	PROGRAMME SPECIFICATION	Newcastle University

1	**Awarding Institution**	Newcastle University
2	**Teaching Institution**	Newcastle University
3	**Final Award**	MA
4	**Programme Title**	MA in Ancient History. Rulership, Power and Court Societies in the Ancient World.
5	**Programme Code**	**4033**
6	**Programme Accreditation**	N/A
7	**QAA Subject Benchmark(s)**	
8	**FHEQ Level**	**7**
9	**Last updated**	April 2010

10	**Programme Aims**

1To provide students with a range of learning opportunities (in relation to analytical, key, research and subject-specific skills) within the field of Ancient History; specifically, to provide knowledge of the dynamics of monarchies, courts and power in an area of the ancient world.
2 To provide a programme which is responsive to the research training requirements of the AHRC;
3 To provide a programme where the focus is on advanced study and training, where students are expected to gain the research skills and knowledge to enable them to progress to academic research in Ancient History at PhD level, or to enter the workplace in a variety of professions, where high levels of skill such as literacy, research and project management are required;
4 To provide a programme which fully integrates the subject research training with the themes studied during the programme;
5 To provide access to Higher Education to students from a variety of educational backgrounds, and to provide a bridge to further postgraduate qualifications;
6 To provide a programme that meets the requirements of a Master's level qualification as defined by the Framework for Higher Education Qualifications;
7. To provide a programme that conforms to University policies and to QAA codes of practice.

11	**Learning Outcomes**

The programme provides opportunities for students to develop and demonstrate knowledge and understanding, qualities, skills and other attributes in the areas of monarchies, courts and rulers in the ancient world, including ancient Persia, Greece, Rome and Roman provinces, Judaea and the Near East from the classical to the late antique period.

Knowledge and Understanding

On completing the programme students should:
A1   have acquired deep knowledge and sophisticated understanding of an aspect of Ancient History on a scholarly level.
A2   have acquired knowledge and understanding of a range of methodologies for interpreting the evidence for an aspect of Ancient History
A3   have acquired a knowledge and understanding of a range of theoretical and analytical approaches used by Ancient Historians, after having been exposed to cutting-edge research in the designated area.
A4   have acquired the detailed knowledge and understanding which comes from undertaking a sustained piece of historical research (a dissertation)
A5   have acquired or increased knowledge of either Latin or Greek

Teaching and Learning Methods

The primary methods of imparting knowledge and understanding (A1-5) are lectures, group seminars, language classes, individual tutorials, and self-directed learning. A2 – 3 are the primary concern of the Approaches to Ancient History Research I and Approaches to Ancient History Research II modules. A4 is imparted by work for the Dissertation module, for which the Theme Study module is training and preparation. A5 is taught in language classes in the Classical Language for MA module.

Assessment Strategy

A1-3 are assessed through written submissions for each aspect of the Approaches to Ancient History Research I and Approaches to Ancient History Research II modules. Before each submission students are required to present their preliminary findings to a seminar for discussion and peer-review (see further below) and to revise their work in the light of the discussion before submitting it. This is an important formative process. The assessment for Approaches I will be in the form of a commentary (I.1) and a paper (I.2). Approaches II will be in the form of a paper (II.1) and a book/literary review (II.2), in order to increase diversity in the forms of assessment used. All written assignments are intended to deepen knowledge and understanding of the chosen theme and play a formative role along with the Theme Study module (which is not separately assessed) in the preparation for the Dissertation which is the assessment of A4. The language (A5) is assessed by examination with numerous formative tests as preparation.

Intellectual Skills

On completing the programme students should be able to:
B1 evaluate, analyse and interpret a range of different types of evidence for Ancient History;
B2 practice a wide range of subject-specific skills, such as the marshalling of evidence, the presentation of balanced written argument and the critical analysis of historical evidence;
B3 display analytical skills at a high level and a critical evaluation of their chosen aspect of Ancient History;
B4 apply a range of concepts and theoretical and analytical approaches to a body of evidence
B5 display empathy for the experiences of other people of a period other than our own

Teaching and Learning Methods

B1-5 are imparted in lectures, seminars and tutorials

Assessment Strategy

B1-5 are assessed formatively in the seminars, and summatively in the written submissions for the Approaches to Ancient History Research I and Approaches to Ancient History Research II modules. These submissions, which all centre on aspects of the chosen theme, also play a formative role in preparation for the Dissertation, which represents the summative task in the detailed practice of all these skills.

Practical Skills

On completing the programme students should be able to:
C1   demonstrate the ability to carry out independent research on unexplored fields of ancient history, testing new theories against the existing evidence of the ancient material
C2   gather and use information from a range of types of sources effectively, for instance by reconstructing the original form and meaning of fragmentary literary and documentary sources, and providing an appropriate historical contextualization of ancient monuments and artefacts.
C3   evaluate, analyse, and interpret fragmentary or biased evidence, by identifying the sources, origin and addressees/audience of a literary, documentary or visual text.
C4   present the result of independent work in a written form to a scholarly accurate standard

Teaching and Learning Methods

In all the taught modules, including the Faculty Research training Module students will be introduced through lectures and seminars to all these practical skills (C1-4). The seminar process will help the students develop their papers for final submission. Some group activity could form part of the programme e.g. 2-3 students giving a joint presentation or seminar, or providing formative feedback to each other on their draft papers. In addition, students will be encouraged to work on artefacts and use the facilities of the new Great North Museum.

Assessment Strategy

C1-4 are assessed by the written submissions for the modules and by the Dissertation in which students are expected to demonstrate all these skills to a high level. Student presentations in formative seminars (which do not need to be formally assessed) will provide opportunities for formative feedback from staff and peers. This peer-review exercise will not be formally assessed, in other words the feedback that the students will receive from their peers and from the Ancient History staff at seminars will not be in the form of a grade, but students will be expected to record the oral feedback which they receive and take it into future account. This process should help students to adopt a 'deep' learning attitude, while discouraging them from calibrating their work on the basis of what they think that the teachers would ask during the seminar. Importantly, the lack of formal assessment in the seminar meetings aims to make all the students feel freer to participate in the seminar discussion, whatever their background knowledge, and this freedom is aimed at inclusiveness by respecting students' diversity.

Transferable/Key Skills
On completing the programme students should be able to: D1 Communicate ideas and argument effectively in writing D2 Present ideas and argue cases effectively in oral communication and in discussion and debate D3 plan and organise work effectively D4 be computer literate and be able to make effective use of on-line resources for Ancient History
Teaching and Learning Methods
D1-4 are imparted in the lectures and seminars. D2 is specifically imparted by the training in the seminars. D4 is practised and developed throughout the programme through the preparation of coursework and of the Dissertation
Assessment Strategy
D1 is assessed by written work for the modules and the Dissertation. D2, while an important part of the formative training in the seminars and tutorials, is not separately assessed. D3 and 4 are assessed by written submissions and the Dissertation

12   Programme Curriculum, Structure and Features
Basic structure of the programme
The four Research Approaches a. introduce students to the methods and problems of approaching the designated theme via the main categories of both evidence and approach, and b. have built into them training via teaching delivered by the staff, which is then practised by both non-assessed methods (presentation in seminar format, with feedback) and by submitted work (four assessed essays). This structure is designed to provide the platform on which students build both their selection of dissertation topic and proceed to apply their learned skills to the writing itself of the dissertation.
Key features of the programme (including what makes the programme distinctive)
The programme concentrates on the training in a range of research techniques and their integration into all parts of the programme. Study centres on a explicitly interdisciplinary theme, or themes, which reflect the distinctive research interests and publications of the lecturers. For example, one theme will be 'Monarchies and Courts in the Ancient World'; four of the Ancient History staff have contributed to the volume, *The Court and Court Societies in Ancient Monarchies,* ed. by A.J.S. Spawforth, Cambridge 2007(CUP), which represents the first major modern discussion of the theme in English, which is explicitly comparative, drawing on court studies as a sub-field of modern history. Study of a Classical Language is a required element of the programme.
Programme regulations (link to on-line version)
http://www.ncl.ac.uk/regulations/programme/

13	Criteria for admission

Entry qualifications
2.1 or better in an undergraduate degree, in which the study of Ancient History or Classical subjects forms a significant part

Admissions policy/selection tools
We actively encourage applications both from domestic and overseas students. All applications are considered by the DPD and, where deemed appropriate, another member of staff. Candidates are offered an interview and a chance to meet staff. Where this is not possible, candidates are asked to complete a questionnaire in order to elicit further information.

Non-standard Entry Requirements
Candidates whose qualifications are the equivalent of 2.1 in an undergraduate degree, but who have not concentrated on the study of the Classical world (e.g. students of archaeology, history etc.), will be considered, provided they can demonstrate a broad general knowledge of the history of the Classical world and show that they are capable of benefiting from the programme.

Additional Requirements
None

Level of English Language capability
All overseas candidates have to satisfy the University's language requirements and obtain a minimum of 6.5 IELTS or equivalent

14	Support for Student Learning

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

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

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

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

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

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

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

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

All new students whose first language is not English are required to take an English Language Proficiency Test. This is administered by INTO Newcastle University Centre on behalf of Newcastle University. Where appropriate, in-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 Board of Studies and/or the School Teaching and Learning Committee. Student opinion is sought at the Staff-Student Committee and/or the Board of Studies. New modules and major changes to existing modules are subject to approval by the Faculty Teaching and Learning Committee.

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

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

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

Mechanisms for gaining student feedback
Feedback is channelled via the Staff-Student Committee and the Board of Studies.

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

Accreditation reports

Additional mechanisms

16   Regulation of assessment

Pass mark
The pass mark is 50%

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

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

Summary description applicable to postgraduate Masters programmes		Summary description applicable to postgraduate Certificate and Diploma programmes	
<50	Fail	<50	Fail
50-59	Pass	50 or above	Pass
60-69	Pass with Merit		
70 or above	Pass with Distinction		

Role of the External Examiner
An External Examiner, a distinguished member of the subject community, is appointed by Faculty Teaching and Learning Committee, following recommendation from the Board of Studies. The External Examiner is expected to:
   i.   See and approve assessment papers
   ii. Moderate examination and coursework marking
   iii. Attend the Board of Examiners
   iv. Report to the University on the standards of the programme

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

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

The School Brochure

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

The Degree Programme Handbook

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

Mapping of Intended Learning Outcomes onto Curriculum/Modules

Either

Intended Learning Outcome	Module codes (Compulsory in Bold)
A1	CAH 8009, CAH 8010
A2	CAH 8009, CAH 8010, CAH 8011
A3	CHA 8009, CAH 8010, CAH 8011
A4	CAH 8003
A5	CAC 8097, CAC 8098, CAG 1011, CAG 1012, CLA 1011, CLA 1012, CAG 2001, CAG 3002, CLA 2001, CLA 3002, CAG 3001, CLA 3001
B1	CAH 8011
B2	CAH 8011
B3	CAH 8009, CAH 8010, CAH 8003
B4	CAH 8009, CAH 8010, CAH 8003
C1	CAH 8009, CAH 8010, CAH 8003
C2	CAH 8009, CAH 8010, CAH 8003
C3	CAH 8009, CAH 8010, CAH 8003
C4	CAH 8009, CAH 8010, CAH 8003
D1	CAH 8009, CAH 8010, CAH 8011, CAH 8003
D2	CAH 8009, CAH 8010, CAH 8011, CAH 8003
D3	CAH 8009, CAH 8010, CAH 8011, CAH 8003
D4	CAH 8009, CAH 8010, CAH 8011, CAH 8003

Or

Module	Type	Intended Learning Outcomes			
		A	**B**	**C**	**D**
XYZ1001	Compulsory	1	1, 2, 3	4	2, 3