



<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>	MA in European History
<b>5</b>	<b>UCAS/Programme Code</b>	4080
<b>6</b>	<b>Programme Accreditation</b>	
<b>7</b>	<b>QAA Subject Benchmark(s)</b>	
<b>8</b>	<b>FHEQ Level</b>	7
<b>9</b>	<b>Date written/revised</b>	23/05/10

#### **10 Programme Aims**

1 To provide students with a range of learning opportunities, in relation to analytical, research, and subject-specific skill, within the field of European history.

2 To provide a curriculum that is responsive to the research training requirements of the AHRC and ESRC.

3 To enable students to develop their capacity to learn in preparation for or as part of continuing professional development and lifelong learning.

4 To provide access to higher education and appropriate research qualifications to students from a variety of educational backgrounds.

5 To provide students with the opportunity to gain the basic skills and knowledge required to continue with academic research in history at PhD level, or to enter the workplace in a variety of professions requiring high levels of skill such as literacy, research and project management.

#### **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 (subject) (X).

##### **Knowledge and Understanding**

On completing the programme students should:

A1 Acquire knowledge and understanding of European history in a wide chronological span and thematic perspective.

A2 Acquire knowledge and understanding of the theoretical and analytical frameworks that European historians bring to their subject.

A3 Acquire knowledge and understanding of Acquire knowledge and understanding of the methodologies and sources which are used by specialists in the field.

A4 Acquire knowledge and understanding of the analytical skills required from undertaking a sustained original piece of historical research (dissertation).

##### **Teaching and Learning Methods**

Group seminars, individual tutorials for the return of coursework, and self-directed learning. Structured interactions will be used to support students who will carry out dissertation work remotely.

##### **Assessment Strategy**

Assessment is through written essays and research assignments for each module, and the final dissertation.

<b>Intellectual Skills</b>
On completing the programme students should be able to:
B1 Evaluate, analyse and interpret different sources of evidence relating to European history B2 Undertake higher degree research through completion of short pieces of written work and a dissertation B3 Practice a wide range of subject-specific skills such as the marshalling of evidence and presenting a balanced written argument. B4 Critically analyse historical and bibliographic evidence
<b>Teaching and Learning Methods</b>
Modules are taught by a number of professional historians who research in the area about which they teach. Group work provide the students with the opportunity to develop and practice their subject specific and generic skills.
<b>Assessment Strategy</b>
All assignments include an element of assessment related to the understanding of subject-specific skills.
<b>Practical Skills</b>
On completing the programme students should be able to: C1 Critical reasoning C2 Gathering and using information C3 Applying concepts C4 Evaluation, analysis and interpretation
<b>Teaching and Learning Methods</b>
Seminars involve discussion of key issues, practice in applying concepts both orally and in writing, analysis and interpretation of material. Tutorials provide individual feedback sessions for students on work produced.
<b>Assessment Strategy</b>
Written work requires students formatively to gather, analyse and interpret evidence, using the skills identified in history as benchmark skills within the discipline.
<b>Transferable/Key Skills</b>
On completing the programme students should be able to:
D1 Written communication D2 Interpersonal/oral communication D3 Teamwork D4 Planning and organisation
<b>Teaching and Learning Methods</b>
In specific research training modules, students will be introduced to: how to plan and execute a piece of historical research; effective oral communication techniques; team working; keeping to programme deadlines.
<b>Assessment Strategy</b>
Written communication is assessed in each of the modules. Oral communication, individual and as part of a team, is a critical part of the teaching. Planning and organisation is assessed through the student's ability to meet deadlines and successfully complete the programme.

## **12 Programme Curriculum, Structure and Features**

### **Basic structure of the programme**

The programme is offered in full-time (one year) or part-time (two years) study modes. Part-time students will complete the Research Methods in History module during year 1. The dissertation training module will be undertaken in year 2. The remaining credits will be divided between the two years, as agreed with the Degree Programme Director.

FULL-TIME STUDENTS:

In Semester 1 all students take:

Practice of History (30 credits). This module provides students with the possibility to develop a thematic approach to historical methodologies. It facilitates student choice in specialising in the branch of history they are particularly interested in.

Conflict in European History (20 credits). This module will provide the students with a theoretical framework for understanding conflict both in general and in European history from the XVI to the XX centuries. It will include the study of the impact of conflicts, such as military, social (public and private) conflicts, or political struggle, on national cultures.

Part one of Dissertation Training module (10 credits). This module will provide training in key research skills.

In Semester 2 all students take:

Research Methods in History (10 credits). This module will introduce students to some of the types of historical material available, e.g. official publications, oral history, local history, newspapers and related archives.

One module in the School of Modern Languages (20 credits) or at the Centre for Life Long Learning (30 credits), which will run in semesters 1 and 2. The student's choice will be made following individual consultation with the DPD and will depend on each student's needs.

Module at Modern Languages: students will be allowed to take a one-year 20 credit module in Spanish, French or German language. They will also be able to choose between 3 different levels offered by the School (A, B and C) according to their previous knowledge of the language. Module at the Centre for Life Long Learning: students will be allowed to take a one-year 30 credit module in Italian, Greek or Russian language (subject to availability). Students who take 30 credits at the Centre for Life Long Learning will submit a shorter piece of work for Practice of History (20 instead of 30 credits).

Conflict in European History: Case Studies (20 credits). This module will allow students to pursue in-depth study and will be divided into three strands:

1. French political culture from the end of the sixteenth century until the enlightenment
2. Nationalism, racism and migrations (XIX and XX centuries)
3. Occupation and contested liberations: the European civil War (1939-1945)

Independent Study Project in European History (20) for students who chose not to take a language module.

Dissertation Training (10 credits)

In semester 3 all students research and write up a dissertation (HIS8023) (60 credits)

Students complete the dissertation after the taught modules have been completed.

Dissertations are presented in the form of a 14,000-18,000 word piece of work, including footnotes but excluding bibliography. Students are encouraged to think about potential topics as early as possible and discuss topics in detail with staff at the beginning of Semester 2. The Masters degree dissertation must be an original piece of work and not simply a synthesis of existing knowledge. It requires the gathering and analysis of new data, the development of original arguments and the presentation of conclusions and recommendations. To be successful the dissertation requires careful planning and preparation, for which training is given in semester 1 and 2.

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

Focus on the history of conflict; possibility to learn a European language and carry out research in a European country (dissertation).

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

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

### **13 Criteria for admission**

#### *Entry qualifications*

Candidates should normally hold a first degree in history, or in a joint combined honours degree with history. Other degree qualifications may be considered where appropriate,

especially where essay-based work formed the written component of the undergraduate programme (e.g. literature and geography) or from a related evidence based discipline (e.g. politics and law).

#### *Admissions policy/selection tools*

Normally a 2:1 Upper Second Class degree will be the minimum entry requirement.

Applications from overseas will be strongly encouraged. All overseas students will have to satisfy the University's language requirements and obtain a minimum of 6.5 IELTS or equivalent.

All applications will be seen by the DPD and where deemed appropriate by another member of staff. All borderline or unusual applicants will be contacted by letter, email or phone and further information solicited. All applicants will be invited for interview, and will be offered the chance to meet staff and view facilities.

Students will not be prevented from following the programme if they do not have a language qualification. However, students who decide to take the language module will be required to have A-Level qualification in their chosen language.

#### *Non-standard Entry Requirements*

Candidates without a 2:1 Upper Second Class degree may be interviewed by the Degree Programme Director and/or Director of Postgraduate Studies who will assess the candidate's suitability on the basis of a sample of written work and/or oral discussion.

#### *Additional Requirements*

International candidates will be expected to meet the University's normal English language requirement of IELTS 6.5 or equivalent.

#### *Level of English Language capability*

See above.

## **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*

*Additional mechanisms*

## **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
50-59	Pass
60-69	Pass with Merit
70 or above	Pass with Distinction

<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

Either

<b>Intended Learning Outcome</b>	<b>Module codes (Compulsory in Bold)</b>
A1	
A2	
A3	
A4	
B1	
B2	
B3	
B4	
C1	
C2	
C3	
C4	
D1	
D2	
D3	
D4	

Or

<b>Module</b>	<b>Type</b>	<b>Intended Learning Outcomes</b>			
		<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>
HIS8024	Compulsory	1,2,3	2, 3	1,2,3,4	1,2
HSS8000	Compulsory		1	1,2,3,4	1
HSS8098	Compulsory	1,2,3	1,2,3,4		1
HIS8000	Compulsory	1,2,3	1	1,2,3,4	1
HIS8052	Compulsory	1,2,3	1,2,3	1,2,3,4	1,2
HIS8053	Compulsory	1,2,3	1,2,3	1,2,3,4	1,2
HIS8023	Compulsory	1,2,3,4	1,2,3,4	1,2,3,4	1
HIS8019		1,2,3	2,3	1,2,3,4	1,2