

PROGRAMME SPECIFICATION



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	6
9	Date written/revised	2009

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 equip 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

<p>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</p> <p>D Key (transferable) skills:</p> <p>D.1. Acquisition of a range of core skills, including skills of oral and/or written communication</p> <p>D.2. Acquisition of flexibility in applying skills learnt to new material and in different contexts</p>
Knowledge and Understanding
<p>On completing the programme students should:</p> <p>A1. Have a broad general knowledge of ancient history and an in-depth knowledge of specific historic issues</p> <p>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</p> <p>A3. Have a broad insight into the nature of historical writing and thought in the ancient world itself.</p>
Teaching and Learning Methods
<p>A Knowledge and understanding:</p> <p>A.1. The primary method of imparting knowledge and understanding is lectures and classes, backed up by lecture handouts and recommended reading</p> <p>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</p>
Assessment Strategy
See below
Intellectual Skills
<p>On completing the programme students should be able to:</p> <p>B1. Study topic independently and reach their own judgment about them.</p> <p>B2. Test ideas against the actual evidence.</p> <p>B3. Apply the intellectual skills learnt to new material.</p>
Teaching and Learning Methods
<p>B.1. Skills are demonstrated and promoted in lectures and classes</p> <p>B.2. Students' application of skills is promoted, and frequently tested, by assignments and by examinations</p>
Assessment Strategy
See below
Practical Skills
<p>On completing the programme students should be able to:</p> <p>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</p> <p>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</p>
Teaching and Learning Methods
<p>C1. Practical skills are promoted chiefly by participation in interactive learning in lectures and classes.</p> <p>C2. Students enhance these cognitive skills of analysis through independent reading and study and the preparation of written assignments</p>
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 Case Studies in Ancient History I and II modules (**CAH11001 - 1002**) the essay and commentary submissions on which assessment is wholly made are based on the lectures and discussion classes and further independent study of the students. 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, awareness 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 compulsory periodized 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 thematic modules of Ancient History Case Studies (**CAH1001 and CAH1002**) which aim to introduce students to closer, discussion-class based, study of modes of historical analysis and interpretation of a range of types of evidence, historiographic and other.
- 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 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**) present 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)

- Provision for all students taking the degree of seminar and/or discussion class teaching alongside lectures at Stage 1 as well as Stages 2 and 3 in teaching.
- 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/>

13 Criteria for admission

Entry qualifications

<p>GCSEs required A Levels: Normally ABB or equivalent and normally excluding General Studies</p> <p><i>Admissions policy/selection tools</i> 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.</p> <p><i>Non-standard Entry Requirements</i></p> <p>□□□□□□□□ 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.</p> <p>□□□□□□□□□□□□□□ □ 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</p> <p><i>Additional Requirements</i> -</p> <p><i>Level of English Language capability</i> IELTS score of 7.0</p>
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<p>14 Support for Student Learning</p> <p><i>Induction</i> 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.</p> <p><i>Study skills support</i> 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.</p> <p>Numeracy support is available through Maths Aid. Help with academic writing is available from the Writing Centre.</p> <p><i>Academic support</i> 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.</p> <p><i>Pastoral support</i> 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</p>
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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 for Undergraduate programmes (50 for 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 2 and 3 will contribute to the final classification of the degree; The weighting of Stage 3 marks contributing to the classification of the degree is double the weighting of Stage 2 marks contributing to it.

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

<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)

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
CAH1001	Compulsory	A1, A2, A3, A4	B1, B3, B5	C1, C2	D1, D2
CAH1002	Compulsory	A1, A2, A3, A4	B1, B3, B5	C1, C2	D1, D2
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