

## PROGRAMME SPECIFICATION



1	<b>Awarding Institution</b>	Newcastle University
2	<b>Teaching Institution</b>	Newcastle University
3	<b>Final Award</b>	MA
4	<b>Programme Title</b>	Classics
5	<b>UCAS/Programme Code</b>	4035
6	<b>Programme Accreditation</b>	N/A
7	<b>QAA Subject Benchmark(s)</b>	N/A
8	<b>FHEQ Level</b>	7
9	<b>Date written/revised</b>	31 October 2011

### 10 Programme Aims

- 1 To provide students with a range of learning opportunities (in relation to analytical, key, research and subject-specific skills) within the field of Classics;
- 2 To provide a programme which is responsive to the research training requirements of the AHRC;
- 3 To provide a programme where the focus is on advanced study and training, where students are expected to gain the research skills and knowledge to enable them to progress to academic research in Classics at PhD level, or to enter the workplace in a variety of professions, where high levels of skill such as literacy, research and project management are required;
- 4 To provide a programme which gives students the fullest possible access to the research strengths of the staff within the Classics section, through the vehicle of a series of overarching themes;
- 5 To provide access to Higher Education to students from a variety of educational backgrounds, and to provide a bridge to further postgraduate qualifications;
- 6 To provide a programme that meets the requirements of a Master's level qualification as defined by the Framework for Higher Education Qualifications;
7. To provide a programme that 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.

#### Knowledge and Understanding

On completing the programme students should:

- A1 have acquired knowledge and understanding of one or more themes in Classics
- A2 have acquired knowledge and understanding of a range of methodologies for interpreting the evidence for one or more themes in Classics
- A3 have acquired a knowledge and understanding of a range of theoretical and analytical approaches used by Classicists
- A4 have acquired the detailed knowledge and understanding which comes from undertaking a sustained piece of classics research (a dissertation)
- A5 have acquired or increased knowledge of either Latin or Greek or both

<b>Teaching and Learning Methods</b>
The primary methods of imparting knowledge and understanding (A1-5) are lectures, group seminars, language classes, individual tutorials, and self-directed learning. A2 – 3 are the primary concern of the Research Skills module and of the Approaches to Classics Research modules. A4 is imparted by work for the Dissertation module, for which the Approaches to Classics Research modules are training and preparation. A5 is taught in language classes in the Latin/Greek Application or (according to candidates' competences and choices) in the other language modules.
<b>Assessment Strategy</b>
A1-3 are assessed through one extended written paper for each of the Approaches to Classics Research modules and are assessed in the Dissertation. The language (A5) is assessed by examination with numerous formative tests as preparation.
<b>Intellectual Skills</b>
On completing the programme students should be able to: B1 evaluate, analyse and interpret a range of different types of evidence in the field of Classics; B2 practise a wide range of subject-specific skills, such as the marshalling of evidence, the presentation of balanced written argument and the critical analysis of texts; B3 display knowledge and understanding at a high level of their chosen themes in Classics; B4 apply a range of concepts and theoretical and analytical approaches to a body of evidence B5 display empathy for the experiences of other people of a period other than our own
<b>Teaching and Learning Methods</b>
B1-5 are imparted in lectures, seminars and tutorials
<b>Assessment Strategy</b>
B1-5 are assessed summatively in the written papers for the Approaches to Classics Research modules. These papers will also play a formative role in preparation for the Dissertation, which represents the summative task in the detailed practice of all these skills.
<b>Practical Skills</b>
On completing the programme students should be able to: C1 demonstrate the ability to carry out independent research C2 gather and use information from a range of types of sources effectively C3 evaluate, analyse, and interpret evidence C4 present material in a written form to the standard expected of submissions to professional journals
<b>Teaching and Learning Methods</b>
In all the taught modules, including the Research Skills module, students will be introduced through lectures, seminars and tutorials to all these practical skills (C1-4)
<b>Assessment Strategy</b>
C1-4 are assessed by the written papers for the Approaches to Classics Research modules and by the Dissertation in which students are expected to demonstrate all these skills to a high level.

<b>Transferable/Key Skills</b>
<p>On completing the programme students should be able to:</p> <p>D1 Communicate ideas and argument effectively in writing</p> <p>D2 Present ideas and argue cases effectively in oral communication and in discussion and debate</p> <p>D3 plan and organise work effectively</p> <p>D4 be computer literate and be able to make effective use of on-line resources for Classics</p>
<b>Teaching and Learning Methods</b>
<p>D1-4 are imparted in the lectures, seminars and tutorials. D2 is specifically imparted by the training in the seminars. D4 is practised and developed throughout the programme through the preparation of the papers and of the Dissertation</p>
<b>Assessment Strategy</b>
<p>D1 is assessed by the written papers for the Approaches to Classics Research modules and the Dissertation. D2, while an important part of the formative training in the seminars and tutorials, is not separately assessed. D3 and 4 are assessed by the written papers and the Dissertation</p>

12 Programme Curriculum, Structure and Features		
Basic structure of the programme		
<b>DEGREE REGULATIONS FOR MA IN CLASSICS</b>		
<p>These regulations for the degree of Master of Arts in Classics should be read in conjunction with the University Taught Postgraduate Master’s Degree Entrance and Progress Regulations and the Examining Conventions for Taught Postgraduate Programmes. In addition, the following regulations apply:</p>		
<p>Programme Structure</p>		
<p>Candidates may opt for a full or part-time route through the programme. The part-time route must be agreed in consultation with, and with the approval of, the Degree Programme Director.</p>		
<p>All candidates shall take the following modules:</p>		
<p>(a) all of the following compulsory modules:</p>		
<i>Code</i>	<i>Credits</i>	<i>Descriptive Title</i>
CAC8000	(20)	Skills of Scholarship
CAC8009	(20)	Approaches to Classics Research I
CAC8010	(20)	Approaches to Classics Research II
CAC8099	(60)	Dissertation (14,000 words)
<p>(b) <b>one</b> optional module in Semester 2 worth 20 credits, subject to the approval of the Degree Programme Director; it will usually be chosen from the modules offered within the School of Historical Studies (esp. Classics/Ancient History), in particular:</p>		
CAH8010	(20)	Approaches to Ancient History Research II
CAH8006	(20)	Graduate Seminar in Greek Archaeology

And (c) **one** of the following compulsory modules or combinations of modules:

CAC8097	(30)	Greek for MA candidates
CAC8098	(30)	Latin for MA candidates
CAG1011 and CAG1012	(20)	Intermediate Greek Language and Literature I
	(20)	Intermediate Greek Language and Literature II
CLA1011 and CLA1012 2	(20)	Intermediate Latin Language and Literature 1
	(20)	Intermediate Latin Language and Literature 2
CAG2001 and CAG3002	(20)	Level 2 Greek: Interpretation of Texts
	(20)	Level 2/3 Greek: Special Study Stage 3
CLA2001 and CLA3002	(20)	Level 2 Latin: Interpretation of Texts
	(20)	Level 2/3 Latin: Special Study Stage 3
CAG3001 and CAG3002	(20)	Level 3 Greek: Interpretation of Texts
	(20)	Level 2/3 Greek: Special Study Stage 3
CLA3001 and CLA3002	(20)	Level 3 Latin: Interpretation of Texts
	(20)	Level 2/3 Latin: Special Study Stage 3

Students without previous recognized qualifications in either Greek or Latin are required to take either CAC8097 or CAC8098, but may not take both. Students with demonstrated excellent abilities in both Greek and Latin may, pending the approval of the DPD, take an additional module listed under (b) in Semester 1 in lieu of the language module.

CAC8097 and 8098 are taught over Semesters 1 and 2.

Candidates are normally expected to pass the taught modules before proceeding to the Dissertation in Semester 3.

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

The programme concentrates on training in a range of research techniques. Within the two Approaches to Classics Research modules, study centres on a theme, or themes, which reflect/s the distinctive research interests and publications of the staff of the Classics section. Study of a Classical language is a required element of the programme. The proportion of language within the whole may vary according to candidates' competences and interest.

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

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

### **13 Criteria for admission**

#### *Entry qualifications*

2.1 or better in an undergraduate degree, in which the study of Classics or Classical subjects forms a significant part

#### *Admissions policy/selection tools*

We encourage applications both from domestic and overseas students. All applications are considered by the DPD and, where appropriate, another member of staff. Candidates are offered an interview and a chance to meet staff. Where this is not possible, candidates are asked to complete a questionnaire in order to secure an appropriate match between candidates' interests, choices and competences (including their knowledge of Latin and/or Greek) and specialist staff input.

#### *Non-standard Entry Requirements*

Candidates whose qualifications are the equivalent of 2.1 in an undergraduate degree, but who have not concentrated on the study of the Classical world (e.g. students of archaeology, history etc.), will be considered, provided they can demonstrate a broad general knowledge of the history of the Classical world and show that they are capable of benefiting from the programme.

#### *Additional Requirements*

None

#### *Level of English Language capability*

All overseas candidates have to satisfy the University's language requirements and obtain a minimum of 7.0 IELTS 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 principal support services and general information about the School and their programme, as described in the Degree Programme Handbook. 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, 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 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.

### **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 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**

<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 [es@ncl.ac.uk](mailto:es@ncl.ac.uk))

The University Regulations (see <http://www.ncl.ac.uk/regulations/docs/>)

The Degree Programme Handbook

Please note. This specification provides a concise summary of the main features of the programme and of the learning outcomes that a typical student might reasonably be expected to achieve if she/he takes full advantage of the learning opportunities provided. The accuracy of the information contained is reviewed by the University and may be checked by the Quality Assurance Agency for Higher Education.



## Mapping of Intended Learning Outcomes onto Curriculum/Modules

Either

Intended Learning Outcome	Module codes (Compulsory in Bold)
A1	<b>CAC8000</b> <b>CAC8009-10</b> CAC8096-7
A2	<b>CAC8000</b> <b>CAC8009-10</b> CAC8096-7
A3	<b>CAC8000</b> <b>CAC8009-10</b> CAC8096-7
A4	<b>CAC8099</b>
B1	<b>CAC8009-10</b> CAC8096-7 <b>CAC8099</b>
B2	<b>CAC8009-10</b> CAC8096-7 <b>CAC8099</b>
B3	<b>CAC8009-10</b> CAC8096-7 <b>CAC8099</b>
B4	<b>CAC8009-10</b> CAC8096-7 <b>CAC8099</b>
C1	<b>CAC8009-10</b> CAC8096-7 <b>CAC8099</b>
C2	<b>CAC8009-10</b> CAC8096-7 <b>CAC8099</b>
C3	<b>CAC8009-10</b> CAC8096-7 <b>CAC8099</b>
C4	<b>CAC8009-10</b> CAC8096-7 <b>CAC8099</b>
D1	<b>CAC8009-10</b> CAC8096-7 <b>CAC8099</b>
D2	<b>CAC8009-10</b> CAC8096-7 <b>CAC8099</b>
D3	<b>CAC8009-10</b> CAC8096-7 <b>CAC8099</b>
D4	<b>CAC8009-10</b> CAC8096-7 <b>CAC8099</b>

Or

Module	Type	Intended Learning Outcomes			
		A	B	C	D