	PROGRAMME SPECIFICATION	Newcastle University

1	**Awarding Institution**	Newcastle University
2	**Teaching Institution**	Newcastle University
3	**Final Award**	BA (Hons)
4	**Programme Title**	Ancient History
5	**UCAS/Programme Code**	V110
6	**Programme Accreditation**	-
7	**QAA Subject Benchmark(s)**	Classics
8	**FHEQ Level**	Honours
9	**Date written/revised**	2007

10	**Programme Aims**

1 To recruit students who have a high potential to benefit from the degree programme
 2 To recruit students with the opportunity to develop knowledge of and insight into the classical world
3 To foster students' intellectual skills and thus (a) to quip them for further, independent intellectual and personal development and (b) to enhance their employability
4 To foster such an attitude in students that they will approach other cultures, societies and viewpoints than their own with open-mindedness, analytical enquiry and sympathetic understanding
5 To offer students a learning experience informed by active research
6 To provide the opportunity to pursue the study of (a) the ancient languages and (b) the material culture of the ancient world

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. The programme outcomes have references to the benchmark statements for Classics:

A. Knowledge and understanding:
A.1. A broad knowledge of and insight into the classical world
A.2. A thorough knowledge of and insight into certain specific aspects of the classical world on which students have specialised
A.3. An understanding of methodologies for the study of ancient history, and of the availability, quality and variety of evidence
A.4. An awareness of the nature of historical writing and thought in the ancient world itself
A.5. A knowledge of the development of modern historical scholarship on Ancient History and its significance within western civilisation
B Intellectual skills:
B.1. Development of an awareness of a range of different possible methodologies for approaching the subject, and of the independence of judgment required critically to analyse various methodologies
B.2. Ability to approach the study of the classical world from a range of perspectives, including those of its material, philosophical and literary culture
B.3. Development of an open-minded, enquiring and sympathetic approach to the cultures of Classical Antiquity
B.4. Opportunity to acquire a basic knowledge of the Latin and Greek languages, along with guidance on how to use that knowledge
B.5. Completion of a programme of historical project work promoting the independent development of scholarly skills and interests
C Practical
C.1. Acquisition of a range of applied intellectual skills including skills of identifying and solving problems, and qualities of logical, critical, analytical and evaluative thought

C.2. Development of an awareness of a range of different possible methodologies for approaching the subject, and of the independence of judgment required critically to analyse various methodologies

D Key (transferable) skills:

D.1. Acquisition of a range of core skills, including skills of oral and/or written communication

D.2. Acquisition of flexibility in applying skills learnt to new material and in different contexts

Knowledge and Understanding

On completing the programme students should:

A1. Have a broad general knowledge of ancient history and an in-depth knowledge of specific historic issues

A2. Have a broad understanding of how modern scholars have approached the study of ancient history and the significance of these studies in the history of western civilisation

A3. Have a broad insight into the nature of historical writing and thought in the ancient world itself.

Teaching and Learning Methods

A Knowledge and understanding:

A.1. The primary method of imparting knowledge and understanding is lectures and classes, backed up by lecture handouts and recommended reading

A.2-3. Understanding and insightfulness promoted by interactive sessions within lectures and classes, and by assignments, particularly Workshops in Stages 1-2 and the Portfolio modules in Stages 2-3

Assessment Strategy

See below

Intellectual Skills

On completing the programme students should be able to:

B1. Study topic independently and reach their own judgment about them.

B2. Test ideas against the actual evidence.

B3. Apply the intellectual skills learnt to new material.

Teaching and Learning Methods

B.1. Skills are demonstrated and promoted in lectures and classes

B.2. Students' application of skills is promoted, and frequently tested, by assignments and by examinations

Assessment Strategy

See below

Practical Skills

On completing the programme students should be able to:

C1. Demonstrate a range of practical skills of a cognitive kind including skills of identifying and solving problems, and qualities of logical, critical, analytical and evaluative thought

C2. Show that they have developed an awareness of a range of different possible methodologies for approaching the subject, and the independence of judgment required critically to analyse various methodologies

Teaching and Learning Methods

C1. Practical skills are promoted chiefly by participation in interactive learning in lectures and classes.

C2. Students enhance these cognitive skills of analysis through independent reading and study and the preparation of written assignments

Assessment Strategy

Transferable/Key Skills

On completing the programme students should be able to:

| D1. Demonstrate a range of core skills, including skills of oral and written communication |
| D2. demonstrate flexibility in applying skills learnt to new material and in different contexts |

Teaching and Learning Methods

D.1. These are introduced to students through induction sessions, supported by the Classics and Ancient History Student Handbooks

D.2. Interpersonal communication is promoted by all types of interactive learning

D.3. Oral presentation skills are promoted through interactive discussion in lectures and classes

D.4. Written communication is promoted through assignments

D.5. Time management is encouraged by class preparation and the assignment work-load

Assessment Strategy

What follows is a general statement of assessment strategy and methods for Knowledge and Understanding and Intellectual, Practical and Transferable/Key Skills:

In order to assess the students' attainment in the objectives of the Ancient History programme, a combination of types of assessment is employed:

    examinations
    Workshop assignments and submitted essays
    independent study project (portfolio)

Examinations consist of a varied range of tasks: commentaries on evidence (including sometimes material evidence and visual material), as well as broader questions. A distinctive feature of the Ancient History programme is that the majority of examinations include the requirement to comment on and discuss a selected range of ancient evidence. At Stage 1 in Ancient History the purpose is to ensure that the student can demonstrate a basic knowledge of the first two of the four periods covered in the chronological modules in Stages 1-2 (**CAH1012-1013; CAH2006 and 2009**) and has begun to apply the skills of a historian to the interpretation of ancient evidence. At Stage 2 examinations incorporating passages for comment along with essays are combined in the assessment of modules with Workshops (see below). At Stage 3 taught modules outside the **Portfolio** are assessed by examination only.

Submitted essays and other assignments have a role in formative as well as summative assessment. They enable the student to demonstrate the ability to carry out investigation and analysis of often complex material and to argue a case. The length of the assignment depends on the tasks set or nature of the questions asked. In the Issues in Ancient History modules in Stage 2 (**CAH2008**) the submitted essay titles are based on the lectures and the further independent study of the students. In **CAH1012-1013** and **CAH2006** and **2009** 25% of the assessment comes from a Workshop submission whereby a student writes 800-900 words on a topic set by the module-leader and based around longer passages from primary sources for comment with lectures and independent study providing a broader context. Submitted work enables the student to demonstrate skills of scholarly presentation, as set out in the Handbook's guidelines on writing essays, and in word-processing (all essays must be word-processed). The formative element is provided by the comment sheets and annotations on returned essays and Workshops (Stages 1-2) and by the opportunity to discuss the essay with the module leader. Students also may take the opportunity to discuss their proposed essay or draft with the module leader before writing a final version; the nature and amount of help which staff will give is set out clearly in the Classics/Ancient History handbook.

Independent Study Projects are designed to assess students' initiative, independent research skills, organisational and presentation skills. In Ancient History the three modules of the **Portfolio (CAH2009; 3020-3021)** are at the heart of Stages 2 and 3. They offer a focussed way of fostering the wide-ranging skills of independent scholarship in ancient history. The quality of the work produced has often been praised by external examiners. Students are set a sequence of differentiated tasks. These consist of two modules at Stage 2 and the first semester of Stage 3, which are designed to foster the scholarly techniques needed to analyse primary evidence of different types, as well as more general skills of problem-solving, analytical thought, and written communication. At Stage 3 module III in semester 2 requires the student to pursue an independent project in depth.

10.2. These methods of assessment are used to assess students' attainment of the objectives of their course as follows:

Subject knowledge and understanding: a broad knowledge of and insight into the classical world, a

thorough knowledge of and insight into certain specific aspects of the classical world, and the other objectives which involve the grasp of essential issues involved in Ancient History, are assessed by examination and submitted assignments:

Examinations are used to assess the students' acquisition of a clear and general and overall knowledge of the subject and the particular topics at the conclusion of the module plus the ability to think and analyse a problem quickly, to select from and to apply both their general knowledge and their detailed knowledge of aspects of the subject to new questions, problem-solving skills, the ability to work unaided and to write clearly and concisely within time-constraints

Submitted assignments are used to assess students' understanding and skills in collecting relevant information and evidence for themselves in support of their arguments. In Stages 1 and 2, the overall assessment of CAH-coded modules is based on a combination of examination and submitted assignment

The Portfolio is designed to enable the student to demonstrate subject knowledge and understanding, which either goes beyond that of other modules or is more detailed and examined in length

Intellectual skills: the range of intellectual skills, including skills in identifying and solving problems, and the qualities of logical, critical, analytical and evaluative thought; flexibility in the application of skills learnt, awareness of different methodologies and independence of judgement in arguing a case, again are assessed by all the methods of assessment used.

Examinations in particular are used to assess students' capacity for analytical thought, flexibility, the ability to 'think on one's feet', and to apply knowledge

Submitted assignments and the **Portfolio** in particular are used to assess independence of judgement, awarenesss of a range of possible different viewpoints and methodologies and flexibility in the application of skills to new material

Practical skills and key (transferable) skills: written communication, adaptability, and initiative are also assessed by all methods described above:

Examinations require in particular skills of selection and conciseness in assembling arguments or exposition

Submitted assignments in particular are used to assess initiative and skills in independent investigation and in correlating a discrete range of approaches and evidence

The second and third of the three **Portfolio** modules lay particular emphasis on initiative in choosing (in the case of CAH3021) and researching topics independently

Oral skills are practised in the Ancient History degree, but are not currently assessed.

12	Programme Curriculum, Structure and Features

Basic structure of the programme

The degree is structured to enable the student to develop as an independent learner.

Stage 1:
• The two core ancient-history modules in Stage 1 **(CAH1012-1013)** start to lay the foundations of broad knowledge of and insight into key periods of ancient history and introduce students to the range of evidence available and the range of techniques for exploiting that evidence.
• Students are also required to take two modules of World History (**HIS1023, Encounters in World History** and **HIS 1024, Identities in World History**). These modules are team-taught by all subject-areas within the School of Historical Studies including Classics/Ancient History. They aim to introduce students to much broader themes in history from a range of periods and places and to a broad range of historical approaches.
• Students take two 20-credit optional modules, usually from the CAC-coded menu in Ancient Culture so as to deepen their knowledge of the classical context

Learning outcomes:
On successful completion of Stage 1, students should have acquired
a basic knowledge of two of the four periods covered by the four core modules
an understanding of some major historical issues
some understanding of how modern scholars have approached the study of Ancient History
some understanding of a range of approaches to a selection of broad themes in history
and should have
begun to develop a habit of testing ideas against the actual evidence
begun to be able to apply the skills you learnt to new material
developed and practised skills of written communication

Progression requirements
As for normal university regulations for Stage 1.

Stage 2:
• In Stage 2, the next two Core history modules **(CAH2006, 2009)** seek to develop the skills gained in

CAH1012-1013 and to develop knowledge of key periods in Greek and Roman history
- The compulsory module Issues in Ancient History **(CAH2008)** introduces and develops the training in methodology.
. **CAC2050** History, Literature and Truth introduces and develops training in methods for approaching the analysis of ancient history-writing
- The first part of the Portfolio **(I: Commentaries, CAH2009)** introduces the students to the challenges of independent research and the application of knowledge and skills gained elsewhere in the course to historical problems.

Learning outcomes:
On successful completion of Stage 2, students should have:
  broadened their knowledge of the ancient world
  added to their in-depth knowledge of and insight into a number of specific historical periods and issues
  developed their understanding of how modern scholars have approached the study of Ancient History
  acquired an awareness of the nature of historical writing and thought in the ancient world itself
and should have further developed and practised
  the ability to test ideas against the actual evidence, and the habit of doing so
  the ability to apply the skills they have learnt to new material
  their skills of written communication and presentation
and should have begun
  to be able to study topics independently and to reach their own judgement about them
  to develop the skill to identify and solve (esp. historical) problems

Progression requirements
As for normal university regulations for Stage 2.

Stage 3:
Stage 3 enables the students to develop as independent learners by giving them a range of choice of subject from the Ancient History menu and from School-wide options. At this stage the ancient history modules are very much research-led and reflect the module-leader's current research interests in a varied range of topics, The compulsory second and third stages of the Portfolio **(CAH3020-3021)** presents them with the challenge of applying their knowledge and skills to major historical topics, including one of their own choice.

Learning outcomes:
On successful completion of Stage 3, students should have reached the general objectives of the Ancient History programme. In Stage 3 in particular, they should have acquired
  further in-depth knowledge of and insight into a number of specific historical issues
  further understanding of how modern scholars have approached the study of Ancient History
  more insight into the nature of historical writing and thought in the ancient world itself;
also, especially through the completion of the **Portfolio** modules, they should have further developed and practised:
  the ability to study topics independently and to reach their own judgement about them
  the ability to test ideas against the actual evidence
  their skills at identifying and solving (esp. historical) problems
  the ability to apply the skills they have learnt to new material
  their skills of written communication and presentation.

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

- Compulsory World History in Stage 1, introducing students to inter-disciplinary approaches to the study of the past
- The Portfolio I-III modules, which give students the opportunity to work independently on tasks which require them to think and present their findings to a professional standard
- Research-led teaching by research active staff

Programme regulations (link to on-line version)
http://www.ncl.ac.uk/regulations/programme/

13 Criteria for admission
Entry qualifications   GCSEs required   A Levels:

Normally ABB or equivalent and normally excluding General Studies

Admissions policy/selection tools
Offers are made on the basis of the UCAS form. All those to whom offers are made are invited to an Open Day. Attendance is not compulsory.

Non-standard Entry Requirements

AABBB at Higher Grade (Scottish). Combinations of Highers and Advanced Highers accepted
International Baccalaureate: minimum of 32 points including three subjects grade 5 or above at Higher level.
Access courses: modules in Classical or Historical Studies desirable. Three modules at Distinction/Credit level for courses which are graded.
BTEC National and Higher National Diplomas: applicants offering a BTEC National Diploma will be considered on an individual basis
Partners—A Levels: BCC excluding General Studies
Partners—BTEC National Diploma: applicants offering a BTEC National Diploma will be considered on an individual basis

Additional Requirements
-

Level of English Language capability
IELTS score of 7.0

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-sessional 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.

16   Regulation of assessment

Pass mark
The pass mark is 40 (Undergraduate programmes)
The pass mark is 50 (Postgraduate programmes)

Course requirements
Progression is subject to the University's Undergraduate Progress Regulations and Undergraduate Examination Conventions. In summary, students must pass, or be deemed to have passed, 120 credits at each Stage. Limited compensation up to 40 credits and down to a mark of 35 is possible at each Stage and there are resit opportunities, with certain restrictions.

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.

Weighting of stages
The marks from Stages ??? will contribute to the final classification of the degree
The weighting of marks contributing to the degree for Stages ??? is ?:?

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

	Modules used for degree classification (DC)	Modules not used for degree classification
<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		Summary description applicable to postgraduate Certificate and Diploma programmes	
<50	Fail	<50	Fail
50-59	Pass	50 or above	Pass
60-69	Pass with Merit		
70 or above	Pass with Distinction		

Role of the External Examiner
An External Examiner, a distinguished member of the subject community, is appointed by Faculty Teaching and Learning Committee, 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)

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**
CAH1012	Compulsory	A1, A2, A3, A4	B1, B3, B5	C1, C2	D1, D2
CAH1013	Compulsory	A1, A2, A3, A4	B1, B3, B5	C1, C2	D1, D2
CAH2006	Compulsory	A1, A2, A3, A4	B1, B3, B5	C1, C2	D1, D2
CAH2007	Compulsory	A1, A2, A3, A4	B1, B3, B5	C1, C2	D1, D2
CAH2008	Compulsory	A2, A3	B1, B2, B3, B5	C1, C2	D1, D2
CAC2050	Compulsory	A3, A4, A5	B1, B2	C1	D1, D2
CAH2009	Compulsory	A3, A4	B1, B2, B5	C1, C2	D1, D2
CAH2011	Optional	A2, A5	B1, B2, B3	C1, C2	D1, D2
CAH3020	Compulsory	A3, A4, A5	B1, B2, B5	C1, C2	D1, D2
CAH3021	Compulsory	A3, A4, A5	B1, B2, B5	C1, C2	D1, D2
CAH3008	Optional	A2, A3, A4	B1, B2, B3	C1, C2	D1, D2
CAH3014	Optional	A2, A3, A4	B1, B2, B3	C1, C2	D1, D2
CAH3015	Optional	A2, A3, A4	B1, B2, B3	C1, C2	D1, D2
CAH3030	Optional	A2, A3, A4	B1, B2, B3	C1, C2	D1, D2
CAH3025	Optional	A2, A5	B1, B2, B3	C1, C2	D1, D2