow Caledonian University and the University of Dundee, before joining Newcastle in summer 2016. She researches and has published widely on landed estates and their aristocratic owners and management, especially when faced with political, social, and economic challenges from the 1870s. Her first book was *The Sutherland Estate, 1850-1920*. Her current major research project is to examine the imperial dimension of British and Irish landed aristocrats, their estate management, responses to land reform and the nature of imperial governance, through the life and career of Lord Dufferin and Ava.
3. Facilities within the School of History, Classics and Archaeology and around the University

**The Philip Robinson Library** ([http://www.ncl.ac.uk/library/](http://www.ncl.ac.uk/library/))

Your principal port of call will be the University's Robinson Library. Apart from its book and periodical holdings, the library also possesses extensive word-processing, photocopying, and CD-ROM facilities. Further, and more detailed, information is available from the library's staff. Periodicals (journals) are mostly confined to the library. The maximum loan-period for books is now 4 weeks, and for short-term loans it is 1 week. **Additional copies of key texts for many modules are to be found in the Student Text Collection, and are confined to the library.** Online reading lists are available for some modules:

[http://library.ncl.ac.uk/go/readinglists](http://library.ncl.ac.uk/go/readinglists)

**Marjorie Robinson Library Rooms** ([https://www.ncl.ac.uk/library/contact/library-locations#mrlr](https://www.ncl.ac.uk/library/contact/library-locations#mrlr))

The Marjorie Robinson Library Rooms is a short walk away from the Philip Robinson Library, at 89 Sandyford Road. It is a digital library offering space to study, think, learn, collaborate and consult.

For further information on these and other libraries, see section H1 of this Handbook, above.

**Student Common Room**

There is a student common on the second floor of the Armstrong Building. It has vending machines, tea making facilities and space to work and chat. It’s a really useful space to use if you need to take a break or work in a small group on a presentation.

**The Great North Museum** ([https://greatnorthmuseum.org.uk](https://greatnorthmuseum.org.uk))

The Great North Museum brings together the collections (and library resources) of three museums formerly located on and around the campus: the Hancock Museum, the Museum of Antiquities, and the Shefton Museum of Greek Art and Archaeology.

**The Heritage City website**

This unique resource was designed to help students to find dissertation topics based in and around Newcastle, and to work with heritage experts beyond the University. It can be accessed at:

[http://research.ncl.ac.uk/heritagecity/](http://research.ncl.ac.uk/heritagecity/)

4. Aims

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.

Our graduates should have an awareness of changing historical phenomena over a long period of space and time, as well as developing comparative, methodological, and critical skills. They should develop a capacity for independent study, and key skills which are valuable to historians and to employers. 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.

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.

The programme will meet standards and comply with prevailing University policies and QAA codes of practice. Where courses of study take place outside the university, e.g. during ERASMUS exchanges, the standards will comply with the appropriate university policies on placements.

Graduates of the programme will have attained standards which at least meet Level 6 of the FHEQ and the QAA subject benchmarks for History.
5. Employability

There is a dedicated ‘Careers with History’ information and resources page for V100 undergraduates. You can access this by going to the ‘Communities’ tab on Blackboard, or directly (if you’re logged in) by following this link:

https://blackboard.ncl.ac.uk/webapps/blackboard/content/listContent.jsp?course_id= 79964_1&content_id= 3022562_1

6. Structure

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 constitutes 360 credits. Each credit represents 10 hours of student effort, covering lectures, seminars, workshops, independent study to prepare for these classes, completion of coursework, and revision.

History modules in Stages One and Two are each worth 20 credits. History modules in Stage Three each all worth 20 credits, except the dissertation (40 credits). For degree classification purposes, all Honours modules (that is, Stage Two and Stage Three modules) count. Stage Three credits have twice the weighting that Stage Two credits have in the final degree classification.

At each Stage, students have the right to earn up to 20 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 (HASS). Any such ‘outside’ choices must be agreed with the Degree Programme Director.

Progression to the next stage of the programme is conditional on meeting the criteria laid down by the University. Students are normally required to pass every module with a mark of at least 40% in order to proceed. Narrow failure of a small number of credits will be condoned.

7. Content

Stage One

Compulsory at Stage One are three modules: a module in world history (HIS1025 World Empires) and the two compulsory skills modules (HIS1029 Varieties of History and HIS1030 Evidence and Argument). World Empires provides a broad knowledge and understanding of this theme of human history. HIS1029 and HIS1030 provide an introduction to primary sources, and some exposure to intensive historical study. These compulsory modules also introduce students to key historical concepts, and to the nature and diversity of history as an academic discipline.

Students have to take an additional 60 credits (usually three 20-credit modules), at least 40 credits of which must be chosen from the following list: HIS1044 Aspects of British History, HIS1027 European History and HIS1046 History of the Americas. These three modules provide introductory surveys of the history of Britain, Europe and the Americas, and contribute to students’ understanding and knowledge of both primary sources and a range of themes and periods. Together with the compulsory modules, they offer a foundation for all History modules offered in subsequent Stages.

Students may take 20 credits at Stage One outside of History, with DPD permission.

Stage Two

Though maintaining a breadth of chronological and geographical range, in order to meet national QAA benchmarking criteria, Stage Two provides opportunities for greater specialisation. All modules at this Stage are optional, and provide the opportunity to develop further knowledge and understanding of periods, places, topics and themes as varied as Islam and the Crusades, Colonial India, the Soviet Experiment, Anglo-Saxon England, Oral history, and Italian unification. Stage Two modules are on much narrower topics than Stage One modules and are studied at a more intensive and demanding level. Both course structure and assessment place greater weight upon seminar discussion, with readings prepared in advance of class each week, to help students develop their skills as critical thinkers and independent learners. This preparation and participation is central to
the functioning of a ‘learning community’ of both students and staff, something that will be increasingly important at Stage Three.

**Stage Three**

At Stage Three, the study of history is done at a still more painstaking level. This is ensured principally through the 20-credit ‘Special Subjects’, modules on topics ranging from the Vikings to the NHS. In a Special Subject, students develop their knowledge and understanding of a relatively narrow historical topic and its related primary sources. Special Subjects represent the point at which teaching is enriched by staff research interests most fully. They further develop knowledge and understanding of aspects of history, and aid the development of a deep understanding of historical concepts, historical diversity and of the nature of the historical profession.

All students write a dissertation. The dissertation provides students with the opportunity to undertake original research and produce an extended study in their chosen area (subject to prior approval). In addition, all students take the module Reading History (HIS3000). This shapes the ability to locate specific historical writing within a methodological, interpretative and theoretical context, and emphasizes the utility of broad historical concepts. Finally, all students may take History and Society (HIS3030). This examines the multiple interactions between history and public life in popular culture, the world of work and in contemporary politics, and further develops communication skills through oral presentation training and assessment.

The Degree Programme Regulations and Specifications for V100 History can be viewed here:


Module catalogue: http://www.ncl.ac.uk/module-catalogue/

### 8. Teaching and Learning at University

A typical 20-credit module may consist of 10-20 lectures and a varying number of tutorials or seminars. Overall, a 20-credit module is expected to take 200 hours of study time, and therefore most of your work will be done independently: reading for seminar discussion and presentations, writing essays, and revising for examinations. This emphasis on independent work within a specified structure is the hallmark of university study, and requires you to motivate yourself, plan your schedule, and manage your time so as to complete assignments promptly. Success at university depends on your ability to learn more than your capacity to be taught.

**Lectures**

Lectures provide the skeleton of the subject, and an essential foundation for your own work. Try to grasp the main lines of the argument of the particular lecture, noting down the key points and examples. Your lecturers should help you to do this by stating at the beginning what the main themes of the particular lecture will be, and/or by giving out hand-outs. Even when hand-outs are provided, you should supplement these with your own notes. These notes should, however, be selective; don’t attempt to write down every word the lecturer says. To get the most out of lectures, try to approach them in an active, and not a passive, way. Concentrate on what is being said, and do ask questions at the end if there is anything you feel unsure about. Approaching lectures as a participant, rather than as a member of an audience, helps you get more out of them; the goal is not to learn lectures verbatim, and repeat them back in essays or on exams, but to use them as a starting point for learning.

**Seminars**

Seminars involve discussion of a subject in greater depth than the lecture format allows. They are the core of the University ‘learning community’, and as such they depend on, and require, individual and collective student contribution. However your seminars are arranged, you will be expected to do a certain amount of preparatory reading, and you may have to give a presentation — either individually or in a group. Above all, seminars are an opportunity to debate a subject in a less formal environment than a lecture room: to ask questions, to evaluate the arguments of your readings, to test (and modify) your understanding, and to fill any gaps that you may have in your lecture notes. Remember that the best way to discover if you have understood something is to attempt to explain it to others, both verbally and in writing.
If you cannot attend, you must let your seminar leader know in advance; under University regulations, a poor attendance record means you may be prevented from taking assessments.

Presentations
Some modules will give you the opportunity to do oral presentations. Presentations are important in developing your communication skills. When giving a presentation, you should talk from notes, not just read out a prepared essay. It is good practice to distribute your notes as a group hand-out. A good presentation requires as much preparation as an essay and will stimulate discussion among the group. Listeners should be able to make notes from a seminar presentation as from a lecture. The success of a seminar also depends on those not giving presentations who should ask questions and engage in discussion.

Tutorials
Tutorials are sometimes held as part of a module (particularly if the module focuses on individual research, such as the dissertation). However, you are also at liberty to arrange tutorials of your own with a particular lecturer by turning up at his/her office hours (aka ‘Feedback, Consultation and Guidance Hours’) or by making an appointment to see them. Tutorials provide you with the opportunity to talk on a one-to-one basis about a particular topic and can be particularly useful if you feel you are struggling – or if you have been inspired by the subject and want to discuss it further.

Essays
You should consult individual module handbooks for assignment word limits and deadlines. All essays should be typed and spell-checked, and should include a correctly referenced list of works cited (see ‘Referencing’ below).

From the start, your essays count towards your module mark, so it is important to try to improve your essay style in response to the comments you receive on the essay cover sheet. You are encouraged to discuss such comments with the marker. Pay particular attention to comments that re-occur in essays marked by different teachers. The best essays sustain a theme, argument, or point of view, building on a range of readings to give a relevant but nuanced answer to the question set; they should not simply rehash lecture notes, but demonstrate that your learning has developed beyond what you have been taught. Essays should have a beginning, middle, and an end, and in contrast to the advice you may have received at school, it is helpful to outline your perspective in the introduction.

Your tutor will discuss any problems you may be having with your essay before you submit it, but would not normally expect them to read a complete draft.

Projects and dissertations
These are different from essays in form as well as purpose. They are longer and so require sub-headings or chapters, and generally more sign-posting and guidance for the reader. You will need an introduction outlining your purpose; you may also need a literature review, and you will certainly need a conclusion assessing your findings - their significance and limits. You are unlikely to give your best in a project unless you maintain regular contact with your supervisor. Your supervisor will comment on drafts of the work, within limits agreed by the University (e.g. a maximum of 25% of the Stage 3 dissertation).

Reading lists
Each module leader will supply reading lists for his or her module. The material will be found principally in the Robinson Library, which holds multiple copies of the most heavily used books, and subscribes to a large array of academic journals in electronic format. You should aim to supplement module reading lists. No reading list can ever be exhaustive, and many lecturers will identify for you journals which specialise in their subject area. You should use electronic and online databases to find other relevant material. The main URL for the library is http://www.ncl.ac.uk/library/.

Private study and time management
University is not like school. The main place where you will learn about your subject is not in the classroom or lecture hall, but in the library or in your room as you read and take notes. Your lecturers and classes are there to help you to formulate your ideas more clearly and help you find new ways to approach things you don’t understand. They are not there to teach you the basic facts, or tell you what to think. It cannot be stressed enough that most of the work involved in the study of History is done as private study. This means
that you must work sensibly and conscientiously on your own. You must, in other words, improve your ‘time-
management’ skills - which are also key transferrable skills for your future employment.

The following points should be borne in mind:

- Make yourself aware of deadlines for submitted work, and record each deadline in a diary. (For information on the penalties for late submissions, see section E3 of this handbook, above.)
- Plan your work so that you work steadily and each week. If you find yourself with time on your hands one week and not enough time the following week, you are doing something wrong.
- Allow plenty of time to track down the readings you need; if you only start looking the night before, there’s a good chance many books will already have been checked out.
- Do not leave work until the last minute, or tell yourself the work will do itself – it won’t. Do not expect to get extensions for deadlines on the grounds of poor time management. They will not be granted.
- Remember to ask for help if you are not sure what work is expected of you.
- Give yourself enough time to type work up. Do not leave work until the last minute, or tell yourself the work will do itself - it won’t. Do not expect to get extensions for deadlines on the grounds of poor time management. They will not be granted.
- Give yourself enough time to print your work out. Remember that there are long queues for University printers at the end of each semester.

9. History Style Guide

SECTION 1: REFERENCING

We have decided to use the Chicago Manual of Style as our standard; the following illustrates citations using the footnote and bibliography system. The full manual in its 16th edition is available from the library. Chapter 14 deals with the style for citations. What follows is an abbreviated version to give you an overview.

Each long citation (1) is followed by the shortened subsequent citation (2) of the same source, followed by the format needed for the bibliography.

In other words, the first time you cite an item, your footnote should be formatted in the way shown in model #1; any footnotes later in your essay or dissertation referring to the same item should be formatted using model #2. You should then use the last line of the examples below as your model for how to format your bibliography. Note that surnames are only listed first in the bibliography, not in footnotes.

We list books and journal articles here separately only for clarity of explanation; it isn’t necessary to do this in your own bibliography. You should, however, list primary and secondary sources separately.

Book or Monograph

One author:


[second and later citations] 2. Pollan, Omnivore’s Dilemma, 3.


Two or more authors:


For four or more authors, list all of the authors in the bibliography; in the note, list only the first author, followed by *et al.* (“and others”):

1. Dana Barnes *et al.*, *Plastics: Essays on American Corporate Ascendance in the 1960s* . . .
2. Barnes *et al.*, *Plastics* . . .

Editor, translator, or compiler instead of author:


Editor, translator, or compiler in addition to author:


Chapter or other part of a book:


Chapter of an edited volume originally published elsewhere (as in primary sources):


Preface, foreword, introduction, or similar part of a book:

2. Rieger, introduction, xxxiii.

Book published electronically:

If a book is available in more than one format, cite the version you consulted. For books consulted online, list a URL; include an access date only if one is required by your publisher or discipline. If no fixed page numbers are available, you can include a section title or a chapter or other number.


**Journal articles**

Article in a print journal:

In a note, list the specific page numbers consulted, if any. In the bibliography, list the page range for the whole article. Where the journal has multiple issues in a given year, cite it in the format [volume no.]:[issue no.], e.g. an article in issue 2 of volume 47 of the journal *Arabica* should be written as *Arabica* 47:2 (2000).


Article in an online journal:

Include a DOI (Digital Object Identifier) if the journal lists one. A DOI is a permanent ID that, when appended to http://dx.doi.org/ in the address bar of an Internet browser, will lead to the source. If no DOI is available, list a URL. Include an access date only if one is required by your publisher or discipline.


**Article in a newspaper or popular magazine**

Newspaper and magazine articles may be cited in running text (“As Sheryl Stolberg and Robert Pear noted in a *New York Times* article on 27 February 2010, . . .”) instead of in a footnote. The following examples show the more formal versions of the citations.


2. Stolberg and Pear, “Wary Centrists.”


Book review


Thesis or dissertation


2. Choi, “Contesting Imaginaires.”


Paper presented at a meeting or conference


Website

A citation to website content can often be limited to a mention in the text or in a note (“As of July 19, 2008, the McDonald’s Corporation listed on its website . . .”). If a more formal citation is desired, it may be styled as in the examples below. Because such content is subject to change, include an access date or, if available, a date that the site was last modified.
Blog entry or comment

Blog entries or comments may also be cited in running text (“In a comment posted to The Becker-Posner Blog on February 23, 2010, . . .”) instead of in a footnote. The following examples show the more formal versions of the citations.


E-mail or text message


Item in a commercial database

For items retrieved from a commercial database, add the name of the database and an accession number following the facts of publication. In this example, the dissertation cited above is shown as it would be cited if it were retrieved from ProQuest’s database for dissertations and theses.


SECTION 2: FORMATTING

Word Count

The word count for essays and dissertations varies depending on the module, so you should consult the specific Essential Module Information form or Handbook for precise information on this. However, for each specified word count, the same guidelines as to how to calculate the word count apply: the word count includes footnotes, but excludes the bibliography.

Please keep within + or – 5% of your word limit: you will be penalised if you go over by more than 5%. The penalty for exceeding the word limit is that examiners will not read any excess. Your title page should
include the word count. Work that falls short by more than 5% may be considered short measure by
examiners.

For dissertations the word count also excludes the prefatory material: title page, table of contents,
acknowledgements page (optional) and abbreviations list (optional). Calculating and verifying the word
count: the word count should be conducted on the main body of the text, excluding prefatory material and
bibliography.

Presentation
The text should be double spaced, with the exception of footnotes, which should be single spaced. Margins
should be at least one inch on each side.

Submissions should be typed. The main text, bibliography, and any other prefatory or appended materials
should use 12 point font, normally Times New Roman. Footnotes may use 10 point font.

All pages should be numbered, with the exception of prefatory material (the title page, table of contents,
and any acknowledgement page or abbreviations list) and the first page of full text. These numbers should
be in the top right-hand corner of each page and should not be preceded by any ‘p.’ or followed by a full
stop.

Dissertations should include a table of contents on a separate page, which lists the title, chapter titles, and
any sub-sections, giving for each the page number on which it begins (without any ‘p.’ or full stop
associated with that number).

10. History Prizes

If you do particularly well during your degree, either in your written work, in examinations, or both, you may
win a prize. These are awarded at the end of each academic year. Here are those currently on offer:

- The Enid Elliott Memorial Prize (£100) awarded to a stage 1 student on the BA (Hons) History
  programme who shows the greatest merit.
- The First Year Prize (£50) awarded to the student at stage one whose work shows the greatest
  merit.
- William Laurence Burn Prize (£150) awarded to the student in the second or final year of
  his/her degree programme whose work shows the greatest merit.
- The Catherine Mackichan Prize (£175) awarded for meritorious work by a student in his/her
  final year, preferably in the field of medieval history.
- The Joan Taylor Prize (£150) awarded for excellent performance in examinations in modern
  history, preferably in the European field.
- The Margaret Butler Prize (£100) awarded to the best dissertation or piece of submitted work.
- The Henry Croucher Memorial Prize in History (1) (£133) awarded for meritorious work by a
  student in his/her final examinations in the field of modern (post-1485) British history.
- The Henry Croucher Memorial Prize in History (2) (£133) awarded for meritorious work by a
  student in his/her final examinations in American history.
- The Henry Croucher Memorial Prize in History (3) (£133) awarded for meritorious written work
  by a student, continuously assessed as part of his/her final examinations in history.
- The M. Gallagher Prize (£100) awarded for the best dissertation written by a BA History degree
  programme student.
- The Freemens Prize (£300) Annual prize for the best essay on history of Newcastle-upon-Tyne
  or the region.
• The Politics/History 3rd Year Prize (£100) awarded for the best overall performance by a Politics/History student in the final year of their degree.

• The Asian History Prize (£50) awarded for meritorious work by a student in his/her final examinations in Asian History.

• The Transnational History Prize (£50) awarded for meritorious work by a student in his/her final examinations in Transnational History.

• The Joseph Cowen Memorial Fund (book tokens) awarded for an outstanding essay in Modern History. This prize is open to History, Politics and History, History and Archaeology, History and English and Combined honours students. There is one prize for each stage of Undergraduate study.

• The Gertrude Bell Prize
## Appendices

### A. Marking Criteria

#### UNDERGRADUATE GENERIC CRITERIA 1: GAINING KNOWLEDGE & SKILLS

<table>
<thead>
<tr>
<th>Mark</th>
<th>0-34</th>
<th>35-39</th>
<th>40-49</th>
<th>50-59</th>
<th>60-69</th>
<th>70-79</th>
<th>80-100</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class</td>
<td></td>
<td>Bad Fail</td>
<td>Marginal Fail</td>
<td>Third Class</td>
<td>Lower Second</td>
<td>Upper Second</td>
<td>First</td>
</tr>
<tr>
<td>Evidence of range of material studied</td>
<td>Little or no evidence of having studied recommended materials</td>
<td>Evidence of having studied a very narrow range of materials.</td>
<td>Evidence of having studied a narrow range of materials.</td>
<td>Evidence of having studied a reasonable range of recommended materials</td>
<td>Evidence of having studied a wide range of recommended materials</td>
<td>Evidence of having studied material beyond that recommended for the module</td>
<td>Ambitious in range of material used.</td>
</tr>
<tr>
<td>Accuracy</td>
<td>Highly inaccurate</td>
<td>Considerable elements of inaccurate material</td>
<td>Some accurate material</td>
<td>Reasonable level of accuracy shown</td>
<td>Good level of accuracy shown</td>
<td>Showing a very high level of accuracy</td>
<td>Showing a very high level of accuracy</td>
</tr>
<tr>
<td>Technical Competence</td>
<td>Little or no technical competence demonstrated</td>
<td>Basic technical competence in a small number of simple areas</td>
<td>Demonstrating basic technical competence in some areas</td>
<td>Demonstrating a reasonable level of technical competence</td>
<td>Demonstrating a good level of technical competence</td>
<td>Demonstrating a high level of technical competence</td>
<td>Demonstrating a very high level of technical competence</td>
</tr>
</tbody>
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#### UNDERGRADUATE GENERIC CRITERIA 2: RATIONALISATION

<table>
<thead>
<tr>
<th>Mark</th>
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<th>35-39</th>
<th>40-49</th>
<th>50-59</th>
<th>60-69</th>
<th>70-79</th>
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</thead>
<tbody>
<tr>
<td>Class</td>
<td></td>
<td>Bad Fail</td>
<td>Marginal Fail</td>
<td>Third Class</td>
<td>Lower Second</td>
<td>Upper Second</td>
<td>First</td>
</tr>
<tr>
<td>Relevance of material used</td>
<td>Material used is irrelevant</td>
<td>Little relevant material used</td>
<td>Some relevant material used</td>
<td>Largely uses relevant material</td>
<td>Material used is directly relevant</td>
<td>Able to draw on relevant material from outside the module</td>
<td>Able to draw on relevant material from outside the module</td>
</tr>
<tr>
<td>Use of evidence</td>
<td>No or very little evidence used</td>
<td>Limited use of evidence</td>
<td>Limited range of appropriate evidence used.</td>
<td>Reasonable range of appropriate evidence used</td>
<td>Wide range of appropriate evidence used.</td>
<td>Wide range of appropriate evidence used skillfully.</td>
<td>Wide range of well-chosen evidence skillfully and confidently used.</td>
</tr>
<tr>
<td>Quality of argument</td>
<td>No or very weak argument</td>
<td>Incomplete or patchy argument</td>
<td>Basic argument</td>
<td>Simple but effective argument</td>
<td>Reasonably complex argument</td>
<td>Complex arguments</td>
<td>Sophisticated and cogent argument</td>
</tr>
<tr>
<td>Organisation and structure</td>
<td>Structure is weak or lacking</td>
<td>Uses an inappropriate or incomplete structure</td>
<td>Uses a simple but inappropriate structure</td>
<td>Uses an appropriate structure</td>
<td>Uses a good structure</td>
<td>Coherently structured</td>
<td>Coherently structured</td>
</tr>
<tr>
<td>Showing understanding</td>
<td>No or very little understanding shown</td>
<td>Limited understanding of basic concepts shown</td>
<td>Understanding of basic concepts shown</td>
<td>Understanding of some complex concepts shown</td>
<td>Good understanding of a majority of complex concepts shown</td>
<td>Excellent deep understanding of complex concepts shown</td>
<td>Sophisticated, perceptive and deep understanding of complex concepts shown</td>
</tr>
</tbody>
</table>

53
<table>
<thead>
<tr>
<th>Critical analysis</th>
<th>No critical analysis</th>
<th>No critical analysis</th>
<th>Largely descriptive with very little critical comment</th>
<th>Small amount of simple critical analysis</th>
<th>Some good critical analysis</th>
<th>Skilled critical analysis</th>
<th>Independent critical analysis and creativity demonstrated</th>
</tr>
</thead>
<tbody>
<tr>
<td>Independent and original thought in pulling the disparate ideas into a coherent whole</td>
<td>Unable to marshal ideas and establish linkages</td>
<td>Limited ability to marshal ideas; no ability to establish linkages</td>
<td>Basic ability to marshal ideas; few linkages established</td>
<td>Reasonable ability to marshal ideas; some linkages established</td>
<td>Good ability to marshal ideas; a few original linkages</td>
<td>Able to pull different ideas together effectively and establish original linkages</td>
<td>Evidence of independent and original thought and synthesis</td>
</tr>
</tbody>
</table>

**UNDERGRADUATE GENERIC CRITERIA 3: EXECUTION**

<table>
<thead>
<tr>
<th>Mark</th>
<th>0-34</th>
<th>35-39</th>
<th>40-49</th>
<th>50-59</th>
<th>60-69</th>
<th>70-79</th>
<th>80-100</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class</td>
<td>Bad Fail</td>
<td>Marginal Fail</td>
<td>Third Class</td>
<td>Lower Second</td>
<td>Upper Second</td>
<td>First</td>
<td>Outstanding First</td>
</tr>
<tr>
<td>Care taken in presentation</td>
<td>Very poor presentation</td>
<td>Insufficient care taken in presentation</td>
<td>Some care in presentation</td>
<td>Reasonable care taken in presentation</td>
<td>High level of care in presentation</td>
<td>Excellent care taken in presentation</td>
<td>Excellent care taken in presentation</td>
</tr>
<tr>
<td>Care taken in acknowledgement of sources</td>
<td>Very poor acknowledgement of sources</td>
<td>Insufficient care taken in acknowledgement of sources</td>
<td>Some care in acknowledgement of sources</td>
<td>Reasonable care taken in acknowledgement of sources</td>
<td>High level of care in acknowledgement of sources</td>
<td>Excellent care taken in acknowledgement of sources</td>
<td>Excellent care taken in acknowledgement of sources</td>
</tr>
<tr>
<td>Appropriateness of communication for designated audience</td>
<td>Communication takes no account of audience</td>
<td>Communication takes little account of audience</td>
<td>Communication takes some account of audience</td>
<td>Communication takes reasonable account of audience</td>
<td>Communication takes good account of audience</td>
<td>Communication carefully designed to meet needs of audience</td>
<td>Communication carefully designed to meet needs of audience</td>
</tr>
<tr>
<td>Application of technical skill</td>
<td>Very little technical skill applied</td>
<td>Weak technical skill applied</td>
<td>Basic level of technical skill applied</td>
<td>Reasonable technical skill applied</td>
<td>Good technical skill applied</td>
<td>High level of technical skill applied</td>
<td>Outstanding technical skill applied</td>
</tr>
<tr>
<td>Fluency and clarity of expression</td>
<td>Unclear and lacking in fluency</td>
<td>Largely unclear and lacking in fluency</td>
<td>Clear in some places, but lacking fluency</td>
<td>Clearly expressed in some places with some fluent elements</td>
<td>Majority of work clearly expressed in fluent language</td>
<td>Majority of work clearly expressed in fluent language</td>
<td>Clearly expressed in fluent and elegant language</td>
</tr>
<tr>
<td>Worthy of dissemination</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Worthy of dissemination</td>
</tr>
</tbody>
</table>

**NOTE:** All students are expected to communicate their answers clearly, in good English and in exams written legibly.
## B. Relevant Links

**Overview:** [http://www.ncl.ac.uk/ltds/governance/modules/dph/](http://www.ncl.ac.uk/ltds/governance/modules/dph/)

### Section A:
- **Introductory Information:** [http://www.ncl.ac.uk/ltds/governance/modules/dph/introductory/](http://www.ncl.ac.uk/ltds/governance/modules/dph/introductory/)
- **Key Dates:** [http://www.ncl.ac.uk/ltds/governance/modules/dph/introductory/dates/](http://www.ncl.ac.uk/ltds/governance/modules/dph/introductory/dates/)
- **University Timetables:** [http://www.ncl.ac.uk/ltds/governance/modules/dph/introductory/timetable/](http://www.ncl.ac.uk/ltds/governance/modules/dph/introductory/timetable/)
- **Student Charter and Offer:** [http://www.ncl.ac.uk/ltds/governance/modules/dph/introductory/charter/](http://www.ncl.ac.uk/ltds/governance/modules/dph/introductory/charter/)
- **Attendance:** [http://www.ncl.ac.uk/ltds/governance/modules/dph/introductory/attendance/](http://www.ncl.ac.uk/ltds/governance/modules/dph/introductory/attendance/)
- **Student Self-Service Portal (S3P):** [https://s3p.ncl.ac.uk/login/index.aspx](https://s3p.ncl.ac.uk/login/index.aspx)

### Section B:
- **Degree Programme and Module Information:** [http://www.ncl.ac.uk/ltds/governance/modules/dph/degreeprogramme/](http://www.ncl.ac.uk/ltds/governance/modules/dph/degreeprogramme/)

### Section C:
- **Student Support:** [http://www.ncl.ac.uk/ltds/governance/modules/dph/studentsupport/](http://www.ncl.ac.uk/ltds/governance/modules/dph/studentsupport/)
- **Other Sources of Support in Your School:** [https://www.ncl.ac.uk/ltds/governance/modules/dph/studentsupport/schoolsupport/](https://www.ncl.ac.uk/ltds/governance/modules/dph/studentsupport/schoolsupport/)
- **Personal Tutoring:** [http://www.ncl.ac.uk/ltds/governance/modules/dph/studentsupport/personaltutoring/](http://www.ncl.ac.uk/ltds/governance/modules/dph/studentsupport/personaltutoring/)
- **Peer Mentoring:** [http://www.ncl.ac.uk/ltds/governance/modules/dph/studentsupport/peermentoring/](http://www.ncl.ac.uk/ltds/governance/modules/dph/studentsupport/peermentoring/)
- **Student Services (King’s Gate):** [http://www.ncl.ac.uk/ltds/governance/modules/dph/studentsupport/studentservices/](http://www.ncl.ac.uk/ltds/governance/modules/dph/studentsupport/studentservices/)
- **Student Advice Centre:** [http://www.ncl.ac.uk/ltds/governance/modules/dph/studentsupport/advicecentre/](http://www.ncl.ac.uk/ltds/governance/modules/dph/studentsupport/advicecentre/)

### Section D:
- **Circumstances affecting your studies:** [http://www.ncl.ac.uk/ltds/governance/modules/dph/ifthingsgowrong/](http://www.ncl.ac.uk/ltds/governance/modules/dph/ifthingsgowrong/)
- **Illness and PECs:** [http://www.ncl.ac.uk/ltds/governance/modules/dph/ifthingsgowrong/illnessandpec/](http://www.ncl.ac.uk/ltds/governance/modules/dph/ifthingsgowrong/illnessandpec/)
- **Change of Circumstances:** [http://www.ncl.ac.uk/ltds/governance/modules/dph/ifthingsgowrong/circumstances/](http://www.ncl.ac.uk/ltds/governance/modules/dph/ifthingsgowrong/circumstances/)
- **Complaints and Appeals:** [http://www.ncl.ac.uk/ltds/governance/modules/dph/ifthingsgowrong/complaintsandappeals/](http://www.ncl.ac.uk/ltds/governance/modules/dph/ifthingsgowrong/complaintsandappeals/)

### Section E:
- **Assessment and Feedback**
Coursework Submission/Late Submission: http://www.ncl.ac.uk/ltds/governance/modules/dph/assessmentandfeedback/submission/

Exams: http://www.ncl.ac.uk/ltds/governance/modules/dph/assessmentandfeedback/exams/

Feedback: http://www.ncl.ac.uk/ltds/governance/modules/dph/assessmentandfeedback/feedback/

Marking and Moderation: http://www.ncl.ac.uk/ltds/governance/modules/dph/assessmentandfeedback/markingmoderation/

Assessment Irregularities/Disciplinary Procedures: http://www.ncl.ac.uk/ltds/governance/modules/dph/assessmentandfeedback/irregularities/

Recognition of Prior Learning and Credit Transfer: http://www.ncl.ac.uk/ltds/governance/modules/dph/assessmentandfeedback/recogpl/

Section F:

- Student Representation and Feedback: http://www.ncl.ac.uk/ltds/governance/modules/dph/representation/
- Module Evaluations: http://www.ncl.ac.uk/ltds/governance/modules/dph/representation/evaluations/
- External Surveys: http://www.ncl.ac.uk/ltds/governance/modules/dph/representation/externalsurveys/
- Student Representation: http://www.ncl.ac.uk/ltds/governance/modules/dph/representation/studentrepresentation/

Section G:

- Ensuring the Quality of Your Degree: http://www.ncl.ac.uk/ltds/governance/modules/dph/ensuringquality/

Section H:

- Resources: http://www.ncl.ac.uk/ltds/governance/modules/dph/resources/