

1	Awarding Institution	University of Newcastle upon Tyne
2	Teaching Institution	As above
3	Final Award	BA (Hons)
4	Programme title	Classical Studies
5	Programme Accredited by:	--
6	UCAS Code	Q810
7	QAA Subject Benchmarking Group(s)	Classics
8	Date of production/revision 12.05.04	

9 Programme Aims:

- 9.1. To enable students to develop knowledge of, and insight into, the classical world and knowledge of, and insight into, that world's influence on western culture
- 9.2. To provide the opportunity of relating the study of the classical world to the study of other relevant fields
- 9.3. To provide the opportunities of studying the classical languages and of applying that study to the understanding of other areas in the classical world
- 9.4. To provide the opportunity of studying the material culture of the ancient world
- 9.5. To foster students' intellectual and core skills and thus:
 - to equip them for further independent intellectual and personal development
 - to enhance their employability
- 9.6. To foster attitudes in students such that they can approach cultures, societies and viewpoints other than their own with open-mindedness, analytical enquiry and sympathetic understanding
- 9.7. To provide a supportive learning environment
- 9.8. To provide a programme:
 - in which teaching is informed by research, both existing research in the discipline and on-going research by members of staff;
 - which provides the opportunities of studying the classical languages and of applying that study to the understanding of other areas in the classical world;
 - which meets the requirements of the Quality Assurance Agency (QAA) Benchmark statement for Classics degrees;
 - which meets the criteria for an honours degree laid down in the QAA's National Qualifications Framework

10(a)	Programme Intended Learning Outcomes:
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, the specific aspects of the classical world in which they have specialised
A.3	a knowledge of the ways in which ancient Greeks and Romans conceptualised, and represented, their world in literary texts and material culture;
A.4	a knowledge of a diverse range of aspects of, and disciplines concerned with, the classical world, and the opportunity to specialise.
B	Subject-specific/professional skills
B.1	development of an awareness of a range of different methodologies for approaching the subject, and 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	acquisition of skills in interpreting texts and aspects of material culture
B.5	the opportunity to explore the significance of the Classical tradition in western civilisation
B.6	the opportunity to acquire a basic knowledge of Latin or Ancient Greek or of both and a basic understanding of how to use that knowledge in the exploration of other areas in the classical world
C	Cognitive skills
C.1	acquisition of a range of intellectual skills, including skills in identifying and solving problems, and qualities of logical, critical, analytical and evaluative thought
C.2	development of an awareness of a range of different possible methodologies for approaching the subject, and the independence of judgment required critically to analyse various methodologies
C.3	acquisition of the ability to perceive connections between various aspects of, and approaches to, the classical world.
D	Key (transferable) skills
D.1.	written communication
D.2.	interpersonal communication
D.3.	oral presentation
D.4.	problem-solving
D.5.	organisation and time-management
D.6.	initiative
D.7.	use of information technology (primarily word-processing)
D.8.	development of flexibility in applying skills learnt to new material and in different contexts

10(b) Programme Intended Learning Outcomes:	Teaching and Learning Methods and Strategies
A Knowledge and understanding	<p>A.1-4. The primary method of imparting knowledge and promoting understanding is through lectures, supported by lecture handouts and by recommended reading. Knowledge and understanding are further developed by interactive sessions within lectures, classes and seminars and by assignments. The proportion of sessions involving interactive learning remains roughly constant through the three Stages. In Stages 2 and 3 there is increasing emphasis on students' independent development of knowledge and understanding in the independent study projects and in the Stage 2 and 3 modules, where the assessment requirements involve an increased element of independent study.</p>
B Subject-specific/professional skills	<p>B.1 and B.3 are demonstrated and promoted in lectures, classes and seminars. B.2 is promoted, and frequently tested, by assignments, seminar presentations and participation in discussion. B4 is promoted in lectures, classes, seminars and assignments. B5 and B6 are promoted in dedicated modules.</p>
C Cognitive skills	<p>C.1-2 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 judgment through independent reading and through the preparation of written assignments. C.3 is promoted by all of these activities.</p>
D Key (transferable) skills	<p>Key aspects of skills D.1 and D.4-7 are introduced to students through induction sessions, supported by the Student Handbooks and by materials on the School web-sites.</p> <p>D.1 is promoted in all three Stages by lecture handouts and through feedback on written assignments.</p> <p>D.2 is promoted by all types of interactive learning.</p> <p>D.3 is promoted by all seminars.</p> <p>D.4 is instantiated and practised in all modules.</p> <p>D.5 is promoted by class preparation and the assignment work-load; it is particularly developed by the independent study modules.</p> <p>D.6 is promoted by all modules involving an assessed assignment and particularly by independent study projects.</p> <p>D.7 is promoted by the requirement for all submitted assignments to be word-processed. Certain optional modules (e.g. Stage 1 World History modules HIS123-124) include assessed elements which encourage use of the internet and of on-line technology (Blackboard mainly).</p> <p>D.8 is promoted by setting tasks (for discussion sessions, seminars and/or assignments) where students are required to apply skills and approaches learned elsewhere to passages, topics etc. not explicitly covered.</p>
<p>Progression: While most learning outcomes are promoted by teaching and learning in all three Stages, certain outcomes receive greater emphasis in Stages 2 and (increasingly) 3. These include A.2, A.4, B.1, B.2, B.3, B.4, B.5, B.6, C.1, C.2, C.3, D.3 and D.5-6.</p>	

10(c) Programme Intended Learning Outcomes:**Assessment Strategy and Methods**

10.1. In order to assess students' attainment in the objectives of the Classics Studies programme, a combination of types of assessment is employed:

examinations
submitted assignments
independent study projects.

The interactive relationship between objectives and types of assessment is as follows:

A Knowledge and understanding

A.1-4 are assessed by all the above methods:

Examinations are used to assess retention of essential knowledge and grasp of a range of issues in the module.

Submitted assignments are used to assess students' understanding and skills in collecting relevant information and evidence for themselves.

Independent Study Projects assess similar understanding and skills to those assessed in submitted assignments but also enable students to demonstrate knowledge and understanding which exceeds that of other modules either qualitatively or quantitatively or both.

B Subject-specific/professional skills

B.1-6 are assessed by a combination of the above methods of assessment.

Examinations in particular assess **B.1-5**.

Submitted assignments in particular assess **B.2, B.4** and **B.6**.

Independent study projects in particular assess **B.1-4**.

C Cognitive skills

Examinations in particular assess **C.1-3**.

Submitted assignments in particular assess **C.3**.

Independent study projects in particular assess **C.1-2**.

D Key (transferable) skills

D.1, D.4, D.5, D.6 and **D.8** are assessed by all the above methods.

Examinations in particular assess **D.1, D.4, D.5** and **D.8**.

Submitted assignments in particular assess **D.1, D.4, D.5, D.6, D.7** and **D.8**.

Independent study projects in particular assess **D.1, D.4, D.5, D.6, D.7** and **D.8**.

Interpersonal communication and oral presentation are introduced and practised in many modules, but are not currently assessed.

<p>11 Programme Curriculum, Structure, and Features:</p> <p>The degree is designed to provide students maximum freedom of choice. There are no compulsory modules and no compulsory areas. This grand principle extends beyond the boundaries of the discipline itself: in each of the three stages, subject to DPD discretion, students may take up to 40 credits 'outside', whether in Archaeology, Ancient History, History, or even in related disciplines.</p> <p>Stage 1 provides the essential underpinning for the Honours stages, inculcating basic knowledge and essential skills and introducing the rich diversity of the field.</p> <p>Study of the classical languages is encouraged but optional.</p> <p>Progression requirements As for normal university regulations for Stage 1.</p>
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Modules	Learning outcomes	Progression requirements
Ancient Greek		
CAG120 Greek in Action 'A'	B.1, 5; C.1, 3; D.1-2, 4-6, 8	Pass
CAG121 Greek in Action 'B'	B.1, 5; C.1, 3; D.1-2, 4-6, 8	Pass
CAG122 Greek in Action 'C'	A.1, 3; B.1, 5; C.1, 3; D.1-2, 4-6, 8	Pass
CAG123 Greek Language and Literature I	A.2-3; B.1-2, 5; C.1, 3; D.1-2, 4-6, 8	Pass
Latin		
CLA121 Beginners' Latin I	B.1, 5; C.1, 3; D.1-2, 4-6, 8	Pass
CLA122 Beginners' Latin II	B.1, 5; C.1, 3; D.1-2, 4-6, 8	Pass
CLA113 Intermediate Language and Literature I	A.1-3; B.1-2, 5-6; C.1, 3; D.1-2, 4, 6, 8	Pass
CLA114 Intermediate Language and Literature II	A.1-3; B.1-2, 5-6; C.1, 3; D.1-2, 4, 6, 8	Pass
Ancient History		
CAH112 Archaic and Classical Greece	A.2-5, B.1-2, B.3, C.1-3, D.1-2, 4-8	Pass
CAH113 Roman Republic	A.2-5; B.1-2; B.3; C.1-3; D.1-2, 4-8	Pass
Ancient Culture		
CAC112 Classical Art from Greece to Rome	A.1; B.1-2, C.1-2, D.1-2, 4, 6	Pass
CAC113 Roman Literature	A.1, B.1-2, C.1-2, D.1-2, 4-6	Pass
CAC114 The World of Greek Literature	A.1, B.1-2, C.1-2, D.1-2, 4-6	Pass
CAC115 Introduction to Ancient Philosophy	A.1, B.1-2, C.1-2, D.1-2, 4-6	Pass

Stage 2

In Stage 2 students choose from modules covering literature, philosophy, material culture, history, linguistic topics and 'interdisciplinary' topics such as historiography or study of the classical tradition and from 'outside' modules. The emphasis is on students' developing their own interests and aptitudes under the guidance of their personal tutor and the DPD, who advises on the suitability of the overall 'package'. Many of the Greek and Roman culture (CAC) modules are designed to relate different approaches to studying the classical world, and/or to encourage connections with other modules.

Progression requirements

As for normal university regulations for Stage 2.

Ancient Greek		
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CAG221 Interpretation of Greek Texts II	A.1-3; B.1-2, 5; C.1-3; D.1-2, 4-8	Pass
CAG222 Special Study in Greek: Stage 2	A.1-3; B.1-2, 5; C.1-3; D.1-2, 4-8	Pass
Latin		
CLA220 Special Study in Latin: Stage 2	A.1-3; B.1-2, 5; C.1-3; D.1-2, 4-8	Pass
CLA221 Interpretation of Latin texts: Stage 2	A.1-3; B.1-2, 5; C.1-3; D.1-2, 4-8	Pass
Ancient Culture		
CAC245 Greek and Roman Medicine: Stage 2	B.1-3, C.1-2, D.1-2, D.4, 6, 8	Pass
CAC250 Historians of Antiquity	A.2-4, B.1-2, C.1-2, D.1	Pass
CAC252 Foundations of European Drama: Stage 2		Pass
CAC253 Greek Myth: Stage 2		Pass
Ancient History		
CAH206 The Greek World 400-200 BC	A.2-5, B.1-2, B.3, C.1-3, D.1-2, 4-8	Pass
CAH207 The Roman Empire	A.2-5, B.1-2, 3, C.1-3, D.1-2, 4-8	Pass
CAH210 Women in History and Culture	A.2, B.1, B.3, C.1-2, D.1-2, D.4-8	Pass

Note: the above is the ancient history option in Stage 2 available in 2003/4. This option is on an alternating cycle with:

CAH211 Celluloid History B.1-2, C.1-2, D.1-2, 4-8 Pass

Note: the above are the Ancient Culture options available in 2003/4. In Ancient Culture most options operate on an alternating cycle: alternative modules which may be available:

CAC254 Epic Journeys	B.1-2, C.1-2, D.1-6, 8	Pass	
CAC246 Virgil and Augustus	B.1-2, C.1-2, D.1-2, D.3-6, 8		Pass
CAC244 Building for the Gods	B.1-2, C.1-2, D.1-2, D.4-6, 8	Pass	
CAC248 The Greeks and their Gods	B.1-2, C.1-2, D.1-2, 4-6, 8	Pass	

Stage 3

In Stage 3 students again choose from modules covering literature, philosophy, material culture, history, linguistic topics and 'interdisciplinary' topics such as historiography or study of the classical tradition and from 'outside' modules. The emphasis is on students' developing their own interests and aptitudes under the guidance of their personal tutor and the DPD, who advises on the suitability of the overall 'package'. Many of the Greek and Roman culture (CAC) modules are designed to relate different approaches to studying the classical world, and/or to encourage connections with other modules which may be taken.

In 2001/2002 the Department began a process (completed in 2002/2003) whereby modules taught to Stages 2 and 3 together have differential assessment: assessment of the Stage 3 version of such modules is designed to require either or both of:

- an advanced level of application of the skills and approaches encountered;
- application of skills and approaches to additional, independently studied material relevant to the module topic.

At Stage 3 there is the opportunity to select independent study topics, leading to an extended essay or dissertation, which go beyond or outside the taught content of the menu of modules; up to a quarter of a student's Stage 3 programme may be dedicated to this (**CAC398, CAC399**).

Ancient Greek	
CAG303 Interpretation of Greek Texts III	A.1-3; B.1-2, 5; C.1-3; D.1-2, 4-8
CAG322 Special Study in Greek: Stage 3	A.1-3; B.1-2, 5; C.1-3; D.1-2, 4-8

Latin									
Interpretation of Latin Texts III	A.1-3; B.1-2, 5; C.1-3; D.1-2, 4-8								
Special Study in Latin: Stage 3	A.1-3; B.1-2, 5; C.1-3; D.1-2, 4-8								
Ancient Culture									
CAC303 Special Study in Ancient Culture	A.2; B.1-2, 5; C.1-3; D.1, 4-8								
CAC399 Dissertation	A.2; B.1-2, 5; C.1-3; D.1, 4-8								
CAC345 Greek and Roman Medicine: Stage 3	A.1, B.1-3, C.1-2, D.1-2, D.4, 6, 8								
CAC350 Historians of Antiquity	A.2-4, B.1-2, C.1-2, D.1								
CAC352 Foundations of European Drama: Stage 3	B.1-3, C.1-2, D.1-2, D.4-6								
CAC353 Greek Myth: Stage 3	B.1-3, C.1-2, D.1-2, D.4-6								
Ancient History									
CAH308 Rome and the Rise of Christianity	A.2-5, B.1-3, C.1-2, D.1-2, 4-6, 8								
CAH309 Emperor and Empire	A.2-5, B.1-3, C.1-2, D.1-2, 4-6, 8								
CAH314 The Emperor Hadrian	A.2-5, B.1-2, C.1-2, D.1-2, 4-6, 8								
CAH315 The Persian Empire	A.2-5, B.1-2, C.1-2, D.1-2, 4-6, 8								
CAH323 Women in History and Culture Stage 3	A.2, B.1, B.3, C.1-2, D.1-2, D.4-8								
<p>Note: the above are the options available in 2003/4. In Ancient Culture most options operate on an alternating cycle: alternative modules which may be available:</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">CAC354 Epic Journeys Stage 3</td> <td>B.1-2, C.1-2, D.1-6, 8</td> </tr> <tr> <td>CAC346 Virgil and Augustus Stage 3</td> <td>B.1-2, C.1-2, D.1-2, D.3-6, 8</td> </tr> <tr> <td>CAC 344 Building for the Gods Stage 3</td> <td>B.1-2, C.1-2, D.1-2, D.4-6, 8</td> </tr> <tr> <td>CAC348 The Greeks and their Gods Stage 3</td> <td>B.1-2, C.1-2, D.1-2, 4-6, 8</td> </tr> </table>		CAC354 Epic Journeys Stage 3	B.1-2, C.1-2, D.1-6, 8	CAC346 Virgil and Augustus Stage 3	B.1-2, C.1-2, D.1-2, D.3-6, 8	CAC 344 Building for the Gods Stage 3	B.1-2, C.1-2, D.1-2, D.4-6, 8	CAC348 The Greeks and their Gods Stage 3	B.1-2, C.1-2, D.1-2, 4-6, 8
CAC354 Epic Journeys Stage 3	B.1-2, C.1-2, D.1-6, 8								
CAC346 Virgil and Augustus Stage 3	B.1-2, C.1-2, D.1-2, D.3-6, 8								
CAC 344 Building for the Gods Stage 3	B.1-2, C.1-2, D.1-2, D.4-6, 8								
CAC348 The Greeks and their Gods Stage 3	B.1-2, C.1-2, D.1-2, 4-6, 8								

Progression Requirements

As for normal university regulations for Stage 3.

12 Criteria for Admission:

GCSEs required

A-Level Subjects and Grades

BBB/C from 18 units including two A levels; AVCE (Double Award) accepted if offered in combination with an appropriate Arts A level

Alternative entry qualifications

ABBB at Higher Grade (Scottish). Combination s of Highers and Advanced Highers accepted. For candidates offering Access courses, modules in Classical or Historical Studies desirable. All modules at Distinction/Credit level for courses which are graded.

Admissions policy

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.

Arrangements for non-standard entrants

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

Any Additional Requirements

None

13 Support for Students and their Learning:

Induction programme for orientation, introducing study skills for new students and providing careers guidance
Sessions within relevant modules on skills development
Student handbooks and module guides
School websites
Up-to-date IT facilities throughout the campus
All students allocated a personal academic tutor
Personal tutors available to advise on module selection and take an overview of the students' performance
Student email and personal access to Degree Programme Director and tutorial staff
Disability Unit
Student Counselling Service
Careers Service
Excellent University library facilities including CD ROMs and on-line services
Classics library within School of Historical Studies identified by Classics 2001 TQA Subject Review as valuable student resource

14 Methods for evaluating and improving the quality and standards of teaching and learning:

Module reviews:

In all modules student questionnaires are distributed and monitored by the Classics and Ancient History Board of Study, the School Teaching and Learning Committee and the School Staff-Student Committee.

Programme reviews:

Student stage questionnaires are distributed and monitored by the School Teaching and Learning Committee.

External examiner reports:

External Examiners' Reports are received annually and considered by the Classics and Ancient History Board of Study and, where appropriate, by the School Teaching and Learning Committee.

Feedback mechanisms:

These are provided formally by the student representation on the BOS and by the Staff-Student Committee

Faculty and University Review Mechanisms:

Degree Programme Review is considered by Faculty and University Teaching Committees

15	Regulation of Assessment
	Pass Mark 40 Course Requirements As for University Regulations Weighting of Stages Stage 1 is non-Honours Stages 2-3 are Honours. Assessment: weighted average: one-third to two-thirds Common Marking Scheme First Class: 70-100 Upper Second: 69-60 Lower Second: 59-50 Third: 49-40 Role of the External Examiner scrutiny of exam papers review and moderation of exam scripts and assessed work Attendance at Examiners' Meeting written report to the University

16	Indicators of Quality and Standards:
16	Indicators of Quality and Standards: Professional Accreditation Reports An indicator of current quality and standards is the QAA Subject Review Report for Classics, of March 2001. Grades awarded: Curriculum Design, Content and Organisation: 4 Teaching, Learning and Assessment: 3 Student Progression and Achievement: 4 Student Support and Guidance: 4 Learning Resources: 4 Quality Management and Enhancement: 3

This specification provides a summary of the main features of the Classical Studies 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. The accuracy of the information is reviewed by the University and may be checked by the Quality Assurance Agency for Higher Education.

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

The University Prospectus

The School Handbooks

The University and Degree Programme Regulations

The Degree Programme Handbook

QAA Subject Review Report