

PROGRAMME SPECIFICATION

1	Awarding Institution	Newcastle University
2	Teaching Institution	Newcastle University
3	Final Award	MA
4	Programme Title	MA in Greek and Roman Archaeology
5	UCAS/Programme Code	4032
6	Programme Accreditation	N/A
7	QAA Subject Benchmark(s)	N/A
8	FHEQ Level	Masters
9	Date written/revised	13/10/07

10 Programme Aims

1. To develop students' general analytical, research and subject-specific skills within the field of Greek and Roman Archaeology.
2. To expose students to cutting-edge research environments in the spheres of Greek and Roman archaeology and encourage engagement by students with current staff research.
3. To provide the basic skills and knowledge required to continue with academic research in Classical Archaeology at PhD level or to enter the workplace in positions requiring high level literacy, research and time management skills.
4. To provide access to Higher Education to students from a variety of educational backgrounds and to provide a bridge to further postgraduate qualifications.
5. To enable students to develop their capacity to learn in preparation for or as part of continuing professional development and lifelong learning.
6. To provide a curriculum that is responsive to both the research preparation and professional preparation Master's funding scheme of the AHRC.
7. To ensure that the programme meets the requirements of a Masters' level qualification as defined by the Framework for Higher Education Qualifications.
8. To guarantee that the programme conforms to University policies and to QAA codes of practice.

11 Learning Outcomes

The programme provides opportunities for students to develop and demonstrate knowledge and understanding, qualities, skills and other attributes in the following areas. The programme outcomes have references to the benchmark statements for (subject) (X).

Knowledge and Understanding

On completing the programme students should have an advanced knowledge and understanding of:

- A1 The chronological range and thematic diversity of Greek and Roman Archaeology.
- A2 The theoretical and interpretive perspectives of archaeologists studying Greek and Roman societies.
- A3 The methodologies and sources available to archaeologists studying these societies.
- A4 Artefacts of the period.

Teaching and Learning Methods

The primary method of imparting knowledge and understanding [A1-A4] are seminars, supplemented by lectures (for systematic and advanced overviews of module subjects), individual tutorials for the return of coursework, and self-directed learning (to facilitate the development of a comprehensive understanding and critical awareness of current research and advanced scholarship).

The structure of the MA is designed so that all students take Core Modules in Greek and Roman Archaeology to give them an advanced understanding of a broad range of key theoretical and analytical frameworks [A1-A3].

These modules also stress object handling in order to develop familiarity with the material cultures of Greece and Rome [A4]. Our aim is to teach out from objects in order to ensure that students' understandings of theory and analysis are grounded in real archaeological experience.

Museum studies modules, based either on the Museum of Antiquities holdings or the Shefton collection provide the opportunity to gain the practical skills of handling objects and research skills and knowledge of a wide range of artefacts from the Classical World [A4]

Additional modules in archaeology, ancient history and classics can provide further knowledge of specific chronological/thematic areas in a broader context [A1-A3] which will provide excellent preparation for further research or professional practice depending upon module choice.

The dissertation will help develop independent research skills through specialist research [A4]

Assessment Strategy

Knowledge and understanding are assessed through a number of written essays and research assignments for each module, and the final dissertation. Assignments will be arranged so as to ensure that students encounter the full range and thematic diversity of Greek and Roman archaeology [A1]. Written assignments for Compulsory and Optional modules are designed to provide students with the opportunity to explore the theoretical and interpretive perspectives of archaeologists studying the Classical World [A2]. In the assessment of these modules, students will write formative essays on Greek and Roman archaeology, on which they will receive written and oral feedback. Some modules will include written examinations to evaluate knowledge and understanding. Marks will be awarded for evidence of knowledge attained, as well as evidence that the student has achieved an appropriate level of understanding of the methodologies and sources used by specialists in this field [A2-3]. The dissertation provides an extended opportunity for students to reveal their in-depth knowledge and understanding of one particular aspect of Greek and Roman archaeology, and they will be encouraged to apply their new artefact analysis skills to their research [A4].

Intellectual Skills

On completing the programme students should be able to:

- B1 Apply critical reasoning
- B2 Gathering and use appropriate data
- B3 Applying concepts
- B4 Evaluate, analyse and interpret archaeological material

Teaching and Learning Methods

Through seminar presentations and discussion, practical work and lectures students will develop the ability to think critically and to apply advanced knowledge and methodological skills they have acquired through their studies in order to present balanced and coherent arguments [B1]. Students will have the opportunity to develop and practise advanced skills in data gathering and manipulation through seminars and practical work, and the ability to critically identify, select and apply relevant data and concepts to particular questions using relevant methodologies [B2, 3]. Seminar teaching through presentations and discussion will allow students to develop advanced critical skills in evaluating, analysing and interpreting data [B4].

Assessment Strategy

All written pieces of work in the taught modules require students formatively to gather, evaluate, analyse, and interpret evidence, using the skills identified as benchmark skills within the discipline of Archaeology [B1-4].

The dissertation represents the summative task in detailed practice of all of these cognitive skills.

Practical Skills

On completing the programme students should have:

- C1 Acquired subject-specific skills through training and research experience and

	developed an ability to evaluate, analyse and interpret different sources of evidence relating to Greek and Roman archaeology;
C2	Developed the ability to undertake higher degree research through completion of short pieces of written work and a dissertation;
C3	Practised a wide range of subject-specific skills such as presenting a balanced written argument based on a range of evidence, critical analysis of archaeological reports and the interpretation of artefacts
C4	Developed a variety of advanced additional skills according to their individual needs, e.g. ancient and modern languages, finds handling and data management.

Teaching and Learning Methods

All taught modules include seminars, lectures or practicals delivered by professional archaeologists who research and teach in the areas about which they lecture. These will provide an advanced survey of the state of knowledge and enable students to develop a comprehensive understanding and critical awareness of specific topics relating to current research and advanced scholarship. All contributors use a wide range of examples from their own fields of expertise in Archaeology.

Group work and practical sessions related to lectures provides students with the opportunity to develop and practise their subject specific and generic skills [C1-4] through, for example, preparation for and oral contribution to seminars, finds handling practicals, and the final dissertation.

The programme lays particular stress on both site visits and on object handling. The aspiration is to maximise the opportunities for reflective learning.

Research training (at Faculty and School level), tutorials, guided reading, feedback on outline proposals, and continuous supervision provide the basis for students to complete their dissertations.

Assessment Strategy

All assignments include an element of assessment related to the understanding of subject-specific skills [C1]. Students are encouraged through the research logs compiled for Faculty and School training modules to reflect on their own research in relation to the attainment of transferable skills, in either the pursuit of further postgraduate research, in professional archaeology, or in the wider workplace [C2].

Transferable/Key Skills

On completing the programme students should be able to:

- D1 Produce high quality written arguments
- D2 Produce compelling verbal presentations
- D3 Work effectively in teams
- D4 Plan and organise workloads effectively

Teaching and Learning Methods

Through lectures, seminars, practicals and tutorials, students will develop skills to enable them to

- [a] plan and execute both short and extended pieces of written work [D1, 4].
- [b] employ effective interpersonal/oral communication techniques, taught through the Faculty and School Research Training Modules. Students practise and develop these skills by contributing orally either as groups or individually in seminars for taught modules [D2, 3-4].
- [c]work effectively in teams. This is practised through contribution to group seminar work [D3].
- [d] plan and organise their workload. Students practise and develop these crucial skills through keeping to programme deadlines and by planning and organizing their written work, including the dissertation [D4]

Assessment Strategy

Written communication [D1] is assessed in each of the modules on this programme.

Assignments will be mostly essay-based, reflecting the dominance of this form of writing within the discipline, but other written work may be set including the creation of finds tables and specialised artefact reports.

Interpersonal/oral communication, individually and as part of a team [D2-3] is a critical part of the teaching and learning experience for this programme, for example, during individual feedback sessions, and group seminars.

Planning and organization is practised throughout the programme through the student's ability to meet deadlines and successfully complete the programme [D4].

12 Programme Curriculum, Structure and Features

Basic structure of the programme

The programme may be taken on a full-time or a part-time basis. A part-time route through the programme will be decided on a case-by-case basis in consultation with the Degree Programme Director.

All students take the following compulsory modules:

Title	Code	Year	Credit
Faculty Research Training Module	ART 8000	1	10
Research Training in Archaeology	ARA 8031	1	10
Or			
Skills of Scholarship	CAC 8000	1	10
Graduate Seminar in Roman Archaeology	ARA 8050	1	30
Graduate Seminar in Greek Archaeology	CAH 8006	1	30
Dissertation	CAH 8003	1	60

In addition all students shall take two optional 20-credit modules in Semester 1 or 2 after consultation with the Degree Programme Director

Title	Code	Year	Credit
Museum Study (Shefton Collection)	CAH 8007	1	20
Museum Study (Antiquaries Collection)	ARA 8051	1	20
Other existing MA module in SHS subject Or language subject to DPD's approval	CAH/ARA 8*	1	30

The list of optional modules offered could vary from year to year and modules will run subject to appropriate levels of enrolment, as specified on the individual module outline forms. The semester in which each of the optional modules is offered may also vary. All students will receive a module handbook at the start of each module, which contains full detail of lectures, lecturers, methods of assessment and seminar themes. Extra teaching and learning support material will be provided, eg through Blackboard, Robinson Library Special Collections.

Statement on progression

Candidates are normally expected to pass the taught element of the programme before proceeding to the Dissertation.

In Semester 3, provided that they normally meet the progression criteria stated above, all students research and write up a Dissertation (60 credits). Students complete their dissertation after the taught modules have been completed. Dissertations are presented in the form of a 14,000 word piece of work (including any notes/appendices but excluding bibliography). Students are encouraged to think about potential topics as early as possible and discuss topics in detail with staff from the beginning of Semester 2 onwards. To be successful the dissertation requires careful planning and preparation, for which training is given in Semesters 1 and 2.

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

Extensive teaching with outstanding object collections and seminars at key sites of direct relevance to the period.

Programme regulations (link to on-line version)

<http://www.ncl.ac.uk/regulations/programme/2007-2008/programme/4032.php>

13 Criteria for admission*Entry qualifications*

Candidates should normally hold a first degree in Archaeology, Classics, Ancient History or a related subject, and shall normally hold at least a 2.1 (Upper Second Class) degree. Other degree qualifications may be considered where appropriate.

Admissions policy/selection tools

All applications are seen by the DPD and where deemed appropriate another member of staff. All borderline or non-standard applicants are contacted by letter, email or phone and further information solicited.

Non-standard Entry Requirements

Candidates who have followed a non-traditional route into Higher Education will be considered on their merits on a case-by-case basis.

Additional Requirements

N/A

Level of English Language capability

All overseas students have to satisfy the University's language requirements and obtain a minimum of 6.5 IELTS or equivalent.

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. Students will also use the Cowen library collections.

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

N/A

Additional mechanisms

N/A

16 Regulation of assessment

Pass mark

The pass mark is 50 (Postgraduate programmes)

Course requirements

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

Common Marking Scheme

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)

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
ART 8000	Compulsory		1, 2, 3, 4		1, 2, 3, 4
ARA 8031	Compulsory	1, 2,	1, 2, 3, 4	1, 2,	1, 2, 3, 4
CAC 8000	Compulsory	1, 2,	1, 2, 3, 4	1, 2,	1, 2, 3, 4,
CAH 8006	Compulsory	1, 2, 3, 4	1, 2, 3, 4	1, 2, 3, 4,	1, 2, 3, 4
CAH 8007	Optional	1, 2, 3, 4		1, 2, 3, 4	
ARA 8050	Compulsory	1, 2, 3, 4	1, 2, 3, 4	1, 2, 3, 4	1, 2, 3, 4
ARA 8051	Optional	1, 2, 3, 4		1, 2, 3, 4	
CAH 8003	Compulsory	1, 2, 3, 4	1, 2, 3, 4	1, 2, 3, 4	1, 4