

**PROGRAMME SPECIFICATION**

<b>1</b>	<b>Awarding Institution</b>	Newcastle University
<b>2</b>	<b>Teaching Institution</b>	Newcastle University
<b>3</b>	<b>Final Award</b>	MA
<b>4</b>	<b>Programme Title</b>	Master of Arts (MA) in the History of Medicine
<b>5</b>	<b>UCAS/Programme Code</b>	4065
<b>6</b>	<b>Programme Accreditation</b>	N/A
<b>7</b>	<b>QAA Subject Benchmark(s)</b>	N/A
<b>8</b>	<b>FHEQ Level</b>	M
<b>9</b>	<b>Date written/revised</b>	September 2007

**10 Programme Aims**

1. To provide learning opportunities to enable graduates to acquire the knowledge and understanding, skills and aptitudes necessary to undertake advanced research in the arts and humanities in general and in the History of Medicine in particular.
2. To provide a curriculum that is responsive to the research training requirements of the Wellcome Trust, the AHRC and the ESRC.
3. To contribute to the University's objectives by providing high quality research training to an increasing number of postgraduates and enhancing their key skills and employability.
4. To produce graduates who are capable of successfully undertaking and completing advanced research projects.
5. To produce graduates who can proceed to careers in research in Universities, the public sector, the voluntary sector or the private sector.
6. To provide an MA that develops the student's skills to understand and analyse historical aspects of health, disease and medicine in culture and society.
7. To provide a qualification which fully meets the learning outcomes at Level M in the national qualifications framework.
8. To provide a programme which conforms to University policies and QAA codes of practice.

**11 Learning Outcomes**

The programme provides opportunities for students to develop and demonstrate knowledge and understanding, qualities, skills and other attributes in the following areas:

**Knowledge and Understanding****Intellectual Skills****Practical Skills****Transferable/Key Skills**

(See below)

The benchmark statements for History areas are not yet available at M-level for referencing the programme outcomes.

**Knowledge and Understanding**

On completing the programme students should possess:

- |           |   |
|-----------|---|
| <b>A1</b> | a sophisticated critical appreciation of the methodological aspects and theoretical debates of historical research and, in particular, those pertaining to the History of Medicine; |
| <b>A2</b> | a mature awareness of the steps involved in proposing, planning, researching and completing a research dissertation;  |
| <b>A3</b> | increased knowledge and practice of qualitative/interpretative research techniques and, in particular, those pertaining to the history of medicine;                                 |
| <b>A4</b> | a sophisticated critical appreciation of the distinctive contribution of the History of   |

<b>A5</b>	Medicine to the Arts and Humanities and/or to Medicine and the relevance of the History of Medicine more; broadly, and an acute awareness of the position of their research dissertation within the wider research debates and literature of the History of Medicine.
<b>Teaching and Learning Methods</b>	
<b>Teaching strategy</b>	
A1 and A3 are delivered principally in the modules “Research Training”, “Research Methods” and “Introduction to the History of Medicine”. A2 and A5 are delivered in the “Dissertation” and “ <b>Dissertation Training Module</b> ”. A4 is delivered in the modules “Introduction to the History of Medicine”, “Dissertation” and in the modules “Special Study in the History of Medicine”.	
<b>Learning strategy</b>	
In the MA in the History of Medicine, A1, A2 and A3 are learnt through teaching seminars – the “Introduction to the History of Medicine” is taught in the form of fortnightly 2-hour sessions, which are a combination of lectures, seminars and student presentations – and through participation in research seminars and dissertation workshops laid on by the HASS Faculty and the School of Historical Studies. A4, A5 and A6 are learnt through lectures and seminars (the “Introduction to the History of Medicine” core module) and through individual supervision and self-study.	
<b>Assessment Strategy</b>	
A1, A2, A3, A4, A5 and A6 are jointly assessed in the production and presentation of a dissertation proposal (marked and assessed within the “ <b>Dissertation Training</b> ” module), the dissertation itself, two 2500 word assignments (“Introduction to the History of Medicine”, which involve a critical methodological/historiographical review of secondary literature and an analysis of a primary source), and two extended 5000 word essays based on extensive reading (Special Study 1 and 2). The reason for this strategy is that submitted work is by far the most appropriate method of assessment of the relevant outcomes. Formative feedback is provided via written and oral commentary on drafts of assignments in Special Study 1 and 2, and on draft chapters of the Dissertation.	
<b>Intellectual Skills</b>	
On completing the programme students should be able to:	
<b>B1</b> apply high-level critical reasoning, independent thinking and problem solving;	
<b>B2</b> gather and use information appropriately, in order to formulate and develop appropriate questions and to provide and critically assess complex answers to them using valid and relevant evidence and argument	
<b>B3</b> appropriately apply theoretical concepts and methodologies to the interpretation of historical data and sources;	
<b>B4</b> subtly evaluate, analyse, and interpret historical data and sources, and	
<b>B5</b> empathise sensitively with historical subjects.	
<b>Teaching and Learning Methods</b>	
<b>Teaching strategy</b>	
B1 and B4 are delivered principally in the modules “Research Training”, “Research Methods”, “ <b>Dissertation Training</b> ” and “Introduction to the History of Medicine”. B2, B3 and B5 are delivered in the “Dissertation”, and in the modules “Introduction to the History of Medicine” and “Special Study in the History of Medicine”.	
<b>Learning strategy</b>	
All written pieces of work require students formatively to gather, evaluate, analyse, and interpret evidence, using and further developing the skills identified in History and in Classics (at Honours level) as benchmark skills within the discipline [B1-5]. The dissertation represents the summative task in detailed practice of all of these cognitive skills. Students learn bibliographical skills by developing an initial (and final) bibliography for their Dissertation.	
<b>Assessment Strategy</b>	
All written pieces of work require students formatively to gather, evaluate, analyse, and	

interpret evidence, using and further developing the skills identified in History and Classics (at Honours level) as benchmark skills within the discipline [B1-5]. Formative feedback is provided via written and oral commentary on drafts of assignments in Special Study 1 and 2, and on draft chapters of the Dissertation.

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

#### Practical Skills

On completing the programme students should be able to:

- C1** develop and demonstrate sophisticated subject-specific skills through training and research experience and develop an ability to evaluate, analyse and interpret different sources of evidence relating to the History of Medicine;
- C2** undertake higher degree research through completion of short pieces of written work and a dissertation;
- C3** practice at an advanced level in a wide range of subject-specific skills such as:- the marshalling of evidence; presenting a balanced, structured, relevant and coherent argument (in written and oral form), appropriately supported by evidence, and applying a critical analysis of historical and bibliographic evidence;
- C4** apply and demonstrate an in-depth understanding of their dissertation topic;
- C5** apply and demonstrate a variety of additional skills at advanced level according to their individual needs, e.g. computer literacy, referencing, archive use and data management, and
- C6** develop and demonstrate improved information skills in identifying and using bibliographical resources.

#### Teaching and Learning Methods

##### **Teaching strategy**

C1 and C3 are delivered principally in the modules “Research Training”, “Research Methods”, “**Dissertation Training**” and “Introduction to the History of Medicine”. C2 and C4 are delivered in the “Dissertation” and “**Dissertation Training**” modules. C5 and A6 are delivered in the modules “Introduction to the History of Medicine”, “Dissertation” and in the modules “Special Study in the History of Medicine”.

The teaching strategy for C1-C5 is a combination of lectures, workshops, research seminars and feedback on presentations.

##### **Learning strategy**

In the MA in the History of Medicine, C1, C2, C3 and C4 are learnt through teaching seminars – the “Introduction to the History of Medicine” is taught in the form of fortnightly 2-hour sessions, which are a combination of lectures, seminars and student presentations – and through participation in research seminars and dissertation workshops laid on by the HASS Faculty and the School of Historical Studies. C5 is learnt through the SHS/**HSS/HIS** postgraduate “Research training” modules.

#### Assessment Strategy

C1, C2, C3, C4 and C5 are jointly assessed in the production and presentation of a dissertation proposal, the dissertation itself, two 2500 word assignments (“Introduction to the History of Medicine”), which involve a critical **historiographical or** methodological review of secondary literature and an analysis of a/a **selection of** primary source(s), and two extended 5000 word essays based on extensive reading (Special study 1 and 2). The reason for this strategy is that submitted work is by far the most appropriate method of assessment of the relevant outcomes.

#### Transferable/Key Skills

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

- D1** written communication and presentation, working independently and with guidance;
- D2** interpersonal/oral communication, including ability to work collaboratively and participate constructively in group discussions;
- D3** planning and organisation, including time-management, self-discipline, working to

deadlines;

D4 computer literacy and information technology.

D5 gathering, selecting, identifying, retrieving, evaluating and deploying evidence, data and information;

D6 the appreciation and analysis of (historical) context and evidence,

D7 the greater awareness of historical processes and traditions current and unfolding in our own time

### **Teaching and Learning Methods**

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

D1, D3 and D4 are delivered in the modules “Research Training”, “Research Methods”, “**Dissertation Training**” and “Introduction to the History of Medicine”, in the “Dissertation” and in the modules “Special Study in the History of Medicine”. D2 is taught in the “Introduction to the History of Medicine”, “Dissertation Training” and “Research Methods” and in the modules “Special Study in the History of Medicine”. D5 is delivered in all modules, but especially the Special Studies, Introduction and Dissertation. D6 and D7 are delivered primarily via oral seminar/workshop discussion and group work, but also via written assignments in the core, training and special study modules and in the Dissertation.

The teaching strategy for D1-D6 is a combination of lectures, workshops, research seminars and feedback on presentations.

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

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

D3 is learnt through keeping to programme deadlines and by planning and organizing their written work, including the dissertation. D4 is practised and developed throughout the programme through submission of coursework and then the dissertation. D5 is learnt via the completion of written and oral assignments (both assessed and unassessed) in all modules. D6 and D7 are learnt through facilitated seminar and group work discussions throughout the programme.

### **Assessment Strategy**

Written communication [D1] is assessed in each of the modules on this programme. Assignments will be mostly essay-based, reflecting the dominance of this form of writing within the discipline, but other written work may be set, such as writing a research log, or compiling a database as part of a research assignment.

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

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

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

Information gathering [D5] etc is assessed via all written assignments throughout the programme.

Appreciation and awareness of the relevance of historical contexts/processes [D5 and D6] are

assessed via oral and written presentations throughout the programme,

## 12 Programme Curriculum, Structure and Features

### Basic structure of the programme

All candidates shall take the following compulsory modules.

<i>Code</i>	<i>Credits</i>	<i>Descriptive title</i>
Semester 1		
HSS 8000	(10)	Research Training in the Arts and Humanities
SHS 8024	(30)	Introduction to the History of Medicine (core)
SHS 8025	(30)	Special Study in the History of Medicine 1**
Semester 2		
SHS 8026	(30)	Special Study in the History of Medicine 2**
HIS 8000	(10)	Research Methods in History*
HIS 8098	(10)	Dissertation Training Module
Research 'semester'		
SHS 8099	(60)	Dissertation

NB 1: Candidates are normally expected to pass the taught modules before proceeding to the dissertation

NB 2: The part-time route through the programme will be decided in consultation with the Degree Programme Director

\*In case a candidate has a particular interest in ancient medicine and will devote his/her dissertation to this area, the student may be advised to take the Classics "Skills of Scholarship" (CAC800) instead

\*\* In exceptional cases when a candidate has a special interest in a particular period or field of the history of medicine for which specific additional language training is required the candidate may, at the Degree Programme Director's discretion, take a 20 credits language module, in exchange for a reduced assessment and attendance requirement (as agreed with the DPD) on one of the two Special Study Modules.

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

The key features of the programme are 3 Research Training modules; an introductory (core) module, 2 Special Study Modules, and a Dissertation. Other key features are a) its stress on the development of (primarily) written and also (secondarily) oral communication skills and b) its stress on critical intellectual engagement with a wide range of primary source materials. The culmination of the programme in the dissertation element, and its credit weighting in this element emphasise the distinctive stress of the programme on the acquisition and application of research skills in the particular subject discipline. What makes the programme distinctive is i) its combination of structured, facilitated learning and research, with a high degree of emphasis on student self-directed learning and research; ii) its emphasis on the acquisition of skills for the development and application of independent and critical thinking and research; and iii) its interdisciplinarity in terms of approaches/methodologies, theory and source materials, especially (but not exclusively) in its encouragement of dialogue between the disciplines of history, classics and archaeology

### Programme regulations (link to on-line version)

<http://www.ncl.ac.uk/regulations/programme/2007-2008/programme/4065.php>

## 13 Criteria for admission

### Entry qualifications

The normal entry requirement will be at least a good second class honours degree in a

r\*\*\*levant subject (e.g. history, classics, archaeology, medicine).

*Admissions policy/selection tools*

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

*Non-standard Entry Requirements*

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

*Additional Requirements*

N/A

*Level of English Language capability*

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

## **14 Support for Student Learning**

*Induction*

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

*Study skills support*

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

Numeracy support is available through Maths Aid.

Help with academic writing is available from the Writing Centre.

*Academic support*

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

*Pastoral support*

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

*Support for students with disabilities*

The University's Disability Support Service provides help and advice for disabled students at



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

#### *Learning resources*

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

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

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

#### *Module reviews*

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

#### *Programme reviews*

The Board of Studies conducts an Annual Monitoring and Review of the degree programme and reports to Faculty Teaching and Learning Committee.

#### *External Examiner reports*

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

#### *Student evaluations*

All modules, and the degree programme, are subject to review by student questionnaires. Informal student evaluation is also obtained at the Staff-Student Committee, and the Board of Studies. The National Student Survey is sent out every year to final-year undergraduate students, and consists of a set of questions seeking the students' views on the quality of the learning and teaching in their HEIs. With reference to the outcomes of the NSS and institutional student satisfaction surveys actions are taken at all appropriate levels by the institution.

#### *Mechanisms for gaining student feedback*

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

#### *Faculty and University Review Mechanisms*

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

#### *Accreditation reports*

n/a

*Additional mechanisms*

n/a

## **16 Regulation of assessment**

### *Pass mark*

The pass mark is 50 (Postgraduate programmes)

### *Course requirements*

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

### *Common Marking Scheme*

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

	<b>Modules used for degree classification (DC)</b>	<b>Modules not used for degree classification</b>
<40	Fail	Failing
40-49	Third Class	Basic
50-59	Second Class, Second Division	Good
60-69	Second Class, First Division	Very Good
70+	First Class	Excellent

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

### **Summary description applicable to postgraduate Masters programmes**

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

### **Summary description applicable to postgraduate Certificate and Diploma programmes**

<50	Fail
50 or above	Pass

### *Role of the External Examiner*

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

The External Examiner is expected to:

- See and approve examination papers
- Moderate examination and coursework marking
- Attend the Board of Examiners
- Report to the University on the standards of the programme

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

The University Prospectus (see <http://www.ncl.ac.uk/undergraduate/> or <http://www.ncl.ac.uk/postgraduate/>)

The School Brochure (contact [enquiries@ncl.ac.uk](mailto:enquiries@ncl.ac.uk))

The University Regulations (see <http://www.ncl.ac.uk/calendar/university.regs/>)



## The Degree Programme Handbook

Please note. This specification provides a concise summary of the main features of the programme and of the learning outcomes that a typical student might reasonably be expected to achieve if she/he takes full advantage of the learning opportunities provided. The accuracy of the information contained is reviewed by the University and may be checked by the Quality Assurance Agency for Higher Education.

## Mapping of Intended Learning Outcomes onto Curriculum/Modules

Module	Type	Intended Learning Outcomes			
		A	B	C	D
HSS8000	Compulsory	2,	1, 2, 3	3, 5, 6	1, 3, 4, 5, 6, 7
HIS8000	Compulsory	1, 2, 3, 4, 5	1, 2, 3, 4, 5	1, 3, 5, 6	1, 2, 3, 4, 5, 6, 7
HIS8098	Compulsory	1, 2, 3, 4, 5	1, 2, 3, 4, 5	1, 2, 3, 4, 5, 6	1, 2, 3, 4, 5, 6, 7
SHS8024	Compulsory	1, 3, 4	1, 2, 3, 4, 5	1, 2, 3, 5, 6	1, 2, 3, 4, 5, 6, 7
SHS8025	Compulsory	1, 3, 4, 5	1, 2, 3, 4, 5	1, 3, 5, 6	1, 2, 3, 4, 5, 6, 7
SHS8026	Compulsory	1, 3, 4, 5	1, 2, 3, 4, 5	1, 3, 5, 6	1, 2, 3, 4, 5, 6, 7
SHS8099	Compulsory	1, 2, 3, 4, 5	1, 2, 3, 4, 5	1, 2, 3, 4, 5, 6	1, 2, 3, 4, 5, 6, 7