	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**	6
9	**Last updated**	17 September 2012

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.

Knowledge and Understanding

On completing the programme students should have acquired:
A1 A broad general knowledge of ancient history, and of the ancient world more in general
A2 An in-depth knowledge of specific historic issues
A3 An understanding of methodologies for the study of ancient history, and of the availability, quality and variety of evidence
A4 An awareness of the nature of historical writing and thought in the ancient world itself
A5 A knowledge of the development of modern historical scholarship on Ancient History and its significance within western civilisation

Teaching and Learning Methods

A1-2: The primary method of imparting knowledge and understanding is lectures and classes, backed up by handbooks and/or lecture handouts and recommended reading
A3-5: 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 have: B1: developed 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 B2: more generally, developed independent scholarly skills and interests, enabling them to study topics independently and reach their own judgment about them B3: acquired the ability to test ideas against the actual evidence B4: acquired the ability to apply the intellectual skills learnt to new material. B5: developed an open-minded, enquiring and sympathetic approach to the cultures of Classical Antiquity B6: had the opportunity to acquire a basic knowledge of the Latin and Greek languages, along with guidance on how to use that knowledge B7: had opportunities to approach the study of the classical world from a range of perspectives, including those of its material, philosophical and literary culture

Teaching and Learning Methods
B1, B2, B3 and B5 are demonstrated and promoted in lectures, classes, seminars and assignments B1-4 are particularly developed in the independent-study modules Portfolio 1, 2, and 3 (CAH2009, 3020, 3021) B6 is promoted in dedicated modules. B7, as well as B5, are promoted, and frequently tested, by assignments, seminar presentations and participation in discussion, mainly as part of dedidated, optional modules from the CAC-menu.

Assessment Strategy
See below

Practical Skills
On completing the programme students should have C1 acquired a range of applied intellectual skills, including skills of identifying and solving problems, and qualities of logical, critical, analytical and evaluative thought C2 developed 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.

Teaching and Learning Methods
C1-2 are principally promoted by participation in interactive learning in lectures and classes and by preparation for and participation in seminars. Students also enhance their learning, skills of analysis and independence of judgement through independent reading and study and through the preparation of written assignments.

Assessment Strategy
See below

Transferable/Key Skills

On completing the programme students should have acquired skills of:
D1 written communication
D2 interpersonal communication
D3 oral presentation
D4 problem-solving
D5 organisation & time management
D6 initiative
D7 use of information technology (word processing, information tools)
D8 flexibility in applying skills learnt to new material and in different contexts.

Teaching and Learning Methods

Key aspects of skills D1 and D4-7 are introduced to students through induction sessions, supported by the Student Handbooks.
D1 is promoted in all three stages by handbooks and/or lecture handouts and through feedback on written assignments.
D2 is promoted by all types of interactive learning.
D3 is promoted by all seminars.
D4. Skills of problem-solving (under which heading are comprised all varieties of logical, critical, evaluative and analytical thought) are presented and practised in all modules.
D5 is promoted by class preparation and the assignment work-load; it is particularly developed by the independent study modules (Portfolio 1, 2 and 3).
D6 is promoted by all modules involving an assessed assignment, and particularly by independent study projects of Portfolio 1, 2 and 3
D7 is promoted through the requirement for all submitted assignments to be word-processed. Certain modules include assessed elements which encourage use of the internet and of on-line technology (esp. Blackboard and bibliographical databases).
D8 is promoted by setting tasks (for discussion sessions, seminars and/or assignments) where students are required to apply skills and approaches learned elsewhere in their degree to passages, topics etc. not explicitly covered.

Assessment Strategy

What follows is a general statement of assessment strategy and methods for testing (A) Knowledge and Understanding, and (B) Intellectual, (C) Practical and (D) 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 2007**) 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 **(CAH1001 -1002)** the essay and commentary submissions, which make up 100% of the assessment , 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 **2007** 25% of the assessment comes from a Workshop submission whereby a student writes 1000-1500 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.

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:

> **Examination**s 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.

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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 and broaden their knowledge of the classical context

Stage 2:
- In Stage 2, the next two central history modules (CAH2006, 2007) 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
- one further a 20-credit option, usually either in Ancient History or chosen from the second-semester CAC-options, further broadesn the students' knowledge and understanding

NB: For students currently (2012/13) in Stage 1, the Stage-2 programme structure will differ somewhat from the current one.

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 and CAC menus (and from School-wide options). At this stage the optional 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.
NB: For students currently (2012/13) in Stage 1, the Stage-3 programme structure will differ somewhat from the current one.

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

- Provision of seminar and/or discussion class teaching alongside lectures at Stage 1 as well as Stages 2 and 3
- The Portfolio I-III modules in Stages 2 and 3, 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
- The opportunity to learn Greek or Latin through the distinctive and successful "Greek/Latin in Action" approach, or to continue taking a language taken at A level

Programme regulations (link to on-line version)

http://www.ncl.ac.uk/regulations/programme/

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13   Criteria for admission

Entry qualifications

A-Level Subjects and Grades: AAB-ABB, any combination, any subject, except General Studies

Scottish Qualifications

AAABB-AABBB at Higher Grade. Combinations of Highers and Advanced Highers accepted.

International Baccalaureate

A minimum of 35 points including three subjects grade 5 or above at Higher Level.

Irish Leaving Certificate

A1A1A1B1B-A1A1B1B1B at Higher Level.

Access Qualifications

Level 3 units in Classics or Historical Studies are desirable. At least 30 level 3 credits at Distinction and in addition at least 15 level 3 credits at a minimum of Merit.

BTEC Level 5 HND

Applicants will be considered on an individual basis.

BTEC Level 3 Extended Diploma (formerly BTEC National Diploma)

Applicants will be considered on an individual basis.

Cambridge Pre-U

D3,D3,M2-D3,M2,M2 in Principal Subjects.

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
Non-standard entrants are encouraged to contact the School and will normally be interviewed.

Additional Requirements
none

Level of English Language capability
IELTS 6.5 (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 Development 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 Student Union 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 Learning, Teaching and Student Experience 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 Learning, Teaching and Student Experience Committee.

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

External Examiner reports
External Examiner reports are considered by the Board of Studies. The Board responds to these reports through Faculty Learning, Teaching and Student Experience 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 students' views on the quality of the learning and teaching. 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 six 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 one-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 Learning, Teaching and Student Experience Committee on whether the programmes reviewed should be re-approved for a further six year period.

16	Regulation of assessment

Pass mark
The pass mark is 40%

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 re-assessment 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 marks contributing to the degree for for Stage 2 is half the weight of those for Stage 3.

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

Role of the External Examiner
An External Examiner, a distinguished member of the subject community, is appointed by Faculty Learning, Teaching and Student Experience 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/undergraduate/

The School Brochure: http://www.ncl.ac.uk/marketing/services/print/publications/ordering/)

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

The Degree Programme Handbook

Mapping of Intended Learning Outcomes onto Curriculum/Modules

Module	Type	Intended Learning Outcomes			
		A	B	C	D
CAH1001	Compulsory	1-5	1, 2, 5	1, 2	
CAH1002	Compulsory	1-5	1, 2, 5	1, 2	
CAH1012	Compulsory	1-4	1, 2, 5	1, 2	1, 2, 4-8
CAH1013	Compulsory	1-4	1, 2, 5	1, 2	1, 2, 4-8
CAH2006	Compulsory	1-4	1, 2, 5	1, 2	1, 2, 4-8
CAH2007	Compulsory	1-4	1, 2, 5	1, 2	1, 2, 4-8
CAH2008	Compulsory	2, 3	1, 2, 5, 7	1, 2	
CAH2009	Compulsory	3, 4	1, 2, 7	1, 2	
CAH20??:tbc	Optional				
CAH3020	Compulsory	3-5	1, 2, 7	1, 2	
CAH3021	Compulsory	3-5	1, 2, 7	1, 2	
CAH3009	Optional	2-4	1, 5, 7	1, 2	1, 2, 4-6, 8
CAH3030	Optional	2-4	1, 5, 7	1, 2	1, 2, 4-8
CAH3033	Optional	2-5	1, 3, 5, 7	1, 2	1, 2, 4-8
CAH30??:tbc	Optional				
CAC1012	Optional	1	1, 5	1, 2	1, 2, 4, 6
CAC1013	Optional	1	1, 5	1, 2	1, 2, 4, 6
CAC1014	Optional	1	1, 5	1, 2	1, 2, 4, 6
CAC1015	Optional	1	1, 5	1, 2	1, 2, 4, 6
CAC2046	Optional	1-2	1, 3, 5, 7	1, 2	1-4, 6
CAC2050	Compulsory	3-5	1, 3, 5, 7	1, 2	1, 6, 8
CAC2052	Optional	1	1, 3, 5, 7	1, 2	1-4, 8
CAC2057	Optional	1	1, 3, 5, 7	1, 2	1-4, 6, 8
CAC3044	Optional	1-3	1-3, 5, 7	1, 2	1, 2, 4-6
CAC3045	Optional	1-2	1, 3, 5, 7	1, 2	1, 2, 4
CAC3046	Optional	1-2	1, 3, 5, 7	1, 2	1-4, 6
CAC3052	Optional	1	1, 3, 5, 7	1, 2	1-4, 8
CAC3057	Optional	1	1, 3, 5, 7	1, 2	1-4, 6, 8
CAG1001	Optional	1	1, 6	1, 2	1, 2, 4-6, 8
CAG1002	Optional	1	1, 6	1, 2	1, 2, 4-6, 8
CAG1011	Optional	1	1, 6, 7	1, 2	1, 2, 4-6, 8
CAG1012	Optional	1, 3	1, 6, 7	1, 2	1, 2, 4-6, 8
CAG2001	Optional	1, 3	1, 6, 7	1, 2	1, 2, 4-8
CAG2002	Optional	1, 3	1, 6, 7	1, 2	1, 2, 4-8
CAG3001	Optional	1, 3	1, 6, 7	1, 2	1, 2, 4-8
CAG3002	Optional	1, 3	1, 6, 7	1, 2	1, 2, 4-8
CLA1001	Optional	1	1, 6	1, 2	1, 2, 4-6, 8
CLA1002	Optional	1	1, 6	1, 2	1, 2, 4-6, 8
CLA1011	Optional	1	1, 6, 7	1, 2	1, 2, 4-6, 8
CLA1012	Optional	1, 3	1, 6, 7	1, 2	1, 2, 4-6, 8
CLA2001	Optional	1, 3	1, 6, 7	1, 2	1, 2, 4-8
CLA2002	Optional	1, 3	1, 6, 7	1, 2	1, 2, 4-8
CLA3001	Optional	1, 3	1, 6, 7	1, 2	1, 2, 4-8
CLA3002	Optional	1, 3	1, 6, 7	1, 2	1, 2, 4-8